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AS-LEVEL

# Spanish

Unit 1 Listening, Reading and Writing  
Mark scheme

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2695  
June 2015

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Version 1: Final Mark Scheme

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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](http://aqa.org.uk)

**Unit 1**

The assessment objectives will be allocated in the following way.

|     |                              | <b>% of AS</b> | <b>Marks</b> |
|-----|------------------------------|----------------|--------------|
| AO1 | Response to spoken language  | 22             | 35           |
| AO2 | Response to written language | 31             | 50           |
| AO3 | Knowledge of grammar         | 16             | 25           |
|     | <b>TOTAL</b>                 | <b>69</b>      | <b>110</b>   |

The marks will be allocated in the following way.

|                                                                        | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|------------------------------------------------------------------------|------------|------------|------------|
| Listening Section (includes transfer of meaning into English exercise) | 35         |            |            |
| Reading Section (includes cloze test)                                  |            | 30         | 10         |
| Writing Section                                                        |            | 20         | 15         |

## General Principles

### Section A: Listening and Reading

- 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**

| Q  | Accept                   | Marks | Notes                                         |
|----|--------------------------|-------|-----------------------------------------------|
| 1a | 16 <sup>th</sup> January | 1     | <b>Reject:</b> 16 <sup>th</sup> -19th January |

| Q  | Accept                                                               | Marks | Notes                                                                                                              |
|----|----------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------|
| 1b | What food is best / for you / your health<br>What food is healthiest | 1     | <b>Reject:</b> what is good food / what food is good for you<br><b>Accept:</b> What food is better for your health |

| Q  | Accept        | Marks | Notes                                                                                       |
|----|---------------|-------|---------------------------------------------------------------------------------------------|
| 1c | Those retired | 1     | <b>Accept:</b> OAPs / Pensioner<br><b>Reject:</b> Old people (without reference to retired) |

| Q  | Accept                                                                                | Marks | Notes                                                       |
|----|---------------------------------------------------------------------------------------|-------|-------------------------------------------------------------|
| 1d | (For the public) to check how old their heart really is / The real age of their heart | 1     | <b>Accept:</b> to check / calculate true age of their heart |

| Q  | Accept                  | Marks | Notes                                                          |
|----|-------------------------|-------|----------------------------------------------------------------|
| 1e | An Olympic gold (medal) | 1     | <b>Reject:</b> medal / gold medal / Olympic medal on their own |

| Q  | Accept                                               | Marks | Notes                                  |
|----|------------------------------------------------------|-------|----------------------------------------|
| 1f | An activity <u>done on an</u> (exercise) <u>bike</u> | 1     | <b>Reject:</b> an activity on its own. |
|    | to music OR in a gym                                 | 1     |                                        |

| Q  | Accept                                                       | Marks | Notes                       |
|----|--------------------------------------------------------------|-------|-----------------------------|
| 1g | Raise money (for the foundation)                             | 1     | <b>Reject:</b> Donate money |
|    | Make the public aware of the risk of <u>high</u> cholesterol | 1     |                             |

| Q  | Accept                                    | Marks | Notes                                                          |
|----|-------------------------------------------|-------|----------------------------------------------------------------|
| 1h | To get more people to do exercise / sport | 1     | <b>Accept:</b> To encourage more people to do exercise / sport |

| Q  | Accept | Marks |
|----|--------|-------|
| 2a | V      | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 2b | F      | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 2c | V      | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 2d | V      | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 2e | N      | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 2f | F      | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 2g | V      | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 2h | N      | 1     |

| Q  | Accept | Marks | Notes                                    |
|----|--------|-------|------------------------------------------|
| 3a | 3      | 1     | <b>Reject:</b> 3 <sup>rd</sup> / Tercero |

| Q  | Accept | Marks |
|----|--------|-------|
| 3b | 204    | 1     |

| Q  | Accept    | Marks | Notes                             |
|----|-----------|-------|-----------------------------------|
| 3c | 2,5 (km2) | 1     | <b>Accept:</b> 2.5 (km2) /<br>2 ½ |

| Q  | Accept | Marks |
|----|--------|-------|
| 3d | 16.000 | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 3e | 55.000 | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 3f | 15.000 | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 3g | 27     | 1     |

| Q  | Accept                                | Marks | Notes                                                                                   |
|----|---------------------------------------|-------|-----------------------------------------------------------------------------------------|
| 4a | (Está) viendo los fuegos artificiales | 1     | <b>Accept:</b> Celebrando el Año Nuevo<br><b>Reject:</b> Fuegos artificiales on its own |

| Q  | Accept                            | Marks |
|----|-----------------------------------|-------|
| 4b | Felicitar a (todos) sus contactos | 1     |

| Q  | Accept       | Marks |
|----|--------------|-------|
| 4c | (Sus) Amigos | 1     |

| Q  | Accept                                                                             | Marks | Notes                                    |
|----|------------------------------------------------------------------------------------|-------|------------------------------------------|
| 4d | Las tarifas son muy elevadas<br>Es muy caro<br>Le costará una fortuna<br>El precio | 1     | <b>Accept:</b> Las tarifas son muy altas |

| Q  | Accept                                | Marks |
|----|---------------------------------------|-------|
| 4e | <u>2</u> estadounidenses / americanos | 1     |

| Q  | Accept                                                                  | Marks |
|----|-------------------------------------------------------------------------|-------|
| 4f | (Enviar) el lugar / el lugar (desde) donde se escribe, envía el mensaje | 1     |
|    | Accept                                                                  | Marks |
| 4g | Es gratis / Nada                                                        | 1     |

| Q  | Accept                                         | Marks | Notes                                          |
|----|------------------------------------------------|-------|------------------------------------------------|
| 4h | Los <u>usuarios españoles</u> de <i>iPhone</i> | 1     | <b>Accept:</b> Los españoles con <i>iPhone</i> |

| Q  | Accept                          | Marks |
|----|---------------------------------|-------|
| 4i | (Introducir) ofertas especiales | 1     |



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| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 4j       | (En) verano   | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 5a       | provocó       | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 5b       | (Los) discos  | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 5c       | han ingresado | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 5d       | logró         | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 5e       | inolvidables  | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 5f       | mundial       | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6a       | F             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6b       | V             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6c       | N             | 1            |

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| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6d       | F             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6e       | F             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6f       | V             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6g       | N             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6h       | V             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7a       | B             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7b       | B             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7c       | A             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7d       | C             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7e       | B             | 1            |

| Q  | Accept | Marks |
|----|--------|-------|
| 7f | A      | 1     |

| Q  | Accept                                            | Marks | Notes                               |
|----|---------------------------------------------------|-------|-------------------------------------|
| 8a | 19 (años) / el mes que viene cumplirá los 20 años | 1     | <b>Reject:</b> 20 años (on its own) |

| Q  | Accept                                                             | Marks | Notes                                              |
|----|--------------------------------------------------------------------|-------|----------------------------------------------------|
| 8b | Hacer trabajos <u>sociales</u> (en el programa Juventud en Acción) | 1     | <b>Accept:</b> Para el programa Juventud en Acción |

| Q  | Accept                                                               | Marks | Notes                                          |
|----|----------------------------------------------------------------------|-------|------------------------------------------------|
| 8c | (Permitir a jóvenes) <u>ayudar a desfavorecidos en el extranjero</u> | 1     | <b>Reject:</b> Permitir a jóvenes (on its own) |

| Q  | Accept                              | Marks | Notes                                          |
|----|-------------------------------------|-------|------------------------------------------------|
| 8d | Ayuda en el comedor (con los niños) | 1     | <b>Accept:</b> Verbs are needed in the answers |
|    | Enseña a leer                       | 1     |                                                |

| Q  | Accept                               | Marks | Notes                                                                                           |
|----|--------------------------------------|-------|-------------------------------------------------------------------------------------------------|
| 8e | <u>Muy difícil</u> / <u>Muy dura</u> | 1     | <b>Accept:</b> <u>Fue/Era</u> muy difícil comprender a los demás<br><b>Reject:</b> Gratificante |

| Q  | Accept                                                      | Marks |
|----|-------------------------------------------------------------|-------|
| 8f | Quería hacer algo diferente (antes de ir a la universidad). | 1     |

| Q  | Accept                                  | Marks |
|----|-----------------------------------------|-------|
| 8g | Construir casas (en la selva amazónica) | 1     |

| Q  | Accept               | Marks |
|----|----------------------|-------|
| 8h | Conocer a su sobrino | 1     |

| Q  | Accept                                                  | Marks | Notes                                                                  |
|----|---------------------------------------------------------|-------|------------------------------------------------------------------------|
| 8i | Quiere que deje de viajar /<br>Quiere que vuelva a casa | 1     | <b>Accept:</b> Infinitive on its own<br>First verb must be subjunctive |

| Q  | Accept      | Marks |
|----|-------------|-------|
| 9a | despertarme | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 9b | jugué  | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 9c | hecho  | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 9d | piden  | 1     |

| Q  | Accept   | Marks |
|----|----------|-------|
| 9e | solíamos | 1     |

| Q  | Accept | Marks |
|----|--------|-------|
| 9f | salga  | 1     |

| Q  | Accept                   | Marks |
|----|--------------------------|-------|
| 9g | voy a comprar / compraré | 1     |

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| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 9h       | capaces       | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 9i       | fueron        | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 9j       | famoso        | 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 assessment criteria will be used.

**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.

**Marking guidance**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

**Step 1 Determine a level**

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

**Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. The standardising materials will include example responses that have been marked by the Lead Examiner. You can compare live answers with these examples to determine if they are the same standard, better or worse, before awarding an appropriate mark for each live answer.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

While the mark scheme includes some suggested content points, there is no expectation that students will make these specific points. Examiners must reward what they read on the basis of the generic mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**CONTENT**

| <b>Marks</b> | <b>Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17-20        | <p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is fully relevant with a good depth of treatment</li> <li>• Well-organised structure in a logical sequence</li> <li>• Points made are well expressed and justified</li> </ul> <p>A full mark of 20 can be awarded for a performance which is as good as can reasonably be expected from an AS level candidate. The candidate answers the question fully and maintains a clear sense of direction, backing up a good number of points with detailed explanations and examples. The candidate expresses fine nuances of meaning and justifies her/his ideas convincingly. A mark of 17 or 18 is awarded for a performance which shows most, but not all, of the qualities described above. It is likely to be fully relevant, with generally good depth of treatment but with occasional weaknesses in the sequencing of ideas. There are likely to be some convincing explanations and examples, although opportunities may be missed to explore the full implications of points made. The candidate's expression is generally clear, but there may be occasional lapses where, for example, the candidate makes a lexical error.</p> <p>Do not be afraid to give a top score if you feel that there is nothing more the student could have done to answer the question in more depth.</p>                                                                                                                                      |
| 13-16        | <p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is mostly relevant with some depth of treatment</li> <li>• Structure is generally well ordered</li> <li>• Points made are mostly well expressed and justified</li> </ul> <p>A mark of 15 or 16 is awarded for a response which is relevant to the broad topic area but may not always be fully focused on the chosen title. There is some depth of treatment and most views are supported by appropriate explanations and examples. Occasionally a valid point may not be fully developed or expanded. The sequencing of ideas within paragraphs is likely to be good, but the response as a whole may be disjointed in places and the conclusion may not be fully convincing. The candidate's expression is generally clear, but there may be occasional lapses due to lexical or grammatical errors.</p> <p>A mark of 13 or 14 is awarded for a response which is relevant to the topic but includes one or more paragraphs which are not clearly focused on the chosen title. There is some depth of treatment and some views are supported by appropriate explanations and examples, but a number of statements are left unsupported. The sequencing of ideas within paragraphs is likely to be good, but the response as a whole is likely to be disjointed and difficult to follow in places. The candidate's expression is generally clear, but there are likely to be some lapses due to lexical or grammatical errors.</p> |



|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-12 | <p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Response to the task is generally relevant, but treatment is often superficial</li> <li>• Reasonable structure with occasional lapses</li> <li>• Points not always clearly expressed and justification is only just sufficient</li> </ul> <p>A mark of 11 or 12 is awarded for a response which is relevant to the broad topic area but not well focused on the chosen title. There are likely to be a few detailed explanations and examples, but the response is generally superficial. There is some attempt at structure, with limited paragraphing and some use of common linking words. Straightforward facts and ideas are conveyed successfully, but the communication of complex ideas may be impeded by lexical and/or grammatical errors.</p> <p>A mark of 9 or 10 is awarded for a response which is generally relevant to the broad topic area but is likely to include material which does not relate to the title. The response is largely superficial; it may be short and/or it may largely consist of a series of unsupported statements. There is some attempt at structure, but the paragraphing is likely to be unclear and the use of linking words may be limited. Most facts and ideas are conveyed reasonably successfully, but the communication of complex ideas is likely to be impeded by lexical and/or grammatical errors. There may be occasional repetition of points already made.</p> |
| 5-8  | <p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task with some relevant information conveyed</li> <li>• Limited evidence of structure</li> <li>• Points made sometimes difficult to understand and justification is weak</li> </ul> <p>A mark of 7 or 8 is awarded for a response which relates to the broad topic area but is not focused on the title and may include some irrelevant material. The response is superficial; it may be short and/or it may consist of a series of unsupported statements. There is little attempt at structure and limited use of linking words. Some facts and ideas are conveyed successfully, but the candidate rarely manages to convey complex ideas or explanations. Lexical and/or grammatical errors impede communication in places. There may be several occasions on which repetition of points occurs.</p> <p>A mark of 5 or 6 is awarded for a response which relates generally to the topic but is likely to include some irrelevant material. The response is superficial; it is likely to be short and/or consist of a series of unsupported statements. There is little attempt at structure. Some facts and ideas are conveyed successfully, but the candidate is unable to convey complex ideas or explanations. Lexical and/or grammatical errors impede communication significantly. There could be some significant repetition.</p>                                                          |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-4 | <p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task with little relevant information conveyed</li> <li>• No real structure</li> <li>• Points difficult to understand and little or no justification</li> </ul> <p>A mark of 3 or 4 is awarded for a response which is only partially relevant to the broad topic area and may include a significant amount of irrelevant material. The response is superficial and is likely to be short. There is no attempt at structure. A small number of simple facts and opinions are conveyed successfully. Lexical and/or grammatical errors impede communication significantly.</p> <p>A mark of 1 or 2 is awarded for a response which is barely relevant to the broad topic area. It is likely either to be very short or to include a significant amount of irrelevant material. A small number of simple facts and opinions are conveyed successfully, but these are presented in a random fashion. Lexical and/or grammatical errors impede communication significantly.</p> |
| 0   | <p>The answer shows no relevance to the task set.<br/>A zero score will automatically result in a zero score for the answer as a whole.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Where part of the required response is missing, eg in an advantage/disadvantage essay or where solutions are asked for but are not given, a penalty will be applied.

- (a) In an advantage/disadvantage essay where only advantages or disadvantages are expressed, only a maximum mark of 12 for Content is allowed.
- (b) In an essay where solutions are asked for but are not given, only a maximum mark of 16 for Content is allowed.
- (c) In a three part question, for example:

“What are the consequences of smoking, why do people smoke and what can we do about it?”,

any part of the response omitted would mean that the essay was assessed one band or two bands lower than the rest of the Content would normally attract, ie

- 16 marks would be the maximum awarded if one part of the response were missing and the Content would otherwise have been in the 17-20 band
- 12 marks would be the maximum awarded if two parts of the response were missing and the Content would otherwise have been in the 17-20 band.

**QUALITY OF LANGUAGE****Range of Vocabulary**

| <b>Marks</b> | <b>Criteria</b>                           |
|--------------|-------------------------------------------|
| 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**

| <b>Marks</b> | <b>Criteria</b>                                  |
|--------------|--------------------------------------------------|
| 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**

| <b>Marks</b> | <b>Criteria</b>                                                                           |
|--------------|-------------------------------------------------------------------------------------------|
| 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                                  |

The marks awarded for each of Range of Vocabulary, Range of Structures and Accuracy are not limited by the mark awarded for Content. The essay is assessed for Quality of Language independently of the Content mark unless the Content mark is 0, in which case the mark in the other three categories will also be 0.

## **Additional guidance for marking**

### **Introductions and conclusions**

Students are not expected to include an introduction or conclusion, but it enhances the structure if there is a brief introduction and a concluding short paragraph, possibly including a personal response. One of the criteria for inclusion in the higher bands for content is for a logical structure and this would enhance the overall structure of the essay.

### **Awarding ticks and question marks**

Ticks should be used for any valid, comprehensible point. This could be a statement, a personal opinion, the development or explanation of a point already made, an example or illustration and a justification of a point of view. A question mark should be placed in the margin for points which are unclear or muddled eg where a student makes up a word or uses confusing target language.

### **Repetition and irrelevance**

The symbol 'rep' should be placed in the margin where a student repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a student talks about the consequences of smoking when the question asks for reasons for people smoking and for suggestions to reduce smoking.

### **Choosing the band for Content**

A mark in the 17–20 band will be awarded for an essay which contains a good number of valid points which have been expanded, which has a good structure and contains little if any irrelevance, repetition or lack of clarity. A mark in the 13–16 band will be awarded for a good essay which makes a fair number of points but may contain some of the weaknesses identified above. A mark in the 9–12 satisfactory band would suggest that the student makes a few valid points but fails to develop some of these points and the structure may be erratic and a number of sentences may be unclear. Where a limited number of points are made with very little development and much confusing language, a mark in the 5–8 band will be appropriate. Such essays will lack a coherent structure and be very repetitive and superficial. Rarely, a mark in the 0–4 band will be awarded but this will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

### Possible Content Points

Below is a list of **possible** content points for each answer; it should be stressed that the list is neither prescriptive nor exhaustive, but is illustrative of the points which could be made.

| Q  | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks | Additional Guidance |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------|
| 10 | <p>initial reaction to topic of love and friendship and is it compatible, e.g. setting out both sides of the argument and defining relationship from the start</p> <p>media sometimes shows platonic love as incompatible</p> <p>a friend can get feelings confused and misinterpret the friendship</p> <p>a partner can get jealous if friends of a person of the opposite sex</p> <p>a friend is someone who spends time with you regardless of sex</p> <p>a friend is someone you can trust regardless of sex</p> <p>a friend is someone who can give you advice to regardless of sex, eg on boyfriend / girlfriend issues</p> <p>a friend from the opposite sex can sometimes lead to a long-term relationship</p> <p>a friend from the opposite sex can help you understand that gender better</p> <p>a friendship should be deeper and not mean you are in love with that person</p> <p>summarising comment, e.g. relative importance of love and friendship</p> | 35    |                     |

| Q  | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks | Additional Guidance |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------|
| 11 | initial reaction to topic of holidays, e.g. agreement or disagreement with the 2 quotations<br>holidays are a time to relax / unwind<br>spend quality time with family / friends<br>time to experience new culture<br>time to visit new places<br>forces family together which can cause arguments<br>possibility of delays / cancellations<br>necessity to remember tickets, passport, jabs etc<br>can be a stressful time when arriving at destination<br>summarising comment, e.g. relative importance of holidays | 35    |                     |

| Q  | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks | Additional Guidance |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------|
| 12 | Initial reaction to topic of advertising, eg agreement or disagreement with the two quotations<br>to help us choose a product<br>to inform / educate us<br>to make us buy a product<br>to show us a lifestyle we might want to copy<br>it is not always truthful<br>can exploit certain sector of the population<br>some adverts are work of art<br>can irritate the viewer<br>the use of shock techniques can be effective<br>some adverts are memorable eg, music, slogan etc<br>summarising comment eg. relative importance of advertising | 35    |                     |

### Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)