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Rewarding Learning

ADVANCED
General Certificate of Education
2017

Spanish

Assessment Unit A2 2
(Sections B and C)

assessing

Reading and Extended Writing

[AK222]

THURSDAY 22 JUNE, 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

1   **Ropa usada ya está de moda**

Comprar ropa usada en el Camden Market londinense ha sido uno de los pasatiempos favoritos de muchos turistas españoles desde los años ochenta. Sin embargo, hacerlo en España era visto como un signo de pobreza.

Esta percepción ha ido **(a)** <u>cambiando</u> recientemente por causa de la crisis y de una **(b)** <u>creciente</u> concienciación de los ciudadanos que cada vez más compran ropa de segunda **(c)** <u>mano</u> como opción de consumo más responsable.

La ropa reciclada empieza a convertirse en una alternativa más de consumo hoy en día sin **(d)** <u>ningún</u> estigma y en un exitoso negocio para algunos emprendedores.La situación económica ha hecho que personas de toda condición social **(e)** <u>recurran</u> a tiendas como Percentil.com para proveerse de ropa a precios sumamente bajos.

Cuando Daniel Bezares fue padre de dos gemelas se dio cuenta de que la ropa de bebé era excesivamente cara para el poco tiempo que se iba a usar y acabó **(f)** <u>montando</u> la empresa Percentil de compra y venta de ropa de bebé usada. Ahora vende 1.500 prendas cada día, aplicando un 85% de descuento de su precio original. Bromea diciendo que se ha convertido en un Mark Zuckerberg a la **(g)** <u>española</u> gracias a la crisis.

Cada prenda tiene impacto ambiental y social que afecta **(h)** <u>nuestro</u> planeta. Cada ciudadano consume unos 9 kilos de ropa al año, lo que genera 376.000 toneladas de restos textiles en España. Reciclar 100 toneladas de ropa supone **(i)** <u>ahorrar</u> el dinero que gastan en energía al año ochenta familias.

Por eso, cada persona debería **(j)** <u>aportar</u> su granito de arena al cuidado del medio ambiente y estrenar ropa usada.

Marks for AO2 [10]   10

2

(i)	La larga guerra en Colombia empezó cuando	**c**	**AVAILABLE MARKS**
(ii)	Una lucha que empezó con nobles intenciones	**a**	
(iii)	Las FARC recurría a la violencia extrema	**i**	
(iv)	El gobierno colombiano acaba de	**j**	
(v)	Todo parece indicar que se está acabando	**g**	
(vi)	Tres representantes del conflicto han recorrido la Ruta Jacobea	**e**	
(vii)	En cierto sentido, los tres participantes en este viaje	**k**	
(viii)	Borda y Ramos son dos excombatientes reclutados	**b**	
(ix)	Su viaje por el Camino de Santiago les ha enseñado a	**f**	
(x)	Todos tienen la esperanza de que su país	**d**	

Marks for AO2 [10]

10

3 **(a)** El movimiento guerrillero asesinó [1], secuestró [1] y extorsionó a muchas personas [1] (para establecer su autoridad). [3]

(b) La idea vino del periódico *'El Tiempo'* [1]
y su objetivo era mostrar a la sociedad de su país que es posible alcanzar la paz/reconciliarse con sus enemigos. [1] [2]

(c) (Porque) el padre de Borda la entregó a las FARC como pago después de un enfrentamiento con la guerrilla [1],
y Ramos fue secuestrado para luchar con los paramilitares. [1] [2]

(d) Han tenido que vivir juntos [1],
se han visto forzados a/han tenido que conquistar su desconfianza el uno del otro [1],
y el viaje por el Camino les ha permitido entenderse al final [1].
/el viaje les ha igualado [1]
Any **3** from 4 [3]

Marks for AO2 [10] 10

4   Translation into Target Language

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. 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.

4. Credit should be given for other valid responses not set out in "Suggested Translation".

5. Repeated or consequential errors should be ringed.

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**

Total Marks for AO3 [20]

Translation Grid for Mark Scheme
The translation is divided into 6 sections. Each section is worth 10 marks. The total is then divided by 3 to give a mark out of 20.

Section	Traduzca al español	Suggested translation	Credit	Do Not Credit
1	I've just opened the letter and found out that, this time, I've finally been accepted for a good job, as an engineer.	Acabo de abrir la carta y me he enterado de que, esta vez, finalmente me han aceptado para un buen trabajo, como ingeniero.		
2	After studying at university for four years, I applied for twenty-five jobs, but without success.	Después de pasar cuatro años estudiando en la universidad, solicité veinticinco puestos de trabajo, pero sin éxito.		
3	My intention, then, was to seek employment abroad but my parents did not want me to go away.	Pensaba entonces buscar empleo en el extranjero pero mis padres no querían que me marchara.		
4	I had been unemployed for more than a year when I got a job serving customers in McDonald's, where I am still working.	Hacía más de un año que yo estaba en paro cuando conseguí un trabajo, sirviendo a los clientes en McDonald's, donde sigo trabajando.		
5	Although I feel fed up and am exhausted at times, I'm never ashamed of working there.	Aunque me siento harto y agotado, a veces, nunca me avergüenza trabajar allí.		
6	However, at last my dream has come true. Next month I will be working as an engineer and will be able to live more independently.	Sin embargo, por fin he realizado mi sueño. El mes que viene estaré trabajando como ingeniero y podré vivir más independientemente.		

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 Extended Writing [50]