

Mark Scheme for June 2011

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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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General advice to Assistant Examiners on the procedures to be used**YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE SCRIPTS AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in Section B. You must have a copy of the essay titles in front of you as you mark the essays. The texts will not appear automatically on your marking screen.

- 1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader without delay.
- 2 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 e-mail.
- 3 Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – See guidance in the detailed sheets below.
- 4 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

Award 0 marks

- if there is any attempt that earns no credit.

Award NR (No Response)

- if there is nothing written at all in the answer space
- if there is any comment which does not in any way relate to the question being asked

6 Abbreviations, annotations and conventions used in the detailed Mark Scheme.

/ alternative and acceptable answers for the same marking point

NOT answers which are not worthy of credit

Allow answers that can be accepted













INV element of an answer which invalidates an otherwise valid answer

Principle general guidance to the key idea

() words which are not essential to gain credit

— underlined words must be present in answer to score a mark

7 **Annotations:** the following **annotations** are **available on SCORIS**.

Annotation	Meaning
	tick to show correct answer
	Green question mark to show lack of clarity
	cross to show incorrect answer
	caret sign to show omission
	green dot to show comprehension points
	minus 1 to show deduction of 1 mark (eg in a non-verbal task where candidate has ticked too many boxes)
	benefit of the doubt given (when used with a tick)
	benefit of the doubt not given
	L in a box maybe used to show good language
.....	Highlighting can be used to show language lifted from the text
	Highlighting may also be used to indicate a harmless addition which does not distort the meaning. The colour of the highlight can be changed in scoris.
	Red underline may be used to show language errors
	Arrow going down to show that mark has been allocated elsewhere
	Arrow going up to show mark has been allocated previously

- 8 The Comments box
You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Instructions for On-Screen Marking from Home - 2011. **Please do not use the comments box for any other reason.**
Any questions or comments you have for your team leader should be communicated by phone, SCORIS messaging system or e-mail.
- 9 Please send a **report** on the performance of the candidates to your Team Leader by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Section A: Listening and Writing

Task 1:

Question	Answer	Marks [10]	Guidance
(a)	2 of 3: Building work had been going on (1) For several weeks. (1) in a <u>densely</u> populated area of BA/ urban area (1)	[2]	present or past tense Not in construction, in development; ACC idea of <u>building works</u> 2 nd mark dependent on the first.
(b)	(they saw the) (endless) coming and going (1) Of workers (1)	[2]	Key: constant movement ACC workers or any <u>one</u> of those mentioned
(c)	Everything was/ seemed (so) <u>normal</u> .	[1]	
(d)	Come / go (back) to work.	[1]	
(e)	They were dressed as builders/ workmen / appeared they were to replace the workmen who were leaving.	[1]	
(f)	(Threatened them and) detained them in toilets/bathrooms).	[1]	
(g)	Disconnected alarms <u>without telling the police</u> .	[1]	
(h)	They <u>paid</u> (a monthly amount) for (extra) <u>security</u> ./ a safe/ deposit box	[1]	ACC pay to keep their possessions secure NOT pay to secure their possessions

Tarea 2: 20 marks for Comprehension and 5 marks for Quality of Language (Accuracy) – Grid C.1

Question	Answer	Marks [20]	Guidance
(a)	Son afectadas por la gripe (1) Y tratadas con vacunas importadas (1)	[2]	
(b)	(Habrá) vacunas hechas en España / Granada.	[1]	
(c)	Hay varios tipos de profesionales / la cooperación con otros especialistas.	[1]	ACC cooperacion NOT corporacion, cooperacion Key: working with <u>different experts</u> ACC transcr: <u>Facilita....</u>
(d)	La amplia provisión (producción) de vacunas / habrá muchas vacunas.	[1]	If any use of contar, must be with con NOT más vacunas NEED idea of substantial amount of vaccines
(e)	Como parte del plan <u>de cooperación</u> (internacional) (1) España podrá mandar <u>vacunas</u> (a otros países) (1).	[2]	ACC producir vacunas <u>para otros países</u>
(f)	Usan / usarán las vacunas en España (1) Antes de mandar las que queden (1) OR que haya suficientes vacunas para España (2)	[2]	Mention of seguridad must be in relation to vacunas Key: Spanish supplies first, then other countries
(g)	La compañía / Laboratorios Rovi empezó (a funcionar) / fue fundada.	[1]	NOT transcr “Una empresa fundada en 1946”

Tarea 2:

Question	Answer	Marks [20]	Guidance
(h)	Es la cantidad (de vacunas) que van a producir (al año) (1) Después de un período de desarrollo (1)	[2]	NOT any reference to meses
(i)	Preparar la vacuna (1) Porque la gripe es diferente <u>cada año</u> (1)	[2]	NOT transcr se tardará 6 meses en tener lista la vacuna ACC van a cambiar/preparar/ desarrollar la vacuna
(j)	Dispensar la vacuna (1) A los grupos de riesgo (1)	[2]	ACC dar ACC a las personas que la necesitan
(k)	<u>Piensan que</u> la vacuna no funciona/ tiene efecto/ el efecto deseado.	[1]	NOT tiene efectos negativos
(l)	Así la gripe es <u>menos</u> severa.	[1]	NOT no es severa, ACC es menos seria, NOT seriosa
(m)	Si tienes la gripe, (1) No debes estar con otras personas. (1)	[2]	MUST be clear that the subject of “keeping away” has the ‘flu. NOT apartir

Tarea 2:

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B – Reading & Writing 5 marks for Quality of Language (Accuracy) – Grid C.1

Tarea 3:

Question	Answer	Marks [4]	Guidance No additional words allowed
(a)	ahorra casi un 50% de gastos	[1]	NOT ahora
(b)	apenas hace ruido	[1]	
(c)	(ya) está siendo manufacturado por una empresa especialista en autobuses	[1]	
(d)	fue proclamado ganador (del título) (Autobús del año)	[1]	

Tarea 4:

Question	Answer	Marks [4]	Guidance
	Principio 1 -- F termination	[1]	
	Principio 2 -- D termination	[1]	
	Principio 3 -- C termination	[1]	
	Principio 4 -- E termination	[1]	

Tarea 5:

Question	Answer	Marks [10]	Guidance
(a)	Recargan las baterías.	[1]	ACC cargan, son cargadas, recargar ACC la parte eléctrica (for batería) NOT están cargadas, se carga el motor
(b)	cualquier empleado // no tiene que ser un mecánico / técnico / especialista	[1]	NOT they employ no one
(c)	Es perfecto para calles <u>estrechas</u> (1) Tiene gran movilidad. (1)	[2]	NOT calles urbanas
(d)	Porque hay <u>reglas</u> de la UE acerca de contaminantes (1) el autobús cumple con las reglas. (1)	[2]	Key ideas: there are <u>rules</u> about (LOW) emissions MUST BE CLEAR <u>this bus</u> follows those rules
(e)	Reciclarlo, reutilizar los materiales.	[1]	
(f)	<u>Probar</u> los autobuses / ver si funcionan bien.	[1]	NOT transcr “algunos autobuses están en fase de pruebas”
(g)	España/ Madrid tiene minibuses/ vehículos que usan este combustible (1) Ya desde 2007. (1)	[2]	Must be clear minibuses are in use/have been in use Must be clear 2007 refers to minibuses

Tarea 6:

Question	Answer	Marks [7]	Guidance
(a)	Los diseñadores pusieron las baterías en el techo el vehículo.	[1]	Accept appropriate verbal phrase in all answers for this task MUST be past tense ACC ponieron NOT pusaron pudieron
(b)	Por razones de seguridad, las baterías pueden ser desconectadas por el conductor.	[1]	ACC desconectado ie dis- and incorrect agreement NOT infinitive
(c)	En el pasado los conductores de autobús trabajaban / conducían en condiciones menos confortables.	[1]	ACC estaban or any past tense
(d)	A pesar de tener más complejidad tecnológica, es más sencillo conducir / manejar este autobús.	[2]	MUST be infinitive NOT ser MUST be infinitive 2 nd verb NOT usar
(e)	Una visión panorámica de las calles se obtiene / aprecia / capta por los grandes cristales.	[1]	ACC permite, ve, puede ver ACC plural verbs NOT subjunctive Must be finite verb
(f)	Los que tienen problemas de movilidad suben a este autobús sin dificultad.	[1]	ACC cogen, usan, (se) montan en NOT montan este autobús, acceden a, accesan a

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This 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.

Tarea 7:

Question	Answer	Marks [10]	Guidance	
			Allow	Do not allow
	<p>Tradicionalmente la jornada laboral era de 8 horas. Traditionally the working day was 8 hours (long).</p>		in the past the traditional working day	NOT present tense NOT day of work NOT of 8 hours
	<p>Gracias al teléfono móvil, se ha convertido en un concepto impreciso Thanks to mobile phones/ the mobile phone, it has become a vague/imprecise idea/concept</p>		it has changed into is	NOT a mobile phone NOT the mobile phones NOT converted (act or pass) NOT it has converted itself into NOT unprecise, imprecise
	<p>para muchos, porque el móvil los mantiene conectados a empresas for many (people), because mobiles/their mobile keeps <u>them/ their employees</u> connected to companies/ businesses</p>			NOT kept NOT <u>their</u> businesses /companies NOT work NOT the companies NOT pretend NOT animate NOT tend, intend
	<p>que pretenden animar a sus empleados a trabajar en casa which are trying to encourage them/ their employees to work at home</p>		ACC want, hope aim (pretender) get (animar)	
	<p>las 24 horas del día, aunque con diferentes niveles de intensidad. (for) 24 hours a day, although with different levels of intensity.</p>		ACC 24 hours of the day, 24/7, ACC even if, but, however	NOT the 24 hours, NOT all day NOT even, despite

Tarea 8:

Question	Answer	Marks [5]	Guidance	
			Allow	Do not allow
(a)	(Algo) típico (1) del trabajo que hacen/ del trabajo (1)	[2]	esencial, normal, necesario, característico, fundamental	importante
(b)	(Se está) notando cada vez más (1) en más trabajos (1)	[2]	Key: it is growing/more common Key: in more professions ACC profesiones	
(c)	(Ha) sabido/podido organizar su tiempo	[1]	adaptarse a esta situación manejar/ controlar su tiempo	

Tarea 9:

Question	Answer	Marks [5]	Guidance	
			Allow	Do not allow
(a)	ocurren en cualquier parte del mundo. son de todas partes del mundo	[1]	todas partes	alguna parte están en todas....
(b)	no pudiera comunicarse con los demás.	[1]		
(c)	lo mismo.	[1]	description of what they think	
(d)	pueden llamarla / puede recibir llamadas.	[1]		Ana making calls same wording as in c
(e)	arreglar el problema.	[1]	Ana/ Enrique Conectarse	una llamada

Tarea 10:

Question	Answer	Marks [10]	Guidance	
			Allow	Do not allow
(a)	Miraban (usaban, veían) su móvil / tenían los ojos clavados en...	[1]	infinitive	present tense eran/fueron en sus móviles
(b)	Tiene confianza en él.	[1]	Boss must be the focus of the answer	
(c)	Era voluntario / no era obligatorio.	[1]		era un voluntario Rubén era voluntario
(d)	Dan una <u>rápida</u> respuesta / responden <u>rápidamente</u> .	[1]		
(e)	Están pendientes de que les llamen <u>siempre / a cualquier momento</u> .	[1]		
(f)	Ya no cuentan <u>con él</u> / No se acuerdan <u>de él</u> .	[1]	Key: he is not important any more/ why they don't ring him	
(g)	Cumplir sus objetivos.	[1]	tareas key: get the job done/ finish the task si hace su trabajo a tiempo	si hace su trabajo.
(h)	Va a la oficina.	[1]		
(i)	Porque <u>siempre</u> está conectado.	[1]	Text: siempre que puedes	
(j)	Estar con la familia / disfrutar de los suyos.	[1]		turn off phone relax enjoy himself enjoy his holidays

Section B – Tareas 3 – 10; 5 marks for Quality of Language (Accuracy) – Grid C.1

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section C – Writing

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

GRID N RELEVANCE AND POINTS OF VIEW 10 marks AO2		GRID O STRUCTURE AND ANALYSIS 15 marks AO2	
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.
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.
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.
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.
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.

Grid N guidance

3-4 – No specific example from TL = cap 4

5-6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7-8 – Imaginative and/or original response to task – applies mainly to imaginative

Grid O guidance

6-9 – Straight narration = more 6/7

Evidence of some argument = more 8/9

10-12 – If it is really “coherent” award 12

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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 .
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.
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.
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).
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 .

Total for section C: 45 marks

Total for paper: 140 marks

Grid C.2 guidance

- 0-2 – Errors ([eg] endings, verb forms, gender of common nouns).
Frequent first [= *other*] language interference.
- 3-4 – Errors ([eg] endings, verb forms, gender of common nouns,
adjectival agreements).
Candidate's first [= *other*] language.
Meaning may be unclear; more wrong than right.
- 5-6 – Wrong/right = 50/50
- 7-8 – More right than wrong.

Grid F.2 guidance

- 5-6 – [A range of] syntax and sentence structures appropriate to the
[register of the] task.
- 7-8 – Effective = *good*.
Reads easily.
- 9-10 – idiom ≠ *idioms*.

Transcripts of Listening texts

Task 1 A bank robbery in Buenos Aires

El lugar de este atraco fue el barrio de San Miguel, situado en una populosa zona urbana de Buenos Aires. Nuestro relato se desarrolla ahí mismo, cuando la sucursal local de un banco español llevaba varias semanas en obras.

Los vecinos notaban cada día el incesante ir y venir de carpinteros, pintores y albañiles. Por curioso que parezca, esos vecinos no se quejaban porque todo el trabajo se desarrollaba con una normalidad total.

Y este atraco tan exitoso se llevó a cabo precisamente porque todo parecía tan normal.

Así pasó todo. Fue el sábado pasado, a las 10 y media de la noche exactamente, cuando los obreros del turno tarde-noche terminaron su trabajo, despidiéndose hasta el lunes.

Dos minutos después, los ocho ladrones llegaron en dos camiones y vestidos de obreros – aparentemente para reemplazar a los que ya se marchaban.

Una vez ingresados sin problema, sorprendieron a los vigilantes sacando pistolas y encerrándolos en el cuarto de baño.

No sonaron las alarmas porque la empresa las había desconectado – a raíz de las obras de construcción – y eso sí, sin dar aviso previo a la policía.

En poco tiempo los ladrones derribaron fácilmente una pared para encontrar el tesoro deseado.

Y ¿cuál fue ese tesoro? Pues nada menos que 25 cajas de seguridad de clientes del banco, que pagaban una cantidad mensual convencidos de que su dinero, sus joyas y sus documentos recibían un nivel de protección superior.

A las 6 de la mañana, los asaltantes se marcharon como habían llegado, con la tranquilidad de una tarea bien hecha.

Tarea 2 Vacuna contra la tradicional gripe de invierno

En España los estudios demuestran que cada invierno hay más de 3 millones de personas afectadas por la gripe – y en este momento todas ellas son tratadas con vacunas importadas de varios países vecinos.

Pero a partir de 2012 la producción de vacunas contra la gripe se realizará aquí mismo en nuestro país, en una nueva fábrica en la zona de Granada, creada gracias a un acuerdo entre una empresa comercial y el gobierno.

La primera parte de la fábrica ya se inauguró en el Parque Tecnológico de Ciencias de la Salud, un sitio que facilita una estrecha cooperación profesional entre profesores, investigadores, médicos y otros científicos.

El gobierno ha expresado su satisfacción con esta nueva situación, sobre todo por la amplia provisión de vacunas con que podrá contar.

Además, España podrá enviar vacunas a otros países dentro del plan de cooperación internacional.

Sin embargo, un portavoz del gobierno explicó que no se dará ayuda a otros lugares, hasta que no exista completa seguridad de que hay suficientes vacunas para este país.

Una parte importante de este proyecto la constituye la empresa Laboratorios Rovi, una empresa fundada en Madrid en el año 1946.

En su nueva fábrica de Granada, una vez que haya concluido su plan de desarrollo, la empresa producirá anualmente seis millones de dosis de vacunas.

Esa producción implicará un trabajo intensivo: cada año se tardará en torno a seis meses en tener lista la vacuna porque las variedades de la gripe son diferentes de un año al siguiente.

Una vez elaboradas, las vacunas se dispensarán en el otoño a las personas que pertenecen a los grupos de riesgo, a través de la red de los centros de salud de toda España.

Y ahora un dato curioso: a pesar de las recomendaciones oficiales, muchos no se vacunan, al pensar que la vacuna carece de efectividad.

Sin embargo, aunque la eficacia de la vacuna sí varía de un individuo a otro, todas las personas vacunadas suelen sufrir la gripe de una forma menos severa.

Aunque no nos guste decirlo, la verdad es que, muchas veces, la gripe no se puede evitar por completo. Pero aun sin hablar de vacunas, hay otras buenas medidas preventivas que se aconsejan, una de las más importantes es mantenerse apartado de otras personas cuando uno tiene la gripe.

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