

Mark Scheme (Results)

Summer 2013

GCE Spanish (6SP04/01)

Unit 4: Research, Understanding and
Written Response

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

1. Translation from English into Spanish

	English	Spanish	Reject Answers
1.	When he leaves	Cuando termine, acabe, finalice / Al terminar, acabar, finalizar / <i>salga</i>	deje, sale
2.	school	el instituto, el insti, el colegio, el cole, la escuela/ <i>del instituto</i>	
3	Emilio intends to	Emilio tiene la intención de, piensa, quiere, quisiera	intenta, piensa en , procura
4	become a doctor.	ser, hacerse, llegar a ser médico, doctor.	volverse en, un médico,
5	Three weeks ago	Hace tres semanas	Tres semanas pasadas
6	he did his work experience	hizo su experiencia laboral, su(s) práctica(s) laboral(es), su experiencia de trabajo	su trabajo laboral, su experiencia del trabajo
7	in a hospital	en un hospital, sanatorio	
8	where he learnt about	donde se informó sobre, donde aprendió sobre, donde descubrió, donde supo de, donde se enteró de	se informó de, aprendió de
9	the challenges	los retos, los desafíos	los problemas, las dificultades
10	of the job,	del trabajo, del empleo, del puesto, de la profesión	
11	but he had already	pero ya / <i>pero ya llevaba</i>	
12	been thinking of	pensaba en, había estado pensando en / <i>dos años</i>	había sido pensando en / consideraba
13	medicine	(la) medicina / <i>pensando en</i>	
14	as a career	como (una) carrera, profesión / (la) medicina	por una carrera
15	for two years.	desde hacía dos años, por/durante dos años / <i>como (una) carrera.</i>	desde hace
16	His parents	Sus padres	Sus parientes
17	share	comparten	se comparten
18	his enthusiasm	su entusiasmo, pasión	entusiasmo, interés
19	and want	y quieren que, desean que, tienen ganas de que	
20	him to follow	siga	continúe
21	his uncle's example	el ejemplo de su tío	su tío's ejemplo
22	and have	y (que) tenga	
23	his own clinic.	su propia clínica, consulta, su propio consultorio	
24	This summer	Este verano	
25	he will take	pasará, va a pasar, va a presentarse a, se presentará a, va a hacer, hará, va a rendir, rendirá, va a tener, tendrá	tomará
26	his exams	sus exámenes, sus pruebas	
27	and hopes that	y espera que, tiene la esperanza de que	confía en que
28	the results	los resultados, las notas	los resultados
29	will be good enough	sean (lo) suficientemente bueno(a)s, sean bastante bueno(a)s, sean tan bueno(a)s como	
30	to get into university.	para entrar en, ir a, matricularse en, ingresarse en, ser aceptado	

		en, acceder a, para que pueda ir a la universidad., la uni.	
Spelling errors and omission of essential accents would render a section incorrect. 30 marks divided by 3 (refer to the mark scale for the mark to be keyed into epen)			Mark 10

Mark Scale to be used with **Question 1**

Raw mark out of 30

Mark to key into

30-29	10
28-26	9
25-23	8
22-20	7
19-17	6
16-14	5
13-11	4
10-8	3
7-5	2
4-1	1

Question 2: Discursive and Creative Writing

Question Number	Answer	Mark
2(a)		T
	This will give the candidates the opportunity to write a dialogue and they may well produce natural, idiomatic language. Answers will vary but will probably focus on the sporting achievements of the student and the parents' worry that if the ambition failed to materialise then there would be nothing left to fall back on if studies were neglected. Candidates must mention that they dream of becoming professional sports people. The mark for Understanding and Response is to be capped at 6 if the candidate writes a narrative instead of a conversation.	

Question Number	Answer	Mark
2(b)	This account will presumably be mostly narrative and should be written in the past. Answers will vary but will probably begin by focusing on the content of the letter which will probably be the offer of a job. The candidate should focus on why this represents a good opportunity and how the future is secure as a result. The more imaginative response will score more highly.	(45)

Question Number	Answer	Mark
2(c)	Candidates must imagine that they are aspiring musicians who are being auditioned for a place in a youth orchestra. They should describe the experience of the audition and the result of that experience.	(45)

Question Number	Answer	Mark
2(d)	Candidates must consider whether or not the government should be spending money on the arts under the present economic climate . They may mention government subsidies for the arts such as opera or the purchase of important paintings for the nation and how the money could be better spent elsewhere. Alternatively, they may argue that money should be spent on encouraging involvement, particularly of the young and the unemployed, with arts projects such as theatre workshops, They must argue for and/or against the assertion and reach an informed, logical conclusion.	(45)

Question Number	Answer	Mark
2(e)	Candidates must consider the question of the acceptability of euthanasia in a civilised society . They may express religious and/or humane points of view and may well refer to specific examples that have been publicised in the press. They must present arguments for and/or against the assertion and reach an informed, logical conclusion.	(45)

Question Number	Answer	Mark
2(f)	Candidates must look at whether or not the monarchy has any relevance in the modern world . They may use the arguments of stability and continuity and/or raise arguments concerning cost from the public purse. They must argue for and/or against the assertion and reach an informed, logical conclusion	(45)

Question Number	Answer	Mark
2(g)	Candidates must consider whether IT should or should not be a compulsory subject in schools. They may refer to the latest government decision to make IT optional as a subject in schools and may emphasis the importance of technology nowadays in everyday life and in the world of work. They must present arguments for and/or against the assertion and reach an informed, logical conclusion.	(45)

Discursive Essay or Creative Writing Assessment Grids

Mark	AO2: Understanding and Response: Creative Writing
0	No rewardable understanding or response
1 - 3	Largely irrelevant. Minimal use of stimulus
4 - 6	Some relevant points made. Unimaginative use of stimulus
7 - 9	Satisfactory understanding of question and response to stimulus
10 - 12	Good to very good understanding of question and response to stimulus
13 - 15	Very Good to excellent understanding of question and imaginative response to stimulus

Mark	AO2: Understanding and Response: Discursive Essay
0	No rewardable understanding or response
1 - 3	Minimal understanding of question or relevant discussion
4 - 6	Limited understanding of question
7 - 9	Satisfactory understanding of question. Some implications of questions addressed
10 - 12	Good to very good understanding of question. Main implications of question addressed
13 - 15	Very Good to excellent understanding of question. Implications of question fully grasped

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 3	Minimal organisation and development. Answer largely disorganised
4 - 6	Limited organisation and development. Structure lacks coherence
7 - 9	Organisation and development not always logical and clear
10 - 12	Organisation and development logical and clear
13 - 15	Extremely clear and effective organisation and development of ideas

Mark	AO3: Range and application of language
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
3 - 4	Restricted range of lexis and structures. Limited ability to manipulate language
5 - 6	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
7 - 8	A wide range of appropriate lexis and structures. Successful manipulation of language
9 - 10	Rich and complex language. Very successful manipulation of language

Mark	AO3: Accuracy of the target language
0	Language so inaccurate that no reward is possible
1	Accuracy only in the simplest form. A high incidence of basic error
2	Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate
4	Few errors, mostly of a minor nature
5	High degree of accuracy with minimal and minor errors

Question 3: Research Based Essay

Question Number	Answer	Mark
3(a)	Candidates must demonstrate their in-depth knowledge of a key event and analyse its importance for the city or region that they have studied.	(45)

Question Number	Answer	Mark
3(b)	Candidates must focus on a specific episode in the history of the country they have studied and evaluate its importance in the subsequent development of that country.	(45)

Question Number	Answer	Mark
3(c)	Candidates must describe a social or political development in the contemporary Spanish-speaking society that they have studied and explain reactions to that development.	(45)

Question Number	Answer	Mark
3(d)	Candidates must examine the importance of the social and cultural setting in the text or film that they have studied.	(45)

Question Number	Question	Marks
3	This is for the research-based essay.	45

Mark	AO2: Reading Research and Understanding
0	No rewardable material presented
1 - 6	Minimal understanding. Almost no evidence of reading and research
7 - 12	Limited understanding. Little evidence of reading and research
13 - 18	Adequate understanding. Some evidence of reading and research
19 - 24	Good to very good understanding. Clear evidence of in depth reading and research
25 - 30	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 2	Limited organisation and development. Structure almost wholly lacking in coherence
3 - 4	Some organisation and development. May be rambling and/or repetitive
5 - 6	Adequate organisation and development of material. Development patchy and/or unambiguous
7 - 8	Good organisation and development. Material well planned and sequenced with minor lapses
9	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	AO3: Quality of Language
0	No rewardable language
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate
3 - 4	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
5	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
6	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy

QUALITY OF LANGUAGE

- Ambiguity and lack of clarity should be capped at 4 out of 10.
- Breakdown of communication leading to incomprehensibility and/or the use of simple, basic language should be capped at 2 out of 10.

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