
AS
SPANISH
7691/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2024

Version: 1.0 Final



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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

Level of response marking instructions A03

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 is one mark 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.

Determine a level mark

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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.

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

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	C (está bajando.)	1	

Qu	Accept	Mark	Notes
01.2	C (más tiempo que las generaciones anteriores.)	1	

Qu	Accept	Mark	Notes
01.3	C (está aumentando.)	1	

Qu	Accept	Mark	Notes
01.4	A (crean complicaciones que fastidian la vida.)	1	

Qu	Accept	Mark	Notes
01.5	C (valora mucho su vida laboral.)	1	

Qu	Accept	Mark	Notes
01.6	C (existe mucha inestabilidad a nivel global.)	1	

Qu	Accept	Mark	Notes
01.7	A (tener un hijo es una decisión responsable.)	1	

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	Any 2 of 3 Paraban solo unos minutos (1) Volvían enseguida a sus coches para continuar su viaje (1) (Se)perdían sus grandes tesoros (1)	2	

Qu	Accept	Mark	Notes
02.2	Proteger el/su patrimonio (1) Dar a conocer los pueblos (de la provincia) de Burgos (1)	2	

Qu	Accept	Mark	Notes
02.3	Los habitantes hacen de guías para los visitantes	1	

Qu	Accept	Mark	Notes
02.4	Trabajaron investigando la historia de muchos monumentos (de gran valor histórico)	1	

Qu	Accept	Mark	Notes
02.5	Un espectacular paisaje (a orillas del río Duero)	1	

Qu	Accept	Mark	Notes
02.6	Crear una ruta entretenida para los visitantes	1	

Qu	Accept	Mark	Notes
03.1	B, K (in any order) B (Disfruto mucho viendo a los niños pasándolo bien.) K (Los niños hacen algo para animar a los demás en estas fechas.)	2	

Qu	Accept	Mark	Notes
03.2	H, D (in any order) H (El aspecto religioso no tiene importancia entre la juventud de la región.) D (Me lleva mucho tiempo cocinar los platos regionales típicos de Navidad.)	2	

Qu	Accept	Mark	Notes
03.3	C, F (in any order) C (Creemos en otro personaje parecido a Papá Noel.) F (Se han perdido muchas tradiciones navideñas en mi región.)	2	

Qu	Accept	Mark	Notes
03.4	A, E (in any order) A (Es costumbre celebrar el uno de enero al aire libre.) E (Mucha gente sigue la tradición de subir a una montaña bien conocida en la región.)	2	

Level of response marking instructions A03

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 is one mark 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.

Determine a level mark

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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.

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 70 and 80 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 que 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 generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	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 structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.

Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.

If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Qu	Accept (key idea underlined)	Mark	Notes
04	Bullet 1 • <u>Ella y su pareja no pudieron casarse.</u> (1) • A pesar de que <u>habían estado juntas varios años/tenían una relación estable.</u> (1)	2	Accept the key idea if paraphrased unambiguously. Reject answers in the first person.
	Bullet 2 • <u>Salen más de 70.000/setenta mil personas.</u> (1) • <u>Se visten de todos los colores de la bandera de la diversidad.</u> (1)	2	Accept the key idea if paraphrased unambiguously. Reject answers in the first person.
	Bullet 3 • <u>Se siente/n más optimistas.</u> (1) • <u>Seguirá/n saliendo a la calle.</u> (1) • <u>Tienen que reducir el número de delitos de odio.</u> (1)	3	Accept the key idea if paraphrased unambiguously. Reject answers in the first person.

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	dárselo	1	

Qu	Accept	Mark	Notes
05.2	premio	1	

Qu	Accept	Mark	Notes
05.3	en torno a	1	

Qu	Accept	Mark	Notes
05.4	crucial	1	

Qu	Accept	Mark	Notes
05.5	determinar	1	

Qu	Accept	Mark	Notes
05.6	dispositivos	1	

Qu	Accept	Mark	Notes
05.7	diferentes	1	

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
06.1	Recursos (económicos)/dinero	1	

Qu	Accept	Mark	Notes
06.2	cada año (1) el día de San Valentín (1)	2	

Qu	Accept	Mark	Notes
06.3	<u>más de</u> diez mil	1	

Qu	Accept	Mark	Notes
06.4	el Ayuntamiento (de Managua)	1	

Qu	Accept	Mark	Notes
06.5	personas de la tercera edad (1) divorciados (casándose por segunda vez) (1)	2	

Qu	Accept	Mark	Notes
06.6	(el típico) traje	1	

Qu	Accept	Mark	Notes
06.7	<u>casi</u> una década	1	

Qu	Accept	Mark	Notes
06.8	<u>un</u> familiar	1	

Qu	Accept	Mark	Notes
06.9	formalizar su relación	1	

Qu	Accept	Mark	Notes
07	K, Q, J, L, P, A, E, G K (luz) Q (nací) J (lugar) L (marchó) P (murió) A (alquiló) E (cocinar) G (fuera)	8	In this order

Level of response marking instructions A03

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 is one mark 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.

Determine a level mark

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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.

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

Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 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 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 que 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 generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	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 structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.

Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.

If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Qu	Accept (key idea underlined)	Mark	Notes
08	Bullet 1 • <u>Sacó su primer álbum en 2016.</u> (1) • Luego <u>conoció a Eric Duars y firmó un contrato con su discográfica.</u> (1)	2	Accept the key idea if paraphrased unambiguously. Reject answers in the first person.
	Bullet 2 Any 3 of 4 • <u>Lograron una producción original por los efectos visuales.</u> (1) • <u>Fue un concierto totalmente virtual.</u> (1) • <u>Hubo un millón de espectadores de todo el mundo, todos delante de su pantalla.</u> (1) • <u>Solo su madre estuvo en el auditorio.</u> (1)	3	Accept the key idea if paraphrased unambiguously. Reject answers in the first person.
	Bullet 3 • <u>Sus conciertos otorgan oportunidades de trabajo/ Con el evento en el Coliseo pudieron otorgar empleo a muchos trabajadores en la isla.</u> (1) • <u>Sus conciertos recaudan fondos para los refugiados/ Realizará otro concierto virtual para recaudar fondos para los refugiados.</u> (1)	2	Accept the key idea if paraphrased unambiguously. Reject answers in the first person.

Question 9

Qu	Accept	Mark	Notes
09.1	A (continúan incluyendo mucha carne en su dieta.)	1	

Qu	Accept	Mark	Notes
09.2	B (que ofreció charlas y sesiones prácticas.)	1	

Qu	Accept	Mark	Notes
09.3	A (se sienten incomprendidos por sus padres.)	1	

Qu	Accept	Mark	Notes
09.4	C (a cómo deben adaptar las comidas familiares.)	1	

Qu	Accept	Mark	Notes
09.5	B (ha significado un cambio en los menús de muchos restaurantes.)	1	

Qu	Accept	Mark	Notes
09.6	B (piensan que las hamburguesas vegetarianas están tan ricas como las de carne.)	1	

Qu	Accept	Mark	Notes
09.7	C (qué pasará con la comida típica madrileña.)	1	

Question 10

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.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
El Ministerio de Igualdad en España ha anunciado un plan de acción	The Ministry of Equality in Spain has announced an action plan	a plan of action	
para promover la igualdad entre los géneros.	to promote gender equality.	in order to promote equality between genders	
Dicen que lo que van a priorizar es la enseñanza	They say (that) what they are going to prioritise is (the) teaching		
de las ciencias y de la ingeniería	of sciences and (of) engineering	science	
porque entonces las niñas podrán encontrar empleo en estos campos.	because then girls will be able to find employment in these fields.	so then work sectors, areas	
Han insistido en que será imprescindible	They have insisted that it will be essential	vital	
poner fin a la violencia de género	to put an end to gender (based) violence	to (bring an) end to domestic violence	
para que todos se sientan seguros.	so that everybody feels safe.	secure	
Proteger a las jóvenes de los riesgos como el matrimonio infantil	Protecting young women from risks such as child(hood) marriage	young girls	young people the risks
se incluye también en el plan.	is also included in the plan.		

[10 marks]