



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2011**

---

**Spanish**

**Assessment Unit AS 2**

**Sections B and C**

*assessing*

**Reading and Extended Writing**

**[AK122]**

**WEDNESDAY 25 MAY, AFTERNOON**

---

**MARK  
SCHEME**

- 1 (a) (i) recaudado [1]
- (ii) subida [1]
- (iii) apuros económicos [1]
- (iv) uno de cada dos adultos [1]
- (v) erradicar [1]

**Marks for AO2: [5]**

- (b) (i) Los expertos quieren aplicar un nuevo impuesto sobre las bebidas azucaradas [1]  
para reducir su consumo/para luchar contra la obesidad (sobrepeso)/para financiar programas de asistencia médica [1]  
La industria alimentaria quiere resistir esta propuesta (medida)/  
La industria alimentaria no quiere ningún incremento (aumento) (ninguna subida de precio de estos productos) [1]  
porque podrían bajar sus ventas (es posible que bajen sus ventas) [1] [4]
- (ii) Se identifica con la industria alimentaria  
negocios grandes y pequeños  
las empresas como Red Bull .....  
**[2] for any two from these three** [2]
- Es absurdo que la gente tenga que pagar más por la comida y la bebida  
es injusto que el Gobierno les diga cómo deben comer y beber  
critica los planes del Gobierno .....  
**[2] for any two from these three** [2]
- (iii) Los gobiernos quieren/querían imponer impuestos sobre las dos industrias/las dos industrias se opusieron al incremento de impuestos sobre sus productos [1]
- (iv) Eliminar todos los productos insanos de los colegios [1]  
todos los alimentos deben llevar etiquetas con los datos nutricionales [1]  
los personajes famosos no pueden promocionar la comida basura [1]  
se regularán las empresas para limitar la publicidad destinada a/dirigida a los jóvenes [1] [4]

- (v) Se vivirá más tiempo/la esperanza de vida será más larga  
la obesidad acorta la vida  
se reducirán los costes médicos/costará menos al sistema  
sanitario

**Any two from these three for [2]**

[2]

**Marks for AO2: [15]**

**Marks for AO3: [10]**

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

30

<b>Bands</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	<b>9–10</b>
<b>4</b>	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	<b>7–8</b>
<b>3</b>	Candidate displays a fair command of the target language. Control of grammar, structures and accuracy may be inconsistent.	<b>5–6</b>
<b>2</b>	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	<b>3–4</b>
<b>1</b>	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	<b>0–2</b>

**Target Assessment Objective AO2: [20]**  
**Target Assessment Objective AO3: [10]**  
**Total marks for (a) and (b): [30]**

## Question 2: Translation

<b>Bands</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	<b>9–10</b>
<b>4</b>	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.	<b>7–8</b>
<b>3</b>	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.	<b>5–6</b>
<b>2</b>	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	<b>3–4</b>
<b>1</b>	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.	<b>0–2</b>

**Target marks for AO2: [20]**

## Grid for AS Translation

Section		Suggested Translation	Accept
1	El deseo continuado y exagerado de comer ciertos alimentos, en particular el chocolate, es una compulsión crónica que afecta a un alto porcentaje de personas, sobre todo mujeres.	The continued and exaggerated desire to eat certain foods, in particular chocolate, is a chronic/serious compulsion which affects a high percentage of people, especially women.	
2	Según un informe británico, hasta el 75% de las mujeres confiesa tener un verdadero problema para controlar el consumo de este dulce. Numerosas personas experimentan una gran debilidad por el chocolate.	According to a British report, up to 75% of women confess to having a real problem controlling the consumption of this sweet (product). Many people have a great weakness for chocolate.	
3	cuando y este deseo no desaparece cuando tienen delante otros dulces. Los científicos han probado que los azúcares del chocolate aumentan el nivel de ciertas químicas en el cerebro y, por esta razón, mejora el estado de ánimo.	and this desire/urge does not disappear when they are faced with other sweets. Scientists have proved that the sugars in chocolate raise the level of certain chemicals in the brain and, for this reason, it improves people's state of mind (mood).	
4	Los ingredientes del chocolate pueden afectar la agresividad, el humor y la sensibilidad al dolor y, por este motivo, comerlo puede resultar beneficioso.	The ingredients of chocolate can affect aggressiveness, mood and the sensitivity to pain and, for this reason, eating it can be beneficial.	
5	Pero es indudable que la principal atracción del chocolate, es decir ese sabor tan agradable puede convertirse en una grave adicción para muchos, no sólo las mujeres. El consumo incontrolado de un producto tan dulce.	But undoubtedly the main attraction of chocolate, that is, that taste which is so delicious, can become a serious addiction for many, and not only women. Uncontrolled eating of such a sweet product.	
6	Contribuye al creciente problema de obesidad en nuestra sociedad. Por esta razón, los científicos buscan maneras de reducir el deseo de comer alimentos tan apetecibles como el chocolate.	contributes to the growing problem of obesity in our society. For this reason, scientists are looking for ways of reducing the desire to eat foods as tasty/as appetising as chocolate.	

## Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>Marks AO2</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks AO3</b>
<b>5</b>	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.	<b>17–20</b>	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.	<b>25–30</b>
<b>4</b>	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.	<b>13–16</b>	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.	<b>19–24</b>
<b>3</b>	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.	<b>9–12</b>	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.	<b>13–18</b>
<b>2</b>	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.	<b>5–8</b>	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.	<b>7–12</b>
<b>1</b>	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.	<b>0–4</b>	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.	<b>0–6</b>

**Marks for AO2: [20]**

**Marks for AO3: [30]**

**Total marks for extended writing: [50]**