



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2014**

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**Spanish**

**Assessment Unit A2 2 (Section A)**

**Listening**

**[AK221]**

**TUESDAY 3 JUNE, MORNING**

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**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 país más ruidoso es Japón [1]
- (b) Pueden hacer daño a la salud de las personas [1]
- (c) Hay problemas físicos como la hipertensión/los problemas gástricos/  
la sordera/y los infartos [1]  
y hay condiciones psicológicas como la agresividad/la falta de  
concentración/la depresión/y el insomnio [1] [2]
- (d) En prisiones (como Guantánamo) el ruido se ha utilizado para romper el  
espíritu de los prisioneros [1] [1]
- (e) Se considera algo normal/cultural/e inevitable [1]
- (f) Echan la culpa a la falta de sensibilidad medioambiental de los  
políticos [1]  
y a la lentitud de los ayuntamientos a la hora de actuar contra el ruido [1] [2]
- (g) El problema es más grave en los barrios donde hay muchos locales de  
ocio [1]  
porque éstos funcionan a lo máximo durante las horas de descanso  
or porque la gente no puede descansar en sus casas [1] [2]

**Marks for AO1 [10]**

**AVAILABLE  
MARKS**

10

			AVAILABLE MARKS
<b>2</b>	<p><b>(a)</b> Jeans and tee-shirts [1] she spends a lot of time choosing them [1]</p> <p><b>(b)</b> They are an (effective) means of communication [1] and a reflection of the society in which we live [1]</p> <p><b>(c)</b> A university professor [1] has recently published a study about them [1]</p> <p><b>(d)</b> “Make love, not war” [1] “Say no to another airport” [1]</p> <p><b>(e)</b> Show solidarity with hunger/racism campaigns [1] and help break down the walls of prejudice/discrimination [1]</p> <p><b>(f)</b> “Save energy/water [1], don’t shower alone” [1]</p> <p><b>(g)</b> Some young people have become walking billboards [1] for some well-known brands [1] <b>or</b> Some people, by wearing the logo/label/brand [1] are advertising/endorsing that brand [1]</p> <p><b>(h)</b> “You’re directing the film of your own life” [1] “Each moment is unique” [1]</p> <p><b>(i)</b> That they are selfish/self-obsessed [1] and have no solidarity with those less fortunate [1]</p> <p><b>(j)</b> They wear empty/simple/meaningless/easy slogans/the slogans mask a lack of interest [1] (The wearing of a slogan) is a substitute for not taking any real action [1]</p>	<p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p>	<p>20</p> <hr/> <p><b>30</b></p>
<b>Total marks for AO1 [20]</b>			20
<b>Total</b>			<b>30</b>