

GCE 2005
January Series



Mark Scheme

Spanish Specification

SP02 Advanced Subsidiary

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

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

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Unit 2

| | % of AS | Total marks | Marks per question |
|----------------------------------|----------------|--------------------|---------------------------|
| A02 Response to written language | 10 | 36 | 18 |
| A03 Knowledge of grammar | 5 | 18 | 9 |
| A04 Knowledge of society | 30 | 54 | 27 |
| TOTAL | 30 | 108 | 54 |

Annotation of Scripts

The following conventions will be used by examiners marking scripts:

- C written in the margin to indicate information relevant to AO4 and derived from the Preliminary Material.
- © written in the margin to indicate information relevant to AO4 derived from a source other than the Preliminary Material.
- Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.
- R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.
- ® written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.
- | vertical line in the margin = irrelevant/inappropriate material.

The mark for AO4, AO2 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

Question 1

Escoge **un** medio de comunicación y explica su importancia para los españoles. Da razones y ejemplos.
(54 marks)

| | |
|---|---|
| A02 | Reaction/Response (These marks are awarded based on the extent to which the candidate answers the question set) |
| 15-18 | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions. <i>(Almost) all points commented on with reasons & examples</i> |
| 11-14 | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. <i>50% or more of points commented on with reasons & examples</i> |
| 7-10 | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak. <i>Less than 50% of points commented on with reasons & examples. Not above 9 if no ®</i> |
| 3-6 | There is a limited personal reaction to the question, but no justification for points made. <i>1 or 2 brief comments, at most</i> |
| 1-2 | There is virtually no personal reaction to the question, but there is a little reaction to the topic. <i>1 comment?</i> |
| 0 | There is no evidence of any personal reaction/response. |
| <p>Notes/Comments With reference to the points in A04 grid: NB Needs to keep focus on:-</p> <ul style="list-style-type: none"> • Importance of chosen medium for Spaniards (could include lack of importance) • Explanation of why considers important (or not) <p>NB. Opinions or explanations that are not relevant to the question set cannot be credited. They must comment on the importance of the chosen means of communication</p> <p>R Brief comment on each A04 point eg <i>es bueno/interesante</i> ® will cover reasons why consider chosen means of communication to be important or not to Spaniards.</p> | |

| | |
|------------|--|
| A03 | Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification) |
| 8-9 | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures. |
| 6-7 | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully. |
| 4-5 | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained. |
| 2-3 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-1 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

| A04 | Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i> | Amplification | Possible Content Points |
|------------|--|---|--|
| 23-27 | The answer is well illustrated with descriptions which are logically & coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <i>Many points from © or many demonstrating very good use of PM evidence</i> | NB it is not essential to use the preliminary material but facts from other sources do not automatically score more highly. All must have clear Spanish/Hispanic relevance. Points will depend on the means of communication chosen. Only TV and press would be covered by C (but see note above) |
| 17-22 | The answer makes a number of points relevant to specific issues. It shows some independence from, or clearly manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good. | <i>Not above this band if entirely PM</i> | Possible points C TV. Too important, leads to addiction Stops doing other things (hobbies, chatting etc) Press. Little importance to young Spaniards. Government schemes to change this. |
| 11-16 | The answer relies heavily on the preliminary material, but there is an attempt to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient. | <i>Only a few, though relevant, points, usually from C</i> <i>One or two generalisations/non target culture material</i> | © TV can be informative, amuse youngsters, but too much sex, violence, advertising. |
| 5-10 | The answer relies almost exclusively on the preliminary material. The quality of the evidence and understanding of the topic are limited. | <i>Limited number of relevant points.</i> <i>A number of generalisations with little/no reference to Spain</i> | Press. Any egs of importance of printed word (eg anorexia from models <i>Hola</i>) Internet. Sp. Egs of its use as source of information. Aldea digital etc for scattered villages Egs from previous PM. |
| 1-4 | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor. | <i>Little sign of understanding the question set.</i> | Mobiles. Egs from previous PM & other sources re. Number and use of mobiles in Spain. |
| 0 | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole. | | |

Question 2

¿Qué están haciendo los españoles para proteger el medio ambiente? Decide si los resultados son buenos y da ejemplos. (54 marks)

| A02 | Reaction/Response (These marks are awarded based on the extent to which the candidate answers the question set) |
|------------|---|
| 15-18 | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions. <i>(Almost) all points commented on with reasons & examples</i> |
| 11-14 | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. <i>50% or more of points commented on with reasons & examples</i> |
| 7-10 | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak. <i>Less than 50% of points commented on with reasons & examples. Not above 9 if no ®</i> |
| 3-6 | There is a limited personal reaction to the question, but no justification for points made. <i>1 or 2 brief comments, at most</i> |
| 1-2 | There is virtually no personal reaction to the question, but there is a little reaction to the topic. <i>1 comment?</i> |
| 0 | There is no evidence of any personal reaction/response. |

Notes/Comments

With reference to the points in A04 grid:

NB Needs to keep focus on:-

- **Protection** (not problems) of environment **in Spain**
(could include lack of protection but must keep Spanish focus NOT be general comment about ozone layer etc)
- Evaluation of success of protection initiatives NOT general opinions about environment issues

NB. Opinions or explanations that are not relevant to the question set cannot be credited. They must relate to the success or otherwise of attempts to protect environment **in Spain**

R Brief comment on each A04 point eg *es bueno/interesante*

® will cover valid reasons why **Spanish** attempts to protect environment considered successful or not

| A03 | Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification) |
|------------|--|
| 8-9 | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures. |
| 6-7 | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully. |
| 4-5 | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained. |
| 2-3 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-1 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

| A04 | Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i> | Amplification | Possible Content Points |
|-------|--|---|---|
| 23-27 | The answer is well illustrated with descriptions which are logically & coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <i>Many points from © or many demonstrating very good use of PM evidence</i> | <p>The most likely points are given below. NB it is not essential to use the preliminary material but facts from other sources do not necessarily score higher marks. All must have clear Spanish/Hispanic relevance.</p> <p>C</p> <ul style="list-style-type: none"> • Use of wind and solar power (egs text 3) • Spreading word about ways to save energy (Pabellón de Energía Viva) Egs from text 3. • Support for Día sin coches; schemes to encourage use public transport , make aware of car pollution etc (Text 4) <p>© Calviá & other schemes from previous PM Recycling 3 erres etc Lince ibérico, oso pardo etc Seprona</p> |
| 17-22 | The answer makes a number of points relevant to specific issues. It shows some independence from, or clearly manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good. | <i>Not above this band if entirely PM</i> | |
| 11-16 | The answer relies heavily on the preliminary material, but there is an attempt to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient. | <i>Only a few, though relevant, points, usually from C One or two generalisations/non target culture material</i> | |
| 5-10 | The answer relies almost exclusively on the preliminary material. The quality of the evidence and understanding of the topic are limited. | <i>Limited number of relevant points. A number of generalisations with little/no reference to Spain</i> | |
| 1-4 | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor. | <i>Little sign of understanding the question set.</i> | |
| 0 | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole. | | |

Question 3

La gente de otras culturas es aceptada en la España de hoy. ¿Estás de acuerdo? Explica por qué piensas así.
(54 marks)

| A02 | Reaction/Response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i> |
|------------|---|
| 15-18 | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions. <i>(Almost) all points commented on with reasons & examples</i> |
| 11-14 | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. <i>50% or more of points commented on with reasons & examples</i> |
| 7-10 | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak. <i>Less than 50% of points commented on with reasons & examples. Not above 9 if no ®</i> |
| 3-6 | There is a limited personal reaction to the question, but no justification for points made. <i>1 or 2 brief comments, at most</i> |
| 1-2 | There is virtually no personal reaction to the question, but there is a little reaction to the topic. <i>1 comment?</i> |
| 0 | There is no evidence of any personal reaction/response. |

Notes/Comments

With reference to the points in A04 grid:

NB Needs to keep focus on:-

- Whether agree that people of other cultures are/ are not accepted **in Spain**
- Explanation (with Spanish justification) of why reached this decision

NB. Opinions or explanations that are not relevant to the question set cannot be credited. They must comment on why it is considered that people of other cultures are/are not accepted **in Spain**.

Beware of digressions about morality or otherwise of mafias and pateras etc

R Brief comment on each A04 point eg *es bueno/verdad*

® will cover justification/explanation **based on evidence from Spain** of why agree/disagree with statement in question set.

| A03 | Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|---|
| 8-9 | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures. |
| 6-7 | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully. |
| 4-5 | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained. |
| 2-3 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-1 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

| A04 | Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i> | Amplification | Possible Content Points |
|------------|--|---|---|
| 23-27 | The answer is well illustrated with descriptions which are logically & coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <i>Many points from © or many demonstrating very good use of PM evidence</i> | <p>The most likely points are given below. NB it is not essential to use the preliminary material but facts from other sources do not automatically score more highly. All must have clear Spanish/Hispanic relevance.</p> <p>C</p> <ul style="list-style-type: none"> • Efforts to involve gypsies, travellers & immigrants in education (Text 5) • Willingness to give food, showers etc to poor/immigrant families (Text 4) • Extending facilities to parents (Text 4) • Not known/accepted because lack of interest in their cultures,place of origin,religion etc (egs, Text 6) • Only accepted for poorly paid jobs that Spaniards don't want. (egs. Text 4) <p>© Ejido Ley de extranjería Any egs of racism, discrimination</p> |
| 17-22 | The answer makes a number of points relevant to specific issues. It shows some independence from, or clearly manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good. | <i>Not above this band if entirely PM</i> | |
| 11-16 | The answer relies heavily on the preliminary material, but there is an attempt to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient. | <i>Only a few, though relevant, points, usually from C One or two generalisations/non target culture material</i> | |
| 5-10 | The answer relies almost exclusively on the preliminary material. The quality of the evidence and understanding of the topic are limited. | <i>Limited number of relevant points. A number of generalisations with little/no reference to Spain</i> | |
| 1-4 | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor. | <i>Little sign of understanding the question set.</i> | |
| 0 | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole. | | |

Question 4

“La Unión Europea trabaja en beneficio de todos”. ¿Crees que los españoles lo saben? Explica tu opinión y da ejemplos. (54 marks)

| A02 | Reaction/Response (These marks are awarded based on the extent to which the candidate answers the question set) |
|------------|---|
| 15-18 | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions. <i>(Almost) all points commented on with reasons & examples</i> |
| 11-14 | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. <i>50% or more of points commented on with reasons & examples</i> |
| 7-10 | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak. <i>Less than 50% of points commented on with reasons & examples. Not above 9 if no ®</i> |
| 3-6 | There is a limited personal reaction to the question, but no justification for points made. <i>1 or 2 brief comments, at most</i> |
| 1-2 | There is virtually no personal reaction to the question, but there is a little reaction to the topic. <i>1 comment?</i> |
| 0 | There is no evidence of any personal reaction/response. |

Notes/Comments

With reference to the points in A04 grid:

NB Needs to keep focus on:-

- Whether/how **Spaniards know** what can get from EU
NOT just what EU does generally
- Explanation of why consider Spaniards know/should know what EU can do for them

NB. Opinions or explanations that are not relevant to the question set cannot be credited. They must explain **why** feel Spaniards do/should know what EU can do for them.

R Brief comment on each A04 point eg *es bueno/interesante*

® will cover explanation of why believe that **Spaniards** know/don't know what EU offers them

| A03 | Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification) |
|------------|--|
| 8-9 | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures. |
| 6-7 | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully. |
| 4-5 | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained. |
| 2-3 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-1 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

| A04 | Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i> | Amplification | Possible Content Points |
|-------|--|---|---|
| 23-27 | The answer is well illustrated with descriptions which are logically & coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <i>Many points from © or many demonstrating very good use of PM evidence</i> | <p>NB it is not essential to use the preliminary material but facts from other sources do not automatically score more highly. All must have clear Spanish relevance.</p> <p>C.</p> <ul style="list-style-type: none"> • Offices of European Commission & Parliament in both Madrid & Barcelona. European Investment Bank in Madrid (Text 8) • HQ of Health & Safety at Work in Bilbao & Centro de Satélites in Madrid should help make aware (Text 8) • 16 Carrefours in rural areas, 11 IPEs, 38 CDEs in Universities & Euro Info Centers for Pymes make info widely available • Consumer Centres in Bilbao & Vitoria • Erasmus & other schemes for students well known • Article points out that European “Years of...” help raise awareness of issues • Young value freedom movement/more opportunities (Text 7) • Young realise Spain/Canaries less isolated (Text 7) <p>© Any similar eggs. Subsidies for agriculture, roads etc.</p> |
| 17-22 | The answer makes a number of points relevant to specific issues. It shows some independence from, or clearly manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good. | <i>Not above this band if entirely PM</i> | |
| 11-16 | The answer relies heavily on the preliminary material, but there is an attempt to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient. | <i>Only a few, though relevant, points, usually from C One or two generalisations/non target culture material</i> | |
| 5-10 | The answer relies almost exclusively on the preliminary material. The quality of the evidence and understanding of the topic are limited. | <i>Limited number of relevant points. A number of generalisations with little/no reference to Spain</i> | |
| 1-4 | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor. | <i>Little sign of understanding the question set.</i> | |
| 0 | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole. | | |

Question 5

¿Es difícil ganarse la vida en el mundo hispanico? Menciona ejemplos de al menos dos países y da razones. (54 marks)

| A02 | Reaction/Response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i> |
|------------|---|
| 15-18 | The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions. <i>(Almost) all points commented on with reasons & examples</i> |
| 11-14 | There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable. <i>50% or more of points commented on with reasons & examples</i> |
| 7-10 | The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak. <i>Less than 50% of points commented on with reasons & examples. Not above 9 if no ®</i> |
| 3-6 | There is a limited personal reaction to the question, but no justification for points made. <i>1 or 2 brief comments, at most</i> |
| 1-2 | There is virtually no personal reaction to the question, but there is a little reaction to the topic. <i>1 comment?</i> |
| 0 | There is no evidence of any personal reaction/response. |

Notes/Comments

With reference to the points in A04 grid:

NB Needs to keep focus on:-

- **Difficulty** or not of earning living in at least 2 Spanish-speaking countries. (NB Nothing to say that one should be Spain)
- **Reasons why** consider it difficult or not

NB. Opinions or explanations that are not relevant to the question set cannot be credited. They must give reasons why feel it is difficult or not to earn living in Spanish-speaking countries

R Brief comment on each A04 point eg *es fácil/difícil*

® will cover reasons why considered difficult or not (this could include quoting the percentage of poor/underemployed people in various countries of SA)

| A03 | Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i> |
|------------|---|
| 8-9 | The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures. |
| 6-7 | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully. |
| 4-5 | There is some awareness of structure but basic errors are still frequent. Communication is generally maintained. |
| 2-3 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-1 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired. |

| A04 | Content /Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i> | Amplification | Possible Content Points |
|-------|--|---|--|
| 23-27 | The answer is well illustrated with descriptions which are logically & coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good. | <i>Many points from © or many demonstrating very good use of PM evidence</i> | The most likely points are given below. NB it is not essential to use the preliminary material but facts from other courses do not automatically score higher marks. All must have clear Hispanic relevance . |
| 17-22 | The answer makes a number of points relevant to specific issues. It shows some independence from, or clearly manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good. | <i>Not above this band if entirely PM</i> | C <ul style="list-style-type: none">• at least one (probably 2) of the cases in text 9• Spanish young people worry because jobs difficult to get (40% worry most about <i>el paro</i>)(Text 10)• Spanish youngsters worried by economic situation (implies fear won't get job?)• When have job not one that gives satisfaction (because not job they like??) |
| 11-16 | The answer relies heavily on the preliminary material, but there is an attempt to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient. | <i>Only a few, though relevant, points, usually from C</i> <i>One or two generalisations/non target culture material</i> | © <ul style="list-style-type: none">• Street children from previous PM• Young Spaniards at home until late 20s (can't get job or afford own place)• Spanish nurses coming to Britain• Immigrants from Ecuador/Colombia etc to Spain. (NB Beware of generalisations about immigrants. Must be from SA)• Any other eggs from Latin America-eg crisis in Argentina provided linked clearly to job losses not just loss of savings etc. |
| 5-10 | The answer relies almost exclusively on the preliminary material. The quality of the evidence and understanding of the topic are limited. | <i>Limited number of relevant points.</i> <i>A number of generalisations with little/no reference to Spain</i> | |
| 1-4 | The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor. | <i>Little sign of understanding the question set.</i> | |
| 0 | There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole. | | |