

Mark Scheme for June 2012

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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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Annotations: the following annotations are available on Scoris.

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations and conventions used in the detailed Mark Scheme.

- / Alternative and acceptable answers for the same marking point
 () Words which are not essential to gain the mark
 — Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) 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.
- 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.
- Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing

Task 1:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question		Answer	Marks	Guidance	
			[10]	Accept	Do not accept
1	(a)	Near the (current) border / frontier with Paraguay	1	At the border, on the border	the actual border not far from.....bordering with... boarder / boarder plural: frontiers, borders
	(b)	It took place under strict / rigid security (conditions/measures)	1	Key: an elevated degree of security	Scheme There was a lot / great deal of security
	(c)	It <u>put an end to</u> 30 years of (lengthy) negotiations	1	debate	
	(d)	The two presidents will <u>again</u> meet	1	greet one another/talk	Return to ... Salute See each other
	(e)	Power lines / <u>Electricity</u> grid / system / network / cables / lines To link the capital and Itaipú / the dam (330 kms away)	1 1	Electrical...	Electric... A system of electricity, a network of electricity net
	(f)	because of the (amount of) energy it generates	1		

Question			Answer	Marks	Guidance	
				[10]	Accept	Do not accept
	(g)		There is an energy crisis / daily life is threatened by power failures	1	Key: power shortage / electricity shortage and/or the consequences	There is a lack of energy Energetic crisis Electrical / electricity crisis
	(h)	(i)	Brazil now pays this <u>each year present reference</u>	1	annually in (ii)	
		(ii)	It <u>will</u> pay this <u>for energy</u> (from Itaipú). <u>future reference</u>	1	<u>for energy...</u> in (i) ACC ref to energy in (i)	

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question			Answer	Marks	Guidance	
				[20]	Accept	Do not accept
2	(a)		(solo) (muy) recientemente, hace poco	1		hasta recientemente (on its own) ella notó recientemente
	(b)		Porque no es (parte de) su trabajo	1	Transcr: no tienen porqué saberlo. No tienen que saberlo No saben cómo hacerlo / no saben comunicarse Key: lack of ability in this area	Les cuesta comunicarse
	(c)		Se centran (solo) en cosas espectaculares	1	..llamativas, extraordinarias, fuera de lo común	Se centran ...importantes, grandes
	(d)		<u>Dar información científica</u> / noticias científicas	1	suitable verb needed	
			A toda la población / a individuos y periodistas	1	if especialistas, must be de la comunicación	
	(e)	(i)	La gente sabe (todo) cuando descubren algo dramático / una galaxia	1		
		(ii)	La gente no sabe lo que hacen allí normalmente	1	Para explicar que también se hacen otras cosas	

Question		Answer	Marks	Guidance	
			[20]	Accept	Do not accept
	(f)	La falta de dinero	1	es necesario gastar más dinero	tampoco
	(g)	<u>Empezaron</u> a hacer ciencia <u>sistemáticamente</u>	1	empezó	Llevar etc... Transcripción: llevamos 20 años... ...ciencia sistemática
	(h)	(i) Aumentar el número de investigadores	1	El aumento...	
		(ii) Creando empleos <u>permanentes</u>	1	Crear...	
	(i)	España contrata a investigadores <u>extranjeros</u> (Porque) los <u>españoles</u> no encuentran trabajo <u>en España</u>	1 1	<u>han salido / salen de España</u> para trabajar los nuestros	Not jóvenes in general
	(j)	No te reconocen/valoran (en la sociedad)	1	Transcr: reconocimiento correct spelling	
	(k)	(i) Gana(n) lo mismo que un estudiante / (muy) poco	1	Suitable verb needed: not just un sueldo de estudiante	
		(ii) (A los 40 años) puede perder el trabajo	1	Les decimos que se vayan a la calle a los 40 años	jubilarse

Question			Answer	Marks	Guidance	
				[20]	Accept	Do not accept
	(l)	(i)	Las mujeres se licencian en ciencias	1	Insist on idea of a qualification	Pueden licenciarse
		(ii)	Algunas (pocas) están en altos cargos	1	Answer must clearly refer to women	pocas están en...
	(m)	(i)	La calidad / que sea un buen investigador	1		La urgente necesidad (que tenemos...) Que tengan independencia
		(ii)	El género	1	cualquier otro tema	henero

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Task 3

Question			Answer	Marks	Guidance
				[4]	
3	(a)		adquiere una relevancia capital	1	REJ any answer with additional words, or missing elements, or spelling errors
	(b)		localiza	1	
	(c)		a la vez	1	
	(d)		se dota de	1	

Task 4

Question			Answer	Marks	Guidance	
				[5]	Accept	Do not accept
4	1		D	1		
	2		E	1		
	3		H	1		
	4		F	1		
	5		C	1		

Task 5

Question			Answer	Marks	Guidance	
				[6]	Accept	Do not accept
5	(a)		con seguridad (hacer) errores (humanos)	1 1	Seguros seguramente Causar accidentes, equivocarse Haciendo, causando etc	Sin conductor, automáticamente problemas
	(b)		no sería posible no podría funcionar / circular (sin conductor) necesitaría un conductor	1	Será, es, puede ser Plural verb	Imperfect subjunctive
	(c)		no pueden caer (en las vías) no caen	1	Present, future, conditional	Verb forms such as caidan No suelen caer Evitan situaciones peligrosas
	(d)		esperan menos	1	esperan poco / esperan menos de 2 minutos / tienen más posibilidades no tienen que esperar	
	(e)		sube	1	aumenta / se adapta / adapta plural verb, future, condicional	

Task 6

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
			[10]	Accept	Do not accept
6	(a)	La mitad / un cincuenta por ciento / gran parte / la mayoría (de la red)	1		
		Tendrá la conducción automática (needs future reference)	1	no tendrá / tendría conductor es posible que no tenga sistema automático	
	(b)	Hay cámaras	1	Pueden ver lo que pasa en el tren. Transcr. must have a finite verb.	
	(c)	(i) Mandar / mandarán mensajes	1	If using recibir, subject pasajeros has to be included. Hablar con el pasajero	
	(d)	(i) <u>Mejores</u> temperaturas	1	Una climatización <u>mejor</u> temperaturas <u>más</u> agradables (bajas) se controlan las temperaturas	Un clima mejor
	(e)	Ascensores rápidos Sincronizados con los trenes	1	Rápido must refer to the lifts	
			1		
	(f)	Es poca / la línea ahorra energía	1	Es pequeña Dañará menos el medio ambiente No dañará el medio ambiente No abusará del medio ambiente Transcr: Hay un elevado ahorro energético.	

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. The 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:

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.

Question	Answer	Marks	Guidance	
			Allow	Do not allow
		[10]		
7	<i>Hace ya muchos años que los cineastas españoles pretenden mostrar</i> For many years (now / already) Spanish film makers have been trying/aiming / wanting to show	2	Film directors Require “have been trying / have tried...”	Since.... It has been many years since <u>the</u> Spanish film makers Cinema makers Producers Intending Demonstrate
	<i>la vida real mediante el uso de actores no profesionales.</i> real life by using non-professional / amateur actors.	2	True life Through the use of Via (the use of) ... With the use of By employing / hiring By means <u>of using</u> Without (the use of) professional actors	the real life (article not to be penalised twice) unprofessional by means of non-professional actors
	<i>Una película puede deber tanto a esa tremenda naturalidad</i> A film can/may owe so much to that / this tremendous/great naturalness	2	A lot / much for tanto Benefit so much from natural quality / natural look / natural feeling / authenticity / spontaneity / true feelings	naturality
	<i>cuando la pantalla se llena de las experiencias y arrugas</i> when the screen is filled / fills (up) with (the) <u>experiences</u> and wrinkles	2	Is full of the For arrugas, accept passions, emotions, dramas, tragedies, memories	Fills itself
	<i>de los mismos rostros que ya habían vivido esas situaciones previamente.</i> of the <u>same</u> faces who have/had (already) lived / experienced those/ these / such / similar situations before.	2	Been through	Bin, bean

Task 8

Question		Answer	Marks	Guidance	
			[5]	Accept	Do not accept
8	(a)	tiene / tendrá ocho gitanas como sus actrices / protagonistas	1	Tiene actrices gitanas Tiene ocho gitanas actuando	Actors contiene
	(b)	vivían / viven en un barrio marginal /pobre	1	No tenían experiencia del teatro Viven una vida similar a la obra	Sufrían de discriminación racista Vivían fuera del centro
	(c)	Es / será donde representan/representarán la obra	1	Será/es testigo de esta obra	Demuestra como la situación ha cambiado Testigará
	(d)	fue ofrecida / dada / hecha por la directora / explicó que esta obra muestra...	1	Past tense only	
	(e)	es posible porque no son profesionales / es profesional	1	Es más alta que la de cualquier actriz profesional. Se debe a las experiencias que vivieron / viven.	Ref to discriminación

Task 9

Question			Answer	Marks	Guidance	
				[5]	Accept	Do not accept
9	(a)		No participan en la sociedad	1 1	No están / son aceptadas Son víctimas de la exclusión social =2 La sociedad no las acepta=2 Aisladas por la comunidad=2 Aisladas de la comunidad=1	Excluido socialmente
	(b)		No (les) ha causado problemas	1	No (las) ha impedido (past tenses) No fue problema No fue problemático	Ha sido obstáculo
	(c)		lo que las actrices interpretan / enseñan en el teatro (what actresses portray / what is seen on stage) es parecida a su vida real (is like their / the actresses' real lives) (actresses must be mentioned in the answer)	1 1	Las actuaciones de las actrices en el teatro Son parecidas a sus vidas.	Obra muestra Similar representan

Task 10

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
			[10]	Accept	Do not accept
10	(a)	Es su recompensa. /	1	Es la recompensa de su valentía. Se sienten orgullosas People value / respect them	Es la recompensa.
	(b)	Una actitud negativa Hostilidad, desprecio, prejuicio	1	Están despreciadas Any idea of negative attitude. Any verb must refer to people outside	No les gustan / no son amables reciben el desprecio unless gitanas included as subject
	(c)	Porque las mujeres no pueden entrar / Porque (en el bar) se discrimina (a mujeres gitanas)	1	Porque no sirven a mujeres gitanas	discriminación as a noun on its own
	(d)	Organizó talleres (de teatro).	1	Aceptó a estas mujeres en sus talleres (de teatro) / clases/ laboratorios de teatro Abrió un grupo de teatro	Talleres de obra
	(e)	Integrarlas/ la integración (en la sociedad)	1	Desarrollando la comunicación con grupos marginados	
	(f)	<u>Por el / a causa del entusiasmo de las mujeres</u>	1	Pasión, ganas, interés for entusiasmo	deseo su entusiasmo
	(g)	(Las mujeres) <u>no</u> sabían leer (o escribir).	1	Plural needed	Muchas / la mayoría eran analfabetas
	(h)	Por las improvisaciones (en los ensayos)	1	Improvisaron Las dejaron no decir exactamente el texto	
	(i)	Porque es parte de su vida diaria / situación normal	1		
	(j)	Mostrar que normalmente no son respetadas / muestra que también la gente fina puede respetarlas	1	Any reasonable interpretation....	Para mostrar que las gentes las aplauden

- Assessing **Quality of Language** across Section B
 - a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
 - b. Apply Grid C.1 and enter the mark.
 - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
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.
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.
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.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 11-18**Task specific guidance**

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

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 11-18	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 11-18 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 11-18	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0–2 – Errors ([eg] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([eg] endings, verb forms, gender of common nouns, adjectival agreements). Candidate’s first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

RELEVANCE AND POINTS OF VIEW 10 marks AO2		STRUCTURE AND ANALYSIS 15 marks AO2	
GRID N		GRID O	
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	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.
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.	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.
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.	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.
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.	3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
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 .
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).
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.
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.
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 .

APPENDIX 2

Transcripts of Listening Texts

Task 1

The Itaipú dam in Paraguay

M En el verano del año pasado los presidentes de dos países vecinos de Latinoamérica, Brasil y Paraguay, se saludaron en la poco conocida ciudad brasileña de Punta Porá, junto a la actual frontera con Paraguay. Fue en esa ciudad donde celebraron una reunión excepcional bajo un rígido esquema de seguridad. Al final del encuentro, cuyo tema principal giraba en torno a la represa hidroeléctrica en Itaipú, anunciaron un acuerdo histórico que puso fin a 30 años de negociaciones.

Ahora un año después de esas delicadas discusiones, el acuerdo empieza a hacerse realidad. Precisamente a las tres y media de la tarde de este viernes, los dos presidentes volverán a saludarse, pero esta vez estarán en el aeropuerto de Asunción, ciudad capital de Paraguay.

Una vez terminado el primer encuentro de la tarde, los dos jefes de estado se trasladarán a unos 60 kilómetros del aeropuerto, para poner en marcha las obras de construcción de la red eléctrica que unirá la capital paraguaya con la represa hidroeléctrica de Itaipú que está a 330 kilómetros al este de la capital.

Con estos nuevos cables, la capital se conectará con lo que es la mayor central hidroeléctrica del mundo en generación de energía. Esta será una medida clave para combatir la crisis energética que cada verano amenaza con paralizar la vida en Paraguay.

Lo que es más, como consecuencia del apartado financiero del acuerdo presidencial del año pasado, en vez de los 120 millones de dólares anuales que Brasil le paga actualmente a Paraguay, Brasil pasará a pagar cada año unos 360 millones de dólares por la energía generada en Itaipú.

Task 2

El impacto de la ciencia en España

M Doña Eulalia, ¿qué opina Vd. de la situación de la ciencia en España actualmente?

F Lo que yo noto es que la educación científica y el trabajo científico apenas han tenido impacto en nuestro país hasta muy recientemente.

M Entonces, ¿de quién es la responsabilidad de que ese impacto de la ciencia no sea como debe ser?

F Yo creo que de todos un poco. Por un lado a los científicos les cuesta comunicarse,... aunque tampoco tienen por qué saberlo. Y por otro lado los medios de comunicación, claro está, saben comunicar pero se centran solo en cosas muy espectaculares.

M Creo que Vd. tiene una misión especial en esta área, ¿no es así?

F Sí, vamos a poner en marcha un servicio de información científica con noticias de primera mano no solo para los particulares sino también para los especialistas de la comunicación. Esto lo veo necesario porque cuando un observatorio descubre algo dramático, por ejemplo una nueva galaxia, la gente lo sabe todo, pero lo que la gente no sabe nunca es lo que hacen esos mismos científicos cada día en su observatorio.

M Pero, ¿para qué vamos a promover la ciencia en nuestro país cuando España destina tan poco dinero a la investigación y desarrollo?

F Bueno, es verdad que hay que aumentar lo que gastamos. Pero es importante no olvidar que llevamos solo 20 años haciendo ciencia de una manera, digamos, sistemática en este país y hay que tener en cuenta que el esfuerzo que se ha hecho es muy grande. Creo que también deberíamos pensar en algo más importante, que es aumentar el número de investigadores. Y esto se hará creando empleos permanentes para hacer más atractiva la actividad científica para los jóvenes talentos españoles. Lo que pasa es que resulta un poco absurdo que ahora vayamos a buscar buenos investigadores fuera del país cuando los nuestros – y los hay – se han marchado porque aquí no encuentran trabajo.

M Pero, según mi experiencia, ser investigador en España no es atractivo: es una carrera sin reconocimiento social.

F Estoy de acuerdo. Y para mí, lo peor es que tenemos a gente trabajando muchos años como científicos con un sueldo de estudiante y, encima, a sus 40 años les decimos que se vayan a la calle.

M Pero las cosas están cambiando, ¿no? Creo que Vd. estudia también la presencia de la mujer en la ciencia.

F Pues sí, lo positivo de mi estudio es que vi que las mujeres sí se licencian en ciencias y algunas pocas de ellas están en altos cargos de la investigación. Pero insisto en mi tema de antes: lo que me preocupa es la urgente necesidad que tenemos de buenos investigadores, con independencia del género o de cualquier otro tema.

M Doña Eulalia, muchas gracias por hablarnos hoy.

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