



## **General Certificate of Education**

# **Spanish 5696** *Specification*

**SPO2**      *Aspects of Society*

## **Mark Scheme**

*2008 examination - January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Unit 2

	% of AS	Marks
AO2 Response to written language	10	18
AO3 Knowledge of grammar	5	9
AO4 Knowledge of society	15	27
<b>TOTAL</b>	<b>30</b>	<b>54</b>

### Annotation of Scripts

The following conventions will be used by examiners marking scripts:

<b>AO2</b> (Reaction and Response)	<b>AO4</b> (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 son adictos a los medios de comunicación .’ ¿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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 addicted to media or not. (Almost) all opinions are clearly illustrated to show why agree/disagree that Spaniards addicted to media.
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 addicted to media or not. (Almost) all opinions are clearly illustrated though not all comments relate clearly to question
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 addicted to media or not. Little (or inappropriate) explanation/justification of why /whether this the case
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on whether Spaniards addicted to media or not. 1 or 2 opinions but probably not focused on Spaniards addicted to media or not.
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 little/ no attempt to comment on Spaniards and their attitude to media .
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>Addicted:</b>  <b>C TV:</b> 99.2% homes have TV  Watch most in Europe. Only 0.8%, 68,000 of 38 million no TV.  ©: facts previous PM- No. of hours watched, No. of sets per household etc  <b>Mobiles:</b> previous PM. Effect on education etc  <b>Internet:</b> previous PM. On line romances  <b>Not addicted:</b>  <b>Press: C</b> Only 105 per 1000 over 14s read papers  Govt feels need for Plan de Fomento...</p> <p><b>Arguing either way.</b>  ©<b>Radio/Mobiles/Internet</b> relevant up to date  Sp statistics on use, number per household etc.</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><b>23-27 Band</b> Will use many C points very well and/or equally relevant © in same way. Examples will cover several media. Every example Spanish &amp; relates very clearly to situation in Spain</p> <p><b>17-22 Band</b> Almost as many C points (or equally relevant ©) used well- still mentioning several media. Not as many points and/or not related quite as clearly to the question</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.	<b>11-16 Band</b> Several points ( C and/or ©) but probably covering no more than 2 media and/or not always used illustrate importance or not of media in Spain
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.	<b>5-10 Band</b> 1 or 2 points about media in Spain. Random facts –not used to prove addiction or not. And/or generalisations with little Spanish evidence.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<b>1-4 Band</b> Generalisations about media. Little/no reference to Spain or influence of media there.
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.	

**Question 1(b)**

***La prensa ¿es más popular que otros medios de comunicación en España ?  
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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 popularity or not of press in Spain. (Almost) all points clearly justified as to why believe press popular or not. Best will have clear relevant comparison with other media but press will remain main focus.
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 popularity or not of press in Spain.. Not all comments relate clearly to why consider popular or not. Not consistent comparison with other media 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 popularity or not of press in Spain. Probably as much or more on other media Little (or inappropriate) explanation/justification of why believe popular.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on popularity or not of press in Spain. 1 or 2 opinions but probably not focused on popularity of press and/or lack of comparison
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 popularity or otherwise of press in Spain.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>C Press –not popular</b> 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 © Reading not v. popular with young (4.27% read in free time) Little less popular than surfing net (4.78%) &amp; TV (5.34%) Little tradition of adult reading in Spain (specific egs. of fotonovelas, print runs etc)</p> <p><b>Becoming more popular</b> Rise of free press (specific Sp egs.) Young Sps.read more than adults. Only 25.83% never read a book. (45% of adults)</p> <p><b>Other media more popular: C – TV facts from PM</b> © Any relevant facts re use of mobiles (previous PM), internet, radio.</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><b>23-27 Band</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly to <b>press and whether more popular than other media.</b></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><b>17-22 Band</b> Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to <b>press and whether more popular than other media.</b> Perhaps starting to give too much importance to other media.</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>11-16 Band</b> Several points (C and/or ©) but probably unclear <b>whether press more popular than other media</b> or more a discussion of other media.</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>5-10 Band</b> 1 or 2 points about press in Spain. Or random facts rather than relating to popularity of press 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><b>1-4 Band</b> Generalisations about media. Little/no reference to press &amp; its popularity compared with other media. And/or little/no reference to Spain.</p>

**Question 2(a)****¿Crees que los españoles intentan mejorar el medio ambiente en su país?****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 (These marks are awarded based on the extent to which the candidate answers the question set)	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 <b>Spaniards trying to improve environment</b> . If choose to disagree must show clearly why <b>not</b> Clearly stated opinions as to <b>why think Spaniards trying to improve environment or not</b> (Almost) all points clearly justified with examples that show how Spaniards trying to improve environment 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 <b>Spaniards trying to improve environment</b> . Not all comments relate clearly to <b>why think Spaniards trying to improve environment or not</b> 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 <b>Spaniards trying to improve environment</b> . Unclear opinions on whether <b>think Spaniards trying to improve environment or not</b> 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 whether trying to improve environment. 1 or 2 opinions but probably not focused on whether Spaniards trying to improve 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 Spain and/or attempts to improve environment
0	There is no evidence of any personal reaction/response.	

AO3	Knowledge of Grammar (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
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	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>C Yes, trying to improve</b>  <b>Día sin coches/reducing car use</b>  Free buses-Málaga &amp; 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><b>Use of Renewable Energy</b>  Madrid- comunidad &amp; 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 CO<sub>2</sub>, produces electricity 1.7million families  Pabellón educating on renewable energy, 'cultivos sin suelo' etc.</p> <p>© <b>Yes, trying to improve etc:</b> other Sp. facts on reducing use of cars or renewable energy. Also: 3 erres, leyes del guante verde, Calviá, ecotasa, etc</p> <p><b>No, not improving:</b> deliberate forest fires, overuse of water, noise &amp; other pollution</p> <p><b>NB.</b> Focus on environment. Refs to lynx, oso pardo etc may not be relevant</p> <p><b>23-27 Band</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Best candidates will probably argue for and against.  Good examples of attempts to improve. Every example is Spanish and relates very clearly to improvement (or lack of) for environment</p> <p><b>17-22 Band</b> Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to improving environment</p> <p><b>11-16 Band</b> Several points (C and/or ©) but not always showing clear link to improving (or not) environment. Possibly unfocused refs to oso pardo, lynx etc</p> <p><b>5-10 Band</b> 1 or 2 points about environment in Spain.  Random facts rather than showing how attempt to improve environment.  And/or generalisations with little Spanish evidence.</p> <p><b>1-4 Band</b> Generalisations about environment. Little/no reference to attempts to improve. Little/no reference to Spain.</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.	
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.	

## Question 2(b)

**“Las energías renovables pueden resolver los problemas del 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 (These marks are awarded based on the extent to which the candidate answers the question set)	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 <b>agree renewable energy can solve Spain's environmental problems</b> . All eggs comments& eggs. to reinforce this point All comments relate to whether <b>renewable energy can solve Spain's environmental problems</b> (Almost) all points clearly justified to show use/role of renewable energy
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 <b>agree renewable energy can solve Spain's environmental problems</b> Not all comments relate clearly to focus of question.. 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 <b>agree renewable energy can solve Spain's environmental problems</b> . Probably facts/comments more about Spanish environment generally Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on Q set. Random facts about environmental issues in Spain 1 or 2 opinions , probably about environment generally rather than renewable energy
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 with little/no Spanish focus
0	There is no evidence of any personal reaction/response.	

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

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source</p> <p><b>Agree C</b> Solar power – in new buildings in Madrid to Provide 60-75% hot water Grants for older buildings to install Wind power-34% increase in 1 year Energy for 1.4 mill families Saves 6 mill tons CO2 Keen to spread message with Pabellon. © More Sp facts re. Wind, solar, hydroelectric power, biodiesel fuels etc</p> <p><b>Disagree ©</b> Other environmental problems e.g Forest fires, spillages (Prestige, Aznacollar), loss habitat (lince, oso pardo) Tourism development on coasts etc cannot be solved by use of renewable energy.</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><b>23-27 Band</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish and relates very clearly to use/importance of renewable energy sources.</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><b>17-22 Band</b> Almost all C points (or equally relevant ©) used well to show use/importance (or not) of renewable energy to Spain.</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>11-16 Band</b> Several C (and/or ©) points but not always used appropriately to answer question set. Probably not always well used to show use/importance of renewable energy in solving Sp environmental problems</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>5-10 Band</b> 1 or 2 points about Spanish environmental issues A few random facts; little attempt to relate to importance of use of renewable energy in Spain. Generalisations with only a 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><b>1-4 Band</b> Generalisations about environmental issues/resources. Little/no reference to Spain.</p>

**Question 3(a)****‘Los españoles aprecian a la gente de otros países y 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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 <b>whether Spaniards appreciate people of different cultures/countries</b> or not (Best answers will include probably include gypsies but not essential). NB. Must be appreciation of what can offer Spain (cultural variety etc) not just whether Spain needs immigrants. Clearly stated opinions as to whether <b>appreciated</b> or not (Almost) all points clearly justified as to why feel are/are not appreciated
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 <b>whether Spaniards appreciate people of different cultures/countries</b> . Not all comments relate clearly to whether feel <b>appreciated</b> 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 <b>whether Spaniards appreciate people of different cultures/countries</b> or not. Possibly unclear definition of appreciation and/or generalisations about immigrants. Little (or inappropriate) explanation/justification of why think appreciated or not
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on appreciation and/or on Spain. 1 or 2 opinions but probably not focused on whether appreciated
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 about immigration—probably no attempt to consider whether Spaniards appreciate immigrants etc..
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b> <b>NB</b> 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. <b>C : Appreciate</b> C.P. San Francisco tries to get Spanish to learn about immigrant cultures Egs. from text 6 to show what immigrants can bring to & teach Spaniards <b>Don't appreciate</b> wealth of culture etc of immigrants eg Text 6 – don't know religion of Rumanians or where Ecuador is Can't pronounce <i>djembe</i> © <b>Appreciate</b> money etc of Br & others who retire there <b>Don't appreciate</b> situation etc of immigrants Ejido & other racist incidents Hard facts about exploitation of immigrants, prejudice against gypsies etc <b>23-27 Band</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Good examples all of which relate very clearly to whether other peoples/cultures <b>appreciated</b> or not in Spain <b>17-22 Band</b> Almost all C points (or equally relevant ©) used well.- relating not quite as clearly to appreciation or not of value, contribution of other peoples/cultures <b>11-16 Band</b> Several points ( C and/or ©) but link to appreciation or not probably unclear <b>5-10 Band</b> 1 or 2 points about immigration/racism in Spain. Random facts rather than showing whether appreciate immigrants & culture or not. And/or Generalisations with little Spanish evidence. <b>1-4 Band</b> Generalisations about immigrants/racism. Little/no reference to appreciation or not. Little/no reference to Spain.
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.	

**Question 3(b)****'Aquí cabemos todos.' ¿Crees que los españoles están 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 (These marks are awarded based on the extent to which the candidate answers the question set)	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 <b>whether Spaniards prepared to accept/welcome other nationalities/cultures in Spain</b> . (Best answers will probably include include gypsies but not essential). NB. Must be accepting/welcoming not just whether Spain needs immigrants. Clearly stated opinions as to whether accept/welcome or not (Almost) all points clearly justified as to why felt do/don't accept/welcome
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 <b>whether Spaniards prepared to accept/welcome other nationalities/cultures in Spain</b> . Not all comments relate clearly to whether consider accept/welcome 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 <b>whether Spaniards prepared to accept/welcome other nationalities/cultures in Spain</b> . Probably unclear opinions on whether accept/welcome and /or generalisations about immigrants. Little (or inappropriate) explanation/justification of why think accepted/welcome or not
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on acceptance or on Spain. 1 or 2 opinions but probably not focused on whether accepted/welcome
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 accepting/welcoming.
0	There is no evidence of any personal reaction/response.	

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

<b>AO4</b>	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>C : Try to make room/welcome for all</b> C.P. San Francisco open 8am-1.30pm showers, food as well as lessons children &amp; adult –gypsies, tinkers &amp; immigrants. C.Garcia Morente: Engánchate al tren’ –so gypsies will attend school Articles like text 6 try to teach Spaniards</p> <p><b>Not bothering to accept/welcome</b> Text 6 – don’t know religion of Rumanians or wher Ecuador is Can’t pronounce <i>djembe</i> © accept/welcome money of Br &amp; others who retire there</p> <p><b>Don’t accepted/welcome:</b> Ejido &amp; other racist incidents Hard facts about exploitation of immigrants, prejudice against gypsies etc</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><b>23-27 Band</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Good examples with all relating very clearly to whether other peoples/cultures <b>accepted/welcome</b> or not in Spain</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><b>17-22 Band</b> Almost all C points (or equally relevant ©) used well - relating not quite as clearly to acceptance/welcome or not of other peoples/cultures</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>11-16 Band</b> Several points (C and/or ©) but do not always show clear link to acceptance/welcome or not of other people and cultures.</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>5-10 Band</b> 1 or 2 points about immigration/racism in Spain. Random facts rather than showing acceptance whether welcome or not And/or Generalisations with little Spanish evidence.</p> <p><b>1-4 Band</b> Generalisations about immigrants/racism. Little/no reference to acceptance/welcome. And/or little/no reference to Spain.</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.	

**Question 4(a)**

**‘Los españoles han ganado con la integración en Europa.’ ¿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				

<b>AO2</b>	<b>Reaction/response</b> <i>(These marks are awarded based on the extent to which the candidate answers the question set)</i>	<b>Amplification</b>
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 <b>what/whether Spain gained from joining EU</b> . (If choose to disagree must show clearly why disagree). Clearly stated opinions as to whether/what gained or not (Almost) all points clearly justified with examples that prove the gains (or not) from EU
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 <b>what/whether Spain gained from joining EU</b> . Not all comments relate clearly to gains or not from EU Not all appropriately justified/illustrated with examples to show gains (or not) from EU
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 <b>what/whether Spain gained from joining EU</b> . Unclear opinions on what gains or not from EU Little (or inappropriate) explanation/justification of what gained.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on what/whether Spain gained from EU membership Generalisations about EU 1 or 2 opinions but probably about 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 question set.
0	There is no evidence of any personal reaction/response.	

<b>AO3</b>	<b>Knowledge of Grammar</b> <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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> <i>(These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)</i>	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>C Gains</b> Text 7: Can share in projects &amp; ideas (Alejandra) Beneficial – less isolated. Let's 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) <b>C Losses</b> : Canaries no longer free port Loss of culture with globalisation (Elena Text.7) © <b>Gains</b> Funds for roads, railways agriculture etc Larger markets More Sp.egs. of free movement of students, workers &amp; goods. © <b>Losses</b>: (need specific Sp. eggs) Price rises with Euro Quotas bad for fishing industry Immigrants use Spain as means of entry to EU etc</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><b>23-27 Band</b> Will use many C points very well and/or equally relevant © in same way. . Every example is Spanish and relates very clearly to gains or not from EU membership</p> <p><b>17-22 Band</b> Almost as many C points (or equally relevant ©) used well.- relating not quite as clearly to gains or not from EU membership</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.	<b>11-16 Band</b> Several points (C and/or ©) but not always showing clear link to gains or not from EU membership. Probably just 'all I know about EU and Spain. Maybe too much about general info about effect of Euro
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<b>5-10 Band</b> 1 or 2 points about EU. Random facts rather than showing any clear gains or losses And/or generalisations with little Spanish evidence.
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<b>1-4 Band</b> Generalisations about EU. Little/no reference to gains/losses for Spain. Little/no reference to Spain.
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.	

**Question 4(b)**

**¿Crees que los españoles saben cómo les afecta 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 (These marks are awarded based on the extent to which the candidate answers the question set)	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 <b>how/whether Spaniards know how EU affects them</b> . NB. best answers will focus on rights, opportunities rather than on new roads etc. Clearly stated opinions as to why think Spaniards are well informed about how EU affects them (Almost) all points clearly justified as to why believe Spaniards know about how EU affects 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 <b>how/whether Spaniards know how EU affects them</b> . Focus not as clear as for 15-18 band. Not all comments relate clearly to whether Spaniards know how EU affects them.  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 <b>how/whether Spaniards know how EU affects them</b> . Opinion not clearly focused on to whether Spaniards know how EU affects them  Little (or inappropriate) explanation/justification of why Spaniards know how EU affects them
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on knowing about EU or on Spain. 1 or 2 opinions but probably general comments about 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 (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
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.

<b>AO4</b>	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>C</b> Better study, work opportunities etc. (see text 7) Specific eggs needed) Almost all info from Text 8 eggs. Should know what EU offers through EU offices in Madrid &amp; Barcelona Better Health &amp; Safety at work HQs of EU dept in Bilbao, 16 Carrefours for advantages for rural &amp; agricultural affairs Euro Info Centres-help for small businesses Consumer protection (offices Barcelona &amp; Vitoria) © .Instituto de la Juventud – becas etc Subsidies for agriculture, infrastructure etc (specific eggs needed)</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><b>23-27 Band</b> Will use many C points very well and/or equally relevant © in same way. Good examples relating very clearly to effects of EU and how know about them</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><b>17-22 Band</b> Almost as many C points (or equally relevant ©) used well - not relating quite as clearly to knowing how affected.</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited Understanding of the topic limited.	<p><b>11-16 Band</b> Several points ( C and/or ©) but probably more general info about EU</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor Understanding of the topic poor.	<p><b>5-10 Band</b> 1 or 2 points about EU and Spain Random facts rather than showing whether know about how affected by EU 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><b>1-4 Band</b> Generalisations about EU. Little/no reference to what Spaniards know about EU. Little/no reference to Spain.</p>

**Question 5(a)**

**¿Son los jóvenes españoles muy distintos a los jóvenes hispanoamericanos?  
Explica tu opinión y da ejemplos de España y de Hispanoamérica.**

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 (These marks are awarded based on the extent to which the candidate answers the question set)	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 <b>comparison of life of young Spaniards &amp; young Sp Americans to decide whether very different</b> . All comments relate to whether life very different for young Spaniards or not (Almost) all points clearly justified
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 <b>comparison of life of young Spaniards &amp; young Sp Americans to decide whether very different</b> . Not all comments/opinions relate clearly to whether life very different for 2 groups. 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 <b>comparison of life of young Spaniards &amp; young Sp Americans to decide whether very different</b> or perhaps not clear enough focus on young people. Probably facts/comments more general with little clear attempt at comparison or not concentrating on young Little (or inappropriate) explanation/justification.
3-6	This is a limited personal reaction to the question, but no justification for points made.	Poor focus on comparison of life of young Spaniards & young South Americans Random facts about life in Spain and/or SA 1 or 2 opinions but not related to comparing lives of young
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 with little/no Spanish or SA focus
0	There is no evidence of any personal reaction/response.	

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

<b>AO4</b>	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>C Different: Family</b> Sp: 83% happy with life: 97% happy with family, 95% happy with friends. SA family life struggle- mothers work long hours</p> <p><b>Education:</b> Sp 55% happy with studies. SA many find difficult to get education (Paula/Yolanda struggle to give children an education)</p> <p>© <b>Either different or not</b> Any other facts/figures from Spain or SA to show comparison/similarities with life of young <b>Eg</b> Facts on Young Sps with money for mobiles/botellón etc. v. Street children in Latin America. Info on health/ prospects etc</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><b>23-27 Band</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way. Every example is Spanish or SA and contributes very clearly showing whether life is different <b>for young</b></p> <p><b>17-22 Band</b> Almost all C points (or equally relevant ©) used well to show whether life different for young in Sp &amp; SA.</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><b>11-16 Band</b> Several C (and/or ©) points but not always used appropriately to show whether life different for young. Probably more a list of aspects of life in Spain or SA with lack of focus on whether/how different and/or on young</p>
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<p><b>5-10 Band</b> 1 or 2 points on life in Spain and/or SA A few random facts; little attempt to relate to young or to comparing lives. OR Generalisations with only a little Spanish/SA evidence</p>
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<p><b>1-4 Band</b> Generalisations about young etc Little/no reference to Spain and/or SA</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.	

**Question 5(b)**

**‘El paro es el mayor problema de España e Hispanoamérica.’ ¿Estás de acuerdo?  
Explica tu opinión y da ejemplos de España y de Hispanoamérica.**

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 (These marks are awarded based on the extent to which the candidate answers the question set)	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 <b>on problem (or not) of unemployment in Spain and Sp.A.</b> NB Best answers must have clear comparison & not just list of what happens in Spain then list for SA. Clearly stated explanations as to <b>why feel unemployment greatest problem (or not)</b> in Spain & Sp.A. (Almost) all points clearly justified with reasons why agree unemployment greatest problem (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 <b>on problem (or not) of unemployment in Spain and Sp.A.</b> Not all comments relate clearly as to <b>why feel unemployment greatest problem (or not)</b> 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 <b>on problem (or not) of unemployment in Spain and Sp. A.</b> More likely to be ‘all I know’ about work/unemployment in Spain & SA. Unclear whether opinions relate to <b>why feel unemployment greatest problem (or not)</b> in Spain & Sp.A. Little (or inappropriate) explanation/justification of why decided that unemployment greatest problem (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 unemployment 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 (These marks are awarded based on the degree to which the candidate uses structures and grammar as outlined in the specification)
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	<b>Content/Knowledge of Society</b> (These marks are awarded based on the quality of the evidence that the candidate uses to support the argument in AO2)	<b>Possible Content Points</b>	
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><b>NB</b> Not essential to use PM but other sources do not necessarily score higher marks. In general, apart from top band, quality &amp; quantity of evidence more important than source.</p> <p><b>Agree C</b> <b>SA:</b> 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 otherwise no work: 3 case histories (text 9) –details needed <b>Spain:</b> Situation better but unemployment main cause of worry (40%) but 40% satisfied with work <b>Disagree: C Spain:</b> Only 27% worried by economic situation Money only 5<sup>th</sup> in list of what most important <b>Agree ©</b> SA egs 'niños de la calle' from previous PM. Any other specific facts re what have to do because of unemployment at home eg. Wetbacks to US. Ecautorianos to Spain Sp: Unemployment figures; youth unemployment etc</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.	<b>23-27 Band</b> Will use (almost) all C points very well <b>and/or</b> equally relevant © in same way.	
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.	Good balance of egs from both Spain & SA Every example relates very clearly to problem of unemployment in both societies	
		<b>17-22 Band</b> Almost all C points (or equally relevant ©) used well.- not relating quite as clearly to situation in both Spain and Sp.A	
11-16		<b>11-16 Band</b> Several points (C and/or ©) but probably not compare/contrast unemployment situation in Spain & Sp.A. Maybe lack of balance (more on Spain than SA or vice versa)	
5-10	The answer relies almost exclusively on the preliminary material. Quality of evidence limited. Understanding of the topic limited.	<b>5-10 Band</b> 1 or 2 points about Spain and/or SA Random facts rather than showing problem of unemployment. And/or Generalisations with little Spanish/SA evidence.	
1-4	The answer includes very little factual evidence. Quality of the evidence poor. Understanding of the topic poor.	<b>1-4 Band</b> Generalisations about Spain and/or SA. Little/no reference to unemployment in these countries. Little/no reference to Spain/SA.	
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.		