



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

Spanish

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

assessing

Reading and Use of Language

[SEP22]

MONDAY 14 MAY, 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.

Section B: Reading

AVAILABLE
MARKS

- 1 (a) Su particular/especial atractivo es que entrañan peligro/es el elemento de peligro. [1]
- (b) (Porque) este deporte ha causado víctimas mortales/ha causado la muerte de algunos jóvenes en los últimos años. [1]
- (c) Para algunos es un deporte [1], para otros una afición/un pasatiempo [1], para otros un modo/estilo de vida [1] y para otros una forma de transporte. [1] [4]
- (d) Los Estados Unidos. [1]
- (e) Se estableció en Madrid y en otras ciudades muy pronto/muy rápidamente [1], hay muchos parques de patinaje/'skateparks' en España [1], y se ha celebrado un campeonato/certamen mundial de patinaje (en Barcelona en 2013.) [1] [3]
- (f) Han invertido ^{fondos} dinero [1] en la creación de parques/espacios públicos especialmente habilitados para la práctica de este deporte. [1] [2]
- (g) Les multan/les ponen una multa a los patinadores [1] si corren/hacen piruetas/acrobacias por las calles. [1] [2]
- (h) Los jóvenes están animados a participar en trabajos de restauración [1] y mantenimiento de las pistas [1]. Esto hace que se sientan dueños del entorno urbano. [1] [3]
- (i) Buscan un subidón de adrenalina [1], intentan superar un reto/desafío [1] y satisfacción psicológica. [1] [3]

Marks for AO2

20

2 Translation

The translation is divided into six sections. Each section is marked out of 10. The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. Often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [20]

Total marks for AO2 [40]

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Jóvenes borrachos saltando desde los balcones de los hoteles o haciendo las compras medio desnudos en el supermercado.	Young people, drunk, jumping off hotel balconies or doing the shopping half-naked in the supermarket.	leaping	teenagers
2	Estas son algunas de las imágenes del llamado “turismo de borrachera” que está de moda en ciertas partes de España.	These are some of the images of the so called ‘drunken tourism’ now all the rage in certain parts of Spain.	in fashion trending	
3	Magaluf es uno de los muchos pueblos dedicados a este tipo de exceso juvenil centrado en la discoteca, la bebida y el consumo sin límites.	Magaluf is one of the many towns associated with this kind of excess among young people based on clubs/dancing, drinking and uncontrolled consumption.		
4	Pero los vecinos de estos lugares ya están hartos de tener que taparse los ojos al hacer la compra diaria.	But the residents of/those who live in these places are now fed up having to cover their eyes when they do the daily shopping.	locals sick of	
5	A pesar de las indudables ventajas económicas que trae esta marca de turismo para las zonas afectadas, los efectos negativos pesan aun más.	Despite the undoubted economic benefits which this brand of tourism brings to the affected areas, they are outweighed by the negative effects.	indisputable undeniable advantages	
6	Ya se han tomado medidas para acabar con un fenómeno veraniego que afea el idílico ambiente de estos pueblos costeros.	Measures have already been taken to put an end to a summer phenomenon which spoils the idyllic atmosphere of these coastal towns.	steps	
Suitable alternative responses will be credited.				

Adapted from © 'Turismo de borrachera': la ruta al desenfreno étílico que esconde España by Sergio C. Fanjul. Published by El País, 21 April 2016

Section C: Use of Language

			AVAILABLE MARKS
1	(a) iba	[1]	
	(b) ha dicho	[1]	
	(c) juegan	[1]	
	(d) dormiré va a dormir	[1]	
	(e) comiste	[1]	
		Marks for AO3	5
2	(a) es	[1]	
	(b) eres	[1]	
	(c) estoy	[1]	
	(d) están	[1]	
	(e) son	[1]	
		Marks for AO3	5
3	(a) a	[1]	
	(b) por	[1]	
	(c) de	[1]	
	(d) en	[1]	
	(e) para	[1]	
		Marks for AO3	5
4	(a) Le/lo veo cada mañana.	[1]	
	(b) ¿La has visto?	[1]	
	(c) Estoy leyéndolo./Lo estoy leyendo.	[1]	
	(d) Los meto en mi cartera.	[1]	
	(e) Fui de vacaciones sin ellos.	[1]	
		Marks for AO3	5

- 5 (a) Me gusta la química/pero a mi amigo/le gustan las matemáticas. [3]
- (b) ¿Dónde vives?/Mi casa está/a medio kilómetro del colegio./ [3]
- (c) Me duele mucho el pie./Me caí de/mi bicicleta nueva ayer./ [3]
- (d) Hace veinte minutos que estamos en el colegio/y no hemos visto/
al profesor./ [3]
- (e) Llovía a cántaros/
mucho/cuando (se) paró/el autobús en la plaza./ [3]

Marks for AO3

**AVAILABLE
MARKS**

15

Total

35