



**General Certificate of Education (A-level)
January 2013**

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.

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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)	2 nd /second/ 2	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (b)	Need (to have necessity) to make bigger clothes epidemic of illnesses (outbreak)	1 1	Reject answers in Spanish (notion of necessity required) Don't accept health/illness Reject <u>increase/rise/a lot</u> Accept diseases Epidemic of illness is wrong Reject sickness Accept need/make/have to Preposition necessary (of)

Qu.	Accept	Marks	Notes
1 (c)	unsuccessful / had no success	1	Reject answers in Spanish Accept other tenses eg: is successful

Qu.	Accept	Marks	Notes
1 (d)	affecting the health system / service (in the country)	1	Reject answers in Spanish Accept <u>effect/ effecting</u>

Qu.	Accept	Marks	Notes
1 (e)	small and/or medium	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (f)	clothes manufacturers / makers/ producers	1	Reject answers in Spanish Reject factories

Qu.	Accept	Marks	Notes
1 (g)	500 / five hundred	1	Reject answers in Spanish

Qu.	Accept	Marks	Notes
1 (h)	eating habits	1	Reject answers in Spanish
	absence of exercise / lack of exercise / no exercise (in daily routine)	1	Alimentation Food diet/healthy (unhealthy)

10 marks

Qu.	Accept	Marks
2 (a)	F	1

Qu.	Accept	Marks
2 (b)	N	1

Qu.	Accept	Marks
2 (c)	V	1

Qu.	Accept	Marks
2 (d)	N	1

Qu.	Accept	Marks
2 (e)	F	1

Qu.	Accept	Marks
2 (f)	V	1

Qu.	Accept	Marks
2 (g)	N	1

Qu.	Accept	Marks
2 (h)	V	1

8 marks

Qu.	Accept	Marks
3	A	1
	D	1
	G	1
	H	1
	I	1
	K	1
	L	1

7 marks

Qu.	Accept	Marks	Notes
4 (a)	proteger (a) la gente joven	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u> Accept Protejer

Qu.	Accept	Marks	Notes
4 (b)	<u>casi</u> todos los países europeos	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u> Accept Europa Reject Europe in English

Qu.	Accept	Marks	Notes
4 (c)	apta para todos	1	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u> Accept 'apto' Reject 'Aptar'

Qu.	Accept	Marks	Notes
4 (d)	X / Equis	1	Reject answers in English

Qu.	Accept	Marks	Notes
4 (e)	mejor intérprete masculino / mejor director (dirección) / mejor película	2	Reject answers in English <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u> Reject Direction

Qu.	Accept	Marks	Notes
4 (f)	R (ere/ erre)	1	Reject answers in English

menores de

Qu.	Accept	Marks	Notes
4 (g)	Contiene/contenía/tiene palabrotas / palabras ofensivas	1	Reject answers in English Reject palabras on its own. <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
4 (h)	los <u>menores de</u> 17 (diecisiete) años	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 (i)	son un elemento fundamental	1	Reject answers in English Accept other eg; eran <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

10 marks

Qu.	Accept	Marks
5 (a)	V	1

Qu.	Accept	Marks
5 (b)	F	1

Qu.	Accept	Marks
5 (c)	N	1

Qu.	Accept	Marks
5 (d)	F	1

Qu.	Accept	Marks
5 (e)	N	1

Qu.	Accept	Marks
5 (f)	F	1

6 marks

Qu.	Accept	Marks
6	A	1
	B	1
	F	1
	H	1
	J	1
	K	1

6 marks

Qu.	Accept	Marks
7		
(a)	K	1
(b)	J	1
	M	1
	E	1
(c)	G	1
	N	1
	D	1
(d)	L	1
(e)	B	1

9 marks

Qu.	Accept	Marks	Notes
8 (a)	es imposible tener una vida privada/normal/los medios de comunicación te siguen no han durado/no duran mucho tiempo	1	Reject answers in English Accept – no suelen durar/ no duran mucho tiempo <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (b)	menos distante (del hombre de la calle)	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)	Piloto/ el futuro rey	1	Reject answers in English Accept 'el futuro rey' <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (d)	lo tienen/tenían todo	1	Reject answers in English Accept other tenses <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (e)	a través de/con una página web	1	Reject answers in English Preposition needed <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (f)	a las víctimas de un terremoto (en Nueva Zelanda)	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)	ofrece clases pre-universitarias	1	Reject answers in English A verb needed <u>Spellings should be clearly understandable to a Spanish person but not necessarily totally accurate</u>

Qu.	Accept	Marks	Notes
8 (h)	Beatbullying	1	

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

9 marks

Qu.	Accept	Marks	Notes
9 (a)	encontrar <u>ás</u> / vas a encontrar	1	

Qu.	Accept	Marks	Notes
9 (b)	Entró /entraba	1	

Qu.	Accept	Marks	Notes
9 (c)	<u>se</u> anuncian / <u>se</u> anuncia/ <u>se</u> están anunciando	1	

Qu.	Accept	Marks	Notes
9 (d)	deseaba / estaba deseando/desearía/desea	1	

Qu.	Accept	Marks	Notes
9 (e)	gustó	1	

Qu.	Accept	Marks	Notes
9 (f)	veamos	1	

Qu.	Accept	Marks	Notes
9 (g)	hecho	1	

Qu.	Accept	Marks	Notes
9 (h)	Comprarte/comprarse	1	

Qu.	Accept	Marks	Notes
9 (i)	buen	1	Not buén

Qu.	Accept	Marks	Notes
9 (j)	estos	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	Very Good <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	Good <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	Sufficient <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	Limited <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	Poor <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	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

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.

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 tu opinión sobre lo mejor y lo peor de los programas de televisión hoy en día.</p> <p>good programmes explained bad programmes explained soaps documentaries educational news programmes competitions reality programmes junk TV/trash TV breadth of choice quality</p>	35	

Q	Mark Scheme	Marks	Additional Guidance
11	<p>Con el uso de ejemplos, explica tu opinión sobre la calidad de los artistas y su música hoy en día.</p> <p>examples of talented artists and why so examples of non-talented artists and why so money tours super-stars X-Factor type programmes videos musical styles festivals good / bad examples for young people</p>	35	

Q	Mark Scheme	Marks	Additional Guidance
12	<p>Se dice que ser padre / madre no es fácil. En tu opinión, ¿cuáles son las cualidades necesarias para cuidar bien a los hijos?</p> <p>love interest in their children's life fairness / consistency approachability positive role models discipline / firmness sharing activities – play / games / sport / reading / homework work/life balance communication self-sacrifice</p>	35	

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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UMS conversion calculator www.aqa.org.uk/umsconversion