
A-level SPANISH 7692/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2019

Version: 0.1 Pre-Standardisation



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Section A**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
01.1	F G	2	Any order

Qu	Accept	Mark	Notes
01.2	B H	2	Any order

Qu	Accept	Mark	Notes
01.3	A D	2	Any order

Question 2

Accept misspelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Accept	Mark	Notes
02.1	la violencia de género	1	

Qu	Accept	Mark	Notes
02.2	cifras de feminicidio y violencia contra las mujeres en Perú	1	

Qu	Accept	Mark	Notes
02.3	(casos de) abusos	1	

Qu	Accept	Mark	Notes
02.4	respaldaron a las modelos (en las redes sociales)	1	

Qu	Accept	Mark	Notes
02.5	se convirtió en uno de los temas de moda en Perú	1	

Qu	Accept	Mark	Notes
02.6	que las leyes en Perú cambien	1	

Qu	Accept	Mark	Notes
02.7	debe ser la embajadora de todas las peruanas maltratadas.	1	

Qu	Accept	Mark	Notes
03	B, E, F, H, K (in any order)	5	

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

Incorrect spelling (unless the meaning is changed)

Accents (unless the meaning is changed)

Confusion of noun/adjective eg *peligro/peligroso*

Occasional slips in gender/adjectival agreements.

Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions eg *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
04	Bullet 1 <u>Va a donar el 1% de su sueldo a una ONG.</u>	1	Accept Va a apoyar a organizaciones benéficas de fútbol en todo el mundo. Accept the key idea if paraphrased unambiguously.
	Bullet 2 <u>Le enseñó a amar el fútbol aún más.</u> <u>Se dio cuenta de lo afortunado que era</u> al tener las oportunidades que había tenido. <u>Quiso asegurarse de que otros niños tuvieran las oportunidades que tuvo.</u>	3	Accept the key idea if paraphrased unambiguously.
	Bullet 3 <u>Quiere que sus compañeros ayuden.</u> <u>Van a reunirse y ayudar a los niños de todas partes.</u> <u>Espera que puedan destinar el 1% de los ingresos de toda la industria del fútbol a las organizaciones benéficas.</u>	3	Accept the key idea if paraphrased unambiguously.

Section B**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
05.1	C	1	

Qu	Accept	Mark	Notes
05.2	A	1	

Qu	Accept	Mark	Notes
05.3	A	1	

Qu	Accept	Mark	Notes
05.4	B	1	

Qu	Accept	Mark	Notes
05.5	C	1	

Qu	Accept	Mark	Notes
05.6	A	1	

Qu	Accept	Mark	Notes
05.7	C	1	

Qu	Accept	Mark	Notes
05.8	B	1	

Question 6

Accept misspelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Key idea	Mark	Notes
06.1	parece no tener frenos	1	

Qu	Key idea	Mark	Notes
06.2	las estrellas de la televisión	1	

Qu	Key idea	Mark	Notes
06.3	<u>más de</u> sesenta millones	1	

Qu	Key idea	Mark	Notes
06.4	el botón de diamante	1	

Qu	Key idea	Mark	Notes
06.5	las grabaciones en las que jugaba y comentaba el videojuego <i>Skyrim</i>	1	

Qu	Key idea	Mark	Notes
06.6	les supera	1	

Qu	Key idea	Mark	Notes
06.7	se identifican con él (1) se ríen con su humor (1)	2	

Qu	Key idea	Mark	Notes
06.8	las amenazas por parte de algunos aficionados	1	

Qu	Key idea	Mark	Notes
06.9	(optó por) encerrarse en una casa en las afueras de Madrid	1	If optó is used, it must have the accent.

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An answer which contains nothing of relevance to the question must be awarded no marks.

Summary questions

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The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

incorrect spelling (unless the meaning is changed);

accents (unless the meaning is changed);

confusion of noun/adjective eg *peligro/peligroso*;

occasional slips in gender/adjectival agreements.

Serious errors include:

incorrect verb forms;

incorrect use of pronouns;

errors in basic idiomatic expressions eg *es muy calor*: *soy 17*.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
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1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
07	Bullet 1 • <u>Tienen problemas para conectar sus creencias religiosas con sus experiencias en la vida cotidiana.</u> • <u>Empiezan a volverse escépticos cuando sus familias están sufriendo y Dios parece ausente.</u> • <u>No están de acuerdo con la actitud medieval de la Iglesia.</u>	3	Accept Accept the key idea if paraphrased unambiguously.
	Bullet 2 • <u>Aprovechará(n) de las redes sociales para atraer a los jóvenes.</u> • <u>Tendrá(n) que distanciarse de las estructuras tradicionales para atraer a los jóvenes.</u> • <u>Debe(n) tener una mentalidad más abierta.</u>	3	Accept Accept the key idea if paraphrased unambiguously.
	Bullet 3 • <u>Los sacerdotes jóvenes quieren enamorarse y casarse.</u> • Los sacerdotes jóvenes quieren disfrutar de más libertades	1	Accept Accept the key idea if paraphrased unambiguously. Any 1 of 2

Qu	Accept	Mark	Notes
08	H,P,L,D,R,C,B,E,G,F (in this order)	10	

Qu	Accept	Mark	Notes
09.1	localidad	1	

Qu	Accept	Mark	Notes
09.2	se basaba	1	

Qu	Accept	Mark	Notes
09.3	<u>se</u> manifestó	1	

Qu	Accept	Mark	Notes
09.4	fiesta	1	

Qu	Accept	Mark	Notes
09.5	B	1	

Qu	Accept	Mark	Notes
09.6	J	1	

Qu	Accept	Mark	Notes
09.7	D	1	

Qu	Accept	Mark	Notes
09.8	K	1	

Qu	Accept	Mark	Notes
09.9	F	1	

Qu	Accept	Mark	Notes
09.10	E	1	

Guidance on level of accuracy in translations into the target language

Errors of accent

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
English	Possible Spanish answer	Other acceptable answers	Unacceptable answers
The United Nations	Las Naciones Unidas		
are asking Spain	están pidiendo/piden a España		
to ban children	que prohíba a los niños	..que los niños	
from watching cruel festivals	ver (las) fiestas crueles	vean...	
because they point out that	porque señalan que		
these violent traditions	estas tradiciones violentas		
harm	hacen daño al		
the development of young people.	desarrollo de los jóvenes.		
Many Spaniards are angry	Muchos españoles están enojados	enfadados	
as they insist that	ya que insisten en que		
these events form part	estos eventos forman parte		
of the country's cultural heritage.	del patrimonio cultural del país.		
This topic has always been	Este tema siempre ha sido		
controversial	polémico	controvertido	
given the popularity	dada la popularidad		
and economic benefits	y los beneficios económicos		
that these spectacles attract.	que atraen estos espectáculos.		
Next year,	El año que viene,		
more than two thousand bullfights	más de dos mil corridas de toros		
will be held	se celebrarán		
in various autonomous communities.	en varias comunidades autónomas.		
The battle for the future	La batalla por el futuro		
of these customs	de estas costumbres		
is also taking place	también tiene lugar		
in South America,	en Sudamérica,		
where the mayors	donde los alcaldes		
of six towns have complained	de seis pueblos se han quejado		

to their governments	a sus gobiernos		
about the pressure	sobre la presión		
from campaigners.	de los defensores.		

Conversion grid	
Number of ticks	Mark
28-30	10
25-27	9
22-24	8
19-21	7
16-18	6
13-15	5
10-12	4
7-9	3
4-6	2
1-3	1
0	0

Acceptable quality of English in translations into English**Errors in spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Example

	Accept	Reject
Él siempre asistía a las clases de informática.	He always attended (the) ICT/computer classes. He always used to attend (the) ICT/computer classes. He would always attend (the) ICT/computer classes.	Any reference to assisting or helping. Any reference to information or technology on its own.

Qu 11	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
La incertidumbre política en España	Political uncertainty in Spain		
ha dado un papel más destacado	has given a more noteworthy role	prominent	
a la Reina Letizia.	to Queen Letizia.		
Su marido, el Rey Felipe,	Her husband, King Felipe		
ha anulado muchos	has cancelled many		
de sus compromisos	of his engagements		
y, por lo tanto, su esposa se encargará de	and, therefore, his wife will be required to	take charge of	
sustituirlo en aquellos eventos	replace him at those events		
a los que no podrá acudir.	which he will be unable to attend.		
Este martes ella se desplazó hasta Alicante	This Tuesday she travelled to Alicante		
para entregar premios	to award prizes		
por el desarrollo científico en el país	for scientific development in the country.		
Lo que sorprendió	What surprised		
a muchos de los invitados	many of the guests		
fue cuando Letizia se atrevió a	was when Letizia dared to		
dar parte de su discurso	give part of her speech		
en el idioma regional, el valenciano.	in the regional language, Valencian.		
No cabe duda de que	There is no doubt that		
Letizia es una mujer	Letizia is a woman		
con don de lenguas.	with a gift for languages.		

Conversion grid	
Number of ticks	Mark
19-20	10
17-18	9
15-16	8
13-14	7
11-12	6
9-10	5
7-8	4
5-6	3
3-4	2
1-2	1
0	0