

# **Mark Scheme for June 2010**

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

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## Section A – Listening &amp; Writing

Task 1:				
Q	Answer	Notes	Reject	M
(a)	<u>Oil</u> will run out. (1) <u>Petrol</u> price rising. (1)	Accept recognizable spellings of words such as vehicle, surveillance;  ACC no more oil on earth ACC Petroleum will run out.	REJECT spelling errors which introduce lack of clarity – e.g. live for leave.  NOT petrol will run out NOT oil going up in price	[2]
(b)	Have to be charged in a private/a specific a particular /a special garage. (1)	Insist on a singular place where the charging is done	NOT usually (or similar) have to recharge NOT a specific kind of garage, only in certain gas stations,	[1]
(c)	Recharging points. (1) In a (public) <u>car park</u> . (1)	ACC recharging areas	NOT park.	[2]
(d)	The system works/the car charges <u>while</u> the motorist is in town. (1) <u>24 hour</u> security. (1)	KEY idea: car charging while motorist free to do other jobs.		[2]
(e)	Cost of <u>buying a parking place</u> . (1)			[1]
(f)	They (the town hall etc) have taken steps to/have <u>maintained the area's / the town's beauty</u> . (1)		NOT maintain facilities, benefits the area, save the environment	[1]
(g)	Glad the building work is over. (1)	Must be clear the works have finished. If "freedom" is mentioned, must be clear it comes from the building works having finished.		[1]

## Section A – Listening &amp; Writing

Tarea 2:				
Q	Answer	Notes	Reject	M
(a)	Hay música electrónica. (1) Y ritmos tradicionales. (1)	use of 1 <sup>st</sup> person for 3 <sup>rd</sup> person: -1; penalize once. Language mark C1: sustained transcription does not show sound grasp of A2 structures. Nouns needed. Accept música, ritmos, temas, elementos, aspectos.	NOT rimos, rizmos, rimas	[2]
(b)	Se interesó/empezó a interesarse por ese tipo de música. (1)	Needs a verb referring to what happened 5 years ago: empezó a explorar, exploró, ya exploraba. (Present tense may be acceptable according to the wording of the answer, i.e. referring to the past). Also needs reference to exploring a new kind of music.		[1]
(c)	Las mantenía en secreto. (1) Tenía vergüenza. (1)	ACC se sentía avergonzado, (no le gustaba /no quería mostrarlas) porque era tímido.	NOT vengüenza NOT no le gustaba mostrarlas/ no quería <u>without qualification</u> .	[2]
(d)	Poner sonidos de tipos diferentes en una canción/mezclar sonidos (diferentes). (1)			[1]

Q	Answer	Notes	Reject	M
(e)	No <u>se</u> tomaban muy en serio. (1)	ACC No <u>lo</u> tomaban en serio./ No tomaban <u>el proyecto</u> en serio. The verb needs an object.	NOT their music was not serious.	[1]
(f)	Oyó la música tradicional. (1) Oyó también otra música. (1)	Verb needed at least once in (f). May be recurring error over ritmos; penalize once if it is identical mistake. (cp a).		[2]
(g)	Aprendió a apreciar la música. (1) Sin prejuicio. (1)	2 ideas: 1 learn to listen (to music from other countries); 2 to be open to new ideas/without prejudice.	NOT perjuicio.	[2]
(h)	Fue cuando escribió una(s)/estas canción(es). (1)	Any idea of linking happiness with (writing) a song/ songs/ music.		[1]
(i)	Comprendió que no le gustaban todas las canciones. (1) En la playa escribió más canciones. (1)	2 ideas: 1 writing songs on beach/holidays 2 to replace others/ because he needed more (number of songs not tested)		[2]
(j)	La reacción de los <u>medios</u> locales. (1) e internacionales. (1)	Success/comments from local <u>media</u> =1 Success/comments from world <u>media</u> =1 Success/comments from local <u>media</u> and world=2	Sitios de Internet / Web/ alone is not necessarily international.	[1]

Q	Answer	Notes	Reject	M
(k)	Le habían salido bien. (1)			[2]
(l)	La música que hay en el disco (1) es la música que él quería hacer. (1) Tocar (en festivales) en el extranjero. (1)	3 ideas:  1 mark= mention the 2 kinds of music (what he has composed i.e. what is on the disc, <u>and</u> what he intended i.e. what is in his head).  1 mark= the link between the two, i.e. that they are similar. So “with this disc he finally has control of his music”=2  3 <sup>rd</sup> mark: invitation to play overseas.		[3]
<b>20 marks for Comprehension</b>				
<b>5 marks for Quality of Language (Accuracy) – Grid C.1</b>				
<b>Section A Total</b>				<b>[35]</b>

<b>GRID C.1 QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3</b>	
<b>0-1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>2</b>	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 structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## Section B – Reading &amp; Writing

Tarea 3:				
Q	Answer	Notes	Reject	M
(a)	medio centenar	there are no critical accents here	Any extra words	[1]
(b)	el primer día de las rebajas		Any missing words	[1]
(c)	la manifestación no había sido autorizada	ACC autorizado	Any significant spelling errors which affect the meaning	[1]
(d)	bloquearon la entrada a varios establecimientos			REJ bloquearan

Tarea 4:				
Q	Answer	Notes	Reject	M
	Principio 1 — F terminación			[1]
	Principio 2 — A terminación			[1]
	Principio 3 — B terminación			[1]
	Principio 4 — E terminación			[1]



Tarea 5:				
Q	Answer	Notes	Reject	M
(a)	cerraron (1) mantener/garantizar /proteger/ asegurar(1)	Errors with verb endings are relevant to language mark ACC appropriate verbal phrase or synonym in all ACC any past tense where relevant	In all: present or future tenses  NOT bloquearon for cerraron. NOT guardaron NOT obtener la seguridad	[2]
(b)	echaron/expulsaron/sacaron (1)		NOT remover, remover, luchar	[1]
(c)	trataron/asistieron (1) recibieron/sufrieron (1)	ACC atender ACC pluperfect in second part of c	NOT conseguir/ obtener	[2]
(d)	hablar (1) organizaron/lideraron (1)	ACC quejarse ACC comenzar, iniciar, dirigir	NOT controlar, inciciar, incicar	[2]

Tarea 6:				
Q	Answer	Notes	Reject	M
		On the language mark, do not penalize unduly those who use their own words (and make errors), rather than transcribe		
(a)	fueron detenidos/la policía les detuvo (1)	<i>Original: la detención.</i>	NOT detidos	[1]
(b)	se resistieron <u>a</u> la policía/no obedecieron <u>a</u> la policía (1) ( <u>a</u> essential in sentence with no specific subject)	<i>Original: por resistencia a...</i> OR pluperfect OR infinitive (and below as appropriate).	NOT lucharán NOT resistieron las autoridades	[1]
(c)	hicieron actos similares (de protesta) antes (1)	<i>Original: todos los arrestados tienen un largo historial de denuncias por actos similares.</i>		[1]
(d)	después de saber lo que les había pasado a sus compañeros (1)	<i>Original: después de saber lo que les había pasado a sus compañeros.</i> ACC que se han detenido 4 de los manifestantes		[1]
(e)	pintaron de rojo (los cristales de) las tiendas (1)	<i>Original: pintando de rojo los cristales de las tiendas.</i>	NOT atacar unless it is with paint NOT ventanas	[1]
(f)	se reunieron con/hablaron con la policía (1)	<i>Original: una reunión.</i> ACC any idea of time spent with police.		[1]
(g)	(saben que) no van a la cárcel. (1)	Must be clear they are not going to <u>prison</u> .		[1]
(h)	compran (1) compulsivamente/como adictos (1)	<i>Original: Adicción a la compra compulsiva</i>		[1]
(i)	la destrucción/se destruye (1)	<i>Original: un camino destructivo para el planeta.</i>	NOT just "camino destructivo".	[1]

**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.

<b>GRID H.2 TRANSFER OF MEANING 10 marks AO2</b>	
<b>2</b>	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
<b>1</b>	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.
<b>0</b>	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:

1. 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.
2. 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.

	Spanish	English	Reject
1	Salim es originario de Pakistán; vive en Barcelona desde hace un año.	Salim is (originally) from Pakistan;  he <u>has been living/ has lived</u> in Barcelona for a year/ since one year <u>ago</u> .	
2	Apenas habla castellano, pero su sonrisa lo explicaba todo.	He hardly speaks Spanish / does not speak much Spanish/ scarcely speaks Spanish/ almost speaks no Spanish  But/although his smile explained/ explains it all/ everything.	REJ speaks Spanish with difficulty, has trouble speaking Spanish, does not speak Spanish (very well), any reference to Catalan, castellano
3	Su cuenta corriente tenía hasta ayer un saldo de 17 euros.	Until yesterday his bank account <u>had a balance/total</u> of €17 Until yesterday his bank account contained 17 euro(s) / Until yesterday he had 17 euro(s) in his bank account. Until yesterday his bank balance was €17 (ACC bank account or current account)	Until yesterday, his salary/income was €17=0
4	Después de conocerse los resultados de la Lotería de Navidad,	After the results of the Christmas lottery became known/ were announced	REJ after he found out/ knew the results... After finding out/ knowing... REJ lottery of Christmas
5	se sumó a esa cifra nada menos que 300 000 euros.	<u>no (nothing) less than</u> 300,000 euro(s) was added to his account/ that figure / that figure increased by <u>nothing less than</u> €300.000 he added <u>nothing less than</u> €300.000 to that figure	The figure increased to <u>no less than</u> €300.000 = 1 mark

**Total: 10 marks**

Tarea 8:				
Q	Answer	Notes	Reject	M
(a)	un barrio en que viven <u>muchos</u> inmigrantes (1)	ACC any reasonable geographic term for zona. ACC extranjeros for comunidad extranjera.	REJ extranjero etc as adjective.	[1]
(b)	ya no era pobre (1) ahora tiene mucho dinero (1)	If rendered in a single sentence, there must be an idea of transition to wealth for the 2nd mark.		[2]
(c)	no nos sorprende (1) su ambición (1)	ACC sueño or any phrase indication aspiration ACC idea that the dream is reasonable, not abnormal, standard. No es raro, extraño, difícil de entender, nada fuera de lo común, exagerado. Es comprensible, se comprende. Lo que quiere es lo mismo que quieren todos.	REJ any answer that only tells us what he wants or does not want to do.  NOT escalofriante	[2]

Tarea 9:				
Q	Answer	Notes	Reject	M
(a)	se vendieron en una <u>sola</u> tienda/en la <u>misma</u> tienda (1)	ACC establecimiento (in text), lugar ACC in the shop where they are talking now.		[1]
(b)	le compró un billete de lotería (1)	MUST HAVE idea of buying ticket <u>for him</u> (para él, por él, le compró)	NOT lo compró el billete, se compró el billete	[1]
(c)	les cuesta muy poco (1) son bajas (malas)/no son buenas (1)	Any reference to caro in the 2 <sup>nd</sup> point invalidates the answer.	MUST be clear that quality of life is poor. So NOT condiciones no apropiadas	[2]
(d)	compre un restaurante suyo (1)	Verb must be singular.		[1]

Tarea 10:				
Q	Answer	Notes	Reject	M
(a)	unir/une comunidades (1)	Need for care on the language mark not to penalize unduly those who use their own words (and make errors), rather than transcribe  <i>Original: consiguió unir a tantas comunidades, i.e. wide variety of people won. Emphases it did happen.</i>		[1]
(b)	quedó en el paro/perdió el trabajo (1)	Preterite tense required or transcription. <i>Original: está en el paro desde hace 2 meses.</i>	“He is unemployed” does not answer question.	[1]
(c)	prometerles a una fiesta (1)	<i>Original: les aseguraba una gran fiesta.</i> Must be idea of party in the future.	NOT va a una fiesta, tuvo/tiene/ tenía una fiesta	[1]
(d)	le cortaron el pelo (1) de forma atrevida (1)	<i>Original: la promesa... de pedir un corte de pelo atrevido.</i> Answer must refer to his having the hair cut, not the promise; atrevido= the hairstyle, ACC muy corto, radical.		[2]
(e)	él no tenía dinero (1)	<i>Original: ahora no tengo ni un euro.</i>		[1]
(f)	pagaría después de cobrar el premio (1)	<i>Original: te pago cuando cobre el premio.</i>	NOT cuando gane la lotería.	[1]

Q	Answer	Notes	Reject	M
(g)	no había ganado/no tenía el número ganador (1)	<i>Original: una semana más sin ganar un premio.</i> Her disappointment is that she didn't <u>win</u> , or that <u>she has to wait until she wins</u> .	NOT disappointed that Juan won.	[1]
(h)	ganaron (dinero) (1) con billetes gratuitos (1)	<i>Original: the whole last paragraph.</i> MUST be clear that <u>they</u> won with <u>free</u> tickets. Verb regalar implies gratuito; recibir / ofrecer do not, unless qualified..		[2]
<b>20 marks for Comprehension</b>				
<b>5 marks for Quality of Language (Accuracy) – Grid C.1</b>				
<b>Section B Total</b>				<b>[60]</b>



GRID C.1	<b>ACCURACY OF LANGUAGE (ACCURACY)</b> <b>5 marks AO3</b>
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 O is to be applied independently of Grid N, but award marks on Grid O based on the merit of the response given to the question set.

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 place = 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

<b>GRID C.2 QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3</b>	
<b>0–2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3–4</b>	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.
<b>5–6</b>	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.
<b>7–8</b>	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.
<b>9–10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

<b>GRID F.2 QUALITY OF LANGUAGE (RANGE) 10 marks AO3</b>	
<b>0–2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3–4</b>	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.
<b>5–6</b>	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.
<b>7–8</b>	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).
<b>9–10</b>	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. Transcript**

Un día no quedará más petróleo bajo la tierra. Ya la gasolina se está haciendo cada vez más cara. Como saben Vds, estas son dos de las amenazas a nuestros coches como medio de transporte personal.

Pero ya aparece en nuestro país una innovación tecnológica que puede ser precisamente la salvación para los coches.

En muchos lugares, existen ya los coches eléctricos. Pero hay un inconveniente, que es que los dueños siempre han tenido que recargar el vehículo en un garaje particular.

De aquí en adelante, por lo menos en Valencia, hay un nuevo aparcamiento público que incorpora puntos de recarga para los vehículos eléctricos.

Este sistema, claro está, funciona mientras el conductor hace lo que tiene que hacer en la ciudad. Además el aparcamiento está dotado de cámaras de seguridad que funcionan las 24 horas del día.

La hora de estacionamiento se vende a € 1,95 pero hay más de cien plazas a la venta por un precio de 29 300 euros cada una. Las instalaciones han costado 10 millones y las obras se han prolongado durante dos años.

El responsable de Aparcamientos, Antonio Tormo, expresó su satisfacción por las medidas tomadas por el Ayuntamiento para preservar - a beneficio de los vecinos - la belleza del barrio.

Por su parte, Ana López, portavoz de la Asociación de Vecinos, prefirió mencionar la liberación que supone para los residentes la conclusión de las obras de construcción y remodelación.

**Tarea 2. Transcript**

*Presentador* Pablo, algo que se nota típicamente en tu música en este momento es que incluyes música electrónica junto con ritmos tradicionales.

¿Hace cuánto tiempo venías explorando esta combinación de estilos musicales?

*Pablo* Te lo puedo contar con toda exactitud. Desde hace unos 5 años.

*Presentador* Entonces, cuéntanos cómo pasó.

*Pablo* Pues como todo joven de mi edad, durante esa época empezaba a escribir canciones. *Pero* las mantenía guardadas en secreto porque me daba vergüenza mostrarlas o dejarlas oír. (Pausa)

Luego comencé a trabajar en un proyecto de música electrónica con otros jóvenes. Me doy cuenta ahora que esa experiencia me ha servido bien a la hora de poner sonidos de tipos totalmente diferentes en una sola canción. Eso fue un resultado positivo, aunque tengo que decir que, la verdad es que, no nos tomábamos muy en serio.

*Presentador* Y ¿de dónde viene tu interés por la música tradicional?

*Pablo* Mira, yo nací en las Islas Canarias, así que siempre había vivido con sus ritmos tradicionales, y también llevaba años allí oyendo los ritmos de otras partes del mundo, de África por ejemplo.

*Presentador* Pero Pablo, hay muchos que han tenido tu experiencia sin llegar a crear música como la tuya.

*Pablo* Pues, lo más especial de mi juventud, creo, fue que afortunadamente me educaron el oído para apreciar esos ritmos sin prejuicio.

*Presentador* Pablo, vamos a dejar tu juventud para hablar de tu disco más reciente, y me alegra decir que vuelves a tener éxito, ¿no? ¿Puedes contarnos cómo fue creado este disco?

*Pablo* Pues... se me ocurrió escribir unas canciones que reflejasen un momento muy feliz que estaba viviendo.

Luego, vi que sólo me gustaban 5 de las 9 canciones que había escrito; así que me fui de vacaciones para componer otras 4 en la playa.

*Presentador* Tu disco ha recibido amplios comentarios no solo en los medios locales, sino también hasta en sitios Web de todas partes del mundo. ¿Cómo reaccionaste a todo esto?

*Pablo* Francamente con sorpresa.

*Presentador* Entonces, ¿cuál era tu estado de ánimo cuando el disco salió al mercado?

*Pablo* Yo creía que... bueno, que me habían salido bien las canciones, ¿sabes?

*Presentador* Fenomenal.

*Pablo* Y lo que más me satisfacía era que la música que escuchaba en este disco... se acercaba por primera vez a lo que yo tenía en la cabeza. Además, he recibido invitaciones a tocar en festivales en el extranjero.

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**Cambridge**  
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**OCR Customer Contact Centre**

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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