

Mark Scheme (Results)

June 2011

GCE Spanish (6SP04) Paper 1

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Question 1.

	English	Spanish (Alternative renderings acceptable)	Reject
1.	When I was young	Cuando era joven	estaba
2.	I'd often	a menudo / muchas veces / frecuentemente	
3	dream of	soñaba con / solía soñar con	
4	travelling to	viajar a	
5	faraway countries.	países lejanos / distantes.	
6	Last year	El año pasado	
7	my dream	mi sueño	
8	became reality	se hizo / se convirtió en realidad	
9	since	puesto que / ya que / porque	desde
10	I have just spent	acabo de pasar	
11	nine months working	nueve meses trabajando	
12	at a school	en un colegio / una escuela / un instituto	
13	in South America.	en América del Sur / Sudamérica / América latina.	
14	I could not have imagined	No (me) hubiera podido imaginar / no pudiera haber (me) imaginado	
15	the poverty	la pobreza	
16	and suffering	y el sufrimiento	
17	that I met.	que encontré / descubrí.	
18	I had only	Solamente / sólo (<i>accent essential</i>)	Solo (<i>without accent</i>)
19	been working	trabajaba / llevaba	
20	a few weeks	desde hacía / unas semanas, unas semanas trabajando	
21	when I realised that	cuando me di cuenta (de) que	
22	these children	estos niños	
23	were the fortunate ones,	eran los afortunados,	
24	rescued from	rescatados / salvados de	
25	the streets.	las calles.	
26	When I have finished	Cuando haya terminado / acabado / cuando termine / acabe	
27	my studies	mis estudios	
28	I hope to go back	espero volver / regresar	
29	and see the friends	y ver a los amigos	
30	I knew.	que conocí / conocía.	
Spelling errors and omission of essential accents would render a section incorrect.			Mark
30 marks divided by 3			10

Mark Scale	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 Number	Answer	Mark
2(a)	This will give the candidates the opportunity to write a dialogue and they may well produce idiomatic language. Answers will vary but will probably focus on the parents' concerns about an expensive waste of a year when their son or daughter could be earning money or furthering their education and fears for their safety. The response from their son or daughter will probably examine the advantages to be gained from such a lifetime experience – perhaps the only time in their lives when such an opportunity will be available to them.	(45)

Question Number	Answer	Mark
2(b)	This account will presumably be mostly narrative and should be written in the past. Answers will vary and will range from an attempt at a crime story such as a kidnap to a perfectly innocent explanation.	(45)

Question Number	Answer	Mark
2(c)	Candidates must imagine that they are working with an international team helping the victims of a natural disaster. They will probably imagine the after-effects of an earthquake, flood or tsunami and will describe the devastation and the problems they face. They may describe the suffering of the victims and the satisfaction they get from the help they are able to provide for instance distribution of food and medical equipment and building temporary shelters.	(45)

Question Number	Answer	Mark
2(d)	Candidates must consider both the benefits and the disadvantages of modern technology and its effects upon traditional culture – for example the sending of e-mails and text messages and their effect upon the art of conversation, the use of the internet and its effect upon reading habits or the reliance upon video games and television for entertainment and their effect upon the imaginative and social development of children. They may also focus on the fact that globalization promoted by technology, internet advertising and sales, means that we are all seeing the same television programmes and buying the same products so that the traditional culture and differences between countries are disappearing.. There should be a clear structure and an informed conclusion.	(45)

Question Number	Answer	Mark
2(e)	Candidates must present a balanced argument, considering points for and against the statement. They will probably discuss the importance of respect both towards the teachers and that given to the students by the teachers in the way in which they treat them. They may also consider the role of parents and the quality of the curriculum they receive. There should be a clear structure and an informed conclusion.	(45)

Question Number	Answer	Mark
2(f)	Candidates must present a balanced argument, considering points for and against the statement. They may refer to recent or historical events such as 9/11, Afghanistan and Iraq. They may also interpret this as an essay on terrorism or make references to national issues such as action taken in protest against e.g. fox-hunting or bull-fighting. There should be a clear structure and an informed conclusion.	(45)

Question Number	Answer	Mark
2(g)	Candidates must present a balanced argument considering points for and against the statement. They may argue that celebrities are justified in earning huge sums of money because of the pleasure they give to their fans and the sacrifices they make in giving up their rights to privacy. Conversely they may question the values of a society that rewards its role models and the lifestyles they lead whilst offering poor or modest salaries to vocational workers such as nurses or teachers. They should present a structured essay and an informed 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 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

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