



A-level SPANISH 7692/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 6 9 2 / 1 / M S

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 style="text-align: center;">C E</p> <p>C (La universidad ofrece asistencia a los estudiantes.) E (Aprendemos unos de otros a nivel cultural.)</p>	2	Any order

Qu	Accept	Mark	Notes
01.2	<p style="text-align: center;">F H</p> <p>F (Sufro discriminación en el transporte público.) H (El racismo resulta casi invisible para muchas personas.)</p>	2	Any order

Qu	Accept	Mark	Notes
01.3	<p style="text-align: center;">D G</p> <p>D (He cambiado de opinión acerca del tema.) G (Fui testigo de una agresión racista.)</p>	2	Any order

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 (polémica) campaña machista de <u>una cadena</u> de supermercados	1	

Qu	Accept	Mark	Notes
02.2	la mujer debe <u>quedarse</u> en casa <u>cocinando</u> (1) el hombre debe (salir a) ganar el pan (1)	2	Accept: dinero

Qu	Accept	Mark	Notes
02.3	Any 2 of 3 (no ha tardado en) reconocer su error (1) ha retirado los anuncios (con este lema) (1) ha pedido disculpas (1)	2	Accept: retirar...

Qu	Accept	Mark	Notes
02.4	de ninguna manera representa lo que cree la empresa	1	Accept: no representa... Reject: ha pedido disculpas (on its own)

Qu	Accept	Mark	Notes
02.5	va a limitar <u>lo</u> que los niños (pequeños) podrán hacer en el futuro	1	Accept: present tense with reference to the future

Qu	Accept	Mark	Notes
03	<p style="text-align: center;">C E F H K</p> C (Fue la manifestación más grande en Chile desde el fin de la dictadura.) E (Los chilenos fueron obligados a permanecer en sus casas durante ciertas horas.) F (La canción <i>El derecho de vivir en paz</i> se oía sin parar.) H (Las protestas terminaron con más de un centenar de heridos.) K (La gente reaccionó contra la presencia del Ejército.)	5	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 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.

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 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 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>Creció en una parte de Cataluña en la que hay una mezcla muy grande de culturas/donde la cultura andaluza estaba muy presente.</u> • <u>Eso la/le condicionó mucho a nivel personal, musical y visual.</u> 	2	Accept the key idea if paraphrased unambiguously. Reject: se condicionó
	Bullet 2 <ul style="list-style-type: none"> • <u>Agradeció mucho recibir ese reconocimiento de otros cantantes y otra gente de la industria.</u> • <u>Se sintió muy orgullosa.</u> • <u>Le hizo mucha ilusión compartir su música.</u> 	3	Accept the key idea if paraphrased unambiguously. Reject: se hizo, sintió
	Bullet 3 <ul style="list-style-type: none"> • <u>Le gustaría colaborar con otros artistas españoles.</u> • <u>Una gran estrella estadounidense y ella planean grabar un himno juntas.</u> 	2	Accept the key idea if paraphrased unambiguously. Reject: se gustaría Accept: canción

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	A (no era un hombre flaco.)	1	

Qu	Accept	Mark	Notes
05.2	B (tienen buenos recuerdos de la dictadura.)	1	

Qu	Accept	Mark	Notes
05.3	C (siempre tuvo éxito en las urnas.)	1	

Qu	Accept	Mark	Notes
05.4	C (respaldaron el régimen de Stroessner.)	1	

Qu	Accept	Mark	Notes
05.5	A (sobornaba)	1	

Qu	Accept	Mark	Notes
05.6	B (fue un país donde el dinero lo tenían los pudientes.)	1	

Qu	Accept	Mark	Notes
05.7	C (en otro país sudamericano.)	1	

Qu	Accept	Mark	Notes
05.8	B (continúa.)	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	(realizaban) trabajos de conservación	1	Reject: mientras

Qu	Key idea	Mark	Notes
06.2	<u>unos</u> 1.000 años	1	Reject: 1.000 años (without <i>unos</i>)

Qu	Key idea	Mark	Notes
06.3	las matemáticas (1) los tejidos (1)	2	Accept: el diseño y el color de los tejidos (both must be mentioned)

Qu	Key idea	Mark	Notes
06.4	<u>al menos</u> seis	1	Reject: 6 (without <i>al menos</i>)

Qu	Key idea	Mark	Notes
06.5	gobernantes y sacerdotes (del lugar)	1	

Qu	Key idea	Mark	Notes
06.6	un altar (1) una estructura redonda/un horno (1)	2	Reject: <i>huesos humanos</i> (not <i>a construcción</i>)

Qu	Key idea	Mark	Notes
06.7	para entender la sociedad maya que habitó esta zona	1	

Qu	Key idea	Mark	Notes
06.8	(que) el palacio pueda ser visitado	1	Reject: reforestación <i>partes de Kulubá</i> Reject: both answers together

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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 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*

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

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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.
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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>No le molestan los homosexuales/no es homóforo.</u> • <u>Pegó a alguien en el instituto, por una declaración terrible contra los homosexuales.</u> • <u>Siempre ha estado orgulloso de que hubiera políticos homosexuales en su partido/Vox.</u> 	3	Accept the key idea if paraphrased unambiguously. Reject: no se molestan
	Bullet 2 <ul style="list-style-type: none"> • <u>Cree que una pareja heterosexual/ un hombre y una mujer debe(n) tener preferencia a la hora de la adopción.</u> • <u>Será/Es mejor que un niño tenga un padre y una madre.</u> 	2	Accept the key idea if paraphrased unambiguously.
	Bullet 3 <ul style="list-style-type: none"> • <u>Nunca facilitará(n) que una persona pueda matar a un ser querido.</u> • <u>Si llegan al gobierno, lo castigarán.</u> 	2	Accept the key idea if paraphrased unambiguously. Reject: facilitarán/castigarán (without accents)

Qu	Accept	Mark	Notes
08	R, M, K, C, B, D, P, L, A, J (in this order) R (través) M (pidiendo) K (mano) C (ayuda) B (apoyar) D (entraran) P (recaudar) L (padece) A (agradecimiento) J (libertad)	10	

Qu	Accept	Mark	Notes
09.1	marido	1	Correct spelling required

Qu	Accept	Mark	Notes
09.2	pretendía	1	Correct spelling required

Qu	Accept	Mark	Notes
09.3	los dos	1	Correct spelling required

Qu	Accept	Mark	Notes
09.4	bastaban	1	Correct spelling required

Qu	Accept	Mark	Notes
09.5	amado	1	Correct spelling required

Qu	Accept	Mark	Notes
09.6	señalar	1	Correct spelling required

Qu	Accept	Mark	Notes
09.7	asuntos	1	Correct spelling required

Qu	Accept	Mark	Notes
09.8	matrimonio	1	Correct spelling required

Qu	Accept	Mark	Notes
09.9	permitió	1	Correct spelling required

Qu	Accept	Mark	Notes
09.10	tal vez	1	Correct spelling required

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
Yesterday, several tourists who were enjoying the good weather on a crowded beach in Gran Canaria helped to rescue a group of African immigrants who had arrived in a small fishing boat.	Ayer, varios turistas que disfrutaban (d)el buen tiempo en una playa concurrida en Gran Canaria ayudaron a rescatar a un grupo de inmigrantes africanos que había(n) llegado en una patera (pequeña).	quienes, gozaban	unos/algunos
They had sailed for at least five days and were exhausted and dehydrated.	Habían navegado (durante) al menos cinco días y estaban agotados y deshidratados.		clima
Amongst the passengers, there were three children and two pregnant women.	Entre los pasajeros, había/hubo tres menores y dos mujeres embarazadas.	atestada, abarrotada, llena de gente	ocupada
Although nobody died, twelve were transferred to local hospitals.	Aunque nadie murió, doce fueron trasladados a (los) hospitales locales.		salvar de África
Sadly, the Canary Islands continue to experience an increase in illegal immigration and the Spanish government is demanding that the coastguard do more to avoid these tragedies which give a negative image of Spain in newspapers abroad.	Tristemente, las Islas Canarias siguen experimentando un aumento en/de (la) inmigración ilegal y el gobierno español exige que los guardacostas hagan más para evitar estas tragedias que dan una imagen negativa de España en (los) periódicos en el extranjero.	quienes barco/a (de pesca), bote pesquero	
		por, por lo menos	para
		exhaustos	
		niños	
		A pesar de que falleció, perdió la vida	Sin embargo muriera
		transferidos	de ellos
		Por desgracia, Desafortunadamente	
		continúan	
		una subida, un incremento, un auge	
		irregular, clandestina	
		está exigiendo, reclama	
		la guardia costera	
		haga (if singular subject)	
		diarios	
		del	extranjeros

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
Anteayer, un estudiante de dieciocho años	The day before yesterday, an eighteen-year-old student		a student of 18 years
se convirtió en	became		
el alcalde más joven de España	the youngest mayor in Spain	of	from Spanish
tras haber vencido en los comicios de su pueblo.	after having won (in) his town's/village's elections.	in the elections of his town after winning	polls
Durante una rueda de prensa, destacó que	During a press conference he highlighted that	stressed, pointed out, emphasised	stated
siempre tuvo fe en que	he always had faith (that)		
iba a ganar y que muchos de sus vecinos	he was going to win and (that) many of his neighbours	would	
se lo esperaban.	were expecting it/him to.	expected hoping for it/him to	
Tiene mucha esperanza y cree que	He has a lot of hope and believes that	is very hopeful	think
la gente confiará en él	(the) people will trust (in) him		
porque conoce los problemas	because he knows the problems		
que les inquietan.	that worry them.	are worrying	bother concern
Confiesa que “está enamorado” de su pueblo,	He confesses that he is in love with his town,	village, people	
aunque el cierre de las tiendas allí	although the closure of shops there	even though, closing, shutting down	
debido a la despoblación le ha dolido.	due to (the) depopulation has hurt him.	pained	
Su juventud ha hecho de él	His youth has made him		
una auténtica estrella mediática	a real/genuine media star	true, authentic	
y ahora lleva todo el día	and now he spends all day	he (has) spent the whole day it takes him the whole day (+infinitive)	
contestando a llamadas de periodistas	answering calls from journalists	taking calls, reporters, responding	
que desean conocer su historia.	who/that wish to know his story.	want, history	desire

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