



General Certificate of Education

Spanish 5651

SP02 *Aspects of Society*

Mark Scheme

2007 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 2

	% of AS	Marks
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	30	27
TOTAL	30	54

Annotation of Scripts

The following conventions will be used by examiners marking scripts:

AO2 (Reaction and Response)	AO4 (Content)
Ⓜ written in the margin to indicate reaction/response relevant to AO2 where this includes reason/justification of opinion.	Ⓒ written in the margin to indicate information relevant to AO4, derived from a source other than the current Preliminary Material and relevant to the question set.
R written in the margin to indicate reaction/response relevant to AO2 when no justification is given.	C written in the margin to indicate information relevant to AO4, derived from the Preliminary Material and relevant to the question set.
	T written in the margin to indicate information generally relevant to the topic.
Rep written in the margin to indicate repetition of information relevant to AO4 or AO2.	
Irr vertical line in the margin = irrelevant/inappropriate material.	

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

Question 1(a)

**‘Los españoles solo se interesan por los medios de comunicación más modernos.’
¿Estás de acuerdo? Explica tu opinión y da ejemplos**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether Spanish only interested in modern means of communication. For this band need balanced consideration of why/whether only interested in modern media with opinions as to why feel this is so. (Almost) all points clearly justified as to why/whether Spanish only interested in modern means of communication.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether Spanish only interested in modern means of communication. Not all comments relate clearly to why/whether this the case. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether Spanish only interested in modern means of communication . Little (or inappropriate) explanation/justification of why /whether this is the case.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on whether Spanish only interested in modern means of communication. 1 or 2 opinions but probably not focused on why/whether Spanish only interested in modern means of communication.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on why/whether Spanish only interested in modern means of communication.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points
NB Not essential to use PM but other sources do not necessarily score higher marks .In general, apart from top band quality & quantity of evidence more important than source. C TV Only 0.8%,68,000 of 38 million no TV, 99.2% homes have TV 60.4% in main room;54.9% in dining room, 30% in bedroom Watch most in Europe Press not popular Only 105 per 1000 over 14s read papers Govt feels need for Plan de Fomento... © TV : facts previous PM- No. of hours watched, No. of sets per household etc Radio/Mobiles/Internet relevant up to date Sp statistics on use, number per household etc.
23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Examples will cover several media. Every example Spanish & relates very clearly to why/ whether Spaniards only interested in modern means of communication.
17-22 Band. Almost all C points (or equally relevant ©) used well.- covering several media & why/whether Spaniards only interested in modern means of communication.
11-16 Band. Several points (C and/or ©) but covering no more than 2 media and/or not always used to illustrate why/whether Spaniards only interested in modern means of communication
5-10 Band. 1 or 2 points about media in Spain. Random facts rather than proving why/whether Spaniards only interested in modern means of communication And/or generalisations with little Spanish evidence.
1-4 Band Generalisations about media. Little/no reference to Spaniards interest or not in modern means of communication. Little/no reference to Spain.

Question 1(b)

**¿Qué importancia tienen la prensa y la lectura en la España de hoy?
Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on importance or not of press and reading in modern Spain. For this band need balanced treatment of both press & reading with justified opinions as to why consider important or not (Almost) all points clearly justified as to why feel important or not.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on importance or not of press and reading in modern Spain. Probably not both clearly covered. Not all comments relate clearly to why consider important or not Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on importance or not of press and reading in modern Spain. Probably as much or more on other media Little (or inappropriate) explanation/justification of why feel important.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on importance or not of press/reading in modern Spain. Perhaps only 1 mentioned. 1 or 2 opinions but probably not focused on press/reading
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on importance of press in modern Spain.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points
NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source. C Press –little influence Only 105 per 1000 over 14s read papers Average age of readers increasing readership less than half that of European average. Plan de Fomento to encourage interest in reading © Rise of free press (specific Sp egs.) Young Sps.read more than adults. Only 25.83% never read a book. (45% of adults) Reading not v. popular with young (4.27% read in free time) Little less popular than surfing net (4.78%) & TV (5.34%) Little tradition of adult reading real Spain (specific egs. of fotonovelas, print runs etc)
23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Every example is Spanish and relates very clearly to importance or not of press & reading.
17-22 Band. Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to importance or not of press & reading.
11-16 Band. Several points (C and/or ©) but perhaps only covering press or digressing into discussion of other media.
5-10 Band. 1 or 2 points about press in Spain. Or random facts rather than relating to press and reading And/or generalisations with little Spanish evidence.
1-4 Band Generalisations about media. Little/no reference to press & reading. Little/no reference to Spain.

Question 2(a)

**‘El tráfico es lo que más amenaza al medio ambiente en España.’
¿Estás de acuerdo? Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether traffic is greatest threat to environment in Spain. NB Dismissing traffic & discussing other problems as main issue cannot gain mark in this band. Clearly stated opinions as to why traffic considered greatest threat or not (Almost) all points clearly justified as to why traffic greatest threat or not.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether traffic is greatest threat to environment in Spain . Argument not as clear as for 15-18 band. Not all comments relate clearly to whether traffic greatest threat or not. Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether traffic is greatest threat to environment in Spain or unclear opinion of whether is a threat or not. Probably more on other issues. Little (or inappropriate) explanation/justification of why think threat or not
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on traffic problems or on Spain. 1 or 2 opinions but probably not focused on whether traffic a threat or not. More on other threats.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on threat of traffic.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points
<p>NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source.</p> <p>C need for Día sin coches/reducing car use shows seen as threat. Egs here show how try to reduce threat. Free buses:Málaga / Alcantarilla Málaga- use of bikes or walked Alcantarilla- free parking if use bus 5,00 leaflets to raise awareness Police checks to advise if vehicle noisy etc</p> <p>Can argue Use of Renewable Energy shows feel other threats greater Madrid- comunidad & IDAE give grants for solar panels New houses must use solar energy for 60-75% of hot water. Wind power- 34% increase in 2001 (saves 6 mill tons CO2, produces electricity 1.7million families Pabellón educating about renewable energy, © Any other Sp. facts on use of/pollution from traffic cars or attempts to reduce threat (carriles , ecobuses etc) 3 erres ,leyes del guante verde, Calviá, ecotasa to show feel other threats greater</p>
<p>23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Clear arguments in favour of threat (or not) from traffic. Every example is Spanish and relates very clearly to threats to environment.</p>
<p>17-22 Band. Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to threat (or not) of traffic to environment</p>
<p>11-16 Band. Several points (C and/or ©) but either not clearly related to threat and/or not enough about traffic.</p>
<p>5-10 Band. 1 or 2 points about environment in Spain. Random facts with little about threats to environment. And/or generalisations with little Spanish evidence.</p>
<p>1-4 Band Generalisations about environment. Little/no reference to threat. Little/no reference to Spain.</p>

Question 2(b)

**¿Crees que los españoles se interesan realmente por el medio ambiente?
Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	⊗ =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether Spaniards interested in /concerned about environment. If choose to disagree must show clearly why not NB. Must be much more focused than 'all I know' about Spaniards and environment. Clearly stated opinions as to why think Spaniards concerned/interested or not (Almost) all points clearly justified with examples that show how Spaniards concerned (or not) about environment
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether Spaniards concerned about environment. Not all comments relate clearly to why think Spaniards concerned/interested or not Not all appropriately justified/illustrated with examples that show how Spaniards concerned (or not) about environment
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether Spaniards concerned about environment. Unclear opinions on whether think Spaniards concerned/interested or not Little (or inappropriate) explanation/justification of why/how Spaniards concerned or not.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on interest/concern for environment. 1 or 2 opinions but probably not focused on whether Spaniards concerned about environment.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on concern
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	Possible Content Points
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.	<p>NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source.</p> <p>C Yes, concerned/interested Día sin coches/reducing car use Free buses-Málaga & Alcantarilla Málaga- use of bikes or walked Alcantarilla- free parking if use bus 5,00 leaflets to raise awareness Police checks to advise if vehicle noisy etc</p> <p>Use of Renewable Energy Madrid- comunidad & IDAE give grants for solar panels New houses: solar energy for 60/75% of hot water. Wind power- 34% increase in 2001 (saves 6 mill tons CO2, produces electricity 1.7million families Pabellón educating on renewable energy, 'cultivos sin suelo' etc .</p> <p>© Yes,concerned etc : other Sp. facts on reducing use of cars or renewable energy. Also:3 erres, leyes del guante verde, Calviá, ecotasa, Seprona etc</p> <p>No, don't care Forest fires, overuse of water, Prestige, lynx/oso pardo etc, noise & other pollution</p>
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.	<p>23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Best candidates will probably argue for and against. Good examples of interest/concern & disregard. Every example is Spanish and relates very clearly to concern (or lack of) for environment</p>
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.	<p>17-22 Band. Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to concern/interest in environment</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p>11-16 Band. Several points (C and/or ©) but not always showing clear link to concern/interest or not in environment</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p>5-10 Band. 1 or 2 points about environment in Spain. Random facts rather than showing how concerned for environment. And/or generalisations with little Spanish evidence.</p>
0	There is absolutely 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.	<p>1-4 Band Generalisations about environment. Little/no reference to concern/interest. Little/no reference to Spain.</p>

Question 3(a)

**‘Los españoles hacen mucho para ayudar a la gente de otras culturas’
¿Estás de acuerdo? Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether/how Spaniards help people of different cultures/countries or not Best answers will include gypsies and will focus on whether do much to help. NB. Must be help not just what happens to immigrants etc in Spain. Clearly stated opinions as to whether help or not (Almost) all points clearly justified as to why feel help or not
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether/how Spaniards help people of different cultures/countries or not Gypsies not distinguished as clearly as for 15-18 band. Not all comments relate clearly to whether consider help or not. Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether/how Spaniards help people of different cultures/countries or not Probably confusion gypsies/immigrants or unclear opinion on whether help them /or generalisations about immigrants. Little (or inappropriate) explanation/justification of why think accepted or not
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on whether/how Spaniards help people of different cultures/countries or not. 1 or 2 opinions but probably not focused on whether help
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on help.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points
NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source. C : trying to help C.P. San Francisco open 8am-1.30pm showers, food as well as lessons children & adult –gypsies, tinkers & immigrants. C.Garcia Morente: Engánchate al tren’ –to educate gypsies © other egs of Sp. organisations helping immigrants. Humanitarian aid to survivors of pateras Ley de Extranjería & allowing to become legal © not helping Hard Sp facts about denying immigrants/gypsies decent work, education, housing Aspects of Ley de Extranjería that make difficult to get job etc. NB; Recounting racist incidents, El Ejido etc not sufficient on own
23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Good examples covering both immigrants & gypsies & clearly distinguishing the two. Every example relates very clearly to helping people of other cultures.
17-22 Band. Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to helping or not of other peoples/cultures
11-16 Band. Several points (C and/or ©) but not always show clear link to helping gypsies/immigrants or not and/or distinction between gypsies/immigrants blurred
5-10 Band. 1 or 2 points about immigration/racism in Spain. Random facts rather than showing whether help or not And/or generalisations with little Spanish evidence.
1-4 Band Generalisations about immigrants/racism. Little/no reference to helping or not. Little/no reference to Spain.

Question 3(b)

**‘Los españoles ven el multiculturalismo como algo positivo.’
¿Estás de acuerdo? Explica tu opinión y da ejemplos**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether multiculturalism considered good for Spain. (Best will include gypsies & possibly Catalans, Basques & considered for and against). Opinions relate clearly to whether multiculturalism seen as positive & why (not) (Almost) all points clearly justified as to why feel positive or not.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether multiculturalism considered good for Spain Not all comments relate clearly to whether considered positive or not. Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether multiculturalism considered good for Spain. Probably generalisations about multiculturalism or immigrants Opinions not relating clearly to whether seen as positive or not. Little (or inappropriate) explanation/justification of why think positive or not
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on multiculturalism or on Spain. Probably ‘anything I know’ about immigrants. 1 or 2 opinions but probably not focused on whether positive
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on whether multiculturalism positive.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points	
<p>NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source.</p> <p>C : see as positive C.P. San Francisco feel immigrant cultures will enrich pupils' experience C.Garcia Morente:</p> <p>Lot to learn but willing Eggs from text 6 about needed to know more about religion, lang, traditions of others</p> <p>© what immigrants can bring – eg Ecuatorian fiesta from previous PM Specific eggs of greater acceptance of foreign foods, music etc</p> <p>Acceptance of/opposition to religion etc – specific eggs re mosques, wearing of veil etc NB Need to keep focus on whether Spaniards see these aspects as good or not. Racism etc needs to be linked to multiculturalism not just xenophobia</p>	
<p>23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Good examples of seeing multiculturalism as positive. Every example relates very clearly whether aspects of other cultures seen as good or not</p>	
<p>17-22 Band. Almost all C points (or equally relevant ©) used well - not relating so clearly to accepting positive aspects of multiculturalism or not</p>	
<p>11-16 Band. Several points (C and/or ©); perhaps list of differences in religion, traditions etc without link to whether seen as positive for Spain.</p>	
<p>5-10 Band. 1 or 2 points about immigration/racism in Spain. Random facts rather than showing whether positive aspects or not And/or generalisations with little Spanish evidence.</p>	
<p>1-4 Band Generalisations about immigrants/racism. Little/no reference to whether positive or not. Little/no reference to Spain.</p>	
<p>0</p>	

Question 4(a)

**¿Pensas que los españoles aprecian todo lo que les ofrece La Unión Europea?
Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on whether Spaniards appreciate/realise what EU has to offer . If choose to disagree must show clearly why think Spaniards do not realise the advantages of EU. Clearly stated opinions as to whether Spaniards appreciate what EU offers or not (Almost) all points clearly justified with examples that prove Spaniards realise advantages (or not) of EU. NB Focus must be on whether appreciate , not just on what the EU has done.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on whether Spaniards appreciate/realise what EU has to offer . Not all comments relate clearly to whether appreciate what offers Not all appropriately justified/illustrated with examples to show that Spaniards appreciate (or not) what EU offers them.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on whether Spaniards appreciate/realise what EU has to offer . Unclear opinions on whether appreciate what offers. Probably just lists of advantages of EU without focus on whether Spaniards realise. Little (or inappropriate) explanation/justification of whether Spaniards realise.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on what EU offers or on Spain. Generalisations about EU 1 or 2 opinions but probably about EU generally and not focused on whether appreciate what EU offers.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on what EU offers.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points
<p>NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source.</p> <p>C Advantages. Text 7: Can share in projects & ideas (Alejandra) Beneficial – less isolated. Lets participate in global economy. (Ma José) Lack of frontiers- more opportunities (Vicente) More powerful in Europe (Roberto et al) Text 8: Socrates, Leonardo da Vinci EU organisations give protection to consumers, workers etc (need specific organisations)</p> <p>Disadvantages: Canaries no longer free port Loss of culture with globalisation (Elena Text.7)</p> <p>© Advantages (If not specific Sp.egs. only T) Funds for roads, railways agriculture etc Larger markets More Sp.egs. of free movement of students, workers & goods.</p> <p>Disadvantages (need specific Sp. egss) Price rises with Euro Quotas bad for fishing industry Immigrants use Spain as means of entry to EU</p>
<p>23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Best candidates will probably argue for and against. Good examples of advantages/disadvantages. Every example is Spanish and relates very clearly to benefits or not of EU membership</p>
<p>17-22 Band. Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to (dis)advantages of EU membership</p>
<p>11-16 Band. Several points (C and/or ©) but not always showing clear link to advantages (or not) of EU membership. Probably just 'all I know about EU and Spain. Maybe too much about general info about road schemes, Euro, Socrates etc.</p>
<p>5-10 Band. 1 or 2 points about EU. Random facts rather than showing any advantages/disadvantages And/or Generalisations with little Spanish evidence.</p>
<p>1-4 Band Generalisations about EU. Little/no reference to advantages or not Little/no reference to Spain.</p>

Question 4(b)

**¿Es fácil para los españoles informarse sobre la Unión Europea?
Explica tu opinión y da ejemplos.**

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on how Spaniards can find out about EU & what offers . NB. Focus must be on obtaining info not on seeing evidence thro new roads etc. Clearly stated opinions as to why think easy for Spaniards to find out about EU or not. (Almost) all points clearly justified as to why believe easy for Spaniards to find out what EU offers them.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on how Spaniards can find out about EU & what offers . Focus on ease of finding out not as clear as for 15-18 band. Not all comments relate clearly to whether easy for Spaniards to find out about EU or not. Not all appropriately justified/illustrated.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on how Spaniards can find out about EU & what offers . More likely to be lists of benefits Spaniards know they can access (Socrates EU funds etc) Opinion not clearly focused on to whether easy for Spaniards to find out about EU or not. Little (or inappropriate) explanation/justification of why think easy or not to find out about EU.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on getting information about EU or on Spain. 1 or 2 opinions but probably general comments about benefits of EU.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on Q set.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points	
<p>NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source.</p> <p>C : Almost all info from Text 8 eggs. Can find out what EU offers through EU offices in Madrid & Barcelona HQs of EU Health & Safety at work in Bilbao, Satellite centre Madrid 16 Carrefours for info on rural& agricultural affairs Euro Info Centres for small businesses Consumer protection offices Barcelona & Vitoria © Specific eggs of autonomous govts & town councils running projects to inform citizens. Instituto de la Juventud –info for young re becas etc NB Accounts of road building, Socrates etc alone not relevant –need sources of information</p>	
<p>23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Good examples of how/where could find out not eggs of what EU offers. Every example relates very clearly to ease of getting info.</p>	
<p>17-22 Band. Almost all C points (or equally relevant ©) used well.- not relating quite as clearly to ease of getting info.</p>	
<p>11-16 Band. Several points (C and/or ©) but probably more about what EU done and/or not always showing clear link to how Spaniards can find out about EU & what offers.</p>	
<p>5-10 Band. 1 or 2 points about EU and Spain Random facts rather than showing how can find out about EU & what offers. And/or generalisations with little Spanish evidence.</p>	
<p>1-4 Band Generalisations about EU . Little/no reference to how Spaniards can find out about EU. Little/no reference to Spain.</p>	

Question 5(a)

¿Qué cosas tienen en común España y otros países hispanoparlantes?

Explica tu opinión y da ejemplos de España y de al menos un país hispanoamericano.

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on what Spain & Spanish America have in common . NB Focus must be on a clear comparison, not list of what happens in Spain then list for SA. Clearly stated opinions as to why consider these to be common values/worries etc (Almost) all points clearly justified with reasons as to why these aspects are common to Spain & Spanish America .
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on what Spain & Spanish America have in common . Not all comments relate clearly to why consider these to be common values/worries etc Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on what Spain & Spanish America have in common . More likely to be list of good aspects of Spain & bad aspects of SA. Unclear whether opinions relate to why consider these to be common values/worries etc Little (or inappropriate) explanation/justification of why think these are common worries/values etc.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on any idea of what Spain & Spanish America have in common 1 or 2 opinions but probably general comments about Spain and/or SA
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on Q set.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points
<p>NB Not essential to use PM but other sources do not necessarily score higher marks .In general, apart from top band quality & quantity of evidence more important than source.</p> <p>Most likely categories are, language ,religion, home/family,work/unemployment, education, NB: Not all need to be covered. 3 in some detail sufficient</p> <p>C Home/family: Valued. Spain:83%(in text) (or 97% in table!) happy with family SA: Yolanda & Paula determined to work to keep family together Yolanda had to sell in street – desperate , 3 children Paula –widow, 8 children (1 died because living conditions)</p> <p>Work/unemployment: Spain: Unemployment main cause of worry (40%) but 40% satisfied with work SA: 3 case histories of having to come to city,sell in street because no other work (details needed) Yolanda unemployed 2 years</p> <p>Education: Not seen as important as home/familySpain: 55% happy with education SA:Paula worked as tamalera , to give children chance of education</p> <p>Concerns re Sex, Drugs etc: Eggs from Spain in text 10 but need © points from SA to use effectively © Language: specific eggs of schemesorganisations to forge links between Sp & SpA</p> <p>Religion; specific eggs from both of importance of religious values, role of church etc</p> <p>Work/family SA eggs ‘niños de la calle’from previous PM.</p> <p>Sex/Drugs etc: specific facts on situation in Spain or SA</p>
<p>23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Good balance of eggs from both Spain & SA & covering at least 3 headings. Every example relates very clearly to comparing situation in Spain & SA</p>
<p>17-22 Band. Almost all C points (or equally relevant ©) used well.- not relating quite as clearly to comparing situation in Spain & SA</p>
<p>11-16 Band. Several points (C and/or ©) but probably not showing clear comparison between Spain & SA and/or limited to only 1 or 2 headings. Maybe lack of balance (more on Spain than SA or vice versa)</p>
<p>5-10 Band. 1 or 2 points about Spain and/or SA Random facts rather than showing what Spain & Sp.A have in common And/or generalisations with little Spanish/SA evidence.</p>
<p>1-4 Band Generalisations about Spain and/or SA . Little/no reference to what have in common in these countries. Little/no reference to Spain/SA.</p>
<p>www.theallpapers.com</p>

Question 5(b)

‘En España e Hispanoamérica lo más importante es tener trabajo.’

¿Estás de acuerdo? Explica tu opinión y da ejemplos de España y de al menos un país hispanoamericano.

C =	AO4 content from PM	T =	generally relevant to topic area	R =	good AO2 point, no justification
© =	AO4 content not from PM	Rep =	repeated point (AO4/AO2)	® =	justified AO2 point
=	irrelevant/inappropriate material				

AO2	Reaction/response <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	Amplification
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.	Clear, consistent focus on importance (or not) of work/unemployment in Spain and Sp.A. NB Best answers must have clear comparison & not just list of what want Spain then list for SA. Clearly stated explanations as to why feel work (or lack of) most important aspect of life (or not) in Spain & Sp.A (Almost) all points clearly justified with reasons why decided that work most important (or not)
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.	Generally focused on importance (or not) of work/unemployment in Spain and Sp.A. Not all comments relate clearly as to why feel work (or lack of) most important aspect of life (or not) in Spain & Sp.A Not all appropriately justified/illustrated
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.	Not clearly focused on importance (or not) of work/unemployment in Spain and Sp.A. More likely to be ‘all I know’ about work/unemployment in Spain & SA. Unclear whether opinions relate to importance of work. Little (or inappropriate) explanation/justification of why decided that work most important (or not)
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on any idea of work in Spain & Sp.A 1 or 2 opinions but probably general comments about Spain and/or SA
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.	Little/No focus on Q. 1 or 2 random points – probably no attempt to comment on Q set.
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar <i>(These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)</i>
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 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.

AO4	Content/Knowledge of Society <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic. Good use of topic-specific vocabulary. Quality of the evidence very good. Understanding of the topic very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material. Makes use of topic-specific vocabulary. Quality of the evidence good. Understanding of the topic good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material. Some topic-specific vocabulary. Quality of the evidence sufficient. Understanding of the topic sufficient.
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.
0	There is absolutely 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.

Possible Content Points
NB Not essential to use PM but other sources do not necessarily score higher marks In general, apart from top band quality & quantity of evidence more important than source.
C SA: Widespread poverty: 43,4% poor, 18,8% (95 mill) destitute. Work difficult to find 25% Mexicans in 'informal' sector 40% in Peru, 65 B.A 'subocupados' Street vendors because little other work: 3 case histories (text 9) –details needed Spain: Situation better :Unemployment main cause of worry (40%) but 40% satisfied with work Only 27% worried by economic situation Money only 5 th in list of what most important © SA egs 'niños de la calle'from previous PM. Any other specific facts (probably re SA) –economic crisis Argentina. Wetbacks going to US for work. Ecautorianosos to Spain Sp: Unemployment figures; youth unemployment etc
23-27 Band. Will use (almost) all C points very well and/or equally relevant © in same way. Good balance of egs from both Spain & SA Every example relates very clearly to importance of work in both societies
17-22 Band. Almost all C points (or equally relevant ©) used well.- not relating quite as clearly to situation in both Spain and Sp.A
11-16 Band. Several points (C and/or ©) but probably not compare/contrast importance of work in Spain & Sp.A. Maybe lack of balance (more on Spain than SA or vice versa)
5-10 Band. 1 or 2 points about Spain and/or SA Random facts rather than showing importance of work And/or generalisations with little Spanish/SA evidence.
1-4 Band Generalisations about Spain and/or SA . Little/no reference to work in these countries. Little/no reference to Spain/SA.