



Rewarding Learning

ADVANCED
General Certificate of Education
2015

Spanish

Assessment Unit A2 2
(Sections B and C)

assessing

Reading and Extended Writing

[AK222]

TUESDAY 19 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.

Section B: Reading

AVAILABLE
MARKS

1 El sol ya no es gratis

La nueva reforma energética del Gobierno tendrá muchas consecuencias pero sin duda **(a) alguna** la más asombrosa es la creación de un nuevo impuesto. Parece increíble que en España **(b) quieran** implementar un impuesto a la luz solar. Tendrán que pagarlo todos aquellos que tengan paneles solares en su tejado. Quien no lo pague podrá ser sancionado con una multa de hasta 30 millones de euros. Esta tasa provocará que **(c) generar** tu propia energía sea un 27% más caro que consumirla de las compañías eléctricas.

Hasta ahora en España la energía solar **(d) disfrutaba** de gran popularidad. Debido a los **(e) avances** técnicos los precios de los equipos solares habían bajado hasta un 80%. Así tanto ciudadanos particulares como diferentes empresas instalaron paneles solares **(f) reduciendo** el coste de la energía. El año pasado Ricard Jornet, un **(g) empresario** hostelero, recibió el premio al mejor proyecto solar por haber instalado los paneles solares en su restaurante en Mataró, en Barcelona.

‘No tienes idea de lo **(h) decepcionado** que estoy. La instalación me costó 13.500 euros sin ayudas de ningún tipo. Es **(i) ridículo** que el Gobierno imponga impuestos sobre el comportamiento que ha estado incentivando y subvencionando.’

A pesar de que el sol **(j) pertenece** a todos, España pasará a ser el primer país del mundo donde éste no pueda usarse libremente.

Marks for AO2 [10]

10

2

(i) El ataque sangriento en la comunidad de El Platanar	C
(ii) Los habitantes de El Platanar abandonaron sus casas	G
(iii) No era la primera vez que toda una comunidad de campesinos	E
(iv) El Platanar se encuentra en una de las zonas	F
(v) Las mafias de la droga en México existen porque tienen acceso a	K
(vi) En muchas comunidades las amenazas de los narcotraficantes	J
(vii) La policía se ve impotente ante	A
(viii) En gran parte, los desplazamientos de campesinos han surgido	B
(ix) Los carteles ejercen su control sobre los campesinos al	D
(x) Quienes protegen a los que dan información sobre los narcotraficantes	H

Marks for AO2 [10]

10

- 3 (a) Llamaron a (las puertas de) todas las casas [1]
y después ejecutaron/mataron a nueve hombres del pueblo. [1] [2]
- (b) Tuvieron que esperar la llegada de las autoridades [1]
y luego enterrar a los miembros de sus familias. [1] [2]
- (c) Se ha desplazado por miedo a las amenazas de los narcotraficantes. [1]
Los narcotraficantes/carteles controlan la zona donde viven/estas
comunidades se encuentra en la ruta del narcotráfico. [1]
(Y) es una zona muy violenta. [1] [3]
- (d) Ya no pueden dedicarse al trabajo de la tierra/a su trabajo en el campo/
a sus actividades agrícolas/campestres/han tenido que abandonar su
modo de vida campestre. [1] [1]
- (e) La guerra/campaña contra el narcotráfico/contra los carteles de la
droga [1]
lanzada por el gobierno mexicano del expresidente Felipe Calderón
en 2006. [1] [2]

Marks for AO2 [10]

**AVAILABLE
MARKS**

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 below, 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".

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.

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]

Section		Suggested translation	Credit	Do Not Credit
1	Bicycle sales are booming in Spain at present. With an increase of thirty per cent this year,	Las ventas de las bicicletas están en auge en España en la actualidad. Con un incremento de un treinta por ciento este año,		
2	they are outselling cars for the first time. 'A year ago I had just lost my job.' Juan Molina explains,	se venden más bicicletas que coches por primera vez. 'Hace un año acababa de perder mi empleo,' explica Juan Molina		
3	'and so I decided to open a bicycle shop after spending months trying to get a job, with no luck.	'y así decidí abrir una tienda de bicicletas después de pasar meses intentando conseguir un trabajo, sin éxito.	sin (tener) suerte	
4	More and more customers come to the shop every day. Some want a new bicycle,	Cada vez más clientes vienen a la tienda cada día. Unos quieren una nueva bicicleta,		
5	others bring me one they have had for twenty years for me to repair.	otros me traen una que ya tienen desde hace veinte años para que yo se la repare.		
6	I hope bicycles remain popular for many years to come.'	Espero que las bicicletas sigan siendo populares por muchos años'.	durante/para (muchos años)	

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

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]