

**AS  
SPANISH  
7691/1**

Paper 1 Listening, Reading and Writing

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**Mark scheme**

June 2020

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Version: 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 Examiner.

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.

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## Level of response marking instructions A03

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 is one mark 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.

### Determine a level mark

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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.

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

**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
01.1	S	1	

Qu	Accept	Mark	Notes
01.2	C	1	

Qu	Accept	Mark	Notes
01.3	S	1	

Qu	Accept	Mark	Notes
01.4	M	1	

Qu	Accept	Mark	Notes
01.5	M	1	

Qu	Accept	Mark	Notes
01.6	C	1	

Qu	Accept	Mark	Notes
01.7	C	1	

**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	la zona más peligrosa del mundo	1	Reject: La zona más peligrosa (on its own)

Qu	Accept	Mark	Notes
02.2	son asesinadas	1	

Qu	Accept	Mark	Notes
02.3	el asesinato de una mujer por el hecho de ser mujer	1	

Qu	Accept	Mark	Notes
02.4	<u>menos</u> del 12%	1	

Qu	Accept	Mark	Notes
02.5	2015	1	

Qu	Accept	Mark	Notes
02.6	lucha por los derechos de la mujer	1	

Qu	Accept	Mark	Notes
02.7	no proteger a las mujeres	1	Accept: no protege a las mujeres
	no/ni prevenir los delitos contra ellas/las mujeres.	1	no previene los delitos

Qu	Accept	Mark	Notes
02.8	tanto en el hogar como en la calle	1	Reject: en el hogar (on its own) en la calle ( on its own)  Accept: en el hogar y la calle en casa y afuera

Qu	Accept	Mark	Notes
03.1	B	1	

Qu	Accept	Mark	Notes
03.2	C	1	

Qu	Accept	Mark	Notes
03.3	B	1	

Qu	Accept	Mark	Notes
03.4	A	1	

Qu	Accept	Mark	Notes
03.5	C	1	

Qu	Accept	Mark	Notes
03.6	A	1	

Qu	Accept	Mark	Notes
03.7	B	1	

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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.

### Determine a level mark

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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.

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.*



<b>Mark</b>	<b>AO3 quality of language marks in listening and reading summary tasks</b>
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	<p><b>Bullet 1</b></p> <p>(Any 2 from 3)</p> <ul style="list-style-type: none"> <li>• <u>Fue descubierta a los 14 años</u> en un centro comercial por una agencia de modelaje (1)</li> <li>• <u>Saltó a la fama después de sus primeros desfiles</u> para varias firmas en México (1)</li> <li>• <u>Apareció en las portadas de las revistas de moda</u> (1)</li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<p><b>Bullet 2</b></p> <ul style="list-style-type: none"> <li>• Ha heredado <u>la belleza</u> de su madre (1)</li> <li>• Tiene <u>la capacidad de adaptarse</u> (1)</li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<p><b>Bullet 3</b></p> <ul style="list-style-type: none"> <li>• <u>Espera seguir estudiando</u> (1)</li> <li>• <u>Subirá más vídeos a su canal de Youtube</u> (1)</li> <li>• <u>Ser una influencia positiva para sus seguidores es su sueño.</u> (1)</li> </ul>	3	Accept the key idea if paraphrased unambiguously.

**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	lugar	1	

Qu	Accept	Mark	Notes
05.2	en la cuestión de	1	

Qu	Accept	Mark	Notes
05.3	por	1	

Qu	Accept	Mark	Notes
05.4	limitaba	1	

Qu	Accept	Mark	Notes
05.5	prohibitivo	1	

Qu	Accept	Mark	Notes
05.6	teme	1	

Qu	Accept	Mark	Notes
05.7	conducir	1	

Qu	Accept	Mark	Notes
05.8	extraño	1	

Qu	Accept	Mark	Notes
06	B E G J M P (in any order)	6	

Qu	Accept	Mark	Notes
07	E F C J D L A Q M (in this order)	9	

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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.

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

### Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) 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 AO2 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 AO2 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 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*

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

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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
8	<p><b>Bullet 1</b></p> <ul style="list-style-type: none"> <li>• <u>No tienen que ir a misa por obligación</u> (1)</li> <li>• <u>Identifican la religión con todo lo que han rechazado históricamente:</u> la política de los partidos de la derecha y el poder del Estado. (1)</li> <li>• <u>Las mujeres se sienten reprimidas física y socialmente</u> (1)</li> </ul>	3	Accept the key idea if paraphrased unambiguously.
	<p><b>Bullet 2</b></p> <p>(Any 2 from 3)</p> <ul style="list-style-type: none"> <li>• <u>La iglesia está abierta las 24 horas del día</u> (1)</li> <li>• <u>Ofrecen un techo y comida para los más necesitados</u> (1)</li> <li>• <u>Acogen a las mascotas durante la misa</u> (1)</li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<p><b>Bullet 3</b></p> <ul style="list-style-type: none"> <li>• <u>Hay una aplicación para las confesiones en un iPad</u> (1)</li> <li>• <u>Facilitan la comunicación con familiares a través de WhatsApp para los refugiados que no tienen teléfono móvil</u> (1)</li> </ul>	2	<p>Accept the key idea if paraphrased unambiguously. Mention must be made of app or iPad.</p> <p>Mention must be made of WhatsApp or mobile phone.</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	Su 200 aniversario	1	

Qu	Accept	Mark	Notes
09.2	Atraer a un público más joven	1	Accept: acercar el arte a los jóvenes

Qu	Accept	Mark	Notes
09.3	Visitar el museo de manera exclusiva y gratuita	2	Accept: entrar gratis y en horario exclusivo.

Qu	Accept	Mark	Notes
09.4	Para los jóvenes que no pueden desplazarse a Madrid	1	Accept: Los jóvenes que no viven en Madrid.  Los jóvenes que no pueden ir a Madrid

Qu	Accept	Mark	Notes
09.5	Un (breve) encuentro cultural sobre sus pintores	1	

Qu	Accept	Mark	Notes
09.6	(Porque) el museo (aún) no había abierto sus puertas	1	

Qu	Accept	Mark	Notes
09.7	Notas/apuntes	1	



Qu	Accept	Mark	Notes
09.8	Fue como estar en El Prado (1)  El encargado contaba muchas anécdotas sobre la obra de Velázquez (1)	2	Accept: Fue como estar en el museo.

**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.

<b>Qu 10</b>	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.		
<b>Spanish</b>	<b>Possible English answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
Los políticos acaban de abrir el viejo debate	Politicians have just opened up the old debate		
¿Es el “bable” una lengua o un dialecto?	Is “bable” a language or a dialect?	The language of Asturias for “ bable”	
Algunos quieren que la lengua de Asturias se reconozca oficialmente	Some want the Asturian language to be recognised officially	Some people/ politicians/of them want the language of Asturias to be officially recognised	
porque corre el riesgo de desaparecer,	because there is a risk of it disappearing,	because it runs the risk of disappearing,	
pero no deberían fomentar el nacionalismo.	but they should not encourage nationalism.	shouldn't	
El uso del idioma nunca ha creado barreras entre la población allí	The use of (the) language has never created barriers among the population there		
y, conociendo el castellano,	and, knowing Castilian,	and, if you know Castilian Spanish/ Spanish,	castellano
se pueden entender la mayoría de las palabras.	you can understand most of the words.	the majority of the words can be understood	
Dicen que introducirán medidas suaves	They say that they will introduce gentle measures	They say they will introduce soft measures	
para proteger esta parte de la identidad regional sin cambios radicales.	to protect this part of the regional identity without radical changes.	of regional identity with no radical changes.	