

**AS**  
**SPANISH**  
**7691/1**

Paper 1 Listening, Reading and Writing

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**Mark scheme**

June 2023

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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 Examiner.

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.

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## Level of response marking instructions A03

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 is one mark 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.

### Determine a level mark

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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.

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

**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.

Qu	Accept	Mark	Notes
01.1	Y (Yolanda)	1	

Qu	Accept	Mark	Notes
01.2	S (Sara)	1	

Qu	Accept	Mark	Notes
01.3	M (Miguel)	1	

Qu	Accept	Mark	Notes
01.4	S (Sara)	1	

Qu	Accept	Mark	Notes
01.5	M (Miguel)	1	

Qu	Accept	Mark	Notes
01.6	Y (Yolanda)	1	

**Question 2**

Accept misspelling provided this does not alter the meaning/create ambiguity.

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	aumenta el bienestar (general) (1) reduce la ansiedad (1)	2	Accept: hay más bienestar (1) hay menos ansiedad (1)

Qu	Accept	Mark	Notes
02.2	(causa) envidia (1) daña nuestro amor propio (1)	2	Accept: la comparación social (for one of the two marks)

Qu	Accept	Mark	Notes
02.3	comparamos nuestra vida (social y personal) con la del resto	1	Accept: en comparar nuestra vida social y personal con la del resto

Qu	Accept	Mark	Notes
02.4	la gente suele compartir solo sus momentos (más) felices	1	Accept: la gente comparte sólo sus momentos más felices

Qu	Accept	Mark	Notes
02.5	estaban menos al día con las noticias	1	Accept: estaban menos informados

Qu	Accept	Mark	Notes
02.6	si no hay mensajes, tampoco hay sugerencias de amigos que usan otras redes sociales	1	Accept: si no usas Instagram, tus amigos no hacen sugerencias de otras redes sociales

Qu	Accept	Mark	Notes
02.7	los sesenta minutos que (los internautas) ganaron al día	1	Accept: 60 as a number

Qu	Accept	Mark	Notes
03.1	N (negativa)	1	

Qu	Accept	Mark	Notes
03.2	P (positiva)	1	

Qu	Accept	Mark	Notes
03.3	P+N (positiva y negativa)	1	

Qu	Accept	Mark	Notes
03.4	N (negativa)	1	

Qu	Accept	Mark	Notes
03.5	P (positiva)	1	

Qu	Accept	Mark	Notes
03.6	N (negativa)	1	

Qu	Accept	Mark	Notes
03.7	P (positiva)	1	

Qu	Accept	Mark	Notes
03.8	P+N (positiva y negativa)	1	

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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.

### Determine a level mark

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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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

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.

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, eg 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 que 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 eg *peligro/peligroso*

Occasional slips in gender/adjectival agreements.

### Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions eg *es muy calor: soy 17.*



<b>Mark</b>	<b>AO3 quality of language marks in listening and reading summary tasks</b>
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.

Qu	Accept (key idea underlined)	Mark	Notes
04	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• <u>Descubrieron más de 60.000 estructuras nuevas.</u></li> <li>• <u>Han visto varios centros urbanos en diferentes zonas.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• <u>Usó una tecnología láser/un láser</u> llamada/o LiDAR que funciona como los rayos X.</li> <li>• <u>Le permite ver a través de los árboles en la jungla.</u></li> <li>• <u>Ha podido crear un nuevo mapa de 2.100 km cuadrados.</u></li> </ul>	3	Accept the key idea if paraphrased unambiguously. Accent required on Usó Accept: Le permitió ver...
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• La civilización maya <u>era más grande y compleja de lo que habían pensado.</u></li> <li>• <u>Había guerras bastante frecuentes.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.  Accept: Las guerras eran bastante frecuentes.

**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, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
05	C H G Q P J A E M L C (consiguió) H (hace) G (gustaba) Q (vivió) P (viajar) J (mirando) A (al) E (estado) M (se) L (origen)	10	In this order

Qu	Accept	Mark	Notes
06.1	V (Verdaderas)	1	

Qu	Accept	Mark	Notes
06.2	F (Falsas)	1	

Qu	Accept	Mark	Notes
06.3	F (Falsas)	1	

Qu	Accept	Mark	Notes
06.4	NM (No mencionadas)	1	

Qu	Accept	Mark	Notes
06.5	V (Verdaderas)	1	

Qu	Accept	Mark	Notes
07.1	amabilidad	1	

Qu	Accept	Mark	Notes
07.2	pasaba	1	

Qu	Accept	Mark	Notes
07.3	(las) preocupaciones	1	

Qu	Accept	Mark	Notes
07.4	se creía	1	

Qu	Accept	Mark	Notes
07.5	prisión	1	

Qu	Accept	Mark	Notes
07.6	sujeta	1	

Qu	Accept	Mark	Notes
07.7	no podía	1	

Qu	Accept	Mark	Notes
07.8	verdadero	1	

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

## Summary questions

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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, eg 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.

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

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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 que 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.

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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.

Qu	Accept (key idea underlined)	Mark	Notes
8	<p><b>Bullet 1</b></p> <ul style="list-style-type: none"> <li>• <u>Pide políticas públicas contra la discriminación salarial.</u></li> <li>• <u>Quiere el derecho a las huelgas sin amenazas</u> de ningún tipo.</li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<p><b>Bullet 2</b></p> <ul style="list-style-type: none"> <li>• <u>El año pasado las mujeres ganaron un promedio de 37% menos que los varones por el mismo trabajo.</u></li> <li>• <u>Muchas trabajadoras domésticas reciben solo el 60% del sueldo mínimo legal.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<p><b>Bullet 3</b></p> <ul style="list-style-type: none"> <li>• <u>Muchas chicas dejan el colegio demasiado jóvenes.</u></li> <li>• <u>No pueden ir a la universidad.</u></li> <li>• <u>Tienen que asumir el papel de esposa y madre, trabajando sin sueldo.</u></li> </ul>	3	<p>Accept the key idea if paraphrased unambiguously.</p> <ul style="list-style-type: none"> <li>• Accept: Muchas chicas se ven obligadas a dejar el colegio demasiado jóvenes.</li> </ul>



**Question 9**

Accept misspelling provided this does not alter the meaning/create ambiguity.

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
09.1	Ha desfilado en la semana de la Moda de Nueva York	1	

Qu	Accept	Mark	Notes
09.2	Vestidos de noche (diseñados por Matthew Brown)	1	Accept: Trajes de noche

Qu	Accept	Mark	Notes
09.3	A través de una publicación de moda	1	

Qu	Accept	Mark	Notes
09.4	Incluir diferentes tipos de modelos	1	Reject: Le ofreció trabajo

Qu	Accept	Mark	Notes
09.5	(Ayudar a) romper barreras en la industria (de la moda) (1) Luchar contra el estigma del síndrome de Down (1)	2	

Qu	Accept	Mark	Notes
09.6	Desfilaba con zapatos de tacón en casa/por el pasillo de su casa (1) Practicaba poses frente al espejo (1)	2	Reject: Escuchaba música on its own

Qu	Accept	Mark	Notes
09.7	Tener confianza en sí misma	1	Accept: La confianza en sí misma. Reject: Los colores y diseños que mejor le sentaban.

Qu	Accept	Mark	Notes
09.8	(Saltar al mundo de) la interpretación	1	Accept: Ser actriz Reject: Protagonizar campañas publicitarias en la prensa

### 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.

<b>Qu 10</b>	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.		
<b>Spanish</b>	<b>Possible English answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
Se dice que el número de matrimonios ha disminuido	It is said that the number of marriages has decreased	They say that the number of weddings has gone down	
debido a la crisis económica	due to the economic crisis	because of the economic crisis/financial crisis	
y que cada vez se casan menos parejas españolas.	and that <u>fewer and fewer/less and less</u> Spanish couples get married.	and that Spanish couples get married <u>less and less.</u>	Spanish couples do not get married as much/less (often)
Muchos jóvenes no están dispuestos a asumir la responsabilidad	Many young people are not ready to take (on) the responsibility	assume/accept the responsibility	
que supondría un matrimonio.	that (a) marriage would bring.	that marriage would entail/assume/involve that would come with marriage.	
Para ellos, comprometerse con una persona para siempre	For them, committing to one person forever	For them, making a commitment to someone forever	committing with a person
y criar a unos hijos sucederá en un futuro lejano.	and bringing up children will happen in a/the distant future.	raising children	having children
Además, muchos siguen viviendo en el hogar paterno	Moreover, many continue to live in their parents' home	in the paternal/parental/family home	
y retrasan independizarse	and delay becoming independent	put off/postpone	
ya que no tienen suficientes recursos para hacerlo.	as they do not have sufficient resources to do it.	since/because they do not have the means to do so.	