



Rewarding Learning

ADVANCED
General Certificate of Education
2016

Spanish

Assessment Unit A2 2
(Section A)

assessing

Listening

[AK221]

TUESDAY 24 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.

- 1 (a) El 36% de los españoles/16.8 millones de españoles [1]
respira(n) aire contaminado [1] [2]
- (b) La combustión de carburantes fósiles en los coches [1] y porque aumenta los casos de cáncer de pulmón/conduce a las mismas enfermedades que el fumar [1] [2]
- (c) Las muertes resultantes de la contaminación multiplican por doce las que resultan de accidentes de tráfico/muchas más personas mueren como resultado de la contaminación que en accidentes de tráfico/hay doce veces más muertes con la contaminación atmosférica [1] [1]
- (d) El Tribunal ha declarado/dicho que España no ha cumplido con las reglas/normas/El Tribunal inició un procedimiento contra España por no cumplir las normas [1] con respecto a la calidad del aire [1] [2]
- (e) Se han reciclado 371.000 toneladas [1]
España queda segundo en la tabla de países que más reciclan (este material)/España es el segundo país (en la Unión Europea) que más recicla (este material) [1] [2]
- (f) Este volumen de plásticos llenaría veintiocho/28 estadios de fútbol [1] [1]

Marks for AO1 [10]

10

AVAILABLE
MARKS

- 2 (a) The inferior/lower level of funding/financing of female teams [1]
and the less lucrative/valuable prizes on offer [1] [2]
- (b) He (Toni Nadal) questioned the choice/selection of a woman [1]
to captain/manage Spain's men's tennis team [1] [2]
- (c) He cites the use of ball-girls [1]
and female cheerleaders [1] [2]
- (d) He cites the F1 hostesses as walking adverts [1]
in tight dresses/showing off their bodies [1] [2]
- (e) The traditional barrier in the world of work [1]
has become an insurmountable one (barrier) in the sporting world [1] [2]
- (f) Spanish female teams have won gold at World and/or European level in
waterpolo [1]
silver in basketball/bronze in (team) handball [1]
(any two from the three triumphs) [2]
- (g) They give female sports a higher profile/they demonstrate equality/they
promote positive role models/they encourage sport/they generate funds [2]
(any two of these) [2]
- (h) Male (chauvinistic) prejudices [1] and
the lack of proper structures [1] [2]
- (i) It was (perhaps) a good training for them [1] and
led them on to the highest positions/podiums in sport [1] [2]
- (j) They won 65% of all Spanish medals [1]
Their greatest triumph has been achieving freedom/becoming liberated [1] [2]

Marks for AO1 [20]

Total marks for AO1 [30]

**AVAILABLE
MARKS**

20

30