



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2011**

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**Spanish**

**Assessment Unit A2 2**

**Sections B and C**

*assessing*

**Reading and Extended Writing**

**[AK222]**

**MONDAY 16 MAY, MORNING**

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**MARK  
SCHEME**

**Section B: Reading**AVAILABLE  
MARKS**1 La pobreza en España**

España es la octava potencia económica mundial pero el 20% de la población vive por **debajo** del umbral de la pobreza. ¿Cómo es posible que España sea el tercer país de la Unión Europea con mayor índice de pobreza? ¿Por qué la sociedad **da** la espalda a este problema?

Existen tres tipos de familias en donde el riesgo de pobreza es mayor: en primer lugar los hogares donde vive una persona mayor de sesenta y cinco años; en segundo lugar, los hogares monoparentales y por último las familias **numerosas**.

Es preocupante que el 24% de los niños en España **sea** pobre. Aunque la **media** europea es alta (19%), la de España la **supera** considerablemente. Los principales motivos que explican estas cifras tan altas son, entre otros, la falta de trabajo de los padres, los bajos salarios y la falta de **ayuda** para combatir la pobreza.

En cuanto a los jóvenes, el 55.2% entre dieciocho y treinta y cuatro años sigue **viviendo** en el **hogar** familiar. La desproporción entre el salario medio de este **sector** es evidente: la hipoteca media representa entre el 65% y el 72% del sueldo.

**Total marks for AO2: [10]**

10

(a)	(i)	La reciente decisión de los suizos	C
	(ii)	En varias ciudades europeas	G
	(iii)	Muchos europeos no pueden aceptar	I
	(iv)	A mucha gente le preocupa que	F
	(v)	Los que se oponen al uso del velo islámico afirman que	A
	(vi)	La arquitectura de muchas zonas urbanas en Europa	H
	(vii)	La creciente inmigración en los últimos años ha hecho que	K
	(viii)	La falta de integración de comunidades musulmanas	E
	(ix)	En los Estados Unidos	D
	(x)	El auge del islam en países europeos contrasta con	B

**Marks for AO2: [10]**

- (b) (i) Han votado en contra de la construcción de minaretes o torres en las mezquitas en Suiza [1]. En otros países ha habido protestas contra su construcción [1] [2]
- (ii) A muchos ciudadanos europeos les cuesta aceptar la nueva identidad multicultural/la multiculturalidad de Europa [1] y se preocupan porque los musulmanes no se adaptan a sus valores democráticos/no están muy integrados en las sociedades europeas [1] [2]
- (iii) Representa/simboliza la fuerza/el vigor de la religión/cultura islámica/musulmana [1] [1]
- (iv) Han llegado muchos inmigrantes [1] y ha cambiado la arquitectura [1]. Esto ha creado/fomentado conflicto/tensión [1] [3]
- (v) Desconfían del islam/tienen miedo del islam [1] porque temen que discrimine a la mujer/piensan que discrimina a la mujer [1] [2]

**Marks for AO2: [10]**

**Total marks for (a) and (b): [20]**

20

### 3 Translation

#### Notes to Examiners

1. This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
2. To facilitate marking, the text can be divided into **six** sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question **[20]** has been tripled to a working total of **[60]**. The translation should be assessed by applying the description of performance grid, set out on the page following the translation, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with the section slash. Insert the total at the end of the translation. Divide by three to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script.  $\frac{1}{3}$  should be rounded down and  $\frac{2}{3}$  should be rounded up.
3. (While the suggested narrative tense is the Past Historic, the Perfect Tense is equally acceptable, if used consistently.) Repeated or consequential errors should be ringed.
4. Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded. If alternatives are offered, only the first should be credited.
5. Credit should be given for other valid responses not set out in Suggested Translation.

## Suggested Translation

Según algunos estudios realizados en España, cada persona utiliza una media de doscientas treinta y ocho bolsas de plástico al año, lo que supone casi cien mil toneladas de basura muy tóxica, no biodegradable, que tarda de cuatrocientos a mil años en descomponerse.

Las bolsas de plástico plantean una amenaza muy seria para el medio ambiente. En muchos casos acaban en el mar o atrapadas en los árboles y los campos, provocando la muerte de animales tanto salvajes como domésticos.

Si cada persona se negara a aceptar las bolsas de plástico podríamos ahorrar tanta energía como sería necesaria para dar veintidós vueltas a la tierra en coche.

Los ecologistas esperan que estas bolsas pronto desaparezcan por completo.

<b>Band</b>	<b>AO3 Description of Performance</b>	<b>Marks</b>
<b>5</b>	The presentation of original information in the target language is very good. Grammar, structures and accuracy are of a very high order.	<b>9–10</b>
<b>4</b>	Faithful rendering, evidence of some minor errors. Lexis and structures used confidently.	<b>7–8</b>
<b>3</b>	Satisfactory attempt overall and more than half of the information has been accurately conveyed.	<b>5–6</b>
<b>2</b>	Limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed. Some use of English evident.	<b>3–4</b>
<b>1</b>	Little or no attempt to comply with the demands of the task. Gaps are evident with over-dependence on use of English.	<b>0–2</b>

**Total marks for AO3: [20]**

**Section B**

AVAILABLE  
MARKS

20

50

## Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>Marks AO2</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks AO3</b>
<b>5</b>	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the text. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. It is supported by pertinent references. Good degree of personal engagement and analysis.	<b>33–40</b>	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	<b>9–10</b>
<b>4</b>	Candidate shows a good understanding of the requirements of the question and good knowledge of the text. The question is addressed appropriately and coherently and is supported by appropriate reference. Evidence of personal engagement and analysis.	<b>25–32</b>	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	<b>7–8</b>
<b>3</b>	Candidate shows some understanding of the requirements of the question and some knowledge of the text. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	<b>17–24</b>	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	<b>5–6</b>
<b>2</b>	Candidate shows limited understanding of the requirements of the question and limited knowledge of the text. The response is unstructured and inconsistent. Information given is generally vague.	<b>9–16</b>	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the literary text. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	<b>3–4</b>
<b>1</b>	Candidate shows little or no understanding of the requirements of the questions and little or no knowledge of the text. Little or no relevant information given.	<b>0–8</b>	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	<b>0–2</b>

**Marks for AO2: [40]****Marks for AO3: [10]****Total marks for Extended Writing: [50]**