



AS Spanish

7691/1-Paper 1 Listening, Reading and Writing
Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Section A**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
01	B C E F J M (in any order)	6	

Question 2

Accept misspelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Accept	Mark	Notes
02.1	(los) jóvenes <u>gallegos</u>	1	Both words needed

Qu	Accept	Mark	Notes
02.2	está perdiendo influencia <u>entre los jóvenes</u>	1	Reject any answers without reference to young people

Qu	Accept	Mark	Notes
02.3	(su) personalidad <u>sencilla</u> (1) (su) perspectiva <u>poco materialista</u> (1)	2	Reject sencilla without personalidad Reject sencilla Accept poco materialista alone

Qu	Accept	Mark	Notes
02.4	la lucha contra la corrupción (1) (la actitud) más tolerante <u>hacia los divorciados</u> (1)	2	Reject divorcios

Qu	Accept	Mark	Notes
02.5	Comparte(n) su pasión (1) Quiere(n) rebelarse contra la tradición (1)	2	Reject pasión All elements needed in both answers

Qu	Accept	Mark	Notes
02.6	(la) contracepción (1) (el) aborto (1)	2	

Qu	Accept	Mark	Notes
03.1	L	1	

Qu	Accept	Mark	Notes
03.2	S	1	

Qu	Accept	Mark	Notes
03.3	L	1	

Qu	Accept	Mark	Notes
03.4	Y	1	

Qu	Accept	Mark	Notes
03.5	L	1	

Qu	Accept	Mark	Notes
03.6	Y	1	

Qu	Accept	Mark	Notes
03.7	S	1	

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

Example:*1**

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

Incorrect spelling (unless the meaning is changed)

Accents (unless the meaning is changed)

Confusion of noun/adjective eg *peligro/peligroso*

Occasional slips in gender/adjectival agreements

Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions eg *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.

Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.

If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Qu	Accept (key idea underlined)	Mark	Notes
04	Bullet 1 <ul style="list-style-type: none"> • <u>Los profesores no querían usar el nombre elegido por él/Los profesores no le llamaban Mario.</u> (1) 	1	Accept: <ul style="list-style-type: none"> • No estaban dispuestos a llamarle Mario. • No aceptaron su identidad. • No lo aceptaron. Reject <ul style="list-style-type: none"> • No lo han aceptado. • No lo aceptan.
	Bullet 2 <ul style="list-style-type: none"> • <u>Recibió/e mucho apoyo de su familia</u> (1) • <u>Le decepcionó uno de sus amigos íntimos por no aceptarle.</u> (1) • <u>Sus amigos han notado que se siente más seguro</u> (de sí mismo). (1) 	3	Accept: <ul style="list-style-type: none"> • Su familia le da/ha dado mucho apoyo. • <u>Uno</u> de sus amigos no le aceptó/acepta. • Sus amigos piensan que/dicen que tiene más confianza. • Está más seguro de sí mismo. Reject <ul style="list-style-type: none"> • Está más seguro <i>alone</i>.
	Bullet 3 Any 3 or 4 <ul style="list-style-type: none"> • Los niños trans <u>pueden escoger el nombre que quieran.</u> (1) • <u>Pueden ponerse la ropa que les hace sentir cómodos.</u> (1) • <u>Pueden usar el baño o el vestuario del género con el que se identifican.</u> (1) • <u>Aumentará su autoestima</u> (1) 	3	Accept: <ul style="list-style-type: none"> • Hay que usar el nombre que ha elegido el niño (trans). • Pueden llevar la ropa que quieren. • Pueden ir al baño o al vestuario de chicos o de chicas. Reject <ul style="list-style-type: none"> • answers in the 'I' form

Section B**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
05.1	observó (que)	1	Spelling must be accurate including accent.

Qu	Accept	Mark	Notes
05.2	sencillo	1	Spelling must be accurate

Qu	Accept	Mark	Notes
05.3	compran	1	Spelling must be accurate

Qu	Accept	Mark	Notes
05.4	<u>se</u> encuentran	1	Spelling must be accurate

Qu	Accept	Mark	Notes
05.5	identificar	1	Spelling must be accurate

Qu	Accept	Mark	Notes
05.6	acogida	1	Spelling must be accurate

Qu	Accept	Mark	Notes
05.7	desafío	1	Spelling must be accurate including accent.

Qu	Accept	Mark	Notes
05.8	aparato	1	Spelling must be accurate

Qu	Accept	Mark	Notes
06.1	C	1	

Qu	Accept	Mark	Notes
06.2	A	1	

Qu	Accept	Mark	Notes
06.3	C	1	

Qu	Accept	Mark	Notes
06.4	B	1	

Qu	Accept	Mark	Notes
06.5	B	1	

Qu	Accept	Mark	Notes
06.6	A	1	

Qu	Accept	Mark	Notes
06.7	B	1	

Qu	Accept	Mark	Notes
07	L M D B H J F G (in this order)	8	

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Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

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If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Qu	Accept (key idea underlined)	Mark	Notes
08	<p>Bullet 1</p> <ul style="list-style-type: none"> • <u>La fiesta empieza</u> cada año <u>el primer sábado después del 15 de agosto</u> (1) • <u>El inicio</u> de la fiesta (siempre) <u>coincide con el día de la Virgen de Begoña</u> (1) • <u>Se lanza un cohete</u> para iniciar las festividades. (1) 	3	<p>Accept:</p> <ul style="list-style-type: none"> • Tiene lugar el sábado siguiente al 15 de agosto. • Se celebra el mismo día que el día de la Virgen de Begoña. • Lanzas un cohete para señalar el inicio de la fiesta. <p>Reject answers in the 'we' form.</p>
	<p>Bullet 2 (Any two of three)</p> <ul style="list-style-type: none"> • <u>Tendrá acceso a</u> (una gran cantidad de) <u>actividades culturales</u> <p>OR</p> <p><u>Se pueden ver conciertos, obras y comparsas</u> (any 2 of these 3 advantages required to award 1 mark) (1)</p> <ul style="list-style-type: none"> • La mayoría de las actividades <u>son gratis</u> (1) • <u>Hay un concurso de fuegos artificiales</u> (1) 	2	<p>Reject answers in the 'vosotros' form.</p>
	<p>Bullet 3</p> <ul style="list-style-type: none"> • <u>Llevar a Marijaia a la Plaza Mayor</u> (1) • y <u>la queman</u> (1) 	2	<p>Accept:</p> <ul style="list-style-type: none"> • La llevan a la Plaza Mayor (1) <p>Reject answers in the 'we' form.</p>

Question 9

Accept misspelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Accept	Mark	Notes
09.1	no hay vuelos (comerciales) <u>regulares</u> . (1) el viaje <u>en autobús</u> es más de siete horas. (1)	2	

Qu	Accept	Mark	Notes
09.2	formas dibujadas <u>en el suelo</u>	1	Accept dibujos en el suelo

Qu	Accept	Mark	Notes
09.3	los peruanos de la cultura Nazca	1	Reject peruanos on its own

Qu	Accept	Mark	Notes
09.4	un hombre que parece un astronauta	1	Accept un astronauta

Qu	Accept	Mark	Notes
09.5	no se entiende cómo se pudieron hacer <u>con(tanta) precisión</u> . (1) (ni) tampoco se sabe para qué sirven (1)	2	

Qu	Accept	Mark	Notes
09.6	(su) <u>sistema de</u> agricultura (1) (su) cerámica (1)	2	

Qu	Accept	Mark	Notes
09.7	quedarse en Machu Picchu	1	Reject Ir a Machu Picchu

Question 10

Acceptable quality of English in translations into English

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
A muchos padres les inquieta	Many parents worry about	A lot of parents are worried/concerned about	
la influencia de la gente famosa en sus hijos,	the influence of famous people on their children,	how famous people influence their children,	sons
dado que el deseo de imitar a sus ídolos	given that the desire to imitate their idols	Since/because the wish to copy their idols	want
sigue siendo tan fuerte como siempre entre los adolescentes.	continues to be as strong as ever/always among teenagers/young people.	is (still) as strong as ever/always among adolescents.	between
Hace cuarenta años, había también famosos	Forty years ago, there were also celebrities	Forty years ago, there were also famous people	
que no se comportaban de una manera responsable,	who/that did not behave in a responsible/sensible way/manner,	Who/that behaved irresponsibly,	
y se drogaban o emborrachaban, intentando crear una revolución.	and (who) took drugs or got drunk, trying to start/create a revolution.		intending to
Sin embargo, no colgaban sus videos en la red como hoy.	However, they didn't post their videos on the net like today.	However, they didn't use to upload their videos online like (they do) today.	Social networks
Los jóvenes actualmente no entienden que	Young people these days don't understand that	Nowadays Currently	Actually
sus comentarios tontos y egoístas pueden herir a los demás.	their stupid and selfish/egotistical comments can hurt others.	other people	commentaries