



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## **General Certificate of Education**

# **Spanish 5696** *Specification*

**SP01**      *Young People Today*

## **Mark Scheme**

*2008 examination - January series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

|     |                              | <b>% of AS</b> | <b>Marks</b> |
|-----|------------------------------|----------------|--------------|
| AO1 | Response to spoken language  | 10             | 30           |
| AO2 | Response to written language | 15             | 45           |
| AO3 | Knowledge of grammar         | 10             | 30           |
|     | <b>TOTAL</b>                 | 35             | 105          |

The marks will be allocated in the following way

|                         | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|-------------------------|------------|------------|------------|
| Short listening pieces  | 15         |            |            |
| Longer listening pieces | 15         |            | 10         |
| Short reading texts     |            | 25         | 10         |
| Longer reading text     |            | 20         | 10         |

## Unit 1 – Young People Today

### General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of  $3 - 1 = 2$  will be awarded.
- 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.
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the **reading passages**, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the **listening passages**, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in margin if in wrong language and give '0' (unless numbers or place names are involved).
- Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:
  1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
  2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).

Conventions used in this mark scheme:

- + used to separate two or more components
- / used between alternatives
- denotes “must have” material
- ( ) denotes material not essential to correct answer

*(NB in each case where some marks are for quality of language, the criteria from the specimen papers will be used)*

### Part A

**1**

- (a) Indian/Bollywood cinema is expanding/developing/triumphing (everywhere), lots of opportunities.
- (b) Provoke many reactions / make people cry/laugh/dance.
- (c) When there is laughter, (the main characters/grandmother/dog) everybody laughs.
- (d) She likes/liked / was interested in Indian culture.
- (e) She is invited to teach (Indian dancing to) others / at Indian parties.

**5 marks (AO1)**

**2**

|     |   |
|-----|---|
| (a) | A |
| (b) | C |
| (c) | C |
| (d) | B |
| (e) | A |

**5 marks (AO1)**

**3**

|     |   |
|-----|---|
| (a) | H |
| (b) | A |
| (c) | B |
| (d) | E |
| (e) | G |

**5 marks (AO1)**

**Total for Part A = 15 marks**

**Part B****4** (Any equivalent rendering acceptable)

|     | Key Idea   | Marks |
|-----|--|-------|
| (a) | Trabajó durante treinta y cinco / 35 años.   | 1     |
| (b) | Porque trabajaba para su tío/familia / trabajaba muchas/más horas que las demás.                       | 1     |
| (c) | Tenía poco tiempo + para cambiarse.  | 2     |
| (d) | le gustaba barrer + limpiar + (hablar con) los extranjeros que venían al hotel.<br>(any 2)             | 2     |
| (e) | Porque tuvo que volver a su pueblo + para cuidar de su madre (enferma).                                | 2     |
| (f) | Su tío no pagaba las contribuciones necesarias + no recibe lo que debería.                             | 2     |
| (g) | Su hermano está enfermo + de los pulmones.   | 2     |
| (h) | Tiene seis hermanos / cuatro hermanas y dos hermanos   | 1     |
| (i) | Tienen un jardín/huerto/a que les da / cultivan legumbres/fruta + gallinas<br>(que dan huevos) (any 2) | 2     |

**15 marks (AO1 + 5 marks for Quality of Language = 20 marks****Total for Part B = 25 marks**

The five marks for Quality of Language (AO3) for questions (a) to (i) will be applied as follows:

**NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.**

|     |  |
|-----|--|
| 5   | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 4   | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.                                       |
| 3   | There is some awareness of structure. There are still basic errors but communication is generally maintained.  |
| 2   | The level of manipulation of structures and the number of errors make comprehension difficult.   |
| 0-1 | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.   |

Only answers marked correctly for comprehension can be considered for A03.

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 15, 14, 13             | 5                                    |
| 12, 11, 10             | 4                                    |
| 9, 8, 7                | 3                                    |
| 6, 5, 4                | 2                                    |
| 3, 2, 1                | 1                                    |
| 0                      | 0                                    |

5

|     | Key Idea                  | Marks |
|-----|---------------------------|-------|
| (a) | había trabajado / trabajó | 1     |
| (b) | solía                     | 1     |
| (c) | cuidar                    | 1     |
| (d) | hable                     | 1     |
| (e) | puedo                     | 1     |

5 marks (AO3)

Part C

6

|     |   |
|-----|---|
| (a) | K |
| (b) | E |
| (c) | G |
| (d) | J |
| (e) | A |
| (f) | B |
| (g) | I |
| (h) | D |

8 marks (AO2)

7

|     |   |
|-----|---|
| (a) | A |
| (b) | A |
| (c) | B |
| (d) | C |
| (e) | B |
| (f) | C |
| (g) | B |

7 marks (AO2)

8

(Any equivalent rendering acceptable)

|     | Key Idea   | Marks |
|-----|--|-------|
| (a) | Miles de alumnos (en las escuelas de Aragón) + estudiarán los idiomas/las lenguas (extranjeras) + desde la infancia. (any 2) | 2     |
| (b) | (Es cuando) los alumnos estudian <u>algunas</u> asignaturas en una lengua extranjera + hacen intercambios.                   | 2     |
| (c) | En <u>cuatro</u> escuelas + tendrán clases en francés.   | 2     |
| (d) | Van a poder dominar un idioma extranjero / dos idiomas + aprender un tercer idioma.  | 2     |
| (e) | Sabrán hablar otros idiomas + tendrán <u>mejores</u> oportunidades de trabajo + serán mejores ciudadanos del mundo. (any 2)  | 2     |
|     | (NB: underlined words essential for the mark element)  |       |

10 marks (AO2) + 10 marks for Quality of Language = 20 marks

The ten marks for Quality of Language (AO3) for questions (a) to (e) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

|      |  |
|------|--|
| 9-10 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 7-8  | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.                                       |
| 5-6  | There is some awareness of structure. There are still basic errors but communication is generally maintained.  |
| 3-4  | The level of manipulation of structures and the number of errors make comprehension difficult.   |
| 0-2  | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.   |

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 10                     | 10                                   |
| 9                      | 9                                    |
| 8                      | 8                                    |
| 7                      | 7                                    |
| 6                      | 6                                    |
| 5                      | 5                                    |
| 4                      | 4                                    |
| 3                      | 3                                    |
| 2                      | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |

**Total for Part C = 35 marks**

## Part D

9 [NB in every case there inevitably will be alternatives offered by candidates, to be considered and agreed at Standardising meeting]

|     | Key Idea   | Marks | Accept                            | Reject                              |
|-----|--|-------|-----------------------------------|-------------------------------------|
| (a) | Primero tienen que informarse acerca de las drogas.  | 1     |                                   |                                     |
| (b) | Muchos españoles beben en exceso los días laborables.  | 1     |                                   |                                     |
| (c) | Los jóvenes se embriagan más + muchos escolares consumen alcohol el fin de semana + entre las chicas el consumo está aumentando. (any 2)   | 2     |                                   | entre <b>los</b> chicos/<br>jóvenes |
| (d) | Empiezan a tomar drogas legales a los 13 años + y drogas ilegales a los 15.  | 2     |                                   |                                     |
| (e) | El uno por ciento de los españoles lo consume <u>a diario</u> + el 20% lo ha probado / algunos jóvenes lo usan a partir de los 15 años. (any 2)  | 2     | (must have idea of <i>daily</i> ) | regularmente (for <i>daily</i> )    |
| (f) | No hay grandes diferencias entre hombres y mujeres a la hora de tomar drogas.  | 1     |                                   |                                     |
| (g) | (Tendrá los) ojos enrojecidos.   | 1     |                                   |                                     |
| (h) | No deberían regañarlos / condenarlos / deberían escucharlos / darles buen ejemplo / ganarse la confianza del muchacho. (any 3)   | 3     |                                   |                                     |
| (i) | Tienen que buscar consejo/ayuda profesional.   | 1     |                                   |                                     |
| (j) | Deberían:<br>pasar tiempo con ellos<br>mandarlos a escuelas buenas<br>evitar que tengan amigos que podrían tener una mala influencia<br>siempre hablar con ellos de todo y escucharlos<br>ser sinceros y honestos<br>ser justos<br>No deberían:<br>regañarlos todo el tiempo<br>ser demasiado estrictos<br>condenar los errores de sus hijos<br>etc..... | 6     |                                   |                                     |

20 marks (AO2) + 10 marks for Quality of Language = 30 marks

The ten marks for Quality of Language (AO3) for questions (a) to (j) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

|      |  |
|------|--|
| 9-10 | The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures. |
| 7-8  | The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.                                       |
| 5-6  | There is some awareness of structure. There are still basic errors but communication is generally maintained.  |
| 3-4  | The level of manipulation of structures and the number of errors make comprehension difficult.   |
| 0-2  | Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.   |

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 20, 19                 | 10                                   |
| 18, 17                 | 9                                    |
| 16, 15                 | 8                                    |
| 14, 13                 | 7                                    |
| 12, 11                 | 6                                    |
| 10, 9                  | 5                                    |
| 8, 7                   | 4                                    |
| 6, 5                   | 3                                    |
| 4, 3                   | 2                                    |
| 2, 1                   | 1                                    |
| 0                      | 0                                    |

**Total for Part D = 30 marks**  
**Total for Paper : 105 marks**