

Spanish

Advanced Subsidiary GCE

Unit **F722**: Listening, Reading and Writing 1

Mark Scheme for January 2013

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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

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot to show repetition
	Caret sign to show omission
	Unclear
	Highlight
	Lifting
	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	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
<u> </u>	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 tasks 6 and 7. 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 email
- Language marks: These are assessed separately – Grids C1,C2 and F2 – 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

Question		Answer	Marks	Guidance
1	(a)	C	1	Multiple choice Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly. Correct answers only: no need to use crosses for incorrect answers. Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.
	(b)	C	1	
	(c)	B	1	
	(d)	A	1	
	(e)	B	1	
	(f)	A	1	
	(g)	A	1	
	(h)	A	1	
	(i)	B	1	
	(j)	A	1	
Total			10	

Task 2

Question		Answer	Marks	Guidance
2	(a)	5	1	<p>Multi-choice</p> <p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.</p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</p>
	(b)	4	1	
	(c)	1	1	
	(d)	17	1	
	(e)	6	1	
	(f)	3	1	
	(g)	10	1	
	(h)	13	1	
	(i)	7	1	
	(j)	16	1	
Total			10	

Task 3

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
- Answers in **Target language** get no marks
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	<u>one of most visited</u> tourist destinations in <u>Latin America</u>	1	Answers in any order places / attractions South America marvels	national treasures in LA most beautiful places miracles marbles
		recently voted <u>one</u> of new <u>seven wonders</u> of <u>world</u>	1		
	(b)	brought many <u>changes</u> to <u>lives</u> of local <u>inhabitants</u>	1	affected the lives people near it	
	(c)	brought <u>money</u> used to provide <u>services / facilities</u> in nearby town created <u>pride</u> in the huge interest	3	financial benefits village, city proudness(!)	jobs

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	(d) (i)	visitors <u>eroding soil</u> (answer must state or imply that it is the <u>ground etc</u> which is being eroded)	1	Answers in any order ground, land, earth etc erosion caused by so many visitors <u>walking</u> land surface being damaged	ruining
	(ii)	visitors leaving <u>rubbish</u>	1		
	(e)	<u>culture / traditions</u> in <u>danger</u> <u>contact</u> with <u>tourists</u>	1 1	being lost communication / interaction with tourists mixing with the tourists	it affects their traditions frequency of tourists
	(f) (i)	<u>benefits</u> of <u>tourism</u>	1	tourists	benefits <u>for</u> tourists
	(ii)	<u>preserve local way</u> of <u>life</u>	1		omission of preserving / preservation / maintaining etc
	(g) (i)	<u>educate tourists</u> how to <u>protect site</u>	1	Answers in any order teach place	(historical) city <u>a</u> historical site
	(ii)	<u>government</u> should <u>limit visitors</u>	1		can <u>we / you / they</u> limit visitors governor
	(h)	can <u>learn</u> about site on <u>Internet</u>	1	make <u>virtual visit</u>	
Total			15		

Task 4: 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly
- **Annotations:**
 - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed
 - If an element of the point has been omitted, use the caret sign (^)
 - Use **BOD** with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end
 - Use **NBOD** if you considered awarding the point but decided not to in the end
 - If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✗), either in the margin or in the body of text
 - Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer
 - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently
 - Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4: Communication points

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	I've never visited Machu Picchu		correct 1 st person past tense needed allow native misspellings eg <u>e</u> visitado omission of 'never' visitaba	
	2	but I'd really like to go.		estoy muy interesado/a en visitar omission of 'really'	
	3	It's so important for people		omission of 'so'	
	4	to visit sites of cultural interest.		... monumentos de la cultura ... los sitios culturales ... de importancia cultural	interest <u>(e)</u>
	5	It's the only way to experience history.		solo manera etc ... ver toda la historia, sentir / conocer / revivir / probar la historia experienciar (correct spelling needed)	el camino saber
	6	Just looking at computer isn't the same.		la Red / Internet	buscando ...no es suficiente la pantalla (no qualification)
	7	If the government charged tourists a tax,		tasa / IVA si el gobierno cobrara <u>más</u> dinero a los turistas (idea of <u>extra</u> money / supplement needed) cargar impuesta	dinero / tarifa (without idea of <u>extra</u>) tax si los turistas pagan el gobierno para visitar si el gobierno cobrara a los turistas si el gobierno pidiera dinero a los turistas

Question		Answer	Marks	Guidance	
				Accept	Do not accept
	8	we could protect the environment <u>more</u> / <u>easily</u> .		protejer la naturaleza / el ambiente	proteger -ar
	9	Although it would cost more to visit,			costear
	10	the money could be used to preserve Machu Picchu.			
		Total	10		

GRID H.1	COMMUNICATION 10 marks AO2
9–10	Most or all of the information successfully conveyed.
7–8	Three quarters of the points conveyed.
5–6	Half of the information successfully conveyed.
3–4	Only a quarter of the points conveyed.
0–2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** you may use the red slash (/) or 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. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. 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.2	QUALITY OF LANGUAGE – ACCURACY 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.
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.
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.
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.
0–2	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

Task 5

Question		Answer	Mark	Guidance
5	(a)	6	1	<p>Multiple choice</p> <p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the box which the candidate has answered correctly.</p> <p>Correct answers only: no need to use crosses for incorrect answers.</p> <p>Enter the total number (counted on tick symbol on tool bar) of green ticks in the box.</p>
	(b)	10	1	
	(c)	2	1	
	(d)	7	1	
	(e)	3	1	
	(f)	9	1	
	(g)	5	1	
	(h)	--	--	
	(i)	11	1	
	(j)	8	1	
	(k)	4	1	
Total			10	

Task 6**Task specific guidance**

- The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.
1. Familiarise 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.
 2. 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:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.

- 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.

Task 6

Question		Comprehension points	Marks	Guidance		
				Accept	Do not accept	
6	(a)	cuando era niña / joven	1	desde niña / pequeña desde su infancia		
	(b)	(se sentían) enfermos / no muy bien	1		eran enfermedades sentían que podían encontrar remedio	
	(c)	esperaban que las plantas pudieran curarles	1	buscaban remedios las plantas tenían un remedio natural porque tenían propiedades medicinales porque estaban enfermos	answers which can only refer to Antonia and not neighbours eg porque le gustó la posibilidad de remedios	
	(d)	(i)	recolectaba las plantas	1	buscaba / colectaba / tomaba	recolectaban las plantas flores
		(ii)	porque tenía que recolectarlas en un momento específico	1	... en el tiempo cuando tenían más aceite cada planta tenía un momento del día / para mantener sus aceites esenciales en la mejor condición necesitaba conservar los aceites de las plantas	
	(e)		se interesaban por las <u>propiedades medicinales</u> de los productos	1	estaban interesadas en sus medicinas se interesaban por sus productos ofrecía sus productos a algunas farmacias querían que les vendiera sus productos	
	(f)		los <u>embotellaba a mano de manera atractiva</u>	1	2 from 3 underlined details needed	

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	(g)	muy poco	1	no era muy exitoso no tenía un éxito muy grande no tenía éxito	nada
	(h)	se ha <u>expandido al extranjero</u>	1	both details needed está en países diferentes (implies expansion) es internacional vende sus productos al extranjero	A. tiene una área muy grande para cultivar sus plantas es rentable
	(i)	cultiva las plantas sin usar pesticidas	1	sus plantas no tienen pesticidas cultiva las plantas biológicamente sus productos son <u>cultivados</u> sin pesticidas sus <u>productos</u> no tienen pesticidas A. / la compañía no usa las pesticidas	
	(j)	cuarenta y nueve (años) / casi 50 (años)	1	<u>está</u> a punto de cumplir los 50 años	a punto de cumplir los 50 años (<i>without verb</i>) 50 años
	(k)	trabajan en la misma profesión / en el negocio de su madre etc	1	los hijos siguen sus pasos (verb needed if pasos used) (sus hijos trabajan) para / por / con A. trabajan por / para / con Montoya Natural	En sus pasos En los pasos de su madre
	(l)	comer / la comida	1	no comió no comí (but note for QL)	hizo huelga de hambre etc dejó de hacer huelga de hambre

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
	(m)	para investigar los efectos <u>curativos / medicinales de las plantas</u>	1	para saber más de... están investigando... NB only treat as lift if answer begins with investigando	experimentar
	(n)	habrá nuevas demandas / una nueva / diferente demanda	1		nuevos productos /egs if no mention of <u>demand</u> for them sus productos abrirán nuevas demandas
		Total	15		

3. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool () for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
- If only 1 / 3 of the questions have been answered, the maximum mark for C2 is the 5 / 6 band
 - If only 2 / 3 of the questions have been answered, the maximum mark for C2 is the 7 / 8 band.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 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.
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.
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.
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.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 7**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed
- If an element of the point has been omitted, use the caret sign (λ)
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3–4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool (.....) to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Task 7 (a)

Point		Indicative content	Marks	Content	Guidance
					Levels of response
7	1	<u>thousands of teachers marched / demonstrated / went on strike</u> against:		allow <i>muchos</i>	Grid I COMPREHENSION OF TEXT 9–10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7–8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5–6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3–4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. 0–2. No relevant information or supplies one or two relevant points from the original passage.
	2	<u>cuts in education budget</u>		idea of 'financial' cuts needed allow <i>falta de dinero...</i>	
	3	<u>excessive workload</u>		allow 'number of hours teacher has to work'	
	4	<u>reorganisation of holidays</u>		allow <i>cambio de las vacaciones</i>	
	5	<u>reduction in holiday pay</u>			
	6	<u>teachers came from all over the country</u>			
	7	march <u>stretched</u> over more than <u>ten streets</u>			
	8	<u>police</u> either <u>accompanied march</u> or were <u>stationed at important crossings / points</u> etc			
	9	leaders <u>handed letter to Minister</u>		disallow 'sent' / 'wrote' etc allow Ministerio disallow gobierno	
	10	<u>Minister promised / agreed to / will write back soon</u>		idea of 'soon' needed	
	11	<u>union president said;</u> <u>shouldn't re-organise school year /</u> <u>should review use of school time</u>		only credit first alternative if not credited in 4	

Point		Indicative content	Marks	Guidance	
				Content	Levels of response
	12	either <u>Minister refused to speak to union</u> or <u>only consulted heads / managers /</u> <u>hasn't consulted teachers</u>		don't allow future tense don't allow if there's an error in one of the alternatives eg ...no habla con los profesores pero consulta con el sindicato, los directores y los supervisors	
		Total	10		

Task 7(b) Response Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	(b)	No Indicative Content – personal response	20	<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green plus (+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16–20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12–15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and / or imagination.</p> <p>8–11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and / or imagination.</p> <p>4–7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and / or developing points of view.</p> <p>0–3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Mark	Guidance
Task 7 (a)+(b)	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. 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>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and / or personal response.</p>

APPENDIX 1

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**

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Tarea 1**Rescate en la montaña**

La Guardia Civil ha rescatado en Sierra Nevada a un joven que se había perdido tras salirse de las pistas. El joven esquiaba con su tabla por una pista menos conocida cuando se salió de ella y continuó descendiendo por el barranco. Acabó en un punto en el que ya no podía avanzar más, por lo que sobre las 15.00 horas llamó pidiendo auxilio al número de emergencias 112.

Fue esta central de emergencias la que avisó a los guardias del Servicio de Montaña. Estos lograron ponerse en contacto y, con la información que aportó el joven, averiguaron en seguida el lugar exacto al que dirigirse. Después se le informó de que iban a buscarle para que se tranquilizase, y se le pidió que no se moviera del sitio en el que se encontraba.

Sobre las 16.30 horas los guardias consiguieron localizarle exhausto y con mucha sed una hora y media después de salir a buscarle. Le dieron agua y le ayudaron a recuperar fuerzas, para después iniciar el ascenso en camilla de rescate hasta la estación de esquí de Sierra Nevada.

Tarea 2**Distracciones al volante**

La Guardia de Tráfico ha denunciado a casi 3 400 conductores por usar el teléfono móvil manualmente mientras conducían en los siete días de duración de una campaña especial de vigilancia.

El uso del teléfono móvil, según diversos estudios, es un factor que multiplica por cuatro el riesgo de sufrir accidentes. Hablar por teléfono mientras se está conduciendo es comparable a conducir bajo los efectos del alcohol.

Además de controlar el mal uso del teléfono móvil, los agentes también han visto que los conductores manipulan el navegador mientras conducen. Por eso han parado a 38 conductores por programarlo al volante. Otros conductores han sido denunciados también por escuchar música con auriculares.

Los agentes también han podido comprobar que el 24 por ciento de los conductores que han sido parados utilizaban el dispositivo "manos libres". Esto está permitido, pero puede causar la pérdida de la concentración necesaria para conducir.

Las distracciones son una de las principales causas de los accidentes de tráfico en España, y la mayoría de ellas se pueden evitar fácilmente. Los conductores distraídos no mantienen una velocidad constante, su tiempo de reacción es mayor y la distancia de seguridad no es suficiente.

Task 3**Machu Picchu – Lost city of the Incas**

Machu Picchu se ha convertido en una de las destinos turísticos más visitados de Latinoamérica y fue recién votado como una de las nuevas siete maravillas del mundo. No sorprende que su fama haya traído muchos cambios a las vidas de la gente que vive cerca. Algunas de las ventajas son el dinero generado que es usado para ofrecer más servicios y facilidades en el pueblo cercano y el orgullo provocado por el inmenso interés en el sitio.

Desafortunadamente, demasiado interés del público en Machu Picchu también ha causado bastantes problemas. Muchos de los impactos son relacionados al medio ambiente, por ejemplo, el flujo constante de visitantes ya está causando la erosión de la tierra y muchos turistas dejan atrás cantidades de basura. Además, muchos aspectos únicos de la cultura y las tradiciones de la zona están en peligro de perderse debido al contacto más frecuente entre los turistas y los habitantes.

Como todos sabemos, es importante mantener los beneficios del turismo y al mismo tiempo preservar el estilo de vida de los habitantes. Y por eso tenemos que hacernos un par de preguntas. ¿Sería posible educar a los turistas sobre cómo proteger mejor el sitio histórico? ¿Debería el gobierno peruano poner límites a la cantidad de personas que pueden visitarlo?

Se ha sugerido que, con los avances tecnológicos, no es necesario que las personas vayan físicamente a ver este sitio. Podrían aprender casi todo en Internet, haciendo una visita virtual.

¿Qué opinan ustedes? Les invitamos a nuestros oyentes a que nos manden sus comentarios a nuestro foro.

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