



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2022**

Spanish

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

assessing

Reading and Use of Language

[SEP22]

MONDAY 16 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 and 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 and 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section B: Reading

AVAILABLE
MARKS

1 Jóvenes en busca de aventura

- (a) El joven turista puede ir a países remotos/distantes/alejados [1] disfrutar de sus atractivos [1] pero evitar acusaciones de explotación [1] [3]
- (b) Se puede visitar países muchas veces en vías de desarrollo [1] y colaborar en algunos proyectos humanitarios [1] [2]
- (c) Los jóvenes visitaban países políticamente conflictivos/que experimentaban duros conflictos políticos [1] y así aprendían de las razones de sus luchas revolucionarias [1] [2]
- (d) Podían ayudar con trabajos infraestructurales/construcción de carreteras [1], trabajar en el campo [1] o participar en programas de alfabetización/enseñar a leer [1] [3]
- (e) Aumentó el elemento educativo [1] el turista joven podía experimentar directamente los problemas reales de los países visitados [1] convertirse en activista [1] y mejorar la situación de los habitantes [1] [4]
- (f) Los jóvenes desarrollaban su personalidad/carácter [1] se hacían más maduros [1] adquirirían un mayor sentido de responsabilidad [1] y un mayor conocimiento de los problemas sociales [1] [4]
- (g) Podían contribuir a la búsqueda de soluciones [1] a los problemas en estas zonas de conflicto [1] [2]

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]

Las ventajas del deporte inclusivo

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Maya es una niña de 14 años con síndrome de Down. Cuando a sus padres se les pidió que la dejaran participar en un equipo de rugby tenían muchas dudas.	Maya is a 14 year old girl with Down syndrome. When her parents were asked to let her be a member of a rugby team they were very hesitant.		
2	«No nos pareció lo más adecuado por las características de este deporte en sí», confiesa su padre.	“By the very nature of the sport itself it did not seem the most appropriate thing”, her father confesses.		
3	Pero, ahora no se arrepienten de haberle dado el consentimiento. Todo lo contrario. Ella está encantada.	But now they do not regret giving her their consent. Quite the opposite. She is delighted.		
4	Maya es consciente de que tiene limitaciones, pero en el campo no es una niña especial, es una más. Los entrenadores son muy sensibles y saben exigirle según sus posibilidades.	Maya is aware that she has limitations, but on the pitch, she is not a special child, she’s just like the rest. The coaches are very sensitive and know how much to expect of her in terms of what she is capable of.		
5	Lo bueno es la normalización en el trato y es una de las grandes ventajas para cualquier participante deportivo con discapacidad.	The good thing is the way she is treated in a normal way, and it is one of the great advantages for anyone with a disability who participates in a sport.		
6	Además, para Maya, practicar deporte con otros niños sin discapacidad es un gran logro y le ayuda a saber lo que es el esfuerzo, la lucha y la disciplina.	Besides, for Maya playing a sport with other kids who are not disabled is a great achievement and helps her understand the meaning of effort, struggle and discipline.		
Suitable alternative responses will be credited.				

Adapted from “En el campo June no es una niña especial” by Laura Peraita. Published by ABC.es, 15 August 2017. Copyright © DIARIO ABC, S.L.

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) estábamos [1]
(b) llueve [1]
(c) hizo [1]
(d) llevará [1]
(e) ha comido [1]

Marks for AO3 [5]

- 2 (a) pueda [1]
(b) salgamos [1]
(c) acompañe [1]
(d) vaya [1]
(e) llegues [1]

Marks for AO3 [5]

- 3 (a) el [1]
(b) las [1]
(c) la [1]
(d) el [1]
(e) el [1]

Marks for AO3 [5]

- 4 (a) fáciles [1]
(b) francesa [1]
(c) esos [1]
(d) tal [1]
(e) demasiadas [1]

Marks for AO3 [5]

Section	English	Suggested Translation	Credit	Do not credit
(a)	He has just arrived a moment ago.	Acaba de llegar hace un momento.		
(b)	Are they able to run four hundred metres?	¿Pueden correr cuatrocientos metros?		
(c)	I love playing the Spanish guitar.	Me encanta tocar la guitarra española.		
(d)	We are cold and we are tired.	Tenemos frío y estamos cansados.		
(e)	He has given the flowers to his grandmother.	Le ha dado las flores a su abuela.		
Suitable alternative responses will be credited.				

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 for AO3 [35]
Total

**AVAILABLE
MARKS**

35

75