



Rewarding Learning

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

Spanish

Assessment Unit AS 2

Sections B and C

assessing

Reading and Extended Writing

[AK122]

THURSDAY 9 JANUARY, 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) becarios	[1]		
	(b) se quedó	[1]		
	(c) reflexionar	[1]		
	(d) consiguió	[1]		
	(e) gozar	[1]		
		Marks for AO2 [5]	5	
2	(a) Le pareció que/Opinó que había pasado el mejor año de su vida/había tenido la mejor experiencia de su vida hasta entonces.	[1]		
	(b) (Es un programa que) facilita el movimiento de estudiantes universitarios entre diferentes países y universidades de Europa [1] para que puedan estudiar todo o parte de un curso académico en otra universidad europea [1]	[2]		
	(c) España es el país europeo que más estudiantes envía al extranjero [1] con una beca Erasmus. [1]	[2]		
	(d) Echaba de menos a una chica que había conocido en Alemania [1], Se encontraba fuera de sitio/solo/sin amigos, [1] y volvió para encontrar un trabajo mejor. [1]	[3]		
	(e) Mejora/Aumenta la posibilidad de encontrar un empleo/trabajo, [1] El estudiante recibe una educación más amplia/completa, [1] Abre los horizontes al becario/hace que sea más tolerante/abierto hacia (la gente de) otras culturas. [1]	[3]		
	(f) Empezó a aprender el alemán cuando obtuvo su primer trabajo (en una empresa de televisión). [1] Surgió a través del padre de una amiga quien le ayudó a conseguir este trabajo/esta experiencia. [1]	[2]		
	(g) Se ve amenazado por la crisis económica (europea). [1] Como consecuencia de esta crisis se ha recortado el presupuesto de la Comisión Europea para los programas (de movilidad) como Erasmus. [1]	[2]		
		Marks for AO2 [15]		25
		Marks for AO3 [10]		
		Total marks [25]		

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]

Targeted Assessment Objective AO2 [20]

Targeted Assessment Objective AO3 [10]

Total marks for (a) and (b) [30]

Question 3: Translation

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	Section	Suggested translation	Accept
1	La crisis económica no es la única causa por la que los jóvenes españoles no quieren marcharse de casa.	The economic crisis is not the only reason why young people in Spain do not want to leave home.	
2	Existen muchas explicaciones como las costumbres sociales y la actitud hacia la familia.	There are many explanations such as social customs and the attitude to the family.	
3	Estas características contribuyen a que España sea el país europeo en el que más tarde se van los jóvenes de casa.	These characteristics contribute to Spain being the European country where young people take longest to leave home.	
4	Los padres también tienen algo de culpa. No quieren que sus hijos se vayan de casa “de cualquier manera” ni que abandonen el hogar si es para perder calidad de vida.	The parents are also partly to blame. They do not want their children to leave home ‘just for the sake of it’ nor for them to leave home if by that their quality of life is reduced.	
5	Los jóvenes valoran la comodidad que encuentran en casa y temen que si se independizan, perderán muchos beneficios materiales.	Young people value the comfort they find at home and they fear that if they become independent they will lose many material benefits.	
6	Creen que no pierden independencia ya que cada vez más sus padres les dan espacio y libertad en el hogar.	They think they are not losing independence as increasingly parents give them more space and freedom at home.	

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 detail.	[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]