



Rewarding Learning

ADVANCED
General Certificate of Education
2019

Spanish

Assessment Unit A2 2
(Section B)
assessing
Reading

[AEP22]

MONDAY 3 JUNE, 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.

1 Una mujer pionera en romper las estructuras de género impuestas en Argentina

En marzo de 2017, María Sylvia Jiménez se convirtió **(a) en** la primera mujer dirigente de la historia en ocupar un cargo ejecutivo en la Asociación Nacional de Fútbol Argentino, un puesto **(b) único** para una mujer en ‘tierra de hombres’.

Esto habría sido impensable nueve meses antes cuando la propusieron ser presidenta de su club local San Lorenzo. Estuvo a punto de no aceptar. Sin embargo, llegó un momento decisivo que le tocó en lo más profundo de su ser y fue cuando se puso en duda su capacidad **(c) por** ser mujer. Este machismo que ella asegura que aún perdura en el fútbol argentino fue lo que la hizo cambiar de decisión y aceptar el desafío.

‘En mi provincia **(d) había** personas que no querían que yo estuviera a cargo del club siendo mujer. Alguna gente me decía que **(e) fuera** a lavar los platos y otros preguntaban qué podía saber yo de fútbol’.

‘Mi padre y mis hermanos están muy orgullosos de mí. A la que no le gusta es a mi madre, ya que, **(f) criada** en otra época, cree que el fútbol es de hombres.’

‘Estoy segura de que con mi llegada a la Asociación de Fútbol Argentino habrá un antes y un **(g) después** para que muchas más mujeres **(h) participen** en este ambiente tan machista como es el fútbol’ se entusiasma María.

Ha tomado la bandera de la igualdad de género y hace un reclamo: les pide a las mujeres que sigan **(i) luchando**, que denuncien y que no se callen **(j) ante** la discriminación.

AO2

10

*Adapted from © María Sylvia Jiménez, primera mujer con un cargo ejecutivo en la AFA.
Published by El Independiente, 23 April 2017*

2 'Europa eres tú'

- (a) (Porque) es un trabajo voluntario/van a trabajar de voluntarios. [1] [1]
- (b) Any **two** from:
Se les pagará el alojamiento [1]
comida [1]
y viaje [1] [2]
- (c) Pretende que los jóvenes sean más solidarios con los demás [1],
que tengan la oportunidad de realizar una actividad social/hacer un
trabajo que beneficie a la sociedad [1],
y que los participantes sientan que pertenecen a la Unión Europea. [1] [3]
- (d) Reciben varias clases/sesiones de preparación mental [1] para que puedan
distinguir entre el voluntariado y el trabajo formal [1] y para hacerles
entender que tienen que cumplir con sus obligaciones/compromisos. [1] [3]
- (e) Les ofrecía la posibilidad/oportunidad de experimentar otras realidades
no relacionadas con su trabajo o estudios [1],
y podían conocer a gente con problemas/menos afortunada/que lo pasa
mal. [1] [2]
- (f) Any **two** from:
Será beneficiosa para su historial/su curriculum [1]
y creen que les ayudará a la hora de buscar un trabajo/empleo [1]
las empresas valoran una experiencia en el extranjero [1] [2]
- (g) Porque (algunos diputados creen) que podría ser usado para
ocultar/encubrir [1]
el enorme problema del desempleo juvenil (sobre todo en el sur de
Europa). [1] [2]

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AO2

15

AVAILABLE
MARKS

3 Summary

Candidates should mention the following key points:

- How Bill Gates has become the voice for humanitarian aid in the world and is critical of proposals by the United States Government to reduce aid
- The optimistic claims made in a recent report of his Foundation relating to the progress made in the fight against world poverty and illness/disease
- The warning made in this report
- The specific example that the report gives of the serious consequences of a modest reduction in the global aid budget

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

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	When I turned eighteen I started to look for a part-time job.	Cuando cumplí los dieciocho años empecé a buscar un trabajo a tiempo parcial. Tuve suerte y ...	de media jornada	
2	I was lucky and found one in the busy supermarket 500 metres from home.	... encontré uno en un supermercado concurrido a unos quinientos metros de mi casa.	muy visitado frecuentado	ocupado
3	The job consists of serving the customers, stacking shelves and cleaning at the end of the day.	El trabajo consiste en atender a los clientes, llenar los estantes y limpiar al final del día.	servir	
4	My parents didn't want me to work but they told me that the decision was mine.	Mis padres no querían que trabajara pero me dijeron que la decisión era mía.	era mi decisión	
5	As a student, having a part-time job is difficult as it involves working until 11pm as well as at weekends.	Como estudiante, tener un trabajo a tiempo parcial es difícil porque quiere decir que tengo que trabajar hasta las once de la noche y los fines de semana.	significa requiere	
6	Combining work and study means that I do not get much sleep or have an active social life.	Combinar mi trabajo y mis estudios significa que no duermo mucho ni tengo una vida social muy activa.	compaginar	
7	However, it will be worth it in the future as I will need a lot of money when I go to university.	Sin embargo valdrá la pena en el futuro ya que necesitare mucho dinero cuando vaya a la universidad.	merecerá	
Suitable alternative responses will be credited.				

Band	A03 Performance Descriptors	Marks
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]

	AVAILABLE MARKS
A03	35
Total	75