



A-level
SPANISH
7692/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2019

Version: 1.0 Final

196A76921/MS

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.

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
01.1	F G	2	Any order

Qu	Accept	Mark	Notes
01.2	B H	2	Any order

Qu	Accept	Mark	Notes
01.3	A D	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	la violencia de género	1	

Qu	Accept	Mark	Notes
02.2	cifras de feminicidio y violencia contra las mujeres en Perú	1	

Qu	Accept	Mark	Notes
02.3	(casos de) abusos	1	Accept el abuso

Qu	Accept	Mark	Notes
02.4	respaldaron a las modelos (en las redes sociales)/ con la etiqueta #mismedidas	1	

Qu	Accept	Mark	Notes
02.5	(se) convirtió en uno de los temas de moda en Perú	1	a verb needed

Qu	Accept	Mark	Notes
02.6	(que) las leyes en Perú cambien	1	Accept cambios en Reject cambian Reject es hora de decir basta

Qu	Accept	Mark	Notes
02.7	(debe) ser la embajadora de (todas) las peruanas maltratadas.	1	Verb needed

Qu	Accept	Mark	Notes
03	B, E, F, H, K (in any order)	5	

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 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	<p>Bullet 1</p> <ul style="list-style-type: none"> • <u>Va a donar el 1%/un porcentaje de su sueldo a una ONG.</u> 	1	<p>Accept the key idea if paraphrased unambiguously.</p> <p>Accept</p> <ul style="list-style-type: none"> • Va a apoyar a organizaciones benéficas de fútbol en todo el mundo. • Oenegé • regalar • caritas <p>Reject</p> <p>Reject answers in the first person</p> <p>Misspellings of ONG</p> <p>caridad</p>

	<p>Bullet 2</p> <ul style="list-style-type: none"> • <u>Le enseñó/ Le enseña a amar el fútbol aún más.</u> • <u>Se dio cuenta de lo afortunado que era al tener las oportunidades que había tenido.</u> • <u>Quiso asegurar/asegurarse de que otros niños tuvieran las oportunidades que tuvo.</u> 	<p>3</p>	<p>Accept the key idea if paraphrased unambiguously or in present tense.</p> <p>Accept jóvenes (in place of niños)</p> <p>Reject Reject answers in the first person Se enseñó personas (in place of niños)</p>
	<p>Bullet 3</p> <ul style="list-style-type: none"> • <u>Quiere que sus compañeros ayuden/ Quiere crear un movimiento basado en valores compartidos con sus compañeros</u> • <u>Va(n) a ayudar a los niños de todas partes./ Quiere que los niños experimenten luz y alegría</u> • <u>Espera que puedan destinar el 1%/ un porcentaje de los ingresos de toda la industria del fútbol a las organizaciones benéficas.</u> 	<p>3</p>	<p>Accept the key idea if paraphrased unambiguously.</p> <p>Accept jóvenes (in place of niños)</p> <p>Reject Reject answers in the first person movilización (in place of movimiento)</p>

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	A	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	A	1	

Qu	Accept	Mark	Notes
05.7	C	1	

Qu	Accept	Mark	Notes
05.8	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	parece no tener frenos	1	Accept: no tiene(n) frenos sin frenos Reject: no tener frenos

Qu	Key idea	Mark	Notes
06.2	las estrellas de la televisión	1	

Qu	Key idea	Mark	Notes
06.3	<u>más de</u> sesenta millones	1	

Qu	Key idea	Mark	Notes
06.4	(el) botón de diamante	1	

Qu	Key idea	Mark	Notes
06.5	<u>las grabaciones/los videos</u> en las/los que <u>jugaba</u> y <u>comentaba</u> el videojuego <i>Skyrim</i>	1	

Qu	Key idea	Mark	Notes
06.6	les supera en popularidad	1	Accept (Nadal y Casillas) tienen menos repercusión en las redes sociales

Qu	Key idea	Mark	Notes
06.7	(se) identifican con él (1) (se ríen con) su humor (1)	2	

Qu	Key idea	Mark	Notes
06.8	las amenazas <u>por parte de algunos fans</u>	1	

Qu	Key idea	Mark	Notes
06.9	(optó por) encerrarse en una casa <u>en las afueras de Madrid</u>	1	If optó is used, it must have the accent. If se encerró is used it must have the accent

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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.

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*Example:

1

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

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2

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Qu	Accept (key idea underlined)	Mark	Notes
07	Bullet 1 <ul style="list-style-type: none"> • <u>Tienen problemas para conectar sus creencias religiosas con sus experiencias en la vida cotidiana.</u> • <u>Empiezan a volverse escépticos cuando sus familias están sufriendo y Dios parece ausente.</u> • <u>No están de acuerdo con la actitud medieval de la Iglesia.</u> 	3	Accept Accept the key idea if paraphrased unambiguously. No están de acuerdo con la actitud de la Iglesia hacia temas polémicos /(any one of the named issues) Reject answers in the first person plural
	Bullet 2 <ul style="list-style-type: none"> • <u>Aprovechará(n) las redes sociales</u> • <u>Tendrá(n) que distanciarse de las estructuras tradicionales.</u> • <u>Debe(n) tener una mentalidad más abierta.</u> 	3	Accept Accept the key idea if paraphrased unambiguously. Reject answers in the first person plural
	Bullet 3 <ul style="list-style-type: none"> • <u>Los sacerdotes jóvenes quieren enamorarse y casarse/ no les gusta el celibato</u> 	1	Accept Accept the key idea if paraphrased unambiguously. Reject answers in the

			first person plural
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Qu	Accept	Mark	Notes
08	H,P,L,D,R,C,B,E,G,F (in this order)	10	

Qu	Accept	Mark	Notes
09.1	(la) localidad	1	Reject Any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
09.2	<u>se</u> basaba	1	Reject Any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
09.3	<u>se</u> manifestó	1	Reject Any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
09.4	(la) fiesta	1	Reject Any deviation from the answer in the accept column.

Qu	Accept	Mark	Notes
09.5	B	1	

Qu	Accept	Mark	Notes
09.6	J	1	

Qu	Accept	Mark	Notes
09.7	D	1	

Qu	Accept	Mark	Notes
09.8	K	1	

Qu	Accept	Mark	Notes
09.9	F	1	

Qu	Accept	Mark	Notes
09.10	E	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
The United Nations	Las Naciones Unidas	La ONU (+ verb in singular)	
are asking Spain	están pidiendo que/piden que España	están pidiendo a España	esta
to ban children from watching	prohíba que los niños vean/ prohíba a los niños que vean	que needed if pedir a used	
cruel festivals	(las) fiestas crueles	festejos	festivales
because they point out that	porque/ ya que señalan que	destacan	subrayan
these violent traditions	estas tradiciones violentas	violentas tradiciones	
harm	dañan	son perjudiciales para hacen daño al/perjudican	
the development of young people.	el desarrollo de los jóvenes.	la gente joven	
Many Spaniards are angry	Muchos españoles están enojados	enfadados se enfadan; se enojan	furiosos indignados
as they insist that	ya que insisten (en) que	puesto que dado que porque a causa de	como
these events form part	estos eventos forman (una) parte	acontecimientos formen son/sean	
of the country's cultural heritage.	del patrimonio cultural del país.		nación herencia
This topic has always been	Este tema siempre ha sido	asunto	tópico
controversial	polémico	controvertido controversial (S.Am)	
given the popularity	dada la popularidad		a causa de; debido a
and economic benefits	y (los) beneficios económicos	ventajas	
that these spectacles attract.	que atraen estos espectáculos.		
Next year,	El año que viene,	El año próximo El próximo año	
more than two thousand bullfights	más de dos mil corridas (de toros)		eventos taurinos 2000 (number in figures)

will be held	se celebrarán	tendrán lugar	tomarán lugar ocurrirán van a + infinitive
in various autonomous communities.	en varias comunidades autónomas.		regiones
The battle for the future	La batalla por el futuro	lucha	pelea para
of these customs	de estas costumbres	tradiciones	
is also taking place	también tiene lugar	está teniendo ocurre/ está ocurriendo pasa/ está pasando	
in South America,	en Sudamérica,	América del sur Suramérica	Sud/Sur américa (as two words)
where the mayors	donde los alcaldes		
of six towns have complained to	de seis pueblos se han quejado a		ciudad aldea
their governments	sus gobiernos		
about the pressure	sobre la presión	de acerca de	
from campaigners.	de (los) activistas.	por parte de manifestantes defensores partidarios	

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 incertidumbre política en España	(The) Political uncertainty in Spain	uncertain politics	doubt of
ha dado un papel más destacado	has given a more noteworthy role	prominent; significant stand out pronounced	highlighted emphasised important greater
a la Reina Letizia.	to Queen Letizia.	variations on Letizia	the
Su marido, el Rey Felipe,	Her husband, King Felipe	Variations on Felipe Phillip; spouse	the
ha anulado muchos	has cancelled many	a lot; lots	annulled
de sus compromisos	of his engagements	commitments; obligations	their; her
y, por lo tanto, su esposa se encargará de	and, therefore/as such/so, his wife will take charge of	be in charge of be responsible for as a consequence	charged with
sustituirlo en aquellos eventos	replacing him at/in those events	standing in for	substitute on/for
a los que no podrá acudir.	(which/that) he will be unable to attend.	won't go/come (to)/make	can't
Este martes ella se desplazó hasta Alicante	This Tuesday she travelled to Alicante	went/ up to	until towards
para entregar premios	to award prizes/awards	give (out); hand out present	rewards hand over the awards/prizes
por el desarrollo científico en el país	for (the)scientific development in the country.		about the scientific development; of the country; progress
Lo que sorprendió	What surprised	the thing that; was surprising for/to	
a muchos de los invitados	many of the guests	lots; a lot; the invited; invitees those (people) invited	county many guests (need of the)
fue cuando Letizia se atrevió a	was when Letizia dared to	brave enough	

dar parte de su discurso	give (a) part of her speech	some; deliver; address(n)	talk
en el idioma regional, el valenciano.	in the regional language, Valencian.	in the region's language; local	Valenciano The Valencian
No cabe duda de que	There is no doubt (that)	without a doubt	
Letizia es una mujer	Letizia is a woman		women
con don de lenguas.	with a gift for languages.	gifted in; talent; flair	flare

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