



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2022 Reserve Series**

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**Spanish**

**Assessment Unit A2 2  
(Section B)**

*assessing*

Reading

**[AEP22]**

**WEDNESDAY 22 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### ***Introduction***

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Spanish**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 and 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 and 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Marking calculations***

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

### **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 5 (Excellent):** Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

**Level 4 (Very Good):** Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Level 3 (Good):** Presentation, spelling, punctuation and grammar are good and meaning is clear.

**Level 2 (Quite Good):** Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 1 (Weak):** Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

1 Lee el texto siguiente y rellena los espacios con una palabra adecuada de la lista que aparece a continuación.

AVAILABLE  
MARKS

**Ecodicta: una empresa para compartir ropa**

Ya se sabe que algunas cosas de la vida moderna como los vuelos internacionales y el uso de plástico tienen un impacto medioambiental, pero con **(a) respecto** a la ropa, su impacto es menos evidente.

Sin embargo, la industria de la moda emite más carbono que los vuelos internacionales y el transporte marítimo juntos. Además, cada año se fabrican **(b) cien** mil millones de prendas de ropa pero un 85% de los textiles se tiran a los vertederos.

Afortunadamente, cada vez hay más iniciativas pensadas a favor del medio ambiente y personas preocupadas **(c) por** reducir la huella ecológica.

Una de esas iniciativas es Ecodicta, una plataforma para compartir ropa. Mediante una suscripción se puede alquilar la ropa en **(d) lugar** de comprarla y renovar el armario mes a mes. Cuenta con más **(e) de** cincuenta marcas internacionales bien conocidas.

“Una prenda de moda rápida tiene una **(f) media** de cinco usos antes de ser desechada. Nosotros queremos que nuestras prendas se **(g) utilicen** al menos veinte veces. Se ahorra dinero, las prendas de calidad pueden **(h) estar** a la disposición de todos y sobre todo favorece al medio ambiente”, comenta Raúl González, CEO de Ecodicta.

Actualmente Ecodicta solo ofrece moda para mujeres pero a medio **(i) plazo** planean expandir el negocio hacia el mercado masculino.

Sea como sea, adquirir prendas usadas es más fácil que nunca y con **(j) ello** se consigue ayudar de manera efectiva a reducir el impacto negativo medioambiental que causa la industria textil.

**Total marks for AO2 [10]**

10

*Source: Adapted from "Del 'fast fashion' al 'slow fashion': esta es la startup española que te permite alquilar ropa para que estrenes cada mes y así reducir el impacto medioambiental" by Geraldine Soengas, 18 October 2019. Published by © Business Insider España*

## 2 Ser joven y activista

- (a) Veía que compañeras (con la misma edad) [1], (en vez de no hacer nada) estaban haciendo algo para mejorar la sociedad [1] [2]
- (b) se integró en grupos políticos para estudiantes feministas [1] y consiguió convertirse en presidente de su primer centro de estudiantes [1] [2]
- (c) (se indignaron y) pedían justicia para la chica [1] y demandaron que el colegio resolviese la situación. [1] [2]
- (d) el colegio no podía con la situación [1] y se mostró incapaz de/reacio a buscar una solución [1] [2]
- (e) como si su segundo hogar le hubiera dado la espalda/la hubiera rechazado [1]
- (f) son necesarias la organización [1] y la acción [1] tanto en las escuelas como en la calle [1] [3]
- (g) son personas que pueden pensar y actuar igual que adultos [1] están creando el futuro para sí mismos [1] y tienen derecho a tomar decisiones [1] [3]

**Total marks for AO2 [15]**

**AVAILABLE  
MARKS**

15

### 3 Summary

**Candidates should mention the following key points:**

- Women’s involvement in drug trade compared to men’s and reasons
- Risks of this lucrative crime
- The low risk to society of the women’s activity
- Urgent need to reform the way they are dealt with by the legal system

Examiners should allocate an overall mark for AO2 based on the performance descriptors in grid.

**QWC is assessed in this question.**

<b>Band</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
5	The candidate displays a very high level of understanding of the stimulus and the task. The key points have been selected and covered within tolerance of the word limit. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[13]–[15]
4	The candidate has understood the stimulus and the task well. Most of the key points have been conveyed but there may be a tendency to exceed the word limit. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[10]–[12]
3	The candidate shows some understanding of the stimulus but there is an uneven response to the demands of the task. At least half of the relevant information is given but coverage of the key points may be unbalanced. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[7]–[9]
2	The candidate has made some attempt to deal with the demands of the task but less than half of the relevant information is given. The response is inconsistent. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[4]–[6]
1	The candidate demonstrates limited understanding of the stimulus or the task. Little relevant information is given. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[3]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO2 [15]**

#### 4 Translation

The translation is divided into seven sections. Each section is marked out of five. The marks are then totalled to give a final mark out of 35.

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Abdou had been living in misery in Africa for more than twenty years.	Hacía más de veinte años que Abdou vivía en la miseria en África.		
2	He dreamt of a life in Europe, far from poverty where he could work to support his family.	Soñó/Soñaba con una vida en Europa, lejos de la pobreza donde pudiera/ podría trabajar para mantener a su familia.		
3	He walked all through the night and then swam to Ceuta. He arrived completely exhausted with thousands of others.	Caminó toda la noche y luego nadó hasta Ceuta. Llegó totalmente cansado con miles de otros.		
4	Luckily, Luna, a volunteer with the Red Cross, was working that day distributing bottles of water.	Afortunadamente, Luna, voluntaria con la Cruz Roja, trabajaba aquel día repartiendo botellas de agua.		
5	“Abdou was crying and so I offered him my hand and he hugged me. That human contact seemed to help him.	“Abdou lloraba y por eso le ofrecí la mano y él me abrazó. Aquel contacto humano pareció ayudarle.		
6	More than eight thousand migrants arrived in Ceuta that same day. The majority of them, including Abdou, had to return to Africa.	Más de ocho mil migrantes llegaron a Ceuta aquel mismo día. La mayoría, incluso Abdou, tuvieron/ tuvo que volver a África.		
7	Abdou’s dream was lost. His greatest wish was to see his favourite team, Barça playing. He hopes that one day this dream will come true.	No se realizó el sueño de Abdou. Su mayor deseo fue/era ver jugar a su equipo favorito, el Barça. Espera que un día se convierta en realidad este sueño.		
Suitable alternative responses will be credited.				

<b>Band</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
5	The presentation of original information in the target language is excellent. Grammar, structures and accuracy are of a very high order.	[5]
4	A very good, faithful rendering, evidence of minor errors. Lexis and structures used confidently.	[4]
3	Good attempt overall and more than half of the information has been accurately conveyed.	[3]
2	Quite limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed.	[2]
1	Very limited attempt to comply with the demands of the task. Gaps are evident and candidate may resort to using English.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO3 [35]**

**Total marks [75]**