



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

**Spanish**

**SPAN3**

**(Specification 2695)**

**Unit 3: 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 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>	34	110

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 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
1(a)	V	1

Qu.	Accept	Marks
1(b)	V	1

Qu.	Accept	Marks
1(c)	F	1

Qu.	Accept	Marks
1(d)	N	1

Qu.	Accept	Marks
1(e)	F	1

**5 marks**

Qu.	Accept	Marks	Notes
2(a)	<b>protección</b> <u>extinción</u>	2	In each case, award one mark if the incorrect detail is underlined and one mark if the correct detail is written. Accept crossing out or circling instead of underlining. Accept correct detail written underneath or beside the incorrect detail. If more than one detail is underlined, the mark for identifying the incorrect detail may not be awarded, but the mark for writing in the correct detail may still be awarded. Mis-spellings which are recognisable when spoken will be accepted. English spellings not accepted; e.g. 'protección'. Accent not essential. Alternative answers must make sense in context of passage.

Qu.	Accept	Marks	Notes
2(b)	<b>hábitat</b> <u>nido</u>	2	In each case, award one mark if the incorrect detail is underlined and one mark if the correct detail is written. Accept crossing out or circling instead of underlining. Accept correct detail written underneath or beside the incorrect detail. If more than one detail is underlined, the mark for identifying the incorrect detail may not be awarded, but the mark for writing in the correct detail may still be awarded. Mis-spellings which are recognisable when spoken will be accepted. Reject 'hábitad'. Accent not essential. Alternative answers must make sense in context of passage.

Qu.	Accept	Marks	Notes
2(c)	<b>se alimenta</b> <u>se queja</u>	2	In each case, award one mark if the incorrect detail is underlined and one mark if the correct detail is written. Accept crossing out or circling instead of underlining. Accept correct detail written underneath or beside the incorrect detail. If more than one detail is underlined, the mark for identifying the incorrect detail may not be awarded, but the mark for writing in the correct detail may still be awarded. Mis-spellings which are recognisable when spoken will be accepted. Accept '(se) come'. If 'se' is underlined but not written above, then reject. Alternative answers must make sense in context of passage.

Qu.	Accept	Marks	Notes
2(d)	<b>llamen</b> <u>vayan</u>	2	In each case, award one mark if the incorrect detail is underlined and one mark if the correct detail is written. Accept crossing out or circling instead of underlining. Accept correct detail written underneath or beside the incorrect detail. If more than one detail is underlined, the mark for identifying the incorrect detail may not be awarded, but the mark for writing in the correct detail may still be awarded. Mis-spellings which are recognisable when spoken will be accepted. Reject indicative. Alternative answers must make sense in context of passage.

8 marks

Qu.	Accept					Marks	Notes
3	A	D	F	G	K	5	Accept letters in any order

**5 marks**

Qu.	Accept	Marks
4(a)	B	1

Qu.	Accept	Marks
4(b)	A	1

Qu.	Accept	Marks
4(c)	B	1

Qu.	Accept	Marks
4(d)	C	1

Qu.	Accept	Marks
4(e)	B	1

Qu.	Accept	Marks
4(f)	C	1

Qu.	Accept	Marks
4(g)	A	1

7 marks

**Listening Section Total = 25 marks**

Qu.	Accept	Marks
5(a)	F	1

Qu.	Accept	Marks
5(b)	D	1

Qu.	Accept	Marks
5(c)	E	1

Qu.	Accept	Marks
5(d)	A	1

Qu.	Accept	Marks
5(e)	I	1

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Qu.	Accept	Marks
5(f)	K	1

**6 marks**

Qu.	Accept	Marks
6	J	1
	L	1
	C	1
	G	1
	I	1
	M	1
	F	1

**7 marks**

Qu.	Accept	Marks	Notes
7(a)(i)	progresos	1	Reject alternatives.

Qu.	Accept	Marks	Notes
7(a)(ii)	anuncios	1	Reject alternatives.

Qu.	Accept	Marks	Notes
7(a)(iii)	datos	1	Reject alternatives, including <b>dato</b>

Qu.	Accept	Marks	Notes
7(a)(iv)	centrales	1	Reject alternatives. <b>Las</b> acceptable

Qu.	Accept	Marks	Notes
7(a)(v)	<u>(ya) en</u> funcionamiento	1	Must have <b>en</b> . Reject alternatives.

5 marks

Qu.	Accept	Marks
7(b)(i)	C	1

Qu.	Accept	Marks
7(b)(ii)	B	1

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Qu.	Accept	Marks
7(b)(iii)	C	1

Qu.	Accept	Marks
7(b)(iv)	B	1

Qu.	Accept	Marks
7(b)(v)	A	1

Qu.	Accept	Marks
7(b)(vi)	A	1

Qu.	Accept	Marks
7(b)(vii)	C	1

**7 marks**

Qu.		Accept	Notes/OK	
8	1 mark for each box. Award the mark if the sense of the Spanish is expressed in acceptable English, conveying the right meaning. The working total of 20 should be divided by 2 to give a maximum of 10. Round up any half-mark at the end. Ignore capitalisation of countries/nationalities; e.g. spain/african/moroccan.			
	1	La creciente tensión	(The) growing tension	Acc 'increasing' 'rising'
	2	entre España y Marruecos	between Spain and Morocco	Capital letters for countries not essential. Accept recognisable spellings, e.g. 'Marocco' etc
	3	se ha vuelto a intensificar	has intensified <b>again</b>	
	4	este fin de semana, después de que	this weekend after	
	5	el gobierno del país africano	the government of the African country	
	6	acusara de racismo	accused.... of racism	Reject 'with'. NB second part of box may appear after Box 7
	7	a las fuerzas de seguridad españolas	the Spanish security forces	Must have ' <b>forces</b> '
	8	por varios enfrentamientos violentos	as a result of several violent confrontations	Accept 'because' 'due to' 'various.' Reject 'through' 'for' 'following' 'after'
	9	ocurridos en el puerto de Algeciras.	which happened in the port of Algeciras.	Reject gerunds, e.g. ' <b>occurring</b> ' Accept 'at'
	10	Hubo otro incidente	There was another incident	Accept 'there has been'
	11	en aguas territoriales marroquíes	in Moroccan territorial waters	
	12	que provocó la misma acusación,	which provoked the same accusation	
	13	porque los guardacostas	because the coastguards	Insist on 'the', ' <b>coastguards</b> '
	14	habían abandonado	had abandoned	Reject 'left'
	15	a ocho inmigrantes irregulares en su barca	eight <u>illegal</u> immigrants in/on their (rowing) boat	Reject 'irregular'
	16	lejos de la costa.	far from the coast.	Accept 'a long way from';
	17	Los participantes en una manifestación	The participants in a demo/demonstrators	Accept 'protest' 'protestors' reject 'manifestation'
	18	delante de la embajada española	in front of the Spanish embassy	Reject 'at the front of' 'opposite'
	19	denunciaron a España,	denounced/criticised/condemned Spain	Reject 'reported'
	20	describiendo el suceso como 'acto inhumano'.	describing the event/occurrence as an 'inhumane/inhuman act'.	Accept 'calling'; Reject 'case' Accept 'incident'

10 marks

Qu		Accept	Notes
	For each box, award the mark if there are no errors other than accents which do not change the meaning of the word. Reject paraphrases. 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.		
9(a)			
1	It is known that	Se sabe que/es sabido que/sabemos que	Reject 'conocer' 'saben'
2	social inequality	la desigualdad social	Acc 'falta de igualdad'
3	has had a serious impact	ha tenido un (gran) impacto grave/serio/grande	Acc 'importante'
4	on youngsters who are seeking work.	en/sobre/para (los) jóvenes que buscan /(están) buscando trabajo/empleo.	Reject 'el trabajo'
9(b)			
1	The well-being	El bienestar	Reject 'la salud'
2	of the young and the elderly	de los jóvenes y (de los) mayores/viejos/ancianos	Reject 'infantes'
3	has been severely affected	ha sido gravemente afectado	Acc 'seriamente', 'profundamente', 'severamente'
4	by high levels of poverty.	por el alto nivel/ (los) altos niveles de (la) pobreza.	Acc 'las altas tasas'.
9(c)			
1	There is no doubt that	No se puede negar que/no cabe duda (de) que/no hay duda (de) que	Acc 'Sin duda (alguna)'
2	the effect on people's health	el efecto en/sobre la salud de la gente	Acc 'la salud personal'
3	is greatest	es mayor / más grande	Rej 'el más grande/el mayor'
4	in more under-developed societies.	en las sociedades (más) subdesarrolladas	Acc 'más en vías de desarrollo'; Accept 'menos desarrolladas'
9(d)			
1	If we had given more money	Si hubiésemos/hubiéramos dado más dinero	Accept 'donado'
2	to the poorer countries	a los países más pobres	
3	their economies	su(s) economía(s)	
4	would have grown.	habría(n)/hubiera(n) crecido /aumentado/ incrementado.	
9(e)			
1	The rich should	Los ricos/la gente rica debería(n)	Acc 'adinerada'
2	share their wealth	compartir su riqueza	
3	so that all can have	para que todos puedan/tener/gozar de /disfrutar de/tengan/gocen/disfruten (de)	Acc 'así que'/'de modo que' + subj. Acc imperfect subjunctive
4	a better life.	una vida mejor/una mejor vida	

10 marks

Total for Section A = 70 marks

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**SECTION B: WRITING****MARKING GUIDANCE****General Principles**

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 candidate'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 candidate has answered the specific question set. If a candidate 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 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. 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. If a candidate has answered only part of a two-part question, it is not possible to award a mark in the "Good" band for Content.
4. 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. If an essay appears to be on the boundary between two bands and it is difficult to decide between the two, place the essay at the bottom of the higher band rather than the top of the lower band as this will allow access to the higher marks for Quality of Language.
5. 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 candidate's opinion of an author or artist, more obvious personal reaction is clearly required. Candidates 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.
6. Evidence can take different forms. The candidate 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 candidate must be explicit.

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7. Remember that in awarding the Quality of Language marks, these may not come from a higher band than the Content mark. Thus if the Content is judged “Sufficient” (11–15) then the maximum mark for each of the three Quality of Language marks is 3. However, it should be noted that this is the **maximum** mark available; the mark will be lower if the essay does not meet the criteria for 3 marks.
  8. 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. Candidates can have access to the top mark bands by writing the minimum number of words; however, not all candidates 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.

### Notes on Individual Questions

- 10(a) This question is intended to allow candidates to focus on the changes which in recent times have affected the region studied, and should cover changes in any relevant sphere, such as agriculture and industry (and therefore employment), demographic movement including emigration/immigration and changes in age profile of the populace, and where relevant climatic changes which have had or are having an impact on the life and work of the inhabitants. In addition, environmental issues – both in terms of pollution and efforts to combat it – may well be relevant, though as with other types of change, causes and effects should be considered if an appropriate level of analysis is to be achieved. The second part of the question invites candidates choosing this question to evaluate such changes in the light of positive or negative effect on the region studied. Clearly this provides the opportunity to introduce personal reaction, but as ever, such opinion will need to be supported by appropriate evidence and justification to score the highest marks for content. There should, of course, be a balance in coverage of these two elements of the question.
- 10(b) This question asks for a description of types of agriculture and/or industry in the region. It will depend on the region studied which of the two is examined, or both, and this flexibility should ensure sufficient scope to the candidate whatever the nature of the region studied, e.g. rural or urban or a mixture. The nature of the information required should encourage candidates to provide appropriate data, such as the significance of natural resources (including climate), statistics on productivity, number of people employed in the sector and so on, but this should not necessarily be the only type of supporting information provided, nor should it be an expectation. The second question element focuses on the contribution of agriculture and/or industry to the prosperity of the region; this is where numerical information really should be expected, though there should also be some subjective appreciation as to the nature of ‘prosperity’ which will allow some personal evaluation. As ever this will need to be backed up by evidence and justification.
- 11(a) This question invites candidates to describe a specific event in their chosen period of study. The nature of the event will dictate the style and nature of this description, but clearly the events or circumstances leading up to it should be mentioned as appropriate and relevant to the event. The second part of the question should offer candidates ample scope to include their own response and personal reaction; as ever, to access the highest mark band, this will need to include appropriate well-justified opinion and evaluation based on evidence. Of course such evaluation and personal reaction should be focussed on the citizens, and omission of this aspect will compromise the value of the response to this element of the question.

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- 11(b) To answer this question appropriately candidates will need to identify **more than one** player in the key events or trends in the period studied. The comparative element in 'más importante' requires an appropriate response: there should be some explanation of what makes the selected people the most important in the view of the candidate. Similarly, personal evaluation will be required in the analysis of the role of these persons and of the contribution they made to society. This should go beyond a purely subjective evaluation, and should be supported by appropriate evidence in the shape of factual information and/or mention of the judgement of authoritative commentators such as established historians, the press, political groups and so on.  
NB If a candidate analyses the contribution of **only one person** in the essay, then the Content mark awarded cannot be higher than from the Sufficient band; i.e. maximum mark 15.
- 12(a) Candidates must cover **two** characters whether answering with reference to a novelist or a short story writer, though of course the characters do not have to come from the same novel or short story. The focus should be on the actions of the characters, as required by the question, rather than on other aspects of their personalities if not relevant. There should be appropriate analysis of their actions, such as of motivation and motives, relationships and interaction with other characters, the effects on others and so on. The second part of the question invites candidates to think in some depth about what makes these characters tick, and this is where personal reaction and evaluation backed up by appropriate evidence and justification will pay dividends. Candidates 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.  
NB If a candidate analyses the actions of **only one person** in the essay, then the Content mark awarded cannot be higher than from the Sufficient band; i.e. maximum mark 15.
- 12(b) Candidates should select two or more of the ideas introduced in the work(s) studied. Of course, 'ideas' does not mean the same as themes, indeed, whilst including themes, the scope of this subject may also encompass 'ideas' such as the nature of fiction, the style of writing if it seeks to achieve a particular effect, or overriding motifs and characteristics such as regionalism, or a particular philosophy. Evaluative evidence will be needed to justify selection of the ideas chosen, and some personal reaction will be involved in this. The second part of the question invites further personal response as candidates relate the relevance of these ideas to modern society. This opinion should be justified by appropriate evidence if high content marks are to be deserved. Candidates 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 and those which refer to only one work do have access to the highest marks.
- 13(a) In the case of both drama and poetry, candidates need to have selected what they consider the main themes, and to have stated and elaborated on reasons for this selection, including the important element of personal reaction. Appropriate development of these themes might include reasons for their inclusion, the way they are presented, and their impact on the audience or reader. This will vary from one work studied to another, but as with all the cultural topics each essay should be assessed on the basis of what is included rather than what is omitted from a pre-conceived notion on the part of the examiner of what should be expected. Whatever is covered, personal reaction is essential and requires appropriate justification for the highest marks to be accessible. Candidates are free to answer with reference to one or more works. However, essays which refer to more than one work do not
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automatically receive higher marks and those which refer to only one work do have access to the highest marks.

- 13(b) In the case of both drama and poetry, coverage of **two** elements is essential as stipulated in the question. The precise nature of the analysis asked for will depend on the nature of the scenes or poems, but it should include some of the following elements as appropriate: in the case of drama plot, action, setting, character, suspense, pace, humour/tragedy, significance within the whole play; in the case of poetry theme, versification, rhythm and rhyme and other poetic characteristics. In both cases there should be description of the overarching techniques used such as symbolism, style (in the general sense), style/choice of language, etc. The second part of the question will provide the most scope for personal opinion as the candidate considers the effect of the scenes or poems on the audience/reader. To score in the highest content bands, sufficient evaluation and analysis should be provided as related to the effects described. In the case of drama, candidates 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.

NB If a candidate analyses **only one scene or poem** in the essay, then the Content mark awarded cannot be higher than from the Sufficient band; i.e. maximum mark 15

- 14(a) Whichever 'artist' has been studied, the candidate should devote some attention to justifying the choice of their 'most significant work(s)' in the context of the artist's work at large, although if the candidate takes this approach one should not expect a detailed appraisal of other specific works; one should also note that such an approach is not a requirement of this question as 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. The second part of the question demands detailed explanation of the specific importance of the work(s) selected, but this may just be from within the candidate's knowledge of the work itself/works themselves. It might also be in relation to the relevant field of creativity, to the way in which the chosen work(s) epitomise(s) the artistry or techniques used by the 'artist', or to the impact of the work(s) on society and the evidence of its success or popularity. In every case, personal response should be to the fore, supported by appropriate reasoning and evidence if maximum credit is to be available. The nature of such evidence should be as is pertinent to the particular field of creativity such as the following for a film director: casting, characters, use of camera, locations, use of colour, symbols and motifs, script/screenplay, musical score, themes/ ideas/ messages, suspense, tension, audience empathy etc. As regards public reception of the work(s), this might include – as appropriate to film – critical acclaim, box-office success, awards, sales etc.

- 14(b) This is quite an open question in the sense that it is very much up to candidates to choose which are the reasons or criteria for the success of the work(s) studied. The aspects chosen should be relevant to the nature of the work, such as those exemplified for a film director in the notes for 14(a) above. Similarly, the types of evidence of success also suggested in 14(a), whilst not of prime importance in an answer to this question, might be used to support the candidate's opinions in response to the second element of the question. However, the candidate's response to this second part should largely consist of his/her own opinions, supported as appropriate by references to aspects of the work, possibly supported by evidence of public approbation. Candidates 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 and those which refer to only one work do have access to the highest marks.

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. 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.

## Assessment Criteria

### CONTENT

Marks	Criteria
21–25	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• Thorough understanding and knowledge of the task</li> <li>• Wide range of relevant examples and evidence</li> <li>• Clear evidence of evaluation and well-justified personal reaction</li> <li>• Well-organised structure with clear progression</li> </ul>
16–20	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Sound understanding and knowledge of the task</li> <li>• Good range of relevant examples and evidence</li> <li>• Some evidence of evaluation and personal reaction but not always convincingly justified</li> <li>• Logical structure with some progression</li> </ul>
11–15	<p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Some understanding and knowledge of the task</li> <li>• Some relevant examples and evidence</li> <li>• Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</li> <li>• Structure is satisfactory though there may be some deficiencies</li> </ul>
6–10	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Limited understanding and knowledge of the task</li> <li>• Limited use of relevant examples and evidence</li> <li>• Limited evaluation and personal reaction; mainly descriptive or factual</li> <li>• Structure limited – often unclear or confusing</li> </ul>
0–5	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Little understanding and knowledge of the task</li> <li>• Lack of relevant evidence. Few examples</li> <li>• Little or no evaluation and/or personal reaction</li> <li>• Structure mainly unfocused and/or disorganised</li> </ul>

**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**

Marks	Criteria
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

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Complexity of Language* and *Accuracy* cannot be in a higher band 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.

### **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).