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A-LEVEL

# Spanish

Unit 3 Listening, Reading and Writing  
Mark scheme

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Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

**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 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

| Q    | Accept | Marks |
|------|--------|-------|
| 1(a) | S      | 1     |

| Q    | Accept | Marks |
|------|--------|-------|
| 1(b) | N      | 1     |

| Q    | Accept | Marks |
|------|--------|-------|
| 1(c) | S      | 1     |

| Q    | Accept | Marks |
|------|--------|-------|
| 1(d) | T      | 1     |

| Q    | Accept | Marks |
|------|--------|-------|
| 1(e) | N      | 1     |

| Q    | Accept               | Marks | Notes                  |
|------|----------------------|-------|------------------------|
| 2(a) | <u>mudo</u><br>sordo | 1     | reject<br>misspellings |

| Q    | Accept                 | Marks | Notes                                 |
|------|------------------------|-------|---------------------------------------|
| 2(b) | <u>cerebro</u><br>oído | 1     | Accept oído<br>reject<br>misspellings |

| Q    | Accept               | Marks | Notes                  |
|------|----------------------|-------|------------------------|
| 2(c) | <u>días</u><br>meses | 1     | reject<br>misspellings |

| Q    | Accept       | Marks | Notes  |
|------|--------------|-------|--------|
| 2(d) | <u>sacar</u> | 1     | reject |

|      | activar                       |       | misspellings                               |
|------|-------------------------------|-------|--|
| Q    | Accept                        | Marks |  |
| 2(e) | <u>quitaron</u><br>entregaron | 1     | Accept<br>dieron<br>reject<br>misspellings |

| Q    | Accept                  | Marks | Notes               |
|------|-------------------------|-------|---------------------|
| 2(f) | <u>hablar</u><br>llorar | 1     | reject misspellings |

| Q    | Accept                | Marks | Notes                                   |
|------|-----------------------|-------|---|
| 2(g) | <u>borró</u><br>grabó | 1     | reject misspellings<br>accent essential |

| Q    | Accept                         | Marks | Notes                                 |
|------|--------------------------------|-------|---------------------------------------|
| 2(h) | <u>cincuenta</u><br>quinientas | 1     | Accept:<br>500<br>reject misspellings |

| Q | Accept (in any order) |   |   |   |   | Marks |
|---|-----------------------|---|---|---|---|-------|
| 3 | B                     | D | G | K | N | 5     |

### General Principles for Target Language answers

Reject answers in English

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with excessive information with untargeted lifting or additional information that is not grammatically correct.

| Q    | Accept                         | Marks | Notes                    |
|------|--------------------------------|-------|--------------------------|
| 4(a) | el comportamiento de Lady Gaga | 1     | Accept su comportamiento |

|  |  |  |  |
|--|--|--|--|
|  |  |  | Reject: los conciertos de Lady Gaga<br>reject misspelling of comportamiento<br><br>reject misspellings |
|--|--|--|--|

| Q    | Accept   | Marks | Notes  |
|------|--|-------|--|
| 4(b) | Promovían el (consumo de) alcohol y <u>la homosexualidad</u> . | 1     | must have both parts<br>reject misspellings of promover, consumo, alcohol, homosexualidad<br>reject las escenas <u>que</u> (untargeted lifting)<br>accept present or preterite of promover |

| Q    | Accept                     | Marks | Notes                                 |
|------|----------------------------|-------|---------------------------------------|
| 4(c) | una multa (de) 550 dólares | 1     | reject misspellings<br>accept dolares |

| Q    | Accept  | Marks | Notes   |
|------|---|-------|---|
| 4(d) | <u>Había dañado</u> la salud mental y el desarrollo de la niña. | 1     | must have both parts<br>reject misspellings<br>accept dañar in the past |

| Q    | Accept  | Marks | Notes  |
|------|---|-------|--|
| 4(e) | (el) encarcelamiento <u>si vuelve al país</u> | 1     | Accept: (la) cárcel , prisión<br>Reject incorrect tense of volver<br>Reject misspellings |

| Q    | Accept   | Marks  | Notes  |
|------|--|--------|--|
| 4(f) | no ha hecho caso<br>no quiere decepcionar a sus seguidores rusos | 1<br>1 | Reject misspellings<br>Accept no hizo, hinchas, fans |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

| Q | Accept | Marks | Notes                                |
|---|--------|-------|--------------------------------------|
| 5 | K      | 1     | Answers must be given in this order. |
|   | N      | 1     |                                      |
|   | R      | 1     |                                      |
|   | D      | 1     |                                      |
|   | S      | 1     |                                      |
|   | B      | 1     |                                      |
|   | Q      | 1     |                                      |
|   | C      | 1     |                                      |

| Q       | Accept                  | Marks | Notes                                     |
|---------|-------------------------|-------|---|
| 6(a)(i) | se halla = está ubicada | 1     | Reject misspellings and excessive lifting |

| Q        | Accept            | Marks | Notes                                     |
|----------|-------------------|-------|---|
| 6(a)(ii) | ensayos = pruebas | 1     | Reject misspellings and excessive lifting |



| Q         | Accept                       | Marks | Notes                                     |
|-----------|------------------------------|-------|---|
| 6(a)(iii) | poco a poco = paulatinamente | 1     | Reject misspellings and excessive lifting |

| Q        | Accept                           | Marks | Notes                                     |
|----------|----------------------------------|-------|---|
| 6(a)(iv) | se ha abierto = se ha inaugurado | 1     | Reject misspellings and excessive lifting |

| Q       | Accept              | Marks | Notes                                     |
|---------|---------------------|-------|---|
| 6(a)(v) | reto = (el) desafío | 1     | Reject misspellings and excessive lifting |

| Q       | Accept | Marks |
|---------|--------|-------|
| 6(b)(i) | O      | 1     |

| Q        | Accept | Marks |
|----------|--------|-------|
| 6(b)(ii) | G      | 1     |

| Q         | Accept | Marks |
|-----------|--------|-------|
| 6(b)(iii) | K      | 1     |

| Q        | Accept | Marks |
|----------|--------|-------|
| 6(b)(iv) | C      | 1     |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 6(b)(v)  | D             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(a)     | A             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(b)     | C             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(c)     | B             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(d)     | A             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(e)     | A             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(f)     | D             | 1            |

| <b>Q</b> | <b>Accept</b> | <b>Marks</b> |
|----------|---------------|--------------|
| 7(g)     | B             | 1            |

| Q        |   | Accept  | Notes  |
|----------|---|---|--|
| <b>8</b> | 1 mark for each box. Award the mark if the sense of the Spanish is expressed in acceptable English.<br>The working total of 20 should be divided by 2 to give a maximum of 10. Round up any half-mark at the end. |   |  |
|          | 1   | Una treintena de amigos                               | <u>About</u> thirty friends<br>Accept = around, some, approximately, odd, 30<br>Reject = a group of  |
|          | 2   | han lanzado una campaña en Facebook                   | have launched a campaign <u>on</u> Facebook/a Facebook campaign<br>Reject = begun, carried out, started, in, must be in the perfect tense        |
|          | 3   | bajo el lema 'Ibiza dice No'.                         | under the slogan 'Ibiza says No'.<br>Accept = motto<br>Reject = with, title, heading   |
|          | 4   | Desean que los habitantes                             | They want/wish (the) inhabitants to<br>Accept = residents<br>Reject = habitants , they want that, in the hope that                               |
|          | 5   | suban fotos   | upload photos<br>Accept= post, put up<br>Reject =picture, submit   |
|          | 6   | que sean llamativas y provocativas                    | that are striking and provocative<br>Accept = eye-catching, attention grabbing,<br>Reject = noticeable, shocking, distinctive, catchy, provoking |
|          | 7   | a las redes sociales para sensibilizar a la población | on/to social networks to make people aware<br>Accept = social media, to raise awareness, public, the population<br>Reject = social websites      |
|          | 8   | de la búsqueda de petróleo en las aguas de Ibiza.     | of/ about the search for oil in the waters of Ibiza.<br>Accept = petroleum<br>Reject = petrol, oil search  |
|          | 9   | Su meta es prevenir                                   | Their/Its target is to prevent<br>Accept = goal, objective, aim<br>Reject = It's   |
|          | 10  | el daño medioambiental                                | (the) environmental damage<br>Accept = harm to the environment   |
|          | 11  | provocado por la industria petrolera.                 | caused by the oil industry.<br>Accept = brought about by<br>Reject = provoked, petrol  |
|          | 12  | En sólo dos días, ya tienen                           | In only/just two days, they <u>already</u> have  |
|          | 13  | casi trece mil personas                               | Almost/nearly thirteen thousand people<br>Accept =13,000, close to   |
|          | 14  | que se han comprometido a manifestarse.               | Who/that have promised to protest.<br>Accept =demonstrate, committed <u>themselves</u> , pledged, made a commitment to                           |

|  |    |   |   |   |
|--|----|---|---|---|
|  |    |   |   | Reject= manifest , committed  |
|  | 15 | Los organizadores advierten que                             | (The) organisers <u>warn</u> that                                   |   |
|  | 16 | estas empresas traerán graves problemas                     | these companies will <u>bring</u> serious problems                  | Accept= businesses, grave problems  |
|  | 17 | ya que estropearán el hábitat más importante                | Since/as they will ruin the most important habitat                  | Accept = given that, destroy<br>Reject = because, spoil                               |
|  | 18 | del atún de todo el Mediterráneo.                           | <b>of</b> tuna in the whole (of the) Mediterranean.                 | Accept = all, entire<br>Reject = the tuna   |
|  | 19 | Sigue siendo una especie que está en peligro de desaparecer | It continues to be a species (which is) in danger of disappearing   | Accept= It continues to be/being an endangered species<br>Reject = specie, extinction |
|  | 20 | y muchos científicos están dudando si sobrevivirá.          | and many scientists are doubting <u>if/whether</u> it will survive. | Accept = doubtful, doubt, lots of<br>Reject = about if                                |

| Q   |   |   | Accept                                       | Reject   | Accept/Notes                      |
|-----|---|---|--|----------|-----------------------------------|
| (a) | 1 | The regional government of the Canary Islands | El gobierno regional de las (Islas) Canarias |          |                                   |
|     | 2 | introduced                                    | introdujo                                    |          |                                   |
|     | 3 | strict laws                                   | leyes estrictas                              | las      | severas                           |
|     | 4 | to combat illegal immigration.                | para combatir <u>la</u> inmigración ilegal.  |          | clandestina, luchar <u>contra</u> |
|     |   |   |  |          |                                   |
| (b) | 1 | As a result of these new policies             | Como resultado de estas nuevas políticas,    |          | Como consecuencia                 |
|     | 2 | many immigrants will no longer                | muchos inmigrantes ya no                     |          |                                   |
|     | 3 | try to flee from                              | intentarán huir de                           |          | tratarán de                       |
|     | 4 | their own country.                            | su propio país.                              |          |                                   |
|     |   |   |  |          |                                   |
| (c) | 1 | Some humanitarian organisations               | Algunas/Unas organizaciones humanitarias     |          |                                   |
|     | 2 | have condemned the legislation                | han condenado la legislación                 |          |                                   |
|     | 3 | and refuse                                    | y se niegan a                                | Rechazan | rehúsan                           |

|     |   |                               |                                       |          |                               |
|-----|---|-------------------------------|---------------------------------------|----------|-------------------------------|
|     | 4 | to support these initiatives. | apoyar estas iniciativas.             |          | respaldar                     |
| (d) | 1 | They insist that Spain        | Insisten (en) que España              |          |                               |
|     | 2 | give more money               | dé más dinero                         |          | le dé                         |
|     | 3 | to the Third World            | al Tercer Mundo                       |          |                               |
|     | 4 | to improve living conditions. | para mejorar las condiciones de vida. | de vivir | sus                           |
| (e) | 1 | If they had donated           | Si hubieran donado                    |          | si hubiesen                   |
|     | 2 | more financial aid,           | más ayuda financiera,                 |          |                               |
|     | 3 | the suffering                 | el sufrimiento                        |          |                               |
|     | 4 | would have ended.             | habría terminado.                     |          | hubiera terminado.<br>acabado |

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## 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 assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level.
4. 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. Once you have assigned a mark band you then need to decide upon a mark within that band. 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.
5. 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.
6. 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.
7. 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.

8. The marks for Range of Vocabulary, Complexity of Language and Accuracy are not limited by the Content mark. Once the Content mark has been awarded the essay should be carefully reconsidered and the Content disregarded when the three Quality of Language marks are awarded. It is therefore possible that an essay can be placed in the 'Poor' band for Content and still be awarded the maximum of 5 marks for each of the other categories. The only exception is that if an essay is awarded 0 for Content it will automatically be awarded 0 for the other three categories. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
9. 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.
10. While the mark scheme includes some suggested content points, there is no expectation that students will make these specific points. Examiners must reward what they read on the basis of the generic mark scheme.

## CONTENT

| Marks | Criteria   |
|-------|--|
| 21-25 | <p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• <b>Thorough understanding and knowledge of the task</b></li> <li>• <b>Wide range of relevant examples and evidence</b></li> <li>• <b>Clear evidence of evaluation and well-justified personal reaction</b></li> <li>• <b>Well-organised structure with clear progression</b></li> </ul> <p>A top mark of 25 should be awarded for a performance which is as good as can reasonably be expected from an 'A' level student, though it need not contain every point an examiner would have included. The student uses her/his detailed knowledge of the subject matter to write a well focused answer to the question set. Points made are always or almost always supported with relevant examples or evidence. Where appropriate, the student justifies her/his opinions in a convincing manner.</p> <p>A mark of 23 or 24 is awarded for a response which displays almost all of the qualities listed above. It shows minor weaknesses in one or two areas, e.g. its focus may occasionally wander from the question set, or an important point may not be convincingly backed up by specific evidence.</p> <p>A mark of 21 or 22 is awarded for a response which displays most but not all of the qualities listed for a top mark in this band. The student shows very good knowledge of the subject matter but may not always make effective use of that knowledge in the context of the question set. The overall level of justification is good, but one or two statements are likely to be unsupported by evidence. The response is well structured, but the reasoning may be slightly disjointed in places.</p> |
| 16-20 | <p><b>Good</b></p> <ul style="list-style-type: none"> <li>• <b>Sound understanding and knowledge of the task</b></li> <li>• <b>Good range of relevant examples and evidence</b></li> <li>• <b>Some evidence of evaluation and personal reaction but not always convincingly justified</b></li> <li>• <b>Logical structure with some progression</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which shows good knowledge of the subject matter but may not always fit precisely with the question set. The student uses a good range of examples and evidence, although there may be occasional omissions. The overall level of justification is satisfactory, but a few statements are likely to be unsupported by evidence. The response is generally well structured.</p> <p>A mark at the lower end of this band is awarded for a response which shows good knowledge of the subject matter and which does provide a good answer to the precise question set, but is perhaps not always focused on the question. The student uses a good range of examples and evidence, but there may be some omissions. Opinions are offered where appropriate, but the quality of justification is variable. The response is generally well structured.</p>  |



|       |  |
|-------|--|
| 11-15 | <p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• <b>Some understanding and knowledge of the task</b></li> <li>• <b>Some relevant examples and evidence</b></li> <li>• <b>Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</b></li> <li>• <b>Structure is satisfactory though there may be some deficiencies</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which is relevant to the broad topic area and answers the question set reasonably well, but perhaps not fully, and there may be some irrelevance. The student shows a reasonable knowledge of the subject matter through her/his use of examples and evidence, but there are likely to be gaps and possible misunderstandings. The response includes appropriate personal reactions, but perhaps not well justified.</p> <p>A mark at the lower end of this band is awarded for a response which is relevant to the topic but not always relevant to the chosen title. Some, but probably not all points are supported by examples and evidence but there are likely to be gaps and misunderstandings. Opinions are not always justified. In one or two places the essay may be difficult to follow.</p> |
| 6-10  | <p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• <b>Limited understanding and knowledge of the task</b></li> <li>• <b>Limited use of relevant examples and evidence</b></li> <li>• <b>Limited evaluation and personal reaction; mainly descriptive or factual</b></li> <li>• <b>Structure limited – often unclear or confusing</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which is relevant to the topic but not well focused on the chosen title. The student makes only limited use of examples and evidence. Opinions are superficial and the response is mainly descriptive rather than evaluative. The response may be difficult to follow.</p> <p>A mark at the lower end of this band is awarded for a response which is mainly relevant to the topic but not focused on the chosen title. Part of the question may not be answered. The student makes only limited use of examples and evidence. Opinions are superficial and not well justified and the response is descriptive rather than evaluative.</p>   |

|            |   |
|------------|---|
| <b>0-5</b> | <p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• <b>Little understanding and knowledge of the task</b></li> <li>• <b>Lack of relevant evidence. Few examples</b></li> <li>• <b>Little or no evaluation and/or personal reaction</b></li> <li>• <b>Structure mainly unfocused and/or disorganised</b></li> </ul> <p>A mark at the upper end of this band is awarded for a response which may show limited general relevance to the topic but does not answer the question set. Evidence and examples are few in number and are likely to be irrelevant. Any opinions are superficial and the response is merely descriptive. The response may well be difficult to understand.</p> <p>A mark at the lower end of this band is awarded for a response where virtually no points are made which are relevant to the question set. There is little or no relevant evidence or examples. There are likely to be no appropriate opinions. A mark of zero is awarded only for an answer which shows no relevance to the task set. A zero score for Content will automatically result in a zero score for Section B as a whole. A mark of zero must not be awarded without reference to a Senior Examiner.</p> |
|------------|---|

## 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              |

The marks awarded for each of Range of Vocabulary, Complexity of Language and Accuracy are not limited by the mark awarded for Content. The essay is assessed for Quality of Language independently of the Content mark unless the Content mark is 0, in which case the mark in the other three categories will also be 0.

**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.

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## Notes on Individual Questions

10(a) This question asks students to evaluate whether the region they have studied has something for every tourist. This may be related to gastronomy, climate, tourist attractions, geographical features, traditions and festivals. Students achieving the top band will ensure they provide plenty of detail. As always, the best students will adopt an analytical approach rather than merely a descriptive one and there will be effective use of appropriate evidence, justification and personal reaction that is necessary for a mark in the top band. Weaker students may provide lists of tourist attractions with little analysis.

10(b) This question asks students to analyse the geographical features of the region they have studied and impact on industry and/or the lives of the inhabitants. As such, students achieving the top content band will aim to show how the geographical features impact on the economic activity and the lives of the inhabitants. A simple description of the geographical features will not achieve a high content band mark. The nature of the information required in doing this should encourage students to provide appropriate facts and relevant data to support their argument. As ever, this will need to be backed up by evidence and justification. As always, use of appropriate evidence, justification and personal reaction will be necessary to earn credit.

11(a) This question requires students to decide who were the winners and/or the losers during the period of history they have studied. They do not necessarily have to do both and could achieve the top band by just analysing the winners or the losers. Students achieving the highest mark for content will use appropriate evidence and justification as to why they are winners and/or losers. Students achieving the highest band for content will provide thorough evidence to back up their assertions and may look at the social and/or political impact of the winners and losers. Of course, this should go beyond purely personal and subjective evaluation, and could 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.

11(b) This question asks students to evaluate the statement that there is one key event that changes the course of history. Students achieving the top mark for content will analyse why this statement is correct, providing thorough evidence to back up their assertions. The reasons may well focus on the social and/or economic impact of the event during this period but may also include how the political landscape changed and impacted on the citizens. As is always the case in this type of question, there are no right and wrong answers to the judgement but the student **MUST** focus on explaining and justifying why they believe it did or did not change the course of history. The event analysed must be clearly focussed on the impact and students achieving the lower mark bands may simply describe certain events with little evaluation or personal reaction. If students cover more than one event this will be self-penalising as they will be unable to show a depth of analysis. A whole period of history will not be able to access the top band for content.

12(a) This question should allow students to evaluate at least two or more characters and decide if they are heroes or villains. This should not be 'story telling' or a mere character analysis but candidates will analyse their character effectively. As is always the case in this type of question, there are no right and wrong answers to the judgement on heroes/villains but the student **MUST** focus on explaining and justifying why they believe they are heroes or villains. Students may decide all the characters are heroes and villains and/or at times they are a mixture of both. This is perfectly valid as a response as long as it is supported by appropriate evidence and justification.

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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) This question allows students to analyse the representation of Hispanic culture and if it is positive/negative. Candidates achieving the top band for content will offer a thorough valuation of the representation of culture backed up with evidence and justification. They need to think about how society is portrayed in the text and whether this portrayal is positive or negative and this is where personal reaction and evaluation backed up by appropriate evidence and justification will enable students to access high marks. 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 invites students to give personal reaction to the idea that the poet or dramatist's work is tragic and/or romantic. They could focus on one aspect (i.e. whether it is tragic or romantic) and still be able to access the top band. To score in the highest content bands, sufficient evaluation and analysis should be provided as related to whether the work studied is tragic and/or romantic. 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.

13(b) This question should be approached in the same way whether students are answering on the subject of drama or poetry. The phrase 'relevant to young people of the 21<sup>st</sup> century' is extremely important and as such students could refer to oppression of women in the Middle East and/or basic family strife in young people's life or even repression of societies in the modern world. Students who achieve the top mark for content will not merely regurgitate a themes essay but will choose those themes which are relevant to young people today. Of course, 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. To score in the highest content bands, sufficient evaluation and analysis should be provided as related to the relevance of the themes to today's young people. Students must ensure they justify their choices as appropriate. 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) The student is invited in this question to evaluate the techniques have used have captured the imagination of the public. This could be in relation to themes or techniques relevant to the particular field that the artist uses to achieve this. This should not be merely a regurgitation of a techniques essay but should evaluate how the techniques have captured the imagination of the public. Opinions on this should be justified by appropriate evidence if high content marks are to be deserved. Among further elements which could be included as pertinent to capturing the attention of the public could be the following for a film director: sound effects, special effects, make-up, characters, and use of camera, locations, use of colour, symbols and motifs, script/screenplay. The treatment of the themes is a valid technique but should not be the whole focus of the essay and should be linked closely to how these themes capture the imagination of the public. The student may reference more than one work but 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 asks students to examine not just the influences on the artist but also how these are reflected in the work/s they have studied. Among elements which could be included as pertinent to influences, the following might be mentioned for an artist: childhood, other directors, cultural background, events, painters, personal interests, religion, political awareness, sexuality. In order to achieve the top band for content students must show how these influences are reflected in the works studied giving clear examples. Clearly, personal opinion will need to be backed up with appropriate evaluation and justification, and not merely use of evaluative language. 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.

Note that with all the literary/ art topics, 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.

