

A-level
SPANISH
7692/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2022

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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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 | <p>Persona 1: P</p> <p>Persona 2: N</p> <p>Persona 3: P+N</p> <p>Persona 4: P</p> | 4 | |

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 | (de) madrugada | 1 | Reject mientras todos duermen |

| Qu | Accept | Mark | Notes |
|------|---|------|---|
| 02.2 | <p>Any 2 of 3</p> <p>(A los gallegos) las cebras no los/nos representan (1)</p> <p>(las vacas) son parte de su/nuestra esencia (1)</p> <p>(representa) la importancia del sector lácteo (1)</p> | 2 | <p>Accept lo/la/le/les/las pronouns or gallegos needed</p> <p>Reject ausencia</p> |

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 02.3 | <p>(la) despoblación/la huida de los jóvenes a las ciudades (1)</p> <p>(el) envejecimiento (1)</p> | 2 | |

| Qu | Accept | Mark | Notes |
|------|--|------|------------------------|
| 02.4 | que (en el futuro) se copie/desea copiar la idea en (las calles de) otras ciudades de <u>Galicia</u> | 1 | Reject ciudades |

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 02.5 | enseñar <u>el verdadero</u> valor de un litro de leche | 1 | |

| Qu | Accept | Mark | Notes |
|------|--------------------------------------|------|-------|
| 02.6 | (si habrá) más peatones atropellados | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 03.1 | E (Ariana Palombo saltó a la fama recientemente.) F (El principal motor de la economía uruguaya es la cría de animales.) | 2 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 03.2 | A (Los desastres naturales han destruido zonas de Uruguay.) H (La sobreexplotación del terreno en Uruguay está provocando la polución de las aguas.) | 2 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 03.3 | B (El calentamiento global acabará matando todas las especies de animales y plantas.) D (Ojalá más individuos llevaran a cabo acciones similares.) | 2 | |

Level of response marking instructions for 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.

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, 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.*

| Mark | AO3 quality of language marks in listening and reading summary 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. |
| 4 | 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. |
| 3 | 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. |
| 2 | 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. |
| 1 | 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. |
| 0 | The student produces nothing worthy of credit. |

| Qu | Accept (key idea underlined) | Mark | Notes |
|----|--|------|---|
| 04 | Bullet 1 <ul style="list-style-type: none"> (Uno de los organizadores) <u>no la/le dejó entrar/no dejaron entrar a Gloria.</u> <u>No le hizo caso, entró y comenzó a bailar.</u> | 2 | Accept the key idea if paraphrased unambiguously. If the pronoun is not used there must be some reference to Gloria. |
| | Bullet 2 <ul style="list-style-type: none"> <u>Su familia y ella organizaba(n) excursiones en autobús para que sus vecinos pudieran votar.</u> Después de votar, <u>preparaba(n) unas cenas grandes.</u> | 2 | Accept the key idea if paraphrased unambiguously. Reject tenían unas cenas grandes Answers must be in a past tense |
| | Bullet 3 <ul style="list-style-type: none"> <u>Se involucrará más en los temas que tienen que ver con los derechos humanos.</u> <u>Quiere luchar contra la violencia que sufren las niñas.</u> <u>Ha decidido ayudar a las mujeres que son víctimas de la violencia de género.</u> | 3 | Accept the key idea if paraphrased unambiguously. Answer must give a future idea. |

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 |
|------|-----------------------|------|-------|
| 05.1 | A (a Cristina Ortiz.) | 1 | |

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 05.2 | A (un período duro para el desarrollo de este niño.) | 1 | |

| Qu | Accept | Mark | Notes |
|------|--------------------------|------|-------|
| 05.3 | B (transicionó a mujer.) | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 05.4 | A (la identidad del colectivo trans se está llegando a entender mejor.) | 1 | |

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 05.5 | B (el equipo que la produce y la interpreta pertenece al colectivo trans.) | 1 | |

| Qu | Accept | Mark | Notes |
|------|--|------|-------|
| 05.6 | A (el colectivo trans había sido tratado injustamente en el ámbito artístico profesional.) | 1 | |

Question 6

| Qu | Key idea | Mark | Notes |
|------|----------|------|----------------------------|
| 06.1 | lograse | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|---------------|------|----------------------------|
| 06.2 | (el) certamen | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|----------|------|----------------------------|
| 06.3 | desvela | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|---------------|------|----------------------------|
| 06.4 | (un) renombre | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|------------------|------|----------------------------|
| 06.5 | tratar <u>de</u> | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|---------------|------|----------------------------|
| 06.6 | (la) polémica | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|----------|------|----------------------------|
| 06.7 | único | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|------------------|------|----------------------------|
| 06.8 | (los) periódicos | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|------|----------------------|------|----------------------------|
| 06.9 | (las) felicitaciones | 1 | Accurate spelling required |

| Qu | Key idea | Mark | Notes |
|-------|--------------|------|----------------------------|
| 06.10 | pedir perdón | 1 | Accurate spelling required |

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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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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 (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 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.*

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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*.

| Mark | AO3 quality of language marks in listening and reading summary 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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| 3 | 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. |
| 2 | 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. |
| 1 | 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. |
| 0 | The student produces nothing worthy of credit. |

| Qu | Accept (key idea underlined) | Mark | Notes |
|----|---|------|---|
| 07 | Bullet 1 <ul style="list-style-type: none"> • <u>Mauricio ha acudido a las manifestaciones.</u> • <u>Estaba harto de lo que está pasando políticamente en Guatemala.</u> | 2 | Accept the key idea if paraphrased unambiguously. Accept present tense of verbs Accept past tense of estar. |
| | Bullet 2 <ul style="list-style-type: none"> • <u>No puede ser que sus políticos hagan lo que hacen.</u> • <u>Siente que les roban el futuro/roban el futuro de los jóvenes.</u> • <u>No ve que haya cambios positivos para los jóvenes.</u> | 3 | Accept the key idea if paraphrased unambiguously. If the pronoun is not used there must be some reference to young people. |
| | Bullet 3 <ul style="list-style-type: none"> • <u>Los manifestantes deben protestar en paz.</u> • <u>No deben vandalizar con la propiedad</u> | 2 | Accept the key idea if paraphrased unambiguously. |

| Qu | Accept | Mark | Notes |
|----|---|------|---------------|
| 08 | L, G, S, R, K, J, A, M, B, P, C, F L (pocos) G (mudé) S (transcurrido) R (supe) K (padecido) J (nadie) A (esperanza) M (respondía) B (fallecido) P (siguiente) C (falté) F (llamó) | 12 | In this order |

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 | (es) <u>uno de</u> los mayores en el hemisferio occidental | 1 | |

| Qu | Accept | Mark | Notes |
|------|-------------------------------|------|-------------------------------------|
| 09.2 | El Museo Nacional de Historia | 1 | Reject: El museo or Un museo |

| Qu | Accept | Mark | Notes |
|------|---------------|------|-------|
| 09.3 | el presidente | 1 | |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 09.4 | (una amplia colección de) obras (1) (varios) <u>artefactos militares</u> (1) | 2 | |

| Qu | Accept | Mark | Notes |
|------|---|------|--------------------------|
| 09.5 | El (encantador) <i>Audiorama</i> /un pequeño espacio circular al aire libre | 1 | Reject: el rincón |

| Qu | Accept | Mark | Notes |
|------|---|------|-------|
| 09.6 | (al) anocheecer, (de) noche, (por la) noche | 1 | |

| Qu | Accept | Mark | Notes |
|------|-----------------|------|----------------------------|
| 09.7 | una Biciescuela | 1 | Accept 'bicis', bicicletas |

| Qu | Accept | Mark | Notes |
|------|-----------------------------------|------|-------|
| 09.8 | máscaras (1) y hornos solares (1) | 2 | |

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.

| Qu 10 | The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10. | | |
|--|---|---|-----------------------------|
| English | Possible Spanish answer | Other acceptable answers | Unacceptable answers |
| Religion is no longer | La religión ya no | | no...más |
| fashionable | está de moda | | |
| for many | para muchos | mucha gente/muchas personas | |
| in today's society. | en la sociedad (de) hoy. | hoy en día/actual | |
| The number of | El número de | | cifra |
| young people | jóvenes | personas jóvenes/gente joven | |
| who go | que va(n) | quienes | acude(n)/asiste(n) |
| to mass | a misa | | la misa |
| continues to fall. | sigue cayendo. | continúa bajando/disminuyendo/reduciéndose | |
| They are turning their back on | (Le) dan la espalda | están dando | |
| Catholicism. | al catolicismo. | la religión católica | |
| If the Church | Si la Iglesia | la iglesia | |
| wants to | quiere | desea | |
| attract | atraer (a) | | |
| a younger audience, | una audiencia más joven, | un público | |
| it will need | necesitará | tendrá que/deberá | va a necesitar |
| to adopt new policies | adoptar nuevas políticas | políticas nuevas | adoptarse tomar |
| which tackle | que aborden | lidien con | enfrenten/afronten |
| the fears and beliefs | los miedos y (las) creencias | temores | |
| of Spanish youth. | de la juventud española. | | de los jóvenes españoles |
| Last year, several religious leaders | El año pasado, varios líderes religiosos | | dirigente |
| met with priests | se reunieron con sacerdotes | curas se juntaron | los sacerdotes |
| to advise them about how | para aconsejarles (sobre) cómo | darles consejos de | |
| to change people's perceptions | cambiar las percepciones de las personas | de la gente | |
| about the role of God | sobre el papel de Dios | rol/ dios | |
| in daily life | en la vida diaria | cotidiana | |
| so that everybody sees | para que todos vean | todo el mundo vea | así que |
| the relevance of faith | la relevancia de la fe | | |
| in a modern world where there is | en un mundo moderno donde hay | en el que hay existe | |
| so much injustice, poverty and hatred. | tanta injusticia, pobreza y odio. | tanta injusticia, tanta pobreza y tanto odio. | |

| Conversion grid | |
|------------------------|-------------|
| Number of ticks | Mark |
| 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 |
| 1–3 | 1 |
| 0 | 0 |

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

| | Accept | Reject |
|---|---|---|
| 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> |

| Qu 11 | The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10. | | |
|--|---|---|----------------------|
| Spanish | Possible English answer | Other acceptable answers | Unacceptable answers |
| Hace dos días, | Two days ago, | 2 | |
| el presentador Dani Mateo decepcionó | (the) host Dani Mateo disappointed | presenter let down | |
| a muchos de sus seguidores | many of his followers | a lot of/fans | |
| debido a un chiste racista | due to a racist joke | because of | |
| que hizo sobre una banda asiática. | he made about an Asian band. | told | did |
| Aunque comenzó alabando cómo bailan, | Although he began (by) praising how they dance, | Even though/started | |
| más tarde bromeó con que | he later joked that | | |
| si uno le robara la cartera | if one stole his wallet | robbed handbag/bag (LAm) | purse |
| no lo distinguiría en | he would not (be able to) recognise him | distinguish identify make/point/pick him out | |
| una rueda de reconocimiento de la policía. | in a police line-up. | identity parade i.d | |
| Como era de esperar, las críticas | As (was to be) expected/Unsurprisingly criticism(s) | hoped | |
| por estos comentarios tontos no tardaron en llegar | of/for these silly comments did not take long to arrive/appear | stupid/dumb/foolish come were quick to arrive | |
| y desde entonces no ha parado de recibir | and since then he has not stopped receiving | from then (on)/that moment | |
| mensajes que lo acusan de reírse de | messages accusing him of laughing at | which accuse him of mocking/making fun of | laughing about |
| los chicos solo porque son coreanos. | the boys simply because they are Korean. | youngsters/guys | |
| Quizás por eso, unas horas después | Maybe for that reason, a few/some hours later | Perhaps because of that/this | |
| quiso aclarar lo que dijo. | he wanted to clarify what he said. | clear up | |
| Lo niega | He denies it | refutes | rejects |
| y dice que hacía referencia a su ropa, | and says that he was referring to their clothes | making reference to clothing | |
| porque visten de forma muy parecida. | because they dress in a very similar way. | | |

| Conversion grid | |
|------------------------|-------------|
| Number of ticks | Mark |
| 19–20 | 10 |
| 17–18 | 9 |
| 15–16 | 8 |
| 13–14 | 7 |
| 11–12 | 6 |
| 9–10 | 5 |
| 7–8 | 4 |
| 5–6 | 3 |
| 3–4 | 2 |
| 1–2 | 1 |
| 0 | 0 |