



**ADVANCED**  
**General Certificate of Education**  
**2013**

---

**Spanish**  
Assessment Unit A2 2  
(Sections B and C)  
*assessing*  
Reading and Extended Writing  
**[AK222]**  
**THURSDAY 23 MAY, MORNING**

---

**MARK**  
**SCHEME**

## General Marking Instructions

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

## Section B: Reading

AVAILABLE  
MARKS

## 1 La mujer gitana tiene un sueño

Gitanas de diversos países europeos se reunieron recientemente en el primer Congreso Internacional de Mujeres Gitanas para debatir sobre la educación, el trabajo y el feminismo **(a) ante** sus dificultades sociales.

Las mujeres gitanas no han avanzado en libertades y derechos del mismo **(b) modo** que aquéllas que no lo son. Muchas viven ancladas a la familia y a una tradición mal entendida en la que estudiar o **(c) acceder** al mundo laboral es aún un reto.

El congreso, que se centró en la lucha por la igualdad y la búsqueda de la libertad de este colectivo, dio voz a más de trescientas gitanas. Por primera vez la gitana de la calle, a la que nunca se le pregunta **(d) qué** opina, acudió sola, sin marido y sin hijos, a **(e) hablar** sobre su situación y sus experiencias.

El congreso consideró importante que las jóvenes gitanas **(f) continuaran** estudiando en la educación postobligatoria y en este sentido **(g) pidió** que las administraciones reservaran plazas para gitanas en las universidades.

“Llegar a la universidad es para una niña gitana como escalar el Everest,” comenta Ana Contreras, presidenta de la Asociación Gitana de Dones. Como todas las mujeres gitanas, está harta de estereotipos y prejuicios. Siente como si se le diera una **(h) patada** cuando alguien, tras hablar con ella un rato y tras saber que es gitana, le dice “¡ah, pues no lo pareces!” “Es imprescindible que nuestras hijas **(i) vean** que si estudian no dejarán de ser gitanas y podrán defender mejor nuestra cultura. Yo sueño para que mi hijita **(j) pueda** ser la Obama española”.

Marks for AO2 [10]

10

2

(i)	Los indignados reclamaban una nueva sociedad más justa	e
(ii)	Internet permitió que los organizadores	h
(iii)	Hubo más concentraciones de personas	a
(iv)	El movimiento ha evolucionado como consecuencia del	k
(v)	Los manifestantes tardaron poco tiempo	i
(vi)	En Madrid las protestas no han gustado demasiado a los propietarios	b
(vii)	Aunque, en general, las protestas han sido pacíficas	d
(viii)	Los participantes en las protestas del 15-M	j
(ix)	Este nuevo movimiento social y sus protestas	f/c
(x)	Las protestas de los indignados en España	c/f

Marks for AO2: [10]

10

- 3 (a) Estaban indignados como consecuencia de la situación económica de España/las reformas antisociales/los recortes/la corrupción política [1] y dirigieron su indignación contra el gobierno/los que tienen el poder/los banqueros. [1] [2]
- (b) El movimiento/la plataforma/la organización llamada Democracia Real Ya! [1] y se organizaron tan rápidamente debido a Internet/las redes sociales. [1] [2]
- (c) Los manifestantes han montado un campamento [1] y otras muchas personas se han juntado allí para protestar y ocupar la plaza. [1] [2]
- (d) La acción policial fue provocada por algunos manifestantes que tiraron contenedores de basura [1], y causaron daños al mobiliario urbano/y provocaron disturbios/protestas violentas/fue provocada por el vandalismo. [1]  
(Any one) [2]
- (e) En España protestaron/protestan contra las medidas (injustas) tomadas por un gobierno democrático para afrontar la crisis económica/protestan contra la dictadura de los mercados/la dictadura capitalista/económica [1], mientras que en algunos países árabes los manifestantes piden la democracia/protestan contra una dictadura política. [1] [2]

Marks for AO2: [10]  
Total marks [20]

20

## 4 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".

Section		Suggested translation	Credit	Do Not Credit
1	Although the Spanish siesta has a long tradition of more than one hundred years, it is now in danger of disappearing.	Aunque la siesta española tiene una larga tradición de más de cien años, ahora está en peligro de desaparecer.		
2	It is no longer a part of modern Spanish lifestyle. In order to defend and promote this healthy custom,	Ya no es parte del estilo de vida moderno español. Para defender y promover esta costumbre saludable,		
3	the National Association of Friends of the Siesta recently organised the first National Siesta competition.	la Asociación Nacional de los Amigos de la Siesta organizó recientemente el primer Campeonato Nacional de Siesta.		
4	Three hundred and sixty people took part sleeping on comfortable, blue sofas. The first prize of one thousand euros was given to Pedro Soria López	Participaron trescientas sesenta personas durmiendo en sofás cómodos y azules. El primer premio de mil euros se le dio a Pedro Soria López		
5	who slept eighteen of the possible 20 minutes. Others won prizes for the most original position and the most unusual pyjamas.	que durmió dieciocho de los veinte minutos posibles. Otros ganaron premios por la posición más original y el pijama más insólito/interesante.	... durmió durante dieciocho de los veinte minutos ... más raro.	
6	David Blanco, the president of the Association, was surprised it was such a success.	David Blanco, presidente de la Asociación, se sorprendió de que tuviera tanto éxito.		

<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

Bands	AO2 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	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.	33–40	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.	9–10
4	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.	25–32	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.	7–8
3	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.	17–24	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.	5–6
2	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.	9–16	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.	3–4
1	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.	0–8	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.	0–2

Marks for AO2: [40]

Marks for AO3: [10]

Total marks for Extended Writing: [50]