



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2025**

Spanish

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

assessing

Reading and Use of Language

[SEP22]

MONDAY 12 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

1 El 'tardeo'

[1]

[3]

[2]

[3]

[4]

Extract removed due to copyright

[2]

[1]

[2]

[2]

Marks for AO2 [20]

20

**AVAILABLE
MARKS**

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	En el último año llegaron a España mas de 70 millones de extranjeros, lo que para algunos significaba el fin de la crisis del turismo causada por la pandemia.	Last year more than 70 million foreigners arrived in Spain, which some took as the end of the tourism crisis caused by the pandemic.		
2	Muchos turistas británicos, franceses y alemanes volvieron a las costas españolas, siendo las islas Canarias y Baleares las regiones más beneficiadas.	Many British, French and German tourists returned to the Spanish coasts, with the Canary and Balearic Islands being the regions which benefited most.		
3	A pesar de tener que hacer frente a un mayor gasto debido a la inflación, los veraneantes tenían muchas ganas de viajar tras meses de un confinamiento que había parecido interminable.	In spite of having to face higher costs due to inflation, holidaymakers were keen to travel after months of a seemingly endless lockdown.		
4	El verano pasado, cada turista gastó por término medio unos 165 euros al día.	Last summer each tourist spent on average 165 euros per day.		
5	El incremento se debió principalmente a la subida en el coste de la energía y la gasolina, lo cual, a su vez, causó que subieran los precios tanto en hostelería como en transporte aéreo y por carretera.	The increase was mainly due to the rise in the cost of energy and petrol, which in turn, caused prices to go up both in the hotel and catering industry and in air and road transport.		
6	Otra vez España sigue siendo uno de los destinos turísticos más importantes del panorama internacional gracias a su clima, gastronomía y maravillosas tradiciones.	Once again Spain continues to be one of the most important tourist destinations on the international scene thanks to its climate, gastronomy and wonderful traditions.		
Suitable alternative responses will be credited.				

Source: Adapted from "El turismo español de vuelta a la cabeza" by Miguel Angel Hernanz Cantero. futurismocanarias.com, 13/01/2023.

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) entiendo [1]
(b) ha venido [1]
(c) hará [1]
(d) eran [1]
(e) iría [1]

Marks for AO3 [5]

- 2 (a) dejaste [1]
(b) se acostó [1]
(c) llegué [1]
(d) pusimos [1]
(e) anduvieron [1]

Marks for AO3 [5]

- 3 (a) por [1]
(b) para [1]
(c) por [1]
(d) para [1]
(e) por [1]

Marks for AO3 [5]

- 4 (a) es [1]
(b) está [1]
(c) está [1]
(d) sois [1]
(e) soy [1]

Marks for AO3 [5]

Section	English	Suggested translation	Credit	Do Not Credit
(a)	Monday is the first day of the new year.	El lunes es el primer día del año nuevo.		
(b)	My brother likes ironing.	A mi hermano le gusta planchar.		
(c)	After finishing my homework I play football.	Después de terminar mis deberes juego al fútbol.		
(d)	My friend was born in Ireland but his parents are Mexican.	Mi amigo nació en Irlanda pero sus padres son mexicanos.		
(e)	Juanita, will you come to my party on Saturday?	Juanita, ¿vendrás a mi fiesta el sábado?		
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]

Section C [35]

Total

AVAILABLE MARKS

15

35

75