



**ADVANCED**  
**General Certificate of Education**  
**2023**

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**Spanish**

**Assessment Unit A2 3**

*assessing*

**Extended Writing**

**[AEP31]**

**THURSDAY 15 JUNE, 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.

## 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
<b>AO2</b>	35
<b>AO4</b>	20
<b>AO3</b>	20
<b>Total</b>	<b>75</b>

## 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) ¿Hasta qué punto se puede entender, si no justificar, las actitudes y el comportamiento de Bernarda?**

En su respuesta los candidatos pueden considerar las siguientes ideas:

- la importancia del 'qué dirán', el código del honor; la fuerza de la presión social sobre Bernarda; el destino de las mujeres que no obedecen las normas
- la tiranía de Bernarda, su control absoluto de la realidad como una manera de defender su familia; pero también una muestra de orgullo
- la obra como crítica de la idea de presión social como justificación; muestra las consecuencias peores de esta conformidad con las normas y las convenciones; su rigidez y orgullo tiene consecuencias trágicas para los demás y para sí misma

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 casa de Bernarda Alba* es muy importante la diferencia entre las clases sociales. ¿Estás de acuerdo?**

En su respuesta los candidatos pueden considerar las siguientes ideas:

- ejemplos de jerarquía social; familia/La Poncia/criada/mendiga
- el caso de Martirio y Enrique Humanes
- el clasismo dentro del tema general de presión social

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) ¿Hasta qué punto debemos fiarnos de la versión de los hechos contada por el protagonista?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- el narrador, su carácter y debilidades; su relación con Ataúlfo y la conspiración
- la perspectiva 19 años después; su interpretación de su propia actuación
- la escasez de datos que prueben su versión de los hechos; la inverosimilitud de su 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

o

### (b) ¿Cuál es el “secreto” de la novela? ¿Qué significa?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- los dos secretos de la novela; la conspiración y el secreto personal del narrador
- explica el secreto final del narrador; ¿qué significa?
- el efecto del secreto final en nuestra interpretación de 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

### 3 Sender: *Réquiem por un campesino español*

(a) En tu opinión, ¿qué significa la vida de Paco que se cuenta en la novela?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- las circunstancias sociales y familiares de Paco; el contexto histórico
- el papel del cura Mosén Millán en el desarrollo de las ideas de Paco; politización
- Paco como representante de los ideales de la República; su muerte como crítica de la opresión franquista y la injusticia social en general

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) *Réquiem* es una novela sobre la injusticia social. Contrasta las dos actitudes de Paco y Mosén Millán frente a este problema. ¿Por cuál de las dos se inclina más el autor?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- la actitud del cura, pasividad, actitud religiosa, resignación, ¿indiferencia?
- Paco, idealista, activo, intolerante, apasionado, actitud política
- lo positivo y lo negativo de cada uno; opinión personal

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) ¿Hasta qué punto la imagen de la amada representa una persona real en *Veinte poemas*?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- *Veinte poemas* como mezcla de elementos reales, autobiográficos y significados genéricos, ideales universales;
- la amada como persona real; Marisol y Marisombra; o como una figura ideal universal; una mezcla de los dos;
- ¿es importante distinguir o pueden coexistir las dos interpretaciones? Universalismo v realismo; valor limitado de una interpretación biográfica; ¿es posible llegar a una conclusión basada en la evidencia de los poemas? el valor de la ambigüedad

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 tiene la naturaleza en los poemas de Neruda?

En su respuesta los candidatos pueden considerar las siguientes ideas:

- ejemplos de asociación entre amada y naturaleza;
- importancia de la naturaleza como contexto para la poesía;
- belleza natural como símbolo de la mujer y su papel en la vida

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