

**GCE**

**Spanish**

**Unit SP02**

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## Unit 2

### Assessment Criteria

	% of AS	Total marks	Question	
			1/2	3
AO2 Response to written language	10	30	12	18
AO3 Knowledge of grammar	5	15	6	9
AO4 Knowledge of society	15	45	18	27
TOTAL	30	90	36	54

Questions 1/2	Reaction/Response (AO2)	Question 3
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated.	15-18
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration.	11-14
5-7	Some reaction is evident and some points made, but justification and illustration weak.	7-10
2-4	Limited reaction. No justification or illustration for points made.	3-6
0-1	Little or no critical reaction to the topic.	0-2

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Questions 1/2	Knowledge of Grammar (AO3)	Question 3
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.	8-9
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.	6-7
3	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.	4-5
2	The level of manipulation of structures and the number of errors make comprehension difficult.	2-3
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.	0-1

**Mark Scheme**

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<b>Questions 1/2</b>	<b>Content/Knowledge of Society (AO4)</b>	<b>Question 3</b>
15-18	Relevant points are clearly made with evidence of reading around the topic. The answer is focused on the question and offers ideas which are logically and coherently developed and do not depend on the pre-release material.	23-27
11-14	The answer is generally on the subject, with a number of points made relevant to the specific issues in the question and showing some independence from the pre-release material. The answer has a degree of coherence.	17-22
7-10	Some relevant points are made, ideas are not clearly organised. The answer generally lacks a clear focus, but some attempt is made to address the question. Relies heavily on the pre-release material.	11-16
3-6	The answer tends to address the topic area rather than the specific question. A limited number of points made, many of which are vague or irrelevant. Relies almost entirely on the pre-release material.	5-10
0-2	There is little or nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	0-4

## **Annotation of Scripts**

The following conventions will be used by examiners marking scripts:

- C      written in the margin to indicate information relevant to AO4 and derived from the Preliminary Material.
  
- ©      written in the margin to indicate information relevant to AO4 derived from a source other than the Preliminary Material.
  
- Rep    written in the margin to indicate repetition of information relevant to AO4 or AO2.
  
- R      written in the margin to indicate reaction/response relevant to AO2 when no justification is given.
  
- ®      written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.
  
- irr     and vertical line in the margin = irrelevant material

The mark for AO4, AO2 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

MARK GRIDS FOR QUESTION 1

AO4	Content /Knowledge of Society	Notes	
18 17 16 15	a) <b>Relevant &amp; clear</b> a) <b>Focused on question</b> b) <b>Ideas logical &amp; coherent</b> d) <b>Not dependent on pre-release; evidence of reading around topic</b>	Many, if not all, points from © Balanced coverage for and against whether too influenced by media	<i>The most likely points are given below.</i> <i>NB. it is not essential to use the preliminary material.</i> Focus must be on good/bad influence of media on <b>Spanish</b> young people. C
14 13 12 11	a) <b>Generally relevant</b> b) <b>Number of specific points</b> relevant to question c) Ideas have <b>degree of coherence</b> d) <b>Some independence</b> from pre-release material	Some attempt to give a balanced view of whether too influenced by media or not	<b>Bad</b> Waste time/money with mobiles (Text 3) School work suffers if text etc in class (Text 3) Could make unsuitable friends on Internet (T1) Waste time watching too much TV (Text 2) Unsuitable programmes/adverts on TV (T2)
10 9 8 7	a) <b>Some</b> relevant points b) <b>Some attempt</b> to address specific question c) <b>Lacks</b> clear <b>focus</b> . Ideas not clearly organised d) <b>Relies heavily</b> on pre-release ( <i>or non target culture</i> ) material	Not above this band if entirely PM Only a few points & usually from C One or two generalisations in evidence	<b>Good</b> Possibility of forming lasting relationships by e-mail(Text 1) Communicate more easily via mobiles (Text 3) Safer with mobile – contact with home (Text 3) Leisure/relaxation: TV;computers (Texts 1 &2)
6 5 4 3	a) <b>Limited</b> points made; b) Addresses <b>topic</b> area <b>rather than</b> specific <b>question</b> c) Many points <b>vague or irrelevant</b> d) (Almost) entirely pre-release ( <i>or non target culture</i> )material	Generalisations about media. Few/no Spanish references	© More specifically Sp.. egs of points under C (for example reference to particular TV shows) <b>Bad</b> Spanish magazines more sexually explicit Spanish TV edits out less violence
2 1 0	a) Little or no relevance NB Zero score here results in zero for whole question		<b>Good</b> Press/radio/TV/net to give news. Distance learning with IT / TV/radio Education/schooling by the net Info. on health etc available from net Work possibilities with IT NB All above must be in a Spanish context
AO2	Reaction/response	Notes	
12 11	i) <b>Good</b> personal <b>reaction to topic &amp; particular question</b> ii) Usually <b>well</b> justified & illustrated	<i>(Almost) all points commented on (i) with reasons &amp; examples (ii)</i>	<i>With reference to the points in AO4 grid:</i> <b>NB</b> Needs to keep focus on influence of media on <b>Spanish young people</b> . Beware of general comments on (i) use of media by young people or (2) general influence of modern media. <b>R</b> Brief reason given as to why each point mentioned for AO4 shows whether Spanish young people too influenced by media or not

10 9 8	i) <b>Clear evidence</b> of personal <b>reaction</b> but <b>not</b> consistently maintained. ii) <b>Variable</b> justification & illustration.	<b>50% or more of points</b> <i>commented on (i) with reasons &amp; examples (ii)</i>	
7 6 5	i) <b>Some reaction</b> is evident and some points made. ii) <b>Weak</b> justification & illustration	<b>Less than 50% of points</b> commented on (i) with reasons & examples (ii) NB Maximum 6 if no (R)	
4 3 2	i) <b>Limited reaction.</b> ii) <b>No</b> justification or illustration for points made.	<b>1 or 2 brief comments, at most</b>	
1 0	Little or no critical reaction to the topic.		

**Mark Scheme**

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<b>Q1</b>	<b>Knowledge of Grammar (AO3)</b>
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
3	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Question 1 = 36 marks**



## MARK GRIDS QUESTION 2

A04	Content /Knowledge of Society	Notes	
18	a) <b>Relevant &amp; clear</b>	A good range of points; specific focus on Spain and question set clear at all times. Many, if not all, points from ©	<p><i>The most likely points are given below.</i></p> <p><i>NB. It is not essential to use the preliminary material.</i></p> <p>C</p> <ul style="list-style-type: none"> <li>• Clean up beaches and resorts (Text 4)</li> <li>• Develop renewable energy sources (Text 4)</li> <li>• Protect plants and animals (Text 5)</li> <li>• Protect against forest fires (Text 5)</li> <li>• Be stricter on polluters (Text 5)</li> <li>• Improve rubbish collection &amp; recycling facilities (Text 6)</li> <li>• Saving water (Text 4)</li> </ul> <p>©</p> <ul style="list-style-type: none"> <li>• More Spanish examples of points under C eg., Protection of Oso pardo, Wind power</li> <li>• Stricter building controls</li> <li>• Ecotasa or similar schemes</li> <li>• ‘Cleaner’ public transport</li> <li>• Noise reduction (new law)</li> <li>• Sustainable tourism initiatives</li> <li>• River/sea/beach clean ups</li> <li>• Water purification</li> <li>•</li> </ul>
17	b) <b>Focused on question</b>		
16	c) Ideas <b>logical &amp; coherent</b>		
15	d) <b>Not dependent on pre-release; evidence of reading around topic</b>		
14	a) <b>Generally</b> relevant	For this band need several © points in addition (generally) to points from PM. Relevance of remarks and examples to question must be clear at all times.	
13	b) <b>Number of specific points</b> relevant to question		
12	c) Ideas have <b>degree of coherence</b>		
11	d) <b>Some independence</b> from pre-release material		
10	a) <b>Some</b> relevant points	Not above this band if entirely PM Only a few points & mostly from C. One or two generalisations in evidence . Lacks consistent focus on how to protect environment so attractive to tourists.	
9	b) <b>Some attempt</b> to address specific question		
8	c) <b>Lacks clear focus.</b> Ideas not clearly organised		
7	d) <b>Relies heavily</b> on pre-release ( <i>or non target culture</i> ) material		
6	a) <b>Limited</b> points made;	Generalisations the norm. About environment generally or tourism and effect on environment. Little/no reference to situation in Spain Not answering question about measures which would keep country attractive to tourists	
5	b) Addresses <b>topic area rather than specific question</b>		
4	c) Many points <b>vague or irrelevant</b>		
3	d) (Almost) entirely pre-release ( <i>or non target culture</i> )material		
2	a) Little or no relevance	NB. A general comment: Beware don't just list problems caused by tourism without suggesting solutions	
1	NB Zero score here results in zero for whole question		
0			

Mark Scheme

A02	Reaction/response	Notes	
12	i) <b>Good personal reaction to topic &amp; particular question</b>	<i>(Almost) all points commented on (i) with reasons &amp; examples (ii)</i> NB Adjust accordingly if only few points given	Point of view should be clear for a good personal reaction point With reference to AO4 points made: <b>R</b> Brief comment/opinion on each AO4. eg <i>es bueno/ayuda el..</i> Must be explaining WHY  (R) <ul style="list-style-type: none"> <li>Reasons <u>why</u> feel measures would help eg. <i>porque....</i> with Spanish illustrations</li> <li>Specific Spanish examples of what needed or already being done that is good/bad/helpful.</li> </ul>
11	ii) Usually <b>well</b> justified & illustrated		
10	i) <b>Clear evidence</b> of personal <b>reaction</b> but <b>not</b> consistently maintained.	<b>50% or more of points</b> <i>commented on (i) with reasons &amp; examples (ii)</i>	
9	ii) <b>Variable</b> justification & illustration.		
8			
7	i) <b>Some reaction</b> is evident and some points made.	<i>Less than 50% of points commented on (i) with reasons &amp; examples (ii)</i>  NB Maximum 6 if no (R)	
6	ii) <b>Weak</b> justification & illustration		
5			
4	i) <b>Limited reaction.</b>	<b>1 or 2 brief comments, at most</b>	
3	ii) <b>No</b> justification or illustration for points made.		
2			
1	Little or no critical reaction to the topic.		
0			

<b>Q2</b>	<b>Knowledge of Grammar (AO3)</b>
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
3	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Question 2 = 36 marks**

MARK GRIDS FOR QUESTION 3

A04	Content / Knowledge of Society	Notes	
27 26 25 24 23	a) <b>Relevant &amp; clear</b> b) <b>Focused on question</b> c) <b>Ideas logical &amp; coherent</b> d) <b>Not dependent on pre-release; evidence of reading around topic</b>	Many if not all points from © Thorough, even coverage of different/not different	<p><i>NB It is not essential to use the preliminary material. Many points will come from © for 2<sup>nd</sup> and 3<sup>rd</sup> bullet points in question.</i></p> <p><b>C Agree; NOT different:-</b></p> <ul style="list-style-type: none"> <li>• Member of EU</li> <li>• Many same products available (T.8)</li> <li>• Use Euro (Text 8)</li> <li>• Good % consider self European as well as Spanish (Text 7)</li> <li>• Are part of increased job prospects as result of Euro (Text 8)</li> </ul> <p><b>Disagree; IS different:-</b></p> <ul style="list-style-type: none"> <li>• Prices &amp; VAT not same (Text 8)</li> <li>• Some basic materials cheaper or dearer (Text 8)</li> <li>• Students not committed enough to learn about Europe (Text 7)</li> <li>• Don't feel part of a European cultural identity (Text 7)</li> <li>• Below average learning of languages (Text 7)</li> <li>• relatively low salaries (Text 8)</li> </ul> <p><b>© Agree: Job/education opportunities same (Erasmus, no work permits etc)</b></p> <ul style="list-style-type: none"> <li>• Contact with tourists spreads same food, music, fashion</li> <li>• Same problems –immigration etc</li> </ul> <p><b>Disagree: Spanish timetable</b></p> <ul style="list-style-type: none"> <li>• Bullfights &amp; other fiestas</li> <li>• Strong regionalist feelings</li> <li>• More unemployment</li> </ul>
22 21 20 19 18 17	a) <b>Generally relevant</b> b) <b>Number of specific points relevant to question</b> c) <b>Ideas have degree of coherence</b> d) <b>Some independence from pre-release material</b>	Fewer examples from © and/or less specific. Need focus throughout on whether Spain different or not	
16 15 14 13 12 11	a) <b>Some relevant points</b> b) <b>Some attempt to address specific question</b> c) <b>Lacks clear focus. Ideas not clearly organised</b> d) <b>Relies heavily on pre-release (or non target culture) material</b>	Not above this band if only PM used Limited number of points mostly from C or not developed Tendency to lose focus on what makes Spain different (or not)	
10 9 8 7 6 5	a) <b>Limited points made;</b> b) <b>Addresses topic area rather than specific question</b> c) <b>Many points vague or irrelevant</b> d) <b>(Almost) entirely pre-release (or non target culture) material</b>	General observations about Spain &/or Europe OR Little/no focus on specific points relating to Spain. What said could be about any country	
4 3 2 1 0	a) Little or no relevance NB Zero score here results in zero for whole question		

AO2	Reaction/response	Notes for Examiners	
18 17 16 15	i) <b>Good personal reaction to topic &amp; particular question</b> ii) Usually <b>well</b> justified & illustrated	<i>(Almost) all points commented on (i) with reasons &amp; examples (ii)</i> <b>Clear</b> opinion on <b>all</b> points mentioned Examples all have Spanish relevance Adjust accordingly if few points given	<p>R</p> <p>Brief comments on each AO4 point made eg; whether difference is good/bad for Spain, more/less marked than before</p> <p>Ⓜ</p> <ul style="list-style-type: none"> <li>• Specific Spanish examples or reasons for why point mentioned makes Spain different or is good/bad</li> <li>• (Possibly) opinions or suggestions on how Spain could become more like rest of Europe.</li> </ul>
14 13 12 11	i) <b>Clear evidence</b> of personal reaction but <b>not</b> consistently maintained. ii) <b>Variable</b> justification & illustration.	<b>50% or more of points</b> commented on (i) <b>Most</b> with reasons & examples (ii)	
10 9 8 7	i) <b>Some reaction</b> is evident and some points made. ii) <b>Weak</b> justification & illustration	Less than 50% of points <b>commented on (i)</b>  Even fewer <b>with reasons &amp; examples (ii)</b> NB Even if all (or nearly all) points commented on not above this band if no justification  Maximum 9 if no Ⓜ	
6 5 4 3	i) <b>Limited reaction.</b> ii) <b>No</b> justification or illustration for points made.	<b>1 or 2 brief comments, at most</b>	
2 1 0	Little or no critical reaction to the topic.		

**Mark Scheme**

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<b>Q 3</b>	<b>Knowledge of Grammar (AO3)</b>
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structure and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Question 3 = 54 marks

**Total for Paper = 90 marks**