

Mark Scheme (Results) Summer 2008

GCE AEA

AEA Spanish (9881/01)

1. LINGUISTIC EXERCISE

2 marks for each definition according to the following grid:

2	Excellent definition. Faultless or virtually faultless language
1	Satisfactory to good definition. Mainly accurate but some error of lexis or structure
0	Unsatisfactory definition. Item misunderstood

N.B. The following are suggested answers only. These are provisional and full consideration will be given to possible alternative answers at the Standardisation meeting.

Definitions sought:

Question Number	Answer	Mark
1(a)	será cancelado/sin efecto inmediatamente/sin discusión	(2)

Question Number	Answer	Mark
1(b)	asistir como representante de la escuela/en su papel de maestra	(2)

Question Number	Answer	Mark
1(c)	de ninguna manera	(2)

Question Number	Answer	Mark
1(d)	cambiar el color de su cabello/peinado	(2)

Question Number	Answer	Mark
1(e)	no ponerse maquillaje en la cara	(2)

2. LINGUISTIC EXERCISE

1 mark for each correct answer. Only the fully correct answer can be accepted.

Question Number	Answer	Mark
2(a)	desempolvan	(1)

Question Number	Answer	Mark
2(b)	modorra	(1)

Question Number	Answer	Mark
2(c)	apurar	(1)

Question Number	Answer	Mark
2(d)	colgando	(1)

Question Number	Answer	Mark
2(e)	a medida que	(1)

Question Number	Answer	Mark
2(f)	fatídica	(1)

Question Number	Answer	Mark
2(g)	ampliará	(1)

Question Number	Answer	Mark
2(h)	aprovechan	(1)

Question Number	Answer	Mark
2(i)	de no ser	(1)

Question Number	Answer	Mark
2(j)	recurren (a)	(1)

3. TRANSFER OF MEANING

2 marks per translated section, according to the following grid:

Mark	Transfer of meaning
2	Excellent transfer of meaning. Faultless or virtually faultless translation
1	Satisfactory to good transfer of meaning. Mostly accurate but some lexical errors and/or missed elements/details
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing.

Translations sought: (these are provisional and full consideration will be given to possible alternative answers at the Standardisation meeting)

Verónica, de 20 años, estudiante de Empresariales, tendrá que examinarse	Veronica, 20 years old, a Business Studies student, will have to sit exams (Accept: a Business student)
el próximo mes nada menos que de doce asignaturas.	in no fewer than twelve subjects next month. (Accept: no less than)
Risueña, cuenta que lo abultado del número	Smiling, she explains that the huge number Accept for “huge”: ridiculous)
no ha trastocado sus planes vacacionales.	has not upset her holiday plans. (Accept: ruined, disrupted) (Reject: cut short)
Eso sí, su descanso ha terminado antes de que lo hiciera el verano.	Of course, her break has ended before summer has (ended).
Según Verónica, está estudiando una media, muy optimista con café y charla, de cuatro horas diarias.	According to Veronica, she is studying an average of four hours a day - an optimistic figure given the coffee, breaks and chats. (NB: optimistic must refer to the figure, not to Veronica)
“A pesar de los descansos, siempre resulta más rentable venir aquí a estudiar”, comenta Verónica, que suele acudir con su amiga Luz.	“In spite of the breaks, it’s always more profitable to come here to study”, says Veronica, who usually comes with her friend Luz. (NB: consequential error with previous “break”) (Accept: better, more productive) (Reject: practical)

No obstante, muchos estudiantes padecen niveles elevados de ansiedad ante estos exámenes y es un problema de gran envergadura.	Nevertheless, many students suffer from a high level of anxiety with these exams and it is a huge problem. (Accept: However for nevertheless, accept stress for anxiety, important for huge) (Reject: before for “ante”; elevated for high; great concern)
“Yo no estoy tan relajada”, afirma Luz. “Se me estropeó el verano	“I’m not so relaxed,” says Luz. “My summer was ruined (Accept as for so) (Reject: I was stressed all summer)
y hace una semana que no logro conciliar el sueño”.	and I’ve not been able to sleep for a week.”

20 marks

4. READING COMPREHENSION

The exercise is first marked for the communication of the correct answers to the questions. Answers are to be marked positively for communication. The following are provisional answers. Full consideration will be given to acceptable alternative answers at the Standardisation meeting.

Question Number	Answer	Mark
4(a)	está causando mucha controversia	(1)

Question Number	Answer	Mark
4(b)	<u>Any 3 out of 4 points:</u> identificar (1) cortar de raíz (1) lo más pronto posible (1) las diferencias de niveles entre los alumnos (1)	(3)

Question Number	Answer	Mark
4(c)	no se acepta que el niño es/sea tonto/inútil (1) tiene que haber un problema con el colegio/el sistema (1) (Accept: no es culpa del niño sino del sistema for 2 marks)	(2)

Question Number	Answer	Mark
4(d)	un equipo de profesores tendrá que aprobar la decisión (1) el alumno tendrá que asistir a clases especiales (1)	(2)

Question Number	Answer	Mark
4(e)	<p>A variety of answers may be given, but there should be 2 specific points of information for each of Carlos and Lola, eg:</p> <p>Carlos se muestra positivo (1) cree que los cambios estimularán a los chicos (1) etc.</p> <p>Lola está en contra de los cambios (1) no cree que sea una buena idea dejar a los chicos pasar de curso si han suspendido en tres asignaturas (1) etc.</p>	(4)

Question Number	Answer	Mark
4(f)	<p><u>Any 3 out of 5</u></p> <p>es algo muy obvio (1) el Consejo de Estado pidió que fuera incluido en la Ley (1) la LOE incluye el deber de estudiar (1) es la primera obligación de los alumnos (1) este deber nunca fue incluido expresamente en las leyes anteriores (1)</p>	(3)

Question Number	Answer	Mark
4(g)	<p><u>Any 2 out of 3</u></p> <p>algunos alumnos no muestran ningún respeto (1) algunos alumnos amenazan personalmente a los profesores (1) otros alumnos se encargan de impedir que el profesor dé sus clases (1)</p>	(2)

Question Number	Answer	Mark
4(h)	<p>cree que un gobierno puede incluir valores que coincidan con su propia política (1) cree que los valores oficiales podrían ser diferentes de los valores dados por los padres (1) cree que la enseñanza de los valores deben corresponder a los padres (1)</p>	(3)

QUALITY OF LANGUAGE

All the Reading Comprehension answers are then marked again for the quality of language as a whole.

Award an overall mark out of 10 according to the following grid:

Mark	Quality of language
9-10	Excellent communication. Virtually free of grammatical, lexical or word-order errors. Language always fluent, varied and appropriate. Wide and impressive range of lexis and structures.
7-8	Good communication. Language generally accurate and appropriate. Language virtually fluent. Good range of lexis and structures. Structures handled well, including complex structures.
5-6	Satisfactory communication. Inaccurate language occasionally but does not impede comprehensibility. Fair range of appropriate lexis. Structures generally handled well, but restricted in range.
3-4	Limited communication. Inaccurate language at times involving quite basic errors. Limited range of lexis. Limited ability to manipulate the language.
1-2	Very limited level of communication. Frequently inaccurate. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures.
0	Frequent basic errors which impede comprehensibility.

5. CLOZE TEST

Words sought are: (these are the only correct answers possible - 1 mark each)

Question Number	Answer	Mark
5(a)	presentó	(1)

Question Number	Answer	Mark
5(b)	sido	(1)

Question Number	Answer	Mark
5(c)	llevado	(1)

Question Number	Answer	Mark
5(d)	quieran	(1)

Question Number	Answer	Mark
5(e)	será	(1)

Question Number	Answer	Mark
5(f)	contará	(1)

Question Number	Answer	Mark
5(g)	solicitar	(1)

Question Number	Answer	Mark
5(h)	habrá	(1)

Question Number	Answer	Mark
5(i)	está	(1)

Question Number	Answer	Mark
5(j)	sea	(1)

6. LISTENING COMPREHENSION

Award up to the maximum global mark for each question for points given. The following are examples of possible answers. Full consideration will be given at the Standardisation meeting of alternative answers. NB: there are no discrete marks for required information but a maximum mark for each answer. Note: odd items of vocabulary may be used but not whole phrases. Candidates are expected to use their own words. Bullet point answers are acceptable.

Question Number	Answer	Mark
6(a)	<ul style="list-style-type: none"> - ser padre o madre es un trabajo que se aprende con la práctica - aprendemos de nuestros padres - es más problemático ahora - porque todo cambia tan rápidamente - lo que nuestros padres hacían no sirve para nosotros 	(3)

Question Number	Answer	Mark
6(b)	<ul style="list-style-type: none"> - muchos han perdido el ánimo - se encuentran en un estado confuso - no saben cómo actuar 	(2)

Question Number	Answer	Mark
6(c)	<ul style="list-style-type: none"> - los niños pequeños tienen problemas con dormir - los niños de 6 años tienen problemas con mantener la atención y/o son hiperactivos - a los niños de 8 años les faltan habilidades sociales porque pasan demasiado tiempo con el ordenador o los videojuegos - los adolescentes tienen problemas relacionados con el comportamiento, la sexualidad, las drogas y problemas relacionados con la alimentación 	(5)

Question Number	Answer	Mark
6(d)	<ul style="list-style-type: none"> - muchos niños son felices cuando empieza el nuevo curso - para otros el hecho causa mucha ansiedad - muchos niños (lo) encuentran difícil dejar a sus padres para meterse en el colegio con gente que no conocen 	(2)

Question Number	Answer	Mark
6(e)	<ul style="list-style-type: none"> - algunos padres se ponen demasiado sentimentales cuando se despiden del niño - dicen 'pobrecito' y dan la impresión de que algo horrible está pasando - otros padres se despiden muy de prisa - y dejan al niño allí como si fuera un bulto 	(4)

Question Number	Answer	Mark
6(f)	<ul style="list-style-type: none"> - es natural que un niño tenga algo de ansiedad al principio - muchos niños lloran al ser dejados o tienen dolor de estómago - pero si el problema continúa o si vuelve a reaparecer - hay que intentar conocer exactamente por qué no quiere ir a la escuela - los casos serios pueden tener varias causas - también pueden llevar a convertirse en una fobia para evitar el colegio 	(4)

20 marks

7. EXTENDED WRITING (100 marks)

Expectations for the Extended Writing essays

There can be no prescription as to the content of the essays. Candidates are free to use their imagination and write what they feel is appropriate. Nevertheless, the following expectations exist:

(a) This is a creative essay. It is expected that candidates should study the contract in Texto A and consider what it must have been like living under those conditions. The story will probably be in the first person narrative, but the candidate is free to choose the tone and register. There should be references to the village life in Castilla La Mancha in 1923. There are many references that could be picked up and developed, particularly the restricted social life, dress code and the hard physical work involved. Candidates have free rein to use their imagination to continue this story in an appropriate way. It is important to immerse oneself in that period and avoid anachronisms. (It may be possible to bring in references from the other texts but this is not prescriptive).

(b) This is a discursive essay discussing the challenges that face education in Spain in the 21st century. Candidates are expected to make reference to the material contained in the different texts in the paper and to use the vocabulary and ideas expressed therein. The texts contain references to school curriculum content, the pressure and importance of exams, discipline, immigrants' language problems, motivation and failure, the role of parents, the stress and anxiety experienced, etc. Although some mention of global youth and education issues may be included and references to the UK system and the candidate's own experiences, it is expected that the bulk of the essay will refer specifically to Spain and include names, places, events, etc. A thorough discussion of the issues is expected and the essay should be written in the appropriate language of a discursive essay, with the language of argument and debate. The essay should be structured in a logical way, leading to a conclusion summing up the situation and the candidate's personal opinion.

The Extended Writing exercise is marked for:

Content	40
Clarity, coherence & organization	20
Accuracy	20
Range of lexis & structures	20

according to the following grids:

Mark	Content
19-20	Excellent response. Implications of question fully grasped. Very imaginative and skilful use of stimulus material. Excellent knowledge of target-language society and culture, where appropriate.
16-18	Very good response. Question well understood. Clear thinking. Imaginative and skilful use of stimulus material. Very good knowledge of target-language society and culture, where appropriate.
13-15	Good understanding of question and relevant response, Good use of stimulus material. Good knowledge of target-language society and culture, where appropriate.
10-12	Satisfactory understanding of question and sound response. Occasional irrelevance. Competent use of stimulus material. Satisfactory knowledge of target-language society and culture, where appropriate.
7-9	Some understanding of question but implications not fully grasped. A few relevant points are made. Use of stimulus material inappropriate or defective at times. Some knowledge of target-language society and culture, where appropriate.
4-6	Limited understanding of question. Response largely irrelevant. Major defects in use of stimulus material. Limited knowledge of target-language society and culture, where appropriate.
1-3	Implications of question only vaguely grasped. Hardly any constructive use of stimulus material. Virtually no evidence of knowledge of target-language society and culture, where appropriate.
0*	No rewardable material.

Answers that are completely irrelevant or contain no rewardable material for Content will be awarded no marks for language.

Multiply mark for Content x 2 = 40 marks

Mark	Clarity, coherence and organisation
19-20	Extremely clear and effective organisation of ideas.
16-18	Answer very well organised and developed. Coherent and cogent.
13-15	Organisation and development logical and clear.
10-12	Organisation and development generally satisfactory but lacking clarity in places.
7-9	Organisation and development defective at times.
4-6	Response generally disorganised. Unable to focus on question.
1-3	Minimal organisation and development.
0	Disorganised.

Mark	Accuracy
19-20	Virtually flawless with very few grammatical errors, even where complex language is being used.
16-18	Very accurate with comparatively few errors, usually of a minor nature.
13-15	Level of accuracy generally secure but incidence of error increases when more complex language is used.
10-12	Occasional inaccuracy including some quite basic errors. Inconsistent.
7-9	Inaccurate language at times involving quite basic errors. Lacks grammatical control.
4-6	Numerous inaccuracies involving quite basic errors which impede communication at times.
1-3	High incidence of basic errors which impede communication.
0	Frequent basic errors which impede comprehensibility.

Mark	Range of lexis and structure
19-20	Excellent knowledge. Rich and complex language. Uses a very wide range of appropriate lexis. Shows a high degree of sophistication in the manipulation of the structures of the language. Tone and register wholly suited to the task.
16-18	Very good knowledge. Uses a wide range of appropriate lexis. Adventurous and successful use of complex structures. Tone and register very well suited to the tasks.
13-15	Good knowledge. Uses a good range of appropriate lexis, with minor lexical errors only. Language sometimes lacks sharpness. Good manipulation of language. Some successful use of complex structures. Tone and register usually suited to the task.
10-12	Satisfactory knowledge. Uses an adequate but predictable range of appropriate lexis. Makes some significant lexical errors without impairing communication significantly. Attempts to handle complex structures are not always successful. Tone and register sometimes unsuited to the task.
7-9	Basic knowledge but lacks variety. Lexis often inappropriate with frequent anglicisms and wrong words. Some successful manipulation of language, but usually only in basic structures. Tone and register often unsuited to the task.
4-6	Unsatisfactory knowledge and range. Lexis frequently inappropriate with many anglicisms and wrong words. Limited ability to manipulate the language. Little feeling for tone and register.
1-3	Very limited knowledge and range. Very basic, frequently inappropriate lexis. Very limited ability to manipulate the language. Almost no feeling for tone and register.
0	Knowledge and range so limited that no mark can be awarded. Almost no ability to manipulate the language. No sense of the tone and register required.

(Total for the Extended Writing exercise: 100 marks)

TOTAL FOR THE PAPER: 200 MARKS

M1 Cada día son más los padres que deciden acudir a la consulta de un especialista para enfocar los problemas escolares. Se sabe que el oficio de madre o padre se va aprendiendo con la práctica y por imitación de nuestros progenitores, pero en la actualidad nos encontramos con un problema nuevo: no tenemos referentes para enseñarles. La sociedad y la forma de vida ha cambiado tan rápidamente que la educación recibida por los padres ya no sirve para ser aplicada a sus propios hijos. En nuestra escuela de padres *Baby Boom* – la primera de ámbito privado y con un equipo multidisciplinar – asesoramos desde el preparto hasta la adolescencia.

Muchos padres llegan aquí desmoralizados, desprovistos de técnicas y con una pregunta: ¿qué tenemos que hacer? En este espacio les ofrecemos charlas y talleres, se encuentran con gente que habla su lenguaje, se enriquecen por el intercambio de experiencias y se sienten apoyados. La frecuencia de las problemáticas depende de la edad. Así, en los niños pequeños la mayor demanda es la de solucionar los problemas de sueño y a los 6 años empiezan los de déficit de atención con o sin hiperactividad. Hacia los 8 años hay problemas de habilidades sociales debido al abuso de juegos solitarios (ordenador y videoconsolas), y en la entrada a la adolescencia, figuran los de conducta, sexualidad, drogas y alimentarios (anorexia – bulimia). El tema del aprendizaje preocupa a todos los padres y en todas las etapas escolares, por eso programamos muchas conferencias alrededor de esta cuestión; y nos encontramos con muchos problemas cuya raíz está en la baja autoestima.

En cuanto a los más pequeños, aunque lo normal es que comiencen cada nuevo curso con ganas, para muchos la entrada al cole se convierte en un foco de ansiedad. Como no todos los niños encuentran motivación en el placer mismo de aprender, la mayoría necesita alicientes añadidos y vinculados a lo que ellos consideran ‘valioso’. No es raro que el niño tenga dificultades para desprenderse de nosotros y quedarse en el cole con personas que no conoce. En ese momento necesita que le transmitamos seguridad y que no nos dejemos contagiar por su angustia. Así que no hay que prolongar las despedidas ni ponerse sentimentales en exceso. Nada de ‘pobrecito’ ni de mirarle lánguidamente como si le estuviese tragando la tierra. Tampoco se trata de salir corriendo ni de depositarlo allí como si fuese un fardo. Hay que ser sensibles a la crisis que pueda estar pasando, pero entendiendo que es natural y que la superará. Durante los primeros días, e incluso semanas, es frecuente que lloren cuando les dejamos o que tengan dolor de estómago. En el caso de que el problema persista o reaparezca, hay que observar al niño para conocer con detalle los factores causantes de su rechazo a la escuela. El paso de una simple desgana al miedo exagerado puede tener varias causas. Además puede desencadenarse en lo que conocemos como fobia escolar que es una conducta de evitación de la escuela.

Fin de la grabación