

Mark Scheme for January 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.















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Annotations: the following annotations are available on Scoris.

Annotation	Meaning
	Tick
	Development of point
	Incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language not as good as mark implies
	Language better than mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations and conventions used in the detailed Mark Scheme.

- / Alternative and acceptable answers for the same marking point
- () Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in Section B. You must have a copy of the essay titles in front of you as you mark the essays. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. "sympathetic native speaker/sympathetic examiner"). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.1, C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing

Task 1:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question			Answer	Marks	Guidance	
				[10]	Accept	Do not accept
1	(a)		They get in at <u>reduced price</u> .	1		They have a low income Special offer
	(b)		They are people <u>on a low/limited income</u> .	1	Ref to low income, e.g. it is all they can afford.	Because the prices interest them/ are interesting incomes
	(c)		He is not surprised/ welcomes them.	1		
	(d)		(Optician selling) (Pensioners getting) glasses at affordable/low prices. Opticians with affordable prices	1		
	(e)	(i)	Supermarket (chain) is/are cutting prices	1	Supermarket managers (plural) or supermarkets (plural).	Campaign Protest Employees reducing prices
		(ii)	people who cannot afford the basics	1	People who cannot manage to survive. Cannot afford to waste money.	Cannot cope with prices
	(f)		They are spending <u>less</u> (on food).	1	They are <u>cutting back</u> .	

Question			Answer	Marks	Guidance	
				[10]	Accept	Do not accept
	(g)		Unemployed <u>and</u> large families.	1		numerous families
	(h)		Show their pension book/document/ID/card	1		
	(i)		It is <u>the only one with this offer</u>	1	Nowhere else has this offer.	

Task 2

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary – just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question		Answer	Marks	Guidance		
			[20]	Accept	Do not accept	
2	(a)	En el proceso de <u>lavar y acabar</u> el artículo	1		hasta recientemente llavar	
	(b)	<u>Se usan para</u> dar el aspecto que se desea lograr	1			
	(c)	Sufren de ausentismo laboral/ los trabajadores no van al trabajo	1			usente
		Los empleados están enfermos	1	problemas de salud/either specific complaint		
		A causa de su trabajo/ los materiales que usan	1			
	(d)	Se producen (en fábricas) por técnicas <u>tradicionales</u>	1			NOT estas técnicas/ este método de producción Aciaticos
		en Asia/países asiáticos (principalmente)	1			
(e)	Peligro/daño para el medio ambiente	1				

Question		Answer	Marks	Guidance	
			[20]	Accept	Do not accept
2	(f)	Se fundó/ se estableció/(fue) establecida la compañía	1		Estableció fundó fundió fondió
	(g)	(i) <u>mejor</u> salud	1		mejor
		(ii) un medioambiente <u>menos contaminado</u> / un <u>mejor</u> ambiente (needs qualifier)	1	Es más ecológico	
		(iii) usan menos energía/ pagan menos en energía	1		Energético as a noun
	(h)	(i) Más rápido/ eficaz	1		
		(ii) Más sano	1	OR details of better health	
	(i)	Usar aire	1		Idea of washing one's own jeans
		en vez de <u>agua y jabón</u> / no usar <u>agua y jabón</u>	1		
	(j)	Porque se convierten en <u>aire</u> (puro)	1		
	(k)	conservar (agua)/ consumir menos agua	1	Recognisable spelling of ahorrar	
		El equivalente del agua que usan los españoles en 8 meses	1	Any ref to large amount of water	
	(l)	En la exportación	1	Ventas/clientes/actividades en otros países	Just ref to continents/ countries

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 5 marks for Quality of Language.

Task 3

Question		Answer	Marks	Guidance
			[4]	
3	(a)	se convierte en	1	REJ any answer with additional words, or missing elements, or spelling errors
	(b)	arrojaron	1	
	(c)	puestos en marcha	1	
	(d)	llevaron adelante	1	

Task 4

Question		Answer	Marks	Guidance	
			[7]	Accept	Do not accept
4	(a)	fue eliminado/ ya no existe	1	ha desaparecido; forms of acabar, terminar, erradicar (acc eradicar)	Forms of parar; termino, acabo
	(b)	han enseñado/ enseñaron	1	Forms of ayudar	Present or future tense Lograr Han+preterite form
	(c)	hizo/ pronunció / dio/ habló en	1	Perfect tenses	Declarar; empezar Present or future tense; plural verbs
	(d)	vieron/ notaron/ recibieron/ tuvieron/ experimentaron/ experimentaron	1	Perfect tenses	Present tense
	(e)	ofrecieron/ dieron	1	Verb of giving Imperfect/ Perfect tenses	Emplearon. Daron.
	(f)	colaboraron/participaron/ hicieron mucho en	1	Trabajaron/ estuvieron perfect	Present Future
	(g)	copiarán/seguirán / se inspirarán en (por)	1	Future reference necessary	Unclear verb endings

Task 5

Question		Answer	Marks	Guidance	
			[4]	Accept	Do not accept
5	(a)	14% = E	1		
	(b)	26% = A	1		
	(c)	38% = F	1		
	(d)	96% = C	1		

Task 6

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
			[10]	Accept	Do not accept
6	(a)	En tener programas educativos	1	En reducir el analfabetismo transcr.	
	(b)	Eran analfabetos/ no sabían leer (o escribir)	1	Present tense	transcr.
	(c)	Fue lo primero que hizo (como presidente).	1	transcr. Trajo a especialistas (cubanos)	
	(d)	Participaron en el programa/ fueron movilizados para el programa/ enseñaron a otros bolivianos	1		transcr. Cubanos/ vinieron de Cuba
	(e)	Eran educativos/educacionales/tenían que ver con el programa	1		
	(f)	Mandó gafas	1	suitable verb needed acc present tense	
		(porque) algunos de los alumnos (eran ancianos que) no veían bien	1	transcr.	
	(g)	Su hijo (se) las leía/ leía/ escribía sus apuntes	1	transcr <u>which mentions his son</u>	
	(h)	La engañaron	1	Tense/ person to be appropriate Accept les engañaron	
	(i)	El (ya) no tiene que explicárselo todo/ explicarlo todo (a su madre)	1	(ella) no dependerá de su hijo (ella) no tiene que pedir que su hijo explique las cosas	

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. The grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2 Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

Question	Answer	Marks	Guidance	
			Allow	Do not allow
		[10]		
7	<p>Acaba de terminar en Bruselas una reunión sobre nuestro clima. A meeting about our/the climate <u>has just</u> finished in Brussels.</p>	2	Bruselas or attempt at Brussels INSIST ON has just ended/just taken place Conference Weather (clima)	Throughout: extra words if there is a change in meaning Reunion
	<p>Según las previsiones dramáticas de los científicos, According to (the) dramatic predictions by/of /from(the) scientists,</p>	2	Forecasts/ projections Shocking (dramatic)	warnings Prevision Scientifics The scientist's predications
	<p>en España no habrá donde esconderse de los impactos del cambio climático. in Spain there will be nowhere to hide from (no escape from) the impact/ effects of climate change/ the changing climate</p>	2	Impacts Spain will have nowhere to hide from the effects of climate change = 1 Spain will not escape the effects of climate change = 1	Changing climate (no article)
	<p>Sin embargo, para disgusto de esos mismos expertos, los negociadores However, to the dislike/ displeasure of those same/very experts, the negotiators</p>	2	These To the horror of	But (sin embargo) Disgust Disappointment Politicians (negociadores)
	<p>insistieron en modificar las declaraciones más urgentes, haciéndolas más suaves insisted on modifying/changing the most urgent declarations, making them softer /less harsh/less demanding.</p>	2	Statements Announcements More relaxed/ milder (más suaves)	Suave Insisted in Policies urgently

Task 8

Question		Answer	Marks	Guidance		
			[5]	Accept	Do not accept	
8	(a)	España/ en España	1	1 mark = the place	Any word which is in the question (except articles, más)	
		tendrá periodos de más calor/ va a hacer mucho calor	1	1 mark = future increased temperatures		
	(b)	Si no se toma alguna decisión / el gobierno no toma alguna acción	1			Si no cambia la situación
		los resultados serán peores /más graves	1			
	(c)	hay que / es necesario hacer algo	1	No es posible no hacer nada		

Task 9

Question		Answer	Marks	Guidance	
			[5]	Accept	Do not accept
9	(a)	<u>es insuficiente/ poco/ se está acabando/ se ha acabado/se acaba</u>	1	Es limitado/ se nos acabó/ se está reduciendo/ se agota	Pequeño No existe
	(b)	(cada vez) <u>peor/ más grave/mayor</u>	1	aumentando etc	
	(c)	<u>se notarán / se notan/ se sufrirán/ se sufren en los países (más) pobres (del mundo).</u>	1		Serán a los países/habitantes...
				1	
(d)	<u>transformarán/ cambiarán el mundo/ el planeta/ la tierra</u>	1	Present tense if used with phrase referring to the future	Tenses other than future (except as in column 2) Unclear verb endings	

Task 10

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Answer	Marks	Guidance	
			[10]	Accept	Do not accept
10	(a)	No están preparados (para...); <u>su</u> falta de preparación	1		transcr. <u>la</u> falta de preparación
	(b)	Un interés por el futuro <u>del país/ de España</u>	1		transcr. Todos aquellos a los que les interese el destino de España
	(c)	reducir las emisiones de gases	1	transcr.	
	(d)	un porvenir desastroso que nos espera	1	transcr.	Problemas en el futuro
	(e)	Perderemos ese ecosistema	1	Idea of destruction eg vamos a decir adios a...	problemas
		Si no hacemos algo	1		
	(f)	participar en el estudio (mencionado)	1	Verb of participation	empezaron
	(g)	Habrà menos (lluvia)	1		transcr. un descenso de las lluvias
	(h)	<u>Causará/ causa</u> temperaturas altas/ un aumento en las temperaturas	1		transcr. España llegará a registrar un aumento de temperaturas de 4,4 grados unless linked to use of fossil fuels, eg with como consecuencia
(i)	La UE quiere un aumento de 2 grados/ un aumento más bajo	1	Tiene el objetivo de	Tiene el gol de La UN	

Assessing **Quality of Language** across Section B

- You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 9 and 10 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.1. but it is not essential.
- Apply Grid C.1 and enter the mark.
- PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.1	ACCURACY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Task 11-18**Task specific guidance**

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 11-18	No Indicative Content – personal response	[25]	<p>Grid N guidance</p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Task 11-18 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 11-18	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	[20]	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance 0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference. 3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right. 5–6 – Wrong/right = 50/50 7–8 – More right than wrong.</p> <p>Grid F.2 guidance 5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task. 7–8 – Effective = <i>good</i>. Reads easily. 9–10 – idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
9–10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.
7–8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
5–6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
3–4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
10–12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0–2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
9–10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .
7–8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5–6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9–10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2

Transcripts of Listening Texts

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

Task 1

Helping the socially disadvantaged

(M) A la hora de comprar entradas de cine, todos somos conscientes de esas tarifas reducidas que hay para ciertos grupos, tales como niños o pensionistas. Y efectivamente hay muchos establecimientos que ofrecen esos precios interesantes a los que viven con ingresos limitados.

Para ayudar a tales personas en nuestra sociedad, tampoco me sorprende que haya varios proyectos no comerciales. Por ejemplo conozco una óptica en Madrid que proporciona gafas para pensionistas a unos precios muy asequibles.

Todo esto representa una manera bien conocida de evitar la exclusión social. Pero en Córdoba está pasando algo diferente: es que los responsables de una cadena de supermercados – sí, lo oyó Vd. bien, de una cadena de supermercados - pusieron en marcha una campaña de reducción de precios dirigida a aquellas personas o familias que no pueden hacer frente a esos gastos que son esenciales para sobrevivir.

Para informarnos más sobre el asunto, nos habla Silvia González, responsable de relaciones públicas para la cadena:

(F) Es que... se quiera o no, comer hay que comer para continuar viviendo; pero no es menos cierto que las familias españolas están recortando el presupuesto para la compra.

Por eso hemos querido establecer unos «precios sociales» en productos de primera necesidad para los parados, jubilados y familias numerosas. Claro que no basta con ser parado, jubilado o familia numerosa, hay que acreditar que se está en esta situación con la cartilla del paro, el carné de pensionista o el libro de familia numerosa. Solo entonces se aplicará el descuento del cinco por ciento.

(M) Gracias, Silvia. Y termino destacando que esta campaña tan solo se llevará a cabo en uno de los supermercados de la cadena, el que se encuentra en la avenida Buendía, al ser el que más superficie tiene con más de 2 000 metros cuadrados de tienda.

Task 2

La empresa *Jeanologia* y su tecnología revolucionaria para los pantalones vaqueros

(F) Una pregunta para haceros pensar: ¿cuál es el impacto medioambiental de un producto tan normal como los pantalones vaqueros?

Pues cuando se analiza la producción de esta prenda de vestir, la sorpresa es que el 70% de la energía se usa durante el proceso de lavar y acabar el artículo. Lo más común es que los vaqueros pasen por un proceso manual usando piedras o arena para dar el aspecto deseado.

En las fábricas que usan estas técnicas tradicionales, los jefes llevan años aceptando que los empleados se ausenten del trabajo, y esto es la consecuencia directa de los problemas musculares y respiratorios causados por los mismos materiales que usan en su trabajo. Sin embargo se estima que muchas fábricas mantienen este método tradicional para la producción del 80 por ciento de los jeans en este momento, principalmente en países asiáticos.

Todos los especialistas comprenden ahora que es un proceso peligroso también para el medio ambiente por el uso de cantidades excesivas de energía.

Ahora, la empresa *Jeanologia*, establecida en 1994 en Valencia, se especializa en investigación y desarrollo de nuevas técnicas de producción. Esta empresa ha desarrollado innovadoras tecnologías que favorecen claramente la salud de los operarios y benefician el medioambiente de todos nosotros, y todo esto con un consumo energético reducido en la fábrica.

En las tecnologías de *Jeanologia*, cabe destacar el uso de un láser para crear el aspecto gastado de los jeans, reduciendo los tiempos de producción. Además el láser no provoca problemas musculares o respiratorios al usuario de la máquina. En suma, una tecnología más eficaz que pone fin a los problemas de salubridad.

Lo que es más, en el 2009 esta empresa valenciana lanzó al mercado su nueva tecnología G2: una eco-lavadora que permite lavar los jeans tan solo con aire, sin la utilización ni de agua ni de jabón.

Esta tecnología avanzada trae otras importantes ventajas para el medio ambiente por la falta de contaminación. La máquina transforma el aire de la atmósfera en gases que usa para obtener así el perfecto lavado de los vaqueros. Además, después del lavado esta tecnología permite que esos gases vuelvan a convertirse en aire limpio; y luego esos mismos gases se devuelven a la naturaleza sin ningún daño para el medio ambiente.

Los beneficios medioambientales son espectaculares: si toda la industria textil utilizara esta nueva tecnología se ahorrarían millones de kilovatios anuales. Y además se conservaría el equivalente de toda el agua que consumen los españoles en ocho meses. No nos sorprende entonces que *Jeanologia* cuente ya con clientes en los 5 continentes y en 42 países, ni que la exportación represente el 90% de sus ganancias.

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