



**General Certificate of Education (A-level)
January 2012**

Spanish

SPAN1

(Specification 2695)

Unit 1: Listening, Reading and Writing

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Unit 1

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	TOTAL	69	110

The marks will be allocated in the following way

	AO1	AO2	AO3
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 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 A

Qu.	Accept	Marks	Notes
1 (a)	honeymoon/wedding/marriage	1	Reject answers in Spanish Reject anniversary

Qu.	Accept	Marks	Notes
1 (b)	950 <u>km</u>	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (c)	stayed/stay on boat / ship/spent nights on board	1	Reject answers in Spanish Reject on a cruise (on its own)

Qu.	Accept	Marks	Notes
1 (d)	follow paths/routes/tracks/walks/trails	1	Reject roads/signs
	be / stay with / accompanied by/with guide	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (e)	photography of/photographing <u>nature/ wildlife/ animals</u> etc	1	Reject answers in Spanish Reject 'natural' photography
	scuba/diving/snorkelling	1	Reject swimming

Qu.	Accept	Marks	Notes
1 (f)	animals not afraid/scared	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (g)	sun lovers / sun worshippers people who enjoy/like the sun sunbathers/sunseekers	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (h)	t-shirt / top (with) <u>tropical fish</u>	1	Reject shirt/blouse Reject answers in Spanish

10 marks

Qu.	Accept	Marks
2 (a)	B	1

Qu.	Accept	Marks
2 (b)	A	1

Qu.	Accept	Marks
2 (c)	C	1

Qu.	Accept	Marks
2 (d)	B	1

Qu.	Accept	Marks
2 (e)	A	1

Qu.	Accept	Marks
2 (f)	B	1

Qu.	Accept	Marks
2 (g)	C	1

7 marks

Qu.	Accept	Marks	Notes
3 (a)	8	1	

Qu.	Accept	Marks	Notes
3 (b)	5	1	

Qu.	Accept	Marks	Notes
3 (c)	9	1	

Qu.	Accept	Marks	Notes
3 (d)	12	1	

Qu.	Accept	Marks	Notes
3 (e)	6	1	

Qu.	Accept	Marks	Notes
3 (f)	7	1	

Qu.	Accept	Marks	Notes
3 (g)	2	1	

Qu.	Accept	Marks	Notes
3 (h)	1	1	

8 marks

Qu.	Accept	Marks	Notes
4 (a)	<u>más de</u> cien millones / 100,000,000	1	más/mas de essential and accept dots instead of commas Reject answers in English <u>For all of Q4 spellings should be clearly understandable to a Spanish person but not necessarily totally accurate e.g. millones etc</u>

Qu.	Accept	Marks	Notes
4 (b)	suela llena de aire / suela de aire	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
4 (c)	accidente de esquí	1	Reject answers in English e.g. ski Rej 'eski' <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
4 (d)	rojo sangre	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
4 (e)	baratas	1	Reject answers in English accept any form of the adjective, but reject fuerto(s)/fuerta(s) <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>
	fuertes	1	

Qu.	Accept	Marks	Notes
4 (f)	estadio(s) de fútbol	1	Reject answers in English Reject 'football' <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
4 (g)	Asia	1	<u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
4 (h)	enfermeros/enfermeras	1	reject enfermas/os
	jueces	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

10 marks

Qu.	Accept	Marks
5 (a)	C	1

Qu.	Accept	Marks
5 (b)	N	1

Qu.	Accept	Marks
5 (c)	D	1

Qu.	Accept	Marks
5 (d)	H	1

Qu.	Accept	Marks
5 (e)	A	1

Qu.	Accept	Marks
5 (f)	E	1

Qu.	Accept	Marks
5 (g)	L	1

7 marks

Qu.	Accept	Marks
6 (a)	2	1

Qu.	Accept	Marks
6 (b)	6	1

Qu.	Accept	Marks
6 (c)	6	1

Qu.	Accept	Marks
6 (d)	5	1

Qu.	Accept	Marks
6 (e)	1	1

Qu.	Accept	Marks
6 (f)	4	1

Qu.	Accept	Marks
6 (g)	3	1

7 marks

Qu.	Accept	Marks
7	D	1
	L	1
	M	1
	K	1
	G	1
	I	1
	J	1
	F	1

8 marks

Qu.	Accept	Marks	Notes
8 (a)	José y Clara <u>se</u> conocieron / Los dos <u>se</u> conocieron	1	<u>For all of Q8 spellings should be clearly understandable to a Spanish person but not necessarily totally accurate e.g. conozieron etc</u> Reject answers in English

Qu.	Accept	Marks	Notes
8 (b)	(porque) él ganaba/gana/ganó un buen sueldo	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (c)	A medianoche de Nochebuena	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (d)	al/en el <u>borde</u> de la carretera	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (e)	(seguir con) distribuir/la distribución de los regalos	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (f)	(para) no decepcionar a los chicos (para) dar/entregar/llevar regalos a los niños (para) (seguir con) distribuir/la distribución de los regalos	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (g)	dos (de ellos)/Papá Noel y José fallecieron sobrevivió Clara	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (h)	no existe Papá Noel / los hombres perfectos no existen / no existen ni Papá Noel ... ¡ni los hombres perfectos!	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

8 marks

Qu.	Accept	Marks	Notes
9 (a)	(la) tercera	1	

Qu.	Accept	Marks	Notes
9 (b)	se tomó/fue tomad <u>a</u>	1	accent essential

Qu.	Accept	Marks	Notes
9 (c)	se celebren	1	

Qu.	Accept	Marks	Notes
9 (d)	habrá/va a haber	1	accent not essential

Qu.	Accept	Marks	Notes
9 (e)	predicho	1	

Qu.	Accept	Marks	Notes
9 (f)	norteamericanos	1	

Qu.	Accept	Marks	Notes
9 (g)	sincronizada	1	

Qu.	Accept	Marks	Notes
9 (h)	viajarán/van a viajar	1	accent essential

Qu.	Accept	Marks	Notes
9 (i)	incluidos	1	

Qu.	Accept	Marks	Notes
9 (j)	ganen	1	

10 marks

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).

CONTENT

Marks	Criteria
17-20	<p>Very Good</p> <ul style="list-style-type: none"> • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified
13-16	<p>Good</p> <ul style="list-style-type: none"> • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified
9-12	<p>Sufficient</p> <ul style="list-style-type: none"> • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient
5-8	<p>Limited</p> <ul style="list-style-type: none"> • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak
1-4	<p>Poor</p> <ul style="list-style-type: none"> • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification
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 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

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

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

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.

Additional guidance for marking

Introductions and conclusions

Candidates 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 the candidate makes up a word or uses confusing target language.

Repetition and irrelevance

The symbol 'rep' should be placed in the margin where a candidate repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a candidate 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 candidate 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 is made with very little development and much confusing language, a mark in the 5-8 will be appropriate. Such essays will lack a coherent structure and good 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 not prescriptive nor exhaustive, but is illustrative of the points which could be made.

Q	Mark Scheme	Marks	Additional Guidance
10	<p>Con el uso de ejemplos, explica tus opiniones sobre los elementos positivos y negativos de las telenovelas.</p> <p>examples of soap operas eg Hollyoaks, Coronation St., Eastenders and story lines/incidents/events</p> <p>learn things that parents/teachers don't discuss shows reality of life e.g. love/race/sexuality role models/personal success humour social issues</p> <p>not true to life negative depiction of life - crime / fraud / unemployment/hardship / money problems sex / drugs divorce drink / violence language (in all senses)/ exaggeration</p>	35	<p>This is a two part question and students should attempt to give their opinions on both the positive and negative elements of soap operas as well as giving examples. If either part is missing, then the maximum Content mark would be 12. The two parts do not need to be of equal length. Rather than answering the two parts of the question separately, students could choose to deal with both parts in an integrated manner. For the top two bands, points made should be developed and illustrated.</p> <p>Students who write about 'televisión' generally, rather than 'telenovelas' will have a much reduced Content mark.</p>

Q	Mark Scheme	Marks	Additional Guidance
11	<p>Con el uso de ejemplos, explica cómo los jóvenes pueden tener una vida menos estresada.</p> <p>Causes of stress:- money / friendships / relationships / studies / appearance demands of teachers, parents and oneself / expectation competition / success and failure importance of doing well in exams pressure of time /homework/boredom peer pressure</p> <p>ways to relax - sport, cinema, dancing, holidays,interests etc enjoyment and satisfaction part-time jobs what brings personal happiness relationships and friendships support from others discussing problems</p>	35	<p>Students should give not only examples of some of the causes of stress in young people, but also offer some solutions. If either part is missing, then the maximum Content mark would be 12. Rather than answering the two elements of the question separately, students could choose to deal with both parts in an integrated manner. For the top two bands, suggested solutions to alleviate stress should be developed and illustrated.</p>
12	<p>¿Crees tú que es buena idea casarse hoy en día?</p> <p>advantages / disadvantages of marriage / relevance today partners / husband / wife / children / illegitimacy fidelity / monogamy / polygamy companionship/loneliness what we want in life / individual choice cost/ style of wedding /where / causes of divorce till death us do part religion happiness / unhappiness marrying too young single mothers / absent fathers finance/tax</p>	35	<p>Although it is likely that to merit a mark in the top two Content bands students should discuss both the advantages & disadvantages of getting married, it is not obligatory as an opinionated argument solely for or against the institution could score highly. However, a discussion of the pros and cons of marriage with detailed examples will be the hallmark of most good essays.</p>