

**GCE**

**Spanish**

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

Advanced GCE

**Mark Scheme for June 2014**

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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: the following annotations are available on Scoris.

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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

**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.

Question			Answer	Marks	Guidance	
				[10]	Accept	Do not accept
1	(a)		near the (not far from the) (administrative and financial) centre	1	A small / short distance from the centre	
	(b)	(i)	<u>will be</u> (built) in the park/ reserve/ reserva / on the coast (tense critical)	1	any future reference	lack of future reference
		(ii)	(Will/can) generate (renewable) energy / electricity/power	1		
		(iii)	sufficient for <u>3000 families</u>	1	Supply/support 3000 families/homes	Numbers other than 3000
	(c)		visual impact on the coast	1	how the coast will <u>look</u> / how it will <u>look</u> Alter <u>visual aspect</u> of the park Change/damage/ruin the <u>appearance</u> of the place Change the look of the coast	Ruin the landscape Change the views from the city Change the image/ scenery of the coast Have a visual effect on the coast
	(d)		(city will) <u>produce energy not consume it</u>	1	Make BA creator not consumer of energy It is the first step to....	Make the city an energy producer over consumer – or other ambiguous English
	(e)		<u>where</u> to build (a wind farm with) more (windmills)	1	(find) <u>a place</u> for (12) more windmills	Numbers other than 12 if given Whether to build a wind farm An area for a wind farm will be established

Question		Answer	Marks	Guidance	
	(f)	(it is) the <u>percentage/amount of time</u> they (will) generate electricity	1	Allowed "in Spain"	It is the time they will be generating. The time they need to work How much they will be working The time percentage they will be working. 41% efficiency 41% of the turbines
	(g)	to use energy / electricity more prudently / efficiently	1		To produce energy. To be conservative with energy or other ambiguous English.
	(h)	<u>high</u> (air) pollution levels	1	They involve (burning) fossil fuels. Contaminates (the air) <u>a lot</u> <u>Many</u> polluting gases	

## Task 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.

Question		Answer	Marks	Guidance	
			[20]	Accept	Do not accept
2	(a)	la <u>corta</u> edad <u>de Javier</u>	1	Key: reference to <u>young age/ youth</u> of the person, eg <u>Javier/ el director</u> es joven, la baja edad de Javier.	<u>su</u> corta edad cortedad or similar reference to career.
	(b)	les gustan sus trabajos/ videos/ películas	1	Key: answer about critics and public and their positive reactions. aprecian sus trabajos dan reconocimiento a sus trabajos. Reconocen/ respetan su trabajo. Han dado su reconocimiento	Transcr: sus trabajos reciben el reconocimiento... Conocen su trabajo. Reconocen a Javier. Lo reconocen
	(c)	ganó un premio (importante)	1	Ganado Details must be correct if given: mejor director.	
	(d)	allí <u>empezó a</u> ir al cine	1	Key: importance of Malaga, eg creó su hábito de ir al cine, empezó su pasión por el cine	Fue/iba /solia ir al cine (mucho) with no further elaboration.
	(e)	llenos de dudas	1	Están preocupados por la reacción del público	

Question		Answer	Marks	Guidance	
			[20]	Accept	Do not accept
	(f)	los hizo en Andalucía  se siente orgulloso	1  1	Su comunidad natal  Tiene mucho orgullo	First person verbs (penalise once only)
	(g)	hacer un nuevo tipo de cine	1	hacer otro tipo de película transcr: rodar una película como parte de un nuevo tipo de cine. Hacer una película diferente	volver a Andalucía (unless with film reference) robar/ roder/ rodear una película. Mostrar una película Hacer un nuevo filme ...una película de nuevo tipe
	(h)	están <u>allí</u> los <u>mejores</u> del cine	1		Transcr: suelen trabajar... without reference to places.
	(i)	(el nivel/la calidad) no era suficiente	1	Key: opinion of past work. No era profesional. tenía que mejorar el nivel de su trabajo no trabajaba bastante. Tenía que trabajar mucho más.	Answers not related to his works.
	(j)	sus vídeos (más) recientes	1	Sus últimos videos/ últimas películas	Obras más profesionales.
	(k)	<u>un mercado para sus obras</u>	1	No tienen un mercado para sus obras. Donde vender sus obras	Transcr: un mercado definido para nuestras obras. Un mercado definido por sus obras.



Question		Answer	Marks	Guidance	
			[20]	<b>Accept</b>	<b>Do not accept</b>
	(l)	<u>ver</u> los <u>mejores</u> videos en un cine importante	1 1	Key: answer qn: ¿Qué se puede hacer? En pantalla grande	En un cine principal muestran los mejores videos. Hay una iniciativa para... .cines/pantallas plural
	(m)	(i) es donde <u>tradicionalmente/ normalmente</u> el público ve los videos	1	reference to past e.g. es donde el público (tradicional) ha visto los videos transcription: <u>tradicionalmente</u> el vídeo se proyecta en festivales	Los videos son proyectos en los festivales
		(ii) <u>más gente</u> está viendo (va a ver) los videos en Internet (con facilidad)	1	Es una manera de aumentar su público	Transcr: Internet está siendo una herramienta brutal para que llegue a más público.
	(n)	(por) su <u>corta</u> duración	1	Transcr: su <u>corta</u> duración se (a)(d)justa a las necesidades del espectador.	Cortaduracion as one word
	(o)	ganar (mucho) dinero.	1	Answer question: what can a director not do? Key: idea of venta <u>rentable as imposible.</u>	Vender (without mention of profit) rentar Transcr: está lejos de ser un canal rentable de venta.
	(p)	gente que trabaja con él	1	Conoció a <u>su</u> equipo en la universidad. Sus amigos son parte de su equipo. Parte de su equipo. Key: people he still works with.	Menos conocimientos prácticos Conoce a su equipo.
	(q)	así aprenderás/ se aprende <u>más</u>	1	Any idea of learning more or in a more practical way with a gran director than at a university.	

**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.

## Task 3

Question		Answer	Marks	Guidance	
			[ 8 ]	Accept	Do not accept
3	(a)	empezaron	1	Key: verb to reflect start of day. se despertaron/ se levantaron/ salieron/ amanecieron pret/perfect/imperfect	Pasaron Estaban/ están acostumbrados Viven experimentaron
	(b)	considera	1	acepta / ve or plurals experimenta/ trata/ toma/ reconoce cuenta con/ espera present or past tenses	Se ve Conocen Piensa en/ de Se trata
	(c)	vieron	1	Key: tense preterite exc for veían se toparon con encontraron (ACC encontraron) vieron/ veían notaron	other tenses (exc veían) se asustaron por or infinitive hablaron de fueron presentados con
	(d)	había muerto	1	(se) murió / "murió"/ fue asesinada/ fue muerta/ fue matada preterite or pluperfect or perfect	Estaba/ estuvo No fue asesinada
	(e)	representaba	1	Present or imperfect mostraba / indicaba/ retrataba tenía la forma de era de	Other tenses eg tuvo la forma de Está de Plural verb
	(f)	estuvo	1	había estado/ estaba/ está or plural	Forms of ser, haber First person eg estuve
	(g)	identidad	1	nombre	Identificación for identidad
		razón	1	motivación / causa/ explicación / historia	Explanación/ Situación persona

## Task 4

Question			Answer	Marks	Guidance
				[ 4 ]	
4	(a)		La jornada se presentaba perfecta (5 words)	1	ALL words needed. No brackets allowed. Allow tenia (no accent) in (b) REJECT any answer with additional words, or missing elements, or spelling errors.  REJECT se asustaron in (d)
	(b)		llevar a cabo lo que tenía pensado (7 words)	1	
	(c)		rumbo a la oficina (4 words)	1	
	(d)		con la boca abierta (4 words)	1	

## Task 5

Question			Answer	Marks	Guidance	
				[ 3 ]	Accept	Do not accept
5			C	1		
			D	1		
			F	1		

## Task 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)	una casa	1	donde vivir/ alojamiento/ vivir con ellos la acogió	Acomodación
		(ii)	cuidar de los hijos	1	Cuidó..... Ofreció un servicio de canguro Past tenses	Tomar cuenta de los hijos Miraba para los hijos Other tenses
	(b)		en un restaurante	1	any <u>place</u> corresponding to un trabajo de camarera <u>en</u> un trabajo de camarera <u>de</u> su empleo de camarera	(con un) trabajo de camarera empleo de camarera
	(c)		para hacer las prácticas	1	Key: idea of having <u>temporary</u> work/ work <u>placement</u> porque le habían dado prácticas	Tenía un trabajo con... Tenía un contrato con... Pidió prácticas con... Practicar en la agencia La agencia se las dio prácticas
	(d)		no dar un trabajo a un <u>joven preparado / que lo merece</u>	1 1	Reverse idea: los jóvenes preparados / no tienen (la oportunidad de) un trabajo.	
	(e)		quería poner la silueta <u>cerca de la agencia</u>	1	Estaba cerca de la agencia Porque la agencia McCann había cometido el crimen profesional	Answers which do not mention LA agencia or McCann
	(f)		crear un efecto <u>internacional/ por (en) todo el mundo</u>	1	dar mucha publicidad	Crecer internacional
	(g)	(i)	el presidente de la agencia habló con ella	1	la felicitó / reaccionó a lo que Ana hizo le dio el parabién	Ideas of Estar feliz/ hacer feliz
		(ii)	todavía no tiene trabajo	1	Todavía espera que le den su oportunidad	Su idea no dio frutos

**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.

<b>GRID H.2</b>	<b>TRANSFER OF MEANING 10 marks AO2</b>
<b>2</b>	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
<b>1</b>	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.
<b>0</b>	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	<b><i>Al considerar la historia reciente de la ciencia mexicana</i></b> When considering the recent history of Mexican science	2	(on) (upon) considering Upon consideration of science in Mexico Mexico's recent scientific history	To consider Historian The Mexican science
	<b><i>vemos que México sigue siendo uno de los países donde</i></b> we can see that Mexico still is one of the countries where	2	we see we (can) gather we can still see that... continues to be/ has continued to be	we are seeing continues being has continued being Mexico is one of.. i.e. omits sigue Country
	<b><i>menos se invirtió en programas científicos durante las últimas décadas.</i></b> there has been less spending on scientific programmes in recent decades.	2	investment in less has been spent on/ invested in which has invested less/ least in they have invested less/least science programmes/ projects past decades/ last few decades	Which has received less investment Scientific programmes were less invested Cientific/ ciencia least invested last decades recent years tenses other than past for invirtió
	<b><i>Nunca hubo una política nacional de desarrollo a largo plazo.</i></b> There never was a national policy (plan) for (of) development in the long term.	2	There was never...There has never been They / it never had Policies Long term national development policy long term development	Never there was Large scale In the long run There was never a policy to develop Nationwide National (applied to development) Reference to politics/ political Legislation for politica
	<b><i>Si se trataba de garantizar el progreso, nunca gastaron lo suficiente.</i></b> If it was a question of guaranteeing progress, they never spent / have spent enough.	2	with regard to guaranteeing progress if it was to do with... if this was about... one incorrect letter in guarantee/ing	trying for se trata de if it was to guarantee the sufficient, sufficient. the progress tenses other than past for gastaron



## Task 8

Question		Answer	Marks	Guidance	
			[ 6 ]	Accept	Do not accept
8	(a)	gusta la situación (actual)	1	parece buena la situación	Answers which treat Nadie as the subject eg dice que la situación es buena
	(b)	menos <u>que</u> otros países.	1	Menos <u>de</u> lo necesario	
	(c)	salen del país	1	no se retienen en México/ abandonan el país podrían salir del país buscan trabajo/trabajan fuera del país	Quitar el país
	(d)	tienen (mucho) talento científico.	1	Tienen científicos talentosos.	Answers which ignore stem eg existe mucho talento científicos
	(e)	ofrecen becas  (para atraer) al talento <u>mexicano/ extranjero</u>	1  1	atraen <u>a los alumnos mexicanos/ extranjeros</u>  con becas	Ofrecen mejores becas que las universidades mexicanas

## Task 9

Question		Answer	Marks	Guidance	
			[ 4 ]	Accept	Do not accept
9	(a)	<u>muy</u> pocos vuelven/ <u>casi</u> todos se quedan (fuera)	1	Key: more than 50% don't return. la mayor parte no vuelve más de la mitad no vuelve normalmente los que salen no vuelven la gran parte no vuelve solo una minoría vuelve	Muchos no vuelven Pocos vuelven Other tenses Multitud Una gran cantidad Un gran porcentaje Mayoria Mayoridad Forms of regresar
	(b)	hacer que se interesen  los jóvenes	1  1	Entusiasmo/ curiosidad for interés Llamar la atención de los jóvenes=2 Animar a los jóvenes a interesarse=2	Forms of despertar Noun: interés El público Juvenil Animar la ciencia
	(c)	participar en el desarrollo/ futuro de...	1	Key: idea of contributing to progress, ie more tan developing ser parte del desarrollo ayudar con el desarrollo formar parte del futuro dar algo al futuro de... ayudar al país a mejorar ser parte del avance/de los avances ayudar con los avances	traer progreso desarrollar el país añadir el avance añadir al a(d)vance contribuir progreso

## Task 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	Guidance	
			[ 10 ]	Accept	Do not accept
10	(a)	porque tuvo <u>mucho</u> éxito	1	Tiene <u>mucho</u> éxito Muy exitoso Ha triunfado.	Talentoso/ premiado
	(b) (i)	su trabajo fue premiado <u>en España</u> le dieron un premio/ unos premios (en España)	1	<u>Su trabajo</u> es reconocido en España.	Es/ fue reconocido en España
	(ii)	su familia es de España	1		
	(c)	porque inventa nuevos tratamientos	1	Ha inventado/ inventó Sus descubrimientos ayudarán a tratar a los enfermos	
	(d)	<u>emigraron a EEUU</u>	1	fueron a vivir (trabajar) en EEUU se trasladaron a EEUU infinitives	NOT fueron a EEUU Salieron del país Other tenses
	(e)	les pagan (mucho) <u>más</u>	1	pagaban	Los saldos son mejores
	(f) (i)	(están) financiando sus estudios <u>en el extranjero</u>	1	Accept reference to studying abroad either in (i) or (ii)	
	(ii)	se trata de un pequeño porcentaje (de los que salen para estudiar)/ (de los estudiantes)	1	Accept reference to studying abroad either in (i) or (ii)	
	(g)	se inició el estudio de la ciencia	1	Key: starting study of science which has been maintained. La tradición de estudiar ciencias Se desarrolló el estudio de la ciencia La introducción (del estudio) de la ciencia en México La ciencia está bien arraigada/ instalada/ acogida.	Desarrollo de la ciencia Transcr: ven la ciencia como bien arraigada. La ciencia en México se ha hecho mejor
	(h)	ganó un premio (Nobel) (en ciencias)	1	Subject area to be correct if given	

- Assessing **Quality of Language** across Section B
  - a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 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	<b>ACCURACY OF LANGUAGE (ACCURACY)</b> 5 marks AO3
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>0–1</b>	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	<b>[25]</b>	<p><b>Grid N guidance</b></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><b>Grid O guidance</b></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	<b>[20]</b>	<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><b>Grid C.2 guidance</b></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><b>Grid F.2 guidance</b></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	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> 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 <b>information</b> given is <b>mainly relevant</b> 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 <b>some relevant information</b> but does <b>not always address the requirements</b> 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 <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.



GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> 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. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .
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 <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .
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	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> 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 <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

## 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.**

## Task 1

**La Reserva Ecológica: a special park in Buenos Aires**

La Reserva Ecológica de Buenos Aires es un gran parque natural que brinda la posibilidad de ponerse en contacto con la naturaleza ..... todo esto a poca distancia del centro financiero y administrativo de la Ciudad de Buenos Aires.

Pero dentro de poco también formará parte del paisaje de este parque un molino de viento instalado para generar energía renovable y se espera que abastecerá a 3000 familias.

La instalación de esta turbina cambiará, claro está, el aspecto visual de la costa donde se construirá, lo que atrae críticas de muchos que se consideran amigos de la Reserva.

Sin embargo, para los defensores de este molino, se trata del primer paso para convertir a la Capital en una ciudad productora de energía y no consumidora.

Después de que se haga la prueba piloto con este primer aerogenerador, se establecerá el lugar donde podrá funcionar un parque eólico con 12 molinos de viento.

Los vientos con los que cuenta la ciudad permiten que cada molino funcione al 41%, lo que significa el porcentaje del tiempo durante el cual el molino genera electricidad.

El plan energético de Buenos Aires también incluye, al igual que en otras grandes ciudades, la utilización de diferentes tipos de energía verde, al tiempo que pretende hacer más eficiente el uso de la electricidad, siendo más prudente en el consumo.

Las autoridades buscan impulsar las energías limpias porque las fuentes actuales de generación eléctrica son exclusivamente del tipo térmico y como consecuencia se registran en la ciudad altos niveles de contaminación del aire.

## Tarea 2

**Entrevista con Javier Santiago, promesa del cine español**

**(FP)** Hablamos con Javier Santiago, un director que recibió aplausos en varios festivales de vídeo y de cine de este país. A pesar de su corta edad, tiene una carrera que avanza a buen ritmo. Sus trabajos consiguen el reconocimiento no solo de los críticos sino del público también. Una vez ganado el premio al mejor director joven andaluz en el Festival de Málaga en 2008, no ha parado de trabajar.

**(FP)** Javier, ¿qué tal te sentiste al recibir ese premio precisamente en Málaga?

**(MI)** Bueno, fue algo muy especial ser premiado en la ciudad donde adquirí el hábito de asistir al cine.

**(FP)** Y a nivel personal, el éxito en un festival ayuda mucho, ¿verdad?

- (MI)** Sí, porque, como director, siempre vas a un Festival lleno de dudas, así... un premio que llega en ese momento muy duro, siempre viene como algo caído del cielo.
- (FP)** Naciste en Andalucía pero trabajas en Madrid. ¿Es una desventaja venir de Andalucía?
- (MI)** Mira... hice mis primeros vídeos en Andalucía y me siento muy orgulloso de decir que soy andaluz.
- (FP)** ¿Volverás algún día?
- (MI)** Mi obsesión es volver para rodar una película como parte de un nuevo tipo de cine en Andalucía.
- (FP)** ¿Por qué saliste de Andalucía?
- (MI)** Es en Madrid y Barcelona donde suelen trabajar los mejores profesionales del mundo del cine así que no me lo pensé dos veces. Irme a Madrid me hizo tomar conciencia de lo mucho que yo tenía que trabajar para llegar al nivel que se exige en el cine profesional. Salir de Andalucía fue un paso decisivo; si no, nunca hubiera podido rodar mis vídeos más recientes.
- (FP)** Y para los que aprecian tus vídeos, ¿les resulta fácil verlos?
- (MI)** Uno de los grandes problemas a los que nos enfrentamos los directores de vídeo es la ausencia de un mercado definido para nuestras obras. Pero en Madrid hay una iniciativa que acerca el vídeo a los espectadores. En uno de los principales cines, una vez al mes proyectan los mejores vídeos en pantalla grande por un precio simbólico de 2 euros. Y la gente responde genial, las entradas se agotan.  
Aparte de eso, tradicionalmente el vídeo se ha proyectado en festivales pero Internet está siendo una herramienta brutal para que llegue a más público a un solo clic del ratón. De hecho, el vídeo se está convirtiendo en uno de los formatos que mejor se adapta a Internet porque su corta duración se ajusta bien a las necesidades de los espectadores.....aunque Internet está todavía lejos de ser un canal de venta online rentable para el director.
- (FP)** Y pensando en tu evolución como director, ¿qué opinas de tus experiencias en la universidad?
- (MI)** Es cierto que en la universidad es donde menos conocimientos prácticos adquieres pero también es ahí donde conoces, o al menos así ha sido en mi caso, a la gente que acaba siendo parte de tu equipo. Sin embargo, yo diría que, sin duda, introducirte en el equipo técnico de un gran director te da unos conocimientos que no te los va a dar ninguna universidad del mundo.

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