



ADVANCED
General Certificate of Education
2023

Spanish

Assessment Unit A2 2
(Section B)

assessing

Reading

[AEP22]

FRIDAY 2 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.

1 El camino más especial en la vida de Pedro

La historia de Pedro Vázquez, un joven coruñés de diecisiete años, es una de esas que te dejan sin **(a) palabras**; una historia inspiradora de fuerza y superación en la que las ganas han podido con todo.

Nació con parálisis cerebral y la silla de ruedas se **(b) convirtió** en su inseparable compañera hasta los cinco años. Su vida cambió radicalmente cuando descubrió el deporte. Creía que deberían poder participar todos los jóvenes sin distinciones fuera cual **(c) fuera** su condición.

Al principio, se topó con el temor de sus padres pero poco a poco les demostró que lo **(d) único** que quería era simplemente ser un niño **(e) cualquiera**, sin sobreprotección. Pedro encontró en el ciclismo mucho más que un deporte. Le permitía formar parte de un grupo y suponía una forma de inclusión social.

(f) Realizar el Camino de Santiago siempre había sido su sueño, algo que, a vistas de los demás, parecía imposible. Sin embargo, su sueño se hizo realidad **(g) gracias** a las Becas Vamos de la compañía de ColaCao, que donó todo el equipamiento y material necesario.

En seis días Pedro, en su bicicleta adaptada y rodeado de su familia y su club, completó las siete etapas desde León hasta Santiago de Compostela, así **(h) culminando** con éxito el camino más especial de su vida.

Su madre afirma con orgullo que este reto tiene un valor añadido que es darle visibilidad a la discapacidad y la lucha **(i) por** la igualdad.

Pedro Vázquez ha demostrado que no hay limitaciones, ni nada imposible y que si uno se lo propone, todo **(j) se** puede conseguir.

*Source: Adapted from "El camino más especial en la vida de Pedro" by V.E.,
15 July 2020 Published on El País*

Total marks for AO2 [10]

10

AVAILABLE
MARKS

2 Los jóvenes españoles ante el proyecto europeo

- | | | |
|-----|--|-----|
| (a) | Hay cada vez más críticas/hostilidad hacia Europa [1]
Se cree que hay más inconvenientes que ventajas [1] | [2] |
| (b) | No, no está basada en información fiable/verdadera [1]
Minusvalora/subestima/infravalora [1]
los beneficios y las oportunidades [1] | [3] |
| (c) | Ellos no saben la importancia histórica [1]
de la unión pacífica de Europa desde los años 50 [1] | [2] |
| (d) | Que se conozca/sepa más sobre/concienciar a la gente [1]
los valores verdaderos europeos [1]
los efectos positivos de la colaboración/cooperación/buenas relaciones entre
sus países/la unión de los países [1] | [3] |
| (e) | Pensar que la influencia de España en la UE no va a crecer | [1] |
| (f) | Que tengan una vida peor que la de sus padres [1]
a causa de la crisis económica [1] | [2] |
| (g) | Tiene que ayudar a todos [1]
y asegurar que cada generación progrese más que la anterior [1] | [2] |

Total marks for AO2 [15]

**AVAILABLE
MARKS**

15

3 Summary in English

Candidates should mention the following key points:

1. Achievements so far in women's rights
2. Instances still of inequality and discrimination
3. Difficulties for women in workplace
4. Problems due to education and having children
5. The current state of progress in Spain

Examiners should allocate an overall mark for AO2 based on the performance descriptors in 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	You cannot imagine how much my life has changed! A year ago I had to get up at 6 am.	¡No puedes imaginar cuánto me ha cambiado la vida! Hace un año tenía que levantarme a las seis de la mañana.		
2	as it took me an hour to travel to my job in the city and I always arrived totally stressed.	porque tardaba una hora en viajar al trabajo en la ciudad y siempre llegaba totalmente estresado.		
3	Now, thanks to working from home, I have time to go for a walk with the dog before turning on my laptop.	Ahora, gracias al teletrabajo, tengo tiempo para ir de paseo con el perro antes de encender el ordenador portátil.		
4	to work in my living room. I feel completely relaxed and I definitely don't miss the endless traffic jams.	para trabajar en el salón. Me siento completamente relajado/tranquilo y definitivamente no echo de menos los atascos interminables.		
5	I'm not only saving time but also money by not buying as much petrol and besides, I'm doing what I can for the environment.	No solo estoy ahorrando tiempo sino también dinero por no comprar tanta gasolina y además, estoy haciendo lo que puedo para el medio ambiente.		
6	What I really love is that I can make a cup of coffee whenever I feel like it.	Lo que más me gusta es poder hacer una taza de café cuando me da la gana.	prepararme un café	
7	It's not surprising that more and more companies are allowing their employees to work from home.	No es de sorprender que cada vez más compañías estén permitiendo a sus empleados que trabajen en casa.		
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]