



General Certificate of Secondary Education

Spanish 3691 *Specification A*

3691/L Listening

Mark Scheme

2007 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
 2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
 3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
 4. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
 5. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
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LISTENING TESTS**Foundation Tier****Section A**

Q	Accept	Mark	Reject
1	good afternoon good evening hello	1	good morning/day

Q	Accept	Mark	Reject
2	21	1	

Q	Accept	Mark	Reject
3	fine well (very) good	1	OK; all right

Q	Accept	Mark	Reject
4	sunbathing	1	

Q	Accept	Mark	Reject
5	art drawing painting artwork	1	(graphic) design photos

Q	Accept	Mark	Reject
6	(with their) eyes closed blindfolded	1	

Q	Accept	Mark	Reject
7	difficult hard	1	

Sección B

Q	Accept	Mark	Reject
8i)	E	1	
8ii)	A	1	

Q	Accept	Mark	Reject
9i)	G	1	
9ii)	D	1	
9iii)	A	1	
9(iv)	E	1	

Q	Accept	Mark	Reject
10	C	1	

Q	Accept	Mark	Reject
11	C	1	

Q	Accept	Mark	Reject
12	A	1	

Q	Accept	Mark	Reject
13	B	1	

Q	Accept	Mark	Reject
14	B	1	

Q	Accept	Mark	Reject
15	C	1	

Q	Accept	Mark	Reject
16i)	<u>Ursula</u> (en el pasado): simpática / simpático	2	dura y estúpida
	<u>Ursula</u> (en el futuro): dura		
16ii)	<u>Luis</u> (ahora): triste	1	

Q	Accept	Mark	Reject
17	B	1	

Q	Accept	Mark	Reject
18	C	1	

	Accept	Mark	Reject					
19a)	<u>Gabriela</u> : visitar fábricas / bisita(r) ...	1						
19b)	<u>Enrique</u> : <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 5px;">comprender</td> <td rowspan="3" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="3" style="padding-left: 5px;"><u>idiomas</u></td> </tr> <tr> <td>aprender</td> </tr> <tr> <td>estudiar</td> </tr> </table>	comprender	}	<u>idiomas</u>	aprender	estudiar	1	tendré idiomas prender ... any ref to español
comprender	}	<u>idiomas</u>						
aprender								
estudiar								

Q	Accept	Mark	Reject
20	B	1	

Q	Accept	Mark	Reject
21	A	1	

Q	Accept	Mark	Reject
22i)	P + N	1	
22ii)	N	1	
22iii)	P	1	
22iv)	P + N	1	

Q	Accept	Mark	Reject
23	A	1	

Q	Accept	Mark	Reject
24	C	1	

Q	Accept	Mark	Reject
25	B	1	

	Total	35	
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Higher Tier**Sección A**

Q	Accept	Mark	Reject
1	B	1	

Q	Accept	Mark	Reject
2	B 23 (años)	1	

Q	Accept	Mark	Reject
3i)	E	1	
3ii)	A	1	
3iii)	F	1	

Q	Accept	Mark	Reject
4i)	F	1	
4ii)	C	1	
4iii)	E	1	

Q	Accept	Mark	Reject
5i)	<u>Ursula</u> (en el pasado): simpática / simpático	2	dura y estúpida
	<u>Ursula</u> (en el futuro): dura		
5ii)	<u>Luis</u> (ahora): triste	1	

Q	Accept	Mark	Reject
6	C	1	

Q	Accept	Mark	Reject
7	Primera parte: A	1	
	Segunda parte: C	1	
	Tercera parte: D	1	

Q	Accept	Mark	Reject
8i)	B	1	
8ii)	B + M		
8iii)	B	1	
8iv)	M	1	
	(Accidental use of P for B and N for M)		

Q	Accept	Mark	Reject
9i)	P + N	1	
9ii)	N	1	
9iii)	P	1	
9iv)	P + N	1	

Q	Accept	Mark	Reject
10a)	<u>Gabriela</u> : visitar fábricas / bisita(r) ...	1	
10b)	<u>Enrique</u> : comprender aprender estudiar } <u>idiomas</u>	1	tendré idiomas prender ... any ref to español

Q	Accept	Mark	Reject
11i)	C	1	
11ii)	B	1	

Q	Accept	Mark	Reject
12i)	G	1	
12ii)	D	1	
12iii)	A	1	
12iv)	E	1	

Q	Accept	Mark	Reject
13	C	1	

Section B

Q	Accept	Mark	Reject
14i)	A	1	
14ii)	her/their son's teacher Pedro's teacher his teacher	1	teacher (on its own) professor

Q	Accept	Mark	Reject
15i)	Pedro not <u>spending enough time</u> on his homework / 'him' not spending enough time on his homework	1	Doesn't do enough homework Pedro not doing his homework Not <u>having</u> enough time to do his homework
15ii)	No plus: they give him terrible dreams No plus: they give him nightmares	1	They'll affect his sleep

Q	Accept	Mark	Reject
16i)	C	1	
16ii)	Someone professional/expert/specialist to talk/listen/help/counsel/mentor/coach/support	1	Someone Teacher/tutor See a specialist Get a professional opinion

Q	Accept	Mark	Reject
17i)	B	1	
17ii)	Yes plus one of: this part of his life won't last long; his studies will be successful; he will <u>go far</u> in his (professional) career	1	he will get a good job

	Total	40	
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