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A-LEVEL

# Spanish

Unit 3 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 3**

The assessment objectives will be allocated in the following way.

|     |                              | <b>% of A Level</b> | <b>Marks</b> |
|-----|------------------------------|---------------------|--------------|
| AO1 | Response to spoken language  | 8                   | 25           |
| AO2 | Response to written language | 18                  | 60           |
| AO3 | Knowledge of grammar         | 8                   | 25           |
|     | <b>TOTAL</b>                 | <b>34</b>           | <b>110</b>   |

The marks will be allocated in the following way.

|  | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|--|------------|------------|------------|
| 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**

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

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

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

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

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

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

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 2        | B D G H N O   | 6            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 3a       | E             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 3b       | B             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 3c       | G             | 1            |

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

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

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

| Q  | Accept                                  | Marks | Notes   |
|----|---|-------|---|
| 4a | portavoz (de una nueva campaña mundial) | 1     | <p>Reject answers in English</p> <p>NB: Accept misspelling with one letter 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> <p><b>Reject</b> porta voz, porta-voz, voz</p> |

| Q  | Accept   | Marks | Notes   |
|----|--|-------|---|
| 4b | concienciar (a) la gente (de las aguas contaminadas en México) | 1     | <p>Reject answers in English</p> <p>NB: Accept misspelling with one letter 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> <p><b>Accept</b> sensibilizar, informar</p> <p><b>Reject</b> con concienciar</p> |

| Q  | Accept   | Marks | Notes  |
|----|--|-------|--|
| 4c | son vertidos en (los) ríos (y)<br>(los) <u>lagos</u> | 1     | <p>Reject answers in English</p> <p>NB: Accept misspelling with one letter 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> <p><b>Reject</b> laos, lavos, lajos, largos, lacos, legos,lagas</p> |

| Q  | Accept                                  | Marks | Notes  |
|----|---|-------|--|
| 4d | <u>algunas</u> empresas internacionales | 1     | <p>Reject answers in English</p> <p>NB: Accept misspelling with one letter 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> <p><b>Reject</b> Muchas, impresas, empesas</p> <p><b>Accept</b> compañías, enpresas</p> |

| Q  | Accept                      | Marks | Notes   |
|----|-----------------------------|-------|---|
| 4e | no (es) <u>muy</u> estricta | 1     | <p>Reject answers in English</p> <p>NB: Accept misspelling with one letter 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> <p><b>Reject</b> nada estricta</p> |

| Q  | Accept                          | Marks | Notes  |
|----|---------------------------------|-------|--|
| 4f | es un país <u>en</u> desarrollo | 1     | <p>Reject answers in English</p> <p>NB: Accept misspelling with one letter 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> <p>Accept en vías de</p> <p>Reject paíz</p> |

| Q  | Accept             | Marks | Notes   |
|----|--------------------|-------|---|
| 4g | la escasez de agua | 1     | <p>Reject answers in English</p> <p>NB: Accept misspelling with one letter 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> <p><b>Accept:</b> la falta de agua, los recursos de agua, la escasez de agua <u>más</u> que la contaminación de sus ríos</p> <p><b>Reject</b> escapez, esasez,</p> |

| Q  | Accept | Marks |
|----|--------|-------|
| 5a | N      | 1     |

| Q  | Accept  | Marks |
|----|---------|-------|
| 5b | A, Q, H | 3     |

| Q  | Accept  | Marks |
|----|---------|-------|
| 5c | E, G, P | 3     |



| Q  | Accept | Marks |
|----|--------|-------|
| 5d | B      | 1     |

| Q     | Accept                   | Marks | Notes                       |
|-------|--------------------------|-------|-----------------------------|
| 6a(i) | ofensas = (los) insultos | 1     | Insist on correct spellings |

| Q      | Accept                    | Marks | Notes                       |
|--------|---------------------------|-------|-----------------------------|
| 6a(ii) | educación = (los) modales | 1     | Insist on correct spellings |

| Q       | Accept             | Marks | Notes                       |
|---------|--------------------|-------|-----------------------------|
| 6a(iii) | asiste = acude (a) | 1     | Insist on correct spellings |

| Q      | Accept               | Marks | Notes                       |
|--------|----------------------|-------|-----------------------------|
| 6a(iv) | ganancias = ingresos | 1     | Insist on correct spellings |

| Q     | Accept                 | Marks | Notes                       |
|-------|------------------------|-------|-----------------------------|
| 6a(v) | se enfadan = se enojan | 1     | Insist on correct spellings |

| Q     | Accept | Marks |
|-------|--------|-------|
| 6b(i) | C      | 1     |

| Q      | Accept | Marks |
|--------|--------|-------|
| 6b(ii) | G      | 1     |

| Q       | Accept | Marks |
|---------|--------|-------|
| 6b(iii) | E      | 1     |

| Q      | Accept | Marks |
|--------|--------|-------|
| 6b(iv) | M      | 1     |

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| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6b(v)    | F             | 1            |

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

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(ii)    | C             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(iii)   | A             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(iv)    | C             | 1            |

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

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(vi)    | A             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(vii)   | A             | 1            |

| Q        |   | Accept   | Notes   |
|----------|---|--|---|
| <b>8</b> | 1 mark for each box. Award the mark if the sense of the Spanish is expressed in acceptable English.<br>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   | Anteayer, la policía británica                                   | The day before yesterday, (the) British police<br><b>Accept:</b> the day before last, two days ago  |
|          | 2   | detuvo a un etarra   | arrested a member of ETA<br><b>Accept:</b> detained,<br><b>Reject:</b> terrorist without ETA  |
|          | 3   | por delitos cometidos en España                                  | for crimes committed in Spain<br><b>Accept:</b> offences, felonies,<br><b>Accept:</b> due to, because of, on account of   |
|          | 4   | hace más de treinta años.  | more than thirty years ago.<br><b>Accept:</b> over, 30  |
|          | 5   | Residía en el Reino Unido  | He was residing in the United Kingdom<br><b>Accept:</b> living, UK<br><b>Reject:</b> used to live, lived, resided, She, They, The group, staying<br><b>NFP</b> for it                                       |
|          | 6   | a la espera de recibir instrucciones de la banda terrorista ETA. | expecting to receive instructions from the terrorist group ETA.<br><b>Accept:</b> terrorist gang, organization,<br><b>Accept:</b> waiting to, awaiting, waiting on<br><b>Reject:</b> all variations of hope |
|          | 7   | Está vinculado con al menos tres asesinatos                      | He is linked to at least three murders<br><b>NFP</b> for it<br><b>Accept:</b> connected to, linked with, associated assassinations<br><b>Reject:</b> no less than   |
|          | 8   | y un atentado con coche bomba.                                   | and a car bomb attack.<br><b>Reject:</b> attempt, bomb attack with a car  |
|          | 9   | Había pasado ya cuatro meses                                     | He had already spent four months  |
|          | 10  | en una cárcel española   | in a Spanish jail<br><b>Accept:</b> prison  |
|          | 11  | antes de fugarse.  | before escaping.<br><b>Accept:</b> breaking out<br><b>Accept:</b> running away<br><b>Accept:</b> fleeing<br>Verb must be in the gerund  |
|          | 12  | La operación se inició de  | The operation began in the early hours of the morning<br><b>Accept:</b> was started, was initiated  |

|  |    |  |  |   |
|--|----|--|--|---|
|  |    | madrugada                                      |  | <b>Accept:</b> in the early hours, at dawn<br><b>Reject:</b> early morning  |
|  | 13 | en las afueras de Londres.                     | In the suburbs of London.                              | <b>Accept:</b> on the outskirts, in the London suburbs<br><b>Reject:</b> outside, on the suburbs  |
|  | 14 | El detenido colocaba un artefacto explosivo    | The arrested man was putting an explosive device       | <b>Accept:</b> prisoner, detainee, explosive<br>Placing, planting.<br><b>Reject:</b> the detained (without man), fitting, artefact, object. |
|  | 15 | en el vehículo de un diputado                  | in the vehicle of an MP                                | <b>Reject:</b> politician<br><b>Accept:</b> inside  |
|  | 16 | cuando le arrestaron.                          | when they arrested him.                                | <b>Accept:</b> when he was<br>Arrested, detained  |
|  | 17 | El presidente español telefoneó                | The Spanish president telephoned                       | made a call/called/rang/phoned  |
|  | 18 | al alcalde londinense                          | the Mayor of London                                    | <b>Reject:</b> mare, major  |
|  | 19 | para agradecerle la colaboración de la capital | to thank <u>him</u> for the cooperation of the capital | <b>Accept:</b> the capital's<br>collaboration, in order to  |
|  | 20 | y su apoyo en la guerra contra el terrorismo.  | and his support in the war against terrorism.          | <b>Accept:</b> their, on, its, terror   |

| Q 9  |   |                              | Accept                           | Reject                         | Accept/Notes  |
|--|---|------------------------------|----------------------------------|--------------------------------|---|
| <p><b>For each box award the mark if there are no errors. Reject paraphrases/Accept synonyms.</b></p> <p><b>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.</b></p> <p><b>Accents are essential alongside accurate spelling.</b></p> |   |                              |                                  |                                |   |
| (a)  | 1 | Western countries            | Los países occidentales          | los países del oeste           | los países de(l) occidente  |
|  | 2 | must fight against           | deben luchar contra              | en contra de pelearse          | combatir (without contra), tienen que, deberían, han de, deben de |
|  | 3 | climate change               | el cambio climático              |                                |   |
|  | 4 | to save the planet.          | para salvar el planeta.          |                                | al planeta  |
| (b)  | 1 | Nobody will forget that      | Nadie olvidará que               | ninguna persona                | va a olvidar que se olvidará <u>de</u> que                        |
|  | 2 | ministers                    | los ministros                    |                                |   |
|  | 3 | did not reach an agreement   | no llegaron a un acuerdo         | lograron, consiguieron         | alcanzaron un acuerdo cerraron un acuerdo                         |
|  | 4 | and we do not have new laws. | y (que) no tenemos nuevas leyes. | las nuevas leyes               | leyes nuevas, normativas  |
| (c)  | 1 | The selfish politicians      | Los políticos egoístas           |                                |   |
|  | 2 | destroyed                    | destrozaron / destruyeron        | arruinaron<br>Reject imperfect |   |
|  | 3 | all our hopes.               | todas nuestras esperanzas.       |                                | ilusiones   |
|  | 4 | This was not a surprise      | Esto no fue una sorpresa         |                                | no fue sorprendente   |

|     |   |                         |                              |                            |  |
|-----|---|-------------------------|------------------------------|----------------------------|--|
|     |   |                         |                              | Eso                        | no era una sorpresa                                  |
| (d) | 1 | When the next meeting   | Cuando la próxima reunión    | encuentro,<br>convocatoria | El próximo mitin                                     |
|     | 2 | takes place             | tenga lugar                  | ocurra                     |  |
|     | 3 | many world leaders      | muchos líderes mundiales     |                            | del mundo, internacionales                           |
|     | 4 | will not go.            | no irán.                     |                            | no asistirán, no van a,<br>acudirán                  |
| (e) | 1 | If everybody            | Si todo el mundo             |                            | todos, toda la gente, todas<br>las personas          |
|     | 2 | had signed the document | hubiera firmado el documento |                            | hubieran (if plural used),<br>hubiese                |
|     | 3 | CO2 emissions           | las emisiones de CO2         |                            | dióxido de carbono                                   |
|     | 4 | would have decreased.   | habrían bajado.              |                            | hubieran<br>disminuido<br><u>se</u> habrían reducido |

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## 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 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.
4. 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. Once you have assigned a mark band you then need to decide upon a mark within that band. 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.
5. 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.
6. 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.
7. 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.

8. The marks for Range of Vocabulary, Complexity of Language and Accuracy are not limited by the Content mark. Once the Content mark has been awarded the essay should be carefully reconsidered and the Content disregarded when the three Quality of Language marks are awarded. It is therefore possible that an essay can be placed in the 'Poor' band for Content and still be awarded the maximum of 5 marks for each of the other categories. The only exception is that if an essay is awarded 0 for Content it will automatically be awarded 0 for the other three categories. 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.
9. 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.
10. 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.

### 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.



## Notes on Individual Questions

10(a) This question asks students to analyse the **advantages** and **problems** of living in the region they have studied, along with what can be done to improve the life of the citizens. As such, there are three elements that students must cover to be achieving the highest mark for content. The second part of the question also allows students to offer a personal reaction on the improvements. Students could make reference to economic, social or cultural advantages or problems. As always, the best students will adopt an analytical approach rather than merely a descriptive one and there will be effective use of appropriate evidence, justification and personal reaction that is necessary for a mark in the top band. Weaker students may provide lists of reasons with little analysis.

10(b) This question asks students to analyse the development in recent years of the economy of the region. As such, students achieving the top content band will aim to show this development rather than simply a description of the economy. A simple description of the economy will not achieve a high content band mark. 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 on unemployment, GDP etc. As ever, this will need to be backed up by evidence and justification. The second part of the question invites candidates to offer personal reaction to decide if they are optimistic or pessimistic about the future of the economy. As always, use of appropriate evidence, justification and personal reaction will be necessary to earn credit.

11(a) This question requires students to decide who was the most important person in the period of history that they have studied. Students achieving the highest mark for content will use appropriate evidence and justification as to why this person has been chosen. 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. Students must decide if this person was a hero or a villain. Students achieving the highest band for content will provide thorough evidence to back up their assertions and may look at the social and/or political impact this person had on the period of history studied. Indeed, some students may decide that they are both a hero and a villain and, as long as each point is backed by appropriate evidence, any approach is valid. 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, political groups and so on.

11(b) This question asks students to evaluate the statement that certain periods of history are unforgettable for its citizens. Students achieving the top mark for content will analyse why this statement is correct, providing thorough evidence to back up their assertions. The reasons may well focus on the social and/or economic impact of events during this period but may also include how the political landscape changed and impacted on the citizens. As is always the case in this type of question, there are no right and wrong answers to the judgement but the student **MUST** focus on explaining and justifying why they believe it is unforgettable. Any events that are analysed must be clearly focussed on the impact on the citizens and students achieving the lower mark bands may simply describe certain events with little evaluation or personal reaction.

12(a) This question should allow students to analyse if the representation of society in the novel or short stories is positive or negative. 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 justifying why they believe it is positive or negative. The decision of whether it is positive or negative should be inherently linked to personal reaction and should be backed up by appropriate forms of evidence and justification. The decision of whether it is positive or negative maybe linked

to the effect society has on the characters and their lives. 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 allows students to analyse the role of one character in the novel or short stories they have studied. This should not be ‘story telling’ or a mere character analysis but candidates will analyse the role effectively. The second part of the question allows students to evaluate the impact this character has on the other characters is positive or negative. Candidates achieving the top band for content will offer a thorough valuation of this impact backed up with evidence and justification. 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.

13(a) This question invites students to give personal reaction to the idea that the poet or dramatist has explored universal themes. The adjective ‘universal’ can be defined as relating to or done by all people or things in the world or in a particular group; applicable to all cases. Students who achieve the top mark for content will not merely regurgitate a themes essay but will choose those themes which are ‘universal’. To score in the highest content bands, sufficient evaluation and analysis should be provided as related to what these universal themes are. 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.

13(b) 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 whether the poetry or drama has evoked deep feelings in the public.) 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 allude 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 choices of 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. This question has two elements and students must ensure they answer both parts to be awarded the highest marks. Students are invited to analyse if the poet or dramatist has managed to achieve this and as such they must back up all points with appropriate justification to their decision.

14(a) The student is invited in this question to evaluate the notion that the ‘artist’ they have studied has his or her own style. 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

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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 they admire the artist they have studied. Among elements which could be included as pertinent to their admiration, 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.

## CONTENT

| Marks | Criteria   |
|-------|--|
| 21-25 | <p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• <b>Thorough understanding and knowledge of the task</b></li> <li>• <b>Wide range of relevant examples and evidence</b></li> <li>• <b>Clear evidence of evaluation and well-justified personal reaction</b></li> <li>• <b>Well-organised structure with clear progression</b></li> </ul> <p>A top mark of 25 should be awarded for a performance which is as good as can reasonably be expected from an 'A' level student, though it need not contain every point an examiner would have included. The student uses her/his detailed knowledge of the subject matter to write a well focused answer to the question set. Points made are always or almost always supported with relevant examples or evidence. Where appropriate, the student justifies her/his opinions in a convincing manner.</p> <p>A mark of 23 or 24 is awarded for a response which displays almost all of the qualities listed above. It shows minor weaknesses in one or two areas, e.g. its focus may occasionally wander from the question set, or an important point may not be convincingly backed up by specific evidence.</p> <p>A mark of 21 or 22 is awarded for a response which displays most but not all of the qualities listed for a top mark in this band. The student shows very good knowledge of the subject matter but may not always make effective use of that knowledge in the context of the question set. The overall level of justification is good, but one or two statements are likely to be unsupported by evidence. The response is well structured, but the reasoning may be slightly disjointed in places.</p> |
| 16-20 | <p><b>Good</b></p> <ul style="list-style-type: none"> <li>• <b>Sound understanding and knowledge of the task</b></li> <li>• <b>Good range of relevant examples and evidence</b></li> <li>• <b>Some evidence of evaluation and personal reaction but not always convincingly justified</b></li> <li>• <b>Logical structure with some progression</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which shows good knowledge of the subject matter but may not always fit precisely with the question set. The student uses a good range of examples and evidence, although there may be occasional omissions. The overall level of justification is satisfactory, but a few statements are likely to be unsupported by evidence. The response is generally well structured.</p> <p>A mark at the lower end of this band is awarded for a response which shows good knowledge of the subject matter and which does provide a good answer to the precise question set, but is perhaps not always focused on the question. The student uses a good range of examples and evidence, but there may be some omissions. Opinions are offered where appropriate, but the quality of justification is variable. The response is generally well structured.</p>  |

|       |  |
|-------|--|
| 11-15 | <p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• <b>Some understanding and knowledge of the task</b></li> <li>• <b>Some relevant examples and evidence</b></li> <li>• <b>Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</b></li> <li>• <b>Structure is satisfactory though there may be some deficiencies</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which is relevant to the broad topic area and answers the question set reasonably well, but perhaps not fully, and there may be some irrelevance. The student shows a reasonable knowledge of the subject matter through her/his use of examples and evidence, but there are likely to be gaps and possible misunderstandings. The response includes appropriate personal reactions, but perhaps not well justified.</p> <p>A mark at the lower end of this band is awarded for a response which is relevant to the topic but not always relevant to the chosen title. Some, but probably not all points are supported by examples and evidence but there are likely to be gaps and misunderstandings. Opinions are not always justified. In one or two places the essay may be difficult to follow.</p> |
| 6-10  | <p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• <b>Limited understanding and knowledge of the task</b></li> <li>• <b>Limited use of relevant examples and evidence</b></li> <li>• <b>Limited evaluation and personal reaction; mainly descriptive or factual</b></li> <li>• <b>Structure limited – often unclear or confusing</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which is relevant to the topic but not well focused on the chosen title. The student makes only limited use of examples and evidence. Opinions are superficial and the response is mainly descriptive rather than evaluative. The response may be difficult to follow.</p> <p>A mark at the lower end of this band is awarded for a response which is mainly relevant to the topic but not focused on the chosen title. Part of the question may not be answered. The student makes only limited use of examples and evidence. Opinions are superficial and not well justified and the response is descriptive rather than evaluative.</p>   |

|            |   |
|------------|---|
| <b>0-5</b> | <p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• <b>Little understanding and knowledge of the task</b></li> <li>• <b>Lack of relevant evidence. Few examples</b></li> <li>• <b>Little or no evaluation and/or personal reaction</b></li> <li>• <b>Structure mainly unfocused and/or disorganised</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which may show limited general relevance to the topic but does not answer the question set. Evidence and examples are few in number and are likely to be irrelevant. Any opinions are superficial and the response is merely descriptive. The response may well be difficult to understand.</p> <p>A mark at the lower end of this band is awarded for a response where virtually no points are made which are relevant to the question set. There is little or no relevant evidence or examples. There are likely to be no appropriate opinions. A mark of zero is awarded only for an answer which shows no relevance to the task set. A zero score for Content will automatically result in a zero score for Section B as a whole. A mark of zero must not be awarded without reference to a Senior Examiner.</p> |
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## 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**

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

The marks awarded for each of Range of Vocabulary, Complexity of Language 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.

**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)