



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2013**

Spanish

Assessment Unit AS 2

Sections B and C

assessing

Reading and Extended Writing

[AK122]

THURSDAY 17 JANUARY, MORNING

**MARK
SCHEME**

- 1 (a) incremento [1]
 (b) sobrepeso [1]
 (c) se descubrió [1]
 (d) obstaculizar [1]
 (e) tasa [1]

Marks for AO2: [5]

- 2 (a) Han tenido que romper con el modelo tradicional de la familia donde la mujer/madre se queda en casa [1], y siempre se ha pensado que la madre trabajadora perjudica el desarrollo de sus hijos [1]
 Las madres que trabajan se han sentido culpables [1]
 Las madres que trabajan han tenido que vivir con el doble rol de madre y trabajadora [1]
 (Any 2 from 4) [2]
- (b) Son más propensos a la obesidad/a ganar peso [1], suelen ser más agresivos [1], pueden ser más depresivos [1], y sacan peores notas en la escuela/colegio [1] [4]
- (c) (Dicen que) el hecho de que la madre trabaje no influye negativamente en el desarrollo/comportamiento de los hijos [1]
 Afirman que la agresividad no la causan los padres [1]
 Hay poca diferencia en cuanto a la cantidad de tiempo dedicado al cuidado de los hijos entre los dos grupos [1]
 (Además), las madres trabajadoras dan más importancia a la lectura/al juego/a la ayuda con las tareas académicas/con el trabajo escolar [1]
 El tiempo de calidad es muy similar entre los dos grupos [1]
 (Any 4 from 5) [4]
- (d) Es difícil combinar/conciliar/compaginar el trabajo con la familia [1]
 Tener hijos hace que sea más difícil avanzar su carrera profesional [1] [2]
- (e) Es importante porque si deciden no tener hijos porque trabajan bajará la tasa de natalidad/la población se hará más vieja [1], la economía será afectada negativamente [1]
 En España las mujeres están más discriminadas que en muchos otros países europeos [1] [3]

Marks for AO2: [15]

Marks for AO3: [10]

Total marks: [30]

Bands	AO3 Performance Descriptors	Marks
5	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	9–10
4	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	7–8
3	Candidate displays a fair command of the target language. Control of grammar, structures and accuracy may be inconsistent.	5–6
2	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	3–4
1	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	0–2

Target Assessment Objective AO2: [20]

Target Assessment Objective AO3: [10]

Total marks: [30]

Question 3: Translation

Young people and Advertising

Children are the main targets of advertising on television. Every year toy manufacturers/makers launch their products for children onto the market and earn millions.

Moreover, in the USA every hour an average of 23 ads are transmitted/shown/broadcast for cereals, biscuits, fast food, soft drinks and sweets.

This advertising may be one of the main causes of child obesity. Another problem is that advertising tends to present images of perfect bodies.

If a teenager sees that in the advertisements an exaggerated importance is given to being slim then they are going to develop complexes and this can contribute to the problem of anorexia among young people.

Another aspect of advertising is that more than half the information is deceptive or even wrong.

So instead of being simple spectators, young people end up being victims of television advertising.

Bands	AO2 Performance Descriptors	Marks
5	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	9–10
4	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.	7–8
3	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.	5–6
2	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	3–4
1	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.	0–2

Target marks for AO2: [20]

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

Bands	AO2 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	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.	17–20	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.	25–30
4	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.	13–16	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.	19–24
3	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.	9–12	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.	13–18
2	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.	5–8	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.	7–12
1	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.	0–4	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.	0–6

Marks for AO2: [20]

Marks for AO3: [30]

Total marks for extended writing: [50]