

Mark Scheme for January 2013

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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

| Annotation | Meaning |
|---|---|
|  | Tick |
|  | Development of point |
|  | incorrect |
|  | Large dot (Key point attempted) |
|  | Caret sign to show omission |
|  | Unclear |
|  | Highlight |
|  | Good language |
|  | Slash |
|  | Language better than mark implies |
|  | Language not as good as mark implies |
|  | Benefit of doubt |
|  | Benefit of doubt not given |
|  | Minus 1 (to show deduction of one mark) |

| Abbreviations | Meaning |
|---------------|---|
| / | 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 tasks 6 and 7. 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 email.
- Language marks: These are assessed separately – Grids C1,C2 and F2 – 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.

| Question | | Answer | Marks | Guidance | |
|----------|-----|---|------------|--|---|
| | | | | Accept | Do not accept |
| 1 | (a) | (will) not get rid of (daily) <u>waste / rubbish</u> in <u>plastic bags</u> | 1 | not put out <u>plastic bags</u> with the (daily) <u>waste</u> <u>not use plastic bags</u> for their (daily) <u>waste</u> <u>No more plastic rubbish bags=1</u> | |
| | (b) | (Dispose of waste with) no need for containers no need for transport <u>to collect / take it away</u> | 1 1 | | |
| | (c) | Collection points / post boxes for rubbish <u>in each home / house</u> | 1 | <u>each house has/ will have....</u> | |
| | (d) | through <u>underground</u> tubes (up to 1800 meters long) pushed along by air (at speeds of up to 70 k/h). | 1 1 | | Tubes up to 18km long 1800m underground Impulsated by air If speed given, must be right: not 80kph |
| | (e) | <u>Lorries / trucks</u> take the waste to <u>recycling centre / complex</u> . | 1 | ... to environmental centre/ treatment centre | Treating centre |
| | (f) | The (approximate) number of households / dwellings / houses (to be) served by the scheme. | 1 | 35000 homes (<u>number must be right if included</u>) served by scheme | Number of people |

| Question | | Answer | Marks | Guidance | |
|--------------|-----|---|-----------|--|---|
| | | | | Accept | Do not accept |
| | (g) | Installing <u>it/ this</u> (system/ technology) elsewhere | 1 | understandable renderings of places eg other towns and housing developments (urbanisation projects) / organising other installations of <u>this technology</u> | Involved in other municipal projects elsewhere (no implied ref to this system) City halls/ town councils Implanting.... |
| | (h) | <u>It/ This is</u> the largest / most important scheme <u>in Europe</u> (of this kind). | 1 | the largest/ most important <u>scheme is located in Córdoba</u> to emphasise the importance of this project | plan |
| Total | | | 10 | | |

Task 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.

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|-------|--|--|
| | | | | Accept | Do not accept |
| 2 | (a) | Que nos dejaron nuestro patrimonio cultural / nos dejaron...+2 from list of examples (tradiciones etc) | 1 | Habla sobre lo que nos han dejado (plural verb needed) Para él, es/son lo que significa el patrimonio cultural Para <u>explicar</u> el patrimonio cultural Ref to identity if not credited in (b) | Para ello Para referirse al patrimonio cultural |
| | (b) | Nuestra/una/la identidad (personal o nacional) | 1 | identidad 2 from list of examples (tradiciones etc) if credited not in (a) | |
| | (c) | Los restos están llenos de / contienen <u>secretos</u> (que no se han revelado) | 1 | Los secretos que van a ser revelados | Maravillosos/ la maravilla de los restos... ...a un por revelarse |
| | (d) | Que destruya el pasado / la destrucción del pasado | 1 | Que destruya el pasado de Chile / del país/ de ese país Amenaza con destruir..... | Que destruya el pasado de este país Condestruir Country other than Chile |
| | (e) | El rally <u>terminaba</u> allí (hasta 2008) – must be past referente | 1 | Destino, destinación | Fue el lugar donde tuvo lugar el Rally |
| | (f) | La competición se realizó en el Perú también / Appropriate time reference needed. Usually past tense needed to answer the question. | 1 | <u>desde entonces</u> se realiza también en el Perú <u>ahora</u> tiene lugar en Perú | Conditional or future tenses |
| | (g) | Habrà más turismo / se verá un gran impacto en el turismo (needs a verb) | 1 | Present tenses. Past tenses. | just transcription su impacto turístico formidable ref to organising events |

| Question | | Answer | Marks | Guidance | |
|----------|-----|---|-----------|---|---|
| | | | | Accept | Do not accept |
| | (h) | Que Chile puede organizar <u>grandes</u> eventos/ competiciones (deportivos/as) | 1 | Que tienen la capacidad de... (needs a verb) | |
| | (i) | Porque no siguen las carreteras / conducen por el campo (los campos) | 1 | | Just reference to destroying sites without saying how |
| | (j) | Porque un 50% de los sitios <u>históricos</u> / <u>arqueológicos</u> | 1 | Recognisable spellings of arqueológico | |
| | | fueron <u>dañados por</u> el Rally | 1 | fueron <u>dañados por</u> los vehículos | |
| | (k) | También dañan los sitios (históricos) | 1 | | |
| | (l) | Para comprender la historia (y el presente) | 1 | ayuda para comprender la historia (y el presente) | |
| | (m) | Son frágiles / hay objetos frágiles | 1 | (Objetos) frágiles | |
| | | <u>Están</u> en la superficie (or suitable verb) | 1 | | Bajo la tierra En la superficie |
| | (n) | Porque la arena las cubrió | 1 | están bajo la superficie. Key idea: under the sand. La arena las esconde | Se esconden. |
| | (o) | Antes de la llegada de los españoles | 1 | | |
| | (p) | Estudiar el problema (de evitar daños) | 1 | Estudiaron el problema (realizaron) un estudio (sobre el problema) | Basándose en, se basaron en |
| | (q) | Desesperados | 1 | desperados | No fueron invitados. |
| | | Porque no les <u>invitaron</u> a <u>participar</u> | 1 | Porque no <u>podieron</u> <u>participar</u> | No participaron |
| | | Total | 20 | | |

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.

Task 3

| Question | | Answer | Marks | Guidance |
|--------------|-----|---------------------------------------|----------|---|
| 3 | (a) | autorización de explotación | 1 | REJ any answer with additional words, or missing elements, or spelling errors, <u>e.g.</u> (a) no initial <u>la</u> ; (b) <u>propietarios</u> ; (d) final de <u>missing</u> Written accent in d is required |
| | (b) | tras la solicitud de los propietarios | 1 | |
| | (c) | comenzó a funcionar | 1 | |
| | (d) | alcanzará una vida aproximada de | 1 | |
| Total | | | 4 | |

Task 4

| Question | | Answer | Marks | Guidance | |
|--------------|-----|----------------------------------|----------|---|--|
| | | | | Accept | Do not accept |
| 4 | (a) | proteger | 1 | dar protección cuidar | |
| | (b) | dañan | 1 | pueden dañar destruyen | |
| | (c) | está a favor de / | 1 | favorece / aprueba / acepta / apoya or past tenses ha sido favorable a | Comprobaba Emitió su informe favorable (a) Puso en marcha Plural verb |
| | (d) | se opuso a / (past tense needed) | 1 | rechazó / se negó a / estuvo en contra de/ protestó contra imperfect tense era en contra | Negó Verbs made negative eg no quiso, protestó en |
| | (e) | fue la base de | 1 | informó / apoyó etc or imperfects ayudó confirmó ha influido es en lo que basaron | comprobaba/ provocó alludó soportó se basó en |
| | (f) | funciona | 1 | or imperfect / perfect/ preterite | Está or other tenses of estar Plural verb |
| | | se mantiene | 1 | or imperfect / perfect/ preterite alcanza | |
| Total | | | 7 | | |

Task 5

| Question | | Answer | Marks | Guidance | |
|--------------|-----|-------------------|----------|----------|---------------|
| | | | | Accept | Do not accept |
| 5 | (a) | Cuarenta años = F | 1 | | |
| | (b) | Diez años = A | 1 | | |
| | (c) | Dos años = C | 1 | | |
| | (d) | Tres años = E | 1 | | |
| Total | | | 4 | | |

Task 6**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarise 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.

Task 6

| Question | | Answer | Marks | Guidance | |
|--------------|-----|---|-----------|---|--|
| | | | | Accept | Do not accept |
| 6 | (a) | Renovar el permiso (de Vandellós) | 1 | Operar la central Vandellós II Renovar el contrato | Usar la energía nuclear |
| | (b) | Mejor <u>formación</u> / mejoras <u>en la formación</u> | 1 | Mejor entrenamiento Mejor educación | Mejoras en el personal entrenamiento |
| | (c) | También operan otros reactores | 1 | Solicitarán otra renovación del permiso | Future/ conditional tenses |
| | (d) | El CSN <u>empezó a contar</u> los incidentes (de seguridad) (en los reactores) | 1 | Decidió contar | Transcr: empezó a contarlos without ref to what is being counted |
| | (e) | En Cataluña tienen menos de la mitad de las plantas nucleares (i.e. ref to less than half of 8 plants) Pero más de la mitad de los incidentes de seguridad (i.e. ref to more than half of accidents) | 1 1 | solo 3 <u>de los ocho</u> reactores en España solo <u>hay 8 reactores</u> en toda España (3 in Cataluña are in question) | |
| | (f) | Criticar los incidentes de seguridad / la situación/los reactores | 1 | Quejarse por los peligros | Fueron afectados Se lamentan de los incidentes No están felices |
| | (g) | Agua radioactiva cayó <u>en ellos</u> | 1 | Fueron vertidos por agua radioactiva | Hubo un escape de agua radioactiva |
| | (h) | (Las centrales nucleares) no generan tanta electricidad como se esperaba | 1 | Las expectativas no se cumplen No producen la electricidad que deben/ deberían la cantidad expectativa..... Es menos de lo que se esperaba/ expectaba | No producen suficiente electricidad/ mucha electricidad Es meno... |
| | (i) | <u>La mitad de las nucleares</u> españolas no funcionaron (con normalidad) (past tense) | 1 | <u>4 nucleares</u> | present tense |
| Total | | | 10 | | |

Task 7: Transfer of Meaning

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.

Task 7

| Question | | Answer | Marks | Guidance | |
|--------------|--|---|-----------|--|--|
| | | | | Allow | Do not allow |
| 7 | | <p>Los trenes de la ciudad son cada vez más peligrosos. (The) trains in the city are (becoming) more and more dangerous.</p> | 2 | <p>The <u>city's</u> trains The <u>city</u> trains increasingly dangerous. Ever more dangerous Even more dangerous</p> | <p>Metro trains (The) trains of the city (much) more dangerous very dangerous each time more dangerous always more dangerous=0</p> |
| | | <p>A los robos que sufren los pasajeros, se añaden asaltos To the robberies which (the) passengers suffer are added assaults. To add to/ in addition to the robberies which (the) passengers experience, there are the attacks</p> | 2 | <p>thefts / muggings travellers is added violence assaults/attacks Passengers suffer robberies and there are <u>also</u> attacks</p> | |
| | | <p>contra trabajadores que no saben responder correctamente a tales situaciones. Against (rail) workers who/ that do not know <u>how</u> to respond (correctly) to such/ these situations.</p> | 2 | <p>React Appropriately Incidents Are unable to respond...</p> | <p>answer</p> |
| | | <p>¿Por qué está aumentando la ola de delincuencia en Argentina? Why is the crime wave increasing in Argentina?</p> | 2 | <p>on the increase rising</p> | <p>wave of ... delinquency <u>This</u> crime wave The level of crime (Has) increased Augment</p> |
| | | <p>Este fenómeno nos afecta desde fines de los años noventa. This phenomenon has been affecting us since <u>the end of</u> the 90s.</p> | 2 | <p>reasonable spellings of phenomenon trend/ behaviour has affected the late 90s</p> | <p>present tense effecting ends years</p> |
| Total | | | 10 | | |

Task 8

| Question | | Answer | Marks | Guidance | |
|--------------|-----|--|-------------|--|---|
| | | | | Accept | Do not accept |
| 8 | (a) | La reacción de la prensa / la televisión | 1 | Verbal phrase e.g. la prensa ha reaccionado, la televisión y los diarios se han preocupado por todo esto | Atención |
| | (b) | Hubo <u>muchos</u> planes / | 1 | hubo <u>un</u> plan <u>después de otro</u> | Hubo planes Any reference to television/media programmes |
| | (c) | Aunque es posible quejarse de actos violentos por teléfono | 1 1 1 | Denunciar / reportar/ informar de ataques / delitos/ incidentes usando el teléfono | Llamar without specific reference to telephone |
| Total | | | 5 | | |

Task 9

| Question | | Answer | Marks | Guidance | |
|--------------|-----|--|----------|---|--|
| | | | | Accept | Do not accept |
| 9 | (a) | había (más) policías – past tense needed | 1 | se incrementó la presencia policial | Other tenses There was a plan to increase... |
| | (b) | los <u>policías</u> ya <u>no pueden mandar mensajes de texto</u> | 1 | <u>no se ven policías que mandan textos</u> | es prohibido mandar textos without mention of police. Es prohibido hablar con el personal |
| | (c) | no tendrá la ayuda de cámaras de seguridad | 1 | no tendrá grabaciones del asalto no podrá ver el asalto en ningún vídeo present tense | No pueden verlo without reference to the technology |
| | (d) | puedan escaparse | 1 | se escapen no se detecten | |
| | | Hay muchos pasajeros/ muchas personas | 1 | Hay (una) mayor cantidad de pasajeros | <u>la</u> mayor cantidad |
| Total | | | 5 | | |

Task 10**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
- Familiarise 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.

Task 10

| Question | | Answer | Marks | Guidance | |
|--------------|-----|--|-----------|---|--|
| | | | | Accept | Do not accept |
| 10 | (a) | Presentan (muchas) quejas | 1 | se quejan (mucho) protestan past tenses | Quieren más seguridad No les gusta la inseguridad No son felices |
| | (b) | Le robaron (el teléfono) (violentamente) | 1 | (Se) le llevaron el teléfono Le atacaron/ asaltaron | |
| | (c) | No hicieron nada | 1 | No le ayudaron Attempts at hicieron | |
| | (d) | Dejó ver su teléfono (en el tren / la estación) | 1 | Usó su teléfono en/a plena/llena vista. En frente de todos No escondió su teléfono Enseñó su teléfono Mostró su equipo electrónico | Mostró equipos electrónicos |
| | (e) | Estudiar- answer must be about what young people would do, not government | 1 | condicional | Other tenses |
| | | Trabajar - answer must be about what young people would do, not government | 1 | condicional buscar un empleo | Other tenses (no double penalty) Crear más empleo para los jóvenes Combatir el desempleo |
| | (f) | Trabajar con/ como <u>voluntarios</u> Mandar <u>voluntarios</u> | 1 | | voluntarian |
| | | Para evitar que los jóvenes caigan en el delito | 1 | | |
| | (g) | Una solución rápida e inteligente. | 1 | Rápido: eficaz, inmediata, urgente Inteligente: imaginativa, creativa, bien pensada | Una solución de emergencia |
| | | No será digno,/Será un futuro sin esperanza | 1 | no será apropiado, no será bueno any clear idea of negative future for young people | |
| Total | | | 10 | | |

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 |
|----------|---|-------|--|
| 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 Evidence of some argument = more 8/9</p> <p>10–12 – If it is really “coherent” award 12</p> |

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

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| 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 – ie 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 ([eg] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 Errors ([eg] 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 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. 7–8 Effective = <i>good</i>. Reads easily. 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 | GRID F.2 | QUALITY OF LANGUAGE (RANGE) 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 . | 9–10 | Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures . |
| 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. | 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 | 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 . | 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 | 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. | 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 | Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. | 0–2 | Only simple sentence patterns . Very limited vocabulary . Very limited range of structures . |

APPENDIX 2

Transcripts of Listening Texts

Task 1

Dealing with domestic waste

(M) Y ahora vamos a Córdoba donde se presenta como novedad una tecnología para mejor respetar el medio ambiente.

(F) Así es... efectivamente... los residentes de los nuevos barrios cordobeses ya no usarán bolsas de plástico para deshacerse de la basura diaria.

Dentro de poco, un nuevo sistema permitirá al usuario depositar sus residuos sin necesidad de contenedores, ni de transporte para recoger las bolsas en las calles.

Esta innovadora tecnología para recoger la basura doméstica prevé la instalación en cada una de las nuevas casas de unos puntos de recogida o “buzones” donde los vecinos sencillamente echarán los residuos sin tener que preocuparse más.

El sistema supone construir bajo tierra tubos de hasta 1.800 metros de longitud. Y por estas tuberías circularán los residuos, impulsados por aire a 70 kilómetros por hora, hasta llegar de manera subterránea a un centro donde serán tratados y compactados.

Lo único que se verá desde el exterior de esa planta serán las placas solares que usará para autoabastecerse de energía.

Desde esta planta saldrán los camiones con los residuos hacia otro complejo medioambiental y de reciclaje.

Este proyecto tiene previsto dar servicio de recogida neumática de residuos a unas 35.000 viviendas aproximadamente.

Esta novedosa tecnología fue desarrollada por la compañía Ros Roca que ya la está implantando en otros municipios y proyectos de urbanización.

Pero precisamente en Córdoba se trata del proyecto de recogida automática de basura más importante de toda Europa, según fuentes responsables de este tema en el propio ayuntamiento de la ciudad.

Tarea 2

El patrimonio de Chile y el Rally Dakar

- (M)** ¿Qué entiendes tú por la expresión *patrimonio cultural*? Pues para mí, como arqueólogo, se refiere a todo lo que nos dejaron nuestros padres y abuelos.
Incluye tradiciones, costumbres, la lengua, sitios históricos...todo lo que conduce a crear una identidad personal o nacional.
Los sitios históricos pueden ser castillos, monumentos, sí, pero también esos maravillosos restos arqueológicos con tantos secretos aún por revelarse.
Es por esto que en Chile los arqueólogos protestamos contra el Rally Dakar que amenaza con destruir parte del pasado de este país.
- (F)** El Rally Dakar es una competición para automóviles, camiones y motocicletas.
Hasta 2008 llevaba a los participantes desde alguna ciudad europea, hasta la ciudad de Dakar en el oeste de África.
Desde 2009 el rally tiene lugar en Argentina y Chile y, desde el año 2012, en Perú también.
Generalmente se escuchan en Chile muchas cosas positivas sobre el rally Dakar, más que nada su impacto turístico formidable.
Algunos añaden que demuestra globalmente la capacidad del país para organizar bien grandes eventos deportivos.
- (M)** Pero en el Rally Dakar cada jornada consiste en recorrer cientos de kilómetros cruzando campos lejos de las carreteras. Y ahí está el peligro: es donde los vehículos destruyen ante nuestros ojos sitios históricos de gran valor para el país.
En el rally Dakar en Chile en el año 2010 pasaron los vehículos por más de cien sitios arqueológicos de los cuales 52 fueron dañados, lo que representa un 50% de tales sitios en la zona.
El daño es causado por el paso de vehículos motorizados, claro está, pero también por las personas que siguen de cerca el Rally, destruyendo así lo que nos queda de épocas lejanas y que podría ayudarnos a comprender la historia y el presente.
Estamos hablando de zonas de desierto donde todavía hay en la superficie objetos frágiles, como pequeñas estatuas o restos de cerámica.
Justo debajo de esa superficie hay cementerios indígenas que la arena escondió.
También hay restos de campamentos indígenas de antes de la llegada de los españoles.
- (F)** Pero los organizadores del Rally se defienden, basándose en un estudio que realizaron el año pasado sobre cómo evitar los daños al patrimonio.
- (M)** Sin embargo, como no nos han invitado a participar profesionalmente en ese estudio, los arqueólogos seguimos francamente desesperados.

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