



*Rewarding Learning*

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

---

**Spanish**

Assessment Unit A2 2  
(Section B)

*assessing*

Reading

**[AEP22]**

---

**Assessment**

**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers 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.

### ***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, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers 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. Teachers 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.

### ***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.

### ***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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

## **Extra Guidance for Teachers Summer 2021: A2 2 Section B**

### **Question 2**

Candidates are not usually required to reword their answer. If they do so, they run the risk of self-penalising if the meaning is not clear. The correct answer transcribed from the text will be awarded full marks. However, rewording may become necessary depending on how the question is framed. Whole sentences are not always required; a phrase or a word may be an acceptable answer.

As understanding and communication are the key elements in this task, minor errors in spelling or grammar may be overlooked, provided the word is recognisable and the overall meaning is clear. Candidates are awarded marks even though their response differs from the wording in the mark scheme, provided there is no ambiguity in their answer.

If candidates add in extra information, they will not lose marks unless this compromises the rest of their response.

Bracketed words are not essential.

No marks are awarded for answers in English.

### **Question 3**

In Section B question 3 candidates are assessed according to the AO2 criterion by summarising information from a passage in the Target Language, selecting and reporting key points within tolerance of the word limit. In marking this question, teachers are advised to follow the General Marking Instructions and adhere closely to the Performance Descriptors provided.

The key points section in the mark scheme highlights points that the candidates may include but other information may be acceptable.

### **Question 4**

In question 4 candidates must demonstrate the quality of their written communication.

They need to ensure that their text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

Verb formation and tenses are examples of major errors while gender and case are examples of minor errors.

## 1 La ventaja de la multiculturalidad

El Padre Coloma es la escuela infantil y primaria con más nacionalidades de la Comunidad de Madrid. Daniel y Lucía son solo dos otros nombres más que se suman a una larga lista en la que también están Naoki o Ismael. Estos nombres **(a) muestran** la diversidad de este colegio en el que conviven una treintena de nacionalidades y diferentes culturas. Es un desafío que afrontan muchas instituciones de enseñanza pero que enriquece **(b) al** alumno y le ofrece una visión global y más realista del mundo en el que vivimos.

La directora Carmen Pascual explica: Los niños viven la multiculturalidad como algo natural en el barrio y en la escuela. En los ocho años que **(c) llevo** como directora prácticamente no ha habido problemas. Trabajar con una diversidad tan grande es un valor **(d) añadido**. Carmen enfatiza que no solo no hay problemas **(e) sino** que hay aspectos muy positivos de tener treinta nacionalidades entre sus 260 alumnos. Aprenden valores que incluso terminan **(f) compartiendo** con sus padres. Para ellos, el color o el acento es insignificante. Allí descubren que sus historias, vengan de donde **(g) vengan**, se parecen mucho.

A pesar de que hay un 80% de alumnado inmigrante, no le impide a la escuela sacar buenos resultados. No es extraño que el Presidente de la Comunidad **(h) esté** orgulloso del éxito de este centro porque ha ido escalando posiciones en las pruebas de diagnóstico de la Comunidad hasta estar por encima de la **(i) media**.

No nos sorprende que la escuela **(j) vaya** ganando alumnos a pasos de gigante.

*Adapted from © La ventaja de la multiculturalidad by Jacobo Pedraza.  
Published by El País, 27 March 2016*

**Marks for AO2 [10]**

10

AVAILABLE  
MARKS

2 'La lucha de un pueblo indígena de América Latina'

AVAILABLE  
MARKS

- (a) No está reconocido oficialmente/legalmente/ante la ley su (verdadero) nombre guaraní/indígena. [1]
- (b) Ocuparon un territorio de 350.000 kilómetros cuadrados. [1]
- (c) Pretende lograr que la gente de España se solidarice con la causa de los guaraní-kaiowá/que España dé su apoyo político a la causa de los guaraní-kaiowá/que la gente de España se sensibilice con la causa de su pueblo. [1]
- (d) El gobierno (brasileño) [1]  
y las grandes empresas agrícolas/el agronegocio. [1] [2]
- (e) Lo que antes era bosque o selva [1] ahora se ha convertido en grandes plantaciones de soja y/de caña de azúcar [1] con haciendas de ganado. [1]  
**or**  
La selva donde vivían ha sido destruida [1] para crear extensos cultivos de soja y/de caña de azúcar [1] así como haciendas de ganado. [1] [3]
- (f) Muchos han recurrido al alcohol [1] muchos se han hecho muy violentos [1] [2]
- (g) Perjudican su salud al decidir quedarse cerca de sus tierras ancestrales (que ahora son enormes plantaciones agrícolas) [1] donde el agua de los ríos está contaminada con agrotóxicos (y, por lo tanto, no hay agua potable)/ [1]. Sus condiciones de vida son infrahumanas/poco saludables/muy malas porque muchos no tienen alimentos, leña, ni medicinas. [1] [3]
- (h) Sí. [1] Cree que su mensaje/su llamada/grito de auxilio se oirá y que Europa va a apoyar su causa/garantizar la supervivencia de su pueblo. [1] [2]

Marks for AO2 [15]

15

Adapted from © "Lucharemos hasta el final, solo nos queda perder la vida" by Lola Hierro.  
Published by El País, 16 March 2017

### 3 Summary

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

- What led to Alberto Cabanes establishing this social enterprise project
- What he had to give up/sacrifice and why, nevertheless, he decided to take his life in another direction
- What it was like at the start of this new endeavour/venture
- His reflections on society's often distorted view of young people, including what young people like himself value most in life and what they can gain in their contact with older people.

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]

**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	When she was a little girl Jillian Mercado dreamt of being a supermodel and appearing in fashion magazines.	Cuando era niña, Jillian Mercado soñó con ser una supermodelo y aparecer en revistas de moda.	soñaba ser supermodelo	
2	Unfortunately, due to her disability, she had to spend her life in a wheelchair, thinking that she would never achieve her ambition.	Por desgracia, debido a su discapacidad, tuvo que pasar la vida en una silla de ruedas, creyendo que nunca conseguiría su ambición		
3	In 2013, the director of Diesel was looking for new female models. Jillian applied and was chosen.	En 2013, el director de Diesel buscaba nuevas modelos. Jillian se presentó y fue elegida.	solicitó un puesto	
4	Since then she has had success as a model and is now the face of Beyoncé's new line of clothes and products.	Desde entonces ha tenido éxito como modelo y hoy en día es la cara de la nueva línea de ropa y productos de Beyoncé.		
5	"I am so pleased that the fashion world is finally beginning to change its idea of beauty	"Estoy tan contenta que el mundo de la moda esté empezando a cambiar su concepto de la belleza		
6	and accept that every woman is beautiful in her own way" declares Jillian,	y que acepte que cada mujer es bella a su manera" declara Jillian	aceptar que	
7	who doesn't let her condition be an obstacle to achieving her dreams.	que no deja que su condición sea un obstáculo para lograr sus sueños.	realizar	
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]**