



ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017

Spanish

Assessment Unit AS 2
(Sections B and C)

assessing

Reading and Use of Language

[SEP22]

MONDAY 15 MAY, 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.

Section B: Reading

- 1 (a) Se ha dado este consejo porque los jóvenes se enfrentan con más peligros en las redes sociales [1] y son cada vez más dañinos [1]. [2]
- (b) Por un lado no quieren invadir la intimidad de sus hijos [1], pero al mismo tiempo quieren/necesitan protegerles [1]. [2]
- (c) El acoso en las redes sociales/el ciberacoso [1], la extorsión [1] y el chantaje sexual [1]. [3]
- (d) Proteger/cuidar a sus hijos [1] y educarles [1]. [2]
- (e) Si los padres creen/temen/sospechan [1] que su hijo sea/haya sido víctima de un delito [1], [2]
(There has to be some sort of introduction in order to answer the question directly)
- (f) Si cambia su comportamiento [1] o si saca peores notas/si sufre su rendimiento escolar [1]. [2]
- (g) Ya es ley en Corea del Sur [1] instalar una *app* en los móviles de los menores de 19 años para vigilar su actividad en Internet [1] mientras que en el occidente los gobiernos no han hecho nada [1]. [3]
- (h) Deben establecer reglas/normas en casa [1], no permitir que sus hijos mantengan videoconferencias solos y/encerrados en su habitación [1], limitar/restringir/controlar su acceso a sitios web [1] (Any 2 from 3) [2]
- (i) Su intención es que sus hijos sean conscientes de lo que hacen en la Red [1] y que tomen precauciones/adopten una actitud responsable [1] [2]

Marks for AO2 [20]

20

2 Translation

The translation is divided into six sections. Each section is marked out of 10. The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. Often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [20]

Total marks [40]

Section	Translation Passage	Suggested Translation	Credit	Do Not Credit
1	La tradición de la Tomatina comenzó en 1945 cuando unos jóvenes iniciaron una batalla callejera lanzándose tomates en medio de un desfile popular.	The tradition of the Tomatina began in 1945 when some youths started a street battle throwing tomatoes at each other during a popular parade.		
2	Esta tradición valenciana ha pasado a conocerse en toda España y su fama ha ido creciendo por el mundo.	This Valencian tradition has come to be well known right throughout Spain and its fame has been growing across the world.		
3	El año pasado la fiesta congregó a 50.000 asistentes. Este año el Ayuntamiento propone imponer un límite de 20.000 “para que la gente pueda agacharse a coger tomates”.	Last year the fiesta attracted an attendance of 50,000. This year the Town Council is proposing to impose a limit of 20,000 “so that people can bend down to pick up tomatoes”.		
4	El 86% de los participantes son extranjeros, principalmente japoneses y australianos. Los australianos tienen una especie de tradición que consiste en venir a la Tomatina al acabar la carrera universitaria.	86% of the participants are foreigners, in the main Japanese and Australian. The Australians have a kind of tradition which involves coming to the Tomatina when they finish their university degree.		
5	Curiosamente en 2012 en la India después del éxito de una película de amor que transcurría en la Tomatina	Peculiarly in 2012 in India after the success of a romantic film set at the Tomatina		
6	se disparó el número de turistas de aquel país que acudían a la celebración.	the number of tourists from that country coming to the fiesta rocketed.		
Suitable alternative responses will be credited.				

Section C: Use of Language

- | | | AVAILABLE MARKS |
|----------|-----------------|-----------------|
| 1 | (a) escribieron | [1] |
| | (b) eran | [1] |
| | (c) vuelvo | [1] |
| | (d) tendremos | [1] |
| | (e) ha dicho | [1] |

Marks for AO3 [5]

- | | | |
|----------|-----------------|-----|
| 2 | (a) son | [1] |
| | (b) está | [1] |
| | (c) estuvo/está | [1] |
| | (d) son | [1] |
| | (e) estoy | [1] |

Marks for AO3 [5]

- | | | |
|----------|-------------|-----|
| 3 | (a) nunca | [1] |
| | (b) ni ni | [1] |
| | (c) ningún | [1] |
| | (d) nada | [1] |
| | (e) tampoco | [1] |

Marks for AO3 [5]

- | | | |
|----------|-----------------|-----|
| 4 | (a) inteligente | [1] |
| | (b) rosa | [1] |
| | (c) fáciles | [1] |
| | (d) andaluces | [1] |
| | (e) cien | [1] |

Marks for AO3 [5]

- 5 (a) Mi hermano mayor tiene veinte años. [3]
- (b) ¿Sabes dónde están mis libros? [3]
- (c) María lleva tres años viviendo en Irlanda del Norte. [3]
- (d) Yo trabajaba como camarero todos los sábados. [3]
- (e) A mi padre le gusta escuchar música. [3]

Marks for AO3 [15]

Total marks [35]

**AVAILABLE
MARKS**

35