



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

Spanish

Assessment Unit AS 3

assessing

Extended Writing

[SEP31]

FRIDAY 18 MAY, AFTERNOON

**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 or 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 or 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 |
| | |

Examiners should look for a cogent and structured answer based on some of the following points and others which may be relevant.

1 Zambrano: *Solas*

- (a) ¿Qué impacto tiene sobre María tener a su madre en casa?
Comenta por ejemplo:

La actitud de María hacia su madre al principio

opinión sobre su propia casa, olor, oscuridad,
ideas sobre el dinero y la motivación de la gente, cinismo, falta de
generosidad, impaciencia con su madre, 'Esto no es el pueblo'

¿Qué hace la madre en la casa?

trae vida a la casa, plantas, tuestos, luz,
rescata la mecedora, el belén
se relaciona con el vecino

¿Cómo reacciona María?

al principio impaciente, se rebela, se emborracha, vergüenza
empieza a aceptar a la madre (comida)
amistad con vecino, bebé, nombre

o

- (b) En *Solas* tiene mucha importancia el tema de la maternidad.
¿Qué significa la figura de la madre en la película?
Comenta por ejemplo:

El personaje, Rosa, y su impacto como madre

Cambios en el piso, la borrachera de María, la comida y el punto

La amiga de María y el nuevo bebé

El efecto del bebé, la decisión de ser madrina

El embarazo de María

Su relación con Juan, el efecto del embarazo, el final de la película y el impacto
de Rosa en María

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

(a) **¿Qué efecto positivo tiene don Gregorio sobre Moncho?**

¿Crees que ha sido en vano?

Comenta por ejemplo:

El efecto positivo del profesor

Las clases de don Gregorio, amor por la naturaleza, lecciones sobre la muerte, los libros

El efecto de don Gregorio sobre los padres de Moncho

La actitud de la madre, su relación con el padre, el ataque de asma de Moncho

La detención del profesor y la reacción de Moncho

Reacción de Moncho, tirando piedras, sus insultos

o

(b) **Describe cómo son los padres de Moncho.**

Comenta por ejemplo:

La madre de Moncho y su actitud hacia el profesor

al principio, preocupación por ser ateo, su religiosidad, agradecimiento por salvar al hijo en el río, admiración

El padre y sus ideas políticas

Sastre, republicano, partidario de Azaña

¿Cómo se portan los padres al final?

padre evita a sus compañeros, destrozan papeles, periódicos republicanos, etc., sumisión, gritan insultos, instinto de supervivencia, anima a Moncho y al marido

3 Mañas: *El Bola*

- (a) ¿Qué diferencias hay entre las familias de Pablo, el Bola y su nuevo amigo, Alfredo?
Comenta por ejemplo:

El ambiente en las dos casas

Pablo: tensión, miedo, padre violento, madre atemorizada, abuela, hijo muerto, falta de amigos

Alfredo: alegría, comunicación, naturalidad, abiertos, señales de ser progresistas

El comportamiento de los dos padres

Pablo: padre dos caras, control, exige respeto, amargado, resentimiento, el hijo muerto

Alfredo: padre simpático, estricto, permisivo, protector

¿Cómo le cambia a Pablo el contacto con la familia de Alfredo?

insatisfecho con su propia situación, insulta a su padre, envidia, más valiente, busca un cambio

o

- (b) ¿Cómo se porta el padre de Pablo, el Bola con él? ¿Por qué piensas que es así?
Comenta por ejemplo:

El comportamiento del padre de Pablo

violencia, control, mucha inseguridad, su imagen pública, frustración con Pablo, intolerancia

La situación de la familia de Pablo

tristeza, depresión, pareja infeliz, hijo muerto, abuela con demencia, cementerio, padre dominante, violencia doméstica

¿Crees que su comportamiento tiene una explicación?

infelicidad, pérdida de hijo, reacción violenta, inseguridad, su estatus, exige respeto, resentimiento

4 **Esquivel: Como agua para chocolate**

(a) **¿Qué significa para Tita cocinar?**

Comenta por ejemplo:

Su situación como la hija menor

pierde su libertad, oportunidad de casarse, obligación, confinada a la cocina, controlar su situación, interactuar con otros y expresar sus sentimientos

Su frustrado romance con Pedro

el amor de su vida, verdadera pasión, convenciones sociales y las tradiciones familiares, la boda de su hermana, cocinar como manera de escapar y también una manera de comunicarse

La importancia de cocinar

sustituto de la vida real, manera de controlar su situación, cocinar sirve para comunicar sentimientos, efectos en la gente

o

(b) **Describe la relación que tiene Tita con sus hermanas.**

Comenta por ejemplo:

¿Cómo es Rosaura?

típica mujer tradicional, seguidora de las tradiciones sociales y familiares, obediente a su madre, una persona bastante infeliz y desgraciada.

El carácter de Gertrudis

mujer libre y liberada, hija ilegítima, de padre mulato, su carácter anticonvencional, sociedad tradicional y reprimida, alegre, activa, características masculinas

¿Cómo se relaciona con cada una?

intenta relacionarse bien con las dos hermanas, Rosaura y Pedro, influencia de Gertrudis con respecto a Pedro