**Rewarding Learning**

**ADVANCED**
**General Certificate of Education**
**2014**

# Spanish

## Assessment Unit A2 2
## (Sections B and C)

*assessing*

## Reading and Extended Writing

### [AK222]

**TUESDAY 3 JUNE, MORNING**

# MARK
# SCHEME

8665.01**F**

# 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**

**1  Cuando la basura se convierte en recurso**

Cada día vemos cómo acaban en el cubo de la basura muchos productos que podrían seguir **cumpliendo** su función con un pequeño lavado de cara. Esta realidad es la que quiere cambiar Koopera Reusing Center, la primera planta automatizada de España **dedicada** a la gestión, reutilización y reciclaje de todo tipo de objetos (ropa, zapatos, libros, juguetes, aparatos electrónicos etc.) desechados por los ciudadanos.

La planta cuenta **con** una superficie total de cuatro mil quinientos metros cuadrados dedicados a prolongar la vida **útil** de estos productos. El primer **paso** en este proceso de reutilización lo dan los propios ciudadanos cuando depositan sus objetos usados en los contenedores blancos. Lo bueno es que hay un único contenedor para los distintos tipos de artículos, lo que facilita el trabajo, al no **ser** necesaria la separación de residuos.

Después los productos son **recogidos** por camiones que los llevan a la planta. Allí la innovadora tecnología de reconocimiento de voz permite clasificarlos sesenta veces más rápido y al mismo tiempo **generar** empleo. Basta con que el operario, al coger un producto, diga lo que es, para que este sistema **sepa** por qué cinta lo tiene que enviar hacia la fase de tratamiento.

En el futuro se estima que este innovador sistema **aumentará** en un noventa por ciento la cantidad de objetos reutilizados en Euskadi y romperá 'la filosofía de usar y tirar'.

**Marks for AO2 [10]**          10

**2**

| (i) | En toda la década anterior a 2012 | c |
|---|---|---|
| (ii) | Los incendios en la Isla de La Gomera provocaron | e |
| (iii) | Algunas personas murieron | h |
| (iv) | En Girona parece que el fuego fue causado por | j |
| (v) | En algunas zonas boscosas el daño medioambiental es tan grave | k |
| (vi) | Para la gente más afectada la experiencia de un incendio | g |
| (vii) | Lo más deprimente del panorama de los incendios forestales es | b |
| (viii) | Existe la sospecha de que muchos incendios | a |
| (ix) | Parece que en España se invierte menos dinero | d |
| (x) | La ley debería ser más severa | f |

**Marks for AO2 [10]**          10

| | | | AVAILABLE MARKS |
|---|---|---|---|
| **3** | **(a)** | Una cuarta parte de la población [1]<br>tuvo que ser evacuada/desalojada (de sus casas)/tuvo que abandonar sus casas [1];<br>y los incendios quemaron las casas de muchos residentes/muchos residentes perdieron sus casas. [1]. [3] | |
| | **(b)** | Empezó cuando alguien tiró colillas al suelo reseco/a la vegetación reseca. [1]<br>Como consecuencia del incendio murieron cuatro personas. [1] [2] | |
| | **(c)** | Estaban luchando contra los fuegos/intentaban apagar/extinguir los fuegos/las llamas. [1]. [1] | |
| | **(d)** | Porque los incendios son un medio por el cual mucha gente puede enriquecerse/hacerse rica/ganar (mucho) dinero/porque hay por medio intereses económicos/porque se mueven intereses económicos detrás de los incendios. [1] [1] | |
| | **(e)** | Hay que gestionar mejor los bosques [1],<br>invertir más dinero en el mantenimiento (de bosques) [1],<br>y aumentar el trabajo de prevención de incendios [1]. [3] | |
| | | **Marks for AO2 [10]** | 10 |

**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.

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## Section B (Question 4) Prose translation

| Sense group | Original text | Suggested translation |
|---|---|---|
| 1 | Sonsoles and I had become friends online.Today we were about to meet face to face. | Sonsoles y yo nos habíamos hecho amigas en línea. Hoy estábamos a punto de conocernos cara a cara. |
| 2 | I was excited and nervous as it was my first time in Spain. | Estaba emocionada/ilusionada y nerviosa ya que era mi primera vez en España. |
| 3 | 'Welcome to Seville, Catherine!' shouted Sonsoles. She ran up, hugged and kissed me on both cheeks. | 'Bienvenida a Sevilla, Catherine', gritó Sonsoles. Vino corriendo hacia mí/Se me acercó corriendo, me abrazó y me dio dos besos en las mejillas. |
| 4 | 'I am delighted that you are finally here', she exclaimed. 'You are taller than I imagined. Give me your suitcase. You must be very tired. | 'Me alegro mucho/Estoy muy contenta de que por fin estés aquí', exclamó. Eres más alta de lo que (me) había imaginado. Dame la maleta. Debes de estar muy cansada. |
| 5 | When you've rested a while, we'll go out for *tapas* before having dinner in the old quarter of the city. | Cuando hayas descansado un rato, saldremos a tomar tapas antes de cenar en el casco antiguo/barrio viejo/la parte vieja de la ciudad. |
| 6 | It'll be good for you to experience a different culture'. | Te vendrá bien tener experiencia de/experimentar una cultura diferente'. |

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

Each of the six sections of the translation is marked out of 10 according to the above table which gives a total mark out of 60. This total mark is then divided by 3 to give a final mark out of 20 which is the total number of marks available for AO3 of this question.

**Total marks for AO3 [20]**

**Total marks for Section B: Reading**

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 question 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 Section C: Extended Writing [50]**