



General Certificate of Education

Spanish 5696

SP01 Young People Today

Mark Scheme

2007 examination - June 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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Set and published by the Assessment and Qualifications Alliance.

Unit 1

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	TOTAL	35	105

The marks will be allocated in the following way

	AO1	AO2	AO3
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

Part A

1.

		Accept
(a)	you can go on business trips / work extra hours / have time to prepare for the next day	
(b)	because you are more likely to go out to have snacks (not a full meal; <u>accept <i>tapas</i></u>) / they spend less money on dinners	
(c)	(you go out more, so spend a lot of money on) drinks.	
(d)	it is easier to diet; if there is no food in the fridge you don't eat/you <u>alone</u> do the shopping.	
(e)	(he/she looks in the fridge, sees the same old things) and goes to bed <u>without eating</u> .	just goes to bed / goes straight to bed / they don't eat

5 marks (AO1)

2.

(a)	F
(b)	V
(c)	V
(d)	F
(e)	N

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	Accept	Reject
(a)	Lleva poco tiempo / unos meses trabajando (en este hotel.)	1		
(b)	(Fue profesor) durante ocho años.	1		
(c)	Porque el salario (de profesor) no era suficiente + y no era una buena vida/era duro/a	2	Reference to economía	
(d)	Su escuela estaba lejos de casa / a 10 kilómetros / tenía que viajar andando (todos los días) / no había transporte público / era el único trabajo que había (any 3)	3		
(e)	(En la universidad había estudiado / estudió la carrera de) traductor + e intérprete.	2		
(f)	Porque además del salario, hay otras maneras de ganar <u>más</u> dinero.	1		
(g)	Porque habla bien el inglés/idioma extranjero.	1	domina/e el idioma	
(h)	Cuba ya no tiene que comprar petróleo + va a ahorrar dinero + no tiene que pagar a otro país.	3		
(i)	Habrá progreso <u>dentro de cuatro o cinco años</u> .	1		en / después de cuatro o cinco años with no idea of progression

15 marks (AO1) + 5 marks for Quality of Language = 20 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)	estaba / estuvo	1
(b)	pueden	1
(c)	tomó	1
(d)	empezará / va a empezar	1
(e)	pase	1

5 marks (AO3)

Total for Part B = 25 marks

Part C

6.

Elisa	E
Xavier	F
Ursula	I
Matías	K
Angela	H
Jesús	J
Debora	B
Iñaki	D

8 marks (AO2)

7.

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

7 marks (AO2)

8. (Any equivalent rendering acceptable).

	Key Idea	Marks	Accept	Reject
(a)	Iba a comer <u>sólo</u> comida rápida + durante un mes	2		
(b)	Decidió tomar todos los productos / agua incluida / las 3 comidas / no el tamaño más grande / probar cada producto al menos una vez / comer en un local de la empresa (any 3)	3		
(c)	Engordó 11,5 kilos / aumentó su nivel de colesterol / se sentía muy deprimida (any 2)	2		
(d)	La dieta rápida tiene efectos desastrosos	1		
(e)	No debería comer la comida rápida + debería votar con su tenedor / ir a un buen restaurante / boicotear la comida rápida	2		

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. (Any equivalent rendering acceptable).

	Key Idea	Marks	Accept	Reject
(a)	Tendrán problemas con sus estudios + y problemas en su vida.	2		
(b)	Si seleccionan programas educativos mejorarán el desarrollo intelectual de sus niños.	1		
(c)	Estudiaron el nivel de éxito/los resultados de 400 alumnos / de 8 a 9 años / en tres asignaturas importantes / con la ayuda de padres y profesores (any 2)	2		
(d)	Estudiaron los aparatos electrónicos que tenían <u>las familias</u> / <u>en casa</u> .	1		
(e)	El niño duerme menos.	1		
(f)	Primero, que los medios de comunicación en el hogar + tienen un impacto sobre los estudios de los niños, / que el acceso a un ordenador + lleva a mejores notas.	2		
(g)	Se comunican más con la familia y con los amigos / estudian asignaturas académicas / y temas de salud (any 2)	2		
(h)	Pasan menos tiempo jugando, / e interactúan menos con los adultos / por eso sufre su desarrollo intelectual. (any 2)	2		
(i)	Dice que el contenido de los programas puede perjudicar el desarrollo de los niños.	1		
(j)	Después de haber leído el texto, en tu opinión, ¿qué más pueden hacer los padres para ayudar a sus hijos con sus estudios? Pueden tener buenas relaciones con los profesores hablar con frecuencia con sus hijos insistir en que hagan los deberes ayudarlos con sus estudios limitar el tiempo que pasan delante de la televisión limitar el uso de los videojuegos apoyarlos cuando tienen dificultades interesarse por lo que estudian Deberían comprar muchos libros leer libros con ellos llevarlos de excursión a museos etc llevarlos de vacaciones a sitios interesantes 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
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