

GCE

Spanish

Unit **F724**: Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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11. **Annotations:** the following **annotations** are **available on Scoris**.

| Annotation | Meaning |
|---|---|
|  | Tick |
|  | Development of point |
|  | incorrect |
|  | Large dot (Key point attempted) |
|  | Caret sign to show omission |
|  | Unclear |
|  | Highlight |
|  | Good language |
|  | 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 and conventions used in the detailed Mark Scheme.

- / 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

12. **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 Section B. You must have a copy of the essay titles in front of you as you mark the essays. 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 e-mail.
- Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – 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

- 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.

| Qn | Answer | Marks [10] | Accept | Do not accept |
|-------|--|-----------------|--|---|
| 1 (a) | (Close to) the night(-time) leisure (or entertainment) area/ night-time party area | 1 | the nightlife area / nightclub area/ nightclub district where the night life is Key ideas: <u>night + fun</u> | Nocturnal leisure area Area of.../ Place of... Area of night leisure Reference to zone |
| (b) | <u>Stay/ sleep/ rest</u> (at a house) in the <u>country</u> (farmhouse BOD) | 1 | <u>Stay/ Sleep outside/away from the town</u> <u>Leave town</u> | Go to a house... Sleep outside the town centre A special house in the country |
| | (That way) his hand will be <u>steady</u> when he <u>operates</u> <u>Otherwise his hand might shake in an operation</u> | 1 | (so that he can be sure that) he will be <u>safe to operate</u> <u>Otherwise he can't guarantee to operate safely</u> | |
| (c) | the <u>morning after</u> (long) (night) <u>street parties</u> (because she gets little sleep) | 1 | the <u>morning after</u> parties in her area | Suggestion that the girl was at a party |
| (d) | The locals/ the residents/ the local inhabitants | 1 | the people who live in the area | the neighbours of the area/ the habitants the zone/ the neighbourhood |
| (e) | (i) There are (sufficient) <u>laws against noise</u> | 1 | Laws to control/check noise | |
| | (ii) <u>Bar owners/ bars</u> do <u>not obey</u> the laws | 1 | <u>Bar owners</u> do not obey (them) | People in bars don't respect the laws |

| Qn | Answer | Marks [10] | Accept | Do not accept |
|-----|--|-----------------|---|--|
| (f) | (It was) the/ an <u>international day against noise</u> . | 1 | International day for the (of the) flight against noise International day of noise control | ..national... |
| (g) | They live in (twelve) areas that are <u>officially too</u> noisy | 1 | ... <u>officially</u> regarded as <u>saturated</u> with noise ...legally regarded... ...designated as / declared to be too noisy... | Reference to noisy areas without reference to official designation |
| (h) | Because they <u>are not paid</u> (overtime) (to do so) | 1 | Key concept: lack of payment | Extra hours needed Extra inspectors needed They don't do extra-hour responses. They are not willing to work extra hours |

Tarea 2

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.

| Qn | Answer | Marks [20] | Accept | Do not accept |
|-------|--|-----------------|--|--|
| 2 (a) | Es donde trabaja Miguel/ ... donde está el equipo (de trabajo) de Miguel | 1 | ... donde Miguel diseñó las córneas artificiales/ porque las córneas artificiales se diseñaron <u>allí</u> Perfect tense ha trabajado | TRANSCRIPTION junto a su equipo de la Universidad de Granada, ha diseñado córneas humanas artificiales Preterite: trabajó |
| (b) | Es el número de personas que tiene problemas de vista <u>severos/graves</u> (en el mundo) | 1 | Es el número de personas que están afectadas por la condición que Miguel puede tratar | TRANSCRIPTION with no adaptation eg problemas de vista severos, una condición que afecta a 28 millones de personas en el mundo ...que sufren de la condición. ...problemas ceberos... |

| Qn | Answer | Marks [20] | Accept | Do not accept |
|---------|--|-----------------|---|--|
| (c) (i) | Hay pocos recursos/poco dinero/pocos materiales/ | 1 | tienen que hacer mucho con poco | TRANSCRIPTION con poco tenemos que conseguir mucho. Tenemos que hacer mucho con poco hay poco tenemos poco. |
| (ii) | colaborar (con otros grupos)./colaboración | 1 | TRANSCRIPTION colaboraciones (con otros grupos) | |
| (iii) | la ciencia es un/su hobby / hobbie (para los/ muchos científicos españoles/ para la mayoría de los...) | 1 | les gusta enormemente la ciencia les apasiona la ciencia hacen un gran esfuerzo (por la ciencia) (no reconocido) lo/la hacen como un hobby | TRANSCRIPTION para la mayoría de nosotros la ciencia es nuestro hobby Jovi for hobby El ocio for hobby |
| (d) | Trabajan (en universidades) sin ganar nada./ trabajan de gratuito | 1 | Key: work unpaid or on a voluntary basis | They are unpaid without reference to work |
| (e) | Un futuro mejor | 1 | | |

| Qn | Answer | Marks [20] | Accept | Do not accept |
|-----|---|--------------|---|---|
| (f) | Se usó (dinero público) para <u>formar</u> (casi todos) los científicos (en España) | 1 | Key: (public money) <u>used to train</u> (Spanish) scientists Present or perfect tenses | |
| | que (después) trabajan fuera | 1 | Key: they work abroad | |
| (g) | tienen más posibilidades/ libertad en su trabajo/ hay la posibilidad de desarrollarse | 1 | TRANSCRIPTION tienen la posibilidad de desarrollar lo que en España no pueden o no les dejan. | |
| (h) | Curar a un paciente/ Cuando el paciente se va contento | 1 | TRANSCRIPTION solucionar el problema TRANSCRIPTION el paciente se va con una sonrisa | Cuando descubre el problema que el paciente tiene |
| (i) | Son/los ve como... un estímulo/impulso (a continuar la investigación). | 1 | Continúa con la investigación. | |
| (j) | Empezó a trabajar en el campo de los problemas de la vista | 1 | Trabaja en.../ hace investigación en... ... en este campo | empezó a trabajar/ reference to camino without reference to this field of work |
| | A causa del entusiasmo de su tutor | 1 | A causa de los conocimientos de su tutor | <u>Sus</u> entusiasmos/ <u>sus</u> conocimientos unless this clearly refers to the tutor. |

| Qn | Answer | Marks [20] | Accept | Do not accept |
|---------|---|-----------------|---|---|
| (k) | Usa gafas (pero es un médico especializado en los ojos) | 1 | | Mention of sight problems |
| (l) (i) | Tiene los ojos sanos | 1 | | |
| (ii) | no quiere correr el <u>riesgo</u> de dañar los ojos | 1 | ... <u>arriesgar</u> los ojos Key: idea of danger/ risk ie una operación <u>puede</u> dañarle los ojos | |
| (m) | <u>Recibieron un tratamiento</u> (habitual/ normal/ tradicional) <u>sin éxito</u> . | 1 | Key: (usual) treatment received (<u>past tense</u>) to no effect | TRANSCRIPTION son aquellos para quienes los tratamientos habituales no resultaron exitosos |
| (n) | Que los tratamientos son seguros. <u>Tienen que</u> evaluar la seguridad de los procedimientos | 1 | Key: answer must be something that can be known (verb <u>saber</u> in the question). La seguridad de los procedimientos. | TRANSCRIPTION Una vez evaluada la seguridad de los procedimientos Evaluar la seguridad de los procedimientos without introductory verb |
| (o) | <u>Tiempo y dinero</u> | 1 | Más tiempo y más dinero | Falta tiempo |

QoL: Read response again and assess for language.

- **Annotations:** 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.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. 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.1 | ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3 |
|----------|--|
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| 4 | 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. |
| 3 | 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. |
| 2 | 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. |
| 0-1 | 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

In Section B there are 5 marks for Quality of Language.

Tarea 3

| Question | | Answer | Marks | Guidance | |
|----------|-----|--------------------------------------|-------|---|--|
| | | | [7] | Accept | Do not accept |
| 3 | (a) | (se) cerraron | 1 | Cerraban/ empezaban a cerrar/ empezaron a cerrar/ fueron cerradas/estaban siendo cerradas/eran cerradas tuvieron que enfrentarse a la clausura BOD | Other tenses eg han cerrado, habían cerrado Estaban en crisis/estaban cerradas |
| | | perdieron su trabajo | 1 | perdían su trabajo/ fueron despedidos/ se encontraron sin trabajo/eran desempleados | Se marcharon/ se fueron Other tenses. Penalise repeated incorrect tense only once. |
| | (b) | no tiene(n) dinero para las entradas | 1 | no puede(n) pagar para ir al cine. no puede pagar una entrada/ los precios/ el precio Key idea <u>pay to go to see a film/ buy a ticket</u> | Tenses other than present No tiene el dinero Afordar Gastar 10 euros. |
| | (c) | tiene que ser modernizado | 1 | necesita modernización debería modernizarse no es moderno/ no está modernizado se está modernizando es antiguo/ anticuado | Past tenses Tiene que ser moderno |

| | | | | | |
|--|------------|--------------------------------------|----------|--|--|
| | (d) | Cuesta | 1 | Costará/ costaría/ puede costar / puede tener un precio de/ vale | Es vale Costa/ costara |
| | (e) | a largo plazo | 1 | después de cierto tiempo/ después de mucho tiempo/ más tarde/ en el futuro/ con (el) tiempo | tarde |
| | (f) | ver películas ilegalmente/ sin pagar | 1 | ver cine gratis/ bajar películas ilegalmente/ hacer piratería de películas/ piratear películas/ descargar películas piratas (piraterías BOD) | Descargar /ver películas with no qualification re-legality or cost |

Tarea 4

| Question | | | Answer | Marks | Guidance | |
|----------|---|--|--------|-------|----------|---------------|
| | | | | [4] | Accept | Do not accept |
| 4 | 1 | | F | 1 | | |
| | 2 | | D | 1 | | |
| | 3 | | A | 1 | | |
| | 4 | | C | 1 | | |

Tarea 5

| Question | | | Answer | Marks | Guidance |
|----------|-----|--|------------------------------------|-------|--|
| | | | | [4] | |
| 5 | (a) | | copiando el modelo (de) | 1 | REJECT any answer with additional words, or missing elements, or spelling errors |
| | (b) | | comenzaron a funcionar | 1 | |
| | (c) | | no hizo falta ofrecer | 1 | |
| | (d) | | acudían a ver películas de calidad | 1 | |

Tarea 6

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize 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.
- 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:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - 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.

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|--|--------|--|--|
| | | | | [10] | Accept | Do not accept |
| 6 | (a) | (i) | Formaron el comité directivo/ los espectadores estaban en el comité directivo/ sitio de los ejecutivos/ gerentes/ directores | 1 | El comité directivo se formaba de los espectadores/ un comité... BOD/ la reapertura del cine fue encabezada por los espectadores los espectadores forman un comité formar un comité | TRANSCRIPTION un comité directivo formado por los espectadores Directors elected by the spectators |
| | | (ii) | A través de una asamblea general | 1 | | |
| | (b) | | Aceptaron un precio razonable | 1 | alquilaron el edificio | TRANSCRIPTION un contrato de alquiler firmado a un precio razonable con los propietarios del edificio |
| | | | Por el alquiler del edificio | 1 | ACC either the owners rented the building out OR the enthusiasts rented the building por un precio razonable | |
| | (c) | (i) | Quieren/querían tener mil <u>miembros</u> del cine | 1 | Tienen/tenían una meta de mil miembros | Preterite verbs they have that number TRANSCRIPTION salieron a alcanzar la meta de mil personas miembros (Es) la cuota anual Past tenses |
| | | (ii) | Pagas cien euros para ser miembro (durante un año) | 1 | (es) el número de euros para una cuota anual La cuota anual es cien euros (es) el precio de una cuota anual KEY: <u>euros (Price), membership</u> | |

| Question | | Answer | Marks | Guidance | |
|----------|-----|---|------------|---|--|
| | (d) | (puede(n)) adquirir entradas por precios reducidos | 1 | Pueden tener precios reducidos | |
| | (e) | participar en los comités los comités organizan las actividades so participar en los comités que organizan actividades=2 | 1 1 | Key points: the committees are open to members 1 the committees organise activities 1 so participar en actividades que los comités organizan=1 ACC grupos directivos for comités | TRANSCRIPTION los comités que organizan las actividades del cine son abiertos a todo miembro que quiera participar Participar en actividades Atender a los comités |
| | (f) | Rescatar/ salvar un/su cine. Answer must relate to fans' action. | 1 | repetir el rescate de un cine hacer lo mismo (que los aficionados madrileños) formarán un comité de aficionados | Este rescate se verá repetido. ver repetido |

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. The grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

| GRID H.2 | TRANSFER OF MEANING 10 marks AO2 |
|---------------------|---|
| 2 | Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English. |
| 1 | Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English. |
| 0 | Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English. |

Notes to Grid H.2 Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

| Question | Answer | Marks | Guidance | |
|----------|---|-------|--|--|
| | | | Allow | Do not allow |
| | | [10] | | |
| 7 | De los españoles que intentan instalarse en Alemania solo uno (Out) Of/ amongst (the) Spaniards who try/are trying to move to Germany only one | 2 | Spanish people Attempt set themselves up / settle (down)/ emigrate/ live/ establish themselves Just one / just one third | From... Of <u>all</u> the.... (the) Spanish (without noun). Intend Install themselves/ get work germany |
| | de cada tres llega a realizar su sueño. Aun así In/out of (every) three <u>manage(s)/ get(s) to/ are able to/actually/will/eventually</u> realise(s) their/his or her dream(s)/goal(s). Even so | 2 | Make their/his or her dream real/come true./achieve/ fulfil their dream However/ Despite this/ yet /still | in each three one of three arrives/ reaches/ acheive although |
| | sigue aumentando la cantidad de recién llegados. Y necesitan saber esto: the number/amount of new arrivals continues to increase. <u>And they</u> need to know/ understand <u>this</u> : | 2 | recent arrivals / Newly arrived people/ people arriving in Germany / newcomers to Germany Is still increasing/ keeps increasing | Quantity follows there has been an increase is increasing without a reflection of sigue that for esto |
| | casi tan importante como hablar alemán es tener suerte. almost as important as <u>speaking</u> German is to be lucky | 2 | It is almost as important to be lucky as it is to (be able to) speak German. luck is almost as important as speaking German To have lots of luck | To have luck/ having luck So important It is almost as important to speak German as it is to be lucky german |
| | Lo que queda por saber es cuántos volverán a España. What we don't know is how many <u>will</u> return to Spain./ It remains to be seen how many <u>will</u> return/come back/ go back to Spain. | 2 | What remains to be seen What we have yet to find out | That which is... What is left to know What we need to know |

Task 8

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|-------|--|--|
| | | | [4] | Accept | Do not accept |
| 8 | (a) | Trabajar mucho tiempo Mucho tiempo trabajando | 1 | Hacer prácticas de trabajo/ en empresas durante mucho tiempo (experiencia laboral taken as <i>work experience</i> or <i>experience in work</i>) | Años/ experiencia/ laboral eg práctica(s) laboral(es) |
| | | Sin recibir mucho dinero | 1 | Sin ganar mucho | mal /remunerada Sin no ganar mucho dinero Sin sueldo |
| | (b) | tomó su decisión final (de emigrar) | 1 | Hizo algo <u>decisivo</u> Lo hizo <u>definitivamente</u> <u>Se</u> decidió Decidió <u>hacer algo</u> | Dar/ paso/ definitivo Se fue a Alemania Etapa Verb in wrong person or infinitive |
| | (c) | era jefe / líder de un grupo | 1 | Dirigía/ Organizaba un grupo Era el encargado de un grupo | Estaba/ mando/ equipo Era parte de... Era en carga de un grupo Other tenses/ infinitive |

Task 9

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|------------|--|---|
| | | | [6] | Accept | Do not accept |
| 9 | (a) | pudo encontrar un trabajo <u>decente</u> no estaba listo/preparado para un trabajo <u>decente</u> no fueron suficientes para encontrar in trabajo <u>decente</u> no era posible encontrar un trabajo <u>decente</u> | 1 | encontró un <u>buen</u> trabajo imperfect tense | Pudo buscar un trabajo Significó mucho |
| | (b) | lo que Ángel ganaba <u>por hora</u> | 1 | lo que le ofrecían <u>por hora</u> el sueldo/ ingreso <u>por hora/ horario</u> el dinero que le pagarían <u>por hora</u> | El dinero la hora |
| | (c) | Ángel empezó a pensar en emigrar | 1 | ...irse a Alemania. Había pensado en... Pensó en.../ (ya) pensaba en Tenía/ tuvo la idea/el sueño de emigrar | <u>que</u> tiene/tenía la idea de salir del país emigró forms of inmigrar |
| | (d) | le dio (parte del) <u>dinero</u> (que reunió) | 1 | contribuyó (parte del) <u>dinero</u> | Le dio <u>el</u> dinero Gastó dinero por su hijo |
| | (e) | <u>Necesitó/necesitaba</u> para encontrar / <u>Tardó</u> en encontrar/ se demoró en <u>trabajo en Berlín /la ciudad</u> | 1 1 | Key ideas: Time he took to find 1 Work in Berlín 1 se quedó sin trabajo en Berlín=2 | Duró en Alemania |

Tarea 10**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize 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.
- 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:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - 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.

| Question | Answer | Marks [10] | Accept | Do not accept |
|----------|---|-----------------|---|---|
| (a) | (Porque) <u>vivían en /viven en</u> otros países (porque) ella quería estudiar (las experiencias de) <u>los jóvenes que viven en el extranjero</u> | 1 | Porque <u>tenían/tienen residencia</u> en otros países. Porque <u>se habían/han instalado en</u> otros países. Porque emigraron/han emigrado <u>Están/ estaban en una situación similar a la de Ángel.</u> | TRANSCRIPTION just residencia en otros países. Vivieron en otros países Se fueron a otros países Fueron a buscar trabajo en otros países |
| (b) | (Porque) en España no tienen oportunidades/trabajos | 1 | | TRANSCRIPTION las oportunidades que no se les proporcionaron (en España). |
| (c) (i) | <u>Al llegar</u> no conocen a nadie No conocen a nadie en el <u>nuevo</u> país / en país <u>extranjero</u> | 1 | Empezaron con nada | Repiten la experiencia de Ángel Answers referring to Angel alone. No conoció a nadie... |
| (ii) | Tienen talento / calidad (para sobrevivir) | 1 | Perfect tense | Answers referring to Angel alone. |

| Question | Answer | Marks [10] | Accept | Do not accept |
|----------|--|-----------------|--|--|
| (d) | Two of: No estaban satisfechos 1 Salieron de España 1 Pocas expectativas de trabajo/ falta de oportunidades 1 | 2 | | |
| (e) (i) | Las usó para entrevistar a los emigrantes. Porque es la primera vez que se usan en un estudio (de este tipo) | 1 | verb present or past, singular or plural | |
| (ii) | <u>Se sabe por qué</u> la gente <u>emigró</u> | 1 | <u>Tenemos</u> los <u>motivos</u> de los <u>emigrantes</u> / <u>inmigrantes</u> | TRANSCRIPTION <u>daban</u> los motivos exactos del viaje Los motivos del viaje without suitable introduction. |
| (f) | Participar en (la segunda fase de) entrevistas | 1 | | Están inscritas |
| (g) | España está <u>perdiendo</u> la <u>gente</u> que creará el <u>futuro</u> del país. | 1 | Se va la mejor gente para el futuro del país. Los jóvenes que se van son el futuro del país | TRANSCRIPTION se nos va... ...para nuestro futuro... Los jóvenes son el futuro |

- Assessing **Quality of Language** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 3, 6, 8, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
 - b. Apply Grid C.1 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

| GRID C.1 | ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3 |
|------------|--|
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |
| 4 | 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. |
| 3 | 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. |
| 2 | 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. |
| 0–1 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |

Task 11-18**Task specific guidance**

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

| Question | Indicative Content | Marks | Guidance |
|------------|---|-------------|--|
| Task 11-18 | No Indicative Content – personal response | [25] | <p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p> |

Task 11-18 – Language (QoL) – Grids C.2 and F.2: [20 marks]

| Question | Answer | Marks | Guidance |
|------------|--|-------------|--|
| Task 11-18 | Assess for Quality of Language using Grids C.2 and F.2 Appendix 1 | [20] | <p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. 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>Grid C.2 guidance</p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p> |

APPENDIX 1

| GRID N | RELEVANCE AND POINTS OF VIEW 10 marks AO2 |
|--------|--|
| 9–10 | Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task. |
| 7–8 | Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task. |
| 5–6 | The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination. |
| 3–4 | Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information. |
| 0–2 | The response to the task is likely to be very short and/or irrelevant and/or very superficial. |

| GRID O | STRUCTURE AND ANALYSIS 15 marks AO2 |
|--------|--|
| 13–15 | The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions. |
| 10–12 | Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions. |
| 6–9 | Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions. |
| 3–5 | Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions. |
| 0–2 | Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions. |

| 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. |

| GRID F.2 | QUALITY OF LANGUAGE (RANGE) 10 marks AO3 |
|----------|--|
| 9–10 | Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures . |
| 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 | 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 | 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 | Only simple sentence patterns . Very limited vocabulary . Very limited range of structures . |

Transcript of listening tasks

Task 1

Noise pollution in the south of Spain

He aquí los resultados de dos casos de polución acústica ocurridos recientemente cerca del área de ocio nocturno de Sevilla:

Primero está el caso de un médico especialista del hospital universitario. Él se tiene que ir a dormir de viernes a domingo a una casa en el campo para evitar el ruido, porque si no, no puede garantizar que no le tiemble la mano por falta de sueño cuando opera.

Y segundo una joven escolar de 15 años que sufre de migrañas. Ella padece sus mayores ataques a la mañana siguiente de las largas noches de fiesta en la acera de abajo, por falta de descanso.

Como consecuencia de estos y otros muchos casos, los vecinos de la zona han iniciado el grupo "Plataforma por el descanso" para expresar su protesta.

Según el manifiesto presentado por los miembros de la Plataforma, aunque existen las leyes necesarias para controlar el ruido, el problema es el incumplimiento de las leyes por los dueños de los bares.

Ayer Lola Dávila, representante de la Plataforma en Sevilla, entregó un documento en el Ayuntamiento aprovechando que era el día internacional de la lucha contra el ruido.

La plataforma centra su lucha en frenar el ruido de los bares del área central de la ciudad. Es precisamente allí donde se encuentran doce zonas declaradas oficialmente como saturadas de ruidos y en las que viven casi 260.000 personas.

Lola y sus colegas dicen que están hartos de llamar al 112 y ver que la Policía Local no viene. El problema ha empeorado, según la Plataforma, porque los inspectores municipales no salen de noche a vigilar, al no cobrar las horas extras correspondientes.

Tarea 2

**Entrevista con el científico Miguel Rodríguez Balboa,
creador de córneas humanas artificiales**

F Nuestro invitado de hoy, Miguel Rodríguez Balboa, junto a su equipo de la Universidad de Granada, ha diseñado córneas humanas artificiales que podrán quizás servir para tratar problemas de vista severos, una condición que afecta a 28 millones de personas en el mundo. Miguel, ¿es difícil trabajar en ciencias en España?

M Es que... aquí... con poco tenemos que conseguir mucho para llegar al nivel de los de fuera de España. Para ello tenemos que aprovecharnos de colaboraciones con otros grupos. Y algo positivo es que para la mayoría de nosotros la ciencia es nuestro hobby, aunque no se reconozca el esfuerzo que hacemos.

F ¿Qué les recomienda usted a los muchos investigadores jóvenes que trabajan hoy día gratuitamente en las universidades españolas?

M ...pues que se arriesguen un poco para encontrar algo que les ofrezca un futuro mejor.

F ¿Vd. ve como positivo que tantos científicos españoles trabajen en otros países?

M Es una pena que trabajen en el extranjero, sí... además en gran parte esas personas que se han ido se formaron en ciencias aquí en España con dinero público...

F ...sí, es verdad...

M ...pero fuera de España tienen la posibilidad de desarrollar lo que en España no pueden o no les dejan.

F Hablando de su clínica, ¿cuáles son las emociones que se sienten ahí?

M Mire, la clínica puede ser una fuente de alegrías cuando consigues solucionar el problema que te presenta el paciente y se va con una sonrisa, no hay mayor recompensa.

Pero no siempre es así. Cuando no resolvemos la enfermedad del paciente y él nos pregunta si no hay nada más que hacer...ahí es cuando los médicos tenemos que encontrar, donde otros sentirían desánimo y depresión, un impulso más para continuar con la investigación para en un futuro poder darle respuesta.

F ¿Por qué decidió Vd. investigar sobre los problemas de la vista?

M Por estar en la Facultad con el Dr. Roberto Aliota como mi tutor; mi camino en gran parte ha sido marcado por su entusiasmo y sus conocimientos.

F Ahora una pregunta personal. A pesar de sus métodos nuevos para mejorar la vista, lleva gafas. ¿No es una contradicción?

M Jajajaja, ...una pregunta muy fina. Aunque las uso...al contrario de mis pacientes, mis ojos están sanos, entonces ¿por qué arriesgarme a dañarlos con alguna operación simplemente por quitarme las gafas?

F Para terminar, volvamos a la clínica. Me gustaría saber cuándo todos los enfermos se beneficiarán de las técnicas que han desarrollado.

M Bueno, los primeros pacientes del programa que tenemos en marcha son aquellos para quienes los tratamientos habituales no resultaron exitosos.

Una vez evaluada la seguridad de los procedimientos, más pacientes tendrán esta terapia. Para que llegue a todos los hospitales, no solo hace falta tiempo, porque las fases avanzadas en este tipo de ensayos con muchos pacientes precisan de una gran inversión de dinero.

F Miguel, muchas gracias por hablarnos hoy.

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