



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

Spanish

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

assessing

Listening

[SEP21]

MONDAY 13 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.

- 1 (a) Un 30% [1]
es una de las siete regiones europeas más envejecidas [1] [2]
- (b) El porcentaje de mayores de 65 se elevará a casi el 40% [1]
y de los mayores de 80 a un 20% [1] [2]
- (c) Es probable que muchos más tengan que vivir solos [1]
que se encuentren aislados de la sociedad [1]
y que participen menos en la vida del entorno [1] [3]
- (d) Será importante que colaboren también organizaciones profesionales [1]
además de todos los ciudadanos en general [1] [2]
- (e) Hay que verlo como un triunfo (y no una amenaza) [1]

AO1

10

AVAILABLE
MARKS

- 2 (a) Nowadays half the population have access to the internet [1]
in 1995 not even 1% had access to it [1] [2]
- (b) As soon as they get up in the morning [1], the majority automatically check/
browse their smartphone to see what is new [1]
even when it does not ring or vibrate [1]
(any 2 from 3) [2]
- (c) They no longer use the internet/they have turned their back on the
internet [1]
as they don't want to be available on WhatsApp, Facebook and Twitter at
every beck and call [1] [2]
- (d) They felt that the internet was dragging them away from real contact with
people [1]
it was wasting their time [1] [2]
- (e) The internet is no longer just a tool in the service of people [1]
anyone can become hooked on it [1]
it enslaves people [1]
(any 2 from 3) [2]
- (f) Her contacts only put up messages of the good things in their lives (with
attractive photos) [1]
she was envious of how happy they seemed [1] [2]
- (g) She wanted to escape from the falseness of social media [1]
She was tired of feigning/faking artificial perfection with airbrushed
photos [1]
She wanted to make young girls/people aware that their external
appearance is not the most important aspect [1]
(any 2 from 3) [2]
- (h) They no longer have to keep up with the lives of others [1]

AO1

15

Total**25****AVAILABLE
MARKS**