



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2015**

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**Spanish**

Assessment Unit A2 2  
(Section A)

*assessing*

Listening

**[AK221]**

**TUESDAY 19 MAY, 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) Muchos jóvenes, después de terminar/al terminar sus estudios en la Universidad [1]  
están emigrando/se marchan de España en busca del trabajo [1] [2]
- (b) Afecta más a médicos y fisioterapeutas, ingenieros y arquitectos  
(accept **any two** professions) [2]
- (c) En el pasado mucha gente/muchos profesionales pasaba(n) tiempo fuera del país y volvía(n) (trayendo experiencia/para enriquecer el país) [1]  
ahora, no es así/la tendencia es irse y no volver [1]. [2]
- (d) Cuando se marchan dejan muchas cosas de lado/dejan atrás muchas cosas/abandonan su vida previa/anterior [1]  
y tienen que adaptarse a otra cultura (cuando llegan al nuevo país)/  
lo encuentran difícil acostumbrarse a otra cultura [1]. [2]
- (e) Quiere que los españoles vean/se den cuenta de que no es malo ser inmigrante/que los españoles cambien su actitud hacia los inmigrantes [1]  
y que acojan a los extranjeros con respeto/de corazón [1]. [2]

Marks for AO1 [10]

10

AVAILABLE  
MARKS

<p>2 (a) Their numbers have fallen alarmingly/by 50% [1] in the last two decades [1] [2]</p>	<b>AVAILABLE MARKS</b>
<p>(b) Their numbers are considered to be an indicator [1] of the health of the overall insect population [1] [2]</p>	
<p>(c) The pollination which they carry out [1] is vital for ecosystems and agriculture [1] [2]</p>	
<p>(d) Their aesthetic value [1] and what they tell us about biodiversity/the health of ecosystems [1] [2]</p>	
<p>(e) Intensive farming methods [1] the loss of traditional farming practices [1] [2]</p>	
<p>(f) The use of pesticides/weedkillers [1] and the removal of hedges to give access to heavy machinery [1] [2]</p>	
<p>(g) The variety of different crops [1] was more favourable to the diversity of plants and animals [1] [2]</p>	
<p>(h) On roadside verges [1] and abandoned railway lines [1] [2]</p>	
<p>(i) Because of the crisis some young people are going back to traditional farming [1] using environmentally-friendly methods [1] [2]</p>	
<p>(j) A more sophisticated clientele is abandoning the supermarket [1] in favour of more healthy, natural produce [1] [2]</p>	
<p><b>Marks for AO1 [20]</b></p>	<p><b>20</b></p>
<p><b>Total marks for AO1 [30]</b></p>	<p><b>30</b></p>