



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

Spanish

**Assessment Unit AS 2
(Sections B and C)**

assessing

Reading and Extended Writing

[AK122]

MONDAY 15 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section B: Reading

- | | | |
|----------|-----------------------------------|-----|
| 1 | (i) eventos | [1] |
| | (ii) recorre | [1] |
| | (iii) patrocinado | [1] |
| | (iv) de bajos recursos económicos | [1] |
| | (v) influencia | [1] |

Marks for AO2 [5]

5

- | | | |
|----------|---|-----|
| 2 | (i) Las respetan [1] y también las valoran [1] son entusiastas [1]
(2 from 3) | [2] |
| | (ii) Viaja por todo el mundo [1],
Está compuesta por los mejores músicos jóvenes de las orquestas locales de Venezuela [1],
y sus miembros/integrantes gozan de una pasión única por la música [1] | [3] |
| | (iii) Ha tomado/recogido a muchos niños y jóvenes de la calle [1]
que tienen problemas con las drogas o que son pobres [1]
y les ha dado la oportunidad de experimentar otra vida mejor/de tener otro futuro (más optimista.) [1] | [3] |
| | (iv) Las nuevas tecnologías de la comunicación. [1]. | [1] |
| | (v) Para los jóvenes, mejora su nivel económico. [1]
Para la sociedad, es un factor en la prevención de la violencia [1]
y hace que la sociedad sea más fuerte. [1]. | [3] |
| | (vi) Pueden encontrarse con otros jóvenes, [1]
se sienten incluidos/como participantes en la sociedad [1]
y es un medio por el cual pueden perseguir/realizar sus sueños. [1]. | [3] |

Marks for AO2 [15]

15

Examiners should review responses to the questions and allocate marks for AO2. An overall mark for AO3 should be given based on the performance descriptors grid.

Bands	AO3 Performance Descriptors	Marks
5	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	9–10
4	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	7–8
3	Candidate displays a fair command of the target language. Control of grammar, structures and accuracy may be inconsistent.	5–6
2	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	3–4
1	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	0–2

Marks for AO3 [10]
Total marks [30]

3 Translation

Notes to examiners

1. This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
2. To facilitate marking, the text can be divided into **six** sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question [**20**] has been tripled to a working total of [**60**]. The translation should be assessed by applying the description of performance grid, set out on the page following the translation, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with the section slash. Insert the total at the end of the translation. Divide by three to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script. $\frac{1}{3}$ should be rounded down and $\frac{2}{3}$ should be rounded up.
3. Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded. If alternatives are offered, only the first should be credited.
4. Credit should be given for other valid responses not set out in Suggested Translation.
5. Repeated or consequential errors should be ringed.

Bands	AO2 Performance Descriptors	Marks
5	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	9–10
4	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar in English are of a high order.	7–8
3	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	5–6
2	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	3–4
1	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	0–2

Total marks for AO2 [20]

Translation Grid for Mark Scheme

The translation is divided into 6 sections. Each section is worth 10 marks. The total is then divided by 3 to give a mark out of 20.

Section	Spanish	Suggested translation	Credit	Do not Credit
1	Antes se solía decir que los jóvenes carecían de interés por los grandes temas que preocupan a nuestra sociedad.	In the past it used to be said that young people were not interested in the big issues that concern our society.		
2	Muchos incluso acusaban a las redes sociales de ser la causa principal de esta apatía. "Todo el santo día delante de una pantalla	Many even accused social media of being the main cause of this apathy. 'All blooming day in front of a screen	blamed	
3	contándose tonterías" es una frase que se ha oído más de una vez en boca de una persona mayor.	talking nonsense to each other' is a comment that more than one adult has been heard to say.	coming from the mouth of an older person	
4	Sin embargo, no hay nada más lejos de la verdad que este estereotipo. Como cuenta Elena, una quinceañera vivaz:	Yet, there is nothing further from the truth than this stereotype. As Elena, a bright 15 year old says:		
5	"Internet es donde jugamos, sí, pero también es un espacio para aprender y a veces actuar"	"The Internet is where we play, that's true, but it is also a space where we learn things and sometimes even act/take action"	do things	
6	Y añade toda orgullosa: "Hoy mismo, acabo de firmar una petición a favor de los derechos de los refugiados."	And she adds, full of pride: "Today in fact, I have just signed a petition in support of the rights of refugees."	All proud of herself. This very day	

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

Bands	AO2 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	17–20	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	25–30
4	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	13–16	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	19–24
3	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	9–12	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	13–18
2	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	5–8	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	7–12
1	Candidate shows little or no understanding of the requirements of the question and little or no knowledge of the topic. Little or no relevant information given.	0–4	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	0–6

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]