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**SPANISH (SHORT COURSE)**

**1344/02**

Paper 2 Listening, Reading and Writing

**May/June 2017**

MARK SCHEME

Maximum Mark: 90

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**Published**

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This document consists of **7** printed pages.

## Listening AO1

## Exercise 1

The correct answer should be underlined – there are no possible alternatives.  
If two words are underlined, no marks are awarded.

| Question | Answer   | Marks |
|----------|--|-------|
| 1        | en bici  | 1     |
| 2        | provee   | 1     |
| 3        | tiene la intención de iniciar investigaciones sobre el <i>fracking</i> | 1     |
| 4        | con un alto en la ruta para comer                                      | 1     |
| 5        | desacuerdo con   | 1     |

## Exercise 2

Full sentences are not required. The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected. Correct alternative versions are accepted.

| Question | Answer   | Marks |
|----------|--|-------|
| 6        | antes iban a pie o en bicicleta<br>ahora van en coche / sus padres los llevan en coche   | 2     |
| 7        | <b>teme</b> por la seguridad de su hija debido al tráfico / el tráfico es <b>peligroso</b>   | 1     |
| 8        | eliminar el riesgo (de tráfico) en las ciudades para los niños pequeños  | 1     |
| 9        | (el número de) menores de 17 años<br>que murieron el año pasado en las calles europeas   | 2     |
| 10       | al ir o al volver de la escuela  | 1     |
| 11       | un niño tiene menos visión periférica que un adulto<br>un niño no puede ver cuándo se acercan los coches   | 2     |
| 12       | ANY ONE OF:<br><ul style="list-style-type: none"> <li>• tienen dificultad para percibir la velocidad de un vehículo en movimiento</li> <li>• tienen el oído menos agudo</li> <li>• se distraen más fácilmente</li> </ul> | 1     |

**Exercise 3**

Full sentences are not required.

| Question | Answer  | Marks    |
|----------|---|----------|
| 13       | his aunt (Josefina)   | <b>1</b> |
| 14       | he spent a winter at his aunt's house (1)<br>he started (to learn) to play the <b>piano</b> (1)                             | <b>2</b> |
| 15       | his father / Joaquín's grandfather would not allow him to (1)<br>he insisted that he should study Pharmacy (1)              | <b>2</b> |
| 16       | his / a love of music   | <b>1</b> |
| 17       | he was the only one to finish his (musical) studies / devote his life to music  | <b>1</b> |
| 18       | how easily he could read music (1)<br>how quickly he could retain / learn (new) melodies (1)                                | <b>2</b> |
| 19       | that he should allow his son / Joaquín to study music professionally  | <b>1</b> |
| 20       | Ravel had been his teacher / Vlado Perlemuter had been one of Ravel's pupils  | <b>1</b> |
| 21       | Madrid  | <b>1</b> |
| 22       | they went <u>mad</u> / <u>wild</u> applauding him   | <b>1</b> |
| 23       | it is their way of expressing that they have <b>felt</b> (1)<br>what Joaquín was trying to communicate (in his playing) (1) | <b>2</b> |

## Reading AO1

## Exercise 1

| Question | Answer | Marks |
|----------|--------|-------|
| 24       | C      | 1     |
| 25       | B      | 1     |
| 26       | C      | 1     |
| 27       | A      | 1     |
| 28       | C      | 1     |

## Exercise 2

Full sentences are not required. The answers are marked positively and for communication. Minor errors are disregarded, as long as the communication of the information is not seriously affected. Correct alternative versions are accepted.

| Question | Answer   | Marks |
|----------|--|-------|
| 29       | se celebró el <i>Día eCommerce</i>   | 1     |
| 30(i)    | el porcentaje de crecimiento del comercio en línea entre 2012 y 2014   | 1     |
| 30(ii)   | las ventas (regionales) en línea (en Latinoamérica) en 2012  | 1     |
| 31       | hay una crisis económica en Europa y Estados Unidos (1)<br>que sigue afectando / azotando los mercados internacionales (1)   | 2     |
| 32       | ANY ONE OF:<br><ul style="list-style-type: none"> <li>• ha potenciado su comercio electrónico</li> <li>• ha sido bueno para Latinoamérica<br/>(any positive financial progress)</li> </ul> | 1     |
| 33       | tiempo / época inestable / de inestabilidad  | 1     |
| 34       | que crece muchísimo<br>(or any suitable alternative correct statement)   | 1     |
| 35       | gente de sectores socioeconómicos medios y bajos compran en línea (1)<br>hace dos años esas personas no pensaban hacerlo (1)<br>(or any suitable correct statement)                        | 2     |

**Exercise 3**

Full sentences are not required.

| Question | Answer   | Marks    |
|----------|--|----------|
| 36       | ANY TWO OF: <ul style="list-style-type: none"> <li>• new-born babies</li> <li>• athletes going to compete</li> <li>• heroes returning from war</li> </ul>                              | <b>2</b> |
| 37       | the percentage of olive oil (consumed in world) that comes from the Mediterranean area   | <b>1</b> |
| 38       | ANY TWO OF: <ul style="list-style-type: none"> <li>• the climate</li> <li>• the type of soil / ground</li> <li>• how it is stored</li> </ul>   | <b>2</b> |
| 39       | that it <b>delays</b> the appearance / incidence of certain illnesses  | <b>1</b> |
| 40       | ANY TWO OF: <ul style="list-style-type: none"> <li>• it is not a medication</li> <li>• it is a preventative food</li> <li>• that regulates the function of our body organs)</li> </ul> | <b>2</b> |
| 41       | the better the quality (1)<br>the longer the use / the more regular use (1)<br><u>Alternative answer</u><br>to use good-quality olive oil (1)<br>to use it over a long time (1)        | <b>2</b> |
| 42       | to find proof of the (traditional) benefits attributed to olive oil  | <b>1</b> |
| 43       | the nuns have an ordered life (1)<br>they are disciplined in their diet (1)  | <b>2</b> |

| Question | Answer   | Marks    |
|----------|--|----------|
| 44       | ANY TWO OF: <ul style="list-style-type: none"> <li>• the results could not have been clearer</li> <li>• olive oil regulates blood pressure</li> <li>• it reduces high blood pressure by up to 26%</li> </ul> | <b>2</b> |

**Writing AO1, AO2, AO3****Short Course Writing Task (30 marks)****45 (a) or 45 (b)**

- **Content: 15 marks (5 marks: AO1, 10 marks: AO3)**
- **Quality of Language: 15 marks (AO2)**

**Content**

|       |                  |  |
|-------|------------------|--|
| 15    | <i>Excellent</i> | Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed. Wholly relevant and convincing.             |
| 12–14 | <i>Very good</i> | Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion. |
| 9–11  | <i>Good</i>      | Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.                   |
| 6–8   | <i>Adequate</i>  | Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and / or irrelevance.    |
| 3–5   | <i>Basic</i>     | Limited understanding of question. A few relevant points made. Rambling and / or repetitive.   |
| 1–2   | <i>Poor</i>      | Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.                               |
| 0     |                  | No relevant material presented.  |

**Quality of Language**

|       |                  |   |
|-------|------------------|---|
| 15    | <i>Excellent</i> | Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.   |
| 12–14 | <i>Very good</i> | Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.  |
| 9–11  | <i>Good</i>      | Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.   |
| 6–8   | <i>Adequate</i>  | Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly. |
| 3–5   | <i>Basic</i>     | Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.  |
| 1–2   | <i>Poor</i>      | Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.  |
| 0     |                  | No rewardable language.   |