



AQA qualification support

AS and A-level Spanish

Preparing to teach the new specifications

Mark schemes and assessment criteria

BOOKLET 3

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Mark Scheme – A-level Spanish – Paper 2

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
17-20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13-16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5-8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect spelling, unless the meaning is changed;
 accents, unless the meaning is changed;
 confusion of noun/adjective e.g. *peligro/peligroso*;
 occasional slips in gender adjectival agreements;

Serious errors include:

incorrect verb forms;
 incorrect use of pronouns;
 errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs;

reflexive verbs;

use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar, faltar, interesar* etc;

value judgements;

verb + infinitive (+ preposition) expressions.

AO4	
17-20	<p>Excellent critical and analytical response to the question set</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates excellent evaluation.</p>
13-16	<p>Good critical and analytical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates good evaluation.</p>
9-12	<p>Reasonable critical and analytical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates reasonable evaluation.</p>
5- 8	<p>Limited critical and analytical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates limited evaluation.</p>
1-4	<p>Very limited critical and analytical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates very limited evaluation.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

Question 01.1

La casa de Bernarda Alba – Federico García Lorca

Analiza las técnicas que utiliza Lorca para explorar el tema de la represión en *La Casa de Bernarda Alba*.

[40 marks]

Possible content

Setting: The oppressive house is built of *muros gruesos*, the action takes place within, isolated from the world outside.

Colour: the staging is monochrome, the characters dressed in black. Adela's green dress and coloured fan are in contrast to the otherwise colourless scene.

Action takes place outside the house:

Reports of who was in church for the funeral.

The attack on *la hija de la Librada*.

The singing of the *segadores*.

Poncia's account of her marital relations.

Reports of Pepe el Romano's nocturnal visits.

Bernarda as main instrument of repression:

Restricts her daughters' access to husbands who are not of her social class.

Refuses to listen to Poncia's warnings about her daughters' frustrations.

Scorns her neighbours.

Forbids her daughters to cry at their father's funeral.

Locks up her elderly mother.

Uses physical violence on her daughters.

Other symbols:

Bernarda's **bastón** is a sign of her authority and power and a physical weapon.

Adela's **fan** is a symbol of her passion and frustration.

Heat: there are numerous references throughout the play to the oppressive heat.

Thirst: Adela says she wants to *beber agua* but is really wanting to meet Pepe.

The **caballo garañón** represents male energy and freedom.

María Josefa's **lamb**, a symbol of frustrated maternity.

Question 04.2

Réquiem por un campesino español *Ramón J. Sender*

Paco es demasiado ingenuo para ser un héroe creíble. Muere por ideas simplistas y superficiales. ¿Estás de acuerdo? Justifica tu respuesta.

[40 marks]

Possible content

From an early age, Paco is seen to be daring, idealistic and headstrong.

As a young child he appropriates a revolver to prevent it falling into the wrong hands.

The poverty he sees in the caves leaves a lasting impression on him.

He thinks it is a simple question of other villagers helping out.

He defies the mayor's ban on the *romería* and disarms the Civil Guard.

He is indignant at the payments made to the Duke for pasture rights.

He believes that the laws passed by the revolutionary government will be applied without question.

When other villagers are being killed, he hides.

He trusts Mosén Millán when he says he will be given a fair trial.

On the other hand:

Paco is the son of a labourer, whose ambition is to be like his father.

He is a man of action, not a thinker.

His character represents the struggle for agrarian reform prior to the Civil War.

His response to injustice is emotional, he lacks practical experience of politics.

His trust in Mosén Millán is misplaced, the priest deceives him.

Question 11.1

El laberinto del fauno – *Guillermo del Toro*

Analiza las técnicas que utiliza Guillermo del Toro para explorar el mundo fantástico de Ofelia.

[40 marks]

Possible content

juxtaposition of scenes and the use of colour to highlight the contrasts

the colours that are used to represent the fantasy world, e.g. the blue-grey colour scheme of the reality world contrasts with the more 'golden' colours in the fantasy world.

the special effects used to create the monsters she meets there e.g. el Fauno, el hombre pálido

the set design which is used e.g. the scene with el hombre pálido

the theme of fairy tales which pervade the fantasy world of Ofelia

The fantasy world with monsters is less terrifying than the real world that Ofelia lives in.

Fantasy is a form of a escape from Ofelia's brutal world.

use of the camera angles to explore the fantasy world, e.g. she has contrasting positions of power in both worlds

the exploration of the theme of religion

Mise-en-scène ensures that the fantasy world is as real as the one Ofelia inhabits.

Mark Scheme – AS Spanish – Paper 2

Questions 02 – 17 Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 250 words. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
13-15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect spelling, unless the meaning is changed;
accents, unless the meaning is changed;
confusion of noun/adjective e.g. *peligro/peligroso*;
occasional slips in gender/ adjectival agreements;

Serious errors include:

incorrect verb forms;
incorrect use of pronouns;
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs;
 reflexive verbs;
 use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar, faltar, interesar* etc;
 value judgements;
 verb + infinitive (+ preposition) expressions.

A04	
17-20	<p>Very good critical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
13-16	<p>Good critical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
9-12	<p>Reasonable critical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
5- 8	<p>Limited critical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Students rarely use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
1-4	<p>Very limited critical response to the question set</p> <p>Very little knowledge of the text or film is demonstrated. Students very rarely use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

Question 04.1

Como agua para chocolate - Laura Esquivel

Considera la relación de Tita con otros personajes en la novela. ¿La hacen feliz?
Puedes mencionar a:

- Nacha
- Mamá Elena
- Pedro Múzquiz
- John Brown

[35 marks]

Possible content

- She is an indigenous indian who is the family's cook until her death.
She teaches Tita all she knows about cooking.
She has a maternal relationship with Tita.
She understands Tita and is protective of her.
Her spirit continues to guide Tita after her death.
- She is a cold, authoritarian mother to Tita.
She insists that Tita follow the family tradition: to care for her mother until her death.
She refuses to allow Tita to marry.
She insists that Pedro, Tita's great love, must marry Rosaura, her older sister.
She constantly criticises Tita and is physically violent towards her.
Her spirit haunts Tita and condemns her relationship with Pedro.
Finally Tita rebels and tells her mother's spirit that she has always hated her.
- Pedro and Tita fall passionately in love.
When he cannot marry Tita, he marries her sister Rosaura in order to be near to Tita.
They both try not to arouse the suspicions of Mamá Elena, but they cannot hide their feelings for each other.
Tita cares for his son Roberto when Rosaura is unable to feed him.
Pedro goes to live in the USA with his wife and child at the insistence of Mamá Elena.
Tita forms a special bond with his second child, Esperanza.
After Mamá Elena's death, they give in to their passion.

At the end of the novel, they have a brief moment of happiness until Pedro dies.

Tita chooses to die rather than live without him.

- John Brown is an American doctor who rescues Tita after she is severely beaten by her mother.

He nurses her back to health at his own home.

He shares his beliefs with her, mystical as well as medical.

He falls in love with Tita and asks her to marry him.

She agrees, but changes her mind when Pedro returns.

He remains kind and supportive to Tita and respects her need to be with Pedro.

Question 13.1

Ocho-apellidos vascos – *Emilio Martínez-Lázaro*

Describe cómo cambia la relación entre Rafa y Amaia a lo largo de la película.
Puedes mencionar

- su primer encuentro
- la visita de Rafa al País Vasco
- su 'relación'
- sus sentimientos al final

[35 marks]

Possible content

at the beginning they spend the night together

they dislike each other intensely

Rafa believes he has fallen in love with Amaia

Rafa follows Amaia to the Basque country

Rafa agrees to help Amaia.

Rafa pretends to be Basque to win over her father.

Rafa and Amaia pretend they are a couple.

Rafa tries to be amorous with Amaia.

various comic situations as Amaia tries to convince her father

Amaia's feelings change and she starts to care for Rafa.

Question 15.2

Volver

¿Qué nos enseña Almodóvar sobre el papel de las mujeres?
Puedes mencionar a:

- Irene
- Raimunda
- Paula
- Sole

[35 marks]

Possible content

Raimunda is the heroine of the film who displays positive character traits.

Raimunda is a modern women who has left her town for a better life in the capital, Madrid.

Raimunda still holds her traditional values from her town.

Raimunda is a strong and protective women who protects her daughter at all costs.

the supernatural theme via Sole who is naïve and superstitious

Sole is the more timid of the female characters

Sole's name evokes the idea of loneliness.

Paula kills her abusive father; she is a victim of machismo.

Irene 'returns from the dead' to help out her family.

Irene is the matriarch of the family.

Mark Scheme – A-level Spanish - Speaking

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark-scheme corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

AOs	CARD 1	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

As the asking of the questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

Sample questions to show the sort of questions students could ask are shown in this mark scheme.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

DISCUSSION OF SUB-THEME		Assessment Objective 1
Mark	Descriptors	
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
2	Delivery is rarely fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1	Delivery lacks fluency throughout. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION OF SUB-THEME		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Notes

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION OF SUB-THEME		Assessment Objective 3
Mark	Descriptors	
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.	
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

confusion of noun/adjective e.g. *peligro/peligroso*;
occasional slips in gender/adjectival agreements;

Serious errors include:

incorrect verb forms;
incorrect use of pronouns;
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs

reflexive verbs;

use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar, faltar, interesar* etc.;

value judgements; verb + infinitive (+ preposition) expressions.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p>Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p>	
4	<p>Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p>	
3	<p>Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p>	
2	<p>Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p>	
1	<p>Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.</p>	
0	<p>Nothing in the performance is worthy of a mark.</p>	

Indicative content points: Tarjeta G

General:

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cuáles son las ventajas para mucha gente de ir a vivir a otro país?*

Student responses may cover some of the following: benefits of living in a safer country, escape from civil war, terrorism, religious or political persecution, famine, drought or to improve standards of living, live in a more pleasant climate, experience a different culture or to benefit from greater opportunities.

- *¿Qué sabes tú de la situación de los inmigrantes en el mundo hispánico ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information; There should be evidence of study of immigration in the Hispanic world, examples may include knowledge of any Hispanic society. Students who base their answer on Spain may explore issues relating to Magreb and South American immigration. Those who focus on South America may explore and evaluate immigration between countries eg: Bolivia into Argentina. A good critical answer will demonstrate understanding and analysis of different reasons for immigration and may include obstacles faced by immigrants, positive examples of integration, conflict between host country and new arrivals, the benefits of second generation immigration and brain drain from countries of origin.

- *En general, ¿piensas que los inmigrantes son bienvenidos en el país anfitrión?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. This could include: a critical awareness of factors which may cause immigrants to feel welcome or not in the host country. Students may wish to explore how different nationalities, religions, ages and gender integrate and may discuss the relationship between acceptance and success. Students may wish to critically examine whether there are factors which help or impede successful integration, for example, a shared native language, an attempt to learn the language of the country, shared cultural practices or historical factors, dress or religion.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que los inmigrantes tienen muchos problemas al llegar a un país extranjero?*
- *¿Hay mucha inmigración en países hispánicos?*
- *¿Crees que los españoles ayudan a los inmigrantes a integrarse en su sociedad?*
- *¿Te sorprende que algunos inmigrantes no aprendan el idioma del país receptor?*

Indicative content points: Tarjeta J

General:

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué necesitan los jóvenes latinoamericanos para no llegar a ser “ninis”?*

The information on the card can be used to formulate student responses which may cover some of the following: a more regulated and ambitious educational system, more opportunities for young people in rural areas to study, perhaps with the help of new technologies, more investment from central government, provision of grants and bursaries, clearly mapped out pathways to jobs, apprenticeships, co-operation between other Hispanic countries.

- *¿Qué sabes tú de las causas del desempleo entre los jóvenes del mundo hispánico?*

A thoughtful and developed response to this type of question will link the information on the card to the knowledge gained through the student's study of the sub-theme will include supported arguments and justified conclusions and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information; Students may make reference to any Hispanic country and explore reasons for high unemployment rates. Students who base their answers on Spain could discuss and evaluate the seasonal nature of work in many tourist areas. Good critical answers might consider and analyse incentives taken by the government and tourist boards to encourage year round employment. Others may wish to base their answers on the study of industrial cities and the relationship between the demise of heavy industry and jobs. A good critical answer with reference to Spain or South America could link the mechanisation of agriculture to the growth in unemployment and cite international legislation that limits agricultural production. Students who base their answers on Latin America may wish to consider the high birth rate in many cities and the high numbers of young people who do not have access to high quality education.

- *En tu opinión, ¿qué consecuencias puede tener la falta de oportunidades para los jóvenes en una sociedad?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. A good critical response would evaluate points such as the relationship between unemployment and the economy in general, the need for governments to provide financial support for the unemployed/underemployed, the difficulties of competing with more advanced economies in the market place, the expression of resentment or alienation and a range of other social problems associated with unengaged young people, such as riots, alcoholism, crime and terrorism. A lost generation is a generation of young people who are likely to pass on negative values to their own children. Any relevant and appropriate examples arguments will be given credit.

Below are some examples of the sorts of questions students could ask.

- *¿Por qué hay tanto desempleo en el mundo hispánico?*
- *¿Los mayores deberían jubilarse antes para dar más oportunidades a los jóvenes?*
- *¿Qué opinas de los contratos temporales?*
- *¿Hay más desempleo entre los hombres o las mujeres en países hispánicos?*

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
Mark	Descriptors	
5	Thorough knowledge and understanding of the area of study are evident in the presentation.	
4	Good knowledge and understanding of the area of study are evident in the presentation.	
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.	
2	Limited knowledge and understanding of the area of study are evident in the presentation.	
1	Very limited knowledge and understanding of the area of study are evident in the presentation.	
0	Nothing in the presentation is worthy of a mark.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 1
Mark	Descriptors	
9-10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
7-8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
3-4	Delivery is rarely fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1-2	Delivery lacks fluency throughout. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 3	
Mark	Descriptors
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Notes

Pronunciation and intonation are not expected to be of native speaker standard.
Serious errors are defined as those which adversely affect communication, eg verb forms.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below. Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

confusion of noun/adjective e.g. *peligro/peligroso*;
occasional slips in gender/adjectival agreements;

Serious errors include:

incorrect verb forms;
incorrect use of pronouns;
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs;

reflexive verbs;

use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar, faltar, interesar* etc;

value judgements;

verb + infinitive (+ preposition) expressions.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
9-10	<p>Excellent critical and analytical response From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.</p>
7-8	<p>Good critical and analytical response From the research carried out, the student has acquired good knowledge and understanding of culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.</p>
5-6	<p>Reasonable critical and analytical response From the research carried out, the student has acquired reasonable knowledge and understanding of culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.</p>
3-4	<p>Limited critical and analytical response From the research carried out, the student has acquired limited knowledge and understanding of culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.</p>
1-2	<p>Very limited critical and analytical response From the research carried out, the student has acquired very limited knowledge and understanding of culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.</p>
0	The student fails completely to engage with the discussion.

Notes

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

How the Individual Research Project will be assessed in the A-level speaking NEA

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting between 9 to 10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

The presentation:

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterize a limited performance.
- The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge would characterize a very limited performance.

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.

Generic content for the individual research project discussion at 5 levels of performance

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshaling of knowledge.
- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under

discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshaling of knowledge.

- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshaling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.

Mark Scheme – AS Spanish – Speaking

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark-scheme will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus 2 questions across the test as a whole - arising from the content of the stimulus card and our instructions to candidates on the front of each card will direct them to consider possible questions in their preparation time. In each case this question will require only a brief response on the part of the examiner.

As the asking of questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

If the student fails to formulate a question arising from the content of the stimulus card, whatever mark in the AO2 grid the examiner awards will be reduced by 1 mark, thus taking the student's mark for AO2 down to the next band. For example, if the examiner would have awarded a mark of 4, he/she would reduce that to a mark of 3 if the student had not asked a question arising from the material on the card.

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. Sample questions to show the sort of questions students could ask are shown in this mark scheme.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 1
Mark	Descriptors	
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	
2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

The pace of delivery refers to the hesitation and pauses that may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

Notes

The material on the card is defined as the text containing the target-language headings, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 3
Mark	Descriptors	
9-10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7-8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5-6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3-4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1-2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

confusion of noun/adjective e.g. *peligro/peligroso*;
occasional slips in gender/adjectival agreements;

Serious errors include:

incorrect verb forms;
incorrect use of pronouns;
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs in a variety of tenses;

reflexive verbs;

use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar, faltar, interesar* etc;

value judgements;

verb + infinitive (+ preposition) expressions.

DISCUSSION – TOPIC 1 AND TOPIC 2		Assessment Objective 4
Mark	Descriptors	
9-10	<p>Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
7-8	<p>Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
5-6	<p>Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
3-4	<p>Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
1-2	<p>Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark	

Indicative content points : Tarjeta I

General:

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cuál de estas tradiciones valencianas te interesa? ¿Por qué ?*

Student responses may cover some of the following:

Whichever of the traditions illustrated is chosen will initiate discussion of one or all of gastronomy, processions, fiestas or regional language. Students will need to justify their choice based not just on their personal preferences but also on some understanding of its cultural significance. It is likely that students will have some familiarity with the "Tomatina" and be able to comment on it but this is not essential. They may question the need for a regional language, the waste of tomatoes or the dangers of setting fire to large objects in public.

- *¿Conoces algunas tradiciones de otras comunidades de España ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study ; reference to some knowledge that endorses the information such as: the significance of the Semana Santa processions; local ferias and fiestas; bullfighting/bull running; regional languages; music; gastronomy. Students should offer a personal opinion on the value of the traditions mentioned and may draw on personal experience resulting from a visit to one of the regions.

- *En tu opinión, ¿es importante que las Comunidades Autónomas de España mantengan su propias tradiciones?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include justified points of view and conclusions. This could include:

Students might refer to pride in regional identity and whether this is a positive thing, they might explore the recreational value of fiestas as well as the preservation of cultural and historical traditions, the differences in gastronomy based on available ingredients or the economic benefits of certain tourist attractions. Further development, in the form of questioning the artificial nature of some celebrations, the possible offence caused by celebration of historic tensions, the attitude of some Spaniards to the ill-treatment of animals and health and safety issues, will contribute to a very good critical response.

Below are some examples of the sorts of questions students could ask.

- *¿Tienes experiencia personal de alguna fiesta regional?*
- *¿Hay alguna fiesta en la que te gustaría participar?*
- *¿Qué opinas de la corrida de toros?*
- *¿Tienes un plato regional favorito?*

Mark Scheme – A-level Spanish – Paper 1

Qu	Key Ideas	Accept/Reject	Mark	Notes
01	Bullet point 1	Accept		
	Bertín no tenía oportunidades de prosperar. Hacía falta medicina y muchas personas estaban muriendo.	No le ofrecía educación – accept appropriate synonyms	1	
	No había enseñanza para su familia y tampoco ganaba mucho dinero para ayudarles.	Reject Camerún no me ofrecía ninguna posibilidad de prosperar. Tampoco había la posibilidad de estudiar. Mis hermanos ni han ido ni irán jamás al instituto.	1	
	Bullet point 2	Accept		
	Salió durante la noche y el viaje duró dos años.	Fue por la noche mil doscientos pasó	1	
	Pagó 1,200 euros para ir a España pero la policía le pilló	Reject Mi viaje tardó dos años Salimos de noche para que no me pillara la policía.	1	
	Estuvo en un centro de acogida para cuatro meses donde pidió asilo político.		1	
	Bullet point 3	Accept		
	Bertín está estudiando Derecho para ayudar a otros inmigrantes.	estudia ayuda da habla	1	
	Manda 60 euros a su familia y tiene mucho contacto con ellos.	Reject Empecé a estudiar Derecho para ayudar a las personas que llegan a España sin papeles. Puedo enviar 60 euros cada mes a mi familia. Compré un móvil y hablo con ellos	1	

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

Incorrect spelling (unless the meaning is changed)

Accents (unless the meaning is changed)

Confusion of noun/adjective e.g. *peligro/peligroso*

Occasional slips in gender/ adjectival agreements

Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions e.g. *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 5/5

Bertín no tenía oportunidades de prosperar. Hacía falta medicina y muchas personas estaban muriendo. No había enseñanza para su familia y tampoco ganaba mucho dinero para ayudarlos. Salió durante la noche y el viaje duró dos años. Pagó 1,200 euros para ir a España pero la policía pilló Bertin. Estuvo en un centro de acogida por cuatro meses donde pidió asilo político. Bertin está estudiando Derecho para ayudar a otros inmigrantes. Manda 60 euros a su familia y tiene mucho contacto con ellos. (82 words)

Summary 2: 4/5

No había muchas oportunidades en Camerun para Bertin. No había mucha medicina pero la malaria estaba muy común así que muchas personas mueren. Fue imposible ganar dinero para ayudar a su familia y no podían estudiar tampoco. Salió una noche y fue muy difícil porque su viaje duró dos años. Pagó 1200 euros para ir a España en una patera pero la policía lo pilló. Paso 4 meses en un centro de acogida. Hoy en día estudia derecho en España y quiere ayudar a los inmigrantes. Habla con su familia mucho y manda 60 euros a ella. (96 words)

Summary 3: 3/5

Las razones por salir de Camerun incluyen Camerun no había la posibilidad de prosperar por ella y también Camerun no había las medicinas y había mucha muerte. No había suficientes sueldos ni educación así que no podía ayudar a su familia. Salió durante la noche y su viaje duró dos años. Unos hombres pidieron 1,200 euros para el viaje pero la policía le encontraron. Pasó cuatro meses en un centro de acogida antes de pedir asilo político. Estudia Derecho en la universidad porque quiere ayudar a los inmigrantes. Manda sesenta euros a su familia y habla con ellos a menudo. (98 words)

Summary 4: 2/5

Camerun no me ofrecia ninguna posibilidad de prosperar y ademas no habia medecina para la gente que estaban murendo. No pudo ayudar su familia. Mi viaje tardo dos anos. Salio de noche y pague dos mil euros pero la policia pillara. Estaba en un centro de acogido para cuatro meses y pedio asillo politica. Empezo a estudiar derecho para ayudar a las otros personas sin papeles. Envio sesenta euros cada mes a camerun y hablo con ellos cuando puede. (79 words)

Summary 5: 1/5

Camerun no me ofrecidad de prosperar. Ademas, no había medecinas, tan poco había posibilidad de estudiar, y a mantener a mí familia. Fue imposible gañar dinero y mantentre a mí familia. Salo de casa por la noche sin despierme de nadie. Su viaje tardo dos anos Sali con amigos. Pago mil dos cientos euros por llevarme a España. Pasó cuatro meses en centro de acordio y pedí asilo politico. Empezo a estudio derecho para ayudad de otros inmigrantes. Mandar 70 euros cada mes a su familia y habla con ello. (90 words)

Qu	Key Idea	Accept	Mark	Notes
07	<p>Bullet point 1</p> <p>Ha tenido problemas en el instituto</p> <p>y hasta le han expulsado.</p> <p>Con quince años descubrió que era gay.</p>	<p>José ha tenido muchos problemas desde que salió del armario. Ha tenido hasta peleas en el patio del instituto. Una vez casi le expulsaron porque le hizo sangre en un labio a un chico que le insultó llamándole homosexual/gay.</p> <p>Con quince años se autodescubrió como gay. "Era el rarito de la clase, porque no hacía los típicos comentarios sobre las chicas. Y no tenía los mecanismos para saber cómo afrontarlo". Dice José.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>Reject</p> <p>He tenido problemas en el instituto por homofobia, dice José Guerrero, 19 años. "He tenido hasta peleas en el patio del instituto. Una vez casi me expulsaron porque le hice sangre en un labio a un chico que me insultó llamándome homosexual/gay", reconoce</p>
	<p>Bullet point 2</p> <p>Ahora Guerrero es voluntario de Red Educación que trabaja en institutos.</p> <p>Ha hablado de su experiencia para ayudar a jóvenes en situaciones similares.</p> <p>Las sesiones del proyecto son de dos clases, según la edad de los alumnos .</p>	<p>Guerrero es voluntario del proyecto Red Educación. Trabaja con la federación de gays, lesbianas, bisexuales y transexuales en institutos. En los dos años que lleva visitando institutos, Guerrero ha hablado de su experiencia y ahora está intentando ayudar en similares situaciones en la cual él se encontró cuando era joven. Las sesiones que el proyecto ofrece dependen de la edad de los alumnos. Hay un taller básico para jóvenes y uno más avanzado para los más mayores.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>Reject</p> <p>Ahora, Guerrero es voluntario del proyecto Red Educación, con el que la federación de gays, lesbianas, bisexuales y transexuales trabaja en los centros educativos. En los dos años que lleva recorriendo institutos, Guerrero ha hablado de su experiencia e intenta ayudar a jóvenes en semejantes situaciones en la cual él se encontró.</p> <p>Las sesiones del proyecto Red Educación son de dos clases, según la edad de los alumnos. Para los más jóvenes, lo que se ofrece es un taller básico de visibilidad y concepto LGTB y para</p>

				los más avanzados, hay un proceso más reflexivo en los alumnos, quienes despiertan en ese tiempo a sus numerosos prejuicios
	<p>Bullet point 3</p> <p>José ha dicho que si le llaman de su antiguo instituto para hacer uno de sus talleres, iría.</p>	Si le llaman a Guerrero de su antiguo instituto para invitarle a dar uno de sus charlas, él no lo dudaría:	1	<p>Reject</p> <p>Sí. Me gustaría volver algún día a mi instituto. Sería como decir, fíjate mira lo mal que salí de aquí y cómo he logrado empoderarme hasta poder volver sin que me importe lo que se diga de mí.</p>

Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

***Example:**

1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

incorrect spelling (unless the meaning is changed);

accents (unless the meaning is changed);

confusion of noun/adjective e.g. *peligro/peligroso*;

occasional slips in gender/adjectival agreements;

Serious errors include:

incorrect verb forms;

incorrect use of pronouns;

errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 5/5

Su experiencia ha sido mala porque sus compañeros le excluyeron de la vida escolar por su sexualidad. Le insultaban y una vez le hizo daño a un chico que le dijo insultos homófobos.

Actualmente es un ayudante en una federación gay, la Red Educación, que ayuda a estudiantes que padecen del mismo problema que él tenía. Hay dos proyectos: uno para jóvenes y otro para mayores. Le encantaría volver para dar una charla y mostrar que, aunque tuvo conflictos en su colegio, ahora se siente más seguro. (87 words)

Summary 2: 4/5

Con respeto a la homofobia, la experiencia de José ha sido horrible. Sus compañeros le gritaban cosas malas que atacaba su sexualidad. Había peleas también, las cuales casi han hecho que el instituto le expulsó. Es ayudante en el grupo Red Educación que va por muchos colegios ayudando a personas en situaciones similares. Les cuenta a los alumnos experiencias personales de acoso. Les diría que haya madurado como persona y ahora no le dé caso a los que lo insultan. (80 words)

Summary 3: 3/5

En el instituto José se peleó mucho con otros por su género. También sus compañeros le aislaron. Casi fue expulsado por qué causa sangre en el labio de un chico. Hoy en día, trabaja para un proyecto que se llama Red Educación donde homosexuales, bisexuales y transexuales hablan de sus experiencias en el colegio. Tienen dos clases, uno para gente más joven y otro para los más antiguo. Hablan sobre el concepto de LGBT o los procesos. José le gustaría ir a su viejo instituto para habla de su tiempo allí. (91 words)

Summary 4: 2/5

José ha tenido problemas en el instituto de homofobia y ha tenido hasta peleas en el patio del instituto. Una vez, casi se expulsaron porque le hice sangre en el labio a un chico que se insultó. En los institutos, personas LGBT cómo José haban de su experiencia y intentan ayudar a jovenes en semejantes situaciones. Se ofrecen un taller basico de visibilidad y concepto LGBT y para los más avanzadas, un proceso más reflexivo en alumnos. Le gustaría volver a su antiguo instituto pero solamente si los profesores le llamaran. (91 words)

Summary 5: 1/5

En el instituto José había un mal tiempo porque ha tenido problemas en el instituto por homofobia después sus compañeros de clase compartían un grupo de Whatsapp del que se habían excluido. Tiene hasta peleas en el patio y una vez casi le expulsaron porque hizo sangre. Ahora es más ayuda para los alumnos a traves del proyecto Red Educación y la federacion de gays, lesbians, bisexuales y transexuales trabaja en los centros educativos. Le gustaria volver a su viejo instituto si llaman. (87 words)

Mark Scheme – AS Spanish – Paper 1

Reject answers with information lifted from the text that has been left in the first person of the verb.

Qu	Key Idea	Accept	Mark	Notes
4	<p>Bullet point 1 Un joven madrileño ha decidido divorciarse de su esposa</p> <p>porque ella no contestaba a sus mensajes</p> <p>a pesar de que ella los había leído.</p>	Pablo decidió divorciarse de su mujer ya que nunca contestaba a sus textos. Había leído sus mensajes.	1 1 1	Reject Decidí divorciarme a mi mujer después de que ella no respondiera a mis mensajes a pesar de haberlos leído
	<p>Bullet point 2 No estaba contento porque su mujer contestaba todas las conversaciones de WhatsApp que recibía, menos las suyas.</p> <p>Descuidó las tareas del hogar y la atención de sus hijos</p> <p>porque siempre prefería chatear con sus amigos.</p>	Pablo no estaba feliz porque Sandra siempre contestaba a las conversaciones de WhatsApp e ignoró sus mensajes. No hizo las tareas domésticas o cuidar a sus hijos. Quiso hablar con sus amigos.	1 1 1	Reject Sandra, contestaba todas las conversaciones de <i>WhatsApp</i> que recibía, pero ignoraba mis mensajes. Además, yo hacía las tareas del hogar y yo cuidaba a nuestros hijos porque Sandra sólo quería chatear con sus amigos.
	<p>Bullet point 3 El joven le mandó un mensaje a través de WhatsApp y le pidió el divorcio exprés.</p>	Pablo mandó en mensaje utilizando Whatsapp y pidió a Sandra un divorcio exprés.	1	Reject mandé un mensaje a través de <i>WhatsApp</i> y le pedí a Sandra el divorcio exprés. Creo que Sandra ya había elegido otra pareja: su amado <i>WhatsApp</i> .

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example:

1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

Incorrect spelling (unless the meaning is changed)

Accents (unless the meaning is changed)

Confusion of noun/adjective e.g. *peligro/peligroso*

Occasional slips in gender/ adjectival agreements

Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions e.g. *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task..
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 5/5

El joven madrileño decidió divorciarse de su mujer, su razón por esto es que su esposa Sandra había leído su mensajes pero lo estaba ignorando no solo en la aplicación de Whatsapp pero en la casa también. No hizo ni las tareas domésticas ni cuidaba a sus hijos. Sandra quiso hablar con sus amigas. Pablo decidió mandarle un mensaje pidiéndola un divorcio expres. (63 words)

Summary 2: 4/5

Pablo ha decidido divorciar de su esposa porque Sandra no respondiera a los mensajes de Pablo pero los leyía. Pablo no es feliz porque Sandra contestaba todas las conversaciones de Whatsapp que recibía pero ignoraba los mensajes de Pedro. Sandra no hacía las tareas del hogar y no cuidaba a sus hijos porque Sandra siempre estaba hablando con sus amigos. Pablo mandó un mensaje y pidió a Sandra un divorcio expres. (71 words)

Summary 3: 3/5

Pablo decidió divorciarse de su mujer por que no respondiera a sus mensajes a pesar de haberlos leído. No estaba feliz porque Sandra contestaba a todos los mensajes que se recibían pero ignoraba sus mensajes. Empeció a charlar con sus amigos y ignoraba a sus hijos. Pablo mandó el mensaje de Whatsapp a Sandra y dice quiere un divorcio expres. (60 words)

Summary 4: 2/5

Pablo gustaria divorciarse su esposa porque ella no repondierale depues de leer sus mensajes. Estaba enfadado porque contestaba las mensjaes de sus amigos y ignoría sus mensajes. Tambien, no hareria las tareas de casa o ciudia a los niños porque que hablar con su amigos. Pablo decide mandar un mensaje a Sandra y pedio un divorcio. (56 words)

Summary 5: 1/5

Divorsearme de su mujer despues de que no responden à su mensajes a pesar de albeos leído. No estaba felis porque su mujer Sandra contestaba todos conservaciones Whatsapp que reciaba pero ingrobaba su mensaje. No hacia las tareas o cuidar a los ninos. La mendi una mensajare traves del app a pedi divorcio expres. (54 words)

Qu	Key Idea	Accept	Mark	Notes
08	<p>Bullet point 1</p> <p>Shakira nació en un pueblo de Colombia</p> <p>y desde los cinco años mostró ser una futura artista.</p> <p>Sacó su primer disco en 1996 y desde entonces ha tenido muchos éxitos.</p>	<p>Shakira nació en Barranquilla, un pueblo colombiano, en 1977. Desde una edad muy joven mostró su vocación artística. Sacó su primer album y luego con <i>Laundry Service</i> – un éxito internacional. Fue la artista femenina internacional con más ventas en la década del 2000</p>	<p>1</p> <p>1</p> <p>1</p>	<p>Reject</p> <p>Me llamó Shakira y nací en Barranquilla, en 1977. Desde los cinco años mostré indicios de mi vocación artística, demostrando mi talento en la interpretación de danzas y cantos árabes. Debuté en 1996 con <i>Pies descalzos</i> y luego con <i>Laundry Service</i>. Fui la artista femenina internacional con más ventas en la década del 2000.</p>
	<p>Bullet point 2</p> <p>Shakira empezó la fundación <i>Pies Descalzos</i> que ayuda a los niños en países subdesarrollados.</p> <p>Fue nombrada por UNICEF como embajadora de buena voluntad</p> <p>y ha sido premiada por la ONU.</p>	<p>Shakira empezó la fundación, Fundación Pies Descalzos a finales de los años 1990.</p> <p>Fue nombrada por UNICEF como embajadora de buena voluntad y luego fue premiada por la ONU gracias a la creación de su fundación. Además colaboró para niños necesitados de América Latina con artistas latinoamericanos.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>Reject</p> <p>Instauré la fundación, Fundación Pies Descalzos, en mi ciudad natal, a finales de los años 1990. Gracias a mi labor humanitaria, fui nombrada por UNICEF como embajadora de buena voluntad y luego fui galardonada por la ONU gracias a la creación de mi fundación. También colaboré en Miami para la campaña a favor de los niños necesitados de América Latina junto a Gloria Estefan y otros artistas latinoamericanos.</p>
	<p>Bullet point 3</p> <p>Shakira tuvo una relación con Antonio de la Rúa</p> <p>y más tarde con el futbolista Piqué, con quien ha tenido dos hijos.</p>	<p>Shakira tuvo una relación con Antonio de la Rúa, el hijo del ex Presidente de Argentina y actualmente con el futbolista Piqué con quien han tenido dos hijos junto.</p>	<p>1</p> <p>1</p>	<p>Reject</p> <p>Mantuve una relación con Antonio de la Rúa, hijo del entonces Presidente de Argentina. En la actualidad, mantengo una relación sentimental con el futbolista español Piqué y tenemos dos hijos en común.</p>

Summary questions

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*Example:

1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

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Occasional slips in gender/adjectival agreements

Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions e.g. *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
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4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task..
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 5/5

Shakira nació en Colombia de padres católicos. Desde una edad joven le gustaba cantar y bailar. En 1996, sacó su primer disco que luego fue seguido por uno que vendió muchas copias. En los 90 estableció una organización caritativa relacionado con UNICEF que ayudaba a niños desfavorecidos. Luego, fue proclamado como embajadora de buena voluntad. Después de una relación fallida, se juntó con Piqué y los dos tienen dos niños. (70 words)

Summary 2: 4/5

Shakira, nacida en Baranquilla, sirvió para demostrar que bailaba y cantaba bien a una edad temprana. Como cantante sacó al mercado varios discos populares. Creó una fundación benéfica para proteger los niños pobres. Después ayudó a la ONU. Fuera del mundo del espectáculo, se unió con el hijo de un ex Presidente argentino y cuando rompieron conoció a Pique. Recientemente, han tenido dos hijos. (64 words)

Summary 3: 3/5

Shakira nació en Barranquilla, en 1977. Fue criada por sus padres en un ambiente católico. Cinco años tarde mostró indicios de la vocación artística, demostrando tu talento en danzas y cantos árabes. Inició su carrera con el álbum Pies Descalzos en 1996 que luego fue el nombre de su fundación que asiste a toda la comunidad infantil desprotegida de Colombia. Mantuvo una relación sentimental con Antonio de la Rúa pero ahora mantiene una relación sentimental con Piqué. (77 words)

Summary 4: 2/5

Shakira nació en Barranquilla, el 2 de febrero de 1977 y desde los cinco años, canta las canciones y se gusta danzas. Debutó en el mercado discográfico en 1996 con y unos años después, tiene el éxito internacional con Laundry Service. Fue nombrada embajadora de buena voluntad por UNICEF y luego fue galardonada por la ONU gracias a la creación de su fundación. Mantenga una relación sentimental con el futbolista español Piqué y tiene dos hijos en común. (78 words)

Summary 5: 1/5

Shakira nació en Colombia y siempre es interesada en la música. Los primeros pasos en la carrera de Shakira era su primer álbum Pies Descalzos y después su Fundación Pies Descalzos instauró a finales de los años 1990. Además Shakira voluntaria para UNICEF. Su vida privada es una relación sentimental con el hijo del Presidente argentino pero matrimonio dije no. (60 words)