

Spanish

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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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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
<u> </u>	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 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)	admitirán	1	Gap fill The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	tranquilas	1	
	(c)	circular	1	
	(d)	municipal	1	
	(e)	adicionales	1	
	(f)	elige	1	
	(g)	condiciones	1	
	(h)	respetuoso	1	
	(i)	funciones	1	
	(j)	obedecen	1	
Total			10	

Task 2

Question		Answer	Mark	Guidance
2	(a)	9	1	<p>Multi-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)	8	1	
	(c)	7	1	
	(d)	13	1	
	(e)	14	1	
	(f)	2	1	
	(g)	10	1	
	(h)	18	1	
	(i)	11	1	
	(j)	12	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)	<u>standard of living is improving</u>	1	higher and higher / constantly improving / increasing standard / level of living / life higher and higher quality of life	enjoy life more / at higher levels they have a <u>high</u> / <u>higher</u> / better standard of living
	(b)	(1) those who <u>live</u> (very) <u>well</u> (1) those who <u>struggle to make ends meet</u> (at the end of the month) (1) <u>large middle class</u>	3	live well economically those who find it hard / (need to) put in a lot of effort towards / to make / reach the end of the month those who struggle financially BOD quite / very etc large	do well economically need strength / have to force themselves / are thankful... have to work hard to make money every month medium class largest
	(c)	<u>freedom</u> / <u>respect</u>	1	liberty	liberties he respects people
	(d)	<u>all work</u> / make <u>enough money</u>	1	not struggling for money / do well for money allow 'so they have money' if consequential on 'parents work'	parents and brother work (Carlota not included – <u>without</u> 'money is not a problem' etc)

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(e)	(wide) <u>range</u> + <u>reasonably priced</u>	1	not too expensive at a good price	good / wide range of access to technology latest technology
	(f)	<u>difficult</u> / <u>very expensive to buy property</u>	1	a house / houses / housing / a place to live	
		lots of people making a living from property market	1	house prices are high Allow consequential errors from misunderstanding <i>vivienda</i> eg the cost of living is high because some people make a business out of it = 1mark make a living out of negotiating houses	
	(g)	<u>have little to do with neighbours</u>	1	don't have many / good relations / a relationship with neighbours don't spend time / get on with / communicate much with... not very close to / friendly with their neighbours	don't care about neighbours residents friends without <u>close</u> / <u>intimate</u> etc
		<u>home is like a temple</u> <u>or</u> only <u>close</u> friends invited in	1	don't welcome others into their houses	
	(h)	<u>grandparents don't live with children</u>	1	don't tend to live BOD	grandparents don't see / have much contact with their children sons asylum if they are not = sino
		<u>into (care) homes</u>	1	nursing / retirement homes / places for old people	

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(i)	(1) <u>health system</u>	1	medical health system	sanitary / sanitation system
		(1) <u>free for pensioners</u>	1	<u>health</u> and sanitation system (disregard other element) free for those who have retired / old / elderly people	<u>older</u> people
		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 (✗) 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	My parents want me to move		...quieren que viva (con ellos) / me traslade / mude ...me quieren mudar / vivir (con ellos)	mover ...quieren que vaya (a Esp. con ellos) parientes
	2	<u>to Spain with them next year.</u> (all 3 elements needed)		el próximo año 1 st pers pl verb = con ellos eg ...que nos mudemos a Esp... consigo	de España
	3	I'm really looking forward to it		no puedo esperar tengo <u>muchas</u> etc ganas de ir estoy muy emocionado / es muy emocionante para mí estoy tan / muy contento me parece una idea brillante	tengo ganas de ir será muy bueno estoy muy emocionante / excitado <u>soy</u> muy feliz / contento etc me encanta ir
	4	but I've got a few questions.		tengo preguntas (omission of 'a few') unas pocas / cuantas preguntas	tengo pocas / muchas preguntas cuestiones
	5	What's life like for young people over there?		¿Cómo está la vida... en España / en su país = over there ¿Cómo es para los jóvenes... ?	¿Qué es la vida (como)...
	6	How do they enjoy themselves?		¿Cómo es la manera de divertirse? ¿Cómo (se) disfrutan / entretienen? ¿Qué hacen para divertirse? ¿Cómo se lo pasan bien? 2 nd person pl. verbs eg ¿Cómo os disfrutáis?	omission of cómo eg ¿Se disfrutan? ¿Cómo se divertidos? ¿Qué hacen en su tiempo libre?

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	7	I've heard it's not easy to get a job.		Muchas personas hablan... / He escuchado que... / sé que..(Be generous with errors in introductory phrase if rest is acceptable) buscar un trabajo	
	8	Are there more opportunities for an English speaker?		una persona inglesa / los ingleses BOD un(a) hablador(a) (de) inglés	omission of más
	9	What's the best way to make new friends?		omission of 'new' ...conocer amigos ...conocer a personas nuevas ¿Cómo puedo hacer nuevos amigos? la manera más fácil	mayor manera
	10	What does everybody think?		plural + omission of everybody eg ¿Qué pensáis / piensan ustedes? Allow verbal errors as long as 'everybody' is expressed eg ¿Qué piensas todos?	sing. when addressed to individual eg ¿qué son tus opiniones ? etc
		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			b	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>If more than 10 ticks, mark the first 10 only.</p> <p>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</p>
			d	1	
			f	1	
			h	1	
			k	1	
			m	1	
			n	1	
			o	1	
			q	1	
			r	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)	daba clases de / enseñaba matemáticas	1	era profesor LIFT era un profesor de matemáticas (take into account for QL) preterite enseñó BOD estaba profesor hacía las matemáticas	disallow 1st person verbs on one occasion only LIFT un profesor de matemáticas (no verb) hacía un profesor de matemáticas present tense
	(b)	practicaba deportes <u>extremos</u>	1	deportes <u>extremos</u> / <u>peligrosos</u> / <u>de riesgo</u> LIFT practicar los deportes extremos (take into account for QL) preterite practicó	present tense eg disfruta haciendo deportes extremos le gusta hacer deportes extremos quiere hacer deportes extremos
	(c)	sufrió / tuvo un accidente / se estrelló contra el suelo / estaba herido etc	1	LIFT el aparato y A. se estrellaron contra el suelo (take into account for QL) sus piernas fueron destrozadas present tense eg se estrella contra el suelo fue <u>en</u> un accidente	<u>hay</u> / fue un accidente
	(d)	andar	1	usar las piernas / caminar moverse sin muletas / sin silla de ruedas	no tenía mucha movilidad estar en una silla de ruedas
	(e) (i)	para ganar movilidad	1	answers in any order para poder usar la piernas de nuevo	
	(ii)	para no deprimirse	1	te ayuda a estar menos triste	para no volverse loco LIFT es ilógico porque te deprimes
	(f)	<u>volver a</u> practicar el ciclismo / montar en bicicleta	1	retomar <u>su</u> afición por el ciclismo 3rd sing pret or imperf for infinitive empezó a biclclar otra vez	omission of idea of 'again' retomar su vieja afición (no mention of ciclismo)

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	(g)	adaptar la bicicleta	1	cambiar / modificar la bicicleta fue adaptada	tuvo que adaptar(se) a / con la bicicleta present tense eg usa una bicicleta adaptada conditional eg tendría que adaptar...
	(h)	último	1	detrás de otros competidores	final era el más despacio LIFT le pasaron todos
	(i)	primero	1	primer/a lugar / puesto / posición fue el ganador	LIFT venció a todos los otros competidores
	(j)	(i) lo hará dentro de unos meses / va a escalar el Everest	1	answers in any order <i>award 2 marks if candidate has 2 of the 3 facts in one answer eg va a escalar el Everest porque es lo más alto</i> <i>disregard any incorrect material in the other answer</i>	es un reto de unos meses montar el Everest LIFT la escalada del Everest – without verb preterito escaló el Everest
		(ii) lo hace porque es lo más alto quiere llegar a lo más alto / va a escalar el Everest	1	el más grande allow past tense eg quería / quiso etc llegar... subir el Everest	ser el más alto (ie Agustín) porque es <u>muy</u> alto
	(k)	para <u>hacer</u> actividades (deportivas)	1	para <u>practicar</u> / <u>hacer</u> deporte(s) <u>purpose</u> must be explicit	answers which say <u>what</u> the club is for eg <u>es</u> para los discapacitados a quienes les gustan los deportes
	(l)	el enemigo es la familia	1	answers in any order los padres	
		protegen (demasiado) al accidentado	1	ayudan demasiado... les quieren ayudar / cuidar	la familia es muy protegida / sobreprotegida
		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	<u>addicted to chocolate</u> like <u>alcoholic</u> / <u>smoker</u>			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	needs <u>to eat it daily</u> / <u>1 bar</u> after meals			
	3	<u>doesn't feel right without it</u>		BOD....para sentirse bien (continuing from point 2)	
	4	chocolate <u>not bad in moderation</u> / it's a <u>natural antidepressive</u>		allow un poco de chocolate a veces...	
	5	in <u>Scandinavia</u> used to <u>compensate lack of sun</u> / <u>alleviate</u> minor <u>mental disorders</u>		allow <u>otros países</u> / <u>países extranjeros</u> NBOD problemas con la salud	
	6	<u>milk chocolate has (saturated) fats</u>		allow algunos chocolates tienen... (not just <u>el</u> chocolate)	
	7	can <u>increase cholesterol</u> / <u>cause obesity</u>			
	8	can <u>change</u> individual's <u>behaviour</u>			
	9	if <u>no harmful effects</u> , continue eating (good) <u>chocolate</u> (in moderation)			
	10	start by <u>eating it once a day</u> , then <u>go a day without</u>		allow algunos días sin comerlo BOD answers which contain idea of cutting down	
	11	<u>treat yourself at appropriate moments</u>		disallow without 'treat / reward' + 'appropriate moments'	

Point		Indicative content	Marks	Guidance	
				Content	Levels of response
	12	if you can't keep to this, consult a <u>professional</u>		allow si sigues teniendo este problema..../ si tu adicción continúa si es demasiado difícil	
		Total	10		

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 – ie 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

Tarea 1

'Día sin carro' en Medellín

Este miércoles en Medellín tendrá lugar el nuevo 'día sin carro', una jornada en la que los ciudadanos deberán buscar alternativas para el automóvil particular. La medida tiene como objetivo la disminución del ruido de vehículos particulares y las emisiones contaminantes. También quiere promover el uso de la bicicleta y el compartir el automóvil.

Durante este miércoles se espera una reducción drástica del número de vehículos en Medellín pero las autoridades municipales garantizan la movilidad de los ciudadanos. El Metro operará de una forma especial, con salidas cada seis minutos y cada cuatro minutos en las horas punta y los autobuses tendrán flexibilidad de frecuencia para responder a la demanda de las personas.

Los vehículos particulares solo podrán circular si viajan más de tres personas incluido el conductor, o si son vehículos que funcionan con gas o electricidad. Las motocicletas están libres de la medida, pero se les ha pedido a sus conductores que en lo posible apoyen la jornada. La excepción también incluye a los vehículos de emergencia como ambulancias, bomberos y policía. La sanción para los conductores que no respeten la medida podría alcanzar unos 250 mil pesos.

Tarea 2

Mi primer día de clase como profesor de educación física

Yo ya había decidido el color del chándal que pensaba ponerme, hasta que mi madre me convenció de que me vistiera el único traje que tenía, el de las bodas.

Craso error. Mi presentación ante el director del instituto consistió en un breve apretón de manos y me encontré poco después en la sala de profesores hablando ya con mi compañero de departamento. Este me llevó directamente a mi primer grupo de la mañana.

Tuve que dar seis clases aquella mañana, y traté de llenarlas con juegos divertidísimos para mí - pero "pesadísimos" según mis alumnos. Intentando presentarme como profesor simpático, jugué en todas las actividades que propuse. Teniendo en cuenta que era una calurosa mañana de octubre, y que mi vestimenta no era la más adecuada, el resultado al final de la mañana fue lamentable. A saber, una camisa manchada por un pelotazo y los zapatos desatados. En fin, me quedé despeinado y machacado tras cinco horas de participar en todas las actividades que proponía.

Al sonar el timbre que ponía fin a la mañana me intenté arrastrar hasta la sala de profesores. Cuando estaba subiendo unas escaleras para acceder a la primera planta una de las limpiadoras me espetó: "¡Esta escalera es solo para profesores y los alumnos lo sabéis perfectamente! Baja ahora mismo y ve por las otras".

Task 3

How do Spaniards live?

Presentadora: Nuestros oyentes en otros países quieren saber más sobre los españoles. ¿Cómo vivimos aquí en España? Tú primero, Sofía.

(F2) Sofía : Pues vivimos como todo el mundo pero disfrutando del nivel de vida cada vez más alto que existe en España.

Presentadora: ¿Y tú, Eduardo?

(M1) Eduardo : Bueno, hay de todo. Económicamente hay gente que vive muy bien mientras que otros tienen que hacer un esfuerzo para llegar a final de mes. Sin embargo, la clase "media" es grande. A nivel de libertades, la verdad es que bastante bien. La gente te respeta.

Presentadora: Carlota, ¿qué piensas?

(F3) Carlota : Pues yo estoy estudiando y trabajando por la tarde, mis padres trabajan los dos y mi hermano también está trabajando, no nos podemos quejar por el dinero, vivimos bien. Tenemos acceso a una amplia gama de tecnología y a bastante buen precio. En cambio tenemos muchas dificultades para comprar vivienda, es extremadamente cara a causa de que muchas personas se han dedicado a hacer de la vivienda un negocio.

Presentadora: ¿Y Enrique?

(M2) Enrique : Quisiera ser positivo, pero yo soy sudamericano y francamente hay cosas que me siguen chocando aquí. Creo que los españoles no se relacionan mucho con los vecinos, porque su casa es como un templo al que solo entran amigos íntimos. Y la familia aquí tiene poca importancia. Los abuelos ya no residen con los hijos sino en asilos. Pero lo que sí funciona muy bien aquí es el sistema sanitario – entre otras cosas, gratuito para los jubilados

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