



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

Spanish

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

assessing

Reading and Use of Language

[SEP22]

MONDAY 13 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

AVAILABLE
MARKS

- 1 (a) Ha sido/es una seña/señal de identidad de la cultura española (durante su historia). [1]
- (b) Crea mucho trabajo/crea empleo/contribuye a la industria turística española. [1]
- (c) Las nuevas generaciones/los jóvenes tienen una actitud cada vez menos favorable (a los toros) [1] debido a su mayor sensibilidad hacia el bienestar animal. [1] [2]
- (d) Porque está a favor del bienestar animal/está en contra del maltrato animal [1] y considera que la corrida de toros va en contra de esta política. [1] [2]
- (e) En Cataluña. [1]
- (f) Una manifestación antitaurina [1] fue organizada/convocada por 17 colectivos/grupos animalistas. [1]
or hubo una manifestación antitaurina [1] organizada por 17 colectivos animalistas [1] y desfilaron por el centro de Madrid. [1] [3]
- (g) Pedían el fin/la abolición de la tauromaquia/la corrida de toros [1] porque consideraban que es tortura/que es una vergüenza nacional/que no es cultura. [1] [2]
- (h) Mancharon/Salpicaron/Rociaron de pintura rosa [1] unas estatuas taurinas/monumentos taurinos. [1] [2]
- (i) Lo vieron como/lo consideraron un acto de vandalismo/lo condenaron. [1]
Para ellos hay otras formas de protesta [1]. [2]
- (j) Hacen sus pintadas de las estatuas por la noche [1] cuando pueden pasar desapercibidos/sin que nadie los vea/cuando es más difícil que alguien los vea. [1] [2]
- (k) Tuvieron más impacto y publicidad por ser fiestas muy conocidas a nivel internacional [1] y por el hecho de que los manifestantes antitaurinos iban semidesnudos y se mancharon de pintura roja. [1] (*either of the last 2 points for the second mark*) [2]

AO2

20

*Adapted from © 'Las campanas doblan por los toros' by Berna González Harbour.
Published by El País, 06 July 2017 and*

Adapted from © Estatuas taurinas salpicadas de pintura rosa para 'dar la bienvenida' a San Isidro by Amara Santos. Published by El País, 11 May 2017

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]

		AVAILABLE MARKS
	AO2	20
	Section B	40

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Desde fuera, el enorme autobús llama la atención por su decoración colorida, y con la silueta de varios jóvenes en actitud de divertirse.	The huge bus, draws your attention from the way it is colourfully decorated on the outside: with several young people in silhouette looking as if they are enjoying themselves.		
2	Por dentro, es otro mundo: un espacio de cincuenta metros cuadrados destinado a enviar a los jóvenes, de manera interactiva y entretenida, mensajes preventivos sobre las drogas, utilizando las nuevas tecnologías.	Inside, it is a whole different world: a space of 50 square metres is given over to sending messages interactively and in a fun way to young people, using new technology, to help prevent drug use.		
3	Hay pantallas táctiles, vídeos, juegos, y una máquina expendedora que, en lugar de refrescos, da información sobre los riesgos de consumir alcohol o drogas.	There are touch screens, videos, games and a vending machine which, instead of dispensing drinks, provides information on the risks of consuming alcohol or drugs.		
4	Visitar este autobús del programa 'Drogas o tú' es toda una aventura a la que están invitados chavales desde los doce años.	Visiting this bus which is part of the 'Drugs or you' programme is a whole adventure which welcomes kids from 12 and above.		
5	El autobús recorre toda la región de Madrid, parando en centros escolares y lugares de ocio donde puede haber concentraciones de jóvenes.	The bus travels around the whole region of Madrid, stopping at schools and places of leisure where there is likely to be large concentrations of young people.		
6	El objetivo es romper los mitos sobre las drogas, mostrarles a los adolescentes cómo pueden perjudicarles y enseñarles a decir "no".	The aim is to explode the myths surrounding drugs and to show teenagers how drugs can harm them and to teach them to say 'no'.		
Suitable alternative responses will be credited.				

*"Lucha sobre ruedas contra el consumo de alcohol y drogas by Sara Medialdea.
Published by ABC Madrid, 08 August 2017. Copyright © DIARIO ABC, S.L.
https://www.abc.es/espana/madrid/abci-lucha-sobre-ruedas-contra-consumo-alcohol-y-drogas-201708080154_noticia.html"*

Section C: Use of Language

			AVAILABLE MARKS
1	(a) hago	[1]	5
	(b) podría	[1]	
	(c) ha sido	[1]	
	(d) veía	[1]	
	(e) toqué	[1]	
		AO3	
2	(a) está	[1]	5
	(b) son	[1]	
	(c) es	[1]	
	(d) está	[1]	
	(e) está	[1]	
		AO3	
3	(a) con	[1]	5
	(b) en	[1]	
	(c) por	[1]	
	(d) de	[1]	
	(e) a	[1]	
		AO3	
4	(a) por	[1]	5
	(b) para	[1]	
	(c) por	[1]	
	(d) por	[1]	
	(e) para	[1]	
		AO3	

- 5 (a) ¿Dónde has puesto mis botas negras? [3]
- (b) Tienes que estar callado/callarte; Pablo está durmiendo. [3]
- (c) Conozco a Greta, la profesora alemana. [3]
- (d) Leí el primer capítulo cuando volví de la escuela. [3]
- (e) Estos lápices son nuestros. [3]

	AVAILABLE MARKS
AO3	15
Section C	35
Total	75