



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

**Spanish**

**SPAN1**

**(Specification 2695)**

**Unit 1: Listening, Reading and Writing**

***Mark Scheme***

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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.

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**Unit 1**

The assessment objectives will be allocated in the following way.

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

The marks will be allocated in the following way.

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

## General Principles

### Section A: Listening and Reading

- In multiple choice questions where 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)	looking for/seeking/searching for boyfriend	1	Reject answers in Spanish Reject 'finding' Accept double negative e.g. she wasn't looking for a boyfriend

Qu.	Accept	Marks	Notes
1 (b)	life was going to change	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (c)	Improve/better/get better at (her) German	1	Reject answers in Spanish Reject 'learn', 'speak', 'wanted help with'

Qu.	Accept	Marks	Notes
1 (d)	Sport(s) and language(s)	1	Reject answers in Spanish Both elements required

Qu.	Accept	Marks	Notes
1 (e)	it grew/developed/progressed quickly/rapidly etc Present tense acceptable e.g. grows etc	1	Reject answers in Spanish Reject 'increased', 'improved'

Qu.	Accept	Marks	Notes
1 (f)	(had decided) to marry (Ana)/to get married to propose	1	Reject answers in Spanish Reject 'mary' / 'to mary' Reject 'had asked Ana to marry him'

Qu.	Accept	Marks	Notes
1 (g)	when he/Karl arrived/got to/came to airport/Bogotá/Colombia	1	Reject answers in Spanish Accept 'Columbia'

Qu.	Accept	Marks	Notes
1 (h)	January 2009	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (i)	adapting to/getting used to the/Colombian culture	1	Reject answers in Spanish
	perfecting (his) Spanish	1	Reject 'improving' Accept 'Columbia'

**10 marks**

Qu.	Accept	Marks
2 (a)	C	1

Qu.	Accept	Marks
2 (b)	C	1

Qu.	Accept	Marks
2 (c)	A	1

Qu.	Accept	Marks
2 (d)	B	1

Qu.	Accept	Marks
2 (e)	B	1

Qu.	Accept	Marks
2 (f)	C	1

Qu.	Accept	Marks
2 (g)	A	1

**7 marks**

Qu.	Accept	Marks	Notes
3 (a)	F	1	

Qu.	Accept	Marks	Notes
3 (b)	F	1	

Qu.	Accept	Marks	Notes
3 (c)	V	1	

Qu.	Accept	Marks	Notes
3 (d)	N	1	

Qu.	Accept	Marks	Notes
3 (e)	V	1	



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Qu.	Accept	Marks	Notes
3 (f)	V	1	

Qu.	Accept	Marks	Notes
3 (g)	N	1	

Qu.	Accept	Marks	Notes
3 (h)	N	1	

Qu.	Accept	Marks	Notes
3 (i)	V	1	

**9 marks**

Qu.	Accept	Marks	Notes
4 (a)	tienda de discos	1	Reject answers in English
	agencia/tienda de viajes	1	Reject 'un banco para sacar dinero'
	banco	1	

Qu.	Accept	Marks	Notes
4 (b)	cualquier momento (del día)/todo el tiempo	1	Reject answers in English

Qu.	Accept	Marks	Notes
4 (c)	con un clic del ratón / <b>or</b> (por / con / en) internet	1	Reject answers in English

Qu.	Accept	Marks	Notes
4 (d)	Descargar(los) al/en/por móvil	1	Reject answers in English Accept 'mobil'

Qu.	Accept	Marks	Notes
4 (e)	miles de novelas	1	Reject answers in English

Qu.	Accept	Marks	Notes
4 (f)	(poco a poco) están desapareciendo / no compramos periódicos / en la red podemos leer (gratis) toda la información (que nos interesa)	1	Reject answers in English

Qu.	Accept	Marks	Notes
4 (g)	era digital	1	Reject answers in English Accept 'edad' / 'época'

9 marks

Qu.	Accept	Marks
5 (a)	4	1

Qu.	Accept	Marks
5 (b)	6	1

Qu.	Accept	Marks
5 (c)	3	1

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Qu.	Accept	Marks
5 (d)	7	1

Qu.	Accept	Marks
5 (e)	11	1

Qu.	Accept	Marks
5 (f)	8	1

**6 marks**

Qu.	Accept	Marks
6	C	1
	D	1
	F	1
	H	1
	J	1
	L	1
	M	1

**7 marks**

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Qu.	Accept	Marks	Notes
7 (a)	diciembre	1	Reject answers in English

Qu.	Accept	Marks	Notes
7 (b)	(en) la clase de biología	1	Reject answers in English

Qu.	Accept	Marks	Notes
7 (c)	contar calorías	1	Reject answers in English

Qu.	Accept	Marks	Notes
7 (d)	sidra y vodka	1	Reject answers in English

Qu.	Accept	Marks	Notes
7 (e)	grasa (saturada)/comida rápida/pizza	1	Reject answers in English

Qu.	Accept	Marks	Notes
7 (f)	(tamaño de) las porciones (que se sirve(n))	1	Reject answers in English

Qu.	Accept	Marks	Notes
7 (g)	dejarlo (por completo)	1	Reject answers in English Reject 'dejar' on its own Reject 'fumo'

Qu.	Accept	Marks	Notes
7 (h)	(va a) perder (siete) kilos / perderá (siete) kilos	1	Reject answers in English

8 marks

Qu.	Accept	Marks
8	N	1
	K	1
	O	1
	A	1
	L	1
	J	1
	B	1
	G	1
	C	1

9 marks

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Qu.	Accept	Marks	Notes
9 (a)	bajar	1	

Qu.	Accept	Marks	Notes
9 (b)	roto	1	

Qu.	Accept	Marks	Notes
9 (c)	desarrollando	1	

Qu.	Accept	Marks	Notes
9 (d)	fuimos	1	Reject 'íbamos'

Qu.	Accept	Marks	Notes
9 (e)	dirigida	1	

Qu.	Accept	Marks	Notes
9 (f)	ayuden	1	

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Qu.	Accept	Marks	Notes
9 (g)	otros	1	

Qu.	Accept	Marks	Notes
9 (h)	grises	1	

Qu.	Accept	Marks	Notes
9 (i)	capaces	1	

Qu.	Accept	Marks	Notes
9 (j)	llama/llamas	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**

<b>Marks</b>	<b>Criteria</b>
17-20	<b>Very Good</b> <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>
13-16	<b>Good</b> <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>
9-12	<b>Sufficient</b> <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>
5-8	<b>Limited</b> <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>
1-4	<b>Poor</b> <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>
0	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

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**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 Structures*, *Range of Vocabulary* 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 could be very repetitive and superficial. A mark in the 0-4 band will rarely be awarded and will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

### **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).

### 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><b>¿Tú piensas que hoy en día exageramos los riesgos y peligros de la tecnología?</b></p> <p>criminality            fraud            identity theft            pornography            cyber-bullying            Facebook            Twitter</p> <p>huge benefits            Skype            information super highway            friendships            fast contact with other people</p>	35	<p>The word 'tecnología' is intended to cover all forms of technology &amp; not just the world of computers; e.g. mobile phones, television, social media, videogames etc. The most able students will weigh up the merits and disadvantages of some or all of these technologies and will give an opinion as to whether the risks and dangers are exaggerated or not.</p>

Q	Mark Scheme	Marks	Additional Guidance
11	<p><b>Con el uso de ejemplos, da tu opinión sobre las películas de hoy.</b></p> <p>entertainment  film stars / heroes / heroines  escapism  3d  violence  terror  period dramas / history  Hollywood factory  Disney  special effects  plots  film titles</p>	35	<p>The most able students' work will be characterised by a wide range of specific examples of films. A well-structured essay might consider the types of films and their elements: humour, adventure, romance, violence, fantasy etc. The student's response to the types of film should be explicit and the opinions elaborated and justified. A discussion of both the pros and cons of contemporary films will be the hallmark of most essays in the top two bands.</p>

Q	Mark Scheme	Marks	Additional Guidance
12	<p><b>¿Tú piensas que el deporte es para ver o para participar?</b></p> <p>playing sport is good for you            general health            strength            muscles            heart            friendships            competition            sense of well-being            supporting a team gives feeling of camaraderie            visit other towns/countries            couch potato</p>	35	<p>Although it is likely that to merit a mark in the top two Content bands students should discuss both sides of the sport watching/participating argument, it is not obligatory as an opinionated essay on only one element could score highly. However, a discussion of the implications of each side with detailed examples will be the hallmark of most good essays.</p>