Oxford Cambridge and RSA

Thursday 22 June 2017 – Morning

A2 GCE SPANISH

F724/01   Listening, Reading and Writing 2

MARK SCHEME

Duration: 2 hours 45 minutes

MAXIMUM MARK   **140**

This document consists of 32 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1.   Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2.   Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3.   Log-in to scoris and mark the [insert number]practice responses ("scripts") and the [insert number] standardisation responses

      YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1.   Mark strictly to the mark scheme.

2.   Marks awarded must relate directly to the marking criteria.

3.   The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4.   If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5.   Crossed Out Responses
       Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

       Rubric Error Responses – Optional Questions
       Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

6.   There is a NR (No Response) option. Award NR (No Response)
-     if there is nothing written at all in the answer space
-     OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')

-      OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
 Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

7.   The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
       If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

8.   Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9.   For answers marked by levels of response:
       a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
       b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11.   **Annotations**: the following **annotations** are **available on Scoris.**

Annotation	Meaning
Tick (✓)	Tick
+	Development of point
✗	incorrect
●	Large dot (Key point attempted)
λ	Caret sign to show omission
?	Unclear
▭	Highlight
L	Good language
/	Slash
⬇	Language better than mark implies
⬆	Language not as good as mark implies
BOD	Benefit of doubt
NBOD	Benefit of doubt not given
-1	Minus 1 (to show deduction of one mark)

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

12.   **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.

Qn	Answer	Marks [10]	Accept	Do not accept
1 (a)	it has <u>most / more young people who neither study nor work.</u> Has <u>most / more</u> NEETS	1		many young people… it has <u>most / more young people who</u> <u>don't study</u>
(b)	leave Spain (e)migrate	1	Go to another country / abroad / over the border.	reference to university specific places eg go to England do not accept boundaries
(c)	They are less (well) / least educated.	1	They are less well trained / qualified.	any reference to formation, independence etc. not very qualified do not have much training
(d)	He is trapped there.	1	He spends his life in (OR between) those rooms.	

(e) (i)	He repeated years.	1	He did not move up years.	He was blocked.
				He didn't (make) progress
				He failed.
				He repeated courses/subject.
(e) (ii)	He dropped out of school / left school (with no qualifications).	1	He gave up school. He abandoned his studies.	He failed.

(f) (i)	He <u>signed up for</u> an <u>adult education</u> course.	1	<u>He started</u> an <u>adult education</u> course.	Went back to (adult) school Picked up his studies again he finished his secondary education.
(f) (ii)	(She) supported him (totally). supportive	1		Helped him
(g)	<u>Unemployment rate</u> for <u>young</u> people (up to 29 years old). Insist on reference to percentage.	1	(almost) 70% of under 29s are unemployed	70% of unemployed people are under 29
(h)	He has lost the will to do it.	1	He thinks it is pointless. Not bothered / interested Thinks he has no hope	NOT any reference to training courses unless answer reflects how <u>JLR feels</u> about looking for a job Not interested in more courses urge

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.

Qn	Answer	Marks [20]	Accept	Do not accept
2 (a)	(porque) pasó por (varios) sitios con mucho trafico	1	pasó por (varios) puntos congestionados de la ciudad KEY: used congested spots	Pasé
	en su bici	1	escogió montar en bici KEY: on his bike	escoger
(b)	Ana tiene problemas con los pulmones	1	tiene los pulmones dañados KEY: Ana has damaged lungs	reference to mis pulmones
	y por eso Ana no puede usar una bici	1	porque Ana usaba su bicicleta en la ciudad KEY: EITHER she cannot use a bike now OR because she has used a bike in the past	NOT la bici ya no es una opción unless turn of phrase also mentions Ana /
(c)	La contaminación / polución (del aire) es tan/muy mala/ molesta/ peligrosa	1	Niveles (altos) de polución Transcription: es así de peligrosa la contaminación atmosférica	Other forms of contamination

(d)	(crear/ inventar/hacer) una nueva visión de lo que es la ciudad	**1**	Idea – Madrid	
(e)	sacar / producir hidrógeno	**1**	producir un combustible hacer la hidrolisis una realidad (Award 2 marks)	
	del agua (del mar)	**1**		Reject agua del mar on its own – must lead on from first point
(f)	(Solucionar) el (problema del) paro	**1**	desempleo	
(g)	Menos coches (en las calles)	**1**	Reducirse el número de vehículos	reducir los vehículos un esquema de reducción de los vehículos reducción (forzosa) de los vehículos
(i)	Usan el coche	**1**	conducir / conducen van en coche manejar crean tráfico	Los coches without verb
(ii)				
(iii)	Eliminar (muchos) viajes/ menos tráfico	**1**	<u>más</u> uso del transporte público future or conditional if a verb used	el transporte será más limpio
	Habría más <u>trabajos</u> en las <u>nuevas tecnologías</u>	**1**	Las nuevas tecnologías crearían trabajos Also present or future	

(i)	EITHER • Se ha realizado un estudio en 83 ciudades PLUS Madrid tiene más tráfico OR • Madrid es la <u>peor</u> PLUS • de 83 <u>ciudades</u> por el <u>tráfico</u>	**1**	<u>El tráfico en Madrid es peor</u>	un estudio llevado a cabo
		1	Que en 82 otras <u>ciudades</u>	

(j)	trabajar en casa teletrabajo	**1**	trabajar desde el domicilio	
	un día a la semana	**1**	una vez por semana	
(k) (i)	Productividad reducida <u>en el trabajo</u>	**1**	Rinden menos en el trabajo Allow sense of quality or quantity of work Transcription: la productividad <u>laboral</u> se ve seriamente afectada.	
(k) (ii)	El estrés (permanente)	**1**		
(l)	Los agresivos / los que muestran agresividad	**1**		la agresividad (de los conductores) son agresivos – doesn't answer question

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	
				[7]	**Accept**	**Do not accept**
3	**(a)**		Pronunció un discurso Entregó premios	**1**	hizo un discurso habló estaba/ estuvo/ hizo comentarios Present tense.	
	(b)		recibió / ha recibido / ha sacado / recibe / saca	**1**	Accept synonyms implying receipt of 'benefit' eg aprovechar, ha visto	Ha notado
	(c)		se fundó (or synonymous phrases)	**1**	existe desde funciona desde empezó	recognizado
	(d)		fue reconocida / recompensada / celebrada	**1**	accept also preterites	
	(e)		ha habido / se han realizado / se han hecho	**1**	hubo / ocurrieron / hicieron/ había	Se ha permitido
	(f)		copian/ imitan	**1**	tratan de copiar/ toman como modelo past tenses or future se deben	admiran

	(g)		con entusiasmo	**1**	entusiastas/ con pasión	Entusiasta
			juntos / igualmente			

Tarea 4

Question			Answer	Marks	Guidance	
				[4]	**Accept**	**Do not accept**
4	**1**		**F**	**1**		
	2		**D**	**1**		
	3		**B**	**1**		
	4		**A**	**1**		

Tarea 5

Question			Answer	Marks	Guidance
				[4]	**REJECT any answer with additional words, or missing elements, or spelling errors. In addition, note:**
5	**(a)**		destacó	**1**	**REJECT** destaco
	(b)		cifras	**1**	
	(c)		como ocurre en otros países	**1**	
	(d)		tenemos conciencia de	**1**	

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)**		(tiene que) convertirse en / hacerse donante de órganos	1	(tiene que) dar / donar órganos/ ser donante de órganos	
	(b)	**(i)**	conocen a alguien trasplantado	1	todos tienen un vecino o un familiar trasplantado allow saber	Tenemos
		(ii)	Hubo una campaña de publicidad	1		tuvimos
	(c)		Identificando / identificar / identificará un potencial donante – correct answer needs a verb.	1		identificación unless used appropriately eg participar en la identificación de un potencial donante

(d)	(i)	(El) miedo (del donante/paciente)	1	Temor Preocupados/miedosos	
	(ii)	Hablando / hablar / hablaría (con el donante/paciente)	1		Past tenses
(e)		No se limita a miembros de la familia / En el pasado los donantes tenían que ser miembros de la familia	1	los donantes ya no tienen que ser miembros de la familia	También pueden donar los desconocidos – if not linked to family
(f)		(Fue lo que) inspiró a una persona a donar el riñón	1	semi-transcr una joven con un alto grado de compromiso social donó el riñón i.e. NOT que donó	
(g)		Hacer / hicieron un registro (nacional)	1	crear una lista/ un índice (nacional)	transcr of whole sentence in text anything not implying creating/establishing usar/utilizar for e.g.
			1		
h)		Transporta los órganos (en sus vuelos)		Llevar mover	transporte de órganos without suitable verb

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.

Question	Answer	Marks	Guidance	
		[10]	**Allow**	**Do not allow**
7	*El inicio de las obras por una empresa china simboliza* The start of the (building) works by a Chinese company symbolise(s)	2		Other tenses eg symbolised
	el rápido crecimiento de China como potencia comercial y política. the rapid growth of China as a commercial and political power.	2	Force for potencia	Potency or similar
	China ha conseguido <mark>aumentar</mark> sus inversiones económicas en la región China has been able to <mark>increase</mark> its economic investments in the region	2	…has managed to… / succeeded in Bring its investments close to…	Has increased with no ref to being able
	<mark>*al nivel de*</mark> *Estados Unidos - que no dejan de ver con inquietud* <mark>to the level</mark> of the US which continues to view with concern	2	… who still see…	Uncertainty increased
	la creciente presencia china en el mercado latinoamericano. the increasing Chinese presence in the Latin American market.	2	…presence of China…	

Task 8

Question			Answer	Marks	Guidance	
				[6]	**Accept**	**Do not accept**
8	**(a)**		estarán / serán conectados	1	Present tense Se conectarán Allow conditional	Conectará(n) Past tense
	(b)		recibieron / solo tenían <u>palabras de</u> apoyo de China.	1	Needs ref to words	Other tenses
	(c)		<u>viajó / fue / visitó a Latinoamérica</u>	1		Other tenses
	(d)		los chinos <u>hicieron</u> (grandes) inversiones / <u>invirtieron</u> <u>Must have ref to China or Chinese</u>	1	la <u>promesa de grandes inversiones chinas se hizo realidad</u> Accept also China (with correct verb)	Large investments were promised
	(e)		es <u>de más de cien mil millones</u> de dólares	1	<u>es más de lo prometido</u> <u>es más de lo esperado</u>	Response that does not imply a comparison
	(f)		el <u>apoyo (económico / político)</u> (de China)	1	la financiación de China / dinero chino ayuda política	

Task 9

Question			Answer	Marks	Guidance	
				[4]	**Accept**	**Do not accept**
9	(a)		Un hombre muy rico de China	1	Un empresario muy rico de China	
			Tiene la responsabilidad de construirlo	1	Tiene la responsabilidad de construir el canal construirá el canal	
	(b)		Ha llegado a ser	1		
			(Algo) esencial	1	un elemento necesario	Importante on its own e.g. China es importante

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.

Question		Answer	Marks[10]	Accept	Do not accept
(a)		Para <u>llegar a</u> los lugares de construcción	1	…<u>tener acceso</u> a…	
(b)		Protestar / manifestar Bloquearon las vías públicas	1	protestaron	demostrar
(c)		Tomar / Construir en las tierras	1	Quitarles las tierras	
		De los vecinos (en la ruta del canal)	1	de comunidades (en la ruta del canal)	
(d)		<u>Viajar / Usar</u> la vía pública Needs a relevant verb	1	… autopista, carretera	
(e)		porque no fue detenido nadie	1	las fuerzas antidisturbios no detuvieron a nadie Transcription: todo acabó sin detenidos	
(f)	(i)	Porque no se ha realizado un/el estudio	1	Porque no se ha terminado escrito un/el estudio No hay/no había un estudio Investigación Present tense	transcr la ausencia de un estudio acerca del impacto ambiental del canal
	(ii)	tenerlo listo/ lo tendrán listo realizar un estudio	1	publicarlo/ lo publicarán realizará	Transcription: estará listo dentro de dos o tres meses
(g)	(i)	contaminación (del agua)	1		
	(ii)	destrucción de / daño a especies (únicas).	1	Extinción de especies (únicas)	

- 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]**	**Grid N guidance** 3–4 – No specific example from TL = cap 4 5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative 7–8 – Imaginative and/or original response to task – applies mainly to imaginative **Grid O guidance** 6–9 – Straight narration = more 6/7 Evidence of some argument = more 8/9

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]	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.
			
			Grid C.2 guidance
			0–2 – Errors ([*e.g.*] endings, verb forms, gender of common nouns).
			    Frequent first [= *other*] language interference.
			3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements).
			    Candidate's first [= *other*] language.
			    Meaning may be unclear; more wrong than right.
			5–6 – Wrong/right = 50/50
			
			7–8 – More right than wrong.
			
			Grid F.2 guidance
			5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.
			7–8 – Effective = *good*.
			    Reads easily.
			
			9–10 – idiom ≠ *idioms*.

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
9–10	**Consistently relevant information** that supports points of view and opinions. Shows **genuine insight** in responding to the task.
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.
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.
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.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
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.
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.
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.
3–5	Shows **some ability to structure** and organise the response. **Limited ability to develop an argument**, analyse and evaluate, and draw conclusions.
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**.

Transcript of listening tasks

Appendix 1

Task 1

José Luis Ramírez, young and unemployed in Spain

1 speaker. M.

Es una mala noticia para este país pero todos los datos lo indican. España es el país de la Unión Europea con más jóvenes que ni estudian ni trabajan.

Es un hecho que muchos de nuestros jóvenes de entre 15 y 29 años han conseguido encontrar trabajo fuera de nuestras fronteras... y se trata sobre todo de los universitarios recién titulados…

…pero la gran mayoría de nuestros jóvenes… que en general son los menos formados… no tienen esa posibilidad de dejar la casa familiar donde se criaron.

José Luis Ramírez es uno de esos jóvenes sin trabajo y sin futuro, que pasa su tiempo atrapado en una vida que transcurre entre su cuarto y el salón de su casa.

Lo que no sorprende es que su bloqueo tuvo su origen en el fracaso escolar; después de repetir curso tres veces en el instituto, José Luis acabó por abandonar los estudios por completo.

Fue en septiembre del año 2011 cuando se apuntó a una escuela para adultos donde después de seis meses terminó la secundaria; en esto contó siempre con el apoyo incondicional de su madre.

Pero aunque es ahora graduado en educación secundaria, ocurre que José Luis vive en la provincia de Cádiz, una provincia con una tasa de desempleo de un 42 por ciento, que se eleva a casi un 70 por ciento entre los jóvenes de hasta los 29 años.

En esta situación se puede comprender que José Luis haya perdido completamente la voluntad de buscar un empleo. Y hoy en día apenas se interesa por realizar cursos de formación.

Appendix 2

Tarea 2

Entrevista entre Pablo, presentador de radio en Madrid, y la científica Ana Valverde

1 M presenter and 1 F interviewee

M Hoy hablamos con Ana Valverde acerca de la contaminación atmosférica no solo aquí en Madrid sino también en las ciudades españolas en general. Ana, tengo una pregunta que hacerte. Hoy, camino al estudio, vine en bici por varios puntos muy congestionados de nuestra ciudad. ¿Te parece que hice bien al escoger la bicicleta como medio de transporte?

F Bueno, Pablo, siento mucho tener que decirte esto, pero con los niveles de contaminación del aire que estamos sufriendo, tendrás problemas, seguro. Te lo digo por experiencia propia que… después de muchos años de andar en bicicleta por la ciudad, ya no es una opción para mí por los daños que la contaminación en el aire me ha hecho a los pulmones.

M ¡Cuánto lo siento, Ana! Pero, si es así de peligrosa la contaminación atmosférica en esta ciudad, ¿qué esperanzas hay para los que vivimos en Madrid?

F Pues, para empezar, nos hace falta una nueva visión de lo que es la ciudad, y la conseguiremos aprovechándonos más de la nueva tecnología.

Mira, piensa en los vehículos que utilizamos. Existe ya un combustible limpio y barato para esos vehículos, que es el hidrógeno, un combustible sacado del agua del mar, aunque de momento todavía este es un proceso muy lento.

M Pero, Ana, la semana pasada, entrevisté a un político que me dijo que el problema del paro es mucho más urgente que el de la contaminación.

F La verdad es que no hay conflicto entre los dos temas. En mi opinión, para crear trabajo y defender la salud, necesitamos establecer… dentro de un par de años… un esquema de reducción forzosa de los vehículos en Madrid.

En este momento hay cuatro grandes presiones que crean el tráfico en Madrid: el trabajo y los colegios, seguidos por la diversión y las compras.

Pero en un futuro más informatizado, usando más y mejor Internet, los viajes que no se eliminen se podrán hacer con un transporte público modernísimo y limpio.

Y será precisamente en las industrias detrás de esas nuevas tecnologías donde se crearán los trabajos que necesitan los que ahora están desempleados.

M Pero… ¿no estás exagerando un poco? ¿Realmente está tan grave la situación en Madrid?

F Según un estudio sobre el tráfico en 83 ciudades de la Unión Europea, esta capital ocupa el último lugar por el inmenso volumen de tráfico que sufrimos. Entonces, de exageración, nada.

Además en el resto del continente, trabajar desde el domicilio un día a la semana es habitual pero en Madrid solo el 27% de los conductores lo hace.

Ese tráfico intenso es tal que, según un 21% de los encuestados, la productividad laboral se ve seriamente afectada y el consecuente estado de estrés es permanente.

Un 60% de los madrileños describen la agresividad de los conductores como una preocupación seria a tener en cuenta.

Y todo eso por el tráfico y la contaminación.