AQA

A-LEVEL
Spanish

7692/1 - Paper 1 Listening, Reading and Writing
Mark scheme

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 Assessment Writer.

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	**P**	1	

Qu	Accept	Mark	Notes
01.2	**C**	1	

Qu	Accept	Mark	Notes
01.3	**L**	1	

Qu	Accept	Mark	Notes
01.4	**C**	1	

Qu	Accept	Mark	Notes
01.5	**L**	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 posibilidad de) comunicarse (a kilómetros)	1	

Qu	Accept	Mark	Notes
02.2	(ha diseñado) una aplicación para <u>los móviles</u>	1	

Qu	Accept	Mark	Notes
02.3	la Unesco <u>la</u> reconoció como <u>Patrimonio de la Humanidad</u>	1	Reference must be made to tradition/language/whistle if pronoun not used

Qu	Accept	Mark	Notes
02.4	traducirá <u>hasta</u> 300.000 frases <u>del silbo</u>	1	accept 300 mil, numbers as words

Qu	Accept	Mark	Notes
02.5	**Any 2 of 3** (le ha persuadido por) su seriedad (1) las oportunidades para la enseñanza (1) la divulgación del silbo (1)	2	

Qu	Accept	Mark	Notes
02.6	donarán la mitad (de los beneficios) a una organización benéfica	1	Reject donaran without accent/past tenses

Qu	Accept	Mark	Notes
03	**B, D, G, K, M, N** (in any order)	6	

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	**Bullet 1** • **Se** siente muy feliz (1) • Le encanta ser la primera española que ha ganado este título (1)	2	**Accept** Accept the key idea if paraphrased unambiguously Está feliz **Reject** answers in first person
	Bullet 2 **Any 3 of 4** • Una semana que jamás olvidará (1) • Cuando dijeron su nombre, no (se) lo esperaba (1) • Conoció a gente agradable/nuevas amigas (1) • Nada de esto hubiera sido posible, si no fuera por su gran equipo (1)	3	**Accept** any positive comment about her team Accept the key idea if paraphrased unambiguously No esperaba ganar el concurso
	Bullet 3 • Le falta inteligencia/ su falta de inteligencia (1) • Solo le importa la apariencia física (1)	2	**Accept** 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	A	1	

Qu	Accept	Mark	Notes
05.2	B	1	

Qu	Accept	Mark	Notes
05.3	B	1	

Qu	Accept	Mark	Notes
05.4	A	1	

Qu	Accept	Mark	Notes
05.5	C	1	

Qu	Accept	Mark	Notes
05.6	A	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	(porque) comía a la luz de las velas	1	

Qu	Key idea	Mark	Notes
06.2	(había sido) una discoteca (popular)	1	Accept era una discoteca If a verb is used, it must be in the past

Qu	Key idea	Mark	Notes
06.3	<u>apenas</u> un mes	1	

Qu	Key idea	Mark	Notes
06.4	dispararon <u>contra/a</u> los dominicanos	1	

Qu	Key idea	Mark	Notes
06.5	en un vehículo (que les esperaba)	1	

Qu	Key idea	Mark	Notes
06.6	prendieron fuego a la casa de unos africanos (1) un marroquí fue apaleado (1)	2	Incendiaron

Qu	Key idea	Mark	Notes
06.7	(había 370.000 inmigrantes en España) quince veces menos que hoy	1	hay 15 veces más inmigrantes en la España de hoy

Qu	Key idea	Mark	Notes
06.8	Con sus insultos (1) y la violencia. (1)	2	

Qu	Key idea	Mark	Notes
06.9	(quizás por) temor	1	

Qu	Key idea	Mark	Notes
06.10	Luchar contra el racismo(y la discriminación) <u>en el fútbol</u>	1	

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Summary questions

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***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.
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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** **Any 2 of 3** • Decidió ir a ver los *castellers* (1) • <u>Le apetecía retratar/sacar una foto de un momento histórico/una torre humana de diez pisos</u> (1) • <u>Colgó en sus redes sociales una de sus imágenes con dos hombres besándose</u>. (1)	2	**Accept** Postear (S.Am) **Reject** answers in first person sacar una foto de los castellers
	Bullet 2 • Creyeron que <u>la sociedad estaba lo suficientemente evolucionada para no estar sorprendida</u> (1) • <u>Están seguros que si hubiera sido entre un hombre y una mujer no habría sorprendido tanto</u> (1) • <u>Están orgullosos</u>. (1)	3	**Accept** Estaban sorprendidos/decepcionados por la reacción del público
	Bullet 3 • <u>No (se) esperaban convertirse en un emblema de la homosexualidad</u> (1) • <u>Están contentos de ser activistas si conciencian a la gente sobre la igualdad</u> (de derechos) (1)	2	**Accept**

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

Qu	Accept	Mark	Notes
09.1	heridos	1	

Qu	Accept	Mark	Notes
09.2	exigen	1	

Qu	Accept	Mark	Notes
09.3	disturbios	1	

Qu	Accept	Mark	Notes
09.4	gremio	1	

Qu	Accept	Mark	Notes
09.5	**K**	1	

Qu	Accept	Mark	Notes
09.6	**A**	1	

Qu	Accept	Mark	Notes
09.7	**B**	1	

Qu	Accept	Mark	Notes
09.8	**D**	1	

Qu	Accept	Mark	Notes
09.9	**G**	1	

Qu	Accept	Mark	Notes
09.10	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**
In recent years	En los últimos años	En (los) años recientes	
more and more Colombians	cada vez más colombianos		más y más gente de Colombia
have started to protest	han comenzado/ empezado <u>a</u> protestar	manifestar<u>se</u>	movilizarse
on the streets of the capital.	en/por las calles de la capital.		
These protestors	Estos manifestantes		protestantes
feel angry	se sienten enojados/enfadados		
and they want the government	y quieren que el gobierno		
to change	cambie		
harmful policies	(las) políticas nocivas/dañinas/dañosas	perjudiciales	
that have had	que han tenido	las cuales/las que	
a negative impact on society.	un impacto negativo en la sociedad.		sobre
Their salaries have fallen	Sus salarios/sueldos han bajado	(se) han caído	reducido
and some no longer earn enough	y algunos ya no ganan (lo) suficiente	cobran bastante	unos
to survive economically.	para sobrevivir económicamente.	para económicamente sobrevivir	
They believe that	Creen que		Piensan
if they do nothing	si no hacen nada		sí
the situation will worsen.	la situación empeorará.		va a empeorar se hará peor
However, sometimes these protests	Sin embargo, a veces estas protestas	no obstante manifestaciones algunas veces	de vez en cuando
are violent	son violentas		
and dangerous because	y peligrosas porque		por qué/por que
the police behave aggressively.	la policía se comporta agresivamente.	de forma/manera agresiva con agresividad	
Last week, thirteen people	La semana pasada, trece personas		13

died	murieron	fallecieron se murieron	

due to clashes	debido a enfrentamientos	choques A causa de	
with the authorities.	con las autoridades.		
Despite these deaths,	A pesar de estas muertes,	fallecimientos Pese a	
many people continue	mucha gente sigue/continúa	muchas personas + plural verb	
to share	compartiendo		
the same desire	el mismo deseo de		
to fight for a better life.	luchar por una vida mejor.	pelear una mejor vida	

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.	He always attended (the) ICT/computer classes. He always used to attend (the) ICT/computer classes. He would always attend (the) ICT/ computer classes.	Any reference to assisting or helping. Any reference to information or technology on its own.

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**
Según el antiguo empresario	According to (the) former businessman	entrepreneur	
y actual presidente Donald Trump,	and current President Donald Trump,	present	
muchos de los problemas	many of the problems	Lots of	
a los que se enfrentan los estadounidenses	which/that Americans face/faced by Americans	are faced with facing people of the United States The Americans	To which
acabarán	will end		finish be solved be stopped
cuando se construya un "gran y hermoso muro"	when a 'big and beautiful' wall is built	great is constructed	grand huge splendid
en la frontera sur,	on the southern border,	south border	in boarder
cuya construcción "tendrá" que financiar México.	(the) construction of which Mexico will have to finance/fund.	whose construction will have to be financed/funded funded	Who's
El presidente mexicano ha rechazado	The Mexican president has rejected		
la posibilidad de que el gobierno mexicano pague.	the possibility that the Mexican government will pay.	The possibility of the Mexican government paying. pay/pays	
Durante una rueda de prensa,	During a press conference,		
sostuvo que no podía apoyar	he maintained that he could not support	would not be able to	Sustained would
la "generalización" de que los mexicanos	the generalization that Mexicans		The Mexicans
son traficantes de drogas, criminales o violadores.	are drug traffickers, criminals/murderers or rapists.		
Quiso destacar también que	He also wanted to point out that	highlight stress emphasize	underline
pocos saben que	few know that	few people not many	a few
más de trece millones de	more than thirteen million	13 million	

personas	people		
y casi sesenta mil camiones y coches	and almost sixty thousand lorries/trucks and cars	Nearly 60 thousand	
viajan legalmente entre	travel legally between		
ambos países cada mes.	both countries each/every month.	the two	

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