



Rewarding Learning

ADVANCED
General Certificate of Education

Spanish

Assessment Unit A2 3

assessing

Extended Writing

[AEP31]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old.

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, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers 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. Teachers 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 or 18-year-old.

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.

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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

Assessment Objectives

At A2 level, while knowledge and understanding of the text is expected, there is more emphasis on an ability to analyse and develop a critical argument in response to the question. At this level, a lack of analysis would normally serve as an indicator of a weak or average performance. The main expectation will be on the student's ability to show that, in addition to knowing and fully understanding the text, they are able to formulate a critical response to it.

In this paper the assessment objectives are intended to assess discrete but related aspects of the response. AO3 is usually straightforward in its focus on the level and correctness of the language used. Differentiation between AO2 and AO4 requires more subtlety. AO2 assesses how well the student has understood and responded to the question, with good evidence of analytical skills. The structure of the response is key to showing that understanding and articulating a persuasive response. This assessment objective focuses very clearly on how effectively the candidate has answered the question asked. AO4 assesses how well the student has supported that answer with detailed and accurate reference to the text in a way that relates to the question asked. Inclusion of knowledge of the text that is not directly related or required by the question should not attract marks.

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

A2 3 Extended Writing Indicative Content

Indicative Content

The indicative content is in no way to be used as a means of grading the essay. These suggestions are presented as possible responses and have been drawn up by a team of examiners. Essays should be graded using the three grids for the three Assessment Objectives. The indicative content is offered as support for teachers and can be used when preparing for future examinations or mock examinations. In other words, a response should not be 'marked down' for not having all of these suggested points.

The indicative content is suggestive and not prescriptive nor exhaustive. Alternative content may be acceptable if it is appropriate to the question asked and leads to a well-structured and coherent response and if it is grounded in pertinent textual reference (AO4). Grounding points in the text may be by direct quotation, paraphrase or specific allusion. This should be done clearly and accurately so that the teacher can easily see where the text supports the point being made.

There is no word limit, however, if candidates write an excessive amount, they may lose marks because they may include irrelevant material and make more grammatical errors.

For further information, please refer to the advice and guidance given in The Chief Examiner's Report.

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) **¿Cuál es la relación de Adela con su hermana Angustias?
¿En qué se diferencia de ella?**

En su respuesta los candidatos pueden considerar las siguientes ideas:

- Adela y Angustias, diferencias (padre, edad, herencia, físico)
- la relación de las dos con Pepe el Romano
- Adela rebelde, Angustias triste ejemplo de la sociedad convencional

Estas ideas son sugerencias y los candidatos pueden basar su respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

- (b) **En la obra *La casa de Bernarda Alba* tiene mucha importancia “el qué dirán”.
¿En qué consiste y qué impacto tiene en la obra?**

En su respuesta los candidatos pueden considerar las siguientes ideas:

- “el qué dirán” y la importancia del honor, Bernarda como víctima de la presión social
- el impacto sobre las hijas, sobre todo Adela
- el final trágico como comentario sobre el error del concepto, ‘mi hija ha muerto virgen’, la negación de la realidad.

Estas ideas son sugerencias y los candidatos pueden basar su 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) El narrador dice al final, hablando de los últimos años de la dictadura de Franco, “nadie piensa ya en aquellos tiempos [...] yo sí me acuerdo de todo”.
¿Qué importancia tiene su relato y crees que su recuerdo nos ayuda a entender esa época?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- la época evocada de los años 70, el ambiente ‘gris’, la represión y el miedo, el contraste entre España y los acontecimientos en Portugal
- la perspectiva de los 90, los cambios en España, el olvido, la importancia de la memoria
- su versión como contraste a los libros de historia, más personal, más triste, más crítico con los dos lados del conflicto, pero por eso ¿más creíble, eficaz, necesario?

Estas ideas son sugerencias y los candidatos pueden basar su respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

- (b) ¿Qué importancia tuvo para el narrador su experiencia en Madrid y su relación con Ataúlfo? En tu opinión ¿fue algo político o personal?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- la experiencia muy arraigada en la historia, sin embargo es muy personal
- la vida del narrador, su relación con Ataúlfo, principalmente personal, íntima, más enfocada en su desarrollo sentimental que en los acontecimientos históricos
- lo personal y lo político mezclados. Ese es el significado de la obra quizá.

Estas ideas son sugerencias y los candidatos pueden basar su 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) **A la misa por Paco el del Molino, solo asisten tres personas. ¿Quiénes son y por qué solo asisten ellos?**

En su respuesta los candidatos pueden considerar las siguientes ideas:

- Don Valeriano, don Gumersindo y el señor Cástulo, representantes de la sociedad oficial de la época
- a la misa solo acuden los 'culpables', ¿un comentario sobre el papel de la Iglesia oficial?
- los tres quieren pagar la misa, sentimiento de culpabilidad, hipocresía, materialismo, nos permite contrastar a los tres con Mosén Millán, un arrepentimiento más sincero quizá

Estas ideas son sugerencias y los candidatos pueden basar su respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

- (b) **¿Por qué Mosén Millán se siente tan culpable?**

En su respuesta los candidatos pueden considerar las siguientes ideas:

- Mosén Millán ha tenido una larga relación con Paco y su familia
- su papel en la detención de Paco, el dilema moral del cura, sus dudas sobre cómo reaccionó
- la misa por Paco y la actitud del cura; su sentimiento de culpabilidad y su propia reflexión sobre su papel en la historia

Estas ideas son sugerencias y los candidatos pueden basar su 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) Para el narrador de los poemas, el amor y la amada parecen ofrecer una ayuda para combatir los problemas de la existencia humana.

¿Es efectiva esa ayuda?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- poemas expresan una crisis existencial del poeta, el amor y el deseo sexual, el placer físico se presentan como antídoto, consuelo, defensa, contra esta melancolía vital
- la belleza de la mujer, su compañerismo, proveen soluciones a veces pero temporales, incluso el amor es finito
- a veces el final o el fracaso de la relación amorosa, la imposibilidad de que dure para siempre, forma parte de esta visión pesimista de la vida, esa desesperanza.

Estas ideas son sugerencias y los candidatos pueden basar su respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia

o

(b) **¿Qué opinas de la actitud, demostrada a lo largo de la colección, del poeta hacia la mujer?**

En su respuesta los candidatos pueden considerar las siguientes ideas:

- ejemplos positivos de la mujer y su asociación con la naturaleza, la vida;
- pero distintas representaciones de la mujer, como símbolo positivo y también negativo, la mujer como imagen poética pero también como evocación de una amada real, la importancia de la variedad de significados como manera de ayudar al poeta a expresar sus sentimientos
- la actitud negativa del poeta hacia la mujer, ¿superioridad de lo masculino? Machismo, representación estereotípica del sexo femenino, merecedora de crítica

Estas ideas son sugerencias y los candidatos pueden basar su respuesta en otras ideas relevantes con tal de que estén basadas en el texto y desarrolladas con coherencia