



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2014**

Spanish

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

assessing

Reading and Extended Writing

[AK122]

THURSDAY 12 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) la vestimenta	[1]		
	(b) nocturnas	[1]		
	(c) se unen a	[1]		
	(d) ventajosas	[1]		
	(e) una amplia gama	[1]		
Marks for AO2: [5]				
2	(a) Tienen un horario distinto/no tienen horario fijo [1] se visten de otra manera [1] su dieta cambia [1] no tienen actividades programadas [1] (Any 3 of 4)	[3]		
	(b) Han promovido varias actividades (al aire libre)	[1]		
	(c) Los jóvenes se divierten/lo pasan bien [1] llegan a entablar nuevas amistades/hacer nuevos amigos/tener nuevos conocidos [1] llegan a ser más tolerantes/abiertos hacia los demás [1]	[3]		
	(d) Se aprende a respetar más el medio ambiente [1] Se aprende a ser más responsable/prudente/tener más cuidado a la hora de andar/circular por la calle [1]	[2]		
	(e) Incluyen a los discapacitados/Los discapacitados también pueden participar en estas actividades [1] disponen de monitores especializados que les cuidan [1]	[2]		
	(f) Estos jóvenes pueden disfrutar de su tiempo de ocio/diversión/pasarlo bien [1] adquieren las habilidades [1] para vivir mejor (a diario) [1] (Any 2 of 3)	[2]		
	(g) Los jóvenes de cada barrio [1] solo suelen costar unos 35 euros/hay descuentos [1]	[2]		
Marks for AO2: [15]				
Marks for AO3: [10]				
Total Marks: [30]				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]

Section	Suggested translation	English Version	Credit	Do Not Credit
1	Los amigos de Paco Martínez le dicen, "Paco, si vivieses en Estados Unidos ya te habrían dado un millón de dólares."	Paco Martínez's friends tell him, "Paco, if you lived in the United States they would already have given you a million dollars." You would already be a millionaire.	earning	
2	A los 12 años creó una empresa de software que ya tiene 30 000 clientes en más de 20 países.	At the age of twelve he created a software company which already has 30 000 customers in more than 20 countries.		
3	Jóvenes como Paco no son el futuro sino el presente. En vacaciones no se despegan nunca del ordenador y durante el curso dedica cuatro horas diarias a sus proyectos empresariales.	Young people like Paco are not the future, they are the present. During the holidays he is never off the computer and during term-time he sets aside/spends/devotes 4 hours a day to work on his business projects.		
4	Este chico, con su pantalón corto y su camiseta azul parece un niño cualquiera. Pero no es uno más.	This boy/child, in his short trousers and blue tee-shirt, looks like any other kid. But he is not like the rest.		
5	Piensa que no es positivo forzar a la gente a ser emprendedora pero que no se aprecia la originalidad en las escuelas.	He thinks that it isn't good to force people to be enterprising but that in schools they do not appreciate originality.		
6	"Con los años se gana experiencia pero se pierde creatividad", dice este joven malagueño.	"As you get older you gain experience but you lose creativity", says this young boy from Malaga.		

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]

