



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2024**

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**Spanish**

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

*assessing*

Reading

**[AEP22]**

**FRIDAY 7 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 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 Lee el texto siguiente y rellena los espacios con una palabra adecuada de la lista que aparece a continuación.

AVAILABLE  
MARKS

**Universitarios que no trabajan en lo que han estudiado**

España es uno de los países europeos donde menos personas terminan **trabajando** de lo que han estudiado. Es una lástima que muchos españoles no desempeñen un empleo **relacionado** con el contenido de sus estudios. España suele **estar** detrás de otros países europeos y el mejor ejemplo es la **tasa** de paro juvenil, que es la más elevada de la Unión Europea.

La razón principal para estudiar en la universidad no es salir de fiesta ni pasarlo bien. Es encontrar un empleo que les llene y les **permita** ganar dinero. Sin embargo, no todo el mundo lo consigue. Cuatro de cada diez de los graduados en Artes y Humanidades trabajan en empleos que no tienen **nada** que ver con sus años de facultad.

Esta situación tiene consecuencias negativas para trabajadores y compañías. Los trabajadores son los que más lo sufren, especialmente por la frustración que supone. Se sienten frustrados porque su **título** no les ha servido para conseguir un trabajo. La mayoría de **ellos** han realizado un enorme esfuerzo, tanto en tiempo como en dinero, sacrificando años de juventud que nunca volverán. Si pudieran **regresar** al pasado, realizarían una carrera distinta a la que han escogido.

El mundo se transforma a paso de gigante. El trabajo del futuro se abre a velocidad de vértigo. Parece que cada vez será más difícil que los jóvenes encuentren un trabajo una carrera **satisfactoria**.

**Total marks for AO2 [10]**

10

Sources: "Adapted from 'Tres de cada 10 universitarios no ven útil su título para encontrar trabajo'  
by Olga R. Sanmartín, 22 July 2016 © El Mundo  
And  
'Cuatro de cada diez jóvenes españoles no trabajan de lo que estudiaron' by Javier Esteban, 21 July 2022  
© El Economista  
"

## 2 Las “colas del hambre” en España

- |   |     |
|---|-----|
| (a) La crisis financiera (mundial) de 2008  | [1] |
| (b) (Creó) un programa de asistencia social [1] para ayudar a las familias económicamente por la pérdida de ingresos [1]                        | [2] |
| (c) Podían acceder a cantidades de entre 491 y 1081 euros al mes [1], y dependía del número de personas en la familia [1]                       | [2] |
| (d) Por la lentitud del proceso [1], los estrictos requisitos (para acceder a las ayudas) [1] y por el gran número de solicitudes denegadas [1] | [3] |
| (e) Las familias numerosas [1], los ancianos que dependían de una pensión del Estado [1] y los inmigrantes [1]                                  | [3] |
| (f) Any two for [1]<br>(Las industrias de) la hostelería, la limpieza, los cuidados y la construcción   | [2] |
| (g) El Gobierno español no protegió los derechos de las personas a la alimentación [1]<br>y a tener un nivel de vida adecuado [1]               | [2] |

**Total marks for AO2 [15]**

**AVAILABLE  
MARKS**

15

### 3 Summary

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

- Nature of heatwaves in Spain and reasons
- Deaths in Spain and vulnerable groups
- Impact of forest fires
- The regions' attempts to combat effects of heatwaves
- Future for Spain if measures not taken

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

**QWC is assessed in this question.**

<b>Band</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
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	In Spain there is a tradition of taking chairs outside in the evening in order to be with neighbours.	En España hay una tradición de sacar las sillas fuera por la tarde para estar con vecinos.		
2	In Algar, a small town near Cádiz, 81-year-old José can remember his street full of families chatting and playing cards until midnight.	En Algar, un pueblo pequeño cerca de Cádiz, José, de 81 años, puede recordar su calle llena de familias que charlaban y jugaban a las cartas hasta medianoche.		
3	However, this unique tradition could disappear as the younger generations are increasingly glued to their mobile phones and tablets.	Sin embargo, esta tradición única podría desaparecer porque las generaciones más jóvenes están cada vez más pegadas a sus teléfonos móviles y tabletas.		
4	These outdoor chats are essential for community spirit and well-being as well as combatting loneliness.	Estas charlas al fresco/al aire libre son imprescindibles tanto para el espíritu y el bienestar de la comunidad como para combatir la soledad.		
5	And because Algar has attracted lots of media attention, the neighbours now have plenty to talk about.	Y puesto que Algar ha atraído mucha atención de los medios (de comunicación), ahora los vecinos tienen mucho de qué hablar.		
6	It is possible that UNESCO may recognise this custom as an important part of Spanish culture.	Es posible que UNESCO reconozca esta costumbre como una parte importante de la cultura española.		
7	We do not know how this will end but this issue has certainly brought fame to this lovely little village.	No sabemos cómo terminará esto pero este asunto sin duda ha traído fama a esta pequeña aldea preciosa.		
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]**