

Spanish

Advanced Subsidiary GCE

Unit **F722**: Listening, Reading and Writing 1

Mark Scheme for June 2012

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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.

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Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot to show repetition
	Caret sign to show omission
	Unclear
	Highlight
	Lifting
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- 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 email.
- Language marks: These are assessed separately – Grids C1,C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

Question		Answer	Mark	Guidance
1	(a)	C	1	<p>Multiple choice</p> <p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.</p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</p>
	(b)	B	1	
	(c)	B	1	
	(d)	A	1	
	(e)	A	1	
	(f)	B	1	
	(g)	A	1	
	(h)	A	1	
	(i)	C	1	
	(j)	A	1	
Total			10	

Task 2

Question		Answer	Mark	Guidance
2	(a)	6	1	Multi-choice Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. Correct answers only: no need to use crosses for incorrect answers. Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.
	(b)	5	1	
	(c)	10	1	
	(d)	9	1	
	(e)	19	1	
	(f)	17	1	
	(g)	1	1	
	(h)	8	1	
	(i)	2	1	
	(j)	11	1	
Total			10	

Task 3

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in **Target language** get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	(1) <u>scarcely eaten meat</u> (1) <u>stop</u> (completely)	2	<i>expressions of <u>time</u> not quantity</i> hardly, rarely, infrequently etc hasn't eaten meat very often give it up etc	hasn't eaten meat... reduced her meat intake / not eaten a lot of meat / eaten little meat wants to be a vegetarian / vegan etc.
	(b)	<i>3 from 4</i> (1) in <u>middle</u> of <u>university</u> course (1) which <u>requires</u> a lot of <u>effort</u> (1) if she <u>doesn't eat correctly</u> (1) it will <u>affect</u> her <u>studies</u>	3	career takes / needs / involves energy feed herself well / properly / healthily get the right nutrition / if she eats the wrong food work	is a university student / attending /at university / on a university course strength / pressure / stress results

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(c)	(1) <u>cheap quick menu</u>	1	economic(al) recipes / menus food / meal <u>which is cheap and quick to make</u>	<i>omission of either adj.</i> cheap quick diet / food
	(d)	(1) has <u>read articles</u> (1) <u>hasn't understood</u>	2	studied / seen / looked at etc reports hasn't understood the nutrition articles (2) unsure, not clear, doesn't understand, can't make up her mind, doesn't know what to do, they don't make sense to her etc	advertises / <u>an</u> article / information convinced
	(e)	(1) as a <u>vegetarian</u> (1) she might <u>lack protein</u>	2	without (eating) meat lose out on	
	(f)	2 from 3 (1) eat a <u>little of everything</u> (1) <u>don't complicate</u> things (1) eat a <u>balanced diet</u>	2	keep it simple	eat everything in moderation etc
	(g)	(1) (always) <u>take out with her</u> (1) <u>just in case</u>	2	(always) carry with her <u>in case</u> she needs to eat something	<i>omission of idea of taking</i> with her eg always to have a packet of nuts / to eat when she is not at home
	(h)	(1) think <u>she's on a diet</u>	1		
		Total	15		

Task 4: 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
 - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
 - If an element of the point has been omitted, use the caret sign (^).
 - Use **BOD** with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end.
 - Use **NBOD** if you considered awarding the point but decided not to in the end.
 - If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (×), either in the margin or in the body of text.
 - Use a cross (**X**) when a word in the response invalidates an otherwise acceptable answer.
 - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
 - Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4: Communication points

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	You can have a healthy diet		puedes alimentarte bien una dieta salud(!)	sanitaria (<i>disallow once only</i>) una dieta saluda
	2	without being a vegetarian.		sin ser una persona que no come carne sin comer legumbres todo el tiempo si comes carne etc	
	3	My parents are happy for me to eat		a mis padres no les importa ... son me dejan / permiten etc	
	4	chicken instead of red meat.		gallina <i>omission of</i> en lugar de <i>when meaning is conveyed</i> eg ...pollo y no como carne roja <i>omission of</i> roja / otra carne	más pollo que carne <i>omission of</i> en lugar de <i>when meaning is <u>not</u> conveyed</i>
	5	Although I like vegetables		a pesar de que me gustan... <i>contrast needed</i> eg me gustan las verduras <u>pero</u> ... / sin embargo me gustan las verduras <u>pero</u> ... legumbres / vegetales / hortalizas	verdes / verdaduras / vegetables / legumes <i>pero at start of sentence instead of</i> aunque
	6	too many salads can be boring.		<i>allow singular</i> muchas / tantas ensaladas <i>minor misspellings of</i> ensalada eg insaladas <i>allow</i> son / están aburridas	más saladas / insalatas /salades

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	7	Organic food is best,		biológica es mejor	alimentos naturales comida sin químicas es (muy) buena
	8	if only it wasn't so expensive.		<i>faulty verbal constructions if previous phrase makes sense and idea of expense is communicated</i>	
	9	And it's important to avoid ready meals.		cenas / comida preparada / precocinada / instantánea	platos pronti / platos instantes comida basura / rápida
	10	What does everyone else think?		¿Qué es su opinión sobre este tema? ¿Cómo piensan ustedes? ¿Qué pensáis? ¿Qué piensa todo el mundo?	<i>disallow singular eg</i> ¿Qué piensas? / ¿Qué piensa usted? ¿Qué se piensa? ¿Qué piensan algunas personas?
		Total	10		

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** you may use the red slash (/) or the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

Task 5

Question		Answer	Mark	Guidance
5	(a)	A	1	Multiple choice Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. Correct answers only: no need to use crosses for incorrect answers. Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.
	(b)	A	1	
	(c)	B	1	
	(d)	C	1	
	(e)	B	1	
	(f)	B	1	
	(g)	B	1	
	(h)	A	1	
	(i)	C	1	
	(j)	C	1	
Total			10	

Task 6**Task specific guidance**

- The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.
- 1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- 2. Go through all the responses and assess every question for **comprehension**.
 - a) Marks are awarded on a point by point basis, according to the mark scheme.
 - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	(1) no son españoles (1) son mayores	2	<i>answers in any order</i> son de otras nacionalidades / franceses son mayores de edad <u>que Ainhoa</u>	son de todos sitios son mayores de edad mejores / mayores
	(b)	asistió a una ópera <u>por primera vez</u> or <u>con sus padres</u>	1	<i>1st person verb for communication</i> vio <i>Falstaff</i> etc con sus padres / con su familia sus padres la llevaron a una ópera	
	(c)	actuaron y cantaron <u>a la vez</u>	1	al mismo tiempo / momento una persona podía cantar y actuar ... (<i>implies people in general</i>)	también alguien canto mientras actuó (<i>implies an individual</i>)
	(d)	<i>3 from 4</i> (1) se preparó como soprano (1) dejó su municipio (1) continuó su formación en Madrid / asistió a la Escuela <u>de Canto</u> (1) actuó <u>profesionalmente</u> (dos años)	3	<i>answers in any order</i> <i>1st person verb for communication</i> <i>credit both correct answers if combined</i> <i>into one</i> se preparó con esfuerzo era cantante profesional	dejó su escuela / educación fue <u>actriz</u> profesional
	(e)	no puede imaginar(la)	1	<i>1st person verb for communication</i> no lo sabe / sería incomprensible	<i>Disallow answers which guess at</i> <i>her feelings eg</i> sería muy triste / su vida sería aburrida / su vida no sería nada
	(f)	<i>2 from 3</i> (1) se siente feliz (1) le gusta la relación con el público (1) le encanta <u>la magia</u> cuando conecta con la gente	2	<i>1st person verb for communication</i>	

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	(g)	<u>intentó</u> introducirse en la boca de un compañero	1	<i>1st person verb for communication</i>	se introdujo
	(h)	le dio un golpe (seco)	1	<i>1st person verb for communication</i>	
	(i)	habría caído en (la peluca de) una compañera	1	<i>1st person verb for communication habría caído en una peluca allow lift (for communication) cayera sobre la peluca de otra compañera (exclude from QL assessment)</i>	
	(j)	(1) pudo trabajar con gente (muy) <u>distinta</u> (1) hizo amigos para siempre	2	<i>answers in any order 1st person verb for communication diversa / una gama / variedad de personas personas varias / diferentes amistades interminables</i>	única varias personas hoy ella tiene muchos amigos <i>omission of <u>lasting</u> friends</i>
		Total	15		

3. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (⏟) for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
- If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 7**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Task 7 (a)

Point		Indicative content	Marks	Content	Guidance
					Levels of response
7	1	huge <u>success</u> (since first appeared)		<i>allow</i> muy popular	Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7-8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3-4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. 0-2. No relevant information or supplies one or two relevant points from the original passage.
	2	<u>distributed</u> throughout <u>half the world</u> or <u>dominate the market</u>		<i>allow</i> publicadas / leídas en muchos países etc	
	3	backed by <u>powerful media groups</u> (who recognise genre's value)			
	4	magazines <u>part of our way of life</u> or <u>inform + entertain us</u>			
	5	<u>Spain a typical example of the interest</u>		<i>allow</i> en Esp. hay mucho interés	
	6	<u>in magazines specialising in secrets of celebrities</u>		<i>credit this definition regardless of where it appears in answer</i>	
	7	with <u>seven</u> (specialist) <u>magazines</u>			
	8	many professionals think <u>gossip magazines have no future</u>		muchos piensan que... etc el texto dice que...	
	9	<u>need to re-invent themselves</u> or <u>leave only quality products</u>		<i>allow</i> tiene que cambiar	
	10	<u>society is dominated by the internet</u>		<i>allow</i> mundo dominado etc <i>allow</i> hoy utilizamos mucho el internet etc	

Point		Indicative content	Marks	Content	Guidance
					Levels of response
11		public seek other ways satisfy curiosity <u>about private lives</u>		<i>allow</i> buscamos información <u>íntima</u> en los ordenadores etc	Grid I applies here too
12		will <u>have to adapt</u> (to new demand)			
Total			20		

Task 7(b) Response Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	(b)	No Indicative Content – personal response	20	<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green plus (+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p>8-11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Mark	Guidance
Task 7 (a)+(b)	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

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

APPENDIX 2**Transcripts of Listening Texts**

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Tarea 1***Turismo Activo* – empresa de deportes de aventura**

¿Te consideras un aventurero? ¿Te gustaría escalar montañas, surfear las olas grandes o volar en un globo? La compañía *Turismo Activo* ofrece experiencias de aventura con un conjunto de actividades donde descargar toda la adrenalina.

Nuestro equipo de profesionales solo incluye a los mejores y más responsables deportistas en cada disciplina. Esto garantiza que disfrutes practicando los deportes de aventura. No importa si eres experto o principiante buscando aprender desde cero, pero te tiene que gustar la aventura.

Aunque muchas personas suelen llamar a estos deportes "de riesgo", la verdad es que contando con la experiencia, la instrucción y el material adecuado, se logra disminuir los riesgos al mínimo. Además, los deportes de aventura se han convertido en la opción más elegida por grupos de profesionales que buscan descargar su estrés y desconectar de la rutina diaria.

Entre los servicios de *Turismo Activo* ofrecemos todo tipo de cursos, guías profesionales, alquiler y venta de artículos deportivos, servicio de fotografía y vídeo, seguros y bonos de regalo.

La compañía *Turismo Activo* opera en una isla conocida por sus amplias facilidades y su población acogedora. El máximo atractivo es que, gracias a unas insuperables condiciones meteorológicas, los deportes de aventura pueden practicarse durante todo el año.

Si no vives en la isla te invitamos a que conozcas este increíble lugar. Ponte en contacto con tu agencia de viajes. Y si es aquí donde vives, ¿qué estás esperando?

Tarea 2**El aula digital - habla una profesora**

Vamos a aceptarlo: la forma de aprender ha cambiado. Aparatos sofisticados están invadiendo nuestras escuelas. Ya no sirven las enciclopedias grandes y pesadas para encontrar un dato. Hoy día cualquier adolescente diría "¡Que lo busque en Internet!".

Pero un abismo digital nos separa de los jóvenes en nuestras aulas. Muchos somos ignorantes digitales frente a nuestros alumnos, expertos del ciber mundo.

Hay que reconocer que los chavales disfrutan con el móvil. En Japón por ejemplo sabemos que unas novelas por SMS han tenido un tremendo éxito entre los jóvenes. ¿Por qué no incorporar en la clase lo que les gusta tanto – el móvil? Si conseguimos engancharlos, podemos lograr que se interesen por la literatura, la física o lo que sea.

Pero hay que tener en cuenta que la tecnología debe adaptarse al espacio y al tiempo de una clase. No sirve si los profesores perdemos cinco de los cincuenta minutos de clase en hacer

funcionar la pantalla interactiva. También los alumnos pierden otros cinco minutos al iniciar sus ordenadores. Y claro, todo esto se repite al marcharse.

Un libro de texto nunca fallará y siempre puedes escribir en un papel. Cuando la tecnología funcione sin problemas, formará parte del aula de manera natural. Por ahora, la desaparición del libro de texto no es una realidad práctica.

Task 3

Radio phone-in programme

¡Hola! Soy Mónica. Hace ya más de 6 meses que apenas como carne y me gustaría dar el paso y dejarla por completo. Lo que me preocupa es que estoy en plena carrera universitaria, con el esfuerzo que eso supone, y que si no me alimento correctamente esto afecte a mis estudios. ¿Podrías indicarme algún menú, rápido de preparar y económico? He leído varios artículos sobre alimentación pero la verdad es que no me aclaro demasiado.

Hola Mónica. ¿Qué tal? No hace falta que te pongas a estudiar nutrición a fondo para alimentarte bien sin comer carne. Como vegetariana correrías el riesgo de que te faltaran proteínas. Come de todo un poco, intenta equilibrar tu dieta y no te compliques.

Fuera de casa te recomiendo que lleves siempre contigo bolsitas de almendras y otros frutos secos por si acaso. Si eres constante y pides en la cafetería simplemente lo que te vaya bien, no tendrás que excluirte de ningún grupo de compañeros. Primero pensarán que estás a dieta, luego ya todo será normal... ¡Ánimo y da el paso!

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