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# A-level SPANISH 7692/1

Paper 1 Listening, Reading and Writing

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Mark scheme

June 2024

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Version: 1.0 Final



2 4 6 A 7 6 9 2 / 1 / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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**Section A****Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

**Question 1**

Qu	Accept	Mark	Notes
01.1	<b>A</b> (El intento de saltar la valla en Melilla fue uno de los más grandes en años recientes.)	1	

Qu	Accept	Mark	Notes
01.2	<b>B</b> (Las fuerzas marroquíes y la Guardia Civil trabajaron juntas.)	1	

Qu	Accept	Mark	Notes
01.3	<b>A</b> (Había menos de cien personas en el Centro de Estancia Temporal de Inmigrantes.) + <b>B</b> (Se sospecha que algunos agentes no cumplieron la ley durante el incidente.)	1	

Qu	Accept	Mark	Notes
01.4	<b>B</b> (Los inmigrantes se comportaron violentamente con la policía.)	1	

**Question 2**

Accept misspelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Accept	Mark	Notes
02.1	(convertirse en) la primera ciudad (anfitriona) de los Juegos Gay <u>en Sudamérica</u>	1	<b>Reject</b> ciudad

Qu	Accept	Mark	Notes
02.2	(por ser) el lugar de nacimiento de muchos pilares de la cultura mexicana	1	

Qu	Accept	Mark	Notes
02.3	suprimió el uso del título Los Juegos Olímpicos Gay	1	<b>Reject</b> supremio/ suprimo

Qu	Accept	Mark	Notes
02.4	<u>alrededor de</u> cincuenta/50	1	

Qu	Accept	Mark	Notes
02.5	(el trabajo realizado allí a favor del reconocimiento) la diversidad sexual (1) la protección/el cumplimiento de los derechos homosexuales (1)	2	

Qu	Accept	Mark	Notes
02.6	ser mayor <u>de</u> dieciocho/18 (años)	1	Verb needed <b>Accept</b> ser mayor de edad

Qu	Accept	Mark	Notes
02.7	España	1	

Qu	Accept	Mark	Notes
03.1	<b>B</b> (La civilización era compleja.) <b>G</b> (La civilización tenía construcciones de gran tamaño.)	2	

Qu	Accept	Mark	Notes
03.2	<b>A</b> (Se pensaba erróneamente que la Amazonia había estado deshabitada.) <b>D</b> (Se encontrarán otras civilizaciones en el futuro.)	2	

Qu	Accept	Mark	Notes
03.3	<b>C</b> (Los Casarabes trabajaban el campo plantando varios cultivos.) <b>F</b> (Era una sociedad que adaptó su entorno al clima.)	2	

## Level of response marking instructions for A03

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There is one mark in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Determine a level (mark)

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.\* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

### \*Example:

#### 1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

#### 2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo que habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

### Minor errors include:

Incorrect spelling (unless the meaning is changed)

Accents (unless the meaning is changed)

Confusion of noun/adjective eg *peligro/peligroso*

Occasional slips in gender/adjectival agreements.

### Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions eg *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
04	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• <u>El aumento</u> (paulatino) <u>de los precios.</u></li> <li>• <u>Seguirá compartiendo piso.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.  Reject answers in the first person.  Pablo needs to be mentioned.  Second bullet must be a future tense.
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• <u>Podrá/Puede cambiarlo cuando quiera.</u></li> <li>• <u>Tiene más libertad que si se compra una casa.</u></li> <li>• <u>Es una opción menos arriesgada.</u></li> </ul>	3	Accept the key idea if paraphrased unambiguously.  Reject answers in the first person.  Maria needs to be mentioned.
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• <u>Invertirá(n) 18 millones de euros/un 50% más del presupuesto previsto.</u></li> <li>• <u>Ayudará(n) a los jóvenes menores de 35 años que no disponen de ahorros suficientes para conseguir una hipoteca/comprar su primera vivienda.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously.  Reject answers in the first person.  Must be in the future tense.

			Must be clear who is the subject of the verb.
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## Section B

### Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
05.1	refugio	1	

Qu	Accept	Mark	Notes
05.2	cercanos	1	

Qu	Accept	Mark	Notes
05.3	(una) escasez	1	

Qu	Accept	Mark	Notes
05.4	inquietud	1	

Qu	Accept	Mark	Notes
05.5	inicialmente	1	

Qu	Accept	Mark	Notes
05.6	narró	1	

Qu	Accept	Mark	Notes
05.7	acabó	1	

Qu	Accept	Mark	Notes
05.8	así	1	

Qu	Accept	Mark	Notes
05.9	hay que	1	

## Question 6

Qu	Key idea	Mark	Notes
06.1	B (se llevaba bien con la gente.)	1	

Qu	Key idea	Mark	Notes
06.2	A (el fallecimiento de su esposo.)	1	

Qu	Key idea	Mark	Notes
06.3	A (perezoso.)	1	

Qu	Key idea	Mark	Notes
06.4	C (le ofrecieron varias propuestas para solucionar su problema.)	1	

Qu	Key idea	Mark	Notes
06.5	C (positiva y negativa.)	1	

Qu	Key idea	Mark	Notes
06.6	A (rechazó la idea de quedarse en Cuenca.)	1	

Qu	Key idea	Mark	Notes
06.7	C (abandonó sus estudios varias veces.)	1	

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Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Determine a level (mark)

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.\* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

### \*Example:

#### 1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

#### 2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo que habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

### Minor errors include:

incorrect spelling (unless the meaning is changed);

accents (unless the meaning is changed);

confusion of noun/adjective eg *peligro/peligroso*;

occasional slips in gender/adjectival agreements.

### Serious errors include:

incorrect verb forms;

incorrect use of pronouns;

errors in basic idiomatic expressions eg *es muy calor: soy 17*.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
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2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
07	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• <u>Estaban muy ilusionadas y decididas a dejar huella.</u></li> <li>• <u>Les/Las hizo pensar que podían/podrían lograr lo que querían.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously. Reject answers in the first person. Must be in the past tense. <b>Reject</b> decidir dejar huella, se hizo
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• <u>Viajaban/Viajaron por su cuenta/solas.</u></li> <li>• <u>(Lo) pagaban/(Lo) pagaron todo.</u></li> <li>• <u>Comían/comieron comida basura y pasaban/pasaron hambre.</u></li> </ul>	3	Accept the key idea if paraphrased unambiguously. Reject answers in the first person. <b>Accept</b> se pagaban <b>Reject</b> les, sus cuentas
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• <u>Es un reto que queda/aún queda por hacer y se tiene/tienen que afrontarlo.</u></li> <li>• <u>Tendrán/Se tiene que trabajar para que las mujeres tengan sueldos más altos.</u></li> </ul>	2	Accept the key idea if paraphrased unambiguously. Reject answers in the first person. <b>Reject</b> enfrentar

Qu	Accept	Mark	Notes
08	<b>E, G, P, F, C, Q, A, K, R, U, H, M</b> E (convocado) G (decepcionada) P (portavoz) F (cuyo) C (cobra) Q (reunieron) A (alcanzar) K (evitara) R (seguir) U (tendrá) H (desconoce) M (negado)	12	In this order

**Question 9**

Accept mis-spelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Accept	Mark	Notes
09.1	sus acciones no son las que más afectan a la naturaleza	1	<b>Accept</b> no son los que...

Qu	Accept	Mark	Notes
09.2	(con) la tierra	1	<b>Accept</b> el territorio

Qu	Accept	Mark	Notes
09.3	bagaje <u>cultural</u> (1), alimentación (1), idiomas (1)	3	

Qu	Accept	Mark	Notes
09.4	disminuye su sentimiento de no pertenencia	1	

Qu	Accept	Mark	Notes
09.5	comprar (directamente) a los pobladores indígenas	1	<b>Reject</b> establecimiento/tienda <b>Accept</b> negocio

Qu	Accept	Mark	Notes
09.6	la ropa (y) las medicinas	1	<b>Reject</b> la medicina

Qu	Accept	Mark	Notes
09.7	(carecen de/no tienen) documentos oficiales	1	<b>Reject</b> no tener documentos oficiales

Qu	Accept	Mark	Notes
09.8	(estrategias como) el desarrollo sostenible	1	

### Guidance on level of accuracy in translations into the target language

#### Errors of accent

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

#### Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

#### Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

#### Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

#### A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

#### Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

<b>Qu 10</b>	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
<b>English</b>	<b>Possible Spanish answer</b>	<b>Other acceptable answers</b>	<b>Unacceptable answers</b>
We always worry about	Siempre nos preocupamos por/de/sobre Siempre nos preocupa (without preposition)	estamos preocupados por/de/sobre	
what our children are doing on social media.	lo que hacen/hagan nuestros hijos/ niños en (las) redes sociales.	están/estén haciendo	
Everyone wants them to be safe but understands that it is almost impossible to know everything about their life.	Todo el mundo quiere que estén seguros pero entiende que es casi imposible saber todo sobre su vida.	Todos quieren que estén a salvo comprende(n)/ entiende(n) (only if Todos is used)	
The Chilean government will launch a campaign and work with teachers to highlight the dangerous behaviour of some students.	El gobierno chileno lanzará una campaña y trabajará con (los) profes(ores) para destacar/resaltar el comportamiento peligroso de algunos estudiantes.	pondrá en marcha maestros el profesorado señalar/recalcar/subrayar la conducta peligrosa unos	sus vidas el gobierno de Chile va a lanzar
The police will make pupils aware of the problems during talks that they are going to give in schools.	La policía sensibilizará a los alumnos sobre/de los problemas durante (las) charlas que van a impartir en (los) institutos.		
Recent statistics are alarming.	Las estadísticas recientes son alarmantes.		
Last year, seven out of every ten minors increased their use of the Internet.	El año pasado, siete de cada diez menores aumentaron su/el uso de(l)/la Internet.	siete menores de cada diez incrementaron red	niños
The figures also revealed that most parents believe that young people are now more exposed to cyberbullying when surfing the web.	Las cifras también revelaron que la mayoría de los padres cree(n) que los jóvenes están ahora más expuestos al ciberacoso/cyberbullying cuando navegan/surfean (por) la red/la web.		

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<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

**Acceptable quality of English in translations into English**

**Errors in spelling**

Where the candidate’s attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**Successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

**Example**

	<b>Accept</b>	<b>Reject</b>
Él siempre asistía a las clases de informática.	<p>He always attended (the) ICT/computer classes.</p> <p>He always used to attend (the) ICT/computer classes.</p> <p>He would always attend (the) ICT/computer classes.</p>	<p>Any reference to assisting or helping.</p> <p>Any reference to information or technology on its own.</p>

Qu 11	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
La célebre tenista Paula Badosa,	The famous tennis player Paula Badosa,	celebrated renowned ignore spelling of Paula Badosa	tenis celebrity
actual número cuatro del mundo,	current world number 4,	currently	<b>of the world</b>
nació en los Estados Unidos,	was born in the USA,	America	
pero se crió en Cataluña.	but grew up in Catalonia.	(was) raised/brought up	Cataluña/Catalunya
Paula concedió hace unos días	A few days ago, Paula gave	agreed to/did	a couple took part
una entrevista a una cadena británica	an interview with/to a British channel		
en la que enumeró las lenguas que hablaba:	in which she listed the languages she spoke:	counted	numbered she speaks/used to speak
“Castellano, inglés y catalán. Bueno, el último no es un idioma,	“Spanish, English and Catalan. Well, the last (one) is not a language,	Castilian	Catalán
pero lo cuento igualmente”,	but I count it also/as well”,	<b>all/just</b> the same/as such/equally	the same
es lo que dijo.	is what she said.		it is
La afirmación de la jugadora ha generado	The statement from/by the player has generated	The player’s comment(s) caused/created	affirmation players
un revuelo en las redes sociales.	a stir <b>on</b> social media.	commotion, backlash	uproar revolt
Una de las reacciones más destacadas	One of the most prominent reactions	notable noteworthy	
ha sido la de una organización	has been (the one) from an organization	that of	
que promueve el uso del catalán,	that promotes the use of Catalan,	which	catalán (NFP if incorrect in row 8)
que le ha contestado animándola a	which has replied (to her) (by) encouraging her to	that has responded has answered (without to her) calling upon her	
“ser la embajadora de la cultura en el extranjero”.	“be the ambassador for/of <b>the</b> culture abroad.”	to be the culture ambassador overseas	
Paula se ha disculpado	Paula has apologised	said sorry	
y ha explicado que la equivocación vino	and (has) explained that the error came	mistake	miscommunication
de un malentendido con la entrevistadora.	from a misunderstanding with the interviewer.		

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0