



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

Spanish

Assessment Unit AS 3

assessing

Extended Writing

[SEP31]

MONDAY 22 MAY, MORNING

**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.

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
AO2	[35]
AO4	[20]
AO3	[20]
Total	[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) ¿Cómo es la relación de María con su madre? ¿Por qué es así y por qué cambia?
Comenta, por ejemplo:

- **la actitud de María hacia su madre al principio**
tensión, distancia, frialdad, frustración, impaciencia, cinismo ante la ‘ingenua bondad’ de la madre
- **las causas de la mala relación**
resentimiento por el pasado, el comportamiento del padre y la actitud de Rosa con él, vergüenza por su propia situación y por repetir los errores de la madre
- **el cambio en la relación**
su generosidad y amor, su simpatía con los demás, María ahora entiende mejor su vida difícil y relación con un machista violento y es capaz de ver el lado bueno de la vida del pueblo

o

(b) ¿Hasta qué punto conocer a María es positivo para don Emilio?
Comenta, por ejemplo:

- **la situación de don Emilio**
soledad; perro; chismoso; descontento con los cambios en barrio; pérdida del hijo;
- **su relación con María**
consejos sobre relación con el padre; ella diferente; su embarazo y el aborto; ofrece ayuda;
- **su papel al final en la vida de María**
escena del cementerio; planes para el futuro; cambio en María; su actitud hacia don Emilio; aparente felicidad de los dos

2 Cuerda: *La lengua de las mariposas*

(a) ¿Qué influencia tienen sobre Moncho los principios de don Gregorio?

Comenta, por ejemplo:

- **la experiencia inicial de Moncho con el maestro**
miedo luego admiración y respeto; primer día en clase; pierde miedo; le salva la vida; admiración de Moncho; sus comentarios a los padres
- **las ideas de don Gregorio y su efecto sobre Moncho**
clases en escuela; al aire libre; ideas sobre la naturaleza; libro; el maestro le inspira y despierta su imaginación; relación con cura; religión y las ideas de la madre; Moncho y la historia de amor de su hermano
- **¿fracasa la influencia del maestro?**
detención de don Gregorio; influencia de la madre; ambiente en el pueblo; ataque y gritos de Moncho

o

(b) ¿Cómo evoluciona la actitud de los padres de Moncho hacia el maestro?

Comenta, por ejemplo:

- **su actitud hacia el profesor al principio**
al principio preocupación de la madre por ser ateo; el padre, republicano, comparte ideas; poco a poco queda tranquilizada
- **el impacto del incidente en el río**
agradecimiento por salvar al hijo en río, un buen hombre; el padre y el traje; la preocupación de la madre desaparece
- **su reacción a la detención de don Gregorio**
el padre y su miedo; se esconde; fuerza de la madre; instinto de supervivencia; vergüenza del padre; influencia sobre Moncho

3 Mañas: *El Bola*

(a) ¿Qué tipo de relación tiene Pablo con su padre y cómo consigue sobrevivirla?
Comenta, por ejemplo:

- **el comportamiento del padre de Pablo**
violencia, control, no aguanta falta de respeto, mucha inseguridad y cuidado con su imagen pública, frustración con Pablo, le irrita su hijo, no tolera su comportamiento (la bola)
- **la familia bajo la autoridad del padre**
tristeza, depresión, pareja infeliz, pérdida de hijo (preferido de papá), abuela con demencia causa problemas en casa, cementerio, padre domina a su mujer, violencia doméstica, madre cohibida
- **el cambio en Pablo al final**
Pablo aguanta la violencia porque no conoce otra cosa; el contacto con Alfredo le abre los ojos; ve una vida mejor y una familia de otro tipo; el efecto del padre de Alfredo, José

o

(b) ¿Qué aprende Pablo de su contacto con la familia de Alfredo?
Comenta, por ejemplo:

- **los ambientes diferentes en las dos familias**
Pablo: tensión, miedo, padre violento, comidas, nerviosos, madre atemorizada, abuela con alzhéimer, hijo muerto, soledad, falta de amigos; Alfredo: risas, alegría, conversación, comunicación, naturalidad
- **la actitud de los dos padres**
Pablo: padre dos caras público/privado, control, inseguridad, exige respeto, violento con hijo y mujer, amargado, resentimiento hacia Pablo, hijo, preferencia por el hijo muerto; Alfredo: padre simpático, alegre, firme pero afectuoso, permisivo, protector
- **Pablo ve una realidad alternativa**
Pablo ve otro tipo de vida, y otra actitud hacia la muerte (hermano/Félix); ve la posibilidad de una salida a la realidad triste; un posible cambio

4 Esquivel: *Como agua para chocolate*

(a) ¿Por qué Tita decide casarse con Pedro?

Comenta, por ejemplo:

- **la evolución de la relación con Pedro**
atracción inicial: la tradición familiar/social; Rosaura, boda y relación de Tita con el médico
- **el contraste entre Pedro y John Brown**
actitud de Pedro casándose con Rosaura; el comportamiento y las ideas modernas del médico; cariño y agradecimiento vs pasión; lo racional y lo pasional
- **el tema del amor en la novela**
la importancia de la pasión; la experiencia de Gertrudis y Mamá Elena; las presiones de la sociedad; la prioridad de la naturaleza y los sentimientos a pesar de las trágicas consecuencias; la culpa de la sociedad y las tradiciones represivas

o

(b) ¿En qué se diferencia Gertrudis de Tita?

Comenta, por ejemplo:

- **las diferencias entre Gertrudis y Tita**
Gertrudis rebelde; más liberada; sensual y anticonvencional; heroína feminista, mujer progresista, relación con la Revolución; menos sujeta a las tradiciones; referencias a Tita y diferencias
- **la influencia de Gertrudis en la vida de Tita**
modelo alternativo a Rosaura; Gertrudis influye en su actitud hacia Pedro; apoya a Tita en su lucha contra Mamá Elena
- **el tipo de mujer que representa Gertrudis**
Gertrudis extremo opuesto a Rosaura; la mujer del futuro; producto y agente de la Revolución; vida libre; no reprime sus deseos y sentimientos: permisiva y lasciva, sin vergüenza; a gusto con su cuerpo y sus acciones