



**2015 Spanish**

**Intermediate 1 Reading**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Spanish Intermediate 1 - Reading**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Spanish Intermediate 1 - Reading**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers	
1.	(a)			3			
			<b>True</b>				<b>False</b>
		Sergio is going to Mallorca because his grandparents live there.					✓
		Luis wants to have a rest after his exams.	✓				
		Ángela is staying at home because she has no time.		✓			
1.	(b)	(i)	<ul style="list-style-type: none"> <li>Abroad</li> </ul>	1	somewhere foreign	Spain	
1.	(b)	(ii)	<ul style="list-style-type: none"> <li>Fewer people</li> <li>Cheaper</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	cheap		

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers						
2.	(a)		<ul style="list-style-type: none"> <li>(they are) unemployed/don't work</li> </ul>	1	do not have a job							
2.	(b)		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Between 40-50</td> <td></td> </tr> <tr> <td>Between 50-60</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Between 60-70</td> <td></td> </tr> </table> <p style="text-align: right;"><b>(2 or more ticks = 0)</b></p>	Between 40-50		Between 50-60	✓	Between 60-70		1		
Between 40-50												
Between 50-60	✓											
Between 60-70												
2.	(c)	(i)	<ul style="list-style-type: none"> <li>(They are) retired</li> </ul>	1	pensioners							
2.	(c)	(ii)	<ul style="list-style-type: none"> <li>(They are) housewives</li> </ul>	1	own a house	House makers Work from home						
2.	(d)		<ul style="list-style-type: none"> <li>The desire to help/wanting to help</li> <li>A little free time</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	they are able to help  any mention of free time	not much free time						

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
3.	(a)	(i)	<ul style="list-style-type: none"> <li>• 2 minutes from the (historic) centre (of the city)</li> </ul>	1	...old town	
3.	(a)	(ii)	<ul style="list-style-type: none"> <li>• It's a small school / it's small</li> <li>• Well-equipped classrooms</li> </ul> <p style="text-align: center;"><b>(Any 1 from 2)</b></p>	1	good equipment	small classrooms
3.	(b)		<ul style="list-style-type: none"> <li>• It is open all day</li> </ul>	1		open every day
3.	(c)		<ul style="list-style-type: none"> <li>• 16</li> </ul>	1	any other number	
3.	(d)		In this programme you will do a real job <u>in contact with the public</u> . This job can be in a hotel, a <u>travel agency</u> , the tourist office or a <u>theme park</u> .	3		trip agency thematic park
3.	(e)	(i)	<ul style="list-style-type: none"> <li>• A (recent) photograph</li> </ul>	1	a recent picture	
3.	(e)	(ii)	<ul style="list-style-type: none"> <li>• Why you are interested (in the programme)</li> <li>• What sector you want to work in</li> </ul>	2	what job sector	what your interests are what job you want to do

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4.	(a)		<ul style="list-style-type: none"> <li>• Concerts (in the open air)</li> <li>• Museums (with free entry)</li> <li>• (All sorts of) exhibitions</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2		shows
4.	(b)	(i)	<ul style="list-style-type: none"> <li>• The teacher took them on a visit</li> <li>• To the old part (of the town)</li> </ul>	2		tourist area zone
4.	(b)	(ii)	<ul style="list-style-type: none"> <li>• It was a good way to get to know his classmates</li> </ul>	1		
4.	(c)		<ul style="list-style-type: none"> <li>• Tuesday</li> <li>• A boat trip (along the coast)</li> </ul>	2	any other day	they went to the coast

Question			Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
4.	(d)	(i)	<ul style="list-style-type: none"> <li>Spanish cookery workshop</li> </ul>	1	Spanish kitchen Spanish cooking Spanish kitchen workshop making Spanish food	
4.	(d)	(ii)	<ul style="list-style-type: none"> <li>Go to the market</li> <li>To buy bread/fish/vegetables</li> </ul> <p style="text-align: right;"><b>(Any 2 for 1 mark)</b></p>	2	greens	supermarket
4.	(d)	(iii)	<ul style="list-style-type: none"> <li>The stall owners were chatty</li> </ul>	1		
4.	(e)	(i)	<ul style="list-style-type: none"> <li>Use the language at every opportunity</li> <li>Talk to people in the street</li> <li>Participate in (all) the activities</li> <li>Integrate fully</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	3	talk to the local people  take part in activities	
4.	(e)	(ii)	<b>Why does he give this advice?</b> <ul style="list-style-type: none"> <li>It is the best way to learn</li> </ul>	1	it helps you to learn	

**Total 35**

[END OF MARKING INSTRUCTIONS]



**2015 Spanish**

**Intermediate 1 Listening**

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## **Part One: General Marking Principles for Spanish Intermediate 1 – Listening**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Spanish Intermediate 1 – Listening**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers								
1.		<table border="1"> <tr> <td>She is 20 years old.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>She is 21 years old.</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>She lives in a small town in Spain.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>She lives in the North of Spain.</td> <td><input checked="" type="checkbox"/></td> </tr> </table>	She is 20 years old.	<input type="checkbox"/>	She is 21 years old.	<input checked="" type="checkbox"/>	She lives in a small town in Spain.	<input type="checkbox"/>	She lives in the North of Spain.	<input checked="" type="checkbox"/>	2		
She is 20 years old.	<input type="checkbox"/>												
She is 21 years old.	<input checked="" type="checkbox"/>												
She lives in a small town in Spain.	<input type="checkbox"/>												
She lives in the North of Spain.	<input checked="" type="checkbox"/>												
2.		<ul style="list-style-type: none"> <li>• Historic</li> <li>• Touristy/good for tourists</li> <li>• Lots to do</li> </ul> <p style="text-align: right;"><b>(Any 1 from 3)</b></p>	1	historical lots of tourists									
3.	(a)	<ul style="list-style-type: none"> <li>• In the (hotel) kitchen</li> </ul>	1										
3.	(b)	<table border="1"> <tr> <td>Tuesdays and Thursdays</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Tuesdays and Saturdays</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Saturdays and Sundays</td> <td><input type="checkbox"/></td> </tr> </table> <p style="text-align: right;"><b>(Tick 2 or more boxes = 0)</b></p>	Tuesdays and Thursdays	<input type="checkbox"/>	Tuesdays and Saturdays	<input checked="" type="checkbox"/>	Saturdays and Sundays	<input type="checkbox"/>	1				
Tuesdays and Thursdays	<input type="checkbox"/>												
Tuesdays and Saturdays	<input checked="" type="checkbox"/>												
Saturdays and Sundays	<input type="checkbox"/>												
4.		<ul style="list-style-type: none"> <li>• He gets on well with him</li> <li>• He is quite young</li> <li>• (Sometimes) he is strict</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2										

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
5.	(a)	<ul style="list-style-type: none"> <li>Menu 3: cereal and milk, strawberry yoghurt, black coffee</li> </ul>	1		
5.	(b)	<ul style="list-style-type: none"> <li>Hot food</li> <li>Sausages</li> <li>(Fried) eggs</li> </ul> <p style="text-align: center;"><b>(Any 1 from 3)</b></p>	1		chips
6.	(a)	<ul style="list-style-type: none"> <li>Tourist office</li> </ul>	1	tourist centre tourist information	
6.	(b)	<ul style="list-style-type: none"> <li>Not far from the hotel</li> <li>In front of the (train) station</li> </ul>	2	near the hotel down from the hotel  near the station across from the station	close to the trains
7.		<ul style="list-style-type: none"> <li>It is lively at night</li> <li>There is a good atmosphere in the centre</li> </ul>	1	the nightlife there's lots to do at night	

Question		Answer(s)	Max Mark	Additional acceptable answers	Unacceptable answers
8.	(a)	<ul style="list-style-type: none"> <li>• Sunday at 7</li> </ul>	1		any other day or time
8.	(b)	<ul style="list-style-type: none"> <li>• Going to play his guitar (with his group)</li> </ul>	1	he likes the guitar(s)	
9.	(a)	<ul style="list-style-type: none"> <li>• A coach trip/excursion</li> <li>• A trip to the mountains</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1	A bus trip an excursion..... an outing.....	
9.	(b)	<ul style="list-style-type: none"> <li>• Took photos</li> <li>• Visited (typical) houses</li> <li>• Had dinner in a restaurant</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2	went to a restaurant eat/ate in a restaurant	
10.	(a)	<ul style="list-style-type: none"> <li>• Hire a bike</li> </ul>	1	use a bike	any other vehicle
10.	(b)	<ul style="list-style-type: none"> <li>• It's cheap</li> </ul>	1		

[END OF MARKING INSTRUCTIONS]



**2015 Spanish**

**Intermediate 1 Writing**

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Task: Form completion (simple personal profile). Candidates are required to write 3 sentences under each of 4 headings.

Assessment Process:	1	Assess the overall quality of the response and allocate it to a category/mark, with reference to the extended Criteria for Marking overleaf.
	2	Check that 3 sentences have been written under each heading.
	3	Deduct 2 marks (ie single marks, not pegged ones) for each incomplete section, up to a maximum of 2 incomplete sections. If 3 or 4 sections are incomplete, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> <li>• All four areas are covered fully, in a balanced way, perhaps including some complex sentences.</li> <li>• A range of verbs/verb forms is used (probably at least nine).</li> <li>• In some cases, the candidate has greatly exceeded the requirements of the task.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</li> <li>• Where the candidate attempts to use language more appropriate to Intermediate 2, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate is comfortable with the first and third person of the verb and generally uses a different verb or verb form in each sentence.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>• The candidate may use co-ordinating conjunctions and/or subordinate clauses.</li> <li>• The language flows well.</li> </ul>
Good	12	<ul style="list-style-type: none"> <li>• All four tasks are addressed, perhaps mainly using simple sentences.</li> <li>• In some cases, the candidate addresses three of the four areas more fully, perhaps using a few complex sentences.</li> <li>• The candidate uses a reasonable range of verbs/verb forms (at least six).</li> <li>• There is perhaps some repetition of verbs, especially in areas 1 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate handles verbs accurately but simply.</li> <li>• There are some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>• Use of accents is less secure.</li> <li>• Where the candidate is attempting to use more complex vocabulary and structures, these are unsuccessful, although basic structures are used accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate keeps to more basic vocabulary and structures eg I live in x. X is a nice town. It has a church and a library.</li> <li>• Within the areas of Family and Leisure Time, there may be a tendency to use the same verb on two or three occasions.</li> <li>• Where relevant, word order is simple.</li> <li>• There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> <li>• The candidate uses only simple, basic sentences, eg <i>My mother is called</i> *. <i>My father is called</i> *. <i>I have a sister. She is</i> * <i>years old.</i></li> <li>• The language is fairly repetitive and uses a limited number of verbs and fixed phrases, eg <i>I like; There is.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions may be missing eg <i>I go swimming-pool.</i></li> <li>• While the language may be reasonably accurate in three areas, it may deteriorate in the remaining one.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the first and third person of a few verbs.</li> <li>• The verbs ‘to be’ and ‘to have’ are used on a number of occasions.</li> <li>• Sentences are basic and mainly brief.</li> <li>• There is minimal use of adjectives probably mainly after ‘is’ eg <i>My School is big.</i></li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors in words like ‘family’.</li> </ul>
Un-satisfactory	6	<ul style="list-style-type: none"> <li>• The content is basic.</li> <li>• The language is repetitive, eg <i>I have, I learn, I play</i> may feature three times within one area.</li> </ul>	<ul style="list-style-type: none"> <li>• While the verbs ‘I have’ and ‘is’ are usually correct, errors occur in a number of other verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>• One or two errors are serious, often in an expression such as ‘my mother’s name’.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• The final two areas may well be significantly weaker than the first two.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the first person of ‘have’, ‘live’ and ‘play’.</li> <li>• The verb ‘is’ may also be used correctly.</li> <li>• Sentences are basic.</li> <li>• There are significant weaknesses in gender of nouns, adjectives, spelling and cases.</li> <li>• An English word may appear in the writing.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> <li>The content is very basic eg <i>My school is (name). My school is big. My school has a football team.</i></li> <li>The language is simple.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect.</li> <li>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>Prepositions are not used.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Three or four sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than one or two verbs.</li> <li>The candidate has almost no knowledge of the present tense of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>Sentences are very short.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic. OR</li> <li>The candidate has not completed at least two of the areas. OR</li> <li>The candidate has written the answers under the wrong heading on at least three occasions.</li> </ul>	<ul style="list-style-type: none"> <li>(Virtually) nothing is correct.</li> <li>Most of the errors are serious.</li> <li>Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate only copes with 'have' and 'is'.</li> <li>Very few words are actually correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if ...?</b>	
the candidate has performed poorly in the introductory section or has even omitted it?	It is not impossible that even the best candidates will omit this on the day of the examination. Pay minimal attention to this. Do not allow it to influence your judgement of the addressing of the four tasks below.
three sections fit into one category but the fourth one is in the next, lower category?	Award the grade that the three sections are worth, assuming that they clearly belong in that category.  If, on the other hand, you are undecided between two categories, award the higher mark.
... and if the discrepancy is by more than one pegged mark?	In this case, you should probably compromise on the middle mark. In other words, if three sections are Satisfactory but one is Poor, then the overall grade Unsatisfactory should be awarded.
two sections are at one level and two at another?	In such a case it may be wise to consider which two categories are better. If the better sections include the first section, which is very basic, you are less likely to be generous than if the final sections were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. If you cannot decide, the rule of thumb is always to give the candidate the benefit of the doubt.

[END OF MARKING INSTRUCTIONS]