



Oxford Cambridge and RSA

**QUALIFICATION TITLE**      **Advanced Subsidiary GCE**

**SPECIFICATION TITLE**      **Spanish**      **F722**

Unit Details      Listening, Reading and Writing 1

**MARK SCHEME post-AMEC Version**

**Monday 15 May 2017**  
**Morning/Afternoon**

**Duration: 2 hours 30minutes**

**MAXIMUM MARK**      **140**

Final Version – 30/05/17

**This document consists of 25 pages**

**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.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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.

6. 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.
7. Award No Response (NR) if:
  - there is nothing written in the answer spaceAward Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. 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.
  9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
  10. 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 used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot to show repetition
	Caret sign to show omission
	Unclear
	Highlight
	Lifting
	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

**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 tasks 6 and 7. The texts will not appear automatically on your marking screen.

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

Question	Answer	Marks [10]	Guidance
a	Paulo	1	<b>Multi-choice</b>
b	Juan	1	
c	Alba	1	Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.
d	Juan	1	
e	Maite	1	Correct answers only: no need to use crosses for incorrect answers.
f	Alba	1	
g	Paulo	1	
h	Maite	1	
i	Juan	1	<b>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</b>
j	Alba	1	

Question		Answer	Marks	Guidance
2		a	1	<p><b>If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10.</b></p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>Mark the answer given in the box. If several answers are given outside the box – only mark the answer in the box. If the answer in the box is crossed out and another answer given outside the box, mark this.</p> <p>If the answer in the box is crossed out and several answers are given outside the box, mark only the answer nearest to the box.</p>
		d	1	
		e	1	
		g	1	
		h	1	
		j	1	
		k	1	
		n	1	
		p	1	
		q	1	
		<b>Total</b>	<b>10</b>	



**Task 3****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.
- Answers in **Target language** get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[15]		
a	(1) she was too <u>lazy</u>	1	laziness / idle(ness)	
b	(1) in a <u>school</u> for <u>poor children</u>	1	needy / in need special needs children / children with needs / children who need help / disabilities	
c	(1) <u>mental handicap</u>	1	intellectual handicap / learning disability / difficulty	lack of intelligence
	(1) <u>social exclusion</u>	1	social rejection	<i>omission of social social problems</i>
d	(1) supported them in <u>subjects</u> where they had most <u>difficulty</u>	1		tasks / assignments subjects that were difficult eg <i>geometry etc</i>

	(1) <u>accompanied</u> them on <u>outings</u>	1	<b>trips</b>	<b>took them on trips</b>
e	(1) <u>ate together</u> in the <u>school</u>	1	<b>had a snack</b>	
	(1) it was <u>main meal</u> of day for <u>many</u>	1	<b>...for most</b>	<b><u>first / only</u> meal</b>
f	(1) a <u>native family</u>	1	<b>indigenous</b>	<b>local / Ecuadorian</b>
	(1) <u>learnt</u> a lot about <u>local customs</u>	1	<b>traditions / culture / how the local people live / habits</b>	
g	(1) <u>extreme humidity</u>	1	<b>intense</b>	
	(1) <u>tropical illness</u>	1	<b>tropical disease</b>	<b><i>omission of tropical</i></b>
h	(1) <u>at first</u> it was <u>difficult to gain their trust</u>	1	<b>...the children didn't trust / confide in her / the children began to trust her after a while / she had to gain their trust</b>	
	(1) <u>soon</u> they <u>treated her with affection</u> / <u>liked and respected her</u>	1	<b>after a little while etc lovingly / kindly</b>	<b>now + <i>present tense</i></b>
i	(1) to develop <u>(self-)confidence</u> /			

#### Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)

##### Task Specific Guidance

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
  - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
  - If an element of the point has been omitted, use the caret sign (λ).
  - Use BOD with the tick (BOD ✓), if you had some doubt about awarding the point but decided to in the end.
  - Use NBOD if you considered awarding the point but decided not to in the end.
  - If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✗), either in the margin or in the body of text.
  - Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
  - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used BOD or NBOD you may adjust the marks up or down.

## Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[10]		
1	The sort of voluntary work you did		<b>Tu tipo de trabajo voluntario (<i>without verb</i>)</b>	<b><i>present tense – penalise once</i></b>
2	is just what I'm looking for.		<b>es lo que quiero</b> <b><i>omission of exactamente etc</i></b>	
3	Which organisation arranged it,		<b>¿Quiénes lo organizaron?</b>	<b>¿En qué organización trabajabas...? ¿Quién lo organizó?</b>
4	and how do I contact them?		<b>¿Cómo puedo hablar con ellos?</b>	
5	Is there a minimum age for volunteers,			<b>...una edad específica</b>
6	and is it essential for them to have experience?		<b>necesario</b>	
7	Who paid for your flights?		<b>vuelo / billete de avión / vuelas BOD</b>	<b>vuelos/-as / billetes / viaje / transporte / pasaje</b>
8	Was your accommodation free?		<b>de balde</b>	<b>acomodación / donde dormías... incluido en el precio cuarto / habitación etc</b>
9	I'd be really <u>grateful</u> if you could get back to me		<b>sería fantástico etc si...</b>	<b>yo: contento / amable / feliz</b>
10	and tell me more.			<b>me gustaría si...</b>

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>10 marks AO2</b>
<b>0-2</b>	Very little or no information conveyed.
<b>3-4</b>	Only a quarter of the points conveyed.
<b>5-6</b>	Half of the information successfully conveyed.
<b>7-8</b>	Three quarters of the points conveyed.
<b>9-10</b>	Most or all of the information successfully conveyed.

**QoL: Read response again and assess for language.**

- **Annotations:** you may use the red slash ( / ) or 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. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. 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.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.
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.
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.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Section B: Reading and Writing****Task 5**

Question	Answer	Marks [10]	Guidance
a	B	1	<p><b>Multi-choice</b></p> <p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.</p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p><b>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</b></p>
b	C	1	
c	A	1	
d	C	1	
e	B	1	
f	B	1	
g	C	1	
h	C	1	
i	A	1	
j	B	1	

### Task specific guidance

- The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.
- 1. 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.
- 2. 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:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- 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	Comprehension points	Marks	Guidance	
			Accept	Do not accept
		[15]		
a	(1) estudiará / empezará en el <u>sexto grado</u>	1	<i>infinitives</i> ...sexto año / sexto de primaria	<i>answers without verb / past tense</i>
b	(1) jugar (con sus juguetes)	1	decidió apartar / abandonar etc sus juguetes	dejó sus juguetes
c	(1) (es) agricultor	1	trabaja en la agricultura / (es) granjero	<i>past tense – penalise once if also used in (h)</i>
d	(1) comer / vivir	1	la vida humana sostener a toda la humanidad	
e	(1) el <u>cultivo</u> de las plantas	1		
	(1) su viaje a nuestra mesa	1	hasta la mesa ( <i>without</i> viaje)	
f	(1) terreno /una parcela de terreno / tres / algunas parcelas (límitrofes)	1	una zona / área de tierra / terreno un espacio / sitio pequeño de terreno <b>BOD</b>	
g	(1) asombrado	1	sorprendido	ilusionado / bien / entusiasmado / asombroso
h	(1) trabaja <u>en su terreno / sus cultivos</u>	1	trabajando en / cuidando <u>su terreno/ sus cultivos</u>	<i>past tense – penalise once if also used in (c)</i>
i	(1) construir un almacén	1		<i>past tense</i> fábrica
j	(1) para pedirles que se lo prestaran / lo necesitaba para hacer una escuela agrícola	1	...centro agrícola	centro de enseñanza ( <i>without</i> agrícola)

k	(i) <b><u>aprender a</u> trabajar con la agricultura</b>	1		<b>answers which don't imply that 'the children' are the subject</b>
(ii)	(1) <b>usar / aprender en la biblioteca</b>	1	<b>sacar libros de la biblioteca</b>	
l	(1) <b>es (un niño) superdotado</b>	1		<b>para asistir a cursos especiales</b>
m	(1) <b>tendría sus diseños de plantaciones</b>	1		<b>para hacer los diseños de las plantaciones (<i>lift doesn't answer question</i>)</b>

### 3. Assessing Quality of Language

- You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool ( ) for serious errors, but it is not essential.
- Apply Grid C.2 and enter the mark.
- When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
  - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
  - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
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.

<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Task 7****Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

**Task 7a Comprehension. Grid I [10 marks]****a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Point	Indicative content	Marks	Guidance	
		[10]	Disallow	Levels of Response
1	<u>daughter goes everywhere with mobile</u> + 2/3 <u>meals/ classroom /bathroom</u>			<b>Grid I</b>
2	<u>can't hold conversation with her</u> (because of mobile – <i>needs to be inferred from point 1</i> )			<b>COMPREHENSION OF TEXT</b>
3	<u>sends 100+ messages a day</u> + <u>and does / uses it at night</u>  <i>allow muchos / muchísimos</i>  de la madrugada		antes de ir a la cama	<b>9-10</b> Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text
4	<u>if we can do something we want without any consequences</u>			<b>7-8</b> Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage.
5	<u>it can easily become a problem</u>			<b>5-6</b> Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
6	<u>change this sequence and the problem disappears</u>			<b>3-4</b> Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
7	<u>limit allowance / usage</u> + <u>card not contract</u>			
8	<u>make use of mobile depend on doing chores / homework</u>		para = 'in exchange for'	
9	apply ' <u>hand in phone at bedtime</u> ' rule ( <i>must have idea of confiscation</i> )			
10	<u>sleeping with mobile bad because disrupts sleep</u>			

F722/01

Mark Scheme

June 2017

11

feels obliged to be available to friends at all hours

12

if tough, seek advice from a psychologist

*omission of idea of 'consult / advice'*  
*eg buscar / visitar un psicólogo*

**0-2.**

No relevant information or supplies one or two relevant points from the original passage.

## Task 7(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> <li>Use the green tick (✓) in the body of the text to show each opinion / personal response and a green plus (+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions.</li> </ul>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with well developed points of view which show insight, originality and imagination.</p> <p><b>12-15</b> Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p><b>8-11</b> Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p><b>4-7</b> Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.</p> <p><b>0-3</b> Very short. May not go beyond points of view already expressed in the original text.</p>

**Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]**

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	<b>[20]</b>	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. 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>b. Ignore language lifted from the text when assessing language (See <b>Task 7a</b> above). Lifted language is not credited for QoL – only content points and/or personal response.</p>



## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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.
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.
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.
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).
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.

## APPENDIX 2

### Transcripts of Listening Texts (4 Voice Artists required)

**Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.**

#### Task 1

##### ¿Por qué ir al cine?

**Maite** Prefiero mil veces la pantalla chica y la comodidad de mi casa y disfrutar de una buena película con mis seres queridos. Solo voy cuando hay una película que es tan buena que no puedo esperar que llegue en DVD.

**Paulo** Ver una película en la tele recrea muchas de las experiencias de ir al cine pero en el cine todo se ve mucho mejor, y ¡con sonido envolvente e increíbles efectos especiales! Puede que no sea lo más cómodo, y uno no puede parar la película para ir al baño...

**Alba** Voy al cine porque es lo más entretenido que hay después de la imaginación. En esas dos horas que dura la película desconecto el teléfono, pongo la gaseosa en el posavasos, me olvido de todos mis problemas y ¡soy yo con la historia que se cuenta!

**Juan** Solamente me gusta cuando la sala está medio vacía. No me agrada que alguien me mueva el asiento con sus pies en el respaldo. Además es injusto que los refrescos te cuesten tres veces lo que pagarías en un supermercado.

185

#### Task 2

##### Incidente en el mar

Dos surfistas fueron rescatados esta mañana tras sufrir dificultades en el mar. Uno de los surfistas perdió la tabla al romperse la cuerda para pierna, por lo que el otro entró en el agua para ayudarlo. Otros surfistas y monitores de la escuela de surf les arrastraron a los dos inconscientes hasta la playa donde trataron de resucitarles.

Los servicios de emergencias llegaron minutos después a la zona y trasladaron de urgencia a los dos al hospital. Según un portavoz del centro sanitario ahí están haciendo todos los esfuerzos para salvarles la vida.

Ha comentado uno de los responsables de la escuela de surf que los dos eran forasteros en su primera visita a esa playa. En su opinión no tenían nivel suficiente para hacer frente a las olas que hoy han azotado la costa.

Puesto que los dos surfistas no portaban documentación la policía ha investigado los vehículos estacionados en los alrededores de la playa por si alguno era propiedad de ellos, y pudiera contener documentación que facilitara su identificación.

A última hora, han sido los familiares de los dos aficionados al surf, quienes han confirmado su identidad. Se trata de dos primos de unos 40 años de edad.

El alcalde de la localidad, conocida por la práctica del surf, se ha mostrado consternado por el incidente. Va a visitar a los surfistas en el hospital y está seguro de oír buenas noticias.

228

**Task 3****VOLUNTARY WORK IN ECUADOR**

Ser voluntaria fue algo que tenía en mente desde hacía mucho tiempo, pero siempre por pereza, no me había decidido a dar el paso. Luego se me presentó la oportunidad irresistible de pasar cuatro semanas en Ecuador ayudando en una escuela para niños necesitados, y claro que la aproveché

Estos niños, todos con alguna discapacidad intelectual, se encontraban en riesgo de exclusión social. Yo les apoyaba en las asignaturas en las que tenían más dificultades y les acompañaba en excursiones. Todas las tardes merendábamos juntos en la escuela y, lamentablemente, para muchos era su principal comida diaria.

Me hospedé con una familia indígena y gracias a esto aprendí mucho de las costumbres locales de la gente. La humedad intensa y hasta alguna enfermedad tropical fueron obstáculos que día a día yo tenía que superar.

Al principio costaba que los niños me cogieran confianza pero después, al cabo de poco tiempo, me empezaron a tratar con cariño. Ver cómo demostraban que me querían y me respetaban me ha ayudado a desarrollar mi confianza en mí misma y a madurar. Ha sido una experiencia inolvidable. Puedo recomendar hacer este trabajo voluntario a cualquier persona.

192