

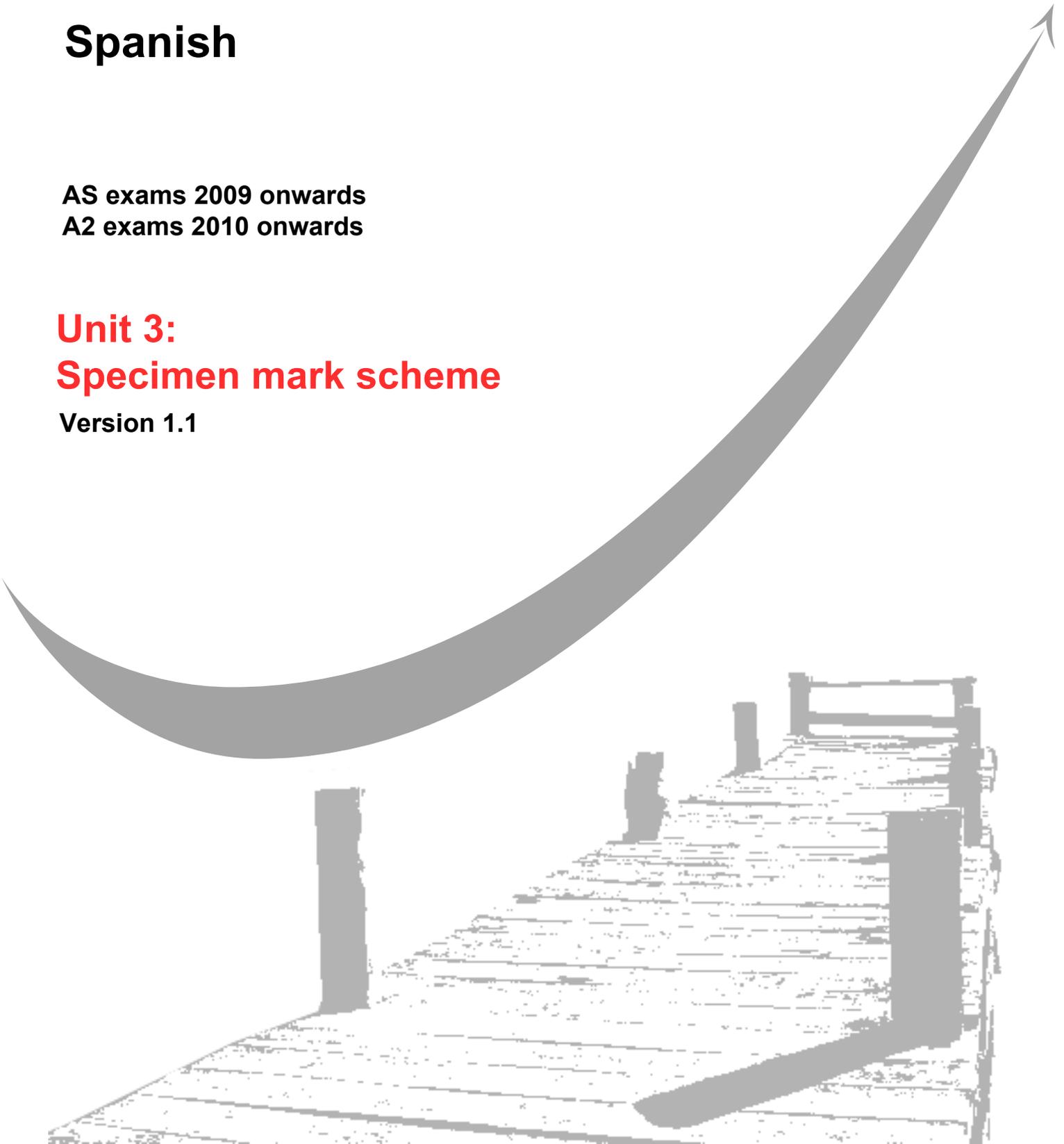
GCE
AS and A Level

Spanish

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 3:
Specimen mark scheme

Version 1.1





ASSESSMENT and
QUALIFICATIONS
ALLIANCE

SPANISH – UNIT 3

MARK SCHEME

SPECIMEN PAPERS

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Unit 3

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	TOTAL	34	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section	25		
Reading Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

Section A: Listening and Reading

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and 3 of these are correct then a mark of $3 - 1 = 2$ will be awarded.
- In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

Section A

1.

	Key Idea	Marks
(a)	a	1
(b)	c	1
(c)	f	1
(d)	i	1
(e)	j	1

5 marks

2.

	Key Idea	Marks
(a)	17	1
(b)	62,500	1
(c)	10	1
(d)	8	1
(e)	44 million	1
(f)	30	1
(g)	1	1
(h)	6½	1

8 marks

3.

	Key Idea	Marks
(a)	N	1
(b)	V	1
(c)	F	1
(d)	V	1
(e)	F	1
(f)	F	1

6 marks

4.

	Key Idea	Marks
(a)	A	1
(b)	B	1
(c)	C	1
(d)	B	1
(e)	B	1
(f)	C	1

6 marks

5.

	Key Idea	Marks
(a)	aire	1
(b)	mar	1
(c)	mar	1
(d)	tierra	1
(e)	aire	1
(f)	tierra	1
(g)	aire	1

7 marks

6.

	Key Idea	Marks
(a)	No traen bebés	1
(b)	Pesa media tonelada	1
(c)	empresas energéticas	1
(d)	once mil parejas de cigüeñas / un tercio de la población española	1
(e)	50% de los nidos construidos en las torretas	1
(f)	para tratar de disuadir a las cigüeñas	1
(g)	provocan incendios / reducen la tensión eléctrica / causan cortes eléctricos	1
(h)	mueren electrocutadas / se electrocutan	1
(i)	la edad en días cuando trasladan a los bebés	1
(j)	para buscar a sus crías	1

10 marks

7.

	Key Idea	Marks
(a)	B	1
(b)	B	1
(c)	A	1
(d)	A	1
(e)	B	1
(f)	C	1
(g)	A	1
(h)	A	1

8 marks

8.

		Accept	Reject & Notes
1	Ciento setenta incendios forestales	170 forest fires	
2	en los que han fallecido	in which ... have died	
3	un bombero y un voluntario	a fireman and a volunteer	
4	mantienen sobre aviso a Galicia.	are keeping Galicia on the alert.	
5	Más de un centenar	More than / Over a hundred	
6	permanecen fuera de control y	remain out of control and	
7	ha intervenido el Ejército	the army has intervened	
8	para apagar los quince	to put out the ... fifteen,	
9	más amenazantes.	most threatening (ones).	
10	En la lucha contra los fuegos	In the fight against the fires	
11	trabajaban ayer unas quince mil personas y	some 15,000 people were working yesterday and	
12	han sido cortadas	have been cut off	
13	varias carreteras y	several / various roads and	
14	vías férreas.	railway lines	
15	El presidente se declaró "preocupado" y	The president said / stated that he was "worried"	
16	exigió explicaciones	demanded explanations	
17	sobre la proliferación de fuegos.	for / about the proliferation / spread of the fires	
18	Las cifras ya publicadas	Figures already published	
19	sugieren que el ochenta por ciento	suggest that 80%	
20	comienzan por intencionalidad.	are started deliberately.	

10 marks

9.

			Accept	Reject & Notes
(a)	1	English tourists	(Unos) turistas ingleses	
	2	helped	ayudaron	
	3	a group of immigrants.	a un grupo de inmigrantes	
	4	who arrived at a Tenerife beach.	que llegaron a una playa de Tenerife.	
(b)	5	Their boat	Su barco/cayuco	
	6	was spotted	fue avistado / localizado / visto	
	7	when it was sailing	cuando navegaba	
	8	six kilometres from the coast.	a seis kilómetros de la costa.	
(c)	9	Earlier, nine Africans,	Antes / Más temprano, nueve africanos,	
	10	all males,	todos varones,	
	11	had been	habían sido	
	12	rescued from the sea.	rescatados del mar.	
(d)	13	Residents of Tenerife	Los vecinos de Tenerife / Los tinerfeños	
	14	are demanding	exigen / están exigiendo	
	15	the deportation of those who	la deportación de los que	
	16	arrive without papers.	llegan sin papeles.	
(e)	17	It is suggested that	Sugieren / Se sugiere que	
	18	we should give part of	demos (una) parte de	
	19	our income	nuestros ingresos	
	20	monthly to Africa.	mensuales a África.	

10 marks

Total for Section A = 70 marks

Assessment Criteria: Writing Section

CONTENT

Marks	Criteria
21-25	Very Good <ul style="list-style-type: none">• Thorough understanding and knowledge of the task• Wide range of relevant examples and evidence• Clear evidence of evaluation and well-justified personal reaction• Well-organised structure with clear progression
16-20	Good <ul style="list-style-type: none">• Sound understanding and knowledge of the task• Good range of relevant examples and evidence• Some evidence of evaluation and personal reaction but not always convincingly justified• Logical structure with some progression
11-15	Sufficient <ul style="list-style-type: none">• Some understanding and knowledge of the task• Some relevant examples and evidence• Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas• Structure is satisfactory though there may be some deficiencies
6-10	Limited <ul style="list-style-type: none">• Limited understanding and knowledge of the task• Limited use of relevant examples and evidence• Limited evaluation and personal reaction; mainly descriptive or factual• Structure limited – often unclear or confusing
0-5	Poor <ul style="list-style-type: none">• Little understanding and knowledge of the task• Lack of relevant evidence. Few examples• Little or no evaluation and/or personal reaction• Structure mainly unfocused and/or disorganised

QUALITY OF LANGUAGE

Range of Vocabulary

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

Complexity of Language

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

Accuracy

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be in a higher band than the band awarded for *Content*.