

# AQA-style practice paper

## A-LEVEL SPANISH

### Mark Scheme

*This practice paper has not been developed with AQA and is not AQA approved.*

## Paper 1 Listening, Reading and Writing

### Section A

### Listening and Writing

#### Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the question set.

#### **0 1** Internet y modernidad en Cuba

Accept misspelling provided this does not alter the meaning.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

	Accept	Notes
<b>0 1 . 1</b>	nuevos usuarios de Internet <u>en Cuba</u> a finales de 2014 [1 mark]	Reject if no mention of Cuba
<b>0 1 . 2</b>	ordenadores en Cuba por cada mil habitantes [1 mark]	Reject any mention of percentage
<b>0 1 . 3</b>	ordenadores que están conectadas a la Red [1 mark]	
<b>0 1 . 4</b>	casas en Cuba que tienen conexión a Internet [1 mark]	Accept hogares
<b>0 1 . 5</b>	años que un ciudadano cubano puede viajar al extranjero sin perder los derechos de ciudadanía [1 mark]	Must mention años Accept fuera de la isla

**0 2 Trump, Maduro y un mensaje xenófobo hacia los mexicanos****[11 marks]**

Key idea	Accept	Notes
<ul style="list-style-type: none"> <li>Trump tiene la intención de construir un tipo de gran muro en la frontera mexicana para que no entren los inmigrantes mexicanos. <b>[1 mark]</b> Además, quiere que pague México el costo de su construcción. <b>[1 mark]</b></li> </ul>	Accept construiría un muro	Reject hará que este país corra con los gastos de la construcción
<ul style="list-style-type: none"> <li>Los inmigrantes mexicanos fomentan varios problemas sociales según Trump, por ejemplo aumentan el uso de drogas. <b>[1 mark]</b> Además, Trump dice que el índice de criminalidad ha aumentado también. <b>[1 mark]</b></li> </ul>		Reject no está enviando a los 'mejores'
<ul style="list-style-type: none"> <li>Ha cambiado radicalmente. Con respecto a la economía, Latinoamérica ha experimentado un incremento de exportaciones de materias primas. <b>[1 mark]</b> Hay cada vez más igualdad, con menos pobreza y una tasa de alfabetismo más alta. <b>[1 mark]</b></li> </ul>		Must be mention of materias primas, pobreza, (an)alfabetismo

**Summary questions**

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.\* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

**\*Example:****1**

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

**2**

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

**Minor errors include:**

incorrect spelling (unless the meaning is changed);  
accents (unless the meaning is changed);  
confusion of noun/adjective e.g. *peligro/peligroso*;  
occasional slips in gender/ adjectival agreements.

**Serious errors include:**

incorrect verb forms;  
incorrect use of pronouns;  
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*.

Mark	AO3 quality of language marks in listening and reading summary tasks
<b>5</b>	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
<b>4</b>	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
<b>3</b>	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
<b>2</b>	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
<b>1</b>	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
<b>0</b>	The student produces nothing worthy of credit.

**0 3 La mejor tortilla de Malasaña**

0 3 1 V      0 3 2 N      0 3 3 F      0 3 4 V  
0 3 5 F      0 3 6 V      0 3 7 F

**0 4 Dos nuevos partidos políticos aparecen en España**

Accept misspelling provided this does not alter the meaning.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

	<b>Accept</b>	<b>Notes</b>
<b>0 4 1</b>	Los jóvenes españoles no han podido conseguir un trabajo a causa de la alta tasa de desempleo. <b>[1 mark]</b>	<i>Reject</i> han sufrido económicamente
<b>0 4 2</b>	Ciudadanos tiene representantes con una media de edad de solo 35 años, mientras que los partidos más típicos no tienen este espíritu joven. <b>[1 mark]</b>	<i>Accept</i> La media de edad de sus representantes es más joven en comparación con la de los partidos tradicionales.
<b>0 4 3</b>	Se sienten decepcionados con el sistema político y creen que no vale la pena votar. <b>[1 mark]</b>	<i>Accept</i> creen que es una pérdida de tiempo
	<b>Accept</b>	<b>Notes</b>
<b>0 4 4</b>	Se desarrolló como consecuencia de las protestas ciudadanas hace varios años. <b>[1 mark]</b> Además se desarrolló del descontento con los políticos. <b>[1 mark]</b>	<i>Reject</i> if any mention of el medio ambiente/los derechos de la mujer
<b>0 4 5</b>	Porque les falta la experiencia política necesaria para combatir los problemas más difíciles. <b>[1 mark]</b>	<i>Accept</i> es posible que no sepan reaccionar <i>Reject</i> any definitive statement such as 'no saben reaccionar'
<b>0 4 6</b>	Los jóvenes deberían tomar acción directa, convirtiéndose en ciudadanos-activistas. <b>[1 mark]</b>	<i>Reject</i> if mention of el poder corrompe

## Section B

### Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the question set.

## Reading

### 0 5 El estigma gitano persiste en el siglo XXI

0 5 1 C

0 5 2 B

0 5 3 A

0 5 4 B

0 5 5 C

0 5 6 B

0 5 7 C

0 5 7 C

0 5 9 A

0 5 10 A

### 0 6 Criar a los hijos en las familias reconstruidas

Answers must be given in this order.

**K F J B H G O M C E**

### 0 7 El inmigrante con wi-fi

[12 marks]

#### Key idea

- Tienen la intención de conseguir un buen trabajo y alojamiento de alta calidad. [1 mark]  
Quieren un buen nivel de vida. [1 mark]

#### Accept

correct use of buscar

#### Notes

*Reject* if mentions nadie diría que son inmigrantes

- Sus padres ahorran diligentemente y se dedican a dar mejores oportunidades a sus hijos. [1 mark]  
Además, suelen pagar el alquiler del piso donde viven sus hijos. [1 mark]

gastan muchísimo dinero en sus hijos

*Reject* enviarlos como si fueran un paquete certificado

- No quieren tener un trabajo que es típico de un inmigrante. [1 mark]  
Su ambición es seguir una carrera impresionante en una empresa enorme, quizás en una ciudad cosmopolita como Barcelona o Madrid. [1 mark]
- Desgraciadamente, les faltan derechos y frecuentemente no tienen hogar. [1 mark]

*Reject* han estudiado en la universidad

### Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

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#### \*Example:

##### 1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

##### 2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

#### Minor errors include:

incorrect spelling (unless the meaning is changed);  
accents (unless the meaning is changed);  
confusion of noun/adjective e.g. *peligro/peligroso*;  
occasional slips in gender/ adjectival agreements.

#### Serious errors include:

incorrect verb forms;  
incorrect use of pronouns;  
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*.

Mark	AO3 quality of language marks in listening and reading tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
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### 08 La corona española rejuvenece

08.1	V	08.2	N	08.3	F	08.4	V
08.5	V	08.6	N	08.7	F	08.8	V

### 09 Las tribus más secretas de Perú

Accept misspelling provided this does not alter the meaning.

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Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

	Accept	Notes
09.1	Se comportan de manera agresiva. A veces dejan avisos en la selva para los intrusos.	<i>Reject</i> mention of continúan con su vida alejada de la civilización [1 mark] [1 mark]
09.2	Los extranjeros les infligieron violencia. Además les dieron ciertas enfermedades.	[1 mark] [1 mark]
09.3	Trata de defender los derechos de los indígenas peruanos que estudia.	<i>Reject</i> pide al gobierno que proteja a los indígenas [1 mark]

- 0 9 . 4** Quiere que reconozca los derechos de los indígenas como los propietarios de su tierra. **[1 mark]**
- 0 9 . 5** Debido a la presión de IndiPerú, la petrolera Mobil tuvo que cancelar sus exploraciones en un área habitada por indígenas. **[1 mark]**
- 0 9 . 6** El gobierno peruano ha dado luz verde a la prospección petrolera en una gran parte de la Amazonia peruana. **[1 mark]**  
Muchos indígenas viven en este territorio. **[1 mark]**
- 0 9 . 7** Porque consideran su tierra como sagrada. **[1 mark]**

### **Guidance on level of accuracy in translations into the target language**

#### **Errors of accent**

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

#### **Errors of spelling**

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

#### **Errors of gender**

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

#### **Alternative answers**

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

#### **A successful translation**

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

#### **Repeated errors**

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

The table below shows the type of answer that is acceptable for each section of the text. Other acceptable and unacceptable translations will be exemplified in the standardisation materials. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.



<b>1</b> The majority of	La mayoría de
<b>2</b> tribes in Latin America	las tribus en Latinoamérica/América Latina
<b>3</b> are no longer isolated	ya no están aislados
<b>4</b> from the modern world.	del mundo moderno.
<b>5</b> Oil exploration	La prospección petrolera
<b>6</b> has destroyed large areas	ha destruido/destrozado grandes áreas/ zonas
<b>7</b> of their sacred land,	de su tierra sagrada, <i>Reject terreno</i>
<b>8</b> and certain governments	y ciertos gobiernos
<b>9</b> usually prefer	suelen preferir normalmente/generalmente prefieren
<b>10</b> cooperation with	la cooperación con
<b>11</b> powerful petrol companies	petroleras poderosas
<b>12</b> to the protection of	a la protección de
<b>13</b> their poorest and most exploited citizens.	sus ciudadanos más pobres y explotados. <i>Reject adjectives before noun</i>
<b>14</b> In spite of	A pesar de
<b>15</b> the protests and campaigns	las protestas y campañas
<b>16</b> organized by many tribes,	organizadas por muchas tribus,
<b>17</b> the threat	la amenaza
<b>18</b> continues to grow.	sigue/continúa creciendo.
<b>19</b> It is tragic that each year	Es trágico que cada año
<b>20</b> there are indigenous people	haya indígenas
<b>21</b> who are jailed,	que sean encarcelados, <i>Reject son encarcelados</i>
<b>22</b> tortured and even killed	torturados y también asesinados
<b>23</b> because of	a causa de/debido a
<b>24</b> their proud and effective resistance.	su resistencia orgullosa y efectiva.

<b>25</b> These people dream of	Esta gente sueña con/Estas personas sueñan con <i>Reject plural verb with gente</i>
<b>26</b> a more stable future.	un futuro más estable.
<b>27</b> They want	Quiere que/Quieren que
<b>28</b> foreign petrol companies	las petroleras extranjeras
<b>29</b> to withdraw from	se retiren de
<b>30</b> their territory immediately.	su territorio inmediatamente.

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
3	1
0–2	0

**1 0 El Papa Francisco en Kenia****Acceptable quality of English in translations into English****Errors in spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**Successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

**Example**

	<b>Accept</b>	<b>Reject</b>
Él siempre asistía a las clases de informática.	<p>He always attended (the) ICT/computer classes.</p> <p>He always used to attend (the) ICT/computer classes.</p> <p>He would always attend (the) ICT/computer classes.</p>	<p>Any reference to assisting or helping.</p> <p>Any reference to information or technology on its own.</p>

The table below shows the type of answer that is acceptable for each section of the text. Other correct translations will be exemplified in the standardisation materials. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.

<b>1</b> En su primer discurso en Kenia,	In his first speech in Kenya,
<b>2</b> el papa Francisco rogó	Pope Francis pleaded/begged
<b>3</b> anoche a los líderes mundiales	with world leaders last night
<b>4</b> que se esfuercen	to make efforts/work hard to
<b>5</b> para promover modelos responsables	to promote responsible models
<b>6</b> de desarrollo económico	of economic development
<b>7</b> con el objetivo de hacer frente a	with the aim of tackling/confronting
<b>8</b> la grave crisis ambiental actual.	the current serious environmental crisis.
<b>9</b> Los valores de la naturaleza deben empujar	The values of nature must drive
<b>10</b> los esfuerzos de los líderes nacionales,	the efforts of national leaders,
<b>11</b> afirmó el pontífice	affirmed the pontiff
<b>12</b> durante una recepción del presidente de Kenia,	during a reception by the president of Kenya,
<b>13</b> su primera actividad oficial tras llegar a Nairobi.	his first official activity after arriving in Nairobi.
<b>14</b> Además, el papa argentino	Furthermore, the Argentinian Pope
<b>15</b> habló sobre su deseo de que los líderes mundiales	spoke/talked about his desire for world leaders to
<b>16</b> lleguen a un acuerdo	reach an agreement
<b>17</b> sobre una solución sostenible	on a sustainable solution
<b>18</b> con respecto al cambio climático	with regard to climate change
<b>19</b> y pongan los derechos naturales	and for them to put natural rights
<b>20</b> como una de sus prioridades.	as one of their priorities.