

GCE

Spanish

Unit **F724**: Listening, Reading and Writing 2

Advanced GCE

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.











All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations: the following annotations are available on Scoris.

Annotation	Meaning
	Tick
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given

Abbreviations and conventions used in the detailed Mark Scheme.

- / Alternative and acceptable answers for the same marking point
- () Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in Section B. You must have a copy of the essay titles in front of you as you mark the essays. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing**Task 1:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

	Answer		Accept	Do not accept
(a)	Found life	1	Found 4 new species	
	In a very remote/ isolated place	1	(a cave) 2 kms under the sea One of the most remote places in the world	The Black Sea (as a remote place) Very remote area One of the places most remote
(b)	<u>Total</u> darkness	1	It was completely dark/pitch black	Underground 2 kms down total obscurity/ very dark
	<u>freezing</u> cold	1	Temperature was around/ below 0	...circling round 0 degrees Bad temperatures Very cold
(c)	They are Russian and Spanish/ they are working with Russians	1		Ref. to the museo or Universidad They form part of specialist Russians and Spanishes.
	They have been working (on the cave) for (over) a decade/ for a long time.	1	Studying (for working) <u>it/ the cave</u> They've spent a decade <u>studying it.</u>	They have spent over a decade studied it. They have carried out a decade studying it.

	Answer		Accept	Do not accept
(d)	(Small and) Visible but with difficulty	1	(small and) just visible (small and/but) very hard to see (Small and) not easily seen	Still difficult to see them
(e)	Before scientists thought life was impossible at such <u>depth</u> / such an <u>environment</u> / <u>habitat</u>	1	Now scientists know that life is possible/ <u>animals</u> can live at/ adapt to such <u>depths</u>possible for <u>them</u> to live... In that place/ location
(f)	The lack of (sun)light (at that depth)	1	No light	Shortage of light
(g)	To find their way <u>around</u>	1	To move <u>around/ through/ in</u> To orientate themselves To navigate/ for navigation	Use of <u>feel or sense unless</u> related to finding their way/ moving To orient Complicated... with reference to the movement as opposed to the challenging environment

Tarea 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

	Answer		Accept	Do not accept
(a)	Fue elegido director. (Verb needed)	1	transcription of just recién elegido director era/ estaba/ estuvo elegido director <u>ya/ ahora</u> es director idea of becoming director/ jefe	Se convirtió el director Electado Estaba/ era/ estuvo director
(b)	No reciben <u>dinero</u> de gobiernos ni de empresas (both sources needed)	1	Apoyo económico/ financiero = dinero	tenemos or 1st person verb
(c)	<u>Con</u> donaciones	1	<u>haciendo</u> donaciones dan/ donan dinero	De donaciones de socios acciones a favor del medio ambiente
(d)	(Vamos a) Combatir (con éxito) el cambio climático.	1		La energía va a ser 100% renovable
(e)	Está en contra. Negativa	1	El futuro de la energía hay que escribirlo sin centrales nucleares	It is bad for the environment

	Answer		Accept	Do not accept
(f)	<u>Tienen / Crearán suficiente electricidad/ energía eléctrica</u>	1	<u>Tienen / crearán más electricidad de la que se necesita.</u>	Energía w/o qualification
(g)	Perder el trabajo. Amenaza(n) al empleo. Answer must relate to what people think.	1	Transcripción: ven las políticas verdes como una amenaza al empleo ... problemas con el trabajo BOD El desempleo	Amenaza w/o qualification
(h)	(i) se agotarán los peces Falta de peces	1	no habrá/ habría más peces	Other tenses
	(ii) no será rentable pescar	1	los pescadores no podrán ganarse la vida pescando. Acc conditional	No será vale la pena pescar Other tenses
(i)	(i) Pescarían (pescar) en aguas locales/ cercanas a su lugar de origen/puerto de origen	1	accept future / transcription pescando en...	Aguas cerca del origen Aguas más cerca a sus orígenes Present tense puerta
	(ii) Compraría(n)/ consumiría(n) (más) especies locales (suitable verb needed)	1	accept future /	Not transcription empleo El pesce local Especies del barrio local Tendrán especies locales Present tense
	(iii) (sus/ los jóvenes) tendrían trabajo.	1	accept future / transcription	
(j)	Construir/ desarrollar (más)	1		Tenemos que proteger las costas La destrucción de las costas Present tense

	Answer		Accept	Do not accept
(k)	La manera en que se aplica.	1	Debe aplicarse correctamente	Just no se aplica correctamente Reference to las leyes in general La ley no se debe cambiar Que se aplique/ que las leyes fueran aplicadas Que la ley <u>es</u> aplicada correctamente
(l)	Demolerlos / la demolición	1	Destruirlos Destruir los/estos hoteles	Demolizar Deben ser demolidos Debería demolición La demolación
(m)	Podrán trabajar Need verb or preposition plus noun	1	La posibilidad de empleos/ por la creacion de empleos/ tendrán trabajos/el trabajo se mantendrá/ se creará hay/habrá mucho trabajo accept present tense	
	En restaurar la costa (allow restorar)	1	en hoteles (restaurantes) legales (sostenibles) (one source of work sufficient)	
(n)	(i) Menos coches <u>y</u> menos contaminación	1	Transcription	
	(ii) Menos ruido	1	Transcription Menos contaminación acústica	ruida
	(iii) <u>Importará menos combustibles fósiles</u>	1	Transcription Con respecto a la importación de combustibles fósiles Depender menos de / reducir uso de combustibles fósiles importados	NOT present tense

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
-
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Tarea 3

Question			Answer	Marks	Guidance
				[4]	
3	(a)		darse idea <u>de</u>	1	REJECT any answer with additional words, or missing elements, or spelling errors
	(b)		junto <u>a</u>	1	
	(c)		prolongarse	1	
	(d)		darles la bienvenida	1	

Tarea 4

Question			Answer	Marks	Guidance	
				[4]	Accept	Do not accept
4	1		G	1		
	2		B	1		
	3		D	1		
	4		C	1		

Tarea 5 Accents will be dealt with as a language point

Question		Answer	Marks	Guidance	
			[7]	Accept	Do not accept
5	(a)	adaptó	1	Abrió/ estableció / proporcionó ofreció	Instaló/ construyó Plural verb/ other tenses or persons Abiertó Les ofreció
	(b)	Escogió/ eligió (elegió)	1	Prefirió/ los instaló en/ los mandó a	Escogó other tenses or persons
	(c)	vieron	1	Idea: lived through, experimentaron, eran testigos de, habían visto, sufrieron, pasaron <u>por</u> , vivieron	other persons tenses other than preterite/ pluperfect pasaron/ estaban testigos de / tuvieron/ miraron
	(d)	terminaron	1	Abandonaron/ dejaron Accept singular	Dejaron de Quitaron other tenses or persons
	(e)	pocos	1	Raramente los/ estos	Poco or other incorrect agreement
	(f)	no tener (ninguna)	1	La / su falta de	Finite verb unless correct syntax provided
	(g)	ayudó a montar	1	Ayudó a conseguir/ a abrir/ a lanzar	other tenses or persons Montó Ayudó con/ a/ en su negocio

Tarea 6

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question			Answer	Marks	Guidance	
				[10]	Accept	Do not accept
6	(a)	(i)	La destrucción de su casa	1	su casa en ruinas (en la guerra)	mi casa en ruinas
		(ii)	Se separó de su hijo	1	su casa estaba/ era /fue destruida (fue/era/estuvo/estaba) separada (acc. separada) de su hijo	su casa sufrió daño mi hijo (penalise <u>mi</u> only once) present eg está separada de su hijo
	(b)		Pensaban volver (a España)	1	Solo estarían en México poco tiempo=2	
			Dentro de poco	1	Era solo por unos meses=1	
	(c)	(i)	Llegaron a (Ciudad de) México / Salieron de España	1	Fueron a....	
		(ii)	Tenían miedo.	1	Temerosos. Miedosos. Nerviosos. Tuvieron miedo or other appropriate emotion	
	(d)		Porque han pasado muchos años	1	porque ocurrió (terminó) hace tantos años	muchos años pasados hace unos años
(e)		(la presencia de) su madre / sus padres		Tener a su madre a su lado	su padre la ausencia de su madre sus madres la falta de su madre no tener a su madre	
(f)		No se conocían (bien)	1	era una relación poco profunda no conoció a su padre de verdad no tenía una relación con él no se conocieron bien no sabía mucho de él no conocía mucho de él estaban (eran) separados	Amparo no él conoció Amparo no conoce la verdad de/ a su padre No conoció a su padre	
(g)		Tenía(n) cinco hijos <u>en México</u>	1	tenía familia <u>en M</u> / responsabilidades <u>en M</u> / trabajo <u>en M</u> / su familia nació <u>en M</u>	Para visitar a su padre No tenía dinero Present tense	

Tarea 7

Award two marks per translated section according to the grid below. The grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2 Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

Question	Answer	Marks	Guidance	
		[10]	Allow	Do not allow
7	Arnold pasó la mitad de los cinco años que lleva aquí Arnold spent/ has spent half (of) the 5 years he <u>has been</u> (living) / has had here	2	A spent half of his 5 years (living) here...	Added ideas: eg The last 5 years Around 5 years Other tenses e.g. the 5 years he was/ spent here
	huyendo de la policía, con pánico a que lo detuvieran. fleeing (from) the police, afraid that/panicking that they would/ might arrest/detain/catch him.	2	Escaping (from)/ Running from/ hiding from/ evading/ avoiding In fear that With the fear that he would be... with fear of being arrested	with panic/ with the panic that in panic that with the worry of deport him/ send him back
	Entonces obtuvo los papeles para quedarse en España legalmente. Then he obtained/got (the/ his) papers/documents to stay/ live in Spain/ the country legally.	2	.. obtained the papers that allowed him to stay... ...to legally stay in Spain.	So, therefore (for entonces) Has obtained He managed to obtain
	En seguida dejó de darle miedo salir a la calle. Straight away/ immediately he stopped being afraid of going out into the street(s)	2	he was no longer afraid... ...his fear of going out into the street was gone. Walking down the street	Following this / consequently He doesn't fear/ he is no longer afraid/ he has stopped being afraid Being on the streets Returning to the streets
	Pero ahora, por la crisis económica, quiere volverse a su país. But/ however now because of the/ Spain's economic crisis he wants to return/ move back to his (own/ home) country/ go back home	2	Recession/ financial crisis	<u>for</u> the economic crisis fly back

Tarea 8

Question		Answer	Marks	Guidance	
			[5]	Accept	Do not accept
8	(a)	Será difícil para él marcharse / salir (del país)	1 1	le será difícil decir adiós (al país) irse de España	(le) va (a)/ costar Despedirse Dejar de España Ir de España Quitar de España
	(b)	<u>Ha dejado de ser</u> un lugar ideal/ perfecto	1	<u>no es más</u> un sitio atractivo no es el buen lugar <u>que era</u>	no es un sitio atractivo (ahora) ya no / paraíso
	(c)	No deja entrar/ ya no va a dejar entrar A los que vienen de fuera para vivir/ trabajar Los trabajadores extranjeros	1 1	los que vienen de fuera para vivir etc no pueden/ podrán entrar no tienen oportunidades no son/ están bienvenidos	Cerrar / puerta / inmigrante Personas de otros países/ Extranjeros without suitable qualification La gente del extranjero (without qualification)

Tarea 9

Question		Answer	Marks	Guidance	
			[5]	Accept	Do not accept
9	(a)	le hizo sentir mucha emoción	1	le dio/ causó tanta emoción fue emocionante Present or past tenses	Answers which make no effort to match the syntax of the stem. emocional other tenses or persons
	(b)	eran lo que quería/ se imaginaba	1	formaban parte de sus planes para el futuro / ya estaban al alcance lo que se esperaba formaba parte de sus sueños vienen de tener una nueva familia para A Present or past tenses	other tenses fue imaginado por A
	(c)	muestra que está bien integrado	1	Present or past tenses	Le hizo reirse
	(d)	no es un país racista.	1	Es un país tolerante Acepta a los inmigrantes Present or past tenses	No hay racismo No es racismo
	(e)	cuando (él) recibió los papeles	1	le dieron los papeles puede/ podía trabajar legalmente	Entre los inmigrantes La gente pobre

Tarea 10**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Tarea 10

			Accept	Do not accept
(a)	Para comprar(le) un billete.	1		Para ayudar con dinero
(b)	Porque nadie le ayudó/ayudaba Verb or prep and noun needed	1	Porque no tenía apoyo/ ayuda de nadie No tenía a nadie Por falta de apoyo	No tenía dinero Tenses other than past
(c)	Dormir/vivir.	1	Present or past. Attempt at third person singular reference to what was available to him	Techo with no verb Dieron casas Acomodación
	Aprender/ mejorar la lengua.	1	Le ayudaron a.... La organización le ayudó... Present or past. Attempt at third person singular reference to what was available to him	transcr facilitar el acceso...
(d)	Montar / abrir un negocio	1	Fundar un negocio	
	Para poder jubilarse <u>en Senegal</u>	1	<u>... en su país</u>	
(e)	<u>ayudarles a volver/ regresar a su país.</u>	1	El retorno (voluntario)	
(i)	Retornarlos			
(ii)	Gastar más dinero (en el programa)	1		
	Para responder a la demanda tan grande de los inmigrantes.	1	Para que el programa vuelva a comenzar. por haber agotado el presupuesto Porque hay tantas personas interesadas.	
(f)	que se queden en su país (por la crisis que hay)	1	transcr que no vengan (a España)	Que no vengan por la crisis que tienen

- Assessing **Quality of Language** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
 - b. Apply Grid C.1 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 11-18**Task specific guidance****Mark one essay using the grids N, O, C.2 and F.2.**

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 11-18	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 11-18 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 11-18	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate’s first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

Transcript of listening tasks

Task 1 Surviving in extreme conditions

(2 speakers 1 M 1 F)

(F) Para un grupo de científicos españoles que estaban trabajando en el Mar Negro, ha sido toda una sorpresa: en uno de los lugares más remotos del mundo han encontrado vida.

(M) Los científicos, ...del Museo de Ciencias Naturales de Valencia y de la Universidad de Navarra..., encontraron nada menos que cuatro nuevas especies en una cueva de más de dos kilómetros de profundidad, en medio de la oscuridad total y con temperaturas que rondaban los cero grados.

Los descubridores que penetraron en esa cueva forman parte de un grupo de especialistas rusos y españoles que llevan más de una década estudiándola.

(F) Durante la expedición, los científicos bajaron a recoger muestras y, cuando menos lo esperaban, casi por casualidad ahí estaban flotando los nuevos animales. Eran pequeños, pero a simple vista era posible verlos aunque con dificultad.

(M) Pero hay más que contar sobre lo que significan las nuevas especies que revelaron estos científicos, porque lo más interesante de este hallazgo es que, anteriormente a *este descubrimiento*, el mundo científico creía imposible que los animales habitaran a esa profundidad. Ahora sabemos que no es así.

Los animales se han adaptado a la vida allí abajo, sobre todo por la falta de luz a tales profundidades; así han evolucionado de una manera bastante curiosa: no tienen color y han perdido los ojos. Una de las especies ha desarrollado unas largas antenas especialmente sensibles con las que se orienta y que le permiten moverse en un entorno tan complicado.

(F) Los científicos esperan poder regresar a la cueva el año que viene para averiguar más secretos escondidos en esa maravilla geológica.

Tarea 2 Entrevista con José Martínez Galván de la organización *España Verde*

(Female presenter (P) and male interviewee (J))

- (P) Hoy hablamos con el recién elegido director de la organización ecologista España Verde, José Galván. José, ustedes se describen como ecologistas *independientes*, pero ¿*independientes* en qué sentido?
- (J) Bueno... actuamos de forma independiente porque no tenemos apoyo económico de gobiernos ni empresas.
- (P) Entonces, ¿cómo se financia su organización?
- (J) Con donaciones de socios que muestran así su dedicación a nuestras acciones a favor del medio ambiente.
- (P) José, ¿qué opina sobre la energía en España?
- (J) Si vamos a combatir con éxito el cambio climático, el futuro energético debe ser 100% renovable. Sobre todo el futuro de la energía hay que escribirlo sin centrales nucleares.
- (P) Pero ¿podremos mantener nuestro estilo de vida?
- (J) España tiene, en términos de fuentes alternativas, un potencial de generación eléctrica 56 veces superior a sus necesidades actuales. Por eso nuestro estilo de vida no corre ningún peligro.
- (P) Pero muchos ven las políticas verdes como una amenaza a... por ejemplo... al empleo.
- (J) Yo digo lo contrario. Mire, por ejemplo, la pesca... tan importante para nuestro país. Es una industria multinacional y muy intensiva, sin medidas adecuadas de protección para los peces. Dentro de poco se agotarán los peces y no saldrá rentable salir a pescar.
- (P) Y una política verde para la pesca, ¿cómo sería?
- (J) Queremos ver barcos pescando en aguas cercanas a su puerto de origen, fomentando así el consumo de especies locales. Y como consecuencia, *en esas zonas* costeras dependientes de la pesca, se promoverá el empleo sobre todo para los jóvenes de familias de pescadores.
- (P) Usted mencionó las costas donde hay tanto turismo. ¿Cómo ve usted el turismo?
- (J) El futuro del turismo depende de la protección de la costa, más que de construir y desarrollar más.
- (P) ¿Es suficiente la protección de la actual Ley de Costas?
- (J) Creo que la ley no se debe cambiar en sí, solo que en muchos casos no se ha aplicado correctamente.
- (P) ¿Qué haría en casos de, por ejemplo, hoteles construidos ilegalmente en la misma playa?
- (J) Si hay decisiones legales que apoyen la demolición de estos hoteles, creo que no faltan razones ni jurídicas ni ambientales para demolerlos.
- (P) Pero ¿qué diría usted a los trabajadores del hotel?
- (J) Mire. Les diría que se crearán muchos nuevos empleos... en la restauración de la costa... o en otros hoteles y restaurantes enteramente legales y sostenibles.
- (P) También España Verde promueve la Movilidad Sostenible. ¿Nos puede explicar lo que es?
- (J) Se trata de reducir el número de vehículos que circulan y conseguir que la contaminación que producen disminuya enseguida.
- (P) Y hay otras ventajas menos obvias, ¿no es así?
- (J) Efectivamente. En las ciudades son los vehículos los mayores generadores de contaminación acústica así que será posible una *notable reducción* del ruido. Y a nivel nacional, podremos ver una dependencia reducida en combustibles fósiles de importación.

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