

AS
SPANISH
7691/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2019

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.

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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	B, G (in any order)	2	

Qu	Accept	Mark	Notes
01.2	H, A (in any order)	2	

Qu	Accept	Mark	Notes
01.3	E, C (in any order)	2	

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)	(pretende) fomentar la lectura	1	Reject 'La lectura' on its own. Reject excessive lifting e.g. answers beginning with '(es) una jornada que...'

Qu	Accept	Mark	Notes
02.2	(Es) una de las (librerías) más hermosas del mundo	1	

Qu	Accept	Mark	Notes
02.3	(se abrió como) teatro	1	

Qu	Accept	Mark	Notes
02.4	(se) grababan discos	1	

Qu	Accept	Mark	Notes
02.5	1923	1	Accept number written as words

Qu	Accept	Mark	Notes
02.6	(suele tocar) un pianista. (1) (se puede apreciar) el (impresionante) techo. (1)	2	Accept 'el piano'

Qu	Accept	Mark	Notes
02.7	<u>alrededor</u> de 130.000	1	Accept: unos 130.000 Accept: alrededor de ciento treinta mil (1)

Qu	Accept	Mark	Notes
02.8	(se usa para) exhibiciones. (1)	1	Accept: exposiciones

Qu	Accept	Mark	Notes
03.1	B	1	

Qu	Accept	Mark	Notes
03.2	C	1	

Qu	Accept	Mark	Notes
03.3	B	1	

Qu	Accept	Mark	Notes
03.4	C	1	

Qu	Accept	Mark	Notes
03.5	C	1	

Qu	Accept	Mark	Notes
03.6	A	1	

Qu	Accept	Mark	Notes
03.7	B	1	

Qu	Accept	Mark	Notes
03.8	A	1	

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 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 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 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>Utiliza (cada vez) menos el Facebook</u> (1) • <u>Eliminó/Borró su cuenta personal</u> (1) • Ahora (solo) <u>mantiene su cuenta profesional</u> (1)	3	Accept Accept the key idea if paraphrased unambiguously. • Ya no utiliza tanto el Facebook (1) • Ha eliminado su perfil personal/ tenía una cuenta personal (1) • (Solo) tiene una cuenta profesional (1) Reject Reject answers in the first person.
	Bullet 2 • <u>Suele meterse en Twitter para ver las noticias.</u> (1) • (Así) <u>las ve en tiempo real/de primera mano</u> (1)	2	Accept Accept the key idea if paraphrased unambiguously. • Lee las noticias (1) • a medida que suceden (1) Reject Reject answers in the first person.
	Bullet 3 • <u>Encuentra a gente con gustos similares</u> (1) • <u>Aprovecha sus filtros para que sus fotos/obras salgan perfectas</u> (1)	2	Accept Accept the key idea if paraphrased unambiguously. • Usa los filtros para que sus fotos/obras luzcan mejor. (1) Reject 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	tras	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
05.2	cueste	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
05.3	intenta	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
05.4	alcanzar	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
05.5	ambos	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
05.6	lograrás	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
05.7	recuperarse	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
05.8	de nuevo	1	Reject: any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
06.1	E	1	

Qu	Accept	Mark	Notes
06.2	L	1	

Qu	Accept	Mark	Notes
06.3	A	1	

Qu	Accept	Mark	Notes
06.4	H	1	

Qu	Accept	Mark	Notes
06.5	B	1	

Qu	Accept	Mark	Notes
06.6	J	1	

Qu	Accept	Mark	Notes
06.7	D	1	

Qu	Accept	Mark	Notes
06.8	K	1	

Qu	Accept	Mark	Notes
07	B D A H C M E (in this order)	7	

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Summary questions

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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*

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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.

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Qu	Accept (key idea underlined)	Mark	Notes
8	Bullet 1 (Vivió el problema en primera persona y) <u>sabe perfectamente lo duro que es dejar de fumar.</u> (1) <u>Quiere que los jóvenes busquen/pidan ayuda</u> (si lo necesitan). (1)	2	Accept Accept the key idea if paraphrased unambiguously. Ella misma fumaba y por eso se da cuenta de lo difícil que es dejarlo Reject Reject answers in the first person. Reject: 'quiere que los jóvenes escuchen el lema...'
	Bullet 2 (Any 2 of 3) <u>Los mejores diseñadores le dijeron que no aguantaban su vicio.</u> (1) <u>La agencia que la representaba exigió que lo dejara</u> (1) <u>Logró hacerlo con el apoyo de sus amigos.</u> (1)	2	Accept Accept the key idea if paraphrased unambiguously. - Los mejores diseñadores le dijeron que no querían que fumara - Su agencia le pidió que dejara de fumar - Lo consiguió con la ayuda de sus amigos Reject Reject answers in the first person.
	Bullet 3 (Any 3 of 4) <u>Ha sabido adaptarse a nuevas etapas</u> (1) <u>No perdió nunca la ilusión por su profesión</u> (1) <u>Siempre lucha por ser la mejor versión de sí misma</u> (1) <u>No le importa usar retoques y/o filtros</u> (1)	3	Accept Accept the key idea if paraphrased unambiguously - Ha logrado adaptarse a nuevas etapas - Siempre le ha gustado su trabajo - Siempre busca ser la mejor versión de sí misma - Usa retoques y/o filtros Reject Reject answers in the first person.

Question 9

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
09.1	Tienen menos (derechos parentales)	1	

Qu	Accept	Mark	Notes
09.2	El permiso aumentó a dos semanas	1	

Qu	Accept	Mark	Notes
09.3	está creciendo (pero) <u>lentamente</u>	1	

Qu	Accept	Mark	Notes
09.4	Les preocupa perder su trabajo	1	

Qu	Accept	Mark	Notes
09.5	ascensos (1) subidas de sueldo (1)	2	

Qu	Accept	Mark	Notes
09.6	Les pregunta por qué se han cogido ellos el permiso.	1	

Qu	Accept	Mark	Notes
09.7	Les parece discriminatorio	1	

Qu	Accept	Mark	Notes
09.8	una <u>mayor</u> concienciación	1	

Qu	Accept	Mark	Notes
09.9	una relación más fuerte (con sus hijos)	1	Reject: 'satisfacción' alone

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
Los españoles disfrutaban muchísimo de sus fiestas,	(The) Spanish people really enjoy <u>their</u> festivals,	Spaniards/ The Spanish enjoy their festivals a lot,	The Spaniards Like for 'disfrutaban' Parties/celebrations
pero es posible que una en el País Vasco sea la más extraña.	but it's possible that one in the Basque Country may be/is the strangest.	Basque Region	País Vasco
Una figura, hecha de madera, con un paraguas en la mano,	A figure, made of wood, with an umbrella in (his/its) hand,	A wooden figure	It's
vuela sobre la cabeza	flies over/above the heads		The head
de los que llenan la plaza.	of those who fill the square.		
Al llegar a un balcón, desaparece un momento.	(On/upon) arriving at a balcony, he/it disappears for a moment.	When it arrives On arrival	Minute the balcony
Luego sale un hombre de verdad,	Then a real(-life) man comes out,		A true man
vestido igual, para entretener a todos.	dressed the same (way), to entertain everyone.		All
El año próximo habrá más turistas allí porque	Next year there will be more tourists there because		
también se celebrará una degustación de vinos.	a wine tasting will also be held.	Will also take place	Celebrate