

**Spanish**

Advanced GCE F722

Listening, Reading and Writing

**Mark Scheme for June 2010**

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<b>Section A: Listening and Writing</b>			
<b>Task 1:</b>			
<b>Q</b>	<b>Answers</b>	<b>M</b>	<b>Additional comments</b>
(a)	C	[1]	<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)	B	[1]	
(c)	B	[1]	
(d)	C	[1]	
(e)	C	[1]	
(f)	A	[1]	
(g)	A	[1]	
(h)	A	[1]	
(i)	A	[1]	
(j)	B	[1]	

Task 2:			
Q	Answers	M	Additional comments
(a)	banco	[1]	<p>Use the green tick ✓ to annotate the scanned image. Place the tick next to the correct answer. Disregard spelling errors.</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)	numerosos	[1]	
(c)	cien	[1]	
(d)	nado	[1]	
(e)	montó	[1]	
(f)	experiencias	[1]	
(g)	vuelta	[1]	
(h)	probarse	[1]	
(i)	océano	[1]	
(j)	extenderse	[1]	

## Task 3 - Guidance

No need to add annotations when assessing this task, entering the mark should suffice. However...

- If you reject an unexpected response, place a cross (x) over the word / phrase that made you reject it.
- You may use ticks (✓), λ etc when marking if it helps concentration, but it is not essential
- Disregard harmless additions which do not invalidate the answer
- If candidate answers in Spanish, award no marks
- Underlined words are essential for the mark to be awarded

Task 3:				
Q	Answer	Notes	Reject	M
(a)	(1) <u>swimming club secretary</u>			[1]
(b)	(1) <u>very interested in welcoming your club</u>	<i>allow: receiving interested in a visit from my / your club</i>	<i>interesting seeing them receiving a visit (no mention of from your club etc) <u>her</u> club</i>	[1]
(c)	(1) <u>take part in a friendly competition</u>	<i>Verb required allow: gala</i>		[1]
(d)	(1) <b>Thursday 11 to Monday 15 June</b>	<i>allow: Thur 11- Mon 15 June etc</i>	Thur 11 <u>and</u> Mon 15 June omission of days	[1]

Q	Answer	Notes	Reject	M
(e)	(1) <b>you'd have a very good time</b>  (1) <b>as this is when a fiesta is held</b>	<i>allow: answers in any order</i> <i>allow: enjoy yourselves / have a great etc time</i> <i>allow: dates of celebration / festival / festivities / holiday of San Antonio</i>	enjoy <u>yourself</u>  reject: party / fete / carnival / ceremony – unless used in conjunction with allowable word eg parties and festivals	[2]
(f)	(1) <b>swimming <u>across lake competition</u></b>	<i>all 3 elements required</i> <i>allow: race</i> <i>swimming (of) the lake / lake swimming race (=across)</i>	<i>omission of competition / race</i> <i>race <u>in</u> the lake</i>	[1]
(g)	(1) <b>stay with local <u>families</u></b>  (1) <b>for only <u>20 euros a night</u></b>	<i>allow: answers in any order</i>  <i>allow: day</i>	deduct 1 mark if <i>or stay in hotels</i> offered as alternative	[2]
(h)	(1) <b>will be <u>full</u></b>	<i>allow: no rooms etc.</i>	<i>busy / almost full</i>	[1]
(i) (i)	(1) <b><u>dates of visit</u></b>	<i>allow: answers in any order</i> <i>date of visit</i>		[3]
(ii)	(1) <b><u>how many people in group</u></b>			
(iii)	(1) <b><u>categories and ages</u> for gala</b>		<i>age categories</i>	
(j)	(1) <b>this will be the <u>beginning</u> of a firm <u>friendship</u></b>	<i>allow: start etc.</i>	<i>relationship</i>	[1]
(k)	(1) <b>you might host Gema's club for <u>similar encounter</u></b>	<i>allow: anything which conveys idea of <u>reciprocation in UK / your country</u></i>		[1]

**Task 4 – Guidance: 10 marks for Communication (Grid H1), 10 marks for Quality of Language (Accuracy, Grid C2)**

Read through the response and assess for communication first. 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. There are 10 components for 10 marks but it must not be 1 mark per correct component. The grid must be applied.

- **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. If you have some doubt about awarding the point, use the green question mark. 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 H.1 accurately and consistently.
- **Grid H.1:** Looking at the annotations, assess what proportion of the points has been conveyed. (See point 2 page 2)

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.

Task 4: Message			
Answer	Notes / guidance	Reject	[20]
<b>Points to be covered</b>  1. <b><u>we listened to your message</u></b> 2. <b><u>we like your ideas</u></b> 3. <b><u>will bring</u> group of <u>27</u></b> 4. <b><u>on dates suggested</u></b> 5. <b><u>all over 14</u> and can swim</b> 6. <b><u>in all categories and distances</u></b> 7. <b><u>2 of our best competitors want to know</u></b>  8. <b><u>length of outdoor race</u></b>  9. <b><u>thank you</u> for your offer of <u>accommodation</u></b> 10. <b><u>will meals be included?</u></b>	<i>allow: tú form if used consistently</i>  <i>allow: escuché / he escuchado</i> <i>allow: sus ideas son interesantes etc.</i> <i>allow: organizar,27</i> <i>allow: you said / say / mention(ed) / propose(d) chose etc</i> <i>en las fechas en junio</i> <i>allow: 14,</i>  <i>allow: nadadores, 2, recognisable misspellings of competidores / nadadores concursantes</i>  <i>allow: la travesía del lago = outdoor race competición fuera / al aire libre / exterior la travesía al aire libre</i>  <i>allow: ¿qué comida incluye?</i>	<i>queremos / gustamos / me gustan</i> <i>they can bring</i> <i>datos</i>  <i>mejores de 14</i> <i>por lo menos 15 años etc</i>  <i>tamaño / talla / duración</i> <i>competencia</i> <i>al fresco</i>  <i>acomodación</i>  <i>cenar / almuerzos / desayunos (offered individually)</i>	
<b>10 marks for Communication – Grid H1</b>			
<b>10 marks for Quality of Language (Accuracy) - Grid C2</b>			
<b>Section A Total</b>			<b>[55]</b>



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

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE – ACCURACY 10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3-4</b>	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.
<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

<b>Section B: Reading and Writing</b>			
<b>Task 5:</b>			
<b>Q</b>	<b>Answer</b>	<b>M</b>	<b>Additional comments</b>
(a)	8	[1]	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.
(b)	3	[1]	
(c)	11	[1]	
(d)	7	[1]	
(e)	10	[1]	
(f)	-----		
(g)	4	[1]	
(h)	6	[1]	
(i)	2	[1]	
(j)	9	[1]	
(k)	5	[1]	

**Task 6 - Guidance**

- 1 Print out a copy of the text so that you can easily spot instances of lifting from the original text.
- 2 Assessing comprehension / content: First 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.
  - d) If appropriate, candidates may answer with single words / short phrases.
  - e) 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.
  - f) Enter the mark in the box. No need to tick (✓) a correct answer, although ticks may be used if preferred.
  - g) For unexpected incorrect answers, put a cross (x) over the word which invalidates the response. No need to use a cross for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when something in the response invalidates an otherwise acceptable answer.
- 3 Assessing Quality of language
  - a) Read all the answers again. You may use the slash (/) to show errors if you find it makes it easier to apply Grid C.2, but it is not essential.
  - b) Apply Grid C.2 (see Task 4 for guidance) and enter the mark.
  - c) When applying Grid C.2, highlight and disregard language lifted verbatim from the text, (if this applies to every answer - ie none of own language used – award 0). If the remaining language answers up to 1/3 of the questions, the maximum mark for C.2 is the 5 – 6 band. If the remaining language answers up to 2/3 of the questions, the maximum mark for C.2 is the 7 – 8 band.
  - d) Apply this principle if the candidate leaves questions unanswered.

	Answers	Notes / Guidance	Reject	M
<b>Task 6 :</b>				
			<b>15 marks - Comprehension of text</b>	
			<b>10 marks - Quality of language – Grid C2</b>	
<b>(a)</b>	(1) <b>más de cien años</b>	<i>Disregard lifting but credit QoL Grid C2 candidates who attempt own words.</i>		<b>[1]</b>
<b>(b)</b>	(1) <b>han sido miembros de la misma familia</b>	<i>Opportunity for QoL Grid C2. allow: parientes son familia / es una familia</i>	relativos	<b>[1]</b>
<b>(c)</b>	(1) <b>fundó la empresa</b>	<i>Opportunity for QoL Grid C2. allow: creó / empezó etc all tenses fue fundador de la empresa</i>	<i>fundador de la empresa (without verb)</i>	<b>[1]</b>
<b>(d)</b>	(1) <b>producía ruedas</b>	<i>Disregard lifting but credit QoL Grid C2 candidates who attempt own words.</i>	<i>Any form of verb <u>fundir</u></i>	<b>[1]</b>
<b>(e)(i)</b>	(1) <b>fue inspirado por una película popular</b>	<i>allow: answers in any order Opportunity for QoL Grid C2. However, if candidate copies all (or very nearly all) of the key sentence verbatim, award only 1 comprehension mark. Use <b>L</b> as appropriate</i>	<i>if no mention of famous / popular film eg 'it was like Robin Hood's dagger'</i>	<b>[2]</b>
<b>(e)(ii)</b>	(1) <b>era barato</b>			
<b>(f)</b>	(1) <b>los juguetes eran caros y solo los ricos podían comprarlos</b>	<i>Opportunity for QoL Grid C2. However, if candidate copies all (or very nearly all) of the key sentence verbatim, do not award comprehension mark. Use <b>L</b> as appropriate. allow: la clase alta</i>		<b>[1]</b>

	Answers	Notes / Guidance	Reject	M
(g)	(1) son para todo el año	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words. allow: todo el tiempo</i>	<i>todos los años</i>	[1]
(h)	(1) juegos de <u>principios</u> del <u>siglo pasado</u>	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words. allow: de hace 100 años</i>	<i>tradicionales (if no mention of beginning of last century) omission of <u>beginning</u></i>	[1]
(i)	(1) para coleccionar	<i>Opportunity for QoL Grid C2. allow: colectar / coleccionistas</i>	<i>una edición especial – with no mention of collect</i>	[1]
(j)	(1) otro colaborador y un artista (gráfico)	<i>Both needed Disregard lifting, but credit QoL Grid C2 candidates who attempt own words.</i>	<i>reject plurals</i>	[1]
(k)	(1) en la Empresa Robles	<i>Opportunity for QoL Grid C2. allow: en <u>la</u> empresa (with no mention of Robles) / en la Casa / casa (de) Robles donde trabajan / allow: (lift)la Empresa elaboramos el producto</i>	<i>en <u>una</u> empresa (with no mention of Robles) en su casa / en (la) casa tienda</i>	[1]
(l)	(1) prueban los juguetes	<i>Opportunity for QoL Grid C2.</i>		[1]
(m)	(1) porque <u>jugar / (juguetes)</u> es importante (necesario / imprescindible /esencial) a todas las edades / a todo el mundo / para la gente mayor (ellos)	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words</i>	<i>omission of idea of <u>importance</u> / <u>necessity</u> etc.</i>	[1]
(n)	(1) ha cambiado el tamaño y el color <i>(both needed)</i>	<i>Disregard lifting, but credit QoL Grid C2 candidates who attempt own words allow: los tonos / las dimensiones etc</i>		[1]

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY</b> <b>10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3-4</b>	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.
<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Task 7 - Guidance**

Print out a copy of the text so that you can easily spot instances of lifting from the original text.

- 1 7(a)
- a) **Annotations:** In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed. (Underlined expressions are essential). 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 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. (See mark scheme below)
- b) **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I.
- 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 L at beginning and end of the lifted section. Only phrases of more than 5 consecutive words should be counted as lifted language.
- 2 7(b)
- a) **Annotations:** Use the tick (✓) in the margin or in the body of text to show each opinion / personal response and to show a development / an extension of the opinion. NB: one opinion may have several extensions. Use green dot ● in margin to show repetition.
- Adopt a sympathetic approach to anglicisms used to express exam terminology eg:*
- pasar / tomar / revisar para un examen – revisión – grados + attempts at expressing 'coursework' etc etc*
- If the context generally makes it clear what point the candidate is attempting to make, tick for communication. (Take the number and severity of such anglicisms into account when assessing quality of language).*
- b) **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.
- 3 7(a) + 7(b) – Language – **Grids C.2 and F.2:**
- a) Read the whole answer again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Add together and enter as one mark. 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 slash (/) the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- b) Ignore language lifted from the text when assessing language (See 2c above). Lifted language is not credited for QoL – only content points and/or personal response.

Section B: Reading and Writing		
Q	Answer	M
<b>Task 7 :</b> 10 marks - Comprehension of Text – Grid I 20 marks - Response to Text – Grid J 10 marks - Quality of language (Accuracy) – Grid C2 10 marks - Quality of Language (Range) – Grid F2		[50]
(a)	Possible points	
	<p><u>PROBLEM</u></p> <p>1. always been <u>good</u> student until <u>this year / recently / now</u></p> <p>2. <u>failed</u> 2 subjects in <u>June</u> OR <u>bad marks</u> in September <u>re-takes</u></p> <p>3. things <u>getting worse</u> academically, has <u>lost confidence</u> (both needed – may be distanced from one another!)</p> <p><u>ADVICE</u> [allow advice given in 2<sup>nd</sup> person – but beware lifting (= <u>more than</u> 5 consecutive words)]</p> <p>4. consider whether she's <u>studying effectively</u></p> <p>5. <u>important to / must be attentive</u> in class allow: she <u>must listen</u> in class</p> <p>6. <u>take notes</u> on what teacher says</p> <p>7. <u>ask</u> if she <u>doesn't understand</u> / <u>has doubts</u> / <u>needs help</u></p> <p>8. <u>revise</u> what she's learned <u>every day</u> OR <u>go over / talk about / revise / check / discuss</u> etc it with <u>friend(s) / (fellow) student(s)</u></p> <p>9. <u>compare new</u> information with <u>previous knowledge</u></p> <p>10. concentrate on <u>basic ideas</u> / <u>basics</u> and look for connections (reject: <u>easy</u> ideas)</p> <p>11. consider whether <u>personal</u> or <u>social</u> (<i>both needed</i>) <u>circumstances / problems</u> are affecting study</p> <p>12. <u>consult</u> an <u>expert / psychologist</u> in <u>student / school problems</u></p>	
<b>Section B Total</b>		<b>[85]</b>



GRID I	COMPREHENSION OF TEXT 10 marks AO2	GRID J	RESPONSE TO TEXT 20 marks AO2
0-2	No relevant information or supplies one or two relevant points from the original passage.	0-3	Very short. May not go beyond points of view already expressed in the original text.
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.	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.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.	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.
7-8	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.	12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.	16-20	Responds with well developed points of view which show insight, originality and imagination.

Paper Total [140]

Grids I, J, C2 and F2 next page

<b>GRID C.2</b>	<b>QUALITY OF LANGUAGE - ACCURACY</b> <b>10 marks AO3</b>
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3-4</b>	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).
<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

<b>GRID F.2</b>	<b>QUALITY OF LANGUAGE (RANGE)</b> <b>10 marks AO3</b>
<b>0-2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3-4</b>	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.
<b>5-6</b>	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.
<b>7-8</b>	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).
<b>9-10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

## Transcripts of Listening texts

**1 Anuncio para *La Cocinera Robot* – el robot que cocina solo**

Sopa de pescado: 10 minutos. Paella valenciana: 25 minutos. Pollo asado: 30 minutos. Son tres de las 500 deliciosas recetas del libro de instrucciones que acompaña esta revolucionaria máquina *La Cocinera Robot*.

Solo tendrá que marcar el programa indicado en el libro. Y, aunque usted no sepa nada de cocina, ponga los ingredientes y siga las instrucciones de la voz de *La Cocinera Robot*.

Podrá programar *La Cocinera Robot* 24 horas antes y ella se ocupará de que su comida esté lista precisamente a la hora deseada. Al llegar a casa encontrará la receta recién hecha y en su punto ideal. ¡Solo tendrá que poner la mesa!

Deje atónitos a sus familiares y amigos y prepárese para disfrutar de todo ese tiempo que dedicaba a cocinar diariamente y que ahora es su tiempo de ocio.

*La Cocinera Robot* puede asar, freír y cocinar a presión. Todo sale más sabroso y.....¡tiene autolimpieza!

Llame ahora al 902 10 67 54.

**2 Habla el aventurero español Andrés Martín**

A los 31 años abandoné mi carrera de banquero. Decidí recorrer el mundo - pero usando tantos medios de transporte como me fuera posible. Y durante 3 años visité 120 países utilizando 130 medios de transporte diferentes. Primero crucé el estrecho de Gibraltar nadando. Luego continué, principalmente en moto, por África - ¡aparte de un kilómetro que hice montado en camello! Además de conocer otras gentes y culturas, también hubo dificultades: fui hecho prisionero en Rusia y me robaron más de una vez.

Al volver a España, creé una empresa dedicada a la organización de actividades al aire libre. Pero me aburría la ausencia de aventuras y riesgos. Así el enero pasado partí en un pequeño barco, solo y sin barcos de apoyo, para ir remando desde Europa a América.

Es mi opinión que todos podemos hacer mucho más de lo que creemos, y si no nos aventuramos es porque nos ponemos límites a nosotros mismos.

**3 A club visit**

Hola. Soy Gema Perales, secretaria del club de natación. Nuestro comité ha estudiado su amable comunicación y quiere que les informe que estamos muy interesados en recibir una visita de su club para participar en una competición amistosa.

Si pudieran venir ustedes entre los días jueves 11 y lunes 15 de junio lo pasarían muy bien, siendo estas las fechas de las fiestas de San Antonio. Y además, ese domingo se celebra la famosa travesía del lago, en la que los mejores nadadores de la zona compiten por el trofeo. Si les interesa, también podrían participar algunos de ustedes.

Por solo 20 euros por noche podríamos encontrarles alojamiento con familias aquí. Esto les saldría mucho más económico que los hoteles que, además, estarán a tope en esta época.

Por ahora, hay algunas cosas que necesitamos saber. Primero, claro, las fechas de su visita. Segundo, ¿cuántas personas habrá en el grupo? Y por último, ¿en qué categorías y a qué edades quieren ustedes competir?

Bueno, esperamos que esto sea el inicio de unos fuertes lazos de amistad. Y claro estamos muy interesados en su idea de repetir este encuentro allá en su país.

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