



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

Spanish

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

assessing

Reading and Use of Language

[SEP22]

MONDAY 15 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.

Section B: Reading

**AVAILABLE
MARKS**

- 1** (a) Han dado mucha importancia al tiempo libre [1] y el ocio [1] [2]
- (b) El móvil, el ordenador e internet (1 each) [3]
- (c) Chatear y navegar en internet [1] ver programas *online* [1] y estar con amigos en internet [1] [3]
- (d) Todavía, les gusta [1] pero hacer actividades fuera ahora es secundario [1] prefieren ocio digital/ en casa [1] [3]
- (e) Ya no ven televisión tradicional tanto [1] ven programas *online* [1] ven contenido en YouTube [1] [3]
- (f) Antes comentaban los programas con los amigos fuera de casa [1] ahora van a Instagram/Facebook/Internet a ver reacciones [1] lo comentan allí con amigos y a veces desconocidos (amigos/desconocidos) [1] [3]
- (g) Porque los jóvenes españoles son trabajadores/ganar dinero es importante [1] son ambiciosos/tener éxito es importante [1] y dan mucha importancia a la familia/son muy familiares [1] [3]

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]

Section B [40]

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Sabrina es una adolescente de dieciséis años cuyo programa favorito es Love Island , un “reality show” británico que ha tenido mucho éxito en las pantallas de televisión españolas estos días.	Sabrina is a sixteen year old adolescent whose favourite programme is <i>Love Island</i> , a British reality show which has had great success on Spanish television screens these days.		
2	Es un programa de encuentros románticos que año tras año ha logrado captar espectadores por medio mundo a través de las redes sociales.	It is a dating programme which year in year out has managed to attract viewers all over the world through social media.		
3	La última pareja ganadora, además de quedarse con una fortuna, se convirtió en el tema de millones de conversaciones.	The last couple to win, in addition to ending up with a fortune, became the topic of conversation for millions of people.		
4	Luego rompieron casi inmediatamente tras salir del programa y, poco después, se arrepintieron de lo que habían dicho delante de la cámara.	Then they broke up almost immediately after leaving the programme and, shortly after, regretted what they had said in front of the camera.		
5	Muchos expertos son de la opinión de que estos programas no son tan inofensivos como parecen, y pueden dañar la salud mental de los adolescentes.	Many experts are of the opinion that these programmes are not as harmless as they seem and they can damage teenagers’ mental health.		
6	Es importante recordar que para estos programas lo único que importa es captar el mayor número posible de telespectadores.	It is important to remember that for these programmes the only thing that matters is attracting the greatest number of viewers possible.		
Suitable alternative responses will be credited.				

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) ve [1]
(b) fue [1]
(c) dejaré [1]
(d) venía [1]
(e) daría [1]

Marks for AO3 [5]

- 2 (a) vaya [1]
(b) vea [1]
(c) existan [1]
(d) seas [1]
(e) tenga [1]

Marks for AO3 [5]

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

Marks for AO3 [5]

- 4 (a) nadie [1]
(b) nunca [1]
(c) ninguno [1]
(d) tampoco [1]
(e) nada [1]

Marks for AO3 [5]

Section	English	Suggested translation	Credit	Do Not Credit
(a)	I like reading and I love romantic novels.	Me gusta leer y me encantan las novelas románticas.		
(b)	I have a headache and I feel sick.	Tengo dolor de cabeza y me siento enfermo/no me siento bien.		
(c)	I learned to play the piano when I was seven.	Aprendí a tocar el piano a los siete años.		
(d)	They said that the exam was difficult.	Dijeron que el examen era difícil.		
(e)	Ana and Isabel speak French and German.	Ana e Isabel hablan francés y alemán.		
Suitable alternative answers 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]

15

Section C [35]

35

Total

75

AVAILABLE MARKS