



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2024**

Spanish

Assessment Unit AS 3

assessing

Extended Writing

[SEP31]

MONDAY 20 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 film/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) En la película María parece haber escapado del pueblo solo para encontrarse en una situación peor en una ciudad grande. ¿Cuál es el mensaje de la película sobre el contraste entre los mundos rural y urbano?

Comenta los puntos siguientes:

- **el mundo rural de Rosa**
Aspectos buenos y malos; machismo, malos tratos; sumisión de la mujer; chisme; falta de libertad; ideas reaccionarias; pocas oportunidades para la mujer, educación, etc; pero más comunidad, compañerismo, menos soledad y aislamiento
- **la vida de María en la ciudad**
Aislada, falta de contacto con vecinos; vivienda mala; problemas laborales y sociales; drogas y prostitución; pobreza; peligrosidad; inseguridad para la mujer; pero condiciones sociales modernas y buenas (hospital, servicios sociales)
- **el final de la película**
Posibilidad de un término medio, con lo bueno de cada mundo

o

- (b) ¿Cómo es la relación entre Rosa y su marido? ¿Qué impacto tiene sobre María?

Comenta los puntos siguientes:

- **la relación entre Rosa y su marido**
situación en hospital; Rosa miedosa y sumisa; el mal comportamiento del padre, su desprecio, sus insultos, sus sospechas, sus celos; su vida en el pueblo; malos tratos; constante amenaza de violencia
- **el impacto sobre María**
su fuga de casa; su educación frustrada y problemas laborales; deseo de estar lejos como sus hermanos; odio al padre y resentimiento hacia el padre; problemas en sus relaciones con hombres, quizá; alcoholismo y soledad
- **cómo María logra superar el pasado**
la influencia de Rosa; enfrentarse con su padre; su contacto con don Emilio; su cena y conversación; sus consejos; la maternidad y posible regreso al campo

2 Cuerda: *La lengua de las mariposas*

(a) A lo largo de la película, Moncho deja de ser niño y aprende la realidad de la vida. Comenta los puntos siguientes:

- **el impacto de la escuela sobre Moncho**
Don Gregorio le abre los ojos a la vida, la naturaleza, al mundo exterior y el de la literatura; ve los conflictos (don Gregorio con Avelino y con el cura); peleas con otros niños, necesidad de convivir con otros, incluso enemigos
- **su introducción al mundo adulto**
El tema de la muerte; el despertar sexual; el desconsuelo amoroso de su hermano (Moncho termina consolándole a él); conocer la historia de su padre y Carmiña
- **el impacto del conflicto final**
la llegada de la guerra y la traición a don Gregorio; confusión y desilusión

o

(b) Don Gregorio representa los ideales de la República. ¿Cuáles son y cómo afectan a Moncho?

Comenta los puntos siguientes:

- **los ideales de la República**
Educación como clave para progreso social; libertad; laicismo; imaginación y creatividad artística; el mundo natural y las ciencias antes que la religión y las viejas tradiciones; igualdad de las personas en vez del viejo clasismo social
- **los enemigos de don Gregorio**
La Iglesia, los caciques, la oligarquía (cura, Avelino); los militares; la mentalidad reaccionaria de ciertos sectores
- **el impacto en Moncho**
Moncho fascinado por las ideas de don Gregorio; le ayudan a crecer; siente admiración por el profesor; su confusión al final pero algo queda de esos ideales quizá

3 Mañas: *El Bola*

(a) El padre de Alfredo, José, no es un padre muy convencional. ¿En qué se nota y qué importancia tiene este detalle en la película?

Comenta los puntos siguientes:

- **el carácter de José**
Un poco anticonvencional; los tatuajes y su reputación entre la sociedad 'tradicional'; su familia y amigos no son tradicionales o socialmente 'respetables' o convencionales
- **su tratamiento de Alfredo y Pablo**
Mucho afecto y respeto; como personas adultas no críos; firme pero justo; autoridad sin crueldad; tolerante, pero con un sentido de la responsabilidad y disciplina
- **el mensaje de la película**
el peligro de las apariencias; no juzgar a las personas por su aspecto sino por sus acciones

o

(b) En la película, los dos chicos, Pablo y Alfredo se tienen que enfrentar con la muerte. ¿Cómo reacciona cada uno y qué importancia tiene el tema en la película?

Comenta los puntos siguientes:

- **ejemplos del tema en la película**
el hermano de Pablo; Félix, el amigo de la familia de Alfredo; el chico que murió en las vías
- **la distinta actitud de las familias**
familia de Pablo, silencio, melancolía, rencor y resentimiento de Mariano; reacción de la familia de Alfredo; comunicación de la noticia a Alfredo; advertencia de José sobre el peligro de las vías
- **el impacto de la muerte en Pablo y Alfredo**
impacto en y reacción de Pablo por un muerto que él no conocía; la conversación del puente; la muerte como un aspecto de la educación a la vida

4 Esquivel: *Como agua para chocolate*

(a) En la novela un tema muy importante es el del amor prohibido. ¿Qué ejemplos hay y qué significado tiene en la obra?

Comenta los puntos siguientes:

- **ejemplos de amor prohibido**
Nacha; Tita y Pedro; Mamá Elena y José Treviño
- **el peso de las convenciones sociales**
las tradiciones como fuente de infelicidad para los individuos
- **el mensaje de la novela sobre el amor**
la importancia del amor pasional y en libertad; los efectos negativos de la supresión de la naturaleza por razones de las convenciones estériles y contraproducentes

o

(b) ¿Qué representa para Tita la figura de John Brown?

Comenta los puntos siguientes:

- **el impacto de John Brown en la vida de Tita**
el médico como representante de otra cultura y manera de ser; su papel en ayudar a Tita a liberarse de la influencia de Mamá Elena; la teoría de las cerillas
- **los sentimientos de Tita hacia John**
afecto y agradecimiento; respeto; falta de pasión; contraste con Pedro
- **lo que representa el médico en la novela**
John como médico y hombre de ciencia; 'eterno galante'; alternativa a Pedro; representante de EE UU; la importancia de su herencia mestiza, la abuela kikapú; padre de Alex; abuelo de la narradora