



Rewarding Learning

**ADVANCED
General Certificate of Education
2025**

Spanish

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

assessing

Reading

[AEP22]

TUESDAY 3 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 Lee el texto siguiente y rellena los espacios con una palabra adecuada de la lista que aparece a continuación.

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El Programa Erasmus

El programa Erasmus es una historia de **(a) éxito** que ofrece a estudiantes universitarios la posibilidad de trabajar y formarse en el extranjero. Nació en 1987 y fue el español, Manuel Marín, comisario europeo, el **(b) primero** en dar impulso al programa.

Desde entonces ha apoyado a más **(c) de** trece millones de europeos que han **(d) crecido** conociendo el verdadero significado de la identidad europea, gracias al programa.

Muchos consideran esta iniciativa la herramienta más exitosa que la Unión Europea ha puesto en **(e) marcha** para generar sentimientos de pertenencia y para fortalecer la identidad y la ciudadanía europeas.

Se trata de un aprendizaje enriquecedor que fortalece el crecimiento tanto profesional **(f) como** personal y a la vez permite conocer una cultura diferente.

Cualquier persona, ya sea estudiante o que **(g) esté** en prácticas, puede participar. Los interesados solicitan becas de casi quinientos euros al mes. Este dinero no da para mucho, pero los estudiantes aprovechan al máximo los descuentos existentes, presentando la Tarjeta Europea de Estudiante.

Para Hans, un estudiante alemán que se fue de Erasmus a Italia, la experiencia fue única e inolvidable. "Volví a casa con una mochila cargada de experiencias. **(h) Tuve** que salir de mi zona de confort, valerme por mí mismo y sumergirme de lleno en una cultura distinta, así como hablar otro idioma con **(i) soltura**.

Hice una red de amigos no solo de ahí sino de otras partes del mundo con los que aún mantengo contacto. A muchos de mis colegas les cambió la vida y yo no fui ninguna excepción. Fue la primera vez que me **(j) sentí** ciudadano de Europa."

Total marks for AO2 [10]

10

2 El éxito de la energía verde en España

- (a) Un tercio [1]
- (b) La energía generada por el sol, el viento y el agua [1] fue suficiente para abastecer el 100% de la necesidad energética de todo el país [1] durante nueve horas seguidas [1]. [3]
- (c) A su situación geográfica [1] y a la riqueza natural del país. [1] [2]
- (d) España posee más horas de sol que ningún otro país de la UE [1], tiene uno de los depósitos de litio más grandes del continente [1] y posee unas condiciones ideales para la explotación del aire y de la fuerza del agua. [1] [3]
- (e) España quiere reducir en un 90% los gases de efecto invernadero emitidos a la atmósfera [1] y que toda su energía eléctrica proceda de fuentes renovables [1] [2]
- (f) Any **two** of the following: Están instalando más paneles solares/turbinas eólicas/y centrales hidroeléctricas [2]
- (g) España podrá ahorrar alrededor de €340 000 millones en las próximas tres décadas [1], y se producirá un incremento de más de 250 000 puestos de trabajo al año. [1] [2]

Total marks for AO2 [15]

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15

3 Summary

Candidates should mention the following key points:

- Definition of *top manta*.
- The racist image that some people have towards the *manteros*.
- Why the *manteros* became a cause of protest by the locals.
- Problems of payment of taxes.
- Who the *manteros* are and why they do what they do.

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	More and more Spanish children are growing up without siblings, which contrasts with the sixties when it was customary for couples to have up to ten children.	Cada vez más niños españoles están creciendo sin hermanos, lo que contrasta con los años sesenta cuando lo habitual era que las parejas tuvieran hasta diez hijos.		
2	In that era, prizes and certificates were awarded to couples with more than seven children.	En aquella época, se entregaban premios y certificados a las parejas con más de siete hijos.		
3	However, nowadays the birth rate has dropped dramatically due to the increase in the cost of living.	Sin embargo, actualmente la tasa de natalidad ha bajado dramáticamente debido al aumento en el coste de vida.		
4	In addition, today, more women are choosing to have a career instead of staying at home to have a family.	Además, hoy, más mujeres eligen tener una carrera en vez de quedarse en casa para tener una familia.		
5	Last year was the year in which the fewest babies were born in Spain since birth registers began.	El año pasado fue el año en el que nacieron menos bebés en España desde que empezaron los registros de nacimientos.		
6	For both financial and personal reasons, couples are deciding to delay having children until much later in life.	Por razones tanto económicas como personales, las parejas deciden aplazar tener hijos hasta mucho más tarde en la vida.		
7	According to some experts, in Spain the situation is so serious that it is necessary that the government take measures to remedy the problem.	Según algunos expertos, en España la situación es tan seria que es necesario que el gobierno tome medidas para solucionar el problema.		
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]