

**GCE A2**  
**Spanish**  
**January 2010**

**Mark Schemes**

Issued: April 2010



**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

**MARK SCHEMES (2010)**

**Foreword**

***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 16 and 18-year-old 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 a 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.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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*Rewarding Learning*

**ADVANCED (A2)  
General Certificate of Education  
2010**

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**Modern Languages**

**Assessment Unit A2 1**

*assessing*

**Module 4: Exchanging Ideas and Opinions**

**[A2F11] [A2J11] [A2I11] [A2K11]**

**MONDAY 18 JANUARY – FRIDAY 29 JANUARY**

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**MARK  
SCHEME**

**Discussion (visual stimulus) Total: 70 marks Time: Approx 3 mins**

<b>Band</b>	<b>Discussion AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate displays a clear understanding of the stimulus and examiner's questions and clearly shows the ability to infer meaning and to express points of view.	<b>17–20</b>
<b>4</b>	The candidate displays a very good understanding of the stimulus and examiner's questions and shows some ability to infer meaning and express points of view.	<b>13–16</b>
<b>3</b>	The candidate displays a good understanding of the stimulus and examiner's questions, is able to identify significant details and express some points of view.	<b>9–12</b>
<b>2</b>	The candidate displays some understanding of the stimulus and examiner's questions. However, the ability to identify significant details and express points of view is limited.	<b>5–8</b>
<b>1</b>	The candidate displays little or no understanding of the stimulus and examiner's questions. There is little or no attempt to draw inferences or express points of view.	<b>0–4</b>



<b>Band</b>	<b>Presentation AO4 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate displays a very thorough knowledge, appropriate to this level, of key aspects of the chosen A2 topic. Detailed knowledge, views, arguments and insights are presented clearly, logically and confidently and with some sophistication. There is clear evidence of originality and ability to make qualitative judgements on the chosen aspects of the target language society.	<b>17–20</b>
<b>4</b>	The candidate displays a very good degree of knowledge of the topic and is able to focus appropriately on certain aspects. There are some general insights into aspects of the target language society and good evidence of originality and the ability to make qualitative judgements.	<b>13–16</b>
<b>3</b>	The candidate displays a good degree of knowledge of the topic and is able to focus on some aspects of the target language society. There is adequate evidence of insight, originality and the ability to express points of view.	<b>9–12</b>
<b>2</b>	The candidate displays limited degree of knowledge of the topic and there is a lack of focus. There is limited evidence of insight and originality or the ability to express points of view.	<b>5–8</b>
<b>1</b>	The candidate displays little or no knowledge of the topic and there is a distinct lack of focus. There is little or no evidence of insight and originality or the ability to express points of view.	<b>0–4</b>

<b>Band</b>	<b>Conversation AO1 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate responds readily and fluently to the examiner's questions and is willing to take the initiative to develop answers. There is substantial evidence of the ability to argue points of view and marked success in dealing with abstract ideas.	<b>17–20</b>
<b>4</b>	The candidate has a very good degree of comprehension and responds competently to the examiner's questions. There is good evidence of the ability to take the initiative, develop answers and argue points of view with some success in dealing with abstract ideas.	<b>13–16</b>
<b>3</b>	The candidate has a good degree of comprehension and responds without undue hesitation. There is some evidence of ability to develop answers, argue points of view and deal with abstract ideas.	<b>9–12</b>
<b>2</b>	The candidate may experience some problems with comprehension and the examiner may need to rephrase some questions. There are instances of hesitation and the examiner may have difficulty in understanding the message.	<b>5–8</b>
<b>1</b>	The candidate's responses are minimal. An attempt may be made to convey a message, but communication is limited and hesitant.	<b>0–4</b>

<b>Band</b>	<b>Conversation AO3 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate has an excellent command of idiom and vocabulary, appropriate to this level, deployed confidently and naturally. There are very few grammatical errors even where more complex language is used. Pronunciation and intonation are excellent.	<b>9–10</b>
<b>4</b>	The candidate has a very good command of idiom and vocabulary. There may be a few grammatical errors where more complex language is used. Pronunciation and intonation are very good.	<b>7–8</b>
<b>3</b>	The candidate has a good command of idiom and vocabulary, but control may be inconsistent. Grammatical errors may be more frequent. Pronunciation and intonation are good.	<b>5–6</b>
<b>2</b>	The candidate has a limited command of idiom and vocabulary. There are frequent errors and inconsistent control of basic structures. Pronunciation and intonation are weak.	<b>3–4</b>
<b>1</b>	The candidate has little or no command of idiom and vocabulary. There is a high frequency of grammatical errors and little control of basic structures. Pronunciation and intonation are poor.	<b>0–2</b>



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**Spanish**

**Assessment Unit A2 3**

*assessing*

**Module 6: Literature/Society/Responsive Writing**

**[A2K31]**

**TUESDAY 26 JANUARY, MORNING**

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**MARK  
SCHEME**

*General instructions to Assistant Examiners concerning the marking of scripts.*

- 1 Appropriate word length should be understood in terms of the demands of the question. Candidates who have carefully observed the word length rubric will be rewarded for coherence and relevance, while candidates who overwrite may deny themselves access to the top bands because of irrelevance, imbalance and/or lack of focus. Overlong answers may also be at greater risk under A03.
- 2 The question is to be marked out of 60. You should endeavour to use the full range of marks, rewarding the intelligent and perceptive answer in full measure and using the appropriate lower mark band for inadequate performances.
- 3 **(a) Literature**

Examiners should expect the following:

  - thorough familiarity with the set text;
  - the cogent application of this knowledge to the particular requirements of the specific question being tackled;
  - an attempt to answer all parts of the question;
  - appropriate use of quotations and textual references; these need not be extensive nor included in the word-length requirement.
- (b) Society**

Examiners should expect the following:

  - detailed knowledge of the society topic;
  - satisfactory coverage of the topic in question;
  - the cogent application of this knowledge to the particular requirements of the specific question being tackled;
  - appropriate use of reference material.
- (c) Responsive writing**

Examiners should expect the following:

  - detailed knowledge of the Context for Learning topic;
  - the cogent application of this knowledge to the particular requirements of the question being tackled
  - satisfactory coverage of the topic in question;
  - appropriate use of reference material relating to the Target Language country.
- 4 Examiners must make every effort to adhere to the norms and standards agreed at the standardising conference which is held shortly after the paper is sat. At the conference the paper will be reviewed, all questions will be considered and numerous sample answers discussed.

- 5 Insert ticks and crosses in the margin to indicate positive and negative factors, adding brief annotation where necessary to explain the mark awarded. A statement should be given at the end of the essay outlining the Examiner's opinion of it as reflected in the mark awarded. Such annotation is an essential part of the marking process.
- 6 Marks should be given at the end of the essay for each of the three assessment objectives. The total mark for the essay should be recorded and ringed in the top right-hand corner of the candidate's script.

## A2 Assessment bands for Literature/Society

Target Assessment Objectives AO2, AO3, AO4. Total: 60 marks

Bands	A02 Performance Descriptors Understanding	A03 Performance Descriptors Target Language	A04 Performance Descriptors Knowledge	Marks
5	Candidate shows a clear understanding of the requirements of the question. All aspects of the question are appropriately and coherently addressed. Minimum repetition and no irrelevant material used. Good degree of personal engagement and analysis.	Very good command of language with frequent examples of accurate, sophisticated structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more sophisticated language is used.	Candidate shows a very good knowledge of the text/theme appropriate to level with a good degree of coherence and judicious use of accurate and pertinent textual reference.	17–20
4	Generally good understanding of the requirements of the question with all aspects appropriately addressed. Personal engagement and analysis evident.	Clear, well structured language much in evidence. Few basic errors and some use of more sophisticated idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	Candidate shows good knowledge of the text/theme and focuses on main aspects. Generally well structured and coherent. Uses textual references where appropriate.	13–16
3	Some understanding of the requirements of the question. Some aspects of main question may not be addressed. Response is of a general nature and may be uneven.	Some control of basic grammar and structures evident. Generally characterised by lack of sophisticated syntax, structures, limited vocabulary and frequent misspelling. There may be some use of anglicised forms.	Candidate shows superficial knowledge of general aspects of the text/theme. Information generally lacks detail but with some focus and coherence evident.	9–12
2	Very limited understanding of the requirements of the question with evidence of misunderstanding or misinterpretation of main aspects.	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the literary text/theme. Syntax highly fractured. Reverts frequently to using anglicised forms and English words.	Candidate's knowledge of the text/theme is defective or very limited. Information given is generally vague, incoherent and unstructured.	5–8
1	Candidate fails to address the requirements of the question. Little or no relevant information offered.	Candidate shows a predominance of grammatical and lexical errors which inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	Candidate shows virtually no knowledge of the literary text/theme. There is a distinct lack of focus and structure.	0–4



