



General Certificate of Education

Spanish 2696 *Specification*

SPAN3 Listening, Reading and Writing

Mark Scheme

2010 examination - June 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.

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Unit 3

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	TOTAL	34	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section	25		
Reading Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

Section A: Listening and Reading

General Principles

- 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).

SECTION A

Qu.	Accept	Marks	Notes
1 (a)	150	1	

Qu.	Accept	Marks	Notes
1(b)	4.000.000 / 4,000,000 / 4 millones	1	

Qu.	Accept	Marks	Notes
1(c)	7,500	1	

Qu.	Accept	Marks	Notes
1(d)	140 <u>k</u> ph	1	(do not accept <u>m</u> ph if stated)

Qu.	Accept	Marks	Notes
1(e)	37	1	

Qu.	Accept	Marks	Notes
1(f)	16,000	1	

6 marks

Qu.	Accept	Marks
2(a)	A	1

Qu.	Accept	Marks
2(b)	B	1

Qu.	Accept	Marks
2(c)	B	1

Qu.	Accept	Marks
2(d)	A	1

Qu.	Accept	Marks
2(e)	C	1

Qu.	Accept	Marks
2(f)	A	1

6 marks

Qu	Accept						Marks	Notes
3	B	E	F	H	J	K	6	Accept letters in any order

6 marks

Qu.	Accept	Marks	Notes
4(a)	F	1	Accept X

Qu.	Accept	Marks	Notes
4(b)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
4(c)	N	1	

Qu.	Accept	Marks	Notes
4(d)	F	1	Accept X

Qu.	Accept	Marks	Notes
4(e)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
4(f)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
4(g)	N	1	

7 marks

Listening Total = 25 marks

Qu.	Accept	Marks
5	H	1
	D	1
	F	1
	J	1
	A	1
	I	1
	G	1

7 marks

Qu.	Accept	Marks
6(a)	I	1

Qu.	Accept	Marks
6(b)	D	1

Qu.	Accept	Marks
6(c)	M	1

Qu.	Accept	Marks
6(d)	K	1

Qu.	Accept	Marks
6(e)	N	1

Qu.	Accept	Marks
6(f)	H	1

Qu.	Accept	Marks
6(g)	E	1

Qu.	Accept	Marks
6(h)	C	1

8 marks

Qu.	Accept	Marks	Notes
7a (i)	clandestino	1	Correct spelling is essential; ignore accents unless essential no other words acceptable

Qu.	Accept	Marks	Notes
7a (ii)	inmueble	1	Correct spelling is essential; ignore accents unless essential acc 'el inmueble'; rej 'del inmueble'; acc 'el edificio, edificio'; rej 'del edificio'

Qu.	Accept	Marks	Notes
7a (iii)	molesta	1	Correct spelling is essential; ignore accents unless essential no other words acceptable. Reject 'molestia'

Qu.	Accept	Marks	Notes
7a (iv)	los hechos	1	Correct spelling is essential; ignore accents unless essential Must have 'los'

Qu.	Accept	Marks	Notes
7a (v)	alboroto	1	Correct spelling is essential; ignore accents unless essential accept 'el'; accept 'alboroto infernal', not 'infernal' on its own. Reject '(los) golpes'

5 marks

Qu.	Accept	Marks	Notes
7b (i)	Se oyó una explosión / hubo una nube de humo.	1	Accept alternatives provided that they are reasonable & logical within the context Accept 'una explosión' / 'una nube de humo' / 'humo'

Qu.	Accept	Marks	Notes
7b (ii)	Sacaron bombonas de butano (del interior).	1	Accept alternatives provided that they are reasonable & logical within the context accept 'buscaron' etc

Qu.	Accept	Marks	Notes
7b (iii)	Volvieron a cocinar (como si no hubiera pasado nada).	1	Accept alternatives provided that they are reasonable & logical within the context

Qu.	Accept	Marks	Notes
7b (iv)	(Se manifestaron porque) estaban hartos de la situación / de que nadie hiciera nada / de que nadie tomara medidas	1	Accept alternatives provided that they are reasonable & logical within the context accept 'tomaba'

Qu.	Accept	Marks	Notes
7b (v)	Nadie abrió las puertas del sótano	1	Accept alternatives provided that they are reasonable & logical within the context Accept 'no pudo entrar'

5 marks

Reading Total = 25

Qu.		Accept	Notes
8	1 mark for each box. Award the mark if the sense of the Spanish is expressed in acceptable English. The working total of 20 should be divided by 2 to give a maximum of 10. Round up any half-mark at the end.		
	1	Tras dos noches de disturbios	After two nights of disturbance(s)
	2	en un barrio periférico,	in an outlying district / in the outskirts,
	3	donde murió	where died,
	4	un inmigrante senegalés,	... a Senegalese immigrant ...
			No need for capital 'S' Accept 'immigrant of Senegal'. Accept any recognisable spelling of 'Senegalese'
	5	el alcalde de Roquetas	the mayor of Roquetas
	6	ha pedido calma a la población,	asked/has asked the population/people to be/stay/remain calm,
	7	diciendo que se trataba de	saying that it was
	8	una pelea aislada.	an isolated/one-off fight.
	9	En una conferencia de prensa insistió	In a press conference he insisted
			Accept 'in one press conference'
	10	que las patrullas de la Guardia Civil	that the Civil Guard patrols
			Reject 'Guardia Civil'. No need for capital letters
	11	seguirían en la zona	would remain/stay in the area
			Reject 'zone'. Insist on conditional
	12	todo el tiempo que fuera necesario.	(for) as long as was necessary.
	13	Negó que	He denied that
			Accept 'rejected'
	14	se tratara de racismo	it was a case of racism,
	15	y deseaba que se restableciera	and hoped that.... would be restored.
			Accept 'wished/desired/wanted' Reject 'would return'
	16	la convivencia pacífica	... the peaceful coexistence...
			(must have the)
	17	que había caracterizado al pueblo.	...which had characterised the town...
			Accept 'village' 'people' Reject ' has characterised'
	18	Sin embargo rogó que	However he pleaded / asked for
	19	se introdujeran límites	limits to be introduced
	20	con respecto a la entrada de inmigrantes.	on the entry of immigrants.
			Accept 'arrival'

Qu		Accept	Notes
	For each box award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
9(a)			
1	A third wind farm	Un tercer parque eólico/de aerogeneradores/turbinas	
2	is to be built	se va a construir	
3	not far from the coast,	no (muy) lejos de la costa,	Reject 'cerca de' or 'bastante cerca'
4	a government minister confirmed.	confirmó un ministro del gobierno.	accent needed
9(b)			
1	A spokesman said	Un(a) portavoz dijo que	must have <i>que</i>
2	the project	el proyecto	
3	would include	tendría/incluiría/consistiría en	
4	seventy wind turbines.	setenta aerogeneradores (turbinas).	
9(c)			
1	The Ministry of the Environment	El Ministerio del Medio Ambiente	Capitals not essential
2	will have invested	habrá invertido	
3	eight billion euros	ocho billones de euros	Reject '8'
4	in new technology this year.	en (la/s) nueva(s) tecnología(s) este año.	Accept 'nueva' either side of 'tecnología'
9(d)			
1	As a result	Como resultado/como consecuencia/por eso/por consiguiente/por consecuencia	
2	Spain would become	España se convertiría en/se haría/llegaría a ser	Reject se pondría/ se volvería
3	one of the world's largest producers	uno de los más grandes productores del mundo	
4	of renewable energy.	de (la) energía renovable.	
9(e)			
1	Ecologists hope	Los/las ecologistas esperan que	Accept without 'los'
2	that these measures	estas medidas	
3	will reduce	reduzcan	
4	harmful emissions.	las emisiones nocivas / tóxicas / dañinas	

10 marks
Total for Section A = 70 marks

SECTION B: WRITING

Marking Guidance

1. The range of topics and areas for study are inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the candidate's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.
2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set.

'Understanding of the task' is the way in which the answer addresses the question, e.g. range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the candidate has answered the specific question set.

3. When assessing an essay for Content, a "top down" approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question. It will be fully relevant, contain a good deal of evidence and very clear evaluation.
4. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below. If an essay appears to be on the boundary between two bands and it is difficult to decide between the two, place the essay at the bottom of the higher band rather than the top of the lower band as this will allow access to the higher marks for Quality of Language.
5. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the candidate's opinion of an author or artist, more obvious personal reaction is clearly required. Candidates do not constantly have to say "I think that..." to be giving personal reaction. For example, adjectives such as "effective" or "extraordinary" are expressing opinions.
6. Evidence can take different forms. The candidate must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfil this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the candidate must be explicit.
7. Remember that in awarding the Quality of Language marks, these may not come from a higher band than the Content mark. Thus if the Content is judged "Sufficient" (11–15) then the maximum mark for each of the three Quality of Language marks is 3. However, it should be noted that this is the **maximum** mark available; the mark will be lower if the essay does not meet the criteria for 3 marks.

8. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Candidates can have access to the top mark bands by writing the minimum number of words, however, not all candidates will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.

Assessment Criteria

CONTENT

Marks	Criteria
21-25	<p>Very Good</p> <ul style="list-style-type: none"> • Thorough understanding and knowledge of the task • Wide range of relevant examples and evidence • Clear evidence of evaluation and well-justified personal reaction • Well-organised structure with clear progression
16-20	<p>Good</p> <ul style="list-style-type: none"> • Sound understanding and knowledge of the task • Good range of relevant examples and evidence • Some evidence of evaluation and personal reaction but not always convincingly justified • Logical structure with some progression
11-15	<p>Sufficient</p> <ul style="list-style-type: none"> • Some understanding and knowledge of the task • Some relevant examples and evidence • Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas • Structure is satisfactory though there may be some deficiencies
6-10	<p>Limited</p> <ul style="list-style-type: none"> • Limited understanding and knowledge of the task • Limited use of relevant examples and evidence • Limited evaluation and personal reaction; mainly descriptive or factual • Structure limited . often unclear or confusing
0-5	<p>Poor</p> <ul style="list-style-type: none"> * Little understanding and knowledge of the task * Lack of relevant evidence. Few examples * Little or no evaluation and/or personal reaction * Structure mainly unfocused and/or disorganised

QUALITY OF LANGUAGE**Range of Vocabulary**

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

Complexity of Language

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

Accuracy

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Complexity of Language* and *Accuracy* cannot be in a higher band than the band awarded for *Content*.

Annotation of Scripts

The following conventions will be used by examiners marking scripts when assessing **Content**:

✓	Point made
Irr/NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'Irr/NR', 'rep' and '?' will be placed in the margin.