

A-level  
**SPANISH**  
**7692/1**

Paper 1 Listening, Reading and Writing

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Mark scheme

June 2021

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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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**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	P (positiva)	1	

Qu	Accept	Mark	Notes
01.2	N (negativa)	1	

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

Qu	Accept	Mark	Notes
01.4	P (positiva)	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	los delitos de odio <u>por cuestiones raciales</u>	1	

Qu	Accept	Mark	Notes
02.2	<u>bastante</u> lleno	1	

Qu	Accept	Mark	Notes
02.3	se negó a que la niña se sentara (en el asiento que iba libre) or increpó a una madre y a su hija pequeña	1	

Qu	Accept	Mark	Notes
02.4	era extranjera	1	

Qu	Accept	Mark	Notes
02.5	un vídeo que ha circulado por las redes sociales	1	

Qu	Accept	Mark	Notes
02.6	se metieron en la conversación	1	

Qu	Accept	Mark	Notes
02.7	intentó ignorar a la señora	1	

Qu	Accept	Mark	Notes
02.8	orgulloso <u>de vivir en Barcelona</u>	1	

Qu	Accept	Mark	Notes
03.1	<b>C E</b> C (Dejaré de buscar trabajo para pedir apoyo financiero del gobierno.) E (Han cancelado la entrevista a la que iba a ir.)	2	Any order

Qu	Accept	Mark	Notes
03.2	<b>F B</b> F (Lo cierto es que deseo marcharme al extranjero.) B (Me hace falta experiencia.)	2	Any order

Qu	Accept	Mark	Notes
03.3	<p style="text-align: center;"><b>A H</b></p> <p><b>A</b> (Muchos trabajos fuera de España tienen salarios bajos.)</p> <p><b>H</b> (Voy a seguir estudiando.)</p>	2	Any order

## 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 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 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	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• <u>Su sueño era ser un futbolista famoso.</u></li> <li>• <u>Su padre lo/le empujó para que se metiera en una academia de ballet</u> a los nueve años.</li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• <u>Puede darles a los miembros de Acosta Danza algo que nunca tuvo.</u></li> <li>• <u>Quiere que tengan la oportunidad de disfrutar de una carrera a nivel internacional sin el dolor de dejar Cuba.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• <u>Rompió con los prejuicios</u> en el mundo de la danza.</li> <li>• <u>No había oportunidades para los bailarines negros.</u></li> <li>• <u>Fue el primer bailarín negro que consiguió protagonizar papeles que normalmente no daban a gente de color.</u></li> </ul>	3	Accept faltaban oportunidades para los bailarines negros Accept the key idea if paraphrased unambiguously.

**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 (unas quinientas personas asisten a una misa por Franco.)	1	

Qu	Accept	Mark	Notes
05.2	C (desenterrar el cadáver de Franco.)	1	

Qu	Accept	Mark	Notes
05.3	B (jamás comenta nada sobre el lugar del último descanso de su pariente.)	1	

Qu	Accept	Mark	Notes
05.4	B (ha organizado eventos parecidos en el pasado.)	1	

Qu	Accept	Mark	Notes
05.5	B (porque cerca se presenciaban actos en honor al régimen franquista.)	1	

Qu	Accept	Mark	Notes
05.6	C (fue alguien que merece ser recordado.)	1	



**Question 6**

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	Key idea	Mark	Notes
06.1	una huelga	1	

Qu	Key idea	Mark	Notes
06.2	(a) casi mil quinientos noventa	1	Reject 1,590 without casi

Qu	Key idea	Mark	Notes
06.3	en hora punta	1	

Qu	Key idea	Mark	Notes
06.4	(varios) colectivos de trabajadores ferroviarios	1	Reject los sindicatos españoles

Qu	Key idea	Mark	Notes
06.5	denuncia que la plantilla de Renfe disminuye año tras año (1) exige el equilibrio de género (1)	2	

Qu	Key idea	Mark	Notes
06.6	el sindicato CGT	1	

Qu	Key idea	Mark	Notes
06.7	las redes sociales	1	

Qu	Key idea	Mark	Notes
06.8	el 21 de diciembre	1	

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Qu	Key idea	Mark	Notes
06.9	(podrá) viajar en otro tren ese mismo día (1) cambiar la fecha del viaje (1)	2	

Qu	Key idea	Mark	Notes
06.10	que Renfe y los sindicatos puedan alcanzar un acuerdo	1	

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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 (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.

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.

**\*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 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
07	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• <u>Lo orgullosa que se sintió al mando del vehículo de Fórmula 1.</u></li> <li>• <u>Registró vueltas más rápidas que las de Fernando Alonso.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.  Reject Ha viajado tanto
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• <u>Creció viendo carreras en la tele.</u></li> <li>• <u>A los 9 años su hermana la llevó a hacer karting.</u></li> <li>• <u>Sus padres le compraron un kart y corría todos los días después de clase.</u></li> </ul>	3	Accept the key idea if paraphrased unambiguously.
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• <u>Ha soñado en grande.</u></li> <li>• <u>No tiene miedo al trabajo duro.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.

Qu	Accept	Mark	Notes
08	D, A, S, G, M, C, Q, E, B, L (in this order) D (huyendo) A (ahogarse) S (suerte) G (mar) M (rescató) C (guarda) Q (sangre) E (le) B (contactara) L (querer)	10	

Qu	Accept	Mark	Notes
09.1	célebres	1	

Qu	Accept	Mark	Notes
09.2	regresase	1	

Qu	Accept	Mark	Notes
09.3	hecha	1	

Qu	Accept	Mark	Notes
09.4	fallecido	1	

Qu	Accept	Mark	Notes
09.5	casa	1	

Qu	Accept	Mark	Notes
09.6	enteras	1	

Qu	Accept	Mark	Notes
09.7	B (le caía muy bien Aresti.)	1	

Qu	Accept	Mark	Notes
09.8	H (no pasaba mucho tiempo en casa.)	1	

Qu	Accept	Mark	Notes
09.9	F (se mudó de la casa de sus familiares.)	1	

Qu	Accept	Mark	Notes
09.10	D (no estaba enamorada de él.)	1	

### 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.

<b>Qu 10</b>	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.		
<b>English</b>	<b>Possible Spanish answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
According to one Chilean journalist,	Según un/a periodista chileno/a,	reportero	
today's child	el niño de hoy	El niño actual	
has become	se ha convertido en	ha pasado a ser	se ha hecho
the king of the house.	el rey de la casa.		
Parents help with everything,	Los padres ayudan con todo,		
especially with their studies.	sobre todo con sus estudios.	especialmente	
Many of them	Muchos de ellos		
are doing	hacen/están haciendo		
their children's homework	los deberes/ las tareas escolares de sus hijos	el trabajo escolar de sus niños	
to improve their grades.	para mejorar sus notas.		
Wouldn't it be better	¿No sería mejor		
to promote	fomentar	promover	promocionar
children's autonomy,	la autonomía de los niños,		
by offering them	al ofrecerles/ofreciéndoles		
little projects or challenges?	pequeños proyectos o retos?	desafíos	
This way they would end up learning	Así acabarían aprendiendo	De esta manera	
to combat frustration and to do things	a combatir la frustración y a hacer las cosas		
alone.	solos.		
Every year there are children who	Cada año hay niños que	Todos los años	
go to nursery school	van a la escuela infantil	la guardería	
where they will hear	donde oirán	escucharán	
the word 'No'	la palabra 'No'		
for the first time.	por primera vez.		la primera vez
Nobody is going to suggest that	Nadie va a sugerir que		
we reintroduce	reintroduzcamos		
corporal punishment,	el castigo corporal,		
but that	sino que		
we teach our children	enseñemos a nuestros hijos a		
to respect the rules.	respetar las normas.	las reglas	



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<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
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**

	<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>

<b>Qu 11</b>	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.		
<b>Spanish</b>	<b>Possible English answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
Polémica y gastronomía	Controversy and gastronomy		
van de la mano cuando	go hand in hand when		
se trata de un cocinero británico	it concerns one British chef		
conocido por sus innovaciones culinarias	known for his culinary innovations		
compartidas en la red.	shared on the net.	online	
Hace un par de años,	A couple of years ago,	Two years ago	
propuso su propia versión de la paella	he proposed/suggested his own version of paella		
en la que incluía chorizo.	in which he included chorizo.	which included	
Su receta desató todo tipo de críticas	His recipe unleashed all sorts of criticisms	triggered/sparked	
después de que colgara	after he posted		
en su perfil una imagen de su plato.	on his profile an image of his dish.		
No obstante, contestó a	However, he responded to	Nevertheless he replied	
sus detractores diciendo:	his detractors saying,	critics	
"Con mis ingredientes sabe mejor,	"With my ingredients it tastes better,		
¡Confíad en mí!	trust (in) me!		believe
No me arrepiento de la idea	I do not regret the idea		
pero tampoco lo volvería a hacer.	but neither would I do it again.		
Me pareció una locura	It seemed crazy to me		
recibir amenazas de muerte	to receive death threats		
de los españoles por una salchicha".	from the Spanish for a sausage."	from Spanish people over a sausage/ because of a sausage	

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
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