

GCE 2004

June Series



Mark Scheme

Spanish

(Unit 5W)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Dr Michael Cresswell Director General.

Unit 5W

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO2	Response to written language	2.5	5
AO3	Knowledge of grammar	2.5	5
AO4	Knowledge of society	10	20
	TOTAL	15	30

The following criteria will be used.

Knowledge of Society (AO4)	
16-20	Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment.
11-15	Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth.
6-10	Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant.
1-5	Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Reaction/Response (AO2)	
5	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression.
4	Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression.
3	Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported.
2	Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure.
0-1	Little or no reaction. No real illustration or justification.

Knowledge of Grammar (AO3)	
5	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
4	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
3	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension.
2	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension.
0-1	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension.

Total for Paper = 60 marks

Annotation of Scripts

- C written in the margin to indicate information relevant to AO4
- R written in the margin to indicate evidence of personal reaction or evaluation (AO2)
- ® written in the margin to indicate evidence of personal reaction with justification or evaluation with conclusions
- Rep written in the margin to indicate repetition of information relevant to AO4 or of evidence of personal reaction AO2.
- irr** and vertical line in the margin = irrelevant material.

The mark for AO2, AO4 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification

Notes for Answers : Set Texts**Anonymous : Lazarillo de Tormes****Question 1(a)**

The humour in this work can be analysed from various viewpoints. The candidates may highlight Lazarillo's reaction to the situations in which he finds himself, the innocence shown and the way he deals with his various *Amos*. The work can also be seen as a satirical social critique, whereby various institutions and social behaviour are dealt with by the author, e.g. the Church and the implied hypocrisy of Spanish society. The more able candidates will be able to analyse the points, use quotations effectively and avoid simple narration.

Question 1(b)

A very straightforward question. Candidates will undoubtedly begin with Lazarillo's innocent and naïve observations, e.g. his mother's and father's relationship and its final outcome, and then trace, through analytical observations, how Lazarillo's character matures, how he becomes wise to the *Amos* he encounters, the social situations of the day and how he becomes more and more 'street-wise'. His marriage could inspire the more able candidates to draw their own conclusions.

For marks to be placed in the top band (16-20) there must be good use of quotation and detailed reference to the texts.

Buero Vallejo : Historia de una escalera**Question 2(a)**

The main themes to be analysed will be:

Poverty, misery, employment, political situation, the inability to escape, hopes to escape (Fernando), social climate. Candidates should comment on how each of the protagonists reacts to the themes, drawing conclusions and commenting upon Buero's criticisms. The best answers should contain plenty of quotation and close textual references.

Question 2(b)

The following points could be mentioned:

Fernando more ambitious – looks forward

Does not necessarily work hard to achieve his goals.

Wants to leave the *escalera*

Attitude towards the Falange.

Urbano – has less hope, wishes for *la ayuda mútua para abandonar*.

Worker

Criticism of one another

Both smoke together – both do not have a lot of money
Both end up the same after 30 years
Both get married – compare and contrast their relationships

For marks to be placed in the top band (16-20) there must be good use of quotation and detailed reference to the texts.

García Márquez : Crónica de una muerte anunciada

Question 3(a)

Candidates have plenty of material to choose from for this question: they could possibly comment upon religion, incompetence of the local authorities, male behaviour (both Santiago's and Bayardo's), the code of honour, *machismo* and the effect that superstition had in an isolated township. The key to a successful answer will be how these themes are treated by Márquez: how far does he implicitly or explicitly criticise the society in which he bases the story? Expect a lot of quotes in a top-band answer.

Question 3(b)

Why did Santiago have to die? Many candidates will refer to the *fue mi autor* quotation and the brothers' obligation to maintain honour. More able candidates, however, will also examine the theme of pre-destination, the interpretation of dreams, and the inevitability of fate (the door being locked, the anonymous note under the door) and the town's collective failure in warning Santiago of his impending doom. Candidates could also make reference to the fact that nobody actually believed that the twins would comply with their duty, coupled with the nonchalant attitude taken by the Leonardo Pornoy and the authorities in general. Candidates will avoid narration and use plenty of textual references to be placed in the 16 – 20 band.