



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2016**

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**Spanish**

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

*assessing*

**Reading and Extended Writing**

**[AK122]**

**MONDAY 20 JUNE, MORNING**

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**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.

## Section B: Reading

- |   |              |     |
|---|--------------|-----|
| 1 | (a) marca    | [1] |
|   | (b) estética | [1] |
|   | (c) imitan   | [1] |
|   | (d) lucir    | [1] |
|   | (e) costoso  | [1] |

Marks for AO2 [5]

5

- |   |   |     |
|---|---|-----|
| 2 | (a) Los tribus del Pacífico, [1] marineros, [1] exprisioneros [1] criminales. [1]   | [4] |
|   | (b) Para conmemorar/recordar/celebrar su pasado criminal [1]<br>era una señal de identidad [1]<br>era un rito de paso [1]<br>para algunos les recordaba sus viajes [1]<br><b>Any 3 from 4</b> | [3] |
|   | (c) Está de moda [1]<br>representa un arte [1]<br>muchas gente quiere imitar a los famosos que se tatúan [1]<br><b>Any 2 from 3</b>   | [2] |
|   | (d) Les motiva el deseo de comunicar algo/expresar su individualidad/<br>como señal de identidad/ser parte de un grupo/<br>representa un momento importante en la vida                        | [1] |
|   | (e) Los jóvenes que tienen unos veinte años [1]<br>las mujeres de mediana edad [1]  | [2] |
|   | (f) El tatuaje deja una marca casi permanente/indeleble/es difícil quitarlo [1]<br>resulta caro borrar/eliminar esa marca [1]<br>duele mucho quitar un tatuaje [1]                            | [3] |

Marks for AO2 [15]

15

Examiners should review responses to the questions and allocate marks for AO2. An overall mark for AO3 should be given based on the performance descriptors grid.

<b>Bands</b>	<b>AO3 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>

**Marks for AO3 [10]**

**Total marks [30]**

### 3 Translation

#### Notes to examiners

1. This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
2. To facilitate marking, the text can be divided into **six** sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question [**20**] has been tripled to a working total of [**60**]. The translation should be assessed by applying the description of performance grid, set out on the page following the translation, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with the section slash. Insert the total at the end of the translation. Divide by three to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script.  $\frac{1}{3}$  should be rounded down and  $\frac{2}{3}$  should be rounded up.
3. Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded. If alternatives are offered, only the first should be credited.
4. Credit should be given for other valid responses not set out in Suggested Translation.
5. Repeated or consequential errors should be ringed.

<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>

**Total marks for AO2 [20]**

**Translation Grid for Mark Scheme**

The translation is divided into 6 sections. Each section is worth 10 marks. The total is then divided by 3 to give a mark out of 20.

Section	Spanish	Suggested translation	Credit	Do not Credit
1	Sara Morán estaba harta de la falta de oportunidades. "A los jóvenes españoles nos ha tocado vivir en una época muy mala".	Sara Morán was fed up with/tired of the lack of opportunities. "We young people in Spain have had to live through a very bad time/period."		
2	Así que Sara decidió que, en vez de quedarse con los brazos cruzados, pasaría a la acción.	So Sara decided that, instead of staying (at home) with her arms crossed/doing nothing, she would take action.		
3	Como tantos otros compatriotas suyos se marchó al extranjero a "buscarse la vida".	Like many of her other Spanish compatriots she went abroad to make a life for herself/to make her (own) way in life.		
4	"Cuando llegué a Belfast me topé con la realidad de que no todo es tan fácil como parece."	"When I arrived in/got to Belfast I soon met with/discovered the reality that nothing is as easy as it seems."		
5	Si a Sara le preguntas qué es lo que más trabajo le ha costado te dirá con una sonrisa: ¡el acento!	If you ask Sara what she found most difficult (to cope with) she will smile and tell you: the accent!		
6	Pese a todo, cree que el sacrificio de dejar su entorno familiar ha merecido la pena. "¡Los irlandeses sois maravillosos!"	In spite of everything, she thinks the sacrifice of leaving the family environment has been worth it. "You Irish are wonderful!"		

## 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 detail.	<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]