OCR
Oxford Cambridge and RSA

GCSE

Spanish

General Certificate of Secondary Education

Unit **A721 01/02**: Listening

Mark Scheme for June 2015

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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.

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Annotations

Annotation	Meaning
	Tick
	incorrect
	unclear
	Caret sign to show omission
BOD	Benefit of doubt
HA	Harmless addition
INVL	Invalidation
REP	Repeat
FA	First answer

Subject-specific Marking Instructions

MULTIPLE CHOICE AND NON-VERBAL ANSWERS

- If more than one box is ticked the mark is lost.
- If more than one letter is written, mark the one inside the box.
- In some cases candidates are required to write a single word or name
  - if two answers are given, one after another, mark the first one
  - if two answers are written, one above the other, mark the one on or nearest to the line.
- Correct spelling of the word or name is not required, as long as there is no ambiguity.

ANSWERS IN ENGLISH

- Answers are assessed from the standpoint of the "sympathetic English reader" with no knowledge of target language.
- Where an answer is ambiguous and could equally well be judged right or wrong, give benefit of doubt and mark it as correct.
- Answers do not need to be in the form of full sentences, nor in totally correct English.
- Answers given in a different language are marked wrong unless they are near-cognates. (e.g. in French "*novembre*")
- Ignore **any** additional material (correct or incorrect) to a correct answer unless specifically stated in the mark scheme.
- If two answers are written one above the other, mark the correct one.
- If a candidate writes information in brackets, ignore the brackets, marking anything inside them in the usual way.
- Where the space for answers is set out as (a) and (b) answers are usually interchangeable. Award marks for correct answers wherever they appear.
- DNA = Do Not Accept

Foundation Tier
Exercise 1

Question			Answer	Marks	Guidance
1			A	1	Red overlay inserted by Principal Examiner. The red box indicates the correct answer.
2			C	1	
3			B	1	
4			A	1	
5			A	1	
6			B	1	
7			C	1	
8			B	1	

Exercise 2:

Question			Answer	Marks	Guidance
9		(a)	(they are very) important (to her)	1	Ignore reference to 'special' DNA - unique
		(b)	fun / funny / lively / amusing	1	
		(c)	hard-working, works a lot / all the time / works long hours	1	Reference needed to 'work'. Do not accept extensions of concept such as 'not much time for family', 'not at home much', 'never there'.
10			when she is **out** with her friends / **going out** with friends / meeting (up with) friends	1	A correct answer must reflect recognition of 'salgo' DNA – when her friends come to her house DNA – with friends
11		(a)	walks / watches films / movies / cinema / shops / shopping	1	Any two of three
		(b)		1	
12			cousins	1	
13			another town / other city	1	A correct answer needs a rendering of 'otra'. DNA – (in a / the) city / town DNA – city outskirts DNA – somewhere else / in another place

Exercise 3

Question			Answer	Marks	Guidance
14			C	1	Red overlay inserted by Principal Examiner. The red box indicates the correct answer.
15			A	1	
16			B	1	
17			C	1	
18			A	1	
19			C	1	
20			B	1	
21			C	1	

Exercise 4

Question			Answer	Marks	Guidance
22			medicine / as a doctor / in a hospital / surgery / medical world / industry / profession	1	DNA – pharmacist / nurse
23			study / studying / learning / university	1	DNA – (hard) work DNA – dreams
24			(the) heart(s) / heart surgery / treatment / cardio(logy) / cardiac system / cardiovascular	1	A correct answer requires reference to the heart. DNA – surgery (alone)
25			a lawyer / barrister / solicitor / law student	1	DNA – judge DNA – politician
26			discussion / debate / argument (in class)	1	DNA – arguments DNA – speaking / talking (in class)
27			(foreign / other / multiple / her) languages	1	DNA – language
28			dad / father / parent	1	DNA – husband
29			his personal life / family (alone) / (his) relationships / life outside work / work-life balance	1	DNA – happiness / living life to the full / other extensions of the ‘life is for living’ idea. DNA – personality DNA – personal reasons DNA - children

Exercise 5

Question			Answer	Marks	Guidance
30			E / G	2	Letters inserted as overlays by Principal Examiner. These indicate the correct answers. The order of the letters must **NOT** be reversed, for this reason they are coloured red and blue as a visual reminder.
31			F / K	2	
32			D / L	2	
33			B / J	2	

Higher Tier

Exercise 1

Question			Answer	Marks	Guidance
1			medicine / as a doctor / in a hospital / surgery / medical world / industry / profession	1	DNA – pharmacist / nurse
2			study / studying / learning / university	1	DNA – (hard) work DNA – dreams
3			(the) heart(s) / heart surgery / treatment / cardio(logy) / cardiac system / cardiovascular	1	A correct answer requires reference to the heart. DNA – surgery (alone)
4			a lawyer / barrister / solicitor / law student	1	DNA – judge DNA – politician
5			discussion / debate / argument (in class)	1	DNA – arguments DNA – speaking / talking (in class)
6			(foreign / other / multiple / her) languages	1	DNA – language
7			dad / father / parent	1	DNA – husband
8			his personal life / family (alone) / (his) relationships / life outside work / work-life balance	1	DNA – happiness / living life to the full / other extensions of the 'life is for living' idea. DNA – personality DNA – personal reasons DNA - children

Exercise 2

Question			Answer	Marks	Guidance
9			E / G	2	Letters inserted as overlays by Principal Examiner. These indicate the correct answers. The order of the letters must **NOT** be reversed, for this reason they are coloured red and blue as a visual reminder.
10			F / K	2	
11			D / L	2	
12			B / J	2	

Exercise 3

Question		Answer	Marks	Guidance
13		C	1	Overlays inserted by PE
14		A	1	
15		C	1	
16		A	1	
17		B	1	
18		B	1	
19		A	1	
20		C	1	

Exercise 4

Question			Answer	Marks	Guidance
21			riding / show-jumping / equestrianism	1	DNA – horse-racing
22			grant / scholarship / funding award / bursary	1	DNA – mentor DNA – (a) place at the national school (alone) A correct answer needs to have sense of the place being funded.
23			sailing / for a qualification / seamanship / to be the captain of a yacht / boat	1	DNA - to be a captain (alone) DNA – for a title
24			use it / qualification to earn a living / take people out on boats / boat trips on / along the coast / run boat trips / help the local economy	1	DNA – earn a living (alone) DNA - run tourist excursions (no mention of sea or along the coast) DNA – work in tourism (too vague)
25			(the / next) autumn / fall	1	DNA - next year or other seasons
26			raise money / for charity / help young people / improve **access** to sport **for young people** be part of / take part in a project	1	DNA – improve access to sport (alone) DNA – to help people (alone) DNA – improve sport for young people DNA – get yellow jersey / win DNA – school project
27			(on her / a) website / the internet / online	1	
28			surgeon / doctor / consultant / well-known / renowned (person)	1	DNA - celebrity

Exercise 5

Question			Answer	Marks	Guidance
29			self-belief / (self-)confidence / confidence in themselves	1	DNA – ambition DNA – belief (alone) DNA – follow their dreams
30			(can all) do more than they / we think, more capable then they believe / everyone has (a lot) more potential / we / people underestimate themselves	1	To score a mark the notion of capability outstretching belief must be clearly rendered. DNA – can do what you want to do DNA – can do anything
31			childhood / as (small) children / kids / when / if children (learn to) view themselves negatively when children receive unpleasant messages	1	DNA - at a young age DNA – infants DNA - youth
32			give advice / tell them what to do / make decisions for them / give them answers	1	DNA – make them do something DNA – give bad advice
33			(their) own way / path / route (forward) / own solutions / answers / what's right for them	1	DNA – themselves DNA – talent / ability
34			your own / personal ones / the ones you decide on / ones made by people on their own	1	DNA – good / bold choices DNA – choices that work for you DNA – choices others don't take
35			do not compare yourself with other people / not comparing yourself with others / not being harder on yourself than others	1	A correct answer needs a sense of negative comparison of yourself with other people. DNA - bothering / worrying about what other people think DNA – believing in yourself
36			you can't / don't (really / ever / fully) know anybody else / another person	1	DNA - you can't understand other people DNA - it's hard to get to know people For a mark there needs to be a clear understanding of the absolute nature of the statement in the text. It is <u>impossible</u> to know other people.

Anex 1

SPANISH GCSE Transcript ***JUNE 2015***

A721/02 HIGHER TIER

EP: **Exercise 1 Questions 1 - 8**
Education and work
Read the questions.

[Pause 20 sec]

EP: **Listen to these young people and complete the sentences in English.**

[Pause 5 sec]

EP: **Example - Isabel.**

[Pause 2 sec]

M2: ***Isabel, ¿Qué ambiciones tienes?**

[Pause 3 sec]

F2: **A la larga quiero ser ingeniera. ****

[Pause 5 sec]
*[Repeat * to **]*
[Pause 5 sec]

EP: **You will now hear the whole recording once and then it will be repeated.**

EP: *** Questions 1, 2 and 3 - Alberto.**

[Pause 2 sec]

F2: **¿Y tú Alberto?**

[Pause 3 sec]

M1: **Mi carrera en el futuro será la medicina.**

[Pause 3 sec]

M1: **Lo que pasa es que son muchos años de estudios, pero sé que al final tendré el trabajo de mis sueños.**

[Pause 3 sec]

M1: **Luego es una cuestión de especializarte. A mí me interesa mucho el funcionamiento del corazón, así que la cardiología es donde me veo.**

[Pause 20 sec]

EP: **Questions 4, 5 and 6 - Fátima.**

[Pause 2 sec]

M2: **Fátima ¿Qué planes tienes tú?**

[Pause 3 sec]

F2: **Pues, estudiar derecho y hacerme abogada.**

[Pause 3 sec]

F2: **Y eso porque me gustan mucho las discusiones en la clase. Soy muy buena, además, porque entiendo bien los detalles de un argumento.**

[Pause 3 sec]

F2: **Otra ventaja que tengo es que hablo idiomas extranjeros, y así puedo trabajar con compañías multinacionales.**

[Pause 20 sec]

EP: **Question 7 and 8 - Miguel.**

[Pause 2 sec]

F2: **Y finalmente Miguel.**

[Pause 3 sec]

M1: **Quiero casarme y particularmente quiero ser buen padre. No tengo ideas de conquistar el mundo ¿sabes?**

[Pause 3 sec]

Yo lo que digo es que la vida es para vivirla. Sí, tengo ambiciones, pero mis ambiciones se concentran en mi vida personal. El trabajo me importa menos. **

[Pause 10 sec]

EP: **Now listen again**.

[Pause 5 sec]
*[Repeat * to **]*
[Pause 15 sec]

EP: **Exercise 2 Questions 9 - 12**
Local area - What needs to be done?
Read the lists

[Pause 5 sec]

EP: **Listen and write the correct letters in the boxes.**

[Pause 5 sec]

EP: **Example: Adelina**

F2: *** Me llamo Adelina. En mi zona hay mucha basura en las calles. Podríamos trabajar juntos como voluntarios para solucionar el problema en vez de quejarnos.** **

[Pause 5 sec]
*[Repeat * to **]*
[Pause 5 sec]

EP: You will now hear the whole recording once and then it will be repeated.

*

EP: **Question 9 - Esteban.**

[Pause 2 sec]

M2: **Soy Esteban. Vivo en las afueras y aquí a partir de cierta hora ya no hay servicio de metro. Deberían mejorar los horarios para la gente como mi padre, que trabaja turnos de noche.**

[Pause 15 sec]

EP: **Question 10 - Irene.**

[Pause 2 sec]

F1: **Me llamo Irene. El mayor problema por aquí siempre <u>ha sido</u> la falta de empleo. Para los jóvenes no tener posibilidad de trabajar puede conducir a serios problemas sociales. El ayuntamiento debe dar más dinero para la formación profesional.**

[Pause 15 sec]

EP: **Question 11 - Ramón**

[Pause 2 sec]

M1: **Me llamo Ramón. Para mí es el medio ambiente lo que nuestro alcalde debe considerar. Creo que <u>podría</u> empezar prohibiendo la circulación de coches por el centro histórico, ya que las emisiones nocivas afectan mucho a la salud.**

[Pause 15 sec]

EP: **Question 12 - Blanca.**

[Pause 2 sec]

F2: **Soy Blanca. Hace poco me compré un perrito caliente en la calle. ¡Vaya error! ¡Qué asco! Estaba bastante mal del estómago al día siguiente. Entonces yo creo que deben hacer más esfuerzo para mejorar la limpieza y eliminar este tipo de problema.**
**

[Pause 15 sec]

EP: **Now listen again**.

[Pause 5 sec]

*[Repeat * to **]*
[Pause 20 sec]

EP: **Exercise 3: Questions 13 – 20**

Internships and gap years

EP: **Read the questions.**

(Pause 20 secs)

EP: **Listen to these people and tick the correct box for each question.**

(Pause 3 secs)

EP: **Example: Jaime**

M1: * **Yo trabajé durante seis meses en la India en un proyecto para establecer escuelas en unos pueblos muy desfavorecidos.** **

[Pause 5 sec]
*[Repeat * to **]*
[Pause 20 sec]

EP: You will now hear the whole recording once and then it will be repeated.

EP: * **Questions 13 and 14 - Antonia**

[Pause 2 sec]

F2: **Estuve en Nueva York trabajando en una casa de moda. Al principio fue frustrante porque no me dejaban hacer mucho. Pero gradualmente me aceptaron como colega e incluso acabaron incluyendo un diseño mío en el último desfile.**

[Pause 10 sec]

EP: **Questions 15 and 16** - **Ernesto**

[Pause 2 sec]

M2: **Mi ambición era ser actor. El tener la oportunidad de trabajar en uno de los grandes teatros de Madrid me parecía una pasada. Empecé en la taquilla con la venta de entradas, luego pinté escenarios. Pero al final vi lo duro que es como carrera y he cambiado de perspectiva.**

[Pause 10 sec]

EP: **Questions 17 and 18** - **Itziar**

[Pause 2 sec]

F1: **Tanto mi padre como mi abuelo eran fotógrafos, pues me figuro que es algo que llevo en la sangre. Trabajando con ellos aprendo un montón. Bueno, pese a que en la era digital algunas técnicas sí han cambiado, el arte sigue consistiendo en hacer una buena imagen.**

[Pause 10 sec]

EP: **Question 19 and 20 - Carlos**

[Pause 2 sec]

M1: **Construyo puertas, muebles, escaleras y todo que sea de madera. Aprecio mucho su veta, su olor… Este año he tenido el honor de trabajar con auténticos artesanos restaurando una iglesia románica con materiales y técnicas tradicionales. ¡Fascinante! ****

[Pause 10 sec]

EP: **Now listen again**.

[Pause 5 sec]
[Repeat ******* *to* ******** *]*
[Pause 20 sec]

EP: **Exercise 4 : Questions 21 – 28**
Leisure time
Read the questions.

[Pause 15 sec]

EP: **Complete the sentences briefly in English.**

[Pause 3 sec]

EP: **Example - Luis**

M2: ***Luis, ¿es importante el ocio?**

M1: **Bueno, en un mundo tan estresado como el nuestro yo creo que es imprescindible relajarse de vez en cuando.** **

[Pause 5 sec]
*[Repeat * to **]*
[Pause 5 sec]

EP: You will now hear the whole recording once and then it will be repeated.

EP: ***Questions 21 and 22.**

[Pause 2 sec]

M2: **Raúl ¿Cómo te relajas?**

M1: **Lo que me apasiona es la equitación. Tengo la suerte de vivir cerca de un famoso campeón del mundo y él ha sido mi mentor. Soy muy afortunado ya que ha visto que tengo talento y con su apoyo me han dado una beca de la Escuela Nacional.**

[Pause 15 sec]

EP: **Questions 23 and 24.**

[Pause 2 sec]

M2: **Anita**

F1: **Bueno, a mí lo que me apasiona es la vela. Pues actualmente estoy estudiando para el título de 'Capitán de Yate'. Pues, si apruebo podré ganarme la vida haciendo excursiones turísticas aquí por la costa. Así también contribuiré a la economía local.**

[Pause 15 sec]

EP: **Questions 25 and 26.**

[Pause 2 sec]

M2: **Pedro**

M1: **Bueno, el otoño que viene participaré en una etapa de La Vuelta Ciclista. Sin embargo no lo haré por la fama del maillot amarillo ni nada de eso, sino por sacar fondos para un proyecto destinado a mejorar el acceso al deporte para los jóvenes.**

[Pause 15 sec]

EP: **Questions 27 and 28.**

[Pause 2 sec]

M2: **¿Y tú, Luz?**

F2: **Yo es que pierdo horas dibujando y haciendo manchas a lápiz. Y recientemente me pasó algo muy sorprendente. En mi página web puse una obra mía y como consecuencia un día recibí una llamada de la oficina de un cirujano célebre invitándome a pintarle un retrato. ****

[Pause 15 sec]

EP: **Now listen again**.

[Pause 5 sec]
*[Repeat * to **]*
[Pause 15 sec]

EP: **Exercise 5: Questions 29–36**
Interview with Elena Mártinez, a life-coach for young people
Look at the questions.

[Pause 15 sec]

EP: **Listen to the recording and write brief answers in English.**

[Pause 3 sec]

Example:

M1: *** Elena, explícanos lo que haces.**

F1: **Yo trabajo con gente joven para ayudarle a cumplir sus objetivos en la vida.****

Pause 5 sec]
*[Repeat * to **]*
[Pause 5 sec]

EP: You will now hear the whole recording once and then it will be repeated.

+Question 29

[Pause 2 secs]

M1: **Y ¿cómo lo haces?**

F1: **Pues, mucha gente joven tiene ambiciones y metas pero algo les impide seguir sus sueños. Y suele ser que lo que les hace falta no es más que creer en sí mismos.**

[Pause 15 sec]

EP: **Questions 30 and 31**

[Pause 2 sec]

M1: **Vale, pero no todo el mundo puede ser perfecto.**

F1: **Claro que no, pero sí somos todos capaces de mucho más de lo que creemos. Mira, lo que pasa es que de niños recibimos mensajes o formamos imágenes negativas sobre nosotros. Si internalizamos ciertos mensajes acaban paralizándonos.**

[Pause 10 sec]

EP: **Questions 32 and 33**

[Pause 2 sec]

M1: **¿Cómo aconsejas a esos jóvenes?**

F1: **Bueno, lo absolutamente fundamental de mi método es no dar nunca consejos. Lo que yo hago es indagar de manera que los jóvenes descubran su propio camino.**

[Pause 15 sec]

EP: **Question 34**

[Pause 2 sec]

M1: **Y**, **¿por qué importa tanto eso?**

F1: **Pues porque de esa manera tienen que elegir siguiendo siempre su propia voluntad y no la de otra persona. Harán con más éxito lo que ellos mismos decidan hacer.**

[Pause 15 sec]

EP: **Questions 35 and 36**

[Pause 2 sec]

M1: **Y ¿con mayor autoestima?**

F1: **Hasta cierto punto, sí. Aprenden que la buena autoestima viene de evitar compararte con los otros, con los demás. Lo que casi nunca se te enseña de joven es que no puedes nunca realmente conocer a otra persona y así tales comparaciones nunca serán válidas.****

(Pause 15 secs)

EP: **Now listen again**.

[Pause 2 sec]
*[Repeat * to **]*
[Pause 20 sec]

EP: **That is the end of the examination. You must stop writing now.**

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