

AS
SPANISH
7691/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2022

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	A (Ana)	1	

Qu	Accept	Mark	Notes
01.2	S / SM / M (Señor Mateo)	1	

Qu	Accept	Mark	Notes
01.3	P (Paula)	1	

Qu	Accept	Mark	Notes
01.4	A (Ana)	1	

Qu	Accept	Mark	Notes
01.5	S / SM / M (Señor Mateo)	1	

Qu	Accept	Mark	Notes
01.6	P (Paula)	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	(Una familia) <u>de</u> escasos recursos	1	

Qu	Accept	Mark	Notes
02.2	(De) rechazo (total)	1	

Qu	Accept	Mark	Notes
02.3	(Por) ser mujer (1) (Por) ser joven (1) <i>verb needed at least once</i>	2	

Qu	Accept	Mark	Notes
02.4	Comentarios sexistas	1	

Qu	Accept	Mark	Notes
02.5	Una oficina adecuada (1) (El acceso a) gastos pagados (1)	2	

Qu	Accept	Mark	Notes
02.6	(El Congreso tiene) el mayor número de mujeres en su historia (1) (Hay) más debates sobre temas que afectan a la mujer (1)	2	

Qu	Accept	Mark	Notes
03.1	N (negativa)	1	

Qu	Accept	Mark	Notes
03.2	P (positiva)	1	

Qu	Accept	Mark	Notes
03.3	P+N (positiva y negativa)	1	

Qu	Accept	Mark	Notes
03.4	P (positiva)	1	

Qu	Accept	Mark	Notes
03.5	N (negativa)	1	

Qu	Accept	Mark	Notes
03.6	N (negativa)	1	

Qu	Accept	Mark	Notes
03.7	P+N (positiva y negativa)	1	

Qu	Accept	Mark	Notes
03.8	N (negativa)	1	

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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 selfpenalising.

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 que 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 edificios gastan demasiada energía.</u> • <u>Usan una tecnología cara en la construcción.</u> • <u>No pueden copiar fácilmente muchos edificios.</u> 	3	Accept the key idea if paraphrased unambiguously.
	Bullet 2 <ul style="list-style-type: none"> • <u>Le gustaría aprovechar los recursos naturales de la región</u> en la que están situados los edificios. • <u>Quiere buscar el equilibrio entre la arquitectura y la naturaleza.</u> 	2	Accept the key idea if paraphrased unambiguously.
	Bullet 3 <ul style="list-style-type: none"> • <u>Usa la vegetación tropical para crear pantallas / para proteger el edificio de los rayos del sol.</u> • <u>Utiliza el viento / Utiliza las brisas para una ventilación natural.</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	puesto en marcha	1	

Qu	Accept	Mark	Notes
05.2	consiste en	1	

Qu	Accept	Mark	Notes
05.3	usan	1	

Qu	Accept	Mark	Notes
05.4	sectores	1	

Qu	Accept	Mark	Notes
05.5	mostrar	1	

Qu	Accept	Mark	Notes
05.6	poner sobre la mesa	1	

Qu	Accept	Mark	Notes
05.7	protagonistas	1	

Qu	Accept	Mark	Notes
06.1	Ha recuperado su imagen histórica. (1) Está (otra vez) abierto a los visitantes. (1)	2	

Qu	Accept	Mark	Notes
06.2	Los bruscos cambios de temperatura. (1) La humedad constante (en el lugar). (1)	2	

Qu	Accept	Mark	Notes
06.3	(Los leones tienen) características que los diferencian (entre sí).	1	

Qu	Accept	Mark	Notes
06.4	<u>La instalación de un sofisticado sistema hidráulico.</u>	1	

Qu	Accept	Mark	Notes
06.5	Evitará más daño a las esculturas.	1	

Qu	Accept	Mark	Notes
06.6	Colocar 250 piezas de mármol.	1	Accept: Se han colocado 250 piezas de mármol. or han colocado 250 piezas de mármol.

Qu	Accept	Mark	Notes
06.7	(Los) historiadores.	1	

Qu	Accept	Mark	Notes
06.8	(Las) voces y (los) aplausos (de los visitantes).	1	

Qu	Accept	Mark	Notes
07	A, E, L, P, G, Q, J, B A (buscamos) E (días) L (respondió) P (todavía) G (durmiendo) Q (toros) J (olvidado) B (consiguió)	8	In this order

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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.

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Qu	Accept (key idea underlined)	Mark	Notes
08	Bullet 1 <ul style="list-style-type: none"> • <u>Mireia acaba de tener / ha tenido su primer hijo.</u> • <u>Lo ha tenido fuera del matrimonio.</u> 	2	
	Bullet 2 <ul style="list-style-type: none"> • <u>Las mujeres españolas no podían tener niños hasta casarse.</u> • <u>El Estado les daba premios por tener familias numerosas.</u> 	2	Past tenses required
	Bullet 3 <ul style="list-style-type: none"> • <u>Mireia no necesita un esposo para tener seguridad, ni apoyo económico</u> como su madre. • <u>Se alegra de ser independiente y trabajadora.</u> • <u>Vivir con el padre de su hijo sin tener que casarse no le supone ningún estigma social.</u> 	3	

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	B (deben seguir unas reglas de comportamiento al usar sus teléfonos.)	1	

Qu	Accept	Mark	Notes
09.2	C (cree que prohibir los móviles en el museo no tiene sentido hoy en día.)	1	

Qu	Accept	Mark	Notes
09.3	A (permite a la gente fotografiar sus obras desde hace 10 años.)	1	

Qu	Accept	Mark	Notes
09.4	B (deben apagar el sonido del móvil.)	1	

Qu	Accept	Mark	Notes
09.5	B (permite recibir información sobre ciertas obras tanto por su <i>app</i> como por códigos QR.)	1	

Qu	Accept	Mark	Notes
09.6	A (mantener los contenidos al día es más sencillo.)	1	

Qu	Accept	Mark	Notes
09.7	C (han tenido la oportunidad de ver sus obras otra vez.)	1	

Qu	Accept	Mark	Notes
09.8	C (usa <i>Instagram</i> para atraer a los jóvenes.)	1	

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
Por fin, se está escuchando la música latinoamericana	Finally, Latin American music is being listened to	At last, people are listening to Latin American music	
en castellano fuera del mundo hispanohablante.	in Spanish outside the Spanish-speaking world.	in Castilian (Spanish)	
Antes, los artistas se veían obligados a	Before, the artists felt they had to / found themselves obliged to	Before, (the) artists had to / were obliged to	
traducir todas las letras al inglés, pero ya no.	translate all the lyrics into English, but not anymore.	no more / no longer / not now.	
Acaban de anunciar que las canciones latinas	They have just announced that Latin/Latino songs	It has just been announced that	
son una cuarta parte de las más descargadas en <i>Spotify</i> .	are a quarter of those most downloaded on <i>Spotify</i> .	make up a quarter of/ are 25 % of / a fourth of	
Benito Ocasio lideró la lista de éxitos durante cincuenta semanas consecutivas,	Benito Ocasio topped the charts for fifty weeks running,	was number one for fifty consecutive weeks	
algo no conseguido ni siquiera por Shakira.	something not even achieved by Shakira.		
Desafortunadamente, a él le faltan	Unfortunately, he lacks	he doesn't have / he is missing	
muchas de las cualidades personales que muestra ella.	a lot of the personal qualities that she shows.	many of the personal qualities she displays	