

GCE 2005

January Series



Mark Scheme

Spanish Specification

SP5W Advanced

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.

Further copies of this Mark Scheme are available from:

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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

UNIT 5W
(Notes for answers)

GENERAL POINTS

AO4 Knowledge of Society

Marks are awarded for the way in which knowledge of a text/topic is applied to a **specific** question. This is the **task** referred to in the Mark Scheme.

It is useful to bear the following in mind :

- detail provided and depth of treatment
- appropriate examples from text/topic
- justification/explanation of points made and examples made
- relevant quotation (if appropriate)
- personal involvement/insight/flair
- structure – introduction, paragraphing, conclusion.

The above criteria should help to place an answer into one of the 4 bands indicated on the Mark Scheme.

The extent of personal involvement, insight, flair and the overall structure of the piece should help with the fine tuning within the band and the reaching of the AO4 mark for the task.

AO2 Reaction/Response

Marks are awarded for the way in which the candidate reacts/responds to points made in answering the specific question.

It is useful to bear the following in mind:

- amount of reaction/response
- explanation/personal opinion
- speculation/assessment/conclusions drawn
- justification
- illustration
- originality (where appropriate)

AO3 Knowledge of Grammar

It is useful to bear the following in mind:

- fluency
- range of vocabulary/tenses/constructions
- sophistication of language/use of idiom
- how easy the piece reads/communicates its message successfully (to a sympathetic native speaker)

NB Accuracy is only one of the criteria used to determine the mark awarded.

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

This question allows candidates to analyse both the problems and attitudes. Problems could, of course, be of a social nature, including the attack on religion, hypocrisy and the nature of human relations. Analysis is therefore called for about Lazarillo's relationships (family, with his *amos* and his final predicaments) and how the author uses these to comment upon contemporary society. The use of quotations to back up the candidates' observations shows thorough knowledge of the text.

Question 1(b)

Candidates are given a free reign to show their knowledge and understanding of Lazarillo's character. Good answers will trace how his personality develops throughout the work, with quotations and detailed references to the relationship and 'lessons learned' from his different *amos*, used to demonstrate how he matures throughout the work. References to humour, pathos and comedy demonstrate a thorough understanding of his character.

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

Candidates should focus on the necessary theatrical techniques including casting and stage design to reflect the *escalera* throughout the time frame. Lighting, costume and detailed references to Buero Vallejo's stage instructions should feature in the best answers.

Question 2(b)

The tragic sense of life as shown in the play can be handled in different ways. The relationships between the characters, friendships and marriage, financial difficulties and their consequences, the way death is handled and its impact on the characters' attitude and behaviour as well as the style in which the play is written, the lack of happy events being detailed, for example, are all salient points which can be analysed in a successful attempt to answer the question.

García Márquez : Crónica de una muerte anunciada**Question 3(a)**

Angela's character should be analysed by close reference to the text. Her relationships with Santiago, Bayardo, her brothers and family are key points, and the best answers could deal with the relationship she has with the narrator, *fue mi autor*. Candidates should not simply write about what Angela does, but analyse the reasons why she behaves as such. Abundant quotations will feature in the best answers.

Question 3(b)

The theme of honour is a straightforward task to deal with. The pressures exerted by the Colombian society of the 1950s can be reflected by the characters' actions. Not only should the actions of the brothers be analysed, but reference to Leonardo Pornoy, *el padre Amador*, *el alcalde* and the town as a whole should be taken into consideration when discussing whether or not Santiago's death can be justified.