



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2012**

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**Spanish**

**Assessment Unit AS 2**

**Sections B and C**

*assessing*

**Reading and Extended Writing**

**[AK122]**

**MONDAY 16 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

- 1 (a) rondaba [1]  
 (b) alcance [1]  
 (c) desconocen [1]  
 (d) broncas [1]  
 (e) encargarse de [1]

**Marks for AO2: [5]**

- 2 (a) Suelen tener su primer hijo a una edad más avanzada (que antes) [1],  
 porque ha habido cambios sociales y económicos/avances  
 médicos/científicos en las técnicas de fecundación/fertilidad [1], y  
 muchas mujeres quieren trabajar/desarrollar/seguir una carrera antes  
 de tener niños [1] [3]
- (b) Pueden relacionarse mejor con sus hijos [1] e impartirles una mejor  
 educación [1]  
 También es más fácil establecer la autoridad [1] y controlar a sus  
 hijos [1] [4]
- (c) Viven en un mundo virtual/tecnológico/dependen más de las nuevas  
 tecnologías para comunicarse entre ellos [1]  
 Los padres más viejos no comprenden este mundo (social) [1]  
 y se sienten más alejados/distanciados de sus hijos [1] [3]
- (d) Tienen más experiencia de la vida [1]  
 son menos nerviosos/ansiosos [1]  
 y son más comprensivos/flexibles [1] [3]
- (e) Tienen que enfrentarse con el trauma [1] de cuidar a/de sus padres  
 enfermos [1] [2]

**Marks for AO2: [15]**

**Marks for AO3: [10]**

**Total marks: [25]**

<b>Bands</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	<b>9–10</b>
<b>4</b>	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	<b>7–8</b>
<b>3</b>	Candidate displays a fair command of the target language. Control of grammar, structures and accuracy may be inconsistent.	<b>5–6</b>
<b>2</b>	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	<b>3–4</b>
<b>1</b>	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	<b>0–2</b>

**Target Assessment Objective AO2: [20]**

**Target Assessment Objective AO3: [10]**

**Total marks for (a) and (b): [30]**

### **Question 3: Translation**

#### **A mobile for children**

Some parents would like to be able to call their children at any time. Well, now these parents have an ingenious solution.

And of course the brilliant idea belongs to the Japanese. There a mobile phone has been invented whose use is limited to parents and their children.

Usually, parents prefer not to give young people a phone because of the many uses it can have. This device, on the other hand, is very simple.

When they buy it the parents enter the contact number they want on the SIM card. From that moment all the calls made from the phone go directly to that number and no other.

In this way, parents and their children can be in continuous contact. This intelligent invention also works as an emergency system since it sends a signal which allows the parents to know exactly where their children are at any time.

<b>Bands</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	<b>9–10</b>
<b>4</b>	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar in English are of a high order.	<b>7–8</b>
<b>3</b>	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	<b>5–6</b>
<b>2</b>	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	<b>3–4</b>
<b>1</b>	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	<b>0–2</b>

**Target marks for AO2: [20]**

## Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>Marks AO2</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks AO3</b>
<b>5</b>	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	<b>17–20</b>	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	<b>25–30</b>
<b>4</b>	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	<b>13–16</b>	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	<b>19–24</b>
<b>3</b>	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks details.	<b>9–12</b>	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	<b>13–18</b>
<b>2</b>	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	<b>5–8</b>	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	<b>7–12</b>
<b>1</b>	Candidate shows little or no understanding of the requirements of the question and little or no knowledge of the topic. Little or no relevant information given.	<b>0–4</b>	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	<b>0–6</b>

Marks for AO2: [20]

Marks for AO3: [30]

Total marks for extended writing: [50]