



Rewarding Learning

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

Spanish

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

assessing

Reading and Use of Language

[SEP22]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers 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.

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, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers 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. Teachers 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.

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.

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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

Extra Guidance for Teachers Summer 2021: AS 2 Sections B & C

Section B question 1:

Candidates are not usually required to reword their answer. If they do so, they run the risk of self-penalising if the meaning is not clear. The correct answer transcribed from the text will be awarded full marks. However, rewording may become necessary depending on how the question is framed.

Whole sentences are not always required; a phrase or a word may be an acceptable answer.

As understanding and communication are the key elements in this task, minor errors in spelling or grammar may be overlooked, provided the word is recognisable and the overall meaning is clear.

Candidates are awarded marks even though their response differs from the wording in the mark scheme, provided there is no ambiguity in their answer.

If candidates add in extra information, they will not lose marks unless this compromises the rest of their response.

Bracketed words are not essential.

No marks are awarded for answers in English.

Section B question 2:

Candidates need to ensure that their text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear.

The quality of written communication is assessed in this task.

Candidates should pay particular attention to verb forms, e.g. tense, singular/plural forms and passive voice.

The same lexical mistake will not be penalised twice.

Consequential errors should not be penalised.

Section C question 5:

In the translation exercise each part is marked out of 3. Marks are totalled out of 15.

3 marks are awarded for an accurate translation, possibly with one minor error in more complex language.

2 marks are awarded for a translation with more than one minor error.

1 mark is awarded for a translation which contains major errors but limited communication is achieved.

Verb formation is an example of a major error and use of accents is an example of a minor error.

Section B: Reading

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MARKS

- 1 (a) Creó/Organizó un taller de cómic sobre salud [1] al que podían asistir/acudir los mayores con sus nietos (y hacer actividades juntos). [1] [2]
- (b) Mucha gente mayor tenía que cuidar a sus nietos/hacerse cargo de sus nietos (durante el día). [1]
- (c) Los niños no tenían acceso [1] a sus móviles/ordenadores/sus tabletas [1] or los niños no podían recurrir a/usar [1] ningún dispositivo digital [1] or la tecnología [1] estaba (completamente) ausente. [1] [2]
- (d) **Either** Les aleja [1] del teléfono (móvil) y de la *tablet*/tableta [1] or Ayuda a quitarles [1] su adicción a las nuevas tecnologías/al móvil o a la *tablet* [1] [2]
- (e) En España es más difícil [1] compaginar/conciliar el trabajo con la familia [1] debido al más extendido horario de la jornada laboral. [1] [3]
- (f) Las bajas por maternidad y paternidad son más largas en Suecia [1] en Suecia tienen 119 días y en España tienen 50 días. [1] [2]
- (g) El (elevado) coste/Supone un alto porcentaje del sueldo medio de los españoles. [1] la escasa disponibilidad. [1] [2]
- (h) Porque la actividad principal es el dibujo/el diseño [1], y todos los asistentes tienen que participar/y ofrecen una oportunidad para ser creativo/las clases fomentan la creatividad. [1] (*either of the last 2 points*) [2]
- (i) Educar/Concienciar sobre la buena nutrición/los buenos hábitos alimenticios /Crear buenos hábitos alimenticios [1]
- (j) Le ofrece la oportunidad de experimentar [1] y de hacer cosas que no pudo hacer cuando trabajaba. [1] [2]
- (k) Quiere que aprenda la importancia de la buena nutrición/de una nutrición sana. [1]

Marks for AO2 [20]

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	Luis bajó ayer del tren en Burriana. Viajó con una multitud de jóvenes en uno de los cuarenta trenes que llegaron con ocasión del macrofestival Arenal Sound.	Luis got off the train yesterday at Burriana. He travelled with a host of young people in one of forty trains which arrived because of the huge Arenal Sound festival.		
2	Cada verano Luis se gana la vida recorriendo los mismos festivales, vendiendo complementos para el móvil o bolsitas impermeables para el carné de identidad que miles de jóvenes llevarán colgadas del cuello.	Every summer Luis makes a living going around the same festivals, selling mobile phone accessories or small waterproof bags for ID cards that thousands of young people will be wearing round their neck.		
3	Luis afirma que el Arenal Sound es la concentración de adolescentes más grande que puede encontrarse hoy en España.	Luis declares that Arenal Sound is the largest concentration of teenagers that can be found in Spain today.		
4	Decenas de miles de padres y madres estarán preocupados por lo que pueda suceder en la playa, donde se van a congregarse 280.000 visitantes hasta el domingo.	Tens of thousands of fathers and mothers will be concerned about what could happen on the beach where 280,000 visitors will gather until Sunday.		
5	Este sitio llega a ser cada verano el escenario de comportamientos arriesgados; una multitud de piel bronceada, bañadores, alcohol, música y arena.	This place becomes every summer a stage for risky behaviour, a mass of tanned skin, swimsuits, alcohol, music and sand.		
6	“No es necesario que te guste la música para estar aquí”, dice una joven festivalera que acaba de llegar de la capital.	“You don’t need to like the music to be here”, says one (young) female festival goer who has just arrived from the capital.		
Suitable alternative responses will be credited.				

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Published by El País, 04 August 2018*

Section C: Use of Language

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- 1 (a) He vuelto [1]
(b) vio [1]
(c) hay [1]
(d) sabía [1]
(e) harías [1]

Marks for AO3 [5]

- 2 (a) soy [1]
(b) es [1]
(c) estamos [1]
(d) están [1]
(e) está [1]

Marks for AO3 [5]

- 3 (a) Los invitaré a mi fiesta. [1]
(b) Le doy un ramo de flores. [1]
(c) Yo soy más alto que él. [1]
(d) Me encanta escucharla. [1]
(e) El perro lo comió. [1]

Marks for AO3 [5]

- 4 (a) alemana [1]
(b) jóvenes [1]
(c) demasiada [1]
(d) buen [1]
(e) San [1]

Marks for AO3 [5]

- 5 (a) Mi tía me dio estos zapatos nuevos. [3]
- (b) La profesora miró el dibujo que hice en su clase. [3]
- (c) Le gustó leer el tercer capítulo de la novela. [3]
- (d) Tendrás que tener cuidado porque hay niebla. [3]
- (e) Conozco a Pablo. Su mujer trabaja conmigo. [3]

Band	AO3 Performance Descriptors	Marks
3	Accurate translation, possibly with one minor error in more complex language.	[3]
2	Translation with minor errors.	[2]
1	Translation with major errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO3 [15]

Total marks [35]

**AVAILABLE
MARKS**

35

