



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**LITERATURE (SPANISH)**

**0488/33**

Paper 3 Alternative to Coursework

**May/June 2017**

MARK SCHEME

Maximum Mark: 20

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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This document consists of **5** printed pages.

Answers will be marked according to the following general criteria:

|        |                |   |
|--------|----------------|---|
| Band 8 | 20<br>19<br>18 | Answers in this band have all the qualities of Band 7 work, with further insight, sensitivity, individuality or flair. They show complete and sustained engagement with both text and task.   |
| Band 7 | 17<br>16<br>15 | <p><i>A detailed, relevant and possibly perceptive personal response that engages both with text and task</i></p> <ul style="list-style-type: none"> <li>• shows a clear and at times critical understanding of the text and its deeper meanings</li> <li>• responds in detail to the way the writer achieves her/his effects (sustaining a fully appropriate voice in an empathic task)</li> <li>• integrates carefully selected and relevant reference to the text</li> </ul> |
| Band 6 | 14<br>13<br>12 | <p><i>A developed and relevant personal response that engages both with text and task</i></p> <ul style="list-style-type: none"> <li>• shows understanding of the text and some of its deeper implications</li> <li>• responds adequately to the way the writer achieves her/his effects (using suitable features of expression in an empathic task)</li> <li>• shows some thoroughness in selecting relevant references to the text</li> </ul>                                 |
| Band 5 | 11<br>10<br>9  | <p><i>Begins to develop a relevant personal response that engages both with text and task</i></p> <ul style="list-style-type: none"> <li>• shows some understanding of meaning</li> <li>• makes a little reference to the language of the text (beginning to assume a voice in an empathic task)</li> <li>• uses some supporting textual detail</li> </ul>  |
| Band 4 | 8<br>7<br>6    | <p><i>Attempts to communicate a basic personal response</i></p> <ul style="list-style-type: none"> <li>• makes some relevant comments</li> <li>• shows a basic understanding of surface meaning of the text (of character in an empathic task)</li> <li>• makes a little supporting reference to the text</li> </ul>  |
| Band 3 | 5<br>4<br>3    | <p><i>Some evidence of a simple personal response</i></p> <ul style="list-style-type: none"> <li>• makes a few straightforward comments</li> <li>• shows a few signs of understanding the surface meaning of the text (of character in an empathic task)</li> <li>• makes a little reference to the text</li> </ul>   |
| Band 2 | 2<br>1         | <p><i>Limited attempt to respond</i></p> <ul style="list-style-type: none"> <li>• shows some limited understanding of simple/literal meaning</li> </ul>   |
| Band 1 | 0              | No answer / insufficient answer to meet the criteria for Band 2   |

| Question  | Answer   | Marks |
|---|--|-------|
| <p><b>Indicative Content</b></p> <p>The detailed questions are intended to help the candidate respond. Candidates are required to answer them, but need not do so in a rigid sequence; some of the answers may be implicit in the essay, although it is expected that candidates will be able to spell out their views and interpretations with sufficient clarity. There is no prescribed application of marks to each sub-question and the response should be marked holistically. Candidates who do not answer the prescribed sub-questions will penalize themselves automatically, as the sub-questions are central to the passage.</p> |  |       |
| 1   | <p><b>Lea atentamente el siguiente fragmento extraído del cuento ‘Tabaco y negro’ escrito por la española Almudena Grandes en 2005. Luego conteste la pregunta:</b></p> <p>The extract in question is rather contemporary and it is hoped the candidates will be in a position to understand the language of the passage almost in its entirety, therefore being able to gain a general understanding of the extract and convey an appropriate response to the quality of the writing. The questions are designed to help them do so. At the lower levels (up to 9 marks) we shall probably be expecting evidence of a basic understanding, hopefully with a simple personal response. At the 5 / 6 level bands we should be looking for a clear, if not sophisticated and more complex answer to each of the questions and a successful attempt to support ideas from the passage. Be aware of inert, mechanical quoting or simple paraphrasing that adds little to the interpretation or leaves the task of interpreting and / or inferring to the examiner. It is not unusual for candidates to transfer wording / paragraphs from the question paper to their essays in a rather mechanical manner and for no other apparent purpose than to fill up some space. This material usually has been provided to them to contextualize the extract and does not need to be mentioned again in the body of the candidate's essay. As we go up to 7 / 8 level bands we shall be looking for an in-depth analysis and close attention to detail; an ability to read between the lines, with appropriate support from the passage; a motivated personal response; good use of the imagination and a direct, clear focus on the questions throughout. Although some candidates may find the theme of the story rather 'unexpected', they still should be able to engage with it and fully exploit its elements, particularly so if they are to be rewarded with a top band mark.</p> | 20    |

| Question | Answer   | Marks |
|----------|--|-------|
|          | <p><b>¿Hasta qué punto, y cómo, ha logrado la autora impactarlo(a) a usted como lector(a) con la descripción que hace de <i>Madame</i>? En particular, debe considerar, <u>en detalle</u>, los siguientes aspectos:</b></p> <p><b>el comportamiento de Arturo ante la llegada de <i>Madame</i> y lo que esto le sugiere a usted sobre ambos personajes.</b></p> <p>Two main points are expected:</p> <p>(1) That Arturo is being servile to <i>Madame</i> to an almost ridiculous level.<br/> (2) To recognise that <i>Madame</i> ought to be an extremely wealthy client for whom the owner of the shop is prepared to do anything.</p> <p><b>la detallada imagen que Paloma nos transmite del aspecto de <i>Madame</i>.</b></p> <p>This is a large segment of the passage and the candidate is expected to mention in great detail how specifically <i>Madame</i> is portrayed, from bottom (her feet) to top (her face and head) including the final impression / characterisation that Paloma volunteers about the woman. More detailed guidelines to this question will be available before the standardisation meeting when access to scripts will help to outline the main approaches followed by the candidates</p> <p><b>su reacción personal como lector(a) frente a la apariencia de <i>Madame</i> y por qué.</b></p> <p>Here, it is expected the candidate will look into the more qualitative aspects of <i>Madame</i>'s description offered by Paloma and round-up the overall impression given to the reader: the vision of a 'mujer terrible' that forced Paloma to divert her eyes; a combination of an old woman mixed with 'juvenile' features to the extent that is almost impossible to determine her age; the body resembled a 'prototype' made up of parts belonging to different bodies. A reference to Frankenstein is made suggesting the appearance of a monster. Her make-up is grotesque, heavy and sombre. But, more shocking still is her baldness as her forehead is said to start in the middle of her head. Paloma ends the account making reference to the arrival of aliens. For her, <i>Madame</i> is the embodiment of a 'big headed' extra-terrestrial. Besides these ideas, the candidate may feel inclined to reflect on why this woman offers such an appearance. And here, comments about the extremes to which people go in order to appear fashionable and 'young' would be pertinent. Many features described point to the idea of repeated plastic surgery. The incongruence between different parts of the body making evident the failure of these attempts. But, also, the psychology of the woman appears reflected in the way she dresses and wears her make-up, trying to, unsuccessfully, battle against the process of aging. All these aspects help to explain why Paloma felt horrified. A point worth mentioning here is the quality of the rich description offered by the author as the reader can easily form a very graphic representation of the appearance of <i>Madame</i> in his / her head.</p> |       |

| Question | Answer   | Marks |
|----------|--|-------|
|          | <p><b>Usted puede añadir cualquier otro comentario que le parezca pertinente.</b></p> <p>It is rare for candidates to follow up this suggestion and they should not be penalized if they do not. However, any interesting comments should of course be taken into account in the overall reward, – provided these do not distort or contradict the main story line and candidates do not end up either, contradicting themselves or, not adopting a clear line of interpretation. If additional and reasonable ideas are offered, generous reward should be considered although this section alone should not be substitute for the required response to the preceding ones.</p> <p>Some candidates may adopt a hard line of interpretation and question whether Paloma is exaggerating / distorting the real image of <i>Madame</i>, due to being a young and / or impressionable girl, etc. This is fine if the candidate justifies his / her interpretation. Others, more skeptical minds, may consider that certain aspects are believable while others are, definitely, misinterpreted or false. Fine as well, if there is a good justification to support such an opinion. Others may look at some aspects but ignored others. This is the real band discriminator. Those who manage to interconnect all the different components of the story as outlined above would be the ones allocated to the upper bands. This is also alright provided the story as such is interpreted correctly from the point of view of the author.</p> <p>Candidates may elaborate within these lines or follow alternative interpretations. The only requirement here is to be consistent and avoid flagrant contradictions or uncommitted / unexplained statements. Ideas should be clearly stated, well-argued and convincing to be given the marks.</p> |       |