



Rewarding Learning

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

Spanish

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

assessing

Reading and Extended Writing

[AK122]

TUESDAY 4 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

			AVAILABLE MARKS
1	(a) repartiendo	[1]	
	(b) provocaron	[1]	
	(c) disgusto	[1]	
	(d) vacías	[1]	
	(e) hacer frente a	[1]	
Marks for AO2 [5]			5
2	(a) El turista puede escoger entre una amplia oferta de hoteles, sitios de ocio [1] lo cual/y esto hace que bajen los precios/sean más bajos los precios [1] y los bares abren hasta muy avanzada/la madrugada [1]	[3]	
	(b) Se han producido disturbios en las calles céntricas [1] ha habido enfrentamientos/batallas entre jóvenes turistas y la policía [1] se ha destrozado propiedad urbana/se han destrozado instalaciones en las calles [1] y ha culminado en la muerte de un joven (de 15 años) [1]	[4]	
	(c) (Muchos) han protestado contra la violencia (urbana)/contra los disturbios [1] han marchado silenciosamente por las calles de ocio nocturno [1]	[2]	
	(d) Muchos hoteleros quieren atraer a tantos turistas como posible/para no tener camas vacías [1] por eso no quieren subir sus precios [1] las autoridades municipales, (en cambio), quieren que los hoteles cobren más por habitación [1] y que vengán menos turistas [1] y así se evitará el turismo barato y conflictivo [1] Any two from the last three	[4]	
	(e) Nadie está de acuerdo (en cómo hacer frente al problema) [1] porque los turistas garantizan empleo [1]	[2]	
Marks for AO2 [15]			
Marks for AO3 [10]			
Total marks [25]			25

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 [15]

Target Assessment Objective AO3 [10]

Section		Suggested translation	Credit	Do Not Credit
1	Un estudio revela que los padres son una de las principales causas de violencia en el deporte escolar.	According to a study parents are one of the main causes of violence in school sports.	A study has shown	A study reveals
2	Muchos padres sufren una extraña transformación en los partidos y ya no quieren que sus niños lo pasen bien sino que ganen.	Many fathers undergo a strange transformation at matches and they no longer just want their children to have a good time but to win.	fathers/parents	“suffer”
3	El padre que se porta como <i>hooligan</i> en las actividades deportivas de sus hijos es un fenómeno bien conocido por todos.	Fathers who behave like hooligans at their children's sports activities is a phenomenon that we all know very well.	The father/parent well known by all.	“for” all.
4	A veces estos padres son siempre así pero otras veces se trata de transformaciones de fin de semana que incluso sorprenden al propio hijo.	Sometimes these fathers are always like this but at other times it is a case of a weekend transformation which even surprises their own children.	Credit an attempt made to translate “se trata de” own child.	
5	En algunos casos estos padres no se reconocen a sí mismos en el momento del partido.	In some cases these fathers do not recognise themselves at the time of the match.	when match in progress, during the match	moment
6	Un padre reconoció: “La primera vez que fui a un partido de mi hijo, me dijo que me callara”.	One father admitted: “the first time I went to one of my son's matches, he told me to shut up”.	acknowledged	at the match of my son

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

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]