



Rewarding Learning

**ADVANCED
General Certificate of Education
2022**

Spanish

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

assessing

Reading

[AEP22]

TUESDAY 7 JUNE, MORNING

**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

El coste ambiental de estar a la moda

Por exagerado que parezca, ese vestido que cuelga en tu armario puede (a) ser otra de las muchas maneras en que la humanidad está arruinando (b) nuestro planeta. El motivo está en lo que se llama la moda rápida.

La moda rápida se caracteriza por ser menos cara que las prendas de otras marcas, de (c) modo que los consumidores se ven tentados a comprarla. Sus precios bajos y su mala (d) calidad la presenta como una ropa de poca vida útil, la cual puede ser descartada fácilmente en poco tiempo. Esto hace que muchas personas se (e) vean obligadas a comprar otra vez.

(f) Confeccionar un par de vaqueros requiere setecientos mil quinientos litros de agua, el equivalente a la cantidad que bebe una persona (g) corriente en siete años.

Cada año se usan setenta millones de barriles de petróleo para hacer la fibra de poliéster, la fibra más usada actualmente. Una sola prenda hecha totalmente de poliéster tardará más de doscientos años (h) en descomponerse.

Es difícil poder medir el impacto real de la moda en el cambio climático si sumamos todos los gases y productos químicos nocivos emitidos durante el proceso de fabricación de un solo artículo. Además, (i) dado que consumimos un cuatrocientos por ciento más de ropa hoy en día que hace veinte años, la situación se pone cada vez peor.

La magnitud del problema ha hecho que la ONU (j) clasifique a la moda rápida como una causa de emergencia medioambiental.

Total marks for AO2 [10]

10

© <https://www.ecoportal.net>

2 'Generación Greta ...'

AVAILABLE
MARKS

- (a) Los jóvenes/los estudiantes/los estudiantes de universidad y alumnos de colegio [1] se han lanzado a las calles a protestar porque los gobiernos (y líderes) mundiales aún no han tomado las medidas/acciones necesarias/decisivas/contundentes [1] para hacer frente a las/afrontar las consecuencias graves para el planeta del cambio climático/para afrontar la crisis climática. [1] [3]
- (b) Porque coinciden con la Cumbre del Clima en Nueva York [1], y esto les dará más atención/más perfil. [1] [2]
- (c) A través de (mensajes en) las redes sociales. [1]
- (d) Inició su campaña en Suecia [1] y tenía quince/15 años [1] [2]
- (e) Cada viernes [1] protestaba/ha protestado/protestó delante del/ante el Parlamento sueco [1] exigiendo a los políticos (que tomaran) medidas eficaces/contundentes para combatir el cambio climático/para defender el planeta. [1] [3]
- (f) Se siente enfadada [1] y triste/muy emocional. [1] [2]
- (g) Any **two** of the following:
Se basa en la falta de acción conjunta/coordinada [1] no hacer caso a frente a las advertencias medioambientales de los científicos [1] en las promesas vacías para solucionar los problemas que afronta el mundo/la tierra [1]. [2]

15

Total marks for AO2 [15]

3 Summary

Candidates should mention the following key points:

- The aspect or element of the drug trade that is being described and how it is characterised
- The main factor which has caused the drug traffickers to alter their methods of smuggling drugs
- The example of international cooperation in the fight against the drug traffickers mentioned
- The outcome and consequences of the specific police operation mentioned in the article

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	My name is Fátima. Although I was born in Africa and my surname is not very common, I feel 100% Spanish.	Me llamo Fátima. Aunque nací en África y mi apellido no es muy común, me siento española cien por cien/de pura cepa/hasta la médula.		
2	My father was in danger and had to leave everything in Morocco and come to Spain in search of a better life.	Mi padre estaba en peligro y tuvo que dejar todo en Marruecos y venir a España en busca de una vida mejor.		
3	As he did not speak Spanish he had to accept any job that he could find.	Como no hablaba español, tuvo que aceptar cualquier trabajo que pudiera encontrar.		
4	Consequently, he had no alternative but to work in intensive agriculture. That is where he met my mother, another African.	Por lo tanto/por consiguiente, no le quedó más remedio que trabajar en la agricultura intensiva. Es allí donde conoció a mi madre, otra africana.		
5	I admire my parents as I know how much they suffered in coming here.	Admiro a mis padres porque sé lo mucho que sufrieron al venir aquí.		
6	They fear I will lose interest in their country's customs but they should not worry.	Temen/tienen miedo de que yo pierda interés en/por las costumbres de su país, pero no deberían preocuparse.		
7	I see myself as the bridge between two cultures, the African and the Spanish.	Me veo como el puente entre dos culturas, la africana y la española.		
Suitable alternative responses will be credited.				

Band	AO3 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]

Marks for AO3 [35]

Total marks [75]