



A-level
SPANISH
7692/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2020

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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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	P	1	

Qu	Accept	Mark	Notes
01.2	N	1	

Qu	Accept	Mark	Notes
01.3	P+N	1	

Qu	Accept	Mark	Notes
01.4	P	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	<u>se estrenará</u> como capital de la gastronomía	1	Reject estrenera without accent

Qu	Accept	Mark	Notes
02.2	el gusto de compartir	1	

Qu	Accept	Mark	Notes
02.3	que degusten los mariscos	1	Accept degustar los mariscos

Qu	Accept	Mark	Notes
02.4	es el alma de la gastronomía <u>de Almería</u>	1	

Qu	Accept	Mark	Notes
02.5	medio millar	1	

Qu	Accept	Mark	Notes
02.6	en <u>uno de</u> los (característicos) autobuses/ en el corazón de Londres	1	

Qu	Accept	Mark	Notes
02.7	animará a los turistas a desplazarse a la Costa de Almería	1	Reject animara without accent

Qu	Accept	Mark	Notes
02.8	lo bien que <u>se come</u> en la región	1	comer en la región

Qu	Accept	Mark	Notes
03.1	F H	2	Any order

Qu	Accept	Mark	Notes
03.2	A D	2	Any order

Qu	Accept	Mark	Notes
03.3	C B	2	Any order

Level of response marking instructions for 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 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.

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 90 and 100 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 mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	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 language accurately where required by the task.
3	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 language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
04	Bullet 1 <ul style="list-style-type: none"> • <u>Vieron en las noticias las imágenes de familias huyendo de Siria y les impactaron mucho.</u> • <u>Pensaron que esas personas necesitaban su apoyo.</u> 	2	Accept the key idea if paraphrased unambiguously.
	Bullet 2 <ul style="list-style-type: none"> • <u>Perdió a sus tres primos.</u> • <u>Llegó herido a un campo de refugiados.</u> • <u>Su primo en Barcelona le ofreció trabajo en un restaurante.</u> 	3	Accept the key idea if paraphrased unambiguously.
	Bullet 3 <ul style="list-style-type: none"> • <u>La sencillez de Tariq les ha enriquecido como personas.</u> • <u>Él con muy poco les ha dado mucho.</u> 	2	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	C	1	

Qu	Accept	Mark	Notes
05.2	B	1	

Qu	Accept	Mark	Notes
05.3	A	1	

Qu	Accept	Mark	Notes
05.4	B	1	

Qu	Accept	Mark	Notes
05.5	C	1	

Qu	Accept	Mark	Notes
05.6	B	1	

Question 6

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	Key idea	Mark	Notes
06.1	(le contaba) su vida durante aquellos dos años (que estuvieron sin verse)	1	

Qu	Key idea	Mark	Notes
06.2	lloraba de noche (en la oscuridad)	1	

Qu	Key idea	Mark	Notes
06.3	había cedido a lo que ella le había pedido (aquella noche)	1	

Qu	Key idea	Mark	Notes
06.4	(que) la olvidase (y) = 1 (que) se fuese = 1	2	

Qu	Key idea	Mark	Notes
06.5	recordar el pasado	1	

Qu	Key idea	Mark	Notes
06.6	engañador	1	

Qu	Key idea	Mark	Notes
06.7	siempre había venido a separarles	1	

Qu	Key idea	Mark	Notes
06.8	creía que Xavier la traicionaba con otra mujer	1	

Qu	Key idea	Mark	Notes
06.9	quiso morir	1	

Level of response marking instructions for 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 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.

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 (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 90 and 100 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.

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 mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	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 language accurately where required by the task.
3	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 language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
07	Bullet 1 <ul style="list-style-type: none"> • <u>Formaron grupos.</u> (1) • <u>Siguieron pistas para encontrar la comida escondida.</u> (1) 	2	Accept the key idea if paraphrased unambiguously.
	Bullet 2 <ul style="list-style-type: none"> • <u>Funcionaron como equipo</u> • <u>Nunca se pelearon</u> 	2	Accept the key idea if paraphrased unambiguously.
	Bullet 3 <ul style="list-style-type: none"> • <u>Se alegra mucho de haber participado.</u> • <u>Aprendió mucho.</u> • <u>Recomienda que otros jóvenes chilenos hagan un experimento así.</u> 	3	Accept the key idea if paraphrased unambiguously.

Qu	Accept	Mark	Notes
08	L, J, D, H, F, A, M, R, S, C (in this order)	10	

Qu	Accept	Mark	Notes
09.1	sondeo	1	

Qu	Accept	Mark	Notes
09.2	llevado a cabo	1	

Qu	Accept	Mark	Notes
09.3	remunerado	1	

Qu	Accept	Mark	Notes
09.4	burocracia	1	

Qu	Accept	Mark	Notes
09.5	encima	1	

Qu	Accept	Mark	Notes
09.6	K	1	

Qu	Accept	Mark	Notes
09.7	E	1	

Qu	Accept	Mark	Notes
09.8	G	1	

Qu	Accept	Mark	Notes
09.9	H	1	

Qu	Accept	Mark	Notes
09.10	C	1	

Qu	Accept	Mark	Notes
09.11	D	1	

Qu	Accept	Mark	Notes
09.12	F	1	

Guidance on level of accuracy in translations into the target language

Errors of accent

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
English	Possible Spanish answer	Other acceptable answers	Unacceptable answers
Like several populist movements	Como varios movimientos populistas	Al igual que	
around the world,	por (todo) el mundo,	alrededor	en
a new political party	un nuevo partido político		
called Vox	que se llama Vox	llamado	
exceeded	superó		
all expectations	todas las expectativas		
in the recent	en las recientes		
regional elections in Spain.	elecciones regionales en España.		
Many of Vox's proposals	Muchas de las propuestas de Vox		
are controversial	son controvertidas		
and some people	y algunas personas	algunos	
have compared their ideas	han comparado sus ideas		
to policies that exist	con políticas que existen		
in other European countries.	en otros países europeos.		
However, the leader of Vox	Sin embargo, el líder de Vox		
in Catalonia rejects	en Cataluña rechaza		
the label of	la etiqueta de		
'extreme right'	'extrema derecha'		
and does not believe that	y no cree que		
their politicians are racist.	sus políticos sean racistas.		
He maintains that	Sostiene que	afirma, mantiene	
they are in tune with	están en sintonía con		
the beliefs of Spanish citizens.	las creencias de los ciudadanos españoles.		
This sudden popularity	Esta repentina popularidad		
worries many minority groups,	preocupa a muchos grupos minoritarios,		
who wonder	que se preguntan		
what would happen in the future,	qué pasaría en el futuro,	lo que	
if Vox won	si Vox ganara	ganase	
the majority of votes	la mayoría de los votos		
and formed a government.	y formara un gobierno.	formase	

Conversion grid	
Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

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.

Example

	Accept	Reject
Él siempre asistía a las clases de informática.	<p>He always attended (the) ICT/computer classes.</p> <p>He always used to attend (the) ICT/computer classes.</p> <p>He would always attend (the) ICT/computer classes.</p>	<p>Any reference to assisting or helping.</p> <p>Any reference to information or technology on its own.</p>

Qu 11	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
La campaña “No estoy enfermo”	The campaign “I am not ill/sick”		
fue lanzada en las redes sociales mexicanas	was launched on Mexican social media		
para luchar contra las terapias que	(in order) to fight against therapies which/that		
venden la teoría de que puedes	sell the theory that you can		
frenar los deseos homosexuales.	stop/curb homosexual desires.		
El grupo está indignado	The group is indignant	angry/outraged	
debido a la cobertura mediática	due to (the) media coverage	because of	
de una noticia publicada en	of a news item published in		
los periódicos sobre la curación	the newspapers about the curing		
de la homosexualidad de una estrella de cine.	of a cinema star’s homosexuality.		
Iniciativas como ésta	Initiatives like this		
también se ven en España,	are also seen in Spain,		
donde una asociación estrenará	where an association will premiere		release
una serie de anuncios con la meta	a series of adverts with the objective		
de animar a denunciar	of encouraging to report	encouraging the reporting of	
todos los delitos de LGTBfobia.	all LGTBphobic crimes.		
El grupo pretende también sensibilizar	The group is also trying to make...aware		
a los españoles sobre el aumento	Spaniards... about the increase		
de las agresiones contra los homosexuales	of attacks on homosexuals		
en las aldeas más conservadoras.	in the most conservative villages.		

Conversion grid	
Number of ticks	Mark
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0