

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*.