

**Published Mark Schemes for
GCE AS Spanish
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**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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[AF111] [AJ111] [AI111] [AK111]

**MARK
SCHEME**

Bands	AO2 Performance Descriptors (Applied to Presentation)	Marks
5	The candidate displays a very good understanding of key aspects of the chosen AS topic. Detailed understanding, views, arguments and insights are presented clearly, logically and confidently. There is clear evidence of originality and ability to make qualitative judgements on aspects of the topic.	17–20
4	The candidate displays a good degree of understanding of the chosen topic and is able to focus appropriately on certain aspects. There is good evidence of originality and the ability to make qualitative judgements.	13–16
3	The candidate displays some understanding of the chosen topic. There is adequate evidence of insight, originality and the ability to express points of view.	9–12
2	The candidate displays limited degree of understanding of the chosen topic and there is a lack of focus. There is limited evidence of insight and originality or the ability to express points of view.	5–8
1	The candidate displays little or no understanding of the chosen topic and there is a distinct lack of focus. There is little, if any, evidence of insight and originality or the ability to express points of view.	0–4

Bands	AO1 Performance Descriptors (Applied to questions on Presentation)	Marks
5	The candidate responds readily and fluently and is willing to take the initiative to develop answers and demonstrate a high degree of engagement in the chosen topic.	9–10
4	The candidate has a very good degree of comprehension and responds competently. There is good evidence of the ability to take the initiative, develop answers and engage further in the chosen topic.	7–8
3	The candidate has a good degree of comprehension and responds without undue hesitation. There is some evidence of ability to develop answers and engage the chosen topic.	5–6
2	The candidate demonstrates some problems with comprehension. There is hesitation and repetition and rephrasing is required. There is limited engagement in the chosen topic.	3–4
1	The candidate's responses are minimal. There is little or no engagement with the chosen topic.	0–2

Bands	AO1 Performance Descriptors	Marks
5	The candidate has a very good degree of comprehension and responds readily and fluently to the examiner's questions and takes the initiative to develop answers. There is substantial evidence of the ability to argue points of view and develop ideas.	25–30
4	The candidate has a good degree of comprehension and responds competently to the examiner's questions. There is good evidence of the ability to take the initiative to develop answers, argue points of view and develop ideas.	19–24
3	The candidate demonstrates some comprehension and responds without undue hesitation. There is some evidence of ability to develop answers, argue points of view and develop ideas.	13–18
2	The candidate demonstrates some problems with comprehension; some repetition and rephrasing of questions required. There is some hesitation with little development of opinions or ideas.	7–12
1	The candidate's responses are minimal. An attempt may be made to convey a message, but communication is limited and hesitant.	0–6

Bands	AO3 Performance Descriptors	Marks
5	The candidate has a very good command of idiom and vocabulary appropriate to this level. There are very few grammatical errors even where more complex language is used. Pronunciation and intonation are very good.	9–10
4	The candidate has a good command of idiom and vocabulary. There may be a few grammatical errors where more complex language is used. Pronunciation and intonation are good.	7–8
3	The candidate has some command of idiom and vocabulary but control is inconsistent. Grammatical errors are more frequent. Pronunciation and intonation are satisfactory.	5–6
2	The candidate has limited command of idiom and vocabulary. There are frequent errors and inconsistent control of basic structures. Pronunciation and intonation are fair.	3–4
1	The candidate has little or no command of idiom and vocabulary. There is a high frequency of grammatical errors and little or no control of basic structures. Pronunciation and intonation are poor.	0–2

