



# General Certificate of Education

## Spanish 5696

### *SP02 Aspects of Society*

# Mark Scheme

## *2006 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

## Unit 2

	<b>% of AS</b>	<b>Marks</b>
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	30	27
<b>TOTAL</b>	30	54

### Annotation of Scripts

The following conventions will be used by examiners marking scripts:

<b>AO2</b> (Reaction and Response)	<b>AO4</b> (Content)
Ⓡ written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.	Ⓒ written in the margin to indicate information relevant to AO4, derived from a source other than the current Preliminary Material and relevant to the question set.
R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.	C written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.
	T written in the margin to indicate information generally relevant to the topic.
Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.	
Irr vertical line in the margin = irrelevant/inappropriate material.	

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

**Question 1(a)**

**¿Crees que los españoles dedican demasiado tiempo a los medios de comunicación? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether <b>too much</b> time on TV, mobiles, internet, reading etc. by Spanish NB For high marks need comprehensive look at (almost all) media. (Almost) all points clearly justified as to why think too much time spent (or not)
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether believe Sps spend too much time on media. Not all comments relate clearly to spending too much time. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on amount of time or on several means of communication. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on amount of time spent. Random facts about watching TV, use of mobiles etc. 1 or 2 opinions.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/no focus on Q. 1 or 2 random points – probably no attempt to comment whether too much time spent.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band quality & quantity of evidence more important than source. <b>C</b> Yes Only 0.8%,68,000 no TV, Many addicted to TV (José), TV stops doing other things (egs from text 2) Children expected to have seen ‘peli de anoche’ No Only 105 per 1000 over 14s read papers Govt feels need for Plan de Fomento... © TV: facts previous PM- No. of hours watched, influence of ads. No. of sets per household, Obesity issues (Sp. egs.) Mobiles: from previous PM – interrupt classes, Health issues (NB Sp.egs needed) Internet: previous PM -dangers of dating Paedophiles, lack of social interaction etc (Sp. egs)
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Examples from at least 3 media. Every example is Spanish and relates very clearly to whether <b>too much</b> time spent or not
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well.- clearly relating to a number of media & how much time spent.  <b>11-16 Band.</b> Several points ( C and/or ©) but covering no more than 2 media <b>and/or</b> not always used to illustrate whether too much time spent.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<b>5-10 Band.</b> 1 or 2 points about media in Spain Random facts rather than proving whether too much time spent or not. And/or Generalisations with little Spanish evidence.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<b>1-4 Band</b> Generalisations about media. Little/no reference to amount of time Little/no reference to Spain.
0	There is absolutely 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.	

**Question 1(b)**

**“La television es el medio de comunicación que influye más a los españoles.” ¿Estás de acuerdo? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on TV and how influences Sps. NB Some reference to other media to compare but must be mainly TV. All comments relate to why TV most influence (or not). (Almost) all points clearly justified to show how/why TV most influence.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on TV and how influences Sps. Not all comments relate clearly to influence of TV. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on TV and/or how influences Sps. Comments becoming generalised (about TV but not influence or about Sp media in general). Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on Q. Random facts about Sp.media. 1 or 2 opinions about Spanish media but not influence of TV
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points/comments about influence of media but little/no Sp reference.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality &amp; quantity of evidence more important than source</p> <p><b>C</b> 99.2% homes have TV (only 0.8%, 68,00 of 38 million don't) 60.4% in main room; 54.9% in dining room, 30% in bedroom Watch most in Europe Many become addicted (José text 2) Children feel different if don't know about 'peli de anoche' (Pablo text 2) In comparison press little influence (105 in 1000 etc)</p> <p>© Numbers of hours watched by children, influence of ads &amp; violence – previous PM Obesity, health issues – Sp. egs. References to other media eg. mobiles interrupting class, dangers of internet etc – previous PM</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly to influence TV and comparison with other media</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show TV influence</p> <p><b>11-16 Band.</b> Several C (and/or ©) points but not always used appropriately to answer question set ie. Influence of TV – perhaps too much on other media or egs. about Sp. TV but not always stressing its influence</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points about Sp TV A few random facts but rarely relating to influence of TV Generalisations with only a little Spanish evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about TV or media Little/no reference to Spain.</p>
0	There is absolutely 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.	

**Question 2(a)**

**“Los recursos naturales y el medio ambiente son importantes para los españoles.” ¿Estás de acuerdo? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether agree resources & environment <b>important</b> to Sps. All egs comments & egs. to reinforce this point. NB. Need general overview not just one aspect eg renewable energy or use of cars. All comments relate to importance or otherwise. (Almost) all points clearly justified to show importance.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether resources & environment important to Sps. Not all comments relate clearly to importance to Sps. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether resources & environment important to Sps. Probably facts/comments more about Spanish environment generally. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on Q set. Random facts about environment issues in Spain. 1 or 2 opinions, probably about environment rather than whether important to Sps.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points, probably with little/no Spanish focus.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality &amp; quantity of evidence more important than source</p> <p><b>C</b> Agree Solar power – in new buildings in Madrid to Provide 60-75% hot water Grants for older buildings to install Wind power-34% increase in I year Energy for 1.4 mill families Saves 6 mill tons CO2 Keen to spread message with Pabellon.. Día sin coches- free buses, use of bikes</p> <p>© Agree More Sp facts re. Above Calviá, recycling &amp; 3 erres, laws against environmental ‘crimes’ – previous PM Protection lince etc. Disagree Forest fires, Prestige, Aznacollar Endangered species (lince, oso pardo) Tourism development on coasts etc</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly to importance or not of environment.</p> <p><b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show importance (or not) of environment/resources etc to Sps.</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>11-16 Band.</b> Several C (and/or ©) points but not always used appropriately to answer question set . Probably not always well used to show importance of environment/resources</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points about Spanish environmental issues A few random facts; little attempt to relate to importance etc Generalisations with only a little Spanish evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about environmental issues/resources Little/no reference to Spain.</p>
0	There is absolutely 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.	



**Question 2(b)**

**¿Qué piensas de las iniciativas que toman los españoles para cuidar el medio ambiente? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on initiatives & opinion of them – not just list of initiatives & what done. All comments relate to initiatives to help Sp environment. (Almost) all points clearly justified.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on initiatives & opinion of them. Not all comments/opinions relate clearly to initiatives. Not all points appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on initiatives to help environment & opinion of them. Comments probably relate generally to Sp environment issues. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on initiatives to help environment . Random facts about environment issues in Spain. 1 or 2 opinions about environment generally – probably little ref. to Spain.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points with little/no specific ref. to Spain.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality &amp; quantity of evidence more important than source</p> <p><b>C</b> Solar power – in new buildings in Madrid to Provide 60-75% hot water Grants for older buildings to install Wind power-34% increase in 1 year Energy for 1.4 mill families Saves 6 mill tons CO2 Pabellon..initiative to heighten awareness Día sin coches- info on free buses, Encourages use public transport &amp; bikes ©More Sp facts re. above Calviá, recycling &amp; 3 erres, laws against environmental ‘crimes’ – previous PM Protection lince etc</p> <p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly to initiatives and whether good/bad</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show initiatives and whether good/bad
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<b>11-16 Band.</b> Several C (and/or © ) points but not always used appropriately to answer question set. Probably not always used to show how Sps try to protect environment.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<b>5-10 Band.</b> 1 or 2 points about Sp environment A few random facts with little attempt to relate to helping/looking after environment Generalisations with only a little Spanish evidence
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<b>1-4 Band</b> Generalisations about environmental issues. Little/no reference to Spain.
0	There is absolutely 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.	

**Question 3(a)**

**Los inmigrantes buscan una vida mejor en España. ¿Crees que lo encuentran? Da ejemplos y explica tu opinión.**

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C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus whether immigrants find better life & if not why not. NB refs to gitanos will reduce marks in all bands for not focusing on Q set. All comments relate to whether find better life. (Almost) all points clearly justified.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether find better life or not. Not all comments relate clearly to why do/don't find better life. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether find better life. Probably facts/comments more about immigrants in Spain generally. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on whether better life in Spain . Random facts about immigration in Spain. 1 or 2 opinions about immigration issues; probably little ref. to Spain
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points probably with little/no Spanish focus.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks                      In general, apart from top band quality &amp; quantity of evidence more important than source.</p> <p><b>C</b> Yes                      Education -Schools integrate to try integrate children &amp; help parents.                      Helped with showers etc                      Better wages – in Ecuador less than \$2 a day                      Morrocans like – less than 15% want to go home                      No                      Many die in pateras (3,924 in 5 yrs)                      Separated from families (Ecuadorian women , men Africa)                      Exploited – poorly paid jobs (construction, domestic work, agriculture –specific eggs)</p> <p>© Yes                      More eggs of above                      No                      Racism – Ejido etc                      More Sp eggs of exploitation,prostitution                      Resort to crime, drug dealing (specific eggs)</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and</b>/or equally relevant © in same way.                      Every example is Spanish and relates very clearly to whether immigrants find better life.                      Clear for and against examples</p> <p><b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show whether find better life in Spain</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>11-16 Band.</b> Several C (and/or © ) points but not always used appropriately to show whether find better life in Spain perhaps beginning to lack clear Spanish focus to remarks and examples</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points on immigrants in Spain                      A few random facts on immigrants; little attempt to relate to whether find better life in Spain                      Or Generalisations with only a little Spanish evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about immigration                      Little/no reference to Spain. Or to finding a better life.</p>
0	There is absolutely 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.	

**Question 3(b)**

**¿Crees que el futuro es positivo para la sociedad multicultural en España? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether positive or not for all elements of Sp. society (immigrants, gypsies, etc) All comments relate to whether future is bright (or not) for multiculturalism in Spain.- not just list of what done/not done for various groups. (Almost) all points clearly justified.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether future is bright for different groups in a multicultural Spain or not. Not all comments relate clearly to future for a multicultural Spain. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on future for all elements in a multicultural Spain or on deciding whether positive or not. Probably facts/comments more about one particular group in Spain or about multiculturalism generally. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on future for multicultural Spain. Random facts about immigrants, gitanos etc. 1 or 2 opinions about multiculturalism probably little ref. to Spain
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points probably with little/no Spanish focus.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality &amp; quantity of evidence more important than source</p> <p><b>C</b> Yes Education -Schools integrate to try integrate all cultures, involve gypsies (parents &amp; children)(egs Text 1) Teach about &amp; respect other cultures. No Spaniards know little about immigrants: 60% don't know position Ecuador, religion of Romanians, or about dress/culture(djembe etc) © Yes Acceptance of other foods (specific eggs) More mosques now in Spain (specific eggs) Ley de extranjeria attempts legalise immigrants. No Racist attacks (Ejido etc) Immigrants, gypsies don't try to integrate – previous PM Ecuatorianos meet in park for own food/music Best may claim Spain always been multicultural - Basques, Catalans, Gallegos, Arab influence</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly to future of multiculturalism in Spain. Good balance of points re different groups <b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to illustrate/assess future prospects for multiculturalism in Spain. Reasonable balance of points re different groups</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>11-16 Band.</b> Several C (and/or © ) points but not always used appropriately to answer Q set Probably not always well used to assess future for multiculturalism in Spain.</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points on different groups in Spain A few random facts probably on racial tensions; little attempt to relate to prospects for multicultural society in Spain Generalisations with only a little Spain evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about immigrants/gypsies Little/no reference to Spain or relations between groups</p>
0	There is absolutely 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.	

**Question 4(a)**

**En tu opinión ¿los españoles se sienten integrados en la Unión Europea? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on feeling <b>integrated</b> (not just opinions on EU or what EU done for Spain). All comments relate to whether feel part of EU or not. (Almost) all points clearly justified
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on Spaniards feeling <b>integrated</b> in EU. Not all comments relate clearly to feeling of integration. Maybe some comments on benefits etc. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on part of EU. Probably facts/comments more about Spain & EU generally. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on integration. Probably random facts about Spain & EU. Eg. Euro without explaining how makes feel part of EU. 1 or 2 opinions about advantages/disadvantages of EU probably little ref. to Spain or to whether feel part of EU.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points probably with little/no Spanish focus.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks                      In general, apart from top band quality &amp; quantity of evidence more important than source</p> <p><b>C</b>                      Young canarios can't imagine life outside EU                      Dácil – good are part of EU financial aid system                      Vicente – freedom of movement, ease communication, no frontiers gives more experience of Europe &amp; feeling of belonging                      Take part in Socrates                      Several EU agencies HQ in Spain – makes feel important (Seguridad, Centro de Satélites)                      Many other offices to help integrate –[Carrefours, Consumer Affairs etc, Info for PYMES                      ©                      Euro – unites with 11 other countries                      % of those who felt European –previous PM                      BUT                      Some % showed some didn't feel integrated                      Better transport links now because of EU money for road/rail improvements (specific egs.)</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example relates very clearly to feeling integrated.  <b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show how Sps feel part of Europe</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>11-16 Band.</b> Several C (and/or ©) points but not always used appropriately to answer question set. Probably not about sense of belonging to EU. Mostly general facts about Spain &amp; EU</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points on Spain &amp; EU. A few random facts with little/no attempt to relate to sense of belonging to EU. Or Generalisations with only a little Spanish evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about EU. Little/no reference to Spain.</p>
0	There is absolutely 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.	



**Question 4(b)****La Unión Europea, ¿cómo afecta a la vida de los españoles? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on <b>how</b> EU affects Sps lives. Best will state clearly if for good or ill. All comments relate to how EU money, benefits etc affect life in Spain. (Almost) all points clearly justified.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on affect EU has on Sps lives. Not all comments relate <b>clearly</b> to how EU affects Sps. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on how affected by EU membership. Probably facts/comments about general issues (eg inflation with Euro without making clear links to Q. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on affect on Sp. lives of EU. Random facts about EU eg listing young canarios' opinions without link to Q. 1 or 2 opinions about EU generally.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points probably with little/no Spanish focus.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality &amp; quantity of evidence more important than source C</p> <p>Projects/ideas can share (Alejandra) Ma José sees many benefits. On balance economy/trade better. Dácil- more economic aid Vicente- freedom of communication/travel Study with Socrates etc Spain stronger (Vicente) Lot of help from EU institutions –egs from text 8 © Euro- trade/travel easier but raised prices Improved roads etc (specific egs.)</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly how EU affects life in Spain. <b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to illustrate effect of EU on Sp lives</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>11-16 Band.</b> Several C (and/or ©) points but not always used appropriately. Probably not always well used to show effect of EU on Sps lives. Maybe list of benefits or disadvantages or % from previous PM without clear links to Q</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points on Spain &amp; EU A few random facts; little attempt to relate to how lives affected Generalisations with only a little Spanish evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about EU Little/no reference to Spain.</p>
0	There is absolutely 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.	

**Question 5(a)**

**Los españoles y los hispanoamericanos, ¿tienen las mismas preocupaciones ? Da ejemplos y explica tu opinión.**

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether do/don't have same concerns. Need comparisons not just unconnected lists of concerns in Spain and SA. All comments relate to comparison of concern. (Almost) all points clearly justified.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether do/don't have same concerns. Comparisons less clear than for top band. Not all comments relate clearly to comparison of concerns. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on comparison of concerns. More likely just lists of problems without connecting Sp & SA. Probably facts/comments more about any areas of concern in either Spain or SA. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on Q set. Random facts about situation in Spain & SA. Maybe only 1 SA country. 1 or 2 opinions about general situation in Spain and/or SA.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points probably with little/no Spanish or SA focus.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><i>NB Not essential to use PM but other sources do not necessarily score higher marks</i> <i>In general, apart from top band quality &amp; quantity of evidence more important than source.</i> <i>Most likely areas work, family, education, drugs</i></p> <p><b>C</b> Work/unemployment Sp: 40% worried about unemployment SA: 43.4%, 220 million poor; 95mill not even basics. 40% Peruvians, 6% BA ‘subocupados’ Family : 95% Sp feel important. SA: Yolanda/Paula want best for children. No; Sp: 40% satisfied with work. Millions in SA no work. Sp: 55% satisfied with Education. Yolanda/Paula struggle to give children education © Any extra Sp &amp; SA facts on work, family, education, drugs Eg. street children from previous PM</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example relates very clearly to Spain or SA and to comparison of concerns in both areas. <b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show concerns in both Sp and SA</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>11-16 Band.</b> Several C (and/or ©) points but not always used appropriately to answer question set Probably not always well used to compare situation in Sp and SA. More likely to be facts about both with only occasional clear link to comparing concerns.</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points on situation in Spain and/or SA. A few random facts; little attempt to compare situation in both areas. OR Generalisations on poverty, unemployment, drug trafficking etc with only a little Spanish/SA evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about poverty, unemployment, drugs etc Little/no reference to Spain.or SA</p>
0	There is absolutely 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.	

**Question 5(b)**

En tu opinión, ¿la vida de un joven español es mejor que la vida de un joven hispanoamericano? Da ejemplos y explica tu opinión.

© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
irr	irrelevant/inappropriate material				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on comparison of life of <b>young Spaniards &amp; young South Americans</b> . All comments relate to whether life better for young Spaniards or not. Need opinion on which better. (Almost) all points clearly justified.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on comparison of life of young Spaniards & young South Americans. Not all comments/opinions relate clearly to whether life better for one group or another. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on comparison & deciding where life better or perhaps not clear enough focus on young people. Perhaps not enough personal opinion. Probably facts/comments more general with little clear attempt at comparison or not concentrating on young. Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on comparison of life of young Spaniards & young South Americans. Random facts about life in Spain and/or SA. 1 or 2 opinions but not related to comparing lives of young.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points probably with little/no Spanish or SA focus.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks                      In general, apart from top band quality &amp; quantity of evidence more important than source.</p> <p><b>C</b>                      Sp: 83% happy with life: 97% happy with family, 95% happy with friends.                      SA family life struggle- mothers work long hours                      Education: Sp 55% happy with studies.                      SA many find difficult to get education (Paula/Yolanda struggle to give children an education)</p> <p>©                      Any other facts/figures from Spain or SA to show where life better  <b>Eg</b> Facts on Young Sp with money for mobiles/botellón etc. v. Street children in Latin America.                      Info on health/ prospects etc</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p><b>23-27 Band.</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish or SA and contributes very clearly showing where life better <b>for young</b></p> <p><b>17-22 Band.</b> Almost all C points (or equally relevant ©) used well to show where life better Sp or SA.</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p><b>11-16 Band.</b> Several C (and/or ©) points but not always used appropriately to show where life better                      Probably more a list of aspects of life in Spain or SA with lack of focus on which better and/or on young</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band.</b> 1 or 2 points on life in Spain and/or SA                      A few random facts; little attempt to relate to young or to comparing life.                      OR Generalisations with only a little Spanish/SA evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about young etc                      Little/no reference to Spain and/or SA</p>
0	There is absolutely 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.	