



## **General Certificate of Education**

# **Spanish 1696** *Specification*

**SPAN1      Listening, Reading and Writing**

## **Mark Scheme**

(Post Standardisation)

*2009 examination - June series*

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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**SPAN1**

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 questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and 3 of these are correct then a mark of 3 - 1 = 2 will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

### Section B: Writing (Annotation of Scripts)

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

✓	Point made
irr	Irrelevant material
rep	Repeated point
?	Lack of clarity

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

**1 (a)**

Mark Scheme	Marks	Additional Guidance
not employ <u>very</u> thin models	1	Accept 'really'

**1 (b)**

Mark Scheme	Marks	Additional Guidance
1m, 75 cm (tall)	1	
(weigh) 56 kilos	1	Accept 'or more'
body mass index above 18%	1	Reject 'fat', 'less than' Accept 'BMI'

**1 (c)**

Mark Scheme	Marks	Additional Guidance
models are wonderful / fabulous / terrific / great	1	Reject 'perfect' Accept 'amazing' 'stupendous'
people who criticise are envious/jealous	1	
Girls/women/everyone/people/everybody would like to have a body like mine / hers	1	Reject 'to look like'

**1 (d)**

Mark Scheme	Marks	Additional Guidance
beautiful	1	Accept 'lively'
elegant	1	(Must be three different ideas/concepts)
happy	1	Reject 'graceful'

Q	Mark Scheme	Marks	Additional Guidance
2 (a)	C	1	
2 (b)	C	1	
2 (c)	B	1	
2 (d)	C	1	
2 (e)	A	1	
2 (f)	A	1	
2 (g)	C	1	

Q	Mark Scheme	Marks	Additional Guidance
3 (a)	15 (de) enero	1	Accept 'quince' Reject '15 <sup>th</sup> '
3 (b)	con tristeza / tristemente / están tristes	1	Accept 'son tristes' 'descontento' 'tristesa' 'triste' 'tristessa'
3 (c)	diferencia de (59) años /edad entre ellos/los dos	1	
3 (d)	(en) <u>los medios de comunicación</u> (mundiales)	1	Reject 'communication' Accept 'comunicacion'
3 (e)	fue a vivir con Adela / vivió con Adela	1	Accept 'vive con Adela'
3 (f)	(Nos) une el amor / les une el amor no hay (ningún) interés material soy la única persona que tiene / es la única persona que tiene	2	
3 (g)	respeto mutuo	1	Accept 'respecto' Reject 'mutual'
3 (h)	volar / ir a los Estados Unidos	1	Reject 'bolar' 'va'

Q	Mark Scheme	Marks	Additional Guidance
4 (a)	13,000,000 / 13,000,000 / 13 millones/million(s)	1	
4 (b)	1	1	Accept '1st' 'primero/a' Reject 'premera'
4 (c)	2,6 /2.6	1	
4 (d)	50(%)	1	Accept 50/100
4 (e)	36 (tons)	1	
4 (f)	900	1	
4 (g)	9,7 / 9.7(%)	1	
4 (h)	7	1	Accept 7th
4 (i)	800,000 / 800,000	1	

Q	Mark Scheme	Marks	Additional Guidance
5 (a)	5	1	
5 (b)	9	1	
5 (c)	2	1	
5 (d)	10	1	
5 (e)	7	1	
5 (f)	3	1	
5 (g)	6	1	

Q	Mark Scheme	Marks	Additional Guidance
6 (a)	10	1	
6 (b)	12	1	
6 (c)	7	1	
6 (d)	4	1	
6 (e)	11	1	
6 (f)	3	1	

Q	Mark Scheme	Marks	Additional Guidance
7 (a)	5	1	
7 (b)	3	1	
7 (c)	4	1	
7 (d)	5	1	
7 (e)	1	1	
7 (f)	2	1	
7 (g)	4	1	
7 (h)	1	1	
7 (i)	6	1	

Q	Mark Scheme	Marks	Additional Guidance
8 (a)	gente extranjera	1	
8 (b)	la policía encontró a los menores allí / en la ciudad está al oeste de la capital / es una ciudad (turística)	1	Reject material not in passage
8 (c)	Vecinos	1	
8 (d)	tres meses/hace (los) tres meses	1	Reject 'desde tres meses'
8 (e)	papeles de adopción	1	
8 (f)	(el procedimiento) toma poco tiempo / (el procedimiento) es fácil / rápido / barato / más barato que en otros países/es más barato alta tasa de adopción	1	
8 (g)	más de cuatro mil / más de 4.000 / 4,000	1	
8 (h)	el robo de recién nacidos / vender niños a extranjeros/por 25 mil dólares	1	



<b>Q</b>	<b>Mark Scheme</b>	<b>Marks</b>	<b>Additional Guidance</b>
<b>9 (a)</b>	Veremos/vamos a ver	1	
<b>9 (b)</b>	Gustan/gustaron/han gustado/gustarán	1	Reject 'gustaran' 'habían gustado'
<b>9 (c)</b>	Buen	1	
<b>9 (d)</b>	Rompió	1	Accept 'rompió' 'había roto' 'rompio'
<b>9 (e)</b>	Mala	1	
<b>9 (f)</b>	Fácil	1	Accept 'facil'
<b>9 (g)</b>	Dijo/decía	1	Reject 'dice'
<b>9 (h)</b>	Volvamos	1	
<b>9 (i)</b>	Iríamos/ íbamos	1	Accept 'íbamos a ir' (Accents not essential)
<b>9 (j)</b>	Marrones/marrónes	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 criteria for assessment will be used.

**CONTENT**

<b>Marks</b>	<b>Criteria</b>	<b>Abbreviations used by examiners</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>full rel, good dot</p> <p>well org str log seq well exp + justif</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>Most rel dot</p> <p>Str gen w/o</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>Gen rel tr superf</p> <p>reas str occ lap not cl exp justif only suff</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>Lim resp some rel info</p> <p>lim evid str diff to underst justif weak</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>Lim resp little rel info</p>
0	<p>The answer shows no relevance to the task set A zero score will automatically result in a zero score for the answer as a whole</p>	

**QUALITY OF LANGUAGE**

**Range of Vocabulary**

Marks	Criteria
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**

Marks	Criteria
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**

Marks	Criteria
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

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

**Annotation of Scripts**

Please see the General Principles page for further information about annotation. The mark for AO2 and AO3 respectively will be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase from the criteria for assessment as published above.

**Possible Content Points**

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

Q	Mark Scheme	Marks	Additional Guidance
10 (a)	<p><b>Para ti, ¿el cine es una experiencia positiva o negativa?</b></p> <p>mass acceptance  group experience / everyone eats popcorn!  social experience with friends/ need to go out  people are just as happy to see it in the living room.  the drive to congregate  individual ever more within his own space  "media of communication" separate and isolate us  today we are ever more lonely  It is better to be a little superficial than to be alone  we go to see <i>Rambo</i> to conform  fear of loneliness  see films when released  great films merit the trip  film stars have millions of fans  big screen better for special effects  better sound  group emotions  cost  DVD  film channels on TV  films on pay to view TV  comparisons with sports and travel ie go to see or watch on TV?</p>		

Q	Mark Scheme	Marks	Additional Guidance
10 (b)	<p><b>Para ti, ¿cuáles son, los aspectos buenos y malos de las vacaciones en el extranjero?</b></p>		
	<p>better weather  see the world  experience other cultures  decent food / awful food  bad behaviour / less inhibited  suntan / feel good  speak languages  shopping  air, sea, train travel  airports / queues  relaxation away from stress at home / work  activity / hobby holidays  broadens mind  disappointing accommodation  insects!  unexpected stress / arguments  boring visits to churches, museums with  parents  embarrassing parents  environmental damage  inconsiderate tourists</p>		

Q	Mark Scheme	Marks	Additional Guidance
10 (c)	<p>"Mis padres se quejan todo el tiempo. Dicen que paso demasiado tiempo en mi habitación con mis amigas, que no hago mis deberes y que gasto demasiado dinero en mi móvil. Es ridículo, ¿no?"</p> <p><b>¿Estás de acuerdo con Luisa o con sus padres?</b></p>		
	<p>computers take up too much time  unacceptable behaviour with friends  family unity  isolating  insufficient exercise  obesity epidemic  mobiles cost too much  we talk too much  talk to friends at school, no need at home  wasting time  internet  dangerous websites  obsessive behaviour  films  text messages  didn't exist ten years ago  school is for study not pleasure!  teachers annoyed  disruptive potential in class</p>		