



ADVANCED
General Certificate of Education
2018

Spanish

Assessment Unit A2 2
(Sections B and C)

assessing

Reading and Extended Writing

[AK222]

MONDAY 11 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

AVAILABLE
MARKS

1 El coche ecológico, la esperanza de las grandes ciudades españolas.

Los automóviles son la principal causa del deterioro de la calidad del aire que respiramos. Se estima que, en España, **fallecen** cada año, de forma prematura, unas 16.000 personas como consecuencia de la mala calidad del aire.

La gasolina **usada** para el transporte supone aproximadamente **el** 80% de la contaminación urbana total. Solo en España se emiten, durante un año, 50 millones de toneladas de dióxido de carbono, que es el equivalente a 5.000 veces el peso de la Torre Eiffel de París. Este CO₂ no **solo** es perjudicial para el planeta, sino también para la salud general de los habitantes.

Parece que hay cada vez más conductores, **sensibles** a las cuestiones ambientales, dispuestos a contribuir su granito de **arena** porque crece el número de coches eléctricos en España. Durante el primer trimestre del año 2016 se vendió un 175% más de coches eléctricos que en los tres primeros meses del año anterior.

El coche eléctrico deja de ser algo exótico y futurista para convertirse **en** un presente necesario. Es una óptima elección para conducir en la ciudad **debido** a la autonomía de la batería. Es silencioso, el aparcamiento es gratuito y el mantenimiento es más sencillo, ya que no tiene embrague, ni aceite ni filtros.

El desarrollo de este coche está todavía en pañales, pero será una de las claves para que la economía global **pueda** alcanzar el objetivo de reducir a la mitad las emisiones de CO₂ para 2050. No podemos **sino** verlo como un enorme paso adelante.

*Adapted from © El coche ecológico, la esperanza de las grandes ciudades by Milagros Pérez Oliva.
Published by El País, 16 September 2016*

A02

10

2

(i)	Aunque están migrando menos refugiados	d
(ii)	Los pequeños barcos en los que viajan los refugiados hacia Europa	f
(iii)	Los traficantes muestran escasa	b
(iv)	Los migrantes van en busca de	h
(v)	Se ha notado un endurecimiento	k
(vi)	A medida de que ha evolucionado la crisis migratoria las encuestas	i
(vii)	Parece que España ha olvidado	c
(viii)	Hungría ha reforzado	a
(ix)	La solidaridad inicial con los refugiados que llegaron a Europa	e
(x)	A Europa le corresponde buscar	g

[10]

AO2

10

AVAILABLE
MARKS

- 3 (i) Ha habido/llegan menos migrantes [1], pero ha subido el número de muertos. [1] [2]
- (ii) (Porque) los barcos son muy inseguros/precarios [1] y se han ahogado muchos migrantes (en la travesía). [1] [2]
- (iii) Les dieron una buena acogida [1] y les mostraron compasión y/ solidaridad. [1] [2]
- (iv) Los recientes atentados de grupos terroristas islamistas/yihadistas en Europa [1] y los problemas que han tenido los refugiados en integrarse en su nuevo país (han generado cierto rechazo). [1] [2]
- (v) Hay que buscar una solución a nivel internacional [1] y luchar contra los prejuicios que existen/el recelo que existe hacia gente de otra cultura. [1] [2]

AO2

10

AVAILABLE
MARKS

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

AVAILABLE MARKS	
AO3	20
Section B	50

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 dream about going to university when I'm older although I haven't decided which career I would like to follow.	Sueño con ir a la Universidad cuando sea mayor aunque no he decidido qué carrera me gustaría seguir.		
2	My parents would like me to study medicine but I'm more interested in languages.	A mis padres les gustaría que yo estudiara medicina pero a mí me interesan más los idiomas.		
3	Within a few months I will be forced to choose just four subjects for the A level course for the next school year.	Dentro de unos pocos meses me veré obligado/a a elegir/escoger solo cuatro asignaturas para el nivel A para el próximo curso.		
4	It's a pity our education system does not allow us to study a wide range of subjects until the age of 18.	Es una lástima que nuestro sistema de educación no nos permita estudiar una gama amplia de asignaturas hasta los dieciocho años.		
5	My Spanish friend, Beatriz, has just turned seventeen and still studies nine subjects.	Mi amiga española, Beatriz, acaba de cumplir diecisiete años y sigue estudiando nueve asignaturas.		
6	She is lucky as she does not have to decide upon a career, for one more year.	Tiene suerte porque no tiene que comprometerse en cuanto a una carrera por un año más.		

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

	AVAILABLE MARKS
AO2	40
AO3	10
Section C	50
Total	100