

New
Specification



Rewarding Learning

ADVANCED
General Certificate of Education
2018

Spanish

Assessment Unit A2 2
(Section A)

assessing

Listening

[AEP21]

MONDAY 11 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Spanish**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 5 (Excellent): Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

Level 4 (Very Good): Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Level 3 (Good): Presentation, spelling, punctuation and grammar are good and meaning is clear.

Level 2 (Quite Good): Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 1 (Weak): Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

- 1 (a) Los problemas son el acceso a Internet [1]
y el hecho de que algunos profesores no dominen la tecnología [1] [2]
- (b) Unos 20 centros [1]
y 21.000 estudiantes [1] [2]
- (c) Fomenta la iniciativa [1]
y hace que los alumnos aprendan por su propia cuenta [1] [2]
- (d) Hace que el aprender sea divertido [1]
mientras en el pasado se veía como un castigo [1] [2]
- (e) Piensa que es un poco sospechoso que un proyecto financiado por
Samsung [1]
(haya producido resultados que favorezcan las ventas de Samsung en
España)
otra investigación no encontró ninguna mejora [1] [2]

AO1

**AVAILABLE
MARKS**

10

			AVAILABLE MARKS	
2	<p>(a) Revolutions in transport [1] and the information media [1]</p> <p>(b) They are replacing homogenous societies [1] with pluralist ones [1]</p> <p>(c) To avoid these pluralist societies becoming more disintegrated/divided [1] and to avoid internal/external conflicts [1]</p> <p>(d) Integration in the USA took place slowly over two centuries [1] today's societies are coping with rapid [1] and massive influxes of immigrants [1]</p> <p>(e) Rich immigrants assimilate easily [1] the poor encounter inequalities of race/opportunity [1] because they enter on the bottom of the economic ladder [1]</p> <p>(f) Many governments haven't made sufficient preparations for integration [1] some politicians seek electoral gain [1] by stoking up racist fears [1]</p>	<p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[3]</p> <p>[3]</p> <p>[3]</p>	<p>AO1</p> <p>Total</p>	<p>15</p> <p>25</p>