
AS

Spanish

7691/1

Mark scheme

7691

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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Section A**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. 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, eg by ‘lifting’ an element from the original which does not match the phrasing of the question set.

Question 1

Qu	Accept	Mark	Notes
01.1	H	1	

Qu	Accept	Mark	Notes
01.2	E	1	

Qu	Accept	Mark	Notes
01.3	S	1	

Qu	Accept	Mark	Notes
01.4	E	1	

Qu	Accept	Mark	Notes
01.5	S	1	

Qu	Accept	Mark	Notes
01.6	H	1	

Question 2

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.

Qu	Accept	Mark	Notes
02.1	El 15% de (las) <u>chicas</u>	1	
	El 12% de (los) <u>chicos</u>	1	

Qu	Accept	Mark	Notes
02.2	Séptimo / 7	1	Reject: 7th

Qu	Accept	Mark	Notes
02.3	(Los) chats	1	Reject: Any reference to chat on mobile / social networks

Qu	Accept	Mark	Notes
02.4	La depresión	1	Reject: Depression (English spelling) on its own
	Se autolesionan	1	
	(Experimentan) pensamientos suicidas	1	

Qu	Accept	Mark	Notes
02.5	Ocupan los primeros puestos en la cuestión <u>del ciberacoso</u>	1	

Qu	Accept	Mark	Notes
02.6	Víctima de acoso que acosa a los demás	1	Reject: De más (Demás should be one word)

Qu	Accept	Mark	Notes
02.7	El ciberacoso se reduce con la edad	1	

Question 3

Qu	Accept	Mark	Notes
03.1	V	1	

Qu	Accept	Mark	Notes
03.2	N	1	

Qu	Accept	Mark	Notes
03.3	V	1	

Qu	Accept	Mark	Notes
03.4	N	1	

Qu	Accept	Mark	Notes
03.5	V	1	

Qu	Accept	Mark	Notes
03.6	F	1	

Qu	Accept	Mark	Notes
03.7	F	1	

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Possible content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the possible content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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 70 and 80 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
5	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 structures accurately where required by the task.
4	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 structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.

Examiners will award the AO3 mark on a ‘best fit’ basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.

If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Question 4

Reject answers with information lifted from the text that has been left in the first person of the verb.

Qu	Accept (key idea underlined)	Mark	Notes
Bullet 1	<u>La gran mayoría aprende el idioma vasco</u> (1) pero <u>hablan español en casa</u> . (1)	2	<p>Accept:</p> <p>El 95% de los niños ... estudia en euskera. (1) Sin embargo, en el 94% de los hogares el idioma que predomina ...es el castellano. (1)</p> <p>If ages are specified, they must be correct.</p>
Bullet 2	<u>Porque relacionan la lengua con los estudios</u> (1) en <u>vez de pasatiempos más divertidos</u> (1)	2	<p>Accept:</p> <p>...lo asocian con las clases, los deberes y los exámenes (1) y no con actividades más atractivas. (1)</p>

<p>Bullet 3</p>	<p>Propone <u>ofrecer una gama más amplia de actividades en el colegio</u> (1). <u>Quiere educar a los padres sobre la necesidad de hablar euskera</u> (1) en <u>unos talleres que quiere organizar</u>. (1)</p>	<p>3</p>	<p>Accept: ...ampliar la oferta de actividades extraescolares (1) ... concienciar a los padres sobre la importancia del uso del idioma vasco (1) mediante talleres en familia. (1)</p> <p>Reject: Answers beginning with the first person plural of verbs, i.e. directly lifted from the text – queremos... intentamos...</p> <p>Reject: Ideas taken from the last sentence, since these do not explain what the specialist <u>intends to do</u></p>
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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. 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.

Question 5

Qu	Accept	Mark	Notes
05	M, L, C, G, F, P, J	7	in this order

Question 6

Qu	Accept	Mark	Notes
06	B / D / F / H / J / L / P / R	8	Any order

Question 7

Qu	Accept	Mark	Notes
07.1	tema	1	

Qu	Accept	Mark	Notes
07.2	navaja	1	

Qu	Accept	Mark	Notes
07.3	acabar	1	

Qu	Accept	Mark	Notes
07.4	nunca	1	

Qu	Accept	Mark	Notes
07.5	prisión	1	

Qu	Accept	Mark	Notes
07.6	comen	1	

Qu	Accept	Mark	Notes
07.7	matadores	1	

Qu	Accept	Mark	Notes
07.8	viendo	1	

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 70 and 80 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 AO2 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 AO2 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 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 summary tasks
5	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 structures accurately where required by the task.
4	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 structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.

Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.

If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Question 8

Qu	Accept (key idea underlined)	Mark	Notes
Bullet 1	<ul style="list-style-type: none"> Es <u>una fiesta (cultural) valenciana</u>. Es una tradición valenciana. Es una fiesta tradicional que se encuentra en Valencia. 	Any 1 of 3	<p>Accept: Las Fallas constituyen una manifestación cultural y festiva profundamente arraigada en la cultura valenciana y su identidad.</p> <p>Reject Las Fallas tienen lugar en Valencia.</p>
Bullet 2	<ul style="list-style-type: none"> Puedes <u>ver unas figuras satíricas que se llaman ninots</u> (1) y <u>asistir a las procesiones</u> (1). Estas figuras <u>se queman al final de la fiesta</u> (1). Además, se pueden ver <u>DJs de todas partes del mundo</u> que entretienen a los turistas (1). 	Any 3 of 4	<p>Accept: Durante las fiestas se pueden ver los ninots (1), las procesiones (1), a conocidos DJs internacionales (1) y las hogueras (en la popular fiesta del fuego) (1)</p> <p>Reject: Todos se reúnen alrededor de las hogueras en la popular fiesta del fuego.</p>

<p>Bullet 3</p>	<ul style="list-style-type: none"> • Lo que quiere conseguir el postgrado es <u>investigar la fiesta</u>. (1) • Además de <u>aprender más sobre la historia y cultura de Las Fallas</u>. (1) • También espera <u>ampliar las posibilidades que la fiesta ofrece</u> a la economía y a la sociedad. (1) • Es más, es posible <u>trabajar con gente que tenga interés en el turismo</u>. (1) 	<p>Any 3 of 4</p>	<p>Accept: Fomentar la investigación sobre esta fiesta. (1)</p> <p>Conocer mejor la historia y la cultura fallera. (1)</p> <p>Desarrollar las oportunidades económicas y sociales de la fiesta. (1)</p> <p>Colaborar con quienes trabajan o están interesados en el sector del turismo, (1)</p> <p>Reject: Debemos fomentar la investigación sobre esta fiesta.</p> <p>Queremos conocer mejor la historia y la cultura fallera para desarrollar las oportunidades económicas y sociales de la fiesta.</p> <p>Nos gustaría colaborar con quienes trabajan o están interesados en el sector del turismo</p>
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Question 9

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

Reject answers with information lifted from the text that has been left in the first person of the verb.

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

Qu	Accept	Mark	Notes
09.1	instrucciones del navegador <i>Firefox</i> en lengua maya	1	

Qu	Accept	Mark	Notes
09.2	Acercar a las comunidades de (esta) etnia maya a Internet.	1	

Qu	Accept	Mark	Notes
09.3	Traducir páginas web del gobierno	1	

Qu	Accept	Mark	Notes
09.4	<u>Que</u> la gente sienta Internet como parte de su vida y	1	
	que su idioma no es solo para hablar con los vecinos.	1	

Qu	Accept	Mark	Notes
09.5	El gobierno (mexicano) reconoció 364 lenguas indígenas como idiomas nacionales	1	

Qu	Accept	Mark	Notes
09.6	El rarámuri / La lengua de la comunidad Tarahumara	1	

Qu	Accept	Mark	Notes
09.7	No tienen (acceso a) internet	1	

Qu	Accept	Mark	Notes
09.8	Los mexicanos que utilizan el servicio	1	

Qu	Accept	Mark	Notes
09.9	No saben leer ni escribir (en su lengua materna).	1	

Question 10**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.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
Mañana por la tarde, un club de rugby argentino	Tomorrow afternoon / evening, an Argentinian rugby club		Any reference to morning
abrirá sus puertas al primer equipo femenino.	will open its doors to the first female team.		
Esta iniciativa tendrá el apoyo	This initiative will have the support		
de la dirección del club, y también, de muchos aficionados	from / of the management /Board of the club and also of many / lots of fans,		Direction for dirección
incluida Manuela Roán, contable y feminista, reconocida a nivel nacional.	including Manuela Roan, accountant and feminist, well known at (a) national level		

Manuela reside en Argentina desde hace algunos años	Manuela has lived in Argentina for some years		Since for desde Manuela lives
y nos dijo: “Las mujeres lograremos mucho en los próximos años.	and (she) told us, “We women will achieve much in the next few years.		The women will achieve...
Yo vine aquí de joven para trabajar de empresaria y	I came here as a young person to work as a business woman and	Entrepreneur	Businessman
aprovechar las oportunidades para las mujeres.	to take advantage of the opportunities for women.		
Después de un tiempo, decidí quedarme”.	After a while, I decided to stay (on)”		