

A-LEVEL SPANISH

Unit 3 Listening, Reading and Writing
Mark scheme

SPAN3
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Version 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

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 students 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 student 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
1(a)	V	1

Qu.	Accept	Marks
1(b)	V	1

Qu.	Accept	Marks
1(c)	N	1

Qu.	Accept	Marks
1(d)	F	1

Qu.	Accept	Marks
1(e)	F	1

Qu.	Accept	Marks
1(f)	N	1

6 marks

Q	Accept						Marks	Notes
2	A	D	F	H	K	N	6	Accept letters in any order

6 marks

Qu.	Accept	Marks	Notes
3(a)	trofeos	1	<p>Reject answers in English Reject tropheos, troceos,</p> <p>NB: Accept misspelling with one letter difference as long as the meaning is not altered fundamentally.</p> <p>Reject answers with extra information that changes or contradicts the meaning Reject answers with excessive information with untargeted lifting.</p>

Qu.	Accept	Marks	Notes
3(b)	(en los) vertederos (de nuestro planeta)	1	<p>Reject answers in English Reject verdederos, bertederos</p> <p>NB: Accept misspelling with one letter difference as long as the meaning is not altered fundamentally.</p> <p>Reject answers with extra information that changes or contradicts the meaning Reject answers with excessive information with untargeted lifting.</p>

Qu.	Accept	Marks	Notes
3(c)	(en) (un) cajón	1	Reject answers in English
	(en) (algún/un) rincón <u>escondido</u>	1	NB: Accept misspelling with one letter difference as long as the meaning is not altered fundamentally. Reject answers with extra information that changes or contradicts the meaning Reject answers with excessive information with untargeted lifting.

Qu.	Accept	Marks	Notes
3(d)	oro, plata, cobre	1	Reject answers in English Reject plato/platas/prata/cuvre/horro/horo NB: Accept misspelling with one letter difference as long as the meaning is not altered fundamentally. Reject answers with extra information that changes or contradicts the meaning Reject answers with excessive information with untargeted lifting.

Qu.	Accept	Marks	Notes
3(e)	informar (a la gente) sobre el medio ambiente	1	<p>Reject answers in English</p> <p>Accept medioambiente</p> <p>NB: Accept misspelling with one letter difference as long as the meaning is not altered fundamentally.</p> <p>Reject answers with extra information that changes or contradicts the meaning</p> <p>Reject answers with excessive information with untargeted lifting.</p>

Qu.	Accept	Marks	Notes
3(f)	reciclable (de) alto valor	1 1	<p>Reject answers in English e.g recyclable</p> <p>Reject balor/valer</p> <p>Accept mucho valor</p> <p>NB: Accept misspelling with one letter difference as long as the meaning is not altered fundamentally.</p> <p>Reject answers with extra information that changes or contradicts the meaning</p> <p>Reject answers with excessive information with untargeted lifting.</p>

8 marks

Qu.	Accept	Marks
4(a)	3	1

Qu.	Accept	Marks
4(b)	3	1

Qu.	Accept	Marks
4(c)	1	1

Qu.	Accept	Marks
4(d)	2	1

Qu.	Accept	Marks
4(e)	3	1

5 marks
Listening Section Total = 25 marks

Qu.	Accept	Marks
5(a)	E	1

Qu.	Accept	Marks
5(b)	F	1

Qu.	Accept	Marks
5(c)	B	1

Qu.	Accept	Marks
5(d)	C	1

Qu.	Accept	Marks
5(e)	A	1

Qu.	Accept	Marks
5(f)	H	1

Qu.	Accept	Marks
5(g)	M	1

Qu.	Accept	Marks
5(h)	G	1

8 marks

Qu.	Accept	Marks
6(a)	2	1

Qu.	Accept	Marks
6(b)	3	1

Qu.	Accept	Marks
6(c)	2	1

Qu.	Accept	Marks
6(d)	2	1

Qu.	Accept	Marks
6(e)	3	1

Qu.	Accept	Marks
6(f)	1	1

Qu.	Accept	Marks
6(g)	3	1

7 marks

Qu.	Accept	Marks
7	N D O M K B G R Q H	10

10 marks

Qu.		Accept	Notes/OK
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	El sitio web <i>Docayud</i> une clínicas africanas	The website <i>Docayud</i> links/joins/unites African clinics accept brings together, connects, joins together
	2	con unos quinientos	with some/about/around five hundred/500 accept approximately
	3	cirujanos voluntarios españoles.	Spanish volunteer surgeons. any word order acceptable accept voluntary, volunteering
	4	Médicos africanos pueden colgar	African doctors (can) upload accept medics, put up, place, post, put on line, put on a website
	5	el historial de un paciente enfermo en la Red	a sick patient's history on the net/web accept ill, poorly, unwell accept medical details, medical records, medical notes, accept case notes, case history reject case, network, medical story
	6	para que los expertos en Madrid	so (that) (the) experts in Madrid accept for, in order that reject for that, of Madrid
	7	ofrezcan un diagnóstico rápido.	(can) offer a quick diagnosis. accept fast, will offer, rapid reject diagnostic
	8	Una amiga mía que vivió en África,	A friend of mine who lived in Africa accept one of my (female) friends, that, used to live reject my friend
	9	me ha dicho que donde estaba ella	(has) told me (that) where she was accept said, used to be
	10	es mejor no contraer ninguna enfermedad grave.	<u>it</u> is better not to fall seriously ill/get any/a serious illness/disease. accept catch, contract, best, grave, illnesses
	11	El analfabetismo sigue siendo muy alto	Illiteracy continues to be very high accept remains, still is, continues being, illiteracy rates reject The Illiteracy
	12	debido a la mala calidad de la enseñanza	due to (the) bad/poor quality (of the) teaching/education accept because of, the low quality
	13	y, por eso, sólo hay un radiólogo	and, therefore, there is only one radiologist accept hence, because of this/that, thus, consequently, for,so this reason, radiographer reject for that
	14	por cada millón de habitantes.	for every million inhabitants. accept per, citizens reject habitants, million of

15	"La posibilidad de que él o ella pueda verte	"The possibility that he or she can see you	accept prospects, chance, likelihood, him or her
16	es menor que la posibilidad	is less than the possibility	NFP on possibility accept smaller reject lower
17	de que te toque la lotería.	of (you) winning the lottery.	
18	La situación sanitaria es preocupante,	The health situation is worrying,	reject sanitary accept a concern
19	los recursos son escasos	resources are scarce	accept lacking, limited, in short supply
20	y si no tienes para pagar, te mueres."	and if you can't pay, you die."	

10 marks

Qu		Accept	Notes
	For each box award the mark if there are no errors. Reject paraphrases/Accept synonyms. The working total of 4 should be divided by 2 to give a maximum mark of 2. Round up any half-mark at the end of each section.		
9(a)			
1	A few years ago,	Hace unos/algunos años	accept hace (unos) pocos años
2	we were going to	íbamos a	accept estábamos a punto de
3	buy a flat in Marbella,	comprar un piso/apartamento en Marbella	accept departamento, comprarnos
4	in the south of Spain.	en el sur de España.	accept española
9(b)			
1	If we had followed	Si hubiéramos seguido	accept hubiésemos, perseguido
2	our dream,	nuestro sueño,	
3	we would have lost	habríamos perdido	accept hubiésemos, hubiéramos
4	a lot of money.	mucho dinero.	accept un montón de, un mogollón de, plata
9(c)			
1	When the Spanish economy	Cuando la economía española	accept la economía de España
2	suffered a huge crisis,	sufrió una crisis enorme,	accept padeció, gigantesca, gigante, masiva
3	house prices	el precio de la vivienda/ las casas	accept los precios (de las casas), el coste reject los hogares
4	fell.	cayó.	accept bajó (cayeron/bajaron) reject the perfect tense, descendió
9(d)			
1	The politicians	Los políticos	
2	argued but	discutieron pero	accept se pelearon, disputaron accept discutían reject se discutieron
3	they did nothing	no hicieron nada	accept no hacían nada
4	to solve the problems.	para resolver los problemas.	accept solucionar, remediar reject arreglar
9(e)			
1	Unfortunately,	Desafortunadamente,	accept por desgracia, lamentablemente, desgraciadamente

2	the economic situation	la situación económica	
3	will not improve	no mejorará	accept no va a mejorar, no va a ser mejor, no será mejor
4	in the future.	en el futuro.	accept en el porvenir

10 marks
Total for Section A = 70 marks

SECTION B: WRITING

Marking Guidance

1. The range of topics and areas for study is 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 student'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 student has answered the specific question set. If a student has answered only one part of a two-part question, it is not possible to award a mark in the 'Good' band for Content.
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. If a student has answered only part of a two-part question it is not possible to award a mark in the "Good" band for Content.
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 student's opinion of an author or artist, more obvious personal reaction is clearly required. Students 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 student 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 student 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. Students can have access to the top mark bands by writing the minimum number of words, however, not all students 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.

Notes on Individual Questions

10(a) This question asks the student to evaluate the effect the economic crisis has had on the industries and the people of the region studied and as such should cover both aspects to achieve high marks. The nature of the information required in doing this should encourage students to provide appropriate facts and relevant data to support their argument such as statistics such as unemployment, GDP etc. As ever this will need to be backed up by evidence and justification. It would equally be possible for a student to suggest there has been no effect or that the effect has been positive, and the consequences of this for the citizens and industries; as always, use of appropriate evidence, justification and personal reaction will be necessary to earn credit.

10(b) This question focusses on two aspects of tourism in the region studied. The student should remain focussed on two and not use this essay to explore a range of tourist options. However, as always, the best students will adopt an analytical approach rather than merely a descriptive one, and to encourage this, they are asked to evaluate why they deserve the attention and interest of a tourist. Even then, we would hope that students will not indulge in mere speculation, but will base their suggestions on what they know about the region, its characteristics and resources, and how two of these can best be exploited by the visiting tourist. Clearly all this provides ample scope for personal reaction, but as ever, such opinion will need to be supported by appropriate evidence and justification to score the highest marks for content. Good students will choose to interpret aspects as 'geography' or 'culture' which should allow them to dissect them into smaller chunks and allow them to discuss food/traditions/sights etc.. Here a clear introduction will set out that this will happen. Weaker students may decide to be very specific and as such limit themselves on content.

11(a) This question requires students to explain the political and social intentions of a leader during the period of history studied. The best students should focus on **both** the political and social intentions. Students can choose to interpret 'leader' in different ways and may not necessarily be a president or prime minister. The second part of the question allows students to offer both analysis and personal opinion and as such must address this aspect of the question to be awarded the highest marks. As is always the case in this type of question, there are no right and wrong answers to the judgement on success but the student **MUST** focus on explaining and justification on their chosen leader's success. Of course this should go beyond purely personal and subjective evaluation, and could be supported by appropriate evidence in the shape of relevant factual information and the judgment of authoritative commentators such as established historians, the press and political groups and so on.

11(b) This question requires students to explain and evaluate an important moment of the period studied. Students should not choose a broad period as this is not a moment. As such, The Spanish Civil War would not be acceptable as a moment and as such would be penalised in the students'

response. The key word is evaluate and the best students will not merely recount the moment but evaluate it and the impact that it has had. The second part of the question invites students to offer personal response on how this changed the course of history of the country.

Thus, the personal evaluation required by the second part of the question could be supported by appropriate evidence in the shape of relevant factual information and the judgment of authoritative commentators such as established historians, the press and political groups and so on. The best students may explore the different ways in which it changed the course of history and these may be social, political or economic.

12(a) This question should allow students to explore the factors which motivate the characters and if they achieve what they want. In the case of short stories this may obviously be several characters. This should not be 'story telling' or a mere character analysis but the best students will be able to evaluate the factors which motivate the characters and in the second half elaborate on if they have achieved what they wanted. They need to think about what makes these characters tick, and this is where personal reaction and evaluation backed up by appropriate evidence and justification will enable students to access high marks. Students are free to answer with reference to one or more works, however essays which refer to more than one work do not automatically receive higher marks; those which refer to only one work do have access to the highest marks.

12(b) This question will allow students to analyse if knowledge of Hispanic society is needed or if the messages are universal. Students may choose to agree or disagree with the first part or agree but it does not matter as long as their points are backed up with the appropriate evidence and justification. Clearly, personal opinion will need to be backed up with appropriate evaluation and justification, and not merely use of evaluative language. This question should not just be about 'messages' in general where many students may attempt to regurgitate a pre learnt essay on themes/messages. However, it is acceptable to choose your side and argue that point. Obviously, the key will be the introduction alongside links back to the question at the end of points. Opinions on this should be justified by appropriate evidence if high content marks are to be deserved. Students are free to answer with reference to one or more works, however essays which refer to more than one work do not automatically receive higher marks; those which refer to only one work do have access to the highest marks.

13(a) This question should be approached in the same way whether students are answering on the subject of drama or poetry. They need to offer a personal response to the feelings that the poetry or drama have evoked. Of course explanation of this should be supported by appropriate evidence if high content marks are to be earned. Students are free to answer with reference to one or more works, however essays which refer to more than one work do not automatically receive higher marks; those which refer to only one work do have access to the highest marks. They may elude to themes which have evoked a certain feeling but they must ensure focus on the question to achieve the top bands. To score in the highest content bands, sufficient evaluation and analysis should be provided as related to the feelings evoked. Students must ensure they justify their choice between happiness and optimism or indeed other feelings as appropriate. Of course in the case of poetry, two or more poems should be covered, depending on length, so as to constitute a reasonable body of work as subject of this essay.

13(b) This question has two elements and students must ensure they answer both parts to be awarded the highest marks. The first part invites the students to analyse if the work(s) is/are still

valid today. To achieve the highest marks they must offer appropriate justification via evidence from the text. The second part of the question will provide scope for personal opinion, evaluation and justification of what the reader can learn by reading these/this works. To score in the highest content bands, sufficient evaluation and analysis should be provided as related to what the reader can learn. In the case of drama, students are free to answer with reference to one or more works, however essays which refer to more than one work do not automatically receive higher marks; those which refer to only one work do have access to the highest marks. Of course in the case of poetry, two or more poems should be covered, depending on length, so as to constitute a reasonable body of work as subject of this essay.

14(a) The student is invited in this question to evaluate the notion that the ‘artist’ they have studied offers individuality and profound ideas. This could be in relation to themes or techniques relevant to the particular field that the artist uses to achieve this. There is no correct answer to the statement and indeed some students may disagree. Opinions on this should be justified by appropriate evidence if high content marks are to be deserved. In addition, the student might make reference to the impact of the work(s) on society and the evidence of its success in achieving this. In every case, personal response to the validity of the statement is paramount, supported by appropriate reasoning and evidence if maximum credit is to be available. Among further elements which could be included as pertinent to the particular field of individuality the following might be mentioned for a film director: casting, characters, use of camera, locations, use of colour, symbols and motifs, script/screenplay. The student may reference more than one work but essays which refer to more than one work do not automatically receive higher marks, whereas those which refer to only one work do have access to the highest marks.

14(b) This question is similar to previous exam series and should allow the student to explore why the artist they have studied will have guaranteed his fame in the future. Among elements which could be included as pertinent to their ongoing fame the following might be mentioned for a film director: casting, characters, use of camera, locations, use of colour, symbols and motifs, script/screenplay. For others it may be other techniques or reference may be made to the popularity of their works or in the case of a film director success at the box office. Students may even speculate about future success. Clearly, personal opinion will need to be backed up with appropriate evaluation and justification, and not merely use of evaluative language. As ever, students may choose to consider one or more works, however essays which refer to more than one work do not automatically receive higher marks; equally, those which refer to only one work will have access to the highest marks.

Note that with all the literary/ art topics, it may be necessary to approach with caution any essays in which the scope is too broadly spread across a large number of works, or even the whole range of the ‘artist’s’ work. Such essays may impress at first sight, but may lack the ‘tightness’ of focus on and relevance to the question necessary for access to the highest mark bands.

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
NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

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