



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

Spanish

SPAN3

(Specification 2695)

Unit 3: Listening, Reading and Writing

Final

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 students' 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 students' 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 students' 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.

		% of A Level	Marks
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	TOTAL	34	110

The marks will be allocated in the following way.

	AO1	AO2	AO3
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 students 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 student 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)	S	1

Qu.	Accept	Marks
1(b)	K	1

Qu.	Accept	Marks
1(c)	K	1

Qu.	Accept	Marks
1(d)	S	1

Qu.	Accept	Marks
1(e)	M	1

5 marks

Qu.	Accept (in any order)						Marks	Notes
2	B	D	F	H	K	L	6	Accept letters in any order

6 marks

Qu.	Accept	Marks
3 (a)	E	1
3 (b)	H	1
3 (c)	A	1
3 (d)	D	1
3 (e)	B	1
3 (f)	C	1

6 marks

Qu.	Accept	Marks	Notes
4 (a)	Biología, física y medicina	1	Reject answers in English, including physica; phisica; accept fizica. NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

Qu.	Accept	Marks	Notes
4 (b)	(En) (estos/los) últimos meses	1	Reject answers in English. NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

Qu.	Accept	Marks	Notes
4 (c)	(En) agua dulce	1	Reject answers in English NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

Qu.	Accept	Marks	Notes
4 (d)	31.000 /31,000/ 31 mil	1	Reject answers in English. NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

Qu.	Accept	Marks	Notes
4 (e)	<u>Son</u> nuevos / es nueva <u>para</u> <u>la ciencia</u> .	1	Reject answers in English NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

Qu.	Accept	Marks	Notes
4 (f)	Desviando los rayos de luz (visible alrededor de los objetos).	1	Reject answers in English NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

Qu.	Accept	Marks	Notes
4 (g)	(En) caso de necesitarlas / (durante) una operación (de corazón) / después de recibir el permiso	1	Reject answers in English. NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

Qu.	Accept	Marks	Notes
4 (h)	(Saben que) (las venas +/- arterias artificiales) no provocan (ni) reacciones / (o) (ni) complicaciones	1	Reject answers in English. NB: Accept misspelling with one letter difference as long as the sound is not altered fundamentally as exemplified in notes for questions 4(a).

8 marks

Listening Section Total = 25 marks

Qu.	Accept	Marks
5	I	1
	O	1
	E	1
	D	1
	M	1
	B	1
	A	1
	K	1

8 marks

Qu.	Accept	Marks
6(a) (i)	inmediato	1

Qu.	Accept	Marks
6(a) (ii)	convocada	1

Qu.	Accept	Marks
6(a) (iii)	(el) rostro	1

Qu.	Accept	Marks
6(a) (iv)	reclamaban	1

Qu.	Accept	Marks
6(a) (v)	(la) catástrofe	1

5 marks

Qu.	Accept	Marks
6(b)(i)	B	1

Qu.	Accept	Marks
6(b)(ii)	I	1

Qu.	Accept	Marks
6(b)(iii)	G	1

Qu.	Accept	Marks
6(b)(iv)	A	1

Qu.	Accept	Marks
6(b)(v)	K	1

Qu.	Accept	Marks
6(b)(vi)	D	1

6 marks

Qu.	Accept	Marks
7(a)	A	1

Qu.	Accept	Marks
7(b)	B	1

Qu.	Accept	Marks
7(c)	D	1

Qu.	Accept	Marks
7(d)	A	1

Qu.	Accept	Marks
7(e)	D	1

Qu.	Accept	Marks
7(f)	C	1

6 marks

Qu.		Accept	Notes
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, eg united states/Mexican.		
	1	Estados Unidos acaba de construir	The United States has just built/constructed <u>The</u> essential accept US(A)
	2	un 'muro virtual'	a 'virtual wall'
	3	en sus límites con México	on their/its (Mexican) border (with Mexico) 'frontier' is OK reject 'limits' reject 'borders' etc
	4	para combatir el tráfico	(in order)to combat the traffic(king) 'fight' is OK
	5	de indocumentados.	of immigrants without papers/documentation. 'illegal' is OK
	6	El proyecto, con un presupuesto de	The project, which costs/costing/with a budget of accept 'estimated cost(s)'
	7	un billón de dólares,	a billion dollars, 'one' = OK
	8	cuenta con aparatos de vigilancia	consists of surveillance equipment 'includes apparatus' is OK
	9	para detectar a quienes	to detect people/those who
	10	intentan entrar ilegalmente.	try to enter illegally. 'enter the country' is OK reject 'intends'
	11	Las autoridades	The authorities
	12	habían querido terminar	had wanted/wished/intended to finish/complete
	13	cuanto antes	as soon as possible
	14	esta línea de defensa,	this line of defence 'defensive line' is OK
	15	pero se retrasó varios meses.	but it was delayed (by) a few months. 'several' is OK
	16	Sin embargo, el gobierno mejicano	However, the (Mexican) Government (of Mexico)
	17	califica de 'racista' la medida	describes the measure as 'racist'/says the measure is racist 'classifies' is OK reject 'qualifies' accept 'labels', 'calls', 'brands'.
	18	al estar claramente dirigida hacia sus ciudadanos.	(since it is/being) clearly aimed/directed at its citizens. accept 'towards'/ 'against'/ 'given that'
	19	Lamenta que se haya hecho tan poco	It laments (the fact) that so little has been done regrets is OK
	20	para limitar la inmigración de otras nacionalidades.	to limit (the) immigration of other nationalities. 'from' is OK

10 marks

Qu		Accept	Notes
	For each box, award the mark if there are no errors. 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	Many people know	Muchas personas / mucha gente sabe(n)	
2	that pollution of various kinds	que <u>la</u> polución de varios tipos / que varios tipos de polución	'contaminación' is OK
3	is threatening	amenaza(n) / está(n) amenazando	NB singular/plural as appropriate
4	our planet.	(a) nuestro planeta.	reject 'mundo'/'tierra'
9(b)			
1	They want the politicians	Quieren que los políticos	
2	to take	tomen	
3	stronger measures	medidas más fuertes	
4	to protect the Earth.	para proteger la Tierra.	
9(c)			
1	Parents	A los padres	
2	would like to create	les gustaría crear	'querrían' OK but NB then 'los padres' in Box 1 . accept 'quisieran'
3	a safe world	un mundo seguro	
4	for their children's future.	para el futuro de sus hijos/niños.	
9(d)			
1	We should think about	(Nosotros) deberíamos pensar en/sobre/de	'considerar' is OK. accept 'debemos'.
2	the damage	el daño	accept 'deterioro'
3	environmental	medioambiental	'del/al medio ambiente' is OK (must be two words)
4	which has already happened.	que ya ha habido	accept 'pasado'/'ocurrido'.
9(e)			
1	If each individual	Si cada individuo	reject 'individual'
2	recycled more,	Reciclara/reciclase más,	
3	we would have	tendríamos	'tuviéramos' is OK
4	a better life.	una (mejor) vida (mejor).	

10 marks

Total for Section A = 70 marks

SECTION B: WRITING

Marking Guidance

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 student'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 student has answered the specific question set. If a student 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 student has answered only one 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 student's opinion of an author or artist, more obvious personal reaction is clearly required. Students 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 student 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 student must be explicit.
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. Students can have access to the top mark bands by writing the minimum number of words; however, not all students 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 focusses on tourism in the region studied. However, as always, the best students will adopt an analytical approach rather than merely a descriptive one, and to encourage this, they are asked to consider how the region might improve the range of what it offers tourists. Even then, we would hope that students will not indulge in mere speculation, but will base their suggestions on what they know about the region, its characteristics and resources, and how these can best be exploited to diversify the tourist industry. Good students will also consider environmental issues – both in terms of what disadvantages tourist development brings and how to avoid them. This second part of the question also offers students the chance to consider the impact of tourism on the inhabitants and their employment, and ways of ensuring the region's popularity with tourists and thereby prosperity, even in the face of fluctuations in the tourist trade in times of economic difficulty. Clearly all this provides ample scope for personal reaction, but, such opinion will need to be supported by appropriate evidence and justification to score the highest marks for content.

10(b) This more retrospective question should offer a quite straightforward approach: description of the development over the last few years of (an) important town(s)/city/ies in the region, but of course with an appropriate degree of analysis. The nature of the information required in doing this should encourage students to provide appropriate facts and relevant data, such as on population movement in or out, what has attracted people or driven them away, measures to improve the environment and infrastructure, enhance employment opportunities and public services and so on. The second question element focuses on the effects of development on the local inhabitants. This will need to be backed up by evidence and justification. It would equally be possible for a student to describe a lack of development, and the consequences of this for the citizens; as always, use of appropriate evidence, justification and personal reaction will be necessary to earn credit.

11(a) Here students are invited to describe the elements of their chosen period of study which they have found interesting or surprising. The first should be straightforward enough, allowing for choice of interesting events, people or whatever else fits under the very broad heading of 'aspects'. The second – 'surprising' – can be considered either as an alternative to 'interesting' or as an additional area to include. However, one suspects that most students may struggle to find and explain with adequate justification 'surprising aspects' of their period of history. However, the second part of the question makes it clear that any suggestions will be accepted, so long as they are explained clearly and the student's reactions are supported by appropriate evidence and justification. As is always the case in this type of question, there are no right and wrong – aspects to cover – but the student **MUST** focus on the requirement to explain and justify.

11(b) This question requires students to focus on the citizens living during their chosen period of history, and the ways in which their lives were affected for the better or the worse. Of course there is a wide range of elements of society which could be included, as relevant to the period and society studied; these could include material elements such as prosperity, employment and services, but also more abstract aspects of life such as social justice, freedom of speech and quality of life. In each case there should be some explanation of the ways in which these affected the citizens, and evaluation as to whether life was improved or not by them by the end of the period studied. Thus, the personal evaluation required by the second part of the question will probably best be included as each aspect of society is considered, but some students may prefer to leave such evaluation to a separate section towards the end of their essays. Of course this should go beyond purely personal and subjective evaluation, and could usefully be supported by appropriate evidence in the shape of relevant factual information and the judgment of authoritative commentators such as established historians, the press, political groups and so on.

12(a) Students must refer to and compare two characters whether answering with reference to a novelist or a short story writer, though of course the characters don't have to come from the same novel or short story. Any aspect of the characters chosen can be covered, including perhaps personality, actions of the characters, what motivates them, relationships and interaction with other characters, the effects on others and so on. The second part of the question suggests two obvious modes of comparison which students ought to include: similarities and differences between the two characters chosen. They need to think about what makes these characters tick, and this is where personal reaction and evaluation backed up by appropriate evidence and justification will enable students to access the higher mark bands. Students 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.

12(b) Students should select two or more (but not an excessive number) of the themes presented in the work(s) studied. Of course, 'themes' refers to those ideas and messages included by the author in order to have an impact on the way the reader thinks and feels about the story, the characters and the situation or society in which they live. As such, personal reaction by the student to these themes will be paramount. Indeed, the student is asked both to select the main themes and among them to select the one which has most impact. Clearly, personal opinion will need to be backed up with appropriate evaluation and justification, and not merely use of evaluative language. This word 'impactante' in the second part of the question might also invite reference to the relevance of these themes to the student, to young people or to modern society. Opinions on this should be justified by appropriate evidence if high content marks are to be deserved. Students 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.

13(a) This question should be approached in the same way whether students are answering on the subject of drama or poetry. They need to identify BOTH positive and negative ideas, though there is no expectation that coverage of each should be balanced; indeed it is

theoretically possible for (a) work(s) to contain none of one element, but this should at least be explained and evaluated, e.g. as to why a particular play is entirely dramatic, or a poem entirely optimistic. Either way, students need to have selected what they consider the main ideas, and to have elaborated on reasons for this selection with appropriate evaluation, thus including an important element of personal reaction. Of course, 'ideas' does not mean the same as themes, indeed, whilst including themes, the scope of this subject may also encompass the 'ideas' of the dramatist or playwright on things like the nature of drama or poetry, the style of writing if it seeks to achieve a particular effect, or overriding motifs and characteristics such as regionalism, or a particular philosophy.

The second part of the question invites further personal response as students relate the impact of these ideas on themselves. Explanation of this should be supported by appropriate evidence if high content marks are to be earned. Students 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.

13(b) In the case of both drama and poetry, coverage of two elements is essential as stipulated in the question, stating the plural.

The precise nature of the elements one might expect will depend on the nature of the play(s) poems, but one should reasonably be able to expect some of the following elements as appropriate to the work(s) studied: 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 might equally be description of the overarching techniques used such as symbolism, style (in the general sense), style and choice of language, etc. The second part of the question will provide scope for personal opinion, evaluation and justification. To score in the highest content bands, sufficient evaluation and analysis should be provided as related to the elements described. In the case of drama, students 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. Of course in the case of poetry, two or more poems should be covered, depending on length, so as to constitute a reasonable body of work as subject of this essay.

14(a) As ever, whatever 'artist' has been studied, the student might devote some attention to justifying the choice of their whichever of their works best justifies the statement, possibly mentioning the context of the artist's work at large, though this should not be an expectation. Indeed, if the student does this, one should not expect detailed appraisal of other 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, and those which refer to only one work do have access to the highest marks. As regards the artist's contribution to their art, this might include subjects chosen, themes, techniques as relevant to the particular field, and the way in which the chosen work(s) epitomise(s) the artistry or techniques used by the 'artist'. In addition, the student might make reference to the impact of the work(s) on society and the evidence of its success in achieving this. In every case, personal response to the validity of the statement is paramount, supported by appropriate reasoning and evidence if maximum credit is to be available. Among further elements which could be included as 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 acknowledgement of the contribution made by the work(s) chosen, the student might refer – in the case of to film – to critical acclaim, box-office success, awards, sales etc; in the case of the other art forms, similar criteria would apply. Students are free to choose to evaluate one or more works for their importance, however 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.

14(b) This question is very similar to 14(a) in many respects, except that here the focus is rather more on the student's subjective reaction to the work, and less on the more general impact of the work, Apart from that, the notes above apply. As ever, students may choose to consider one or more works, however 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.

Assessment Criteria

CONTENT

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

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.