

Mark Scheme Summer 2009

IGCSE

IGCSE Spanish (4440)

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1	B	(1)

Question Number	Answer	Mark
2	C	(1)

Question Number	Answer	Mark
3	E	(1)

Question Number	Answer	Mark
4	A	(1)

Question Number	Answer	Mark
5	G	(1)

Question Number	Answer	Mark
6	E and H	(2)

Question Number	Answer	Mark
7	C and D	(2)

Question Number	Acceptable Answers	Reject	Mark
8(i)	madre / mamá		(1)

Question Number	Acceptable Answers	Reject	Mark
8(ii)	club de baile / (todavía) en el colegio		(1)

Question Number	Acceptable Answers	Reject	Mark
8(iii)	las seis/6		(1)

Question Number	Acceptable Answers	Reject	Mark
8(iv)	(venir a) buscar(la)		(1)

Question Number	Acceptable Answers	Reject	Mark
8(v)	coche		(1)

Question Number	Acceptable Answers	Reject	Mark
8(vi)	entrada/al colegio/enfrente del	colegio	(1)

	colegio		
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Question Number	Answer	Mark
9	(c)	(1)

Question Number	Answer	Mark
10	(a)	(1)

Question Number	Answer	Mark
11	(a)	(1)

Question Number	Acceptable Answers	Reject	Mark
12	clubes de astronomía /socorrismo/ gastronomía / antes / después del colegio / durante las vacaciones / la última tecnología.	turismo tecnología	(3)

Question Number	Acceptable Answers	Reject	Mark
13	ANY 2 médicos / farmacias / teatros / locales para exposiciones / canguros / acceso a facilidades después del colegio.	disponible para la comunidad acceso a facilidades	(2)

Question Number	Acceptable Answers	Reject	Mark
14	optimista /positivo/ilusionado/ emocionado /no es sueño /pasará	un buen proyecto interesante le gusta	(1)

Question Number	Acceptable Answers	Reject	Mark
15(i)	cantidad de pisos y casas	pisos y casas	(1)

Question Number	Acceptable Answers	Reject	Mark
15(ii)	(cultivar) más plantas y árboles	plantas y árboles	(1)

Question Number	Acceptable Answers	Reject	Mark
16(i)	ANY 1 jóvenes maleducados/egoístas / fuman / beben basura/ graffiti (en las calles)	jóvenes viven en la calle	(1)

Question Number	Acceptable Answers	Reject	Mark
16(ii)	ANY 1 más proyectos comunitarios/policías (en las calles)	proyectos policías	(1)

Question Number	Acceptable Answers	Reject	Mark
17(i)	ANY 1 ciudad/calle sucia / papeles tirados por las calles / faltan contenedores para reciclar	sucio papeles	(1)

Question Number	Acceptable Answers	Reject	Mark
17(ii)	ANY 1 contenedores para material reciclable + menos restaurantes de comida rápida + usar más platos + menos papeles tirados por las calles	menos restaurantes menos comida rápida reciclar más do not credit same information from 17(i) twice	(1)

IGCSE SPANISH 4440/01 May 2009
PAPER 1 LISTENING TRANSCRIPT
Final Version

This is the listening comprehension test for IGCSE Spanish - Summer 2009

Section A

Planes futuros

Ejemplo:

M1 Quisiera ser mecánico.

Pause and repeat

Pregunta número 1:

M1 Quiero trabajar como granjero.

Pause and repeat

Pregunta número 2:

F2 Me gustaría ser profesora de informática.

Pause and repeat

Pregunta número 3:

M2 Quiero ser un cantante famoso.

Pause and repeat

Pregunta número 4:

F3 Voy a ser médica.

Pause and repeat

Pregunta número 5:

M3 Me gusta mucho cocinar.

Pause and repeat

En el restaurante

Ejemplo:

F1 ¿Sí, señor?

M1 ¿Tiene una mesa libre en la terraza por favor?

Pause and repeat

Pregunta número 6:

M2 ¿Qué desea?

F2 Quisiera pollo con ensalada.

M2 En seguida. ¿Algo más?

F2 Sí, tráigame otro tenedor. Éste está sucio.

Pause and repeat

Pregunta número 7:

F3 ¿Les gustó la comida?

M3 Riquísima, gracias.

F3 Y, ¿quisiera algo más?

M3 Otro vaso de agua y la cuenta por favor.

Pause and repeat

Un mensaje

Pregunta número 8:

F1 ¡Hola! Soy Andrea. ¿Puedo dejar un mensaje para mi madre? Es que todavía estoy en el colegio. Tengo club de baile. Terminaré a eso de las seis. ¿Me puedes venir a buscar en coche? Estaré en la entrada del colegio. ¡Gracias mamá!

Pause and repeat

Section B

Los colegios del futuro

Parte 1

Preguntas número 9 - 11

F1 ¿Y cuáles exactamente son los planes del gobierno para nuestros colegios?

M1 Eso es fácil de contestar. Vamos a reconstruir todos durante los próximos diez años. Esos colegios nuevos serán el núcleo de nuestra comunidad, abiertos a cualquier hora y para gente de cualquier edad. Los usarán todos. El proyecto costará unos sesenta billones de euros - pero mucho de ese dinero vendrá de empresas privadas - no de los impuestos que pagamos.

F1 ¡Suenan fenomenal!

Pause and repeat

Parte 2

Preguntas número 12 - 14

F1 Explícame en qué van a ser diferentes esos colegios.

M1 En realidad este proyecto tiene dos partes. Primero, para nuestros jóvenes habrá la oportunidad para beneficiarse de los clubes de gastronomía, astronomía y socorrismo que habrá antes y después del colegio y durante las vacaciones. Habrá facilidades mucho mejores con la última tecnología.

F1 ¿Ha dicho dos partes?

M1 Desde luego que sí. También habrá médicos, farmacias, teatros y locales para exposiciones disponibles para la comunidad. Además habrá canguros y acceso a todas las instalaciones después del horario del colegio.

F1 Todo suena un poco irreal, si me lo permite decir.

M1 No es un sueño en absoluto. Pasará de verdad. Me hace mucha ilusión y me emociona a la vez.

F1 Gracias ministro, muy interesante.

Pause and repeat

Mi barrio

Ejemplo:

M1 ¡Hola, Dalila! ¿Qué me cuentas de la vida en tu ciudad?

F1 No está mal, aunque el transporte público es horrendo. Hacen falta más autobuses.

Pause and repeat

Pregunta número 15

M1 ¿Y tú, Tino?

M2 Lo que a mí me preocupa es la cantidad de pisos y casas. Sé que la gente necesita un sitio donde vivir, pero también hace falta cultivar más plantas y árboles.

Pause and repeat

Pregunta número 16

M1 ¿Y qué dices tú, Honoria?

F2 Los jóvenes por aquí son muy maleducados. Tiran basura, fuman y beben en las calles. También escriben en las paredes. No está nada bien.

M1 ¿Y cuál es tu solución?

F2 Se necesitan más policías en las calles y más proyectos comunitarios.

Pause and repeat

Pregunta número 17

F1 Pedro, ¿qué opinas tú?

M3 No está mal esta ciudad, pero es muy sucia.

F1 ¿Y por qué crees que es eso?

M3 En primer lugar faltan contenedores para material reciclable. Necesitamos más.

F1 ¿Hay algo más que te gustaría ver?

M3 Sí. Debería haber menos restaurantes de comida rápida. También, si la gente usara más platos habría menos papeles tirados por las calles.

Pause and repeat

END OF TEST

Question Number	Answer	Mark
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1(i)	G	(1)
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Question Number	Answer	Mark
1(ii)	E	(1)

Question Number	Answer	Mark
1(iii)	F	(1)

Question Number	Answer	Mark
1(iv)	C	(1)

Question Number	Answer	Mark
1(v)	A	(1)

Question Number	Answer	Mark
2	Shopping - 30% Magazines - 10% Running - 5% Going out with friends - 35% Travelling - 13%	(5)

Question Number	Answer	Mark
3(i)	D	(1)

Question Number	Answer	Mark
3(ii)	B	(1)

Question Number	Answer	Mark
3(iii)	E	(1)

Question Number	Answer	Mark
3(iv)	C	(1)

Question Number	Answer	Mark
3(v)	F	(1)

Question Number	Indicative content	Mark
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4	This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 16 of the Specification.	(10)
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Marks	Communication and Content
5	The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.
4	The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.
3	The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.
2	The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.
1	The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.
0	No effective communication.

Marks	Knowledge and Application of Language
5	Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.
4	Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.
3	Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.
2	Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.
1	Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.
0	No language worthy of credit.

Question Number	Answer	Mark
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5(i)	Alicia	(1)
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Question Number	Answer	Mark
5(ii)	Susana	(1)

Question Number	Answer	Mark
5(iii)	Enrique	(1)

Question Number	Answer	Mark
5(iv)	Blas	(1)

Question Number	Answer	Mark
5(v)	Petunia	(1)

Question Number	Acceptable Answers	Reject	Mark
6(a)	(a) Pueden: any 4 of (estudiar) música (practicar) kárate (jugar al) ajedrez (hacer) ballet (hacer) deporte (estudiar) inglés		(4)

Question Number	Acceptable Answers	Reject	Mark
6(b)	Inteligencia emocional		(1)

Question Number	Acceptable Answers	Reject	Mark
6(c)	(Tenemos/hay) una encuesta		(1)

Question Number	Acceptable Answers	Reject	Mark
6(d)	any 4 of equilibrio emocional/mental/físico emocionalmente estable controlar nerviosismo/emociones negativos confianza en sí mismo refexionar razonar disciplina personal buen hábito de estudio		(4)

Question	Indicative content	Mark
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Number		
7	Question 7 is marked out of 15 using the three grids in the following pages.	(15)

Marks	Communication and Content
5	Very detailed and fully relevant response to the stimulus. Clearly able to narrate, describe, express opinions and expand, as appropriate to the task. Excellent communication; no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.
4	Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.
3	Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.
2	Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read.
1	Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.
0	No relevant communication.

Marks	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.
1	Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.
0	No language worthy of credit.

Marks	Accuracy
5	High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.
4	Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.
2	Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.
0	No language worthy of credit.

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