



GCE MARKING SCHEME

SUMMER 2016

**SPANISH SN2
1362/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE Spanish SN2

Summer 2016 Mark Scheme

Principles of marking

In general, please mark clearly in **red** in the conventional way, i.e. underlining errors, querying unclear Spanish, Spanglish, words based on English like 'promotar', 'providar', etc. Put your marks clearly in right-hand margin

Q.1 True/False questions – listening text

Total mark for this question is 8. 1 mark awarded for successful choice of Verdadero box. NO mark awarded for just ticking Falso box – mark awarded here only for comprehensible correction of an incorrect statement; a misspelling that does not impede communication/meaning is usually tolerated. If a statement is corrected accurately without 'crossing' the Falso box, the mark can still be awarded.

Q.2 Choice of words in grammar gap filling – listening text

The total mark for this question is 5. **The answer MUST be written, not just underlined or circled.** The answer must be free from any grammatical error and **must be copied correctly.** No errors will be tolerated, including accents and minor spelling errors.

Q.3 (a) Five correct statements (according to information given in reading text)

Total number of marks for this part question is 5. If more than the required number of boxes is crossed, a mark will be deducted from the total number of correct answers – so if 6 boxes instead of 5 were 'crossed' and the total number of correct answers was 4, one mark would be deducted leaving 3 marks. If too few answers are indicated, this must be shown clearly when marking – put a line clearly through boxes.

(b) Comprehension answers in Spanish on reading text

The total number of marks for this part question is 4. **No marks will be awarded for a 'straight lift'.** The answer must be a correct grammatical and semantic answer to the question asked. English or Welsh words used in the answer will mean that a mark will not be awarded for that particular section. Answers must be comprehensible but minor errors not affecting meaning will be tolerated.

(c) Comprehension gap-filling from a choice of words/phrases based on reading text

The total number of marks for this part question is 15. The **answer MUST be written**, not just underlined or circled. Words from the list **must** be copied correctly. No errors will be tolerated including accents and minor spelling errors.

Q.4 Gap-filling - reading texts (grammatical accuracy)

The total number of marks for this question is 10. The answer **MUST be written**, not just underlined or circled. Answers to gap-filling must be copied correctly. No errors will be tolerated, including accents and minor spelling errors.

Q.5 Translation into English

The total number of marks for the translation is 16. All parts of a sentence must be incorporated into the answer; a mark cannot be awarded for a section if one word or its meaning is missing. The translation must make sense in English or Welsh. A 'free' translation will be acceptable as long as every part of the sentence has been assimilated fully into the meaning. Spanish words will only be accepted if in common English usage (e.g. *fiesta*, *machismo*, *patio*, but not *bachillerato*) and the mark for that particular section cannot be awarded. An explanation should be given for a word like *botellón* or *bachillerato*.

Q.6 Essays

The total number of marks for this question is 35. Show your marks clearly at the end of the essay. The essay must answer all parts of the question set. There **MUST** be evidence that you have looked at **ALL** of the essay. Overlong essays may be self-penalising under quality of response but you must **NOT** draw a line and stop marking. Material taken verbatim from the reading passages and not manipulated will not be credited and will not count in the word count.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

GCE SPANISH

SUMMER 2016 MARK SCHEME

Ejercicio 1

Después de escuchar el comentario sobre el turismo en España haz el siguiente ejercicio en español. Pon una cruz en la casilla apropiada para indicar que las afirmaciones son verdaderas [V], o falsas [F]. En el caso de que sean falsas, corrígelas. [8]

N.B. Remember that, when correcting a false statement, it is not sufficient to negate the statement. You must use your own words in Spanish to correct the statement.

- (i) Según el informe los hoteles de Benidorm han creado una tendencia negativa de ocupación hotelera.

	V	F
Corrección si necesaria	<input type="checkbox"/>	<input checked="" type="checkbox"/>
han roto / han parado		

- (ii) La estacionalidad quiere decir que el número de turistas es igual en verano y en invierno.

	V	F
Corrección si necesaria	<input type="checkbox"/>	<input checked="" type="checkbox"/>
es diferente / distinto / hay una gran diferencia / es muy diferente		

- (iii) La ocupación hotelera y la estacionalidad se utilizan para calcular el índice de turismo.

	V	F
Corrección si necesaria	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- (iv) En cuanto al turismo, desde 2006 se notan los efectos de la crisis económica.

	V	F
Corrección si necesaria	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2007 (MUST be spelled correctly if written in words)		

- (v) El año pasado llegaron setenta millones de turistas a España.

	V	F
Corrección si necesaria	<input type="checkbox"/>	<input checked="" type="checkbox"/>
64,9 millones (MUST be spelled correctly if written in words)		

(vi) En 2014 España recibió 4,3 millones de turistas más que el año anterior.

V F

Corrección si necesaria

(vii) Córdoba, Islas Canarias y Baleares captaron el sesenta por ciento del total de visitantes.

V F

Corrección si necesaria

Cataluña (Accept Catalunya)

(viii). El ministro de Turismo ha señalado que el turismo español es un sector clave en la recuperación económica debido a que España es la cuarta potencia mundial en llegadas turísticas.

V F

Corrección si necesaria

tercera

Ejercicio 2

Después de escuchar el informe sobre ‘La nueva capitana española de la Copa Davis’ completa las oraciones siguientes con la palabra correcta. [5]

Write the answer in the space provided.

N.B. In this exercise marks are awarded for grammatical accuracy.

Ejemplo: La clave en la Copa Davis.....(es/está/ hay) averiguar lo que necesita el equipo.

Respuesta: La clave en la Copa Davis..... **es**..... averiguar lo que necesita el equipo.

- (i). La nueva capitana del equipo español de Copa Davis declaró que está aquí **para** traer a casa la Copa.
- (ii) Tuvo lugar una rueda de prensa en la capital **andaluza**.
- (iii) La capitana acaba de **ser** nombrada.
- (iv) Ojalá **logre** seleccionar el mejor equipo.
- (v). Toni Nadal volvió **a** declarar que no defiende la desigualdad.

Ejercicio 3(a)

Lee el texto *¿Fiestas sin toros?* y luego haz el ejercicio siguiente.

[5]

Pon una cruz en la casilla correcta para indicar cuáles de las afirmaciones son las cinco verdaderas, según la información dada en el texto.

- | | |
|--|-------------------------------------|
| (i) La corrida de toros es lo que hace a España diferente de otros países. | <input type="checkbox"/> |
| (ii) Parece que haya cada vez menos aficionados a la corrida de toros. | <input checked="" type="checkbox"/> |
| (iii) En el extranjero se piensa que matar a un toro es muy cruel. | <input type="checkbox"/> |
| (iv) En Cataluña no hay corridas desde hace seis años. | <input checked="" type="checkbox"/> |
| (v) Podemos es un partido político de izquierdas. | <input type="checkbox"/> |
| (vi) Menos de la mitad de los encuestados estuvo a favor de la corrida. | <input checked="" type="checkbox"/> |
| (vii) La edad de los aficionados es un elemento importante. | <input checked="" type="checkbox"/> |
| (viii) La supervivencia de los toros depende de la inversión financiera | <input checked="" type="checkbox"/> |
| (ix) Se puede negar que la corrida vaya a desaparecer. | <input type="checkbox"/> |
| (x) En algunas regiones las corridas se remontan a la Edad Media. | <input type="checkbox"/> |

Correct: 2, 4, 6, 7, 8

Ejercicio 3(b)

Lee el texto sobre *Salón de orientación universitaria*, y luego responde a las siguientes preguntas en tus propias palabras en español. (You **MUST** use your own words in Spanish. Full sentences are not required.) [4]

- (i) Explica por qué el 80% de los estudiantes sorprende a Rocío Argudo. [1]

porque no saben lo que quieren estudiar / el 80% de los estudiantes no sabe qué quiere / no saben qué curso quieren estudiar en la universidad.

- (ii) Además de estudiar lo que les guste, ¿qué otro consejo se les ofrece a los futuros universitarios? [1]

**EITHER que estudien lenguas / un idioma
OR que asistan a cursos sobre cómo buscar trabajo**

- (iii) Da una razón por la popularidad de la Universidad de Salamanca en la feria. [1]

**EITHER porque está cerca de Valladolid
OR porque es una universidad famosa / prestigiosa**

- (iv) ¿Qué opina Lucía Gómez de las investigaciones científicas en España en comparación con las de otros países? [1]

**Tales investigaciones son más fuertes allí /
estas investigaciones tienen poca inversión en España**

Ejercicio 3(c)

Lee el texto sobre *Hábitos recreativos de los jóvenes españoles*, y luego escoge la palabra más apropiada para rellenar los quince espacios en blanco en las oraciones que se refieren al texto. (You must fill in the blanks and you must copy correctly.) [15]

¡Cuidado! Sobran palabras, y no deberías usar una palabra más de una vez.

Lista de palabras

acostumbrados
agresiones
aprendizaje
comprensión
consumar
consumir
continúan
dedican
digan
intencionadamente
mal
malas
mayoría
mucho
poca
prohíba
tampoco
universitarios
vincula

Sin duda alguna, los jóvenes españoles son los reyes del botellón. Según un informe reciente los que se **(1) dedican** a esta fiesta nocturna cada vez se inician a una edad más joven y toman más alcohol. Comienzan a beber a los trece o catorce años y con bebidas de alta gradación. El artículo afirma que los adolescentes beben tanto como los **(2) universitarios**, y los que se inician en el instituto **(3) continúan** bebiendo en la universidad. El 40% reconoce que con el botellón busca **(4) intencionadamente** perder el control. No les importa que les **(5) digan** los científicos que el alcohol puede alterar el desarrollo del cerebro, el cual sigue desarrollándose hasta los veintiún años. En efecto, pueden sufrir repercusiones que dificultan el **(6) aprendizaje**. Sus únicas percepciones de los efectos posibles tienen que ver con los accidentes de coches, las **(7) agresiones** y las consecuencias físicas como devolver o sentirse **(8) mal** después de ingerir mucho alcohol. La **(9) mayoría** lo hace principalmente para divertirse y nada más. Las soluciones no serán fáciles ya que la cultura del alcohol se **(10) vincula** con celebraciones alegres como un bautizo o una primera comunión familiar. Están **(11) acostumbrados** a ver a sus padres y otros miembros de la familia **(12) consumir** el alcohol. Ven los malos ejemplos desde muy jóvenes. Además, los padres dan **(13) poca** importancia a los hábitos de sus hijos afirmando que ellos también tomaban alcohol cuando eran de su edad. **(14) Tampoco** les preocupa a los padres que la ley **(15) prohíba** el consumo de alcohol a los menores de edad.

Ejercicio 4

Completa las oraciones siguientes con la(s) palabra(s) correcta(s). [10]

N.B. In this exercise marks are awarded for grammatical accuracy. You must fill in the blanks and you must copy correctly.

Ejemplo: los jóvenes no saben[los que / que / qué] estudiar

Respuesta: los jóvenes no saben **qué** estudiar.

- (i) Alguna gente **cree** [piensan / crea / cree] que es posible que la corrida no **sobreviva**. [sobrevive / sobreviva / sobrevivir]. [2]
- (ii) Es verdad que las fiestas importantes **tienen** [tengan / tienen / haya] una corrida desde **hace** [hacen / hacían / hace] muchos años. [2]
- (iii) Los responsables universitarios que **intentaban** [atentaban / intentaban / intentara] explicar los estudios a los jóvenes **les** [se / les / los] daban muchos consejos. [2]
- (iv) Muchos adolescentes no **están de acuerdo** [de acuerdo / se acuerdan / están de acuerdo] que ellos tengan **la culpa** [la falta / la culpa / la cuenta] del botellón. [2]
- (v) **Debido a** [Porque de / Debido a / Para que] los excesos de los botellones el Gobierno **debe** [deben / debe / deba] ofrecer alternativas de ocio. [2]

Ejercicio 5

Look back at the three Spanish texts in your folder, and then translate the following extracts into good ENGLISH: [16]

Example: todos los asistentes podían optar a una de las cinco becas que organiza la feria

Answer: all of the students could try for / apply for one of the five scholarships that the fair organises.

(i)

Original Spanish	Acceptable translation	Alternative translation	Reject
“Lejos de tener un final feliz, el pasatiempo	Far from having a happy ending, the leisure activity [1]	the sport / hobby / passtime	
que alguna vez fue el orgullo nacional de España,	that was once the national pride of Spain [1]	that once upon a time	
parece estar destinado a abandonar el escenario principal”.	seems destined to leave the main stage. [1]	seems destined to take a background / secondary role. / abandon the main scene. [1]	Scenario / scenery

(ii)

Original Spanish	Acceptable translation	Alternative translation	Reject
Elsa Martín, estudiante de segundo de Bachillerato;	Elsa Martín, in her second year of A levels, [1]	a second year student / second year at college. [1]	bachillerato
tenía muy claro	knew very clearly [1]	had a very good idea [1]	
que quería estudiar Farmacia en Salamanca.	that she would like to study Pharmacy in Salamanca.[1]	That she wanted to study Pharmacy in Salamanca [1]	Chemistry Pharmacy

(iii)

Original Spanish	Acceptable translation	Alternative translation	Reject
“Me gusta la historia del Arte, pero lo he rechazado	“I like History of Art but I’ve rejected it [1]	but I’ve turned it down	
porque no tiene salidas,	because it gives you no (job) opportunities [1]	because there are no job outcomes / it does not lead to a job	there are no exits / ways out
así que no sé qué haré.”	so I don’t know what I’ll do.” [1]		

(iv)

Original Spanish	Acceptable translation	Alternative translation	Reject
Centenares de jóvenes se reúnen [1]	Hundreds of young people meet [1]	Hundreds of teenagers gather / get together	centuries/centenarians, reunite
alrededor de multitud de bebidas [1]	around a whole lot of drinks [1]	masses of drinks	multitude
en una ceremonia de alegría y alcohol.[1]	In a celebration of joy and alcohol.[1]	merriment/happiness/ceremony	allegory

(v)

Original Spanish	Acceptable translation	Alternative translation	Reject
Es decir su rendimiento en el instituto.	That is, their performance in (secondary) school [1]		primary school, institute
probablemente se vea alterado	will probably be affected. [1]	altered / changed	omission of "probably"

(vi)

Original Spanish	Acceptable translation	Alternative translation	Reject
Para los primeros propone campañas enfocadas en [1]	For the former they propose campaigns based on [1]	As regards the first group, campaigns focusing	surrounding
aspectos como la autoestima y el manejo de las relaciones interpersonales. [1]	topics like self-esteem and the management of interpersonal relationships. [1]	aspects such as handling / control of	omission of self

Ejercicio 6

Escribe **200-250** palabras en español sobre **uno** de los temas siguientes. [35]

- (a) Benidorm Ibiza Magaluf Fuengirola

**“El turismo de sol y playa solo sirve para gastar mucho dinero y pasarlo bien.”
¿Estás de acuerdo con esta afirmación? Da tus razones.**

OR

- (b) seropositivo marijuana cigarrillo cocaína

**“El SIDA no es un problema tan grave como la drogadicción o el tabaquismo
por ejemplo. ¿Qué opinas de esta afirmación? Da tus razones.”**

OR

- (c) chupito mojito zumo cerveza

**“El abuso de alcohol entre la mayoría de los jóvenes resultará en problemas de
salud cuando sean mayores.” ¿Estás de acuerdo? ¿Qué soluciones hay?**

OR

- (d) iPod iPhone 6 iPad Android

**“Hoy en día, las innovaciones tecnológicas suponen una pérdida de tiempo y
dinero, y lo más importante son los estudios.” ¿Estás de acuerdo con esta
afirmación ? Da tus razones.**

TO BE MARKED IN ACCORDANCE WITH PUBLISHED GRID BELOW

Essay Mark Scheme Unit 2

Understanding / Quality of Response (AO2)

20/19/18	Direct and concise, clear and coherent, completely relevant to question, showing independent thought, knowledge and analysis.
17/16/15	Well-structured argument which focuses on main aspects of the question, but not exhaustively. Lacks a little concision and analysis.
14/13/12	Tendency to focus on information rather than present analysis or argument. Evidence of a lack of precision and clarity with some meanings unclear.
11/10/9	Some lack of focus on central themes of question with some irrelevance. May use pre-learned information not appropriate to question set. Lacks overall precision and clarity.
8/7/6	Significant lack of focus on central themes of question and inability to communicate clearly. Large amount of irrelevant information.
5/4/3	Clear evidence of misunderstanding or misinterpretation of question set. Lack of organization, confused statements, unclear meaning.
2/1	A rambling, disjointed, irrelevant essay.
0	Nothing of value presented.

Accuracy (AO3)

10/9	Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
8/7	The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance. Limited range of subordinate clauses.
6/5	A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
4/3	Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
2/1	Rudimentary grasp of basic grammar evident in short main clauses. Frequent serious errors, fragmented and incomplete sentences. No sense of structure. Meaning unclear.
0	No evidence of understanding linguistic principles. Strings words together. Frequent elementary errors.

Range and Idiom (AO3)

- 5** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'Spanish' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 4** Able to use a limited range of structures appropriately. Range of tenses limited but sound. Evidence of some English / Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 1** Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Main verbs in present tense, irrespective of task set.
- 0** No understanding of linguistic principles. Vocabulary and structures inadequate for the job. Unintelligible for native speakers without knowledge of English / Welsh.

Indicative content of SN2 essays

(a) In response to essay question (a) the candidate may:

- Comment on how and how much money is spent on sun and beach holidays: travel, sun creams, excursions, clubbing, drinking, eating tapas etc.
- Comment on elements of having a good time: sunbathing, swimming, relaxing etc.
- State whether s/he agrees or disagrees whether the above is limiting, superficial etc.
- Give reasons justifying point of view, making reference to other types of tourism

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

(b) In response to essay question (b) the candidate may:

- Discuss effects of AIDS: attacks immune system, leads to infections, death etc.
- Comment on effects of smoking, drinking alcohol etc. and compare with above
- Comment on effects of addiction to hard drugs: heroin, cocaine etc.
- Give reasons justifying point of view about which is a more serious threat to life

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

(c) In response to essay question (c) the candidate may:

- Discuss whether s/he agrees with the statement that the majority of young people abuse alcohol
- Comment on short term effects of alcohol abuse
- Comment on effects of long term effects on health of such abuse
- Give solutions to alcohol abuse among the young

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

N.B. Candidates may lift ideas from text 3 in the Folder but direct lifts without language manipulation is plagiarism and will be treated as such.

(d) In response to essay question (d) the candidate may:

- Discuss whether new technology (see 4 examples given) is really a waste of time and money
- Comment on whether there are any advantages in using such technology (e.g. to help learning)
- State whether academic studies and qualification offer more job opportunities than spending time on web sites etc.
- Give reasons justifying own point of view about the statement

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.