



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2025**

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**Spanish**

**Assessment Unit AS 3**

*assessing*

**Extended Writing**

**[SEP31]**

**MONDAY 19 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.

## 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) La película critica la relación entre hombres y mujeres en la sociedad moderna, pero también ofrece una solución. ¿Estás de acuerdo?

Comenta, por ejemplo:

- **Rosa y su marido**  
*maltrato en casa; violencia física y psíquica; miedo, sumisión de la mujer; alcoholismo y machismo; distancia, falta de comunicación; falta de cariño y respeto*
- **María y su novio**  
*egoísmo y crueldad; abuso verbal y psicológico; evasión de responsabilidad; explotación sexual; intimidación y ausencia de amor*
- **la situación de María al final**  
*independiente; confianza; nuevas relaciones alternativas; optimismo; el consuelo de la maternidad; la ayuda de don Emilio; posibilidad de escapar los modelos negativos del pasado y aceptar nuevos modelos de relación distintos, pero más positivos*

o

(b) Explica la actitud negativa de María hacia la vida al principio de la película.

Comenta, por ejemplo:

- **su pasado en el pueblo**  
*infelicidad familiar; maltrato paterno y una madre buena pero sumisa; frustración de sus ambiciones; desilusión en el amor y con la amiga*
- **su experiencia en la ciudad**  
*aislamiento; vivienda indigna; precariedad laboral; ambiente urbano más moderno pero promiscuo y peligroso; alcohol y acoso sexual*
- **la falta de modelos positivos**  
*experiencia negativa de hombres, de la maternidad y la familia convencional; soledad y falta de amigos; antes de llegar Rosa, María no conoce a gente buena o modelos masculinos más positivos*

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

(a) En la película la España tradicional y conservadora es objeto de una crítica muy fuerte.

¿Cómo se nota?

Comenta, por ejemplo:

- **los enemigos de don Gregorio**  
*el cura; don Avelino, el cacique; las mujeres tradicionales*
- **el papel de la violencia**  
*la guardia civil; viejos métodos pedagógicos; los fachas*
- **la actitud de la madre de Moncho**  
*el resultado del miedo a los falangistas y las fuerzas del orden; supervivencia ante un régimen represivo y violento; falta de libertad causa la traición a don Gregorio*

o

(b) Para don Gregorio, el estudio de la naturaleza forma parte de su actitud ante la vida.

Explica cómo.

Comenta, por ejemplo:

- **la naturaleza en la educación**  
*educación al aire libre; métodos pedagógicos del maestro republicano; transforman la vida de Moncho; le abre a la vida; acelera su desarrollo y su confianza; el huerto, lección sobre la muerte; la manzana*
- **el tema de la libertad**  
*la naturaleza es libertad; ilustra los ideales políticos de la República; lecciones en el campo, lejos del dogma religioso; don Gregorio libera a Moncho del miedo*
- **el impacto en Moncho**  
*Moncho crece en contacto con la naturaleza; la naturaleza es inocente y carece de ideología política; contraste al final entre sus insultos políticos y las referencias a la naturaleza aprendidas del maestro*

### 3 Mañas: *El Bola*

(a) ¿Qué relación tiene Pablo con su amuleto, la bola, y cómo cambia en la película?  
Comenta, por ejemplo:

- **su importancia inicial para Pablo**  
*Pablo infeliz; sufre en casa y se lleva mal con los amigos; busca estímulos, juegos peligrosos; la bola, su amuleto y su identidad; le falta madurez y confianza en sí mismo*
- **la actitud de su padre**  
*al padre le molesta la bola; causa conflicto; ¿quizá espera que le proteja del padre?*
- **su relación con la bola al final**  
*parque de atracciones con Alfredo; este cuestiona la necesidad de la bola; su creciente independencia y madurez, gracias a Alfredo, le quita la necesidad de la bola; escena final en la vía confirma su liberación*

o

(b) ¿Cómo se caracteriza Alfredo?  
Comenta, por ejemplo:

- **la relación entre Alfredo y la pandilla**  
*Alfredo es más maduro; un poco anticonvencional, fuma, pero obedece reglas; más seguro de sí mismo debido a su crianza en una familia más moderna y progre; no siente presión paritaria*
- **su situación con su familia y amigos**  
*relación fluida y natural, abierta; círculo de amigos con ideas modernas; buena comunicación entre ellos; tiene confianza para hablar de cosas serias; expuesto a la muerte pero con apoyo familiar*
- **su reacción al problema de Pablo**  
*sensible; reacciona, no como los amigos del cole; hace algo, habla con los padres; leal a Pablo; le ayuda a salir del problema*

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

(a) En la novela Tita lucha con una sociedad dominada por el concepto de la “decencia”.  
¿Cómo logra Tita liberarse de esta represión?

Comenta, por ejemplo:

- **las actitudes de Mamá Elena**  
*dominadas por las ideas de decencia; tratamiento represivo a sus hijas, especialmente a Tita; imposición de una tradición injusta que le causa infelicidad; forzada ella a aceptar la convención, la impone a los demás*
- **la influencia del Manual de Carreño**  
*sociedad regida por las convenciones de la decencia; causa de infelicidad como la tradición de la hija menor*
- **la actitud rebelde de Tita**  
*Tita no acepta el principio formal del Manual; lo subvierte con la comida; Pedro, Gertrudis, las codornices, la vomitona; “Maldita decencia”; lucha por Esperanza; su relación con Pedro infringe la norma*

o

(b) ¿Qué significan los incidentes aparentemente sobrenaturales en la novela?  
¿Qué importancia tienen?

Comenta, por ejemplo:

- **la relación de Tita con la comida**  
*nacimiento en la cocina; las comidas y su efecto, la vomitona, la escapada de Gertrudis, la comunicación con Pedro; el caldo de Chenchá; expresan la frustración de su vida real*
- **los fantasmas de Mamá Elena y Nacha**  
*Mamá Elena la atormenta desde la ultratumba y Nacha la protege, la guía; ¿fantasmas de verdad?; ¿imaginaciones?; lo mágico y lo subconsciente se mezclan*
- **la importancia de lo mágico**  
*Tita vive una situación de represión, de impotencia; su único recurso es la imaginación; lo mágico como crítica de una realidad injusta; una alternativa a la realidad cruel*