



General Certification of Education

Spanish 1696

Specification

SPAN1 Listening, Reading and Writing

Mark Scheme

2009 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Unit 1

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	TOTAL	69	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section (includes transfer of meaning into English exercise)	35		
Reading Section (includes cloze test)		30	10
Writing Section		20	15

Section A: Listening and Reading

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and 3 of these are correct then a mark of 3 - 1 = 2 will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

SPAN1

1 (a)

Mark Scheme	Marks	Additional Guidance
colonial architecture	1	
cars from 40's	1	
relaxed atmosphere/environment	1	

1 (b)

Mark Scheme	Marks	Additional Guidance
treasures of the city	1	
white sandy beaches	1	

1 (c)

Mark Scheme	Marks	Additional Guidance
all inclusive / all in / all included / everything included / <u>of best hotels</u>	1	

1 (d)

Mark Scheme	Marks	Additional Guidance
rent / hire a house	1	
share daily life (with Cubans)/ spend time and daily life with the locals	1	
explore/go round/visit island by bike	1	
on foot	1	

Q	Mark Scheme	Marks	Additional Guidance
2 (a)	1.37	1	accept comma
2 (b)	25	1	
2 (c)	200,000	1	
2 (d)	2	1	
2 (e)	480,000	1	
2 (f)	16	1	
2 (g)	1976	1	
2 (h)	33	1	

Q	Mark Scheme	Marks	Additional Guidance
3 (a)	pesaba (mucho) (era) demasiado grande llegaban móviles más pequeños	1 1 1	Reject llevar al mercado
3 (b)	la misma marca/era un Sony el botón para mandar mensajes se rompió	1 1	
3 (c)	fue el tercer teléfono al principio bien empezó a apagarse solo hacia cosas raras	2 from 4	
3 (d)	75 minutos de batería la cámara funciona mal es necesario cargarlo cada noche	1 1 1	

Q	Mark Scheme	Marks	Additional Guidance
4	a	1	
	d	1	
	g	1	
	i	1	
	k	1	
	l	1	
	n	1	

Q	Mark Scheme	Marks	Additional Guidance
5 (a)	J	1	
5 (b)	E	1	
5 (c)	G	1	
5 (d)	I	1	
5 (e)	F	1	
5 (f)	D	1	
5 (g)	K	1	

Q	Mark Scheme	Marks	Additional Guidance
6 (a)	9	1	
6 (b)	4	1	
6 (c)	3	1	
6 (d)	5	1	
6 (e)	13	1	
6 (f)	1	1	
6 (g)	7	1	

Q	Mark Scheme	Marks	Additional Guidance
7 (a)	<u>E</u> steban	1	
7 (b)	<u>C</u> ristina	1	
7 (c)	<u>L</u> uis	1	
7 (d)	<u>B</u> elén	1	
7 (e)	<u>B</u> elén	1	
7 (f)	<u>L</u> uis	1	
7 (g)	<u>C</u> ristina	1	
7 (h)	<u>B</u> elén	1	

Q	Mark Scheme	Marks	Additional Guidance
8 (a)	a la hora de lanzarse al agua/piscina/mar/río	1	
8 (b)	once personas han muerto	1	
8 (c)	se ahogó/cayó de su kayak/cayó al mar	1	Reject caer de su cayak
8 (d)	ondeaba una bandera verde	1	
8 (e)	la chica fue rescatada/sobrevivió	1	
8 (f)	falleció/estaba atrapada entre rocas	1	
8 (g)	su colchoneta se alejó de la playa/el viento fuerte	1	Reject no podía/sabía nadar
8 (h)	el cuello, la columna vertebral	1	

Q	Mark Scheme	Marks	Additional Guidance
9 (a)	cambio	1	
9 (b)	muchas	1	
9 (c)	fueron / eran	1	
9 (d)	demasiada	1	
9 (e)	dijeron	1	
9 (f)	roto	1	
9 (g)	continuará	1	<u>accent needed</u>
9 (h)	deja	1	
9 (i)	vuelto	1	
9 (j)	pases	1	

SECTION B: Writing**Assessment Criteria**

Each question will be marked out of 35, consisting of 20 marks for Content (AO2) and 15 marks for Quality of Language (AO3).

The following criteria for assessment will be used.

CONTENT

Marks	Criteria
17-20	Very Good <ul style="list-style-type: none"> • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified
13-16	Good <ul style="list-style-type: none"> • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified
9-12	Sufficient <ul style="list-style-type: none"> • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient
5-8	Limited <ul style="list-style-type: none"> • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak
1-4	Poor <ul style="list-style-type: none"> • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification
0	The answer shows no relevance to the task set A zero score will automatically result in a zero score for the answer as a whole

QUALITY OF LANGUAGE**Range of Vocabulary**

Marks	Criteria
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

Range of Structures

Marks	Criteria
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

Accuracy

Marks	Criteria
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

Annotation of Scripts

Ticks will be used to indicate acceptable content points in the body of the answer. The mark for AO2 and AO3 respectively will be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase from the criteria for assessment as published above.

Possible Content Points

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

Q	Mark Scheme	Marks	Additional Guidance
Q10 (a)	¿Es mejor ser parte de una familia grande o pequeña?	35	
	Candidates will score content marks for advantages and disadvantages of both <u>large</u> and <u>small</u> families provided that it leads to a logical conclusion to the question.		
	LARGE FAMILY BENEFITS		
	<ul style="list-style-type: none"> • more companionship • more love • more laughter • earlier maturity • earlier social competence • greater self-confidence • share more • cooperation • able to discuss problems with range of people • constant interaction • more opportunities for play • less spoilt 		

	<ul style="list-style-type: none"> • lifelong friendship and support • better understanding of the sexes • self-starters • less instant gratification • equal treatment for all? 		
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	<p>SMALL FAMILY BENEFITS</p> <ul style="list-style-type: none"> • more money per head • more time for each individual • more opportunities • learn independence • self-reliance • fewer arguments? • less noisy? • greater privacy 		
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Q	Mark Scheme	Marks	Additional Guidance
10 (b)	<p>En tu opinión, ¿la televisión es un beneficio o un desastre?</p> <p>Candidates will score content marks for advantages and disadvantages of television provided that it leads to a logical conclusion to the question.</p>	35	
	<p>BENEFICIO</p> <ul style="list-style-type: none"> • entertainment. • news. • education. • culture. • weather. • sports. • music, since the advent of music videos. • families spend time together. • catalyst to reading—books on the same subjects / authors works • can teach children important values and life lessons. • often explores controversial or sensitive issues, easier for parents and children to discuss them. • can develop children's socialization and learning skills. • helps make people more aware of other cultures and people. • documentaries help develop critical thinking about society and the world. 		

	<p>DESASTRE</p> <ul style="list-style-type: none">• makes you lazy.• makes you fat.• less community spirit as people stay indoors.• requires no input/ couch potato.• examples of anti-social behaviour eg swearing, bad driving.• constant advertising.• families don't talk / discuss.• 'celebrity' worship.• reality programmes where no talent is needed.		
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<p>10 (c)</p>	<p>¿Es importante ir a la moda o es mejor no pensar nunca en la moda?</p>	<p>35</p>	
	<p>be true to your own beliefs better to buy sensibly chain stores offer better value cosmetic surgery dieting danger of mugging (trainers / phones) debt from excessive spending on fashion designer clothes are over-priced cheap supermarket clothes important to be seen in designer clothes live within budget moderation in all things nice clothes make you feel good pressure on parents pressure to conform refusal to accept ageing process true friends do not judge on appearances hairstyles make-up tanning clothes shoes</p>		