



Rewarding Learning

**ADVANCED
General Certificate of Education
2022 Reserve Series**

Spanish

Assessment Unit A2 3

assessing

Extended Writing

[AEP31]

MONDAY 27 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Spanish**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 and 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 and 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 5 (Excellent): Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

Level 4 (Very Good): Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Level 3 (Good): Presentation, spelling, punctuation and grammar are good and meaning is clear.

Level 2 (Quite Good): Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 1 (Weak): Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

A2 3 Extended Writing

Target Assessment Objective AO2

Band	AO2 Performance Descriptors Understanding	Marks
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. There is very good evidence of analysis.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. There is good evidence of analysis.	[22]–[28]
3	The candidate shows good understanding of the requirements of the question. The response may be of a general nature, lacking structure or uneven.	[15]–[21]
2	The candidate shows quite limited understanding of the requirements of the question. The response may be unstructured or inconsistent.	[8]–[14]
1	The candidate shows very limited understanding of the requirements of the question. Very little relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Target Assessment Objective AO4

Band	AO4 Performance Descriptors Knowledge	Marks
5	The candidate demonstrates an excellent knowledge of the text studied, focusing appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows a very good knowledge of the text studied, focusing appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the text studied. There may be a lack of focus on key aspects of the question. Information given may be generally vague.	[5]–[8]
1	The candidate shows very limited knowledge of the text studied. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Target Assessment Objective AO3

Band	AO3 Performance Descriptors Target Language	Marks
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to this level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[17]–[20]
4	Very good, clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structures evident.	[13]–[16]
3	Good control of basic grammar and structures evident. Generally characterised by some lack of complex language and quite limited vocabulary with frequent misspellings. There may be some use of anglicised forms.	[9]–[12]
2	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary and may revert to use of anglicised forms or English words. Quite limited.	[5]–[8]
1	Predominance of grammatical and lexical errors that inhibit communication. Very limited command of idiom and vocabulary. Regular misspellings. Gaps and use of English common. Very limited.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

	AVAILABLE MARKS
AO2	35
AO4	20
AO3	20
Total	75

Extended Writing: Indicative Content

Examiners should look for a cogent and structured answer based on **some** of the following points and others which may be relevant.

Contesta en español a **una** de las preguntas siguientes.

1 **García Lorca: *La casa de Bernarda Alba***

(a) **Analiza la ‘locura’ de María Josefa.**

En tu respuesta puedes considerar las siguientes ideas:

- el encierro de María Josefa y sus escapadas; su control por Bernarda; las características de su ‘locura’; su apariencia y sus deseos de casarse
- sus apariencias en la obra; impacto dramático y simbolismo; la oveja y el mar; erotismo
- el contraste entre María Josefa y las otras mujeres; la locura como estrategia dramática

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

(b) **‘Hilo y aguja para las hembras, látigo y mula para el varón.’ Analiza este comentario de Bernarda.**

En tu respuesta puedes considerar las siguientes ideas:

- el significado de la frase; Bernarda como voz del statu quo social; contexto de la frase: la condición femenina y su situación social, de clase; ‘maldición’ según Magdalena
- la distinta situación de hombres y mujeres en la sociedad; mundo doméstico, interior versus el exterior, la plaza, el campo; implicaciones sociales y personales; encierro vs libertad
- la evolución de este tema en la obra y el mensaje transmitido por el autor al respecto

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

2 Muñoz Molina: *El dueño del secreto*

(a) Analiza la situación del protagonista al final de la novela. ¿Hasta qué punto ha cambiado en esos diecinueve años?

En tu respuesta puedes considerar las siguientes ideas:

- la situación del narrador en la 'actualidad', su relación con su familia
- su actitud hacia el pasado y su experiencia juvenil en Madrid; su actitud hacia los cambios sociales y políticos que ha habido en España
- sus conclusiones sobre su nueva actitud hacia el pasado y su capacidad de guardar un secreto; los distintos tipos de secreto y lo que representan

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

(b) Analiza la relación entre el protagonista y su amigo Ramón.

En tu respuesta puedes considerar las siguientes ideas:

- el personaje de Ramón y las diferencias de carácter, educación, nivel social y comportamiento de los dos amigos
- la reacción de Ramón a la vida en la capital y sus amistades en Madrid; el impacto que tiene en la vida madrileña del narrador; el efecto de Ramón en su capacidad de guardar el secreto y las consecuencias
- el final de su relación y la distinta evolución de sus vidas posteriores en la actitud del protagonista

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

3 Sender: *Réquiem por un campesino español*

(a) ¿Cómo se diferencian Paco y Mosén Millán y qué efecto tiene esta diferencia en tu interpretación de la novela?

En tu respuesta puedes considerar las siguientes ideas:

- la actitud política de Paco y el inicio de su concienciación política; el incidente de las cuevas; Paco cuestiona la actitud del cura; sus posteriores discrepancias
- la evolución de la actividad política de Paco y la reacción del cura; la diferente relación de los dos con el régimen de los 'centuriones' y el impacto en el desenlace;
- el impacto del contraste y sus consecuencias en nuestra interpretación de la novela

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

(b) ¿Crees que la novela es anticlerical?

En tu respuesta puedes considerar las siguientes ideas:

- el papel del cura, Mosén Millán y su comportamiento; la reacción del pueblo al papel de la Iglesia y el cura en el conflicto y la tragedia de Paco
- la representación del pensamiento del cura con respecto a los problemas sociales y ante las injusticias políticas; contraste con las ideas de Paco y otros personajes
- el cura como representante del clero y su papel en la guerra civil; ¿el dilema de Mosén Millán es personal o universal?; ¿es crítica o comprensiva la novela para con el cura?

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

4 Neruda: *Veinte poemas de amor y una canción desesperada*

(a) ¿Por qué tiene tanta importancia para Neruda el atardecer?

En tu respuesta puedes considerar las siguientes ideas:

- el estilo de la colección VPA y el uso del simbolismo como vía de transmisión de las ideas; la importancia de la hora del día de las experiencias como intrínseca a su significado para el poeta
- el crepúsculo como expresión de un estado sentimental; contraste con otras horas del día
- el atardecer, la muerte del día, y sus connotaciones metafísicas; aspectos positivos y negativos; una imagen natural pero con especial significado emocional

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

(b) La relación amorosa para Neruda es fundamental para su supervivencia, pero al mismo tiempo imposible. ¿Estás de acuerdo?

En tu respuesta puedes considerar las siguientes ideas:

- la importancia de la relación amorosa en un contexto pesimista; la causa del pesimismo y el consuelo que ofrece la experiencia de la amada
- ejemplos del intento del poeta de establecer una relación amorosa y su dificultad;
- las razones del fracaso del amor; los límites del éxito y la reacción del poeta a esa imposibilidad; la relación entre lo ideal y lo real

Estas ideas son sugerencias y puedes basar tu respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia