



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2022**

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**Spanish**

**Assessment Unit AS 3**

*assessing*

**Extended Writing**

**[SEP31]**

**THURSDAY 26 MAY, MORNING**

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**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.

## AS 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. Material relates very well to the task.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. Material relates well to the task.	[22]–[28]
3	The candidate shows a 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. 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 film/text studied and is able to focus 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 film/text studied, and is able to focus appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows a good knowledge of the film/text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the film/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. There may be a lack of focus on key aspects of the question. 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 AS 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
<b>AO2</b>	[35]
<b>AO4</b>	[20]
<b>AO3</b>	[20]
<b>Total</b>	[75]

## Spanish Unit AS 3 – Extended Writing

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 Zambrano: *Solas*

(a) Describe y comenta el tema de la soledad en la película.

Comenta, por ejemplo:

- **la situación de María en la ciudad**  
*el barrio de María; el piso oscuro y húmedo; el bar, los hombres y el problema del alcohol; el paro, el trabajo y la pobreza; su situación laboral; las compañeras*
- **su relación con su familia**  
*el padre; la madre, Rosa; los hermanos; su educación; las razones de su huida a la ciudad*
- **su relación con el vecino, don Emilio**  
*falta de relación; el impacto de la visita de Rosa; la relación de inquilinos; la soledad de don Emilio; la actitud pueblerina de Rosa; la cena con don Emilio y sus consecuencias*

o

(b) Comenta la representación de los hombres en la película.

Comenta, por ejemplo:

- **la figura del padre de María**  
*su tratamiento de Rosa en el hospital; la distancia entre él y María; las razones; las sospechas del padre; sus dudas; su comportamiento con su familia*
- **el novio**  
*el personaje del novio; su reacción a la noticia de María; su empleo y lo que representa, movilidad, evitar compromisos y responsabilidad; parecido al padre; humillación de María*
- **el Gordo y el médico**  
*el Gordo; positivo y negativo; el médico, hombre profesional y educado; su actitud hacia Rosa y su tratamiento del padre*

## 2 Cuerda: *La lengua de las mariposas*

### (a) Comenta la reacción de Moncho a la detención del maestro.

Comenta, por ejemplo:

- **la reacción de Moncho a la detención**  
*confusión; instrucciones de la madre; grita y tira piedras; sus insultos y las palabras que usa*
- **el motivo de su reacción**  
*el contexto histórico; la influencia de la sociedad y sobre todo, la familia; la madre y sus ideas; su motivación al final y sus instrucciones; su edad y la influencia de los adultos*
- **la relación con el maestro al final**  
*el cambio en Moncho al final; contraste con su respeto anterior; la influencia del maestro y la permanencia o no de esta influencia; el final de la película; la imagen de Moncho y lo que sugiere*

o

### (b) ¿Qué importancia tienen los profesores según la película?

Comenta, por ejemplo:

- **el personaje de don Gregorio**  
*las ideas de don Gregorio y su manera de enseñar; la relación entre don Gregorio y la República; sus ideales y su esperanza para el futuro y para los jóvenes*
- **la posición del profesor en esa sociedad**  
*la figura del profesor en la sociedad; el respeto y el miedo que inspira; su relación con otras figuras, el cacique, el clero, los militares, el alcalde; la actitud de las mujeres; la relación entre el padre de Moncho y don Gregorio al inicio*
- **la importancia de la educación**  
*la educación como esperanza para el futuro; educación y la libertad; la educación y la II República; detención del profesor y la crítica del fascismo*

### 3 Mañas: *El Bola*

#### (a) ¿Cómo evoluciona el carácter de Pablo en la película?

Comenta, por ejemplo:

- **el comportamiento de Pablo al principio**  
*infelicidad; insatisfacción con el colegio; relación con la pandilla y los juegos de riesgo; trabajo en la tienda y su tratamiento por el padre*
- **la situación en casa de Pablo**  
*la cena; el ambiente en casa; el miedo al padre; la madre asustada y sumisa; el problema de la abuela; falta de libertad en sus relaciones con amigos; las palizas del padre*
- **el cambio en Pablo al conocer a Alfredo**  
*el impacto de conocer a la familia; una experiencia nueva y positiva; inicio de la alegría; la enfermedad de Félix y sus conversaciones sobre la muerte; José, otro modelo de padre; el final y el coraje de Pablo*

o

#### (b) ¿Cómo trata la película el problema del abuso en las familias?

Comenta, por ejemplo:

- **las distintas formas de abuso**  
*las distintas representaciones del abuso, físico y psicológico; el miedo en casa; el control del padre; su crueldad y dominio sobre la madre; las palizas y la actitud de los demás*
- **el impacto del abuso en Pablo**  
*efecto sobre las relaciones de Pablo con la madre, los amigos y el cole; tristeza; acepta la situación; falta de alternativa, vía de escape; falta de modelos positivos a imitar*
- **la dificultad de afrontar el problema**  
*un problema difícil de abordar; actitud de los profesores y amigos; pasividad a pesar de saber la verdad; la familia de Alfredo y los amigos; problemas legales y sociales; derechos y responsabilidades; la acción catalizadora de José; el mensaje al final*

#### 4 Esquivel: *Como agua para chocolate*

(a) ¿Cómo es la situación de las mujeres en esta sociedad?

Comenta, por ejemplo:

- **la vida restringida de las tres hermanas**  
*la vida doméstica de las mujeres; cocina y costura; el control parental; las convenciones de decencia; el Manual de Carreño; contraste entre las hermanas; rol tradicional de Rosaura y la rebeldía de Gertrudis; Tita tiene aspectos de las dos*
- **la situación particular de Tita**  
*nacimiento y relación con la cocina; su relación con Mamá Elena y Nacha; su condición como hija menor; relación frustrada con Pedro y su salvación por el Dr John Brown; rebeldía contra la madre*
- **la mujer en la sociedad mexicana según la novela**  
*la familia como representación de la sociedad; la mujer en la sociedad reflejada en las hijas; el contexto histórico; la Revolución y los cambios sociales; la evolución de Tita como reflejo de la situación general de la mujer mexicana*

o

(b) Comenta el personaje de Mamá Elena.

Comenta, por ejemplo:

- **sus ideas y su tratamiento de Tita**  
*Mamá Elena y las convenciones de la sociedad de la época; papel de mujer tradicional y sustituto del marido desaparecido; su defensa de las hijas en una sociedad machista; crueldad e insensibilidad hacia las hijas; actitud justificada pero criticable*
- **su historia secreta y el efecto sobre Tita**  
*la historia de amor de Mamá Elena; su efecto sobre Tita; cómo afecta su interpretación retrospectiva del comportamiento de la madre; cómo afecta su propio comportamiento; su relación con el fantasma de la madre*
- **cómo Tita se libera de la influencia de su madre**  
*la inicial rebeldía de Tita y la influencia de su madre; cómo afecta su vida y sus decisiones; la influencia de John Brown y sus ideas; la experiencia de su crisis y la abuela kikapú; el fantasma y su desaparición*