



General Certificate of Education

Spanish 6696

SP5W The Cultural and Social Landscape in Focus

Mark Scheme

2005 examination – June series

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.

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

In section A, knowledge of society (A04) = knowledge of the text so quotation and detailed textual references will be expected for the 16 – 20 band.

Question 1(a)

The following points should feature in the best answers:

- Lazarillo's coming from the lowest social class
- he is astute
- low morality
- the trickery involved in his life
- he lives on the edge of the honour code of the upper classes
- he seeks freedom
- he talks directly to the reader (*Vuestra Merced*).

The relationship he has with the various *amos* could also be included:

- *Ciego* – we see Lazarillo's sharp-wittedness here
- *Clérico* – we see humour here
- *Escudero* – here we can see the idea that *las apariencias gañan*
- *Buldero* – again the idea of *engañar a las personas para ganarse la vida*
- *Capellán* – here we see Lazarillo gaining worldly success for a poor lad.

Candidates may also mention the satire in the work and the critical attitude created via the *pícaro*.

Question 1(b)

You may expect to see the following points:

- the amusing incidents with each *amo* where the reader laughs at Lazarillo's suffering and is amused when Lazarillo gets his own back
- trickery with *el clérico* and *Buldero's* trickery
- hypocrisy
- class distinction
- *engañar*
- cruelty and selfishness
- poverty and hypocrisy of the church.

Question 2(a)

Candidates may include the following points:

- Fernando is *gandul y pobre*
- the relationships between Fernando and Carmina and Elvira and Urbano and the reasons why these relationships exist
- the fact that Fernandito and Carmina are banned from seeing each other
- the *vivo* aspect of the question can be seen as it reflects the social, economic and political problems of the time
- the hypocrisy can be seen in the relationships amongst the protagonists and the fact that Fernando's marriage was for economic benefits and that Carmina only marries Urbano to forget

Question 2(b)

The following are the main points that should feature in the answer:

- the working background of the families
- the fact that they do not all aspire and are happy to live their lives
- Fernando's dreaming of the unattainable and the fact that he is lazy
- Urbano who is a serious, honest worker but cannot escape
- the fact that the children are trapped by their parents' answers
- time frame – still trapped at the end of the play
- only way out is death
- *Escalera* has undergone minor changes but no major ones.

Question 3(a)

Expect detailed references to named characters and not simply *el policía, la mujer en la tienda* etc.

The following major points should be included:

- Pornoy's and Aponte's failure to deal with the brothers
- María A. Cervantes did not think it would happen
- Victoria Guzmán did not reveal what she actually knew
- Angela's failure to name Santiago (*fue mi autor* interpretation)
- the narrator's possible guilt – he never accuses!
- code of honour
- the letter under the door
- all knew about the impending doom – all were present at the 'ritual slaughter' and did nothing about it
- the idea of fate could also be included as well as the fact that the 'minor' characters were all aware of the twins' actions. The more able candidates will analyse if the characters are deliberately guilty or simply 'guilty by chance'

Question 3(b)

The candidates may approach this question from different angles; the *extraña* may include

- the changes in time frames, the chronology (*el día en que lo iban a matar* starts the story) – the reader knows the outcome from the outset
- an unmentioned place and time, yet we are given detailed clues (Model T Ford, the 30.06 Mannlicher-Schoenauer and the Holland Magnum rifles)
- names of characters (Divina Flor, Flora Miguel)
- religious interpretations
- magic realism
- inclusion of some of Márquez's own family
- the unbelievable attitude of the church.

and the *efecto profundo* may include

- the reader questions the deep-rooted values of honour
- treatment of women
- justification of a murder
- pity we feel for Bayardo after the arrogance the reader sees upon his arrival
- inconclusive evidence leading to a man's death
- the vivid language, eg *los intestinos completos afloraron con una explosión.*