

**GCE**

**Spanish**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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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.

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**Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)**

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

**Abbreviations**

/  
( )  
—

**Meaning**

Alternative and acceptable answers for the same marking point  
Words which are not essential to gain the mark  
Underlined words must be included to gain the mark

**Subject-specific Marking Instructions**

*You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.*

**Task 1:**

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

## Task 2

Question	Correct answers	Marks [10]	Guidance
	(b)	1	<p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. Correct answers only: no need to use crosses for incorrect answers.</p> <p><b>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</b></p>
	(e)	1	
	(f)	1	
	(g)	1	
	(i)	1	
	(k)	1	
	(m)	1	
	(o)	1	
	(p)	1	
	(r)	1	

**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
<b>a</b>	no longer (seen as)/ not just for experts	1		
<b>b</b>	They are people of <u>all ages</u> .	1		
<b>c</b>	(i) helps <u>keep fit</u> (1)  (ii) provides <u>entertainment / fun</u> (1)	2		
<b>d</b>	<u>independent of</u> / <u>doesn't depend on linguistic ability</u>	1	Doesn't need language	

Question	Answer	Marks	Guidance	
		[15]	Accept	Do not accept
e	<u>He/ she will be smiling / a smile on his/her face</u>	1		
f	(i) Helps to <u>get rid of / forget / put aside</u> (day-to-day) <u>worries</u> (1) (ii) (promotes) emotional stability (1)	2		
g	(i) People with <u>mild depression</u> (1) (ii) <u>controlled stress</u> (1) <u>improved state of mind</u> (1)	3	reduced / regulated stress	
h	(i) <u>a feeling of triumph/achievement</u> (1) (ii) contributing to greater <u>confidence in daily life</u> (1)	2		
i	(i) <u>maintain mental agility</u> (1) (ii) <u>speed up decision-making</u> (1)	2	Give / promote (verb required) for "maintain"	
		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 (x), either in the margin or in the body of text.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used BOD or NBOD you may adjust the marks up or down.

## Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
1	My boyfriend saw you on a programme	[10]	Mi novio la vio en un programa	
2	about what to do in Madrid.		sobre qué hacer en Madrid.	
3	He persuaded me to watch it with him		Me convenció para que lo viera con él	
4	and we have decided it might be fun		y hemos decidido que podría ser divertido	
5	to learn to dance the tango together.		aprender a bailar <i>tango</i> juntos.	
6	Being university students,		Siendo / Por ser estudiantes universitarios	
7	We do not have money to spare.		No nos sobra / no tenemos mucho / nos falta ...dinero.	
8	We're hoping you can		Esperamos que pueda Usted	
9	recommend us a dance school		recomendarnos una escuela de baile	
10	where we might be able to learn cheaply.		donde quizás podamos / podríamos / pudiéramos aprender en plan barato.	

GRID H.1	COMMUNICATION 10 marks AO2
0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully 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
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## Section B: Reading and Writing

## Task 5

Question	Answer	Marks [10]	Guidance
a	6	1	<b>Multi-choice</b> Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. Correct answers only: no need to use crosses for incorrect answers.  <b>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</b>
b	9	1	
c	7	1	
d	5	1	
e	2	1	
f	-		
g	4	1	
h	10	1	
i	3	1	
j	11	1	
k	8	1	

## 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.

Question	Comprehension points	Marks	Guidance	
			Accept	Do not accept
		[15]		
a	<u>Son</u> una fuente de seguridad	1		
b	(i) participan en obras caritativas	1	participación etc.	
	(ii) prestan ayuda a sus familias	1	la ayuda prestada etc.	
c	(i) Los padres saben que sus hijos están con personas de (plena) confianza / los hijos están con personas de (plena) confianza	1		<u>Sus hijos</u> están con personas de plena confianza
	(ii) (se ahorra porque) no hace falta / no se necesita / pagar guardería	1		Se ahorra dinero t.c.
d	(por) la crisis económica	1		
e	Mauricio <u>trabajó</u> (duro) <u>hasta cumplidos los setenta</u> (en una carpintería)	1		
f	mantenía sus casas	1		
g	se cerró la fábrica donde trabajaba (con su mujer) / perdió el trabajo / no pudo pagar la hipoteca (1)  poco / solo seis meses después (de firmar el contrato/de comprar la casa), (1)  y perdió / perdieron su casa (1)	3		
h	<u>disfrutado/ disfrutar del tiempo libre</u> / de <u>su dinero</u>	1		disfrutar de ello

Question	Comprehension points	Marks	Guidance	
		[15]	Accept	Do not accept
i	(la posibilidad de) que le pase algo	1	que muera que le pasara algo	la situación de la familia sería desesperante
j	<u>tienen la seguridad de una pensión</u> (1) <u>tienen la casa pagada</u> (1)	2	tienen una pensión segura	

### 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

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY</b> <b>10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3-4</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>5-6</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>7-8</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>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## 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 (λ).
- 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.

Point	Indicative content	Marks	Guidance	
		[10]	Content	Levels of Response
1	Carlos: <u>left school last year</u> , intending to be electronic engineer			<b>Grid I</b>
2	Now <u>dreams of being a professional footballer</u>			<b>COMPREHENSION OF TEXT</b>
3	<u>Parents want him to go to university / fear he will be a failure</u>			<b>9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text
4	<u>He thinks they have no right / want - to stop him achieving his dreams</u>			<b>7-8</b> 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	Psychologist says: <u>They are just worried, / not intending to stop him achieving his dream</u>			<b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
6	<u>Carlos needs to know if he is good enough</u>			<b>3-4</b> 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.
7	<u>Many try, few succeed</u>			<b>0-2.</b>
8	<u>Recommendation – ask the trainer at the football club if he is good enough</u>			
9	<u>If he says yes, ask him to speak to parents</u>			
10	<u>They will then support him</u>			
11	<u>If he says no, Carlos will have avoided a big mistake / problem</u>			
12	<u>And can get on with life / university / electrical engineering / whatever he wants</u>			

Point	Indicative content	Marks	Guidance	
		[10]	Content	Levels of Response
				No relevant information or supplies one or two relevant points from the original passage.

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

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. <i>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.</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with well developed points of view which show insight, originality and imagination.</p> <p><b>12-15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p><b>8-11</b> 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><b>4-7</b> 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><b>0-3</b> 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	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	<b>[20]</b>	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See <b>Task 7a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY 10 marks AO3</b>	<b>GRID F.2</b>	<b>QUALITY OF LANGUAGE (RANGE) 10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	<b>0-2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3-4</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>3-4</b>	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.
<b>5-6</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>5-6</b>	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.
<b>7-8</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>7-8</b>	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).
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	<b>9-10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

## APPENDIX 2

## Transcripts of Listening Texts

## Tarea 1

## JÓVENES ESPAÑOLES PIENSAN ABANDONAR LA CIUDAD

**Santi:** Se terminó mi contrato pero sin trabajo me siento mejor, más libre. Por un amigo me enteré de la posibilidad de ser voluntario, arreglando un pueblo abandonado, con comida y alojamiento gratis. Me da mucha ilusión: sobre todo respirar aire puro. En Madrid paso el invierno con bronquitis, tosiendo por la contaminación.

**Rosa:** Con tanta gente alrededor en la ciudad, me siento nerviosa. Mi novio y yo planificamos escaparnos. Aquí nuestros sueldos solo bastan para un apartamento mínimo. Mi novio tiene de su abuelo una casa de campo enorme - en mal estado pero la arreglaremos y será perfecta para tener hijos. Lo difícil, sería encontrar trabajo – pero hay Internet, y siendo arquitectos, podremos seguir trabajando a distancia.

**Edu:** Acabo de licenciarme en ciencias, pero de trabajo no hay nada. Seguir estudiando es una opción, pero estoy harto ya después de cuatro años. Mis abuelos dijeron que necesitan ayuda en la granja que tienen, pero está a treinta kilómetros de la ciudad más cercana. Me pagarían, pero ¿qué haría yo allí, aparte de cultivar la tierra?

**177w, 1m 15 sec**

## Tarea 2

**ENTREVISTA CON EL ACTOR RICARDO MORA, GANADOR DEL PREMIO “GOYA”**

<b>F</b>	Ricardo, llevas media vida viviendo en Hollywood.
<b>M</b>	Sí, pero no me olvido de mis raíces en España. Aquí donde pasé mis primeros años está mi inspiración. Me encanta volver de visita. España está en una época difícil, pero estoy convencido de que muy pronto se recuperará.
<b>F</b>	Acabas de recibir el premio Goya. ¿Qué emoción sientes?
<b>M</b>	<p>Hombre, estoy pasmado, no lo esperaba en absoluto. Los actores españoles del pasado que recibieron el Goya son auténticas leyendas. Para mí es una confirmación, una señal que he hecho un buen trabajo.</p> <p>Mis experiencias en Hollywood me enseñaron que los actores españoles no se valoran como deberían. Muchos de ellos ven el cine de Hollywood como algo extraordinario, pero al trabajar allí, yo me quité esa idea.</p> <p>Tenemos talento igual que los actores estadounidenses, pero Hollywood les da una masiva proyección internacional. Si los grandes actores españoles del siglo pasado hubieran tenido una tal proyección, nuestro cine sería el más conocido del mundo, que es lo que se merece.</p>
<b>F</b>	Pareces muy sensato. ¿Cuál es tu secreto para mantener los pies en el suelo?
<b>M</b>	Me acuerdo siempre de mis errores y así no me siento nunca por encima de nadie. Si en mis películas puedo hacer reír y reflexionar a la gente, bueno, estaré satisfecho. Aunque te digo, creo que el papel de mi vida no ha llegado todavía. Espero que mis mejores años como actor estén por llegar.

231w, 2 mins 01 sec

**Task 3****Dancing is good for you!**

Sevillanas, Bolero, Tango: el baile ya no se ve como cosa de expertos. Bailar atrae a gente de todas las edades en España, y es cada vez más popular. ¿La razón? Permite mantenerse en forma, además de traer algo muy importante – la diversión.

Además, sirve para unir las culturas, por ser una forma de comunicación que no depende de las habilidades lingüísticas.

Si observas a una persona bailando, a lo mejor encuentras una sonrisa en su cara. El baile trae enormes beneficios, ya que en el día a día ayuda a la mente a descentrarse de las preocupaciones cotidianas, con un consiguiente aumento de la estabilidad emocional. En recientes estudios psicológicos de gente que sufría depresión leve, se ha comprobado que la terapia de baile les regulaba el estrés, mejorando así el estado de ánimo.

Cada vez que un bailarín consigue el dominio de un nuevo paso de baile, experimenta una sensación de triunfo instantánea, la que puede contribuir a la adquisición de confianza en la vida cotidiana.

En los bailes estructurados, como el tango, la memorización de los pasos proporciona un desafío clave para mantener la agilidad mental, mientras el baile libre da rapidez en la toma de decisiones.

Los beneficios del baile son innegables, así que ¡A bailar, todo el mundo!

**217w****1m 55 secs**

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