



**General Certificate of Education (A-level)
June 2011**

Spanish

SPAN3

(Specification 2695)

Unit 3: 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 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 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	B	C	F	I	J	5	Accept letters in any order

5 marks

Qu.	Accept	Marks	Notes
2(a)	3 / tres / three	1	

Qu.	Accept	Marks	Notes
2(b)	77 millones / 77m / 77 million / setenta y siete millones	1	

Qu.	Accept	Marks	Notes
2(c)	5 ½ millones / 5,5m / 5.5m / 5 ½ million / cinco millones y medio / 5 millones y medio	1	Reject cinco y medio millones

Qu.	Accept	Marks	Notes
2(d)	300.000 / 300,000 / trescientos mil / three hundred thousand	1	

Qu.	Accept	Marks	Notes
2(e)	2012	1	

5 marks

Qu.	Accept	Marks	Notes
			NB Accents not important unless they change the meaning of the word.
3(a)	Las nanas pueden ayudar a los bebés dormir a la hora de <u>comer</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.

Qu.	Accept	Marks	Notes
			NB Accents not important unless they change the meaning of the word.
3(b)	Una organización española está instalando cibercafés <u>clínicas</u> en muchos barrios de Bogotá	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 cafés con internet.

Qu.	Accept	Marks	Notes
			NB Accents not important unless they change the meaning of the word.
3(c)	Con esta ayuda se espera que los niños/menores/jóvenes (pobres) <u>mayores</u> tengan un futuro más próspero	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. Insist on tilde on niños . pobres may have been included = OK, but NOT essential.

Qu.	Accept	Marks	Notes
			NB Accents not important unless they change the meaning of the word.
3(d)	Los internautas españoles son los más avanzados <u>atrasados</u> en realizar sus compras por internet	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.

8 marks

Qu.	Accept	Marks	Notes
			In all of the following items , unless detailed below mis-spellings which are recognisable when spoken will be accepted.
4(a)	Sus colegas	1	Reject answers in English.

Qu.	Accept	Marks	Notes
4(b)	Fueron/eran/son menores/jóvenes	1	Reject answers in English. Insist on appropriate verb.

Qu.	Accept	Marks	Notes
4(c)	CDs	1	Reject answers in English.

Qu.	Accept	Marks	Notes
4(d)	Olas enormes / vientos fuertes	1	Reject answers in English. Reject holas. Reject if mention also of buques/barcos grandes/enormes/gigantescos.

Qu.	Accept	Marks	Notes
4(e)	Van a ser repatriados	1	Reject answers in English.

Qu.	Accept	Marks	Notes
4(f)	Busca(ba)n / para buscar una vida mejor (en Europa)	1	Reject answers in English. en Europa not essential.

Qu.	Accept	Marks	Notes
4(g)	Porque quería / para ayudar a los pobres / los que <u>no</u> tienen nada	1	Reject answers in English. Must have <u>no</u> .

7 marks

Listening Section Total = 25 marks

Qu.	Accept	Marks
5	O	1
	I	1
	L	1
	A	1
	N	1
	J	1
	M	1

7 marks

Qu.	Accept	Marks	Notes
6(a)	F	1	Accept x

Qu.	Accept	Marks	Notes
6(b)	F	1	Accept x

Qu.	Accept	Marks	Notes
6(c)	N	1	

Qu.	Accept	Marks	Notes
6(d)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
6(e)	N	1	

Qu.	Accept	Marks	Notes
6(f)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
6(g)	V	1	Accept T or ✓

Qu.	Accept	Marks	Notes
6(h)	F	1	Accept X

8 marks

Qu.	Accept	Marks	Notes
7(a)(i)	residimos	1	

Qu.	Accept	Marks	Notes
7(a)(ii)	elaboraba	1	

Qu.	Accept	Marks	Notes
7(a) (iii)	se dio cuenta <u>de</u>	1	must have all Reject if followed by que

Qu.	Accept	Marks	Notes
7(a)(iv)	medios	1	

Qu.	Accept	Marks	Notes
7(a)(v)	(la) antipatía	1	

5 marks

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

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

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

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

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

5 marks

Reading Section Total = 25 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. 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	Datos del Ministerio del Interior	Interior Ministry/Ministry of <u>the</u> Interior data/figures/statistics	Reject Minister, information
	2	siguen mostrándonos que	continue to show/showing us (that)	
	3	Baleares es la región española	the Balearic(s) (Islands) is/are the Spanish region /of Spain	Baleares OK
	4	con mayor número de delitos	which has/ with the largest number of/most offences/ crimes	
	5	por habitante.	per inhabitant.	Reject person/citizen/habitant
	6	Un estudio realizado en 2010	A study carried out/conducted in 2010	Reject realized
	7	y publicado anteayer	and published the day before yesterday	
	8	abordó el problema	touched on/addressed/tackled the problem	Nothing else acceptable
	9	del comportamiento antisocial.	of antisocial behaviour.	
	10	Además la mayoría de los encuestados	Besides, the majority/most of those asked	Furthermore/moreover/additionally/also OK surveyed/ /questioned
	11	en un sondeo llevado a cabo en Internet	in a(n) Internet survey / carried out on the Internet / online	conducted OK Reject interviewed
	12	temía que el vandalismo callejero	feared that (street) vandalism (on the street)	was afraid/scared OK Reject worried/concerned
	13	aumentara	would/might increase / rise	
	14	hasta tal punto que	to such an extent / a point / up to a/the point that	
	15	nadie se atrevería	nobody / no-one / would dare	
	16	a salir de noche.	(to) go out at night.	
	17	Se concluyó que la queja principal	It (was) concluded / the conclusion was that the main / principal complaint	
	18	era que había cada vez más robos,	was that there were (ever) more (and more) / an increasing number of robberies,	thefts OK; reject burglaries
	19	demasiada violencia doméstica	too much domestic violence	
	20	y falta de respeto.	and lack of respect.	

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	Nine months ago,	Hace nueve meses	
2	an African student	un estudiante <u>a</u> fricano / de <u>A</u> frica	Reject capital A on africano /lower case on Africa
3	suffered a brutal attack	sufrió un ataque/asalto/agresión brutal	Reject paliza
4	in front of the town hall.	delante / enfrente del ayuntamiento.	
9(b)			
1	A drunken youth	Un joven borracho / ebrio	Reject wrong gender
2	assaulted him	le/lo asaltó/atacó/agredió	Vbs must have accents
3	after shouting	después de gritar	
4	racist insults.	insultos racistas.	Reject wrong gender or agreement
9(c)			
1	The victim	La víctima	
2	was paralysed	ha quedado/quedó paralítico/a/paralizado/a / fue paralizado/a	
3	by the blow	por/como resultado/consecuencia del golpe	por el OK
4	he received.	que recibió.	
9(d)			
1	He is still	Sigue / todavía está	accent on está necessary
2	in hospital and	en <u>e</u> l hospital y	el is essential
3	Does not remember anything	no recuerda nada	
4	about the incident.	del incidente.	Accept sobre el...
9(e)			
1	If the police	Si la policía	
2	had arrived,	hubiera/hubiese llegado	
3	They would have caught	habría(n) cogido / arrestado / detenido	Accept hubiera(n)
4	the man.	<u>a</u> l hombre.	personal a essential

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 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.
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.

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.

Converting Marks into UMS marks

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.