

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

| Annotation | Meaning |
|---|---|
|  | Tick |
|  | Development of point |
|  | incorrect |
|  | Large dot (Key point attempted) |
|  | Caret sign to show omission |
|  | Unclear |
|  | Highlight |
|  | Good language |
|  | Slash |
|  | Language better than mark implies |
|  | Language not as good as mark implies |
|  | Benefit of doubt |
|  | Benefit of doubt not given |
|  | Minus 1 (to show deduction of one mark) |

| Abbreviations | Meaning |
|---------------|---|
| / | Alternative and acceptable answers for the same marking point |
| () | Words which are not essential to gain the mark |
| <u> </u> | Underlined words must be included to gain the mark |

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker / sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C1, C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|---|-------|---|---|
| | | | | | Accept | Do not accept |
| 1 | (a) | (i) | It is an association of <u>businesswomen in transport</u> . | 1 | Other recognisable spellings of business | Women Working women A business of women |
| | | (ii) | A woman <u>in charge</u> of it | 1 | Any equivalent meaning, eg director, president | Presidence Women Woman in management |
| | (b) | | They are <u>driven by women and for women</u> . | 1 | Drived by BOD Driven by women only | only for women. Made for women |
| | (c) | | Allow <u>women to use public transport without / with less fear /</u> | 1 | make women less <u>afraid</u> of (using) <u>public</u> transport Reduce/decrease women's fear when using <u>public</u> transport | Afraid of Issues/ attacks Women's aversion to public transp. |
| | (d) | | Create jobs for women (as drivers) | 1 | Promote/ encourage employment for women | Implement employment To find jobs for female drivers |
| | (e) | | women are not dangerous drivers | 1 | The opposite of what people think Women are safe drivers | Give better service Any comparison of male/ female drivers e.g. Women are better/safer drivers Women have fewer accidents Men have more accidents |

| Question | | Answer | Marks | Guidance | |
|--------------|-----|---|------------|--|---|
| | | | | Accept | Do not accept |
| | (f) | Women will have time then (to attend): KEY idea- this time must clearly relate to going to the course <u>Because schools</u> are open for their children | 1 1 | their children have gone back to <u>school</u> | Children will be studying (without ref to schools) |
| | (g) | (Think) they should be at home. Idea of tiene que estar: should be, must be, are assumed to be... | 1 | Should be looking after the home (family) Should be involved in domestic issues Women are more suited to.... | They are involved in domestic matters. They should stay at home. |
| | (h) | Answer must answer the question set, usually with a positive answer: e.g. use their (natural) ability | 1 | | Literal: in terms of ability/ capability, women lack nothing simply because they are women. Capacity It is a technical matter |
| Total | | | 10 | | |

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

| Question | | Answer | Marks | Guidance | |
|----------|---------|---|------------|---|--|
| | | | | Accept | Do not accept |
| 2 | (a) | Key idea – use a bicycle that is not his / her own Usar una bicicleta <u>pública</u> | 1 | pedir <u>prestada</u> una bicicleta (pública) alquilar una bicicleta (pública) Rentar una bicicleta | (Puede) prestar una bicicleta |
| | (b) (i) | Answer must relate to question, i.e. about how life will/would change: Usarán/ usar menos gasolina | 1 | ahorrarán gasolina | |
| | (ii) | usarán menos su coche | 1 | Dependerán menos del coche No dependerán (tanto) del coche. | |
| | (c) | mandar un SMS / mensaje / | 1 | llamar | Any idea of the SMS being free of charge |
| | (d) | recoger / sacar (y devolver) una bicicleta | 1 | | Transcripción: recogida de la bicicleta |
| | (e) | Empezaron con 7 (must refer to past) Ahora tienen 10. (must refer to present) | 1 1 | If year (2007) included, must be correct. Present tense e.g empiezan en 2007 con 7 estaciones | -1 for 1st person answer |

| Question | | Answer | Marks | Guidance | |
|----------|-----|---|-------|--|--|
| | | | | Accept | Do not accept |
| | (f) | Must answer qn i.e. what you do/have done. (Tienes que) <u>usar una bici / este servicio</u> (una vez) <u>Es alguien que ha usado una bicicleta</u> (una vez). | 1 | Usas... usar... usa... usarlo | Transcription: gente que ha utilizado una de nuestras bicicletas en por lo menos una ocasión |
| | (g) | Key idea: number of users is small (not the population of the city) Porque hay (tan) pocos usuarios | 1 | Para mostrar el poco éxito del sistema El número de usuarios es reducido | El número de usuarios se ha reducido/ se está reduciendo ... está reducido |
| | (h) | Verb needed to answer question: Usar la propia bici Sacan su propia bici Usar/comprar una bicicleta propia | 1 | Transcripción: La propia bicicleta parece ser la opción preferida de muchos Quieren usar.../Prefieren usar... Usar una propia bicicleta | |
| | (i) | Key idea: hardly any users, i.e. more than "the number goes down". (Casi) nadie usa las bicis | 1 | los usuarios no utilizan las bicis apenas utilizan las bicis hubo una <u>gran</u> disminución el número de usuarios se reduce <u>drásticamente</u> Transcripción: reduce el número de usuarios a casi cero ... | El número de usuarios se ha reducido |
| | (j) | Robar (ocho) bicicletas | 1 | Robaron / han robado If numbers given (8 out of 100), they must be correct | Han robado <u>las</u> bicicletas. |
| | (k) | han crecido han experimentado un incremento ha habido un incremento | 1 | hay más son más grandes son más numerosos | Transcription: (ha experimentado) un incremento en superficie de zonas verdes |

| Question | | Answer | Marks | Guidance | |
|--------------|---------|---|-----------|---|---|
| | | | | Accept | Do not accept |
| | (l) | No llueve (mucho) | 1 | por el clima (<u>seco</u>) echa la culpa al tiempo/clima transcr: el clima apenas aporta agua a penas aporta agua | Apena Soporta |
| | (m) (i) | Key idea: increase in number of houses being built Hay más casas | 1 | | Las viviendas han crecido |
| | (ii) | Key idea: many (new houses) have swimming pools Muchas veces con piscina | 1 | | |
| | (n) | debajo de la tierra (de los parques) | 1 | En el subsuelo Van a captar el agua subterránea | (del) Subterráneo agua subterránea unless adapted to answer qn. De las rocas En el subterreno |
| | (o) (i) | Key idea: answer must relate to chemical products. vienen de la agricultura | 1 | | No son aptos para consumo humano |
| | (ii) | Contaminan el agua | 1 | No se puede beber el agua <u>a causa de</u> <u>los productos químicos</u> <u>El agua solo</u> se puede usar en parques / jardines a causa de los productos químicos Están en el agua | |
| | (p) | <u>Suficiente</u> agua <u>para beber</u> . | 1 | No tendrá(n) restricciones de agua potable / pura etc | |
| Total | | | 20 | | |

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.1, but it is not essential.
- **Grid C.1:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

| GRID C.1 | ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3 |
|----------|---|
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 0–1 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Task 3**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C1. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 3

| Question | | | Answer | Marks | Guidance | |
|----------|-----|-------|---|--------|--|---|
| | | | | | Accept | Do not accept |
| 3 | (a) | (i) | las áreas (más) aisladas del país. | 1 | ...remotas... ... rurales... ...pobres... ...menos desarrolladas... | transcr: el último rincón del país <u>unless used in candidate's own sentence</u> los rincones del país todo el país |
| | | (ii) | Key idea: how a young person's life will change (Tendrá) una (mejor) educación | 1 | Mejorará la educación básica. Mejorará / desarrollara su educación | |
| | | (iii) | Para <u>informar</u> de / <u>aprender</u> de / <u>ver</u> / <u>tratar</u> problemas de salud (verb needed) (en tiempo real) | 1 | Podrán ver las emergencias (sanitarias) actuales | |
| | | (iv) | informar (acerca del mal tiempo) | 1 | Avisar / detectarlo / Identificarlo/ verlo | |
| | (b) | | Key idea: answer is about the international organisations' action. <u>Dan (plural)/ Dar (la mayor parte de) el dinero para el proyecto</u> | 1 | Darán Pagan Pagarán Ayudarán a pagar Transcription : El coste de este proyecto será aportado en su mayor parte por organizaciones extranjeras. | Aportar without appropriate object singular verb |
| | (c) | | <u>Dirigir/administrar la agencia</u> (espacial)/ <u>el proyecto</u> | 1 | | especial Estarán en cargo del proyecto |
| | (d) | | Key idea: answer is about what engineers will do. 1=(100) will be trained; 1= <u>some</u> (not all) <u>possibly</u> go to China (for training) recibir una formación <u>algunos posiblemente/ a veces</u> en China | 1 1 | seguir un curso Transcription: se capacitará a 100 ingenieros y posiblemente algunos tendrán instrucción en China | |

| Question | | Answer | Marks | Guidance | |
|--------------|-----|---|-----------|---|---|
| | | | | Accept | Do not accept |
| | (e) | Key idea: what those countries <u>have done</u> Lanzar un satélite | 1 | crear / comprar / establecer / instalar/ construir/ conseguir or equivalent infinitive or past tense | Tienen un satélite Tuvieron un satélite instilar |
| | (f) | Key idea: what Venezuela has done, with reference to the satellite dar parte de su satélite a Uruguay | 1 | compartir el satélite / parte del satélite ofrecer parte del satélite alquilar parte del satélite vender parte del satélite permite/ permitió que Uruguay use parte de su satélite | Transcription: Uruguay (que) satisface sus necesidades tecnológicas ocupando el 10 por ciento del satélite venezolano sharing satélite with more than one country |
| Total | | | 10 | | |

Task 4

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|---|----------|---|--|
| | | | | | Accept | Do not accept |
| 4 | (a) | (i) | Key idea: the treaty <u>was signed</u> firmó | 1 | Ha firmado | Está(n) de (acuerdos) Other tenses Plural verb Realizó Hizo Tiene/ tuvo |
| | | (ii) | trabajan / van a trabajar / trabajarán/ trabajaron | 1 | Cooperar / colaborar/ participar + tenses | Irán a trabajar |
| | (b) | | será construido | 1 | está siendo construido ha sido construido <u>se</u> construye + other tenses <u>lo</u> construyen + other tenses se hará va a estar construido | Está construido Ha construido or any other active verb apart from those structures listed in column 2 se hará/ haría |
| | (c) | | necesita | 1 | acc past / future | Necesito Plural verb |
| | (d) | | (la) información | 1 | un informe consejos un estudio | Un informativo Algún consejo propuestas |
| | (e) | (i) | hizo | 1 | Propuso dio Ofreció | Other tenses Plural verb propositar |
| | | (ii) | aceptaron | 1 | Han aceptado dieron por buena no rehusaron/ no recusaron | Present tense Future tense Singular verb Alegrar Les gustaron/ gustó Estuvieron contentos con |
| | | | Total | 7 | | |

Task 5

| Question | | Answer | Marks | Guidance |
|--------------|-----|---|----------|--|
| 5 | (a) | <u>Se</u> compartirán datos | 1 | REJ any answer with additional words, or missing elements, or spelling errors. |
| | (b) | <u>en</u> el menor tiempo <u>posible</u> | 1 | |
| | (c) | formar técnicamente | 1 | |
| | (d) | <u>hay</u> quien <u>está</u> en desacuerdo <u>con</u> | 1 | |
| Total | | | 4 | |

Task 6

| Question | | Answer | Marks | Guidance |
|--------------|-----|----------------------------------|----------|----------|
| 6 | (a) | Los bolivianos = F | 1 | |
| | (b) | Los chinos = C | 1 | |
| | (c) | Ciertos políticos = E / B | 1 | |
| | (d) | Ciertos reporteros = A | 1 | |
| Total | | | 4 | |

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. The grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

| GRID H.2 | TRANSFER OF MEANING 10 marks AO2 |
|---------------------|---|
| 2 | Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. |
| 1 | Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. |
| 0 | Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English. |

Notes to Grid H.2 Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

Task 7

| Question | Answer | Marks | Guidance | |
|----------|---|-----------|--|---|
| | | | Allow | Do not allow |
| 7 | Los dirigentes estudiantiles de Chile han convocado una huelga nacional (The) student leaders in Chile have called (for) a national strike | 2 | Chilean student leaders Chile's student leaders From Chile Invoked a strike Have begun a strike Planned/ Organised/ Led a national strike | Directors/ representatives Leading students Put in place a strike Of Chile Have begun a strike Have joined a national strike |
| | tras rechazar la propuesta que hizo el ministro de Educación. after rejecting <u>the</u> proposal made by the minister of/for education. | 2 | Offer Ministry Proposition Suggestion plan | In rejection to Against the proposal Proposals plural |
| | Los estudiantes vieron reforzado su movimiento con el apoyo masivo (The) students saw <u>their</u> movement (was) strengthened <u>by</u> (the) solid support | 2 | the students' movement was strengthened / reinforced campaign/ cause <u>the</u> solid support/help of backing/ backed up by | Strengthened with Reforced The student's movement The students movement Present tense |
| | de las clases medias que realizaron una gran protesta nocturna <u>from/ of the</u> middle class(es) who/that staged a large night-time protest / march | 2 | Launched / joined/ took part in/ organised/ held / carried out a protest massive, large-scale, wide-spread, big, at night overnight | The middle class(es) which.... Did a protest Realised/ performed were in a protest nocturnal night protest |
| | por las recientes acciones duras del Gobierno contra la juventud. because of / against /in response to (the) recent harsh action of / by /from the Government against (the) young people. | 2 | Tough / violent for duras actions measures the young(er) generation | <u>For</u> the harsh action hard youth youths the youth youngsters |
| | Total | 10 | | |

Task 8

| Question | | Answer | Marks | Guidance | |
|--------------|-----|--|----------|--|--|
| | | | | Accept | Do not accept |
| 8 | (a) | hubiese una manifestación | 1 | los estudiantes marchasen/ protestasen indicative/ other tenses (mark for comprehension) forms of caminar BOD | Ocurriese la huelga |
| | (b) | los (estudiantes) de secundaria protestaron | 1 | intentaron protestar / marcharon | Reference to university students Los secundarios |
| | (c) | iban / estaban acompañados de <u>sus / los estudiantes</u> | 1 | Acompañaron a ... | |
| | (d) | Defenderse / atacar a los policías | 1 | resistir las cargas policiales any implication of fighting against the police | |
| | (e) | no podía circular | 1 | no circulaba / se interrumpió estuvo/ estaba atascado se acumuló quedó inmóvil | Fue muy malo/ un problema unless explained Tenses other than past |
| Total | | | 5 | | |

Task 9

| Question | | Answer | Marks | Guidance | |
|--------------|-----|---|----------|---|--|
| | | | | Accept | Do not accept |
| 9 | (a) | día (lleno) de actos muy violentos día de/ con mucha violencia | 1 | Unas horas / una tarde Agresión | Una mañana Una sesión Tiempo Momento episodio Un día que consiste en mucha violencia |
| | (b) | (Jóvenes) sin armas que se escapaban de los policías | 1 1 | ... de las autoridades | La gente que representa el orden público |
| | (c) | no cuesta nada estudiar | 1 | Costaría No hay que pagar la enseñanza No hay que pagar para estudiar | |
| | (d) | entrar en la universidad | 1 | acceder a la universidad (poder) ir a la universidad la entrada en la universidad | Llegar a un nivel más alto de educación Entradas a la universidad Empezar la universidad |
| Total | | | 5 | | |

Task 10**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C1. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 10

| Question | | Answer | Marks | Guidance | |
|--------------|-----|--|------------|---|--|
| | | | | Accept | Do not accept |
| 10 | (a) | Fueron detenidas | 1 | la policía las / los detuvo eran/ estaban detenidos forms of arrestar | Han detenedo(s) Fueron detuidos Estaron dentenidos |
| | (b) | Transmitir imágenes de las manifestaciones (en directo) | 1 | transmitió / transmitieron mostró lo que pasó informó acerca de lo que pasó | Publicaron... demostrar or tenses mostró las disturbaciones dice sobre lo que pasó |
| | (c) | <u>Apoya al presidente.</u> | 1 | <u>votaría al presidente</u> | Su apoyo ha caído al 22% Any use of soportar |
| | (d) | Verb needed. Que los apoyan. | 1 | Que tienen unas demandas razonables | |
| | (e) | Es líder <u>de los estudiantes/ de los jóvenes</u> Es una de los líderes <u>de los estudiantes/los jóvenes.</u> | 1 | Es organizadora estudiantil Está al frente de una organización estudiantil. | es uno de los personajes políticos más valorados de Chile (transcription) portavoz está en cargo de está a cargo de |
| | (f) | Key: what happened to scare him. Se publicaron amenazas de muerte contra <u>su hija</u> | 1 1 | idea 1: internet carried idea 2: death threats to <u>his daughter</u> | El ha recibido... Ella ha recibido ... Su hija recibió...without reference to internet/ social networks |
| | (g) | Ejercer presión (al gobierno) / convencer al gobierno | 1 | Son el principal instrumento de presión Idea of influencing govt | ...nuestro principal... |
| | (h) | <u>Empezó el sistema educativo actual.</u> | 1 | Must be a preterite verb | Se ha creído el sistema actual |
| | (i) | La igualdad. | 1 | Acabar con la desigualdad | Un nuevo sistema de educación Igual (unless suitably qualified) |
| Total | | | 10 | | |

Assessing **Quality of Language** across Section B

- a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
- b. Apply Grid C.1 and enter the mark.
- c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

| GRID C.1 | ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3 |
|------------|---|
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 0–1 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

Task 11–18

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

| Question | Indicative Content | Marks | Guidance |
|----------|---|-------|--|
| 11–18 | No Indicative Content – personal response | 25 | <p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9</p> <p>10–12 – If it is really “coherent” award 12</p> |

Task 11–18 – Language (QoL) – Grids C.2 and F.2: [20 marks]

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 11–18 | Assess for Quality of Language using Grids C.2 and F.2 Appendix 1 | 20 | <p>Read the whole response again and assess for Range (Grid F.2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3–4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance 0–2 Errors ([eg] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference. 3–4 Errors ([eg] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right. 5–6 Wrong/right = 50/50 7–8 More right than wrong.</p> <p>Grid F.2 guidance 5–6 [A range of] syntax and sentence structures appropriate to the [register of the] task. 7–8 Effective = <i>good</i>. Reads easily. 9–10 idiom ≠ <i>idioms</i>.</p> |

APPENDIX 1

| GRID N | RELEVANCE AND POINTS OF VIEW 10 marks AO2 | GRID O | STRUCTURE AND ANALYSIS 15 marks AO2 |
|--------|--|--------|--|
| 9–10 | Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task. | 13–15 | The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions. |
| 7–8 | Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task. | 10–12 | Coherently structured and organised response. Points of view are linked in a logical sequence. Able to develop an argument , analyse and evaluate, and draw conclusions. |
| 5–6 | The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination. | 6–9 | Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions. |
| 3–4 | Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information. | 3–5 | Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions. |
| 0–2 | The response to the task is likely to be very short and/or irrelevant and/or very superficial. | 0–2 | Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions. |

| GRID C.2 | QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3 | GRID F.2 | QUALITY OF LANGUAGE (RANGE) 10 marks AO3 |
|----------|---|----------|--|
| 9–10 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors . | 9–10 | Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures . |
| 7–8 | Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures . Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. | 7–8 | Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage). |
| 5–6 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures . Some correct use of complex sentence structures . The performance is likely to be patchy and inconsistent . | 5–6 | Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task. |
| 3–4 | Evidence of gaps in basic grammar . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures . Vocabulary and structures may be quite strongly influenced by the candidate's first language. | 3–4 | Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures. |
| 0–2 | Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. | 0–2 | Only simple sentence patterns . Very limited vocabulary . Very limited range of structures . |

APPENDIX 2

Transcripts of Listening Texts

Task 1

In Ecuador... a business association with a difference

- (M) En Ecuador – como en muchos países – el transporte por carretera ha sido siempre cosa de hombres. Por eso, para algunos puede resultar extraño que haya una asociación de mujeres empresarias del sector del transporte – y naturalmente con una mujer encargada de la presidencia.
Cecilia Flores, recientemente ustedes han colaborado con el proyecto de los llamados *taxís rosas* aquí en la capital. ¿Nos quiere explicar de qué se trata?
- (F) Pues claro... sencillamente se trata de taxis conducidos por mujeres y para mujeres.
- (M) ¿Y por qué necesitamos tal novedad?
- (F) Bueno, se ha establecido con un objetivo principal – que es el de disminuir el temor de las mujeres al utilizar el transporte público.
Pero a largo plazo va más allá de esto, porque la verdadera finalidad es fomentar empleo para las mujeres como conductoras.
No se trata de decir que seamos mejores que los hombres pero creo que las mujeres brindamos mejor servicio como taxistas. Y aunque algunos dicen que una mujer al volante es un peligro, las estadísticas de accidentes de tránsito demuestran todo lo contrario.
Y lo que es más, nuestra asociación será la encargada de realizar cursos de formación que iniciaremos en agosto, cuando comienzan las clases en la escuela. Así las mujeres tendrán más tiempo para asistir, porque sus hijos también están estudiando.
- (M) Y dígame, Cecilia, en su asociación ustedes las mujeres son dueñas de todo tipo de transporte. ¿Se han encontrado con algún problema en este sector por ser mujeres?
- (F) Con las autoridades algunas veces se piensa que una tiene que estar involucrada en asuntos domésticos.
Y lo cierto es que esto del transporte es un asunto técnico; pero, en cuanto a capacidad, no nos falta nada por el hecho de ser mujeres.

Tarea 2

Dos iniciativas medioambientales en Ciudad Real

- (F) Estamos con Miguel Fuentes, para hablar de dos iniciativas medioambientales en Ciudad Real, primero el servicio Ciudad Real Bici, un sistema de préstamos de bicicletas públicas para ciudadanos y visitantes. Miguel, ¿por qué se creó este servicio?
- (M) Pues...los objetivos más importantes eran facilitar tanto el ahorro de gasolina como la reducción de la dependencia del automóvil.
- (F) ¿Y qué hicieron para convencer a la gente para que use este servicio?
- (M) Primero crear un servicio gratuito, aparte del coste del envío de un mensaje desde el teléfono móvil del usuario... esto es para la recogida de la bicicleta en una *estación* – es así como llamamos a los puntos de recogida y devolución de bicicletas.
Y después, hablando de estas estaciones, aunque nos pusimos en marcha en el 2007 con siete estaciones, actualmente tenemos diez para mejor cubrir la ciudad.
- (F) Y ¿te parece que estas medidas han tenido éxito?
- (M) Pues el servicio cuenta actualmente con 775 usuarios, o sea gente que ha utilizado una de nuestras bicicletas en por lo menos una ocasión.
- (F) Y ¿cómo valoras esta situación?
- (M) Desgraciadamente se nota un número bastante reducido de usuarios, sobre todo teniendo en cuenta la población de esta ciudad.
Es que el servicio no tiene el uso que inicialmente se pensó cuando se creó porque la propia bicicleta parece ser la opción preferida de muchos.
Otro factor es el calor que se registra de mayo a septiembre y que reduce el número de usuarios a casi cero.
Y en cuanto a seguridad, tras los robos de 8 de nuestras 100 bicicletas, tenemos que reforzar la seguridad en las estaciones también.
- (F) Aparte de este proyecto de las bicis creo que hay otro plan para mejorar la calidad ambiental, ¿no?
- (M) Sí, sí. En años recientes Ciudad Real ha experimentado un incremento en superficie de zonas verdes.
Al encontrarse la ciudad en una región donde el clima apenas aporta agua, la necesidad de riego es importante.
Pero claro, en los parques, no vamos a usar agua tratada y destinada al consumo humano, que se necesita para cubrir la demanda tras la gran expansión de viviendas en la ciudad,...y muchas de ellas gozando de piscina.
Así elaboramos un plan para captar el agua subterránea, que es un agua filtrada por las rocas y que solo sirve para los jardines. Desgraciadamente, es un agua que no es apta para los humanos por los productos químicos que tiene derivados de la agricultura.
Así evitaremos que en el futuro la ciudad sufra restricciones de agua para consumo humano.

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