



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Spanish

Unit SP02

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Unit 2

Assessment Criteria

	% of AS	Total marks	Question	
			1/2	3
AO2 Response to written language	10	30	12	18
AO3 Knowledge of grammar	5	15	6	9
AO4 Knowledge of society	15	45	18	27
TOTAL	30	90	36	54

Questions 1/2	Reaction/Response (AO2)	Question 3
11-12	Good personal reaction to the topic and the particular question, usually well justified and illustrated.	15-18
8-10	Clear evidence of personal reaction, but not consistently maintained. Variable justification and illustration.	11-14
5-7	Some reaction is evident and some points made, but justification and illustration weak.	7-10
2-4	Limited reaction. No justification or illustration for points made.	3-6
0-1	Little or no critical reaction to the topic.	0-2

Questions 1/2	Knowledge of Grammar (AO3)	Question 3
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.	8-9
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.	6-7
3	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.	4-5
2	The level of manipulation of structures and the number of errors make comprehension difficult.	2-3
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.	0-1

Questions 1/2	Content/Knowledge of Society (AO4)	Question 3
15-18	Relevant points are clearly made with evidence of reading around the topic. The answer is focused on the question and offers ideas which are logically and coherently developed and do not depend on the preliminary material.	23-27
11-14	The answer is generally on the subject, with a number of points made relevant to the specific issues in the question and showing some independence from the preliminary material. The answer has a degree of coherence.	17-22
7-10	Some relevant points are made, ideas are not clearly organised. The answer generally lacks a clear focus, but some attempt is made to address the question. Relies heavily on the preliminary material.	11-16
3-6	The answer tends to address the topic area rather than the specific question. A limited number of points made, many of which are vague or irrelevant. Relies almost entirely on the preliminary material.	5-10
0-2	There is little or nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.	0-4

Annotation of Scripts

The following conventions will be used by examiners marking scripts:

- C written in the margin to indicate information relevant to AO4 and derived from the Preliminary Material.

- © written in the margin to indicate information relevant to AO4 derived from a source other than the Preliminary Material.

- Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.

- R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.

- ® written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.

- | vertical line in the margin = irrelevant/inappropriate material.

The mark for AO4, AO2 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification.

MARK GRIDS FOR QUESTION 1

A04	Content /Knowledge of Society	<i>Notes</i>	
18 17 16 15	a) Relevant & clear b) Focused on question c) Ideas logical & coherent d) Not dependent on preliminary material; evidence of reading around topic	Many, if not all, points from © Focus throughout on fact that speaking as Spaniard and on what media means to them	<i>The most likely points are given below.</i> <i>NB it is not essential to use the preliminary material</i> Agree C Contact with friends (Texts 1 & 3)
14 13 12 11	a) Generally relevant b) Number of specific points relevant to question c) Ideas have degree of coherence d) Some independence from preliminary material	Fewer points than for top band. Focus not as clear on occasion. Fewer points from ©	Learn with/from computers & TV (Texts 1&2) Parents can contact them (Text 3) Leisure/relaxation: TV; computers (Texts 1&2) Possible bad effects; distract from studies (Texts 2 & 3)
10 9 8 7	a) Some relevant points b) Some attempt to address specific question c) Lacks clear focus. Ideas not clearly organised d) Relies heavily on preliminary (or non target culture) material	Not above this band if entirely PM. Only a few points. Usually from C. One or two generalisations about media & young.	© Egs of newspapers magazines radio land phones contributing to points in C
6 5 4 3	a) Limited points made; b) Addresses topic area rather than specific question c) Many points vague or irrelevant d) (Almost) entirely preliminary (or non target culture) material	Generalisation about young people and media – little/no reference to Spain or to Spanish young people.	Uses of IT for presenting work studying in remote parts of Spain. possible effects; Sp egs of leukaemia from masts etc
2 1 0	a) Little or no relevance NB Zero score here results in zero for whole question		Other bad effects with Sp. Egs (becoming addicted to surfing net etc)

A02	Reaction/response	Notes	With reference to the points in A04 grid:
12 11	i) Good personal reaction to topic & particular question ii) Usually well justified & illustrated	<i>(Almost) all points commented on (i) with reasons & examples (ii)</i>	R Brief reason given as to why each point under A04 has role in life of young Spaniards
10 9 8	i) Clear evidence of personal reaction but not consistently maintained ii) Variable justification & illustration	<i>50% or more of points commented on (i) with reasons & examples (ii)</i>	Ⓜ might include <ul style="list-style-type: none"> • expansion of why A04 points are interesting, important etc eg <i>porque ...</i> • specific Spanish examples/illustrations of why media forms chosen have relevance
7 6 5	i) Some reaction is evident and some points made ii) Weak justification & illustration	<i>Less than 50% of points commented on (i) with reasons & examples (ii)</i>	
4 3 2	i) Limited reaction ii) No justification or illustration for points made	<i>1 or 2 brief comments, at most</i>	
1 0	Little or no critical reaction to the topic		

Q1	Knowledge of Grammar (AO3)
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
3	There is some awareness of structure but basic errors are still frequent. 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.

Total for Question 1 = 36 marks

MARK GRIDS QUESTION 2

A04	Content /Knowledge of Society	Notes	
18 17 16 15	a) Relevant & clear b) Focused on question c) Ideas logical & coherent d) Not dependent on preliminary; evidence of reading around topic	Clear focus throughout on whether Spain cares for environment or not. Many, if not all, points from ©	<i>The most likely points are given below.</i> <i>NB it is not essential to use the preliminary material</i> Agree C Improving coasts/sustainable tourism (Text 4) Plans for use of renewable energy (Text 4) Laws to punish destruction/pollution of trees/plants/water/animals (Text 5) Better recycling facilities (Text 6) © might include <ul style="list-style-type: none"> • further eggs of above not from PM • eggs of wind/solar power • other Spanish environmental initiatives (eg Seprona) Disagree C Many industries not complying with law (Text 2) Recycle less than other countries (Text 3) © Still too many disasters (forest fires, Doñana etc from previous PM) Oil slicks (Prestige) not dealt with effectively.
14 13 12 11	a) Generally relevant b) Number of specific points relevant to question c) Ideas have degree of coherence d) Some independence from preliminary material	Fewer eggs from © Fewer points made. Not <u>always</u> focused on question.	
10 9 8 7	a) Some relevant points b) Some attempt to address specific question c) Lacks clear focus. Ideas not clearly organised d) Relies heavily on preliminary (or non target culture) material	Not above this band if only PM . Limited number of relevant points. Generalisations about environment on occasion.	
6 5 4 3	a) Limited points made; b) Addresses topic area rather than specific question c) Many points vague or irrelevant d) (Almost) entirely preliminary (or non target culture) material	Generalisations about anything regarding environment. Little/no Spanish focus.	
2 1 0	a) Little or no relevance NB Zero score here results in zero for whole question		

A02	Reaction/response	Notes	<p>Question requires a personal decision on whether or not Spain is caring for environment. Point of view should be clear for a good personal reaction point</p> <p>R Brief comment/opinion on each point made to show why agree/disagree eg <i>es bueno / malo</i></p> <p>Ⓜ may include</p> <ul style="list-style-type: none"> • Reasons <u>why</u> agree/disagree eg <i>porque ...</i> with Spanish illustrations • Specific Spanish examples to prove points for or against
12 11	i) Good personal reaction to topic & particular question ii) Usually well justified & illustrated	<i>(Almost) all points commented on (i) with reasons & examples (ii)</i>	
10 9 8	i) Clear evidence of personal reaction but not consistently maintained ii) Variable justification & illustration	<i>50% or more of points commented on (i) with reasons & examples (ii)</i>	
7 6 5	i) Some reaction is evident and some points made ii) Weak justification & illustration	<i>Less than 50% of points commented on (i) with reasons & examples (ii)</i> NB Maximum 6 if no Ⓜ	
4 3 2	i) Limited reaction ii) No justification or illustration for points made	<i>1 or 2 brief comments, at most</i>	
1 0	Little or no critical reaction to the topic		

Q2	Knowledge of Grammar (AO3)
5-6	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
4	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
3	There is some awareness of structure but basic errors are still frequent. 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.

Total for Question 2 = 36 marks

MARK GRIDS FOR QUESTION 3

A04	Content /Knowledge of Society	Notes	
27 26 25 24 23	a) Relevant & clear b) Focused on question c) Ideas logical & coherent d) Not dependent on preliminary; evidence of reading around topic	Many if not all points from © Must maintain focus on question throughout.	<i>Possible points are given below</i> <i>NB It is not essential to use the preliminary material</i> Many points will probably be © as much of the PM will need to be interpreted and expanded
22 21 20 19 18 17	a) Generally relevant b) Number of specific points relevant to question c) Ideas have degree of coherence d) Some independence from preliminary material	Fewer examples from © and/or less specific	C For Travel/tourism Euro makes paying (and so travel) to other countries easier (Text 8) Euro makes easier for tourists (Text 8) Prices more transparent with Euro (Text 8) Feel belong with other countries (Text 7)
16 15 14 13 12 11	a) Some relevant points b) Some attempt to address specific question c) Lacks clear focus. Ideas not clearly organised d) Relies heavily on preliminary (<i>or non target culture</i>) material	Not above this band if only PM used Limited number of points	© Commerce: Easier with Euro. Lack of trade barriers Work: No need for work permits Studies: Erasmus and other projects
10 9 8 7 6 5	a) Limited points made; b) Addresses topic area rather than specific question c) Many points vague or irrelevant d) (Almost) entirely preliminary (<i>or non target culture</i>) material	Generalisations/unfocused information about Spain's membership of EU.	Raising school leaving age & LOGSE Possible disadvantages include: Loss of national identify & traditions (objections to bullfighting etc) Immigrants see Spain as gateway to rest of EU
4 3 2 1 0	a) Little or no relevance NB Zero score here results in zero for whole question		

A02	Reaction/response	Notes	<p>Much of answer will depend personal interpretation of effects of EU membership on Spain.</p> <p>R</p> <p>Brief comments on each A04 point made eg <i>es bueno para España; ayuda mucho</i></p> <p>Ⓜ</p> <ul style="list-style-type: none"> more detailed personal opinion/explanation of why think point good/bad for Spain eg <i>porque ...; a causa de</i> examples/illustrations of specific effects on Spain eg <i>Raising of school leaving age; pateras</i>
18 17 16 15	i) Good personal reaction to topic & particular question ii) Usually well justified & illustrated	<i>(Almost) all points commented on (i) with reasons & examples (ii)</i>	
14 13 12 11	i) Clear evidence of personal reaction but not consistently maintained ii) Variable justification & illustration	<i>50% or more of points commented on (i) with reasons & examples (ii)</i>	
10 9 8 7	i) Some reaction is evident and some points made ii) Weak justification & illustration	<i>Less than 50% of points commented on (i) with reasons & examples (ii)</i> Maximum 9 if no Ⓜ	
6 5 4 3	i) Limited reaction ii) No justification or illustration for points made	<i>1 or 2 brief comments, at most</i>	
2 1 0	Little or no critical reaction to the topic		

Q 3	Knowledge of Grammar (AO3)
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structure 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.

Total for Question 3 = 54 marks

Total for Paper = 90 marks