

New  
Specification



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2018**

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**Spanish**

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

*assessing*

Reading

**[AEP22]**

**MONDAY 11 JUNE, MORNING**

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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- or 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- or 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.

## 1 La basura marina

En la actualidad la contaminación del agua por microplásticos se está convirtiendo en uno de **los** peores problemas ambientales en muchas partes del planeta.

Los microplásticos **pueden** ser diminutos fragmentos de bolsas o botellas de plástico o bolitas de menos de 5mm que se esconden dentro de nuestros geles de ducha, champús, exfoliantes corporales y pasta de dientes. Por ejemplo, un tubo de Johnson & Johnson Clear & Clean contiene más de 330.000 bolitas de plástico y no son biodegradables.

Los microplásticos son diminutos pero el problema que representan no es nada pequeño especialmente para la vida marina. Cuando nos lavamos puede que involuntariamente **estemos** echando microplásticos por el desagüe. Al **ser** tan pequeños, incluso invisibles al **ojo** humano, pasan inadvertidas por las plantas de tratamiento y terminan siendo ingeridos por los peces que luego encontramos en la pescadería. Según un estudio realizado por el Instituto Español de Oceanografía uno de cada seis peces contiene microplásticos en el estómago.

Puede ser que **nosotros** no tengamos control sobre los grandes problemas de contaminación pero **sí** podemos controlar lo que echamos a través de nuestros lavabos. En la sociedad **actual** es difícil escapar de los plásticos pero está en **nuestras** manos reducir o hacer un mejor uso de ellos.

Greenpeace ha pedido a las grandes empresas de productos cosméticos y de cuidado personal que dejen **de** utilizar microplásticos en sus productos.

*Adapted from © El problema de los plásticos y 7 pequeñas grandes cosas que puedes hacer TÚ by Maria Blasi.  
Published by Crónicas de un Amonite, 16 June 2016*

AO2

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## 2 El tráfico y trata de mujeres: una lacra moderna

- (a) Es un negocio muy rentable/lucrativo/que trae grandes beneficios monetarios. [1]
- (b) La pobreza en los países de origen, [1]  
La discriminación contra las mujeres, [1]  
La falta de estabilidad política en estos países donde nacieron, [1]  
La desesperación de estas mujeres por llegar a Europa. [1] [4]
- (c) La habían dejado embarazada/encinta. [1]
- (d) La explotación sexual/para que la explotaran sexualmente/para que trabajase en el negocio de la prostitución. [1]
- (e) Al nacer su niño en territorio europeo la ley impide su expulsión del país [1] así que los traficantes pueden ejercer más control sobre la mujer/pueden presionar o chantajear a la mujer traficada para que haga lo que ellos quieran. [1] [2]
- (f) El embarazo es como un pasaporte a un permiso de residencia en España (u otro país europeo), [1] así se escapan del hambre y/de las violaciones que han sufrido en su país de origen. [1] [2]
- (g) Porque las mujeres deben mucho dinero a estos grupos [1] que tardan años en saldar/sufragar/pagar. [1] [2]
- (h) La pobreza desempeña un papel clave [1] y las autoridades del Estado/ las autoridades judiciales y policiales no están haciendo lo suficiente para combatir el tráfico de personas. [1] [2]

*Adapted from © La odisea de cruzar el Estrecho embarazada y en patera by Javier Martín-Arroyo.  
Published by El País, 04 September 2016*

**AO2**

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### 3 Summary

The summary should include the following key points:

- the differing views on homework expressed briefly at the start
- the basis of, or reason for, Abel Gutiérrez's formal complaint to the education authorities in Alicante and his stance on homework as being optional and voluntary so as not to intrude excessively on family and social life
- the agreement made previously between Abel Gutiérrez and his son's school and how this agreement was subsequently broken this year after they changed their criteria
- how the complaint or matter was resolved by the school before the education authorities had taken a decision on the matter

**QWC is assessed in this question.**

Band	AO2 Performance Descriptors	Marks
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]

**AO2**

**AVAILABLE  
MARKS**

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	It's almost midnight when Elena, a mother of two, waits outside the Madrid Carrefour supermarket. She feels ashamed.	Es casi medianoche cuando Elena, madre de dos niños espera fuera del supermercado Carrefour en Madrid, Se siente avergonzada.		
2	It has been closed for two hours but she knows that this is the time the workers put out the waste containers.	Hace dos horas que está cerrado pero sabe que esta es la hora cuando los empleados sacan los contenedores de basura.		
3	She hopes they will turn a blind eye as she searches for fruit, vegetables or any food which is not too damaged.	Espera que hagan la vista gorda mientras busca fruta, verduras o cualquier alimento que no esté demasiado estropeado.		
4	She yearns for the one thousand, five hundred euros a month she used to earn in an office in the past.	Añora los mil quinientos euros al mes que ganaba en una oficina en el pasado.		
5	The following day, Pedro, an unemployed engineer, arrives early at the food bank in Valencia, hoping no one sees him.	El día siguiente, Pedro, un ingeniero parado, llega temprano al banco de alimentos en Valencia, esperando que nadie le vea.		
6	He was made redundant four years ago and has no money left to support his family.	Hace cuatro años perdió su empleo y no tiene dinero para mantener a su familia.		
7	Two faces of the thousands of the middle class who have become the new poor in Spain.	Dos caras de las miles de la clase media que se han convertido en los nuevos pobres en España.		
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]

	<b>AVAILABLE MARKS</b>
<b>AO3</b>	15
<b>Total</b>	<b>75</b>