

Mark Scheme for January 2011

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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General advice to Assistant Examiners on the procedures to be used**YOU WILL BE REQUIRED TO UNDERTAKE 10 PRACTICE SCRIPTS AND 10 STANDARDISATION SCRIPTS BEFORE STARTING TO MARK LIVE SCRIPTS.**

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in Section B. You must have a copy of the essay titles in front of you as you mark the essays. The texts will not appear automatically on your marking screen.

- 1 The schedule of dates for the marking of this paper is very important. It is vital that you meet these requirements. If you experience problems then you must contact your Team Leader without delay.
- 2 The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. "sympathetic native speaker/sympathetic examiner"). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- 3 Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – See guidance in the detailed sheets below.
- 4 Where candidates give alternative answers, only the first one written, or the one on the line should be marked.
- 5 In addition to the award of 0 marks, there is a NR (No Response) option on SCORIS.

Award 0 marks

- if there is any attempt that earns no credit.

Award NR (No Response)

- if there is nothing written at all in the answer space
- if there is any comment which does not in any way relate to the question being asked

6 Abbreviations, annotations and conventions used in the detailed Mark Scheme.

/ alternative and acceptable answers for the same marking point

NOT answers which are not worthy of credit

Allow answers that can be accepted

INV element of an answer which invalidates an otherwise valid answer

Principle general guidance to the key idea

() words which are not essential to gain credit

— underlined words must be present in answer to score a mark

7 **Annotations:** the following **annotations** are **available on SCORIS**.

Annotation	Meaning
✓	tick to show correct answer
?	Green question mark to show lack of clarity
×	cross to show incorrect answer
λ	caret sign to show omission
•	green dot to show comprehension points
-1	minus 1 to show deduction of 1 mark (eg in a non-verbal task where candidate has ticked too many boxes)
BOD	benefit of the doubt given (when used with a tick)
NBOD	benefit of the doubt not given
L	L in a box maybe used to show good language
.....	Highlighting can be used to show language lifted from the text
.....	Highlighting may also be used to indicate a harmless addition which does not distort the meaning. The colour of the highlight can be changed in scoris.
—	Red underline may be used to show language errors
↓	Arrow going down to show that mark has been allocated elsewhere
↑	Arrow going up to show mark has been allocated previously

8 The Comments box

You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Instructions for On-Screen Marking from Home - 2011. **Please do not use the comments box for any other reason.**

Any questions or comments you have for your team leader should be communicated by phone, SCORIS messaging system or e-mail.

9 Please send a **report** on the performance of the candidates to your Team Leader by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Section A: Listening and Writing

Task 1:

Question	Answer	Marks [10]	Guidance
(a)	That a beach is healthy <u>and</u> accessible.	[1]	(a) to (h): spelling must be clear and unambiguous ACC clean for sano NOT safe, sanitary
(b)	(The inspections are carried out) by <u>environmental</u> authorities. (1) (Their purpose is) to give us a guarantee/ reassure us. (1)	[2]	ACC environmental officer(s) Ignore refs to Ecologistas here, unless it invalidates answer. ACC <u>to make sure</u> it deserves a Blue flag ACC recognisable spellings of guarantee
(c)	(Places) where there is a threat to the ecosystem/ nature.	[1]	ACC beaches where NOT cities where... If given, number must be correct- 311
(d)	The <u>coast</u> is 7% of the country (small area) (1) But 50% of the people live there (1) (Too many / 50% of people live on the coast= (1))	[2]	7% must clearly refer to whole Spanish coast NOT large part of/most of the population, not beaches, not sea-side NOT go to the coast
(e)	The <u>coast</u> is (ever) <u>less</u> natural.	[1]	ACC even less natural NOT less natural again, always less natural, always becoming less natural
(f)	It is in areas (already) full (of development).	[1]	Must be clear that it is certain areas (plural) which are full, not the whole of Cataluña.
(g)	<u>Highlight/point out</u> the (worst/ most serious/ most urgent) <u>dangers</u> .	[1]	ACC specify, mark out, identify or any verb of indicating / publicising NOT locate, find NOT areas which are dangerous
(h)	(Plan for) nature/natural areas to be restored (urgently) (to the extent that it is possible)	[1]	Must mention nature (or ecosystems, environment etc) NOT rural restoration, renaturalisation NOT programmes of the restoration of the nature, restoration programmes of/for (the) nature

Tarea 2: 20 marks for Comprehension and 5 marks for Quality of Language (Accuracy) – Grid C.1

Question	Answer	Marks [20]	Guidance
(a)	(las posibilidades) multimedia.	[1]	
(b) (i) (ii)	Son de (gran) calidad. Se abren (muy) rápidamente / la rapidez.	[1] [1]	Both ideas needed: speed and opening
(c)	No les gusta/ la idea no es atractiva.	[1]	
(d)	Hablaron con 20 mil personas / (hicieron) 20.000 entrevistas (1) En 32 países (1)	[2]	Verb usually needed
(e)	El número/ el porcentaje de clientes (1) Que tienen la televisión móvil (1).	[2]	The precise number/percentage not required NB it is the people who actually have mobile tv.
(f) (i) (ii)	Hay pocas esperanzas/ el futuro no es muy bueno Solo 30% de los usuarios (1) Se interesan por comprar el servicio (or relevant transcription) (1)	[1] [2]	NOT espero, espera NOT hay un poco/ poca esperanza ACC any idea of less than prosperous future NOT 3 of 10 are using the service now ACC idea of not wanting the product
(g)	La resistencia (al nuevo producto)	[1]	

Tarea 2:

Question	Answer	Marks [20]	Guidance
(h)	(Tendrá/necesitará/necesita) <u>más</u> capacidad/ velocidad.	[1]	
(i)	Tener interés en la tecnología	[1]	ACC Cambiar su opinión sobre la tecnología A verb essential for the comprehension mark. The qn is about what Spaniards will do, will change, not about the phone companies. Therefore NOT: fomentar / aumentar /despertar el interés de los españoles.
(j) (i) (ii)	(En casa la televisión) se ve con otras personas/ en común (Por el móvil) esto no puede ser/ es un acto individual	[1] [1]	Cannot answer with the phrase (no) es un acto social without explaining this at some point in (i) or (ii)
(k)	Usan/ prefieren usar el móvil (1) para sacar fotos (1)	[2]	
(l)	Las ventas de cámaras digitales decrecen (1) Por primera vez en (más de) 10 años. (1)	[2]	

Tarea 2:

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
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0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B – Reading & Writing 5 marks for Quality of Language (Accuracy) – Grid C.1

Tarea 3:

Question	Answer	Marks [4]	Guidance
(a)	se inauguró	[1]	(a) to (d) No additional words allowed. No incorrect spellings allowed. Accent required
(b)	(altamente) concurrida	[1]	
(c)	entusiasmo	[1]	Accent required
(d)	conseguir de primera mano	[1]	

Tarea 4:

Question	Answer	Marks [7]	Guidance
(a)	Más de mil personas o compañías <u>vendieron/ expusieron/mostraron</u> sus libros.	[1]	(a) to (f) Accept appropriate verbal expressions of correct meaning and grammar or imperfect or present ACC exhibieron, expositan NOT lanzaron
(b)	Los libros <u>ocuparon</u> 14 salas.	[1]	ACC se exponían <u>en</u> , estaban <u>en</u> , llenaron or imperfecto or present
(c)	La Feria <u>se celebró</u> por primera vez en 1975.	[1]	ACC tuvo lugar, abrió NOT se fundó, empezó, comenzó/ se inauguró/ pasó Preterite required
(d)	En 1975 solo <u>participaron</u> 7 países.	[1]	or imperfect NOT tuvo/ tenía
(e)	La importancia de esta feria <u>ha crecido/creció/crecía</u> notablemente hasta <u>convertirse</u> en una feria de gran influencia	[2]	NOT hasta que estaba/ hasta estar ACC hasta ser/ llegar a ser ACC (que) se convirtió, convirtiéndose
(f)	El número de nuevos títulos lanzados <u>sube/ crece/aumenta</u>	[1]	ACC plural verb ACC preterite/ perfect NOT es aumentado

Tarea 5:

Question	Answer	Marks [10]	Guidance
(a)	Firmar (sus) <u>libros</u>	[1]	ACC la firma <u>de los libros</u> NOT just la firma, la tradición de la firma NOT just colaboran
(b)	Encontrarse con autores (hispanohablantes etc) (informalmente)	[1]	NOT atender un encuentro NOT book signing ACC hablar con..., charlar con..., conocer
(c)	La fidelidad del <u>público</u> , el <u>público</u> fiel, el <u>público</u> que les sigue / apoya	[1]	ACC al público le gusta la feria/ la feria sigue siendo popular ACC reasonable attempts at lealtad ACC religiosamente etc ACC reference to dedicated, enthusiastic public
(d)	Pueden vender <u>menos</u> libros (1) A causa de la crisis (económica) en el mundo (1)	[2]	Must be sales, or sales of books , not sales of tickets
(e)	Ver exposiciones / arte	[1]	Must include verb NOT atender NOT the idea that these exhibitions relate only to Galicia
(f)	Muchos gallegos fueron/ se desplazaron a ese país (1) Contribuyen/contribuyeron/ Galicia contribuye a la identidad (del país). (1)	[2]	ACC muchos gallegos viven en el país NOT la identidad artística del país Galicia contributed to Argentine identity and therefore many gallegos went to Argentina= 1
(g)	Ocurrirá el año que viene (una semana de eventos) (en la feria) (1) (con eventos) <u>dedicados</u> a la literatura gallega (1) (must be clear this relates to the week or the events).	[2]	ACC en la próxima feria, hay planes para que

Tarea 6:

Question	Answer	Marks [4]	Guidance
	Principio 1 -- D termination Principio 2 -- A termination Principio 3 -- F termination Principio 4 -- B termination	[1] [1] [1] [1]	No alternative answers

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2 TRANSFER OF MEANING 10 marks AO2	
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2: Exceptional responses and marks to award:

- Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
- The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

Tarea 7:

Question	Answer	Marks [10]	Guidance	
			Allow	Do not allow
	<p>Juana es la primera en dar la bienvenida a los pasajeros extranjeros. Juana is the first (person) to welcome (the) foreign passengers/ travellers.</p>	2	Overseas passengers	<p>THROUGHOUT: additional material</p> <p>Is the first in giving the welcome Is the first in welcoming</p>
	<p>Algunos la saludan; otros no, porque tienen prisa. Some (people/ travellers) greet her; others do not, because they are in a hurry/ busy.</p>	2	Some (do) wave (to her) Some acknowledge her/ say hello to her	Some welcome her
	<p>Juana es una de las 61 personas discapacitadas contratadas para ayudar a esos clientes. Juana is one of the 61 disabled people who have been <u>employed</u> to help those / these/ the customers/passengers.</p>	2	J is among the 61... Hired/ Taken on (for contratadas)	Incapacitated etc Who work to help Contracted clients
	<p>Al abrirse la Terminal 2, eran 20 las personas en sillas de ruedas When terminal 2 (was) opened, there were 20 people in wheelchairs</p>	2	Upon T2 opening At/On the opening of T2	On opening T2 When the T2 opened When T2 was set up wheelchair
	<p>pero hace poco el número se triplicó. but a little while ago the number increased threefold.</p>	2	recently Tripled, was tripled, has tripled Has (been) multiplied by three	Since a little while Soon after

Tarea 8:

Question	Answer	Marks [5]	Guidance	
			Allow	Do not allow
(a)	son fácilmente distinguibles/ los viajeros los ven fácilmente	[1]	Fácilmente distinguidos	
(b)	para (pedir/ recibir) información (sobre el edificio) (verb not necessary)	[1]		Preguntar información
(c)	fijan sus/las horas de trabajo y su/el sueldo/ OR sus/las condiciones de trabajo	[1]	Dan a todos las mismas condiciones	los demás tienen tienen horas de trabajo y salario fijados
(d)	de lenguas, para aprender lenguas.	[1]	Para ser bilingües ACC lenguaje for comprehension mark	lingüísticos
(e)	reaccionan/ reaccionaron/ han reaccionado bien/ positivamente	[1]	Acc form of aceptar, but only with a suitable adverb (NOT bueno) or phrase as an indicator of a positive reaction	Han tenido una buena aceptación

Tarea 9:

Question	Answer	Marks [5]	Guidance	
			Allow	Do not allow
(a)	They are working (1) They are earning (well) (1)	[2]	Two ideas. Must be clear they are in work and earning. First or third person	(a) to (c) No copying of exact word from the question. Use highlighter for such copying. The jobs are attractive because of the salary
(b)	(estoy) haciendo algo útil para la sociedad	[1]	Ayudar a otra gente/ a la gente/ a las personas/ al público/ a los pasajeros/ a mis vecinos First or third person	
(c)	A design/ adaptations/ adapted building (or similar) (1) Which makes movement easy (1)	[2]	First idea must relate to the <u>building's</u> suitability ACC facilidades adecuadas... ACC el aeropuerto está equipado... Second idea can literally be one of movement.	For the second idea, NOT just to help people in wheelchairs.

Tarea 10:

Question	Answer	Marks [10]	Guidance	
			Allow	Do not allow
(a)	Están cansados. (1) <u>Como consecuencia</u> a veces son agresivos. (1)	[2]	Quieren dormir Need link in addition to y between the 2 adjectives for a second mark ACC violentos/ enfadados/ no agradables for agresivos	
(b)	Tratar (1) a los clientes difíciles (not just tales clientes) (1)	[2]	ACC ayudar, atender Must be clear it is the tired, aggressive, difficult passengers-	Hablar con Reference to passengers in general
(c)	Porque le gustaba estudiar /progresar en la vida.	[1]	Porque no progresaba en la vida/ porque no hacía lo que quería	Transcription beginning a pesar de does not answer the question
(d)	Por la rapidez de la vida <u>en el aeropuerto</u>	[1]	Por el ambiente agitado <u>del aeropuerto</u> <u>El aeropuerto</u> nunca duerme	If there is no precise reference to the <u>fast</u> pace of life. NOT different pace, odd pace
(e)	Porque los trabajadores discapacitados fueron aceptados en el equipo/ forman parte del equipo.	[1]	ACC sing – he was accepted...	
(f)	Luchar por las personas discapacitadas/ dar formación a las personas discapacitadas (para el empleo)	[1]	NOT manifestar Hacer todo lo posible para que los discapacitados sean aceptados (en el trabajo) Needs to mention disabled people	To give work to disabled people Celebrating (which is not in recent years)
(g)	Porque no impiden su trabajo (excelente).	[1]	No se dejan limitar Todavía pueden trabajar/ encontrar trabajo	No <u>les</u> dejan limitarse Porque necesitan ayuda médica
(h)	Paz/ tranquilidad.	[1]	Reducir el estrés <u>Muestran</u> rostros tranquilos	

Section B – Tareas 3 – 10; 5 marks for Quality of Language (Accuracy) – Grid C.1

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
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0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section C – Writing

Mark one essay, using grids N, O, C.2 and F.2

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.

Grid N guidance

- 3–4 – No specific example from TL = cap 4
- 5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative
- 7–8 – Imaginative and/or original response to task – applies mainly to imaginative

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.
3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Grid O guidance

- 6–9 – Straight narration = more 6/7
Evidence of some argument = more 8/9
- 10–12 – If it is really “coherent” award 12

GRID C.2		QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2		QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.		0–2	Only simple sentence patterns . Very limited vocabulary. Very limited range of structures .	
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.		3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.	
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .		5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.	
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.		7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).	
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .		9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .	

Total for section C: 45 marks

Total for paper: 140 marks

Grid C.2 guidance

0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns).
Frequent first [= *other*] language interference.

3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns,
adjectival agreements).
Candidate's first [= *other*] language.
Meaning may be unclear; more wrong than right.

5–6 – Wrong/right = 50/50

7–8 – More right than wrong.

Grid F.2 guidance

5–6 – [A range of] syntax and sentence structures appropriate to the
[register of the] task.

7–8 – Effective = *good*.
Reads easily.

9–10 – idiom ≠ *idioms*.

Transcripts of Listening texts**Task 1 Blue flags and black flags on the beaches of Spain**

En España las playas están llenas de banderas de todas las nacionalidades y de todos los colores. Pero cuando nuestra playa preferida tiene una Bandera Azul, todos sabemos que es una playa sana y accesible. Además sabemos que cada año las autoridades medioambientales hacen unas inspecciones a fin de darnos esa garantía.

Sin embargo, el grupo Ecologistas en Acción también hace inspecciones de toda la costa española, pero con una intención muy, muy distinta. Estas inspecciones sirven para otorgar nada menos que 311 banderas negras a esos sitios donde hay graves amenazas contra sus ecosistemas. Inevitablemente uno se pregunta - ¿Por qué tantas banderas negras en las costas? Nos lo explica Pedro Salgado, que es miembro del grupo Ecologistas en Acción.

Es que la zona costera española representa solo el 7 por ciento del país pero ahí se concentra un 50% de la población, lo que es un porcentaje alto, y...diría yo...demasiado alto. De ahí vienen las amenazas.

Sabes que la gente siempre quiere vivir en la costa. Las más de 4.000 nuevas viviendas que se prevén en los planes para la costa de Asturias son un ejemplo más de ese fenómeno preocupante que es una zona costera cada vez menos natural.

En Cataluña también seguimos viendo la construcción en zonas que están más que llenas de edificios y de puertos.

Con las banderas negras sencillamente queremos destacar donde están los peligros más graves e inmediatos.

En esos sitios exigimos que se comience a planear –en la medida de lo posible - programas de restauración urgente de la naturaleza.

Tarea 2 El teléfono móvil no es solo para hablar

Cada día el público se da cuenta de que salen al mercado nuevos teléfonos móviles que ofrecen más posibilidades multimedia. Es normal y corriente hoy en día que un móvil tenga gran calidad de imagen, con una enorme rapidez en abrir los archivos. Sin embargo, hay un avance notable – que es la posibilidad de ver la televisión en cualquier lugar, a través del teléfono móvil – que sigue sin ser atractivo para los usuarios españoles. Por lo menos, así lo confirman los datos de un sondeo elaborado a partir de 20.000 entrevistas realizadas en un total de 32 países. De esos datos, se desprende que actualmente sólo un 6% de los clientes de telefonía móvil en nuestro país están pagando por la televisión móvil, que es la misma cifra que hace dos años. Desgraciadamente los datos ofrecen pocas esperanzas para el futuro de esta innovación, ya que solo 3 de cada 10 usuarios tienen algún deseo de iniciar el consumo de televisión por su terminal. La resistencia al nuevo producto es mayor entre las mujeres y los usuarios de más de 50 años. El responsable del sondeo fue Julián Atienza, que también escribió un informe basado en los datos recogidos. Julián, ¿cómo reaccionas a esta situación?

Pues, algo tiene que cambiar. En mi opinión, ...y pensando sobre todo en la tecnología, es esencial que los operadores creen una red telefónica de mayor capacidad y más velocidad. El resultado será – por lo menos así lo espero - despertar el interés de los españoles en esta tecnología.

También hemos hablado con Ana Sagrillas, profesora de sociología de la Universidad de Pamplona, que ofreció otro punto de vista:

Para mí, la televisión por móvil seguirá siendo un sueño que está por venir. Y la razón es fácil de ver: en el hogar la televisión se consume casi siempre en compañía de otras personas, como un tipo de acto social, y esto, claro, no puede pasar viendo programas por móvil. Pero donde el móvil sí está teniendo éxito es con las cámaras que casi todas llevan incorporadas: según el sondeo, el móvil es ahora la cámara de elección de adolescentes y adultos jóvenes. Como consecuencia este año las ventas de cámaras digitales están decreciendo por primera vez desde hace más de diez años.

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