

AEA



Specimen Paper and Mark Scheme

Advanced Extension Award Spanish (9881)

**For First Examination
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PRIMERA SECCIÓN

Se recomienda pasar unos 70 minutos con esta sección.

El poeta chileno Pablo Neruda fue cónsul de su país en Madrid al estallar la Guerra Civil, pero se trasladó a París.

En 1937 – en plena guerra – volvió a Madrid para recuperar sus libros y los enseres de la casa que había abandonado. Encontró mucha destrucción. En este primer extracto de su libro de memorias, *Confieso que he vivido*, describe la vuelta a su casa.

Texto A

5 Por fin llegamos a Madrid. Mientras los visitantes recibían bienvenida y alojamiento, yo quise ver de nuevo mi casa que había quedado intacta hacía cerca de un año. Mis libros y mis cosas, todo había quedado en ella. Era un departamento en el edificio llamado «Casa de las Flores», a la entrada de la ciudad universitaria. Hasta sus límites llegaban las fuerzas avanzadas de Franco. Tanto que el bloque de departamentos había cambiado varias veces de mano.

Miguel Hernández, vestido de miliciano y con su fusil, consiguió una vagoneta destinada a acarrear mis libros y los enseres de mi casa que más me interesaban.

10 Subimos al quinto piso y abrimos con cierta emoción la puerta del departamento. La metralla había derribado ventanas y trozos de pared. Los libros se habían derrumbado de las estanterías. Era imposible orientarse entre los escombros. De todas maneras, busqué algunas cosas atropelladamente. Lo curioso era que las prendas más superfluas e inprovechables habían desaparecido; se las habían llevado los soldados invasores o defensores. Mientras las ollas, la máquina de coser, los platos, se
15 mostraban regados en desorden, pero sobrevivían, de mis máscaras de Polinesia, de mis cuchillos orientales, no quedaba ni rastro.

- La guerra es tan caprichosa como los sueños, Miguel.

Miguel encontró por ahí, entre los papeles caídos, algunos originales de mis trabajos. Aquel desorden era una puerta final que cerraba en mi vida.

20 Le dije a Miguel:

- No quiero llevarme nada.
 - ¿Nada? ¿Ni siquiera un libro?
 - Ni siquiera un libro –le respondí
- Y regresamos con el furgón vacío.

(Texto A repetido)

5 Por fin llegamos a Madrid. Mientras los visitantes recibían bienvenida y alojamiento, yo quise ver de nuevo mi casa que había quedado intacta hacía cerca de un año. Mis libros y mis cosas, todo había quedado en ella. Era un departamento en el edificio llamado «Casa de las Flores», a la entrada de la ciudad universitaria. Hasta sus límites llegaban las fuerzas avanzadas de Franco. Tanto que el bloque de departamentos había cambiado varias veces de mano.

Miguel Hernández, vestido de miliciano y con su fusil, consiguió una vagoneta destinada a acarrear mis libros y los enseres de mi casa que más me interesaban.

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- No quiero llevarme nada.
 - ¿Nada? ¿Ni siquiera un libro?
 - Ni siquiera un libro –le respondí
- Y regresamos con el furgón vacío.

2. Da una definición **en español** del significado de estas palabras sacadas del texto:

(a) bienvenida (línea 1)

.....
.....
(2)

(b) departamento (línea 3)

.....
.....
(2)

(c) acarrear (línea 8)

.....
.....
(2)

(d) enseres (línea 8)

.....
.....
(2)

(e) furgón (línea 24)

.....
.....
(2)

(10 puntos)

Texto B

En este segundo extracto del mismo libro, *Confieso que he vivido*, el poeta reflexiona sobre el mismo incidente.

LAS MÁSCARAS Y LA GUERRA

... Mi casa quedó entre los dos sectores ... De un lado avanzaban moros e italianos ... De acá avanzaban, retrocedían o se paraban los defensores de Madrid ... Por las paredes había entrado la artillería ... Las ventanas se partieron en pedacitos ... Restos de plomo encontré en el suelo, entre mis libros ... Pero mis máscaras se habían ido ... Mis máscaras recogidas en Siam, en Bali, en Sumatra, en el Archipiélago Malayo, en Bandoeng ... Doradas, cenicientas, de color tomate, con cejas plateadas, azules, infernales, ensimismadas, mis máscaras eran el único recuerdo de aquel primer Oriente al que llegué solitario y que me recibió con su olor a té, a estiércol, a opio, a sudor, a jazmines intensos, a frangipán, a fruta podrida en las calles ... Aquellas máscaras, recuerdo de las purísimas danzas, de los bailes frente al templo ... Gotas de madera coloreadas por los mitos, restos de aquella floral mitología que trazaba en el aire sueños, costumbres, demonios, misterios irreconciliables con mi naturaleza americana ... Y entonces ... Tal vez los milicianos se habían asomado a las ventanas de mi casa con las máscaras puestas, y habían asustado así a los moros, entre disparo y disparo ... Muchas de ellas quedaron en astillas y sangrientas, allí mismo ... Otras rodaron desde mi quinto piso, arrancadas por un disparo ... Frente a ellas se habían establecido las avanzadas de Franco ... Frente a ellas ululaba la horda analfabeta de los mercenarios ... Desde mi casa treinta máscaras de dioses de Asia se alzaban en el último baile, el baile de la muerte ... Era un momento de tregua ... Las posiciones habían cambiado ... Me senté mirando los despojos, las manchas de sangre en la estera ... Y a través de las nuevas ventanas, a través de los huecos de la metralla ... Miré hacia lejos, más allá de la ciudad universitaria, hacia las planicies, hacia los castillos antiguos ... Me pareció vacía España ... Me pareció que mis últimos invitados ya se habían ido para siempre ... Con máscaras, entre los disparos y las canciones de la guerra, la loca alegría, la increíble defensa, la muerte o la vida, aquello había terminado para mí ... Era el último silencio después de la fiesta ... Después de la última fiesta ... De alguna manera, con las máscaras que se fueron, con las máscaras que cayeron, con aquellos soldados que nunca invité, se había ido para mí España ...

Nota:

estiércol = dung

frangipán = a type of flower, frangipani

ulular = to howl, shriek

3. En el texto *Las máscaras y la guerra*, encuentra una palabra que tiene el mismo significado que cada una de las siguientes palabras o frases. (Están en orden cronológico)

(a) grupo de islas	
(b) diablos	
(c) balazo	
(d) trozos finos de madera	
(e) sacadas violentamente	
(f) grupo de personas violentas	
(g) detención de una lucha	
(h) restos	
(i) agujeros	
(j) llanuras	

(10 puntos)

4. Contesta estas preguntas en español. En cuanto sea posible debes utilizar tus propias palabras. No debes copiar oraciones completas o parciales del texto.

(a) A tu juicio, ¿qué significado tenía para Neruda su colección de máscaras?

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.....

(8)

(Texto B repetido)

LAS MÁSCARAS Y LA GUERRA

... Mi casa quedó entre los dos sectores ... De un lado avanzaban moros e italianos ... De acá avanzaban, retrocedían o se paraban los defensores de Madrid ... Por las paredes había entrado la artillería ... Las ventanas se partieron en pedacitos ... Restos de plomo encontré en el suelo, entre mis libros ... Pero mis máscaras se habían ido ... Mis máscaras recogidas en Siam, en Bali, en Sumatra, en el Archipiélago Malayo, en Bandoeng ... Doradas, cenicientas, de color tomate, con cejas plateadas, azules, infernales, ensimismadas, mis máscaras eran el único recuerdo de aquel primer Oriente al que llegué solitario y que me recibió con su olor a té, a estiércol, a opio, a sudor, a jazmines intensos, a frangipán, a fruta podrida en las calles ... Aquellas máscaras, recuerdo de las purísimas danzas, de los bailes frente al templo ... Gotas de madera coloreadas por los mitos, restos de aquella floral mitología que trazaba en el aire sueños, costumbres, demonios, misterios irreconciliables con mi naturaleza americana ... Y entonces ... Tal vez los milicianos se habían asomado a las ventanas de mi casa con las máscaras puestas, y habían asustado así a los moros, entre disparo y disparo ... Muchas de ellas quedaron en astillas y sangrientas, allí mismo ... Otras rodaron desde mi quinto piso, arrancadas por un disparo ... Frente a ellas se habían establecido las avanzadas de Franco ... Frente a ellas ululaba la horda analfabeta de los mercenarios ... Desde mi casa treinta máscaras de dioses de Asia se alzaban en el último baile, el baile de la muerte ... Era un momento de tregua ... Las posiciones habían cambiado ... Me senté mirando los despojos, las manchas de sangre en la estera ... Y a través de las nuevas ventanas, a través de los huecos de la metralla ... Miré hacia lejos, más allá de la ciudad universitaria, hacia las planicies, hacia los castillos antiguos ... Me pareció vacía España ... Me pareció que mis últimos invitados ya se habían ido para siempre ... Con máscaras, entre los disparos y las canciones de la guerra, la loca alegría, la increíble defensa, la muerte o la vida, aquello había terminado para mí ... Era el último silencio después de la fiesta ... Después de la última fiesta ... De alguna manera, con las máscaras que se fueron, con las máscaras que cayeron, con aquellos soldados que nunca invité, se había ido para mí España ...

Nota:

estiércol = dung

frangipán = a type of flower, frangipani

ulular = to howl, shriek

(b) ¿Qué contraste de cultura se evidencia entre Neruda y los soldados que invadieron su casa?

.....
.....
.....
.....

(2)

(c) ¿A qué se refiere Neruda cuando habla de “las nuevas ventanas” (línea 24)?

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(2)

(d) Describe el efecto del incidente sobre el poeta.

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(8)

(20+10 puntos)

Texto C

Lee este extracto de **Duelo en el paraíso** de Juan Goytisolo, en el cual describe a un joven soldado en los últimos meses de la Guerra Civil Española.

5. Hay **diez** huecos en el texto. Completa los huecos usando la palabra más adecuada de las que hay al final del texto.

Cada palabra puede usarse solamente una vez.

El alférez Fenosa llevaba gorra de plata y una (a)..... en las hombreras. Se (b)..... sentado delante de él, en la silla de madera giratoria y tabaleaba en el cartapacio con frecuencia obsesiva. A menudo cambiaba la dirección de la butaca, a derecha o a izquierda; (c).....una cicatriz rosada a todo lo largo del cuello y a Elósegui le asaltó la sospecha de que el movimiento estaba destinado a atraer la (d)..... sobre lamisma. El alférez Fenosa, le había dicho un soldado, (e)..... aquella mañana de humor excelente. Recién obtenida la estrella a los diecinueve años, (f)..... tan sólo unas semanas que participaba en la (g)..... a las órdenes del capitán Bermúdez y, como a todos los jóvenes de esa edad dotados de temperamento entusiasta, le asaltaba el temor de que la guerra acabase en seguida. La huida desordenada de los republicanos y la falta de combatividad de que daban (h)..... le había producido verdadero desencanto. Aquella mañana, el alférez Fenosa había puesto en (i)..... a toda una compañía, sin otra ayuda que la de su pequeño grupo de combate. «Fue algo nunca visto –le explicó el soldado-. Yo estaba unos pasos detrás y le (j)..... avanzar con la pistola ametralladora debajo del brazo. Hacía rato que habíamos localizado el nido detrás de un algarrobo y atravesábamos una zona de descampado. Las balas silbaban alrededor, pero él continuaba, ¡pim, pam!, tan tranquilo, adelante. Fue entonces cuando los tipos quisieron huir.»

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atención	falta	había	muestra
era	fue	hacía	silla
estaba	fuga	lucha	tenía
estrella	ha	mañana	veía

(Nota:

un alférez = a rank in the Spanish army, equivalent to second lieutenant

un algarrobo = a carob tree)

(10 puntos)

SEGUNDA SECCIÓN

Se recomienda pasar unos 20 minutos con esta sección. El texto dura aproximadamente 4 minutos y 15 segundos.

Texto D

6. Escucha este extracto de un programa llamado *Las cicatrices de la memoria (The Scars of Memory)*, emitido por Televisión Española en 1989.

Puedes escuchar el texto tantas veces como quieras. Puedes tomar notas en una hoja suplementaria y escribir tus contestaciones aquí cuando quieras. Contesta estas preguntas en español con referencia al texto. En cuanto sea posible debes utilizar tus propias palabras. No debes copiar oraciones del texto que oyes. No es necesario que escribas tus contestaciones con frases completas.

- (a) Según el programa, ¿qué significan “las cicatrices de la memoria”?

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(10)

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SPECIMEN TAPESCRIPT

This is the Listening material for the Edexcel Advanced Extension Award examination in Spanish, Specimen paper.

Texto D

Hoy, primero de abril de 1989, se cumplen 50 años del final de la Guerra Civil Española. Es ésta una fecha lejana en el tiempo pero todavía muy viva en el recuerdo de tantas y tantas gentes que a lo largo de los años han ido restañando sus heridas – unas heridas que, como titulábamos nuestro reportaje, hoy son cicatrices de la memoria.

Nada más terminada la guerra, las sonrisas se acaban a la misma velocidad que el pan. El hambre agiganta la memoria de los tres años que ha durado la guerra civil. La posguerra fue también un escenario cruel y deshabitado para muchas mujeres, como lo había sido la guerra. En ciudades y pueblos la confrontación civil marcó con desarraigos nocturnos a muchas madres, hermanas, esposas ... En tantos casos la guerra se lo ha llevado todo menos la memoria.

La memoria que heredan los hijos de todos los muertos, la que se afina en las cárceles improvisadas para presos políticos o la que huye hacia el refugio incierto del exilio, reúne inútilmente todos los recuerdos, todos los arrepentimientos de los pasos equivocados.

Cincuenta años después de aquel horror que nadie supo evitar, los partidarios de uno y de otro bando coinciden en confirmar que la guerra fue una tragedia sin sentido, una tragedia que sumió a España, como en otras ocasiones de su historia, en el atraso, en la desolación.

Hoy el paisaje de este país ha cambiado tanto que la libertad y la democracia se cuelan por todos los rincones. La modernidad no es una optativa de lujo sino una realidad palpable, aunque tenga que convivir con injusticias y anacronismos. Habla Rafaela Aparicio – actriz septuagenaria:

«Yo hablo con muchas personas un poco mayores y todavía tienen esa cosa, esa lejanía, de lo que ha sido la guerra y todavía vuelven a hablar de ello, de manera que todavía me parece a mí que no se ha borrado ... Ahora la juventud ya viene pegando, ya estamos viviendo de otra seda, de más libertad, de más comunidad entre nosotros ...»

Hoy, cincuenta años después, los mayores mantienen una memoria lúcida de tanto desgarró y los jóvenes apenas pueden esbozar una idea sobre lo que sucedió entonces. Habla don Manuel Tuñón de Lara - historiador:

«Una vez en Andalucía hice la pregunta a un chaval de unos 15 años: -¿Usted sabe lo que fue aquello?- -Pues, yo no sé muy bien, contestó.-Una guerra muy grande, muy grande, vaciló un poco. -Y que la perdimos los pobres. -No, le dije. -En fin, ni pobres ni ricos, todo el mundo la perdimos porque las guerras civiles no las gana nadie. La perdimos todos.»

Es verdad que los abuelos y los padres perdonan pero no quieren olvidar y quizás tengan razón. Pero los jóvenes, los que están haciendo el futuro, heredan una cultura de abierta convivencia: jamás otra guerra. Habla Santiago Auserán – joven cantante:

«Aunque se ha superado la etapa del rencor y la etapa del odio, yo siento que debo conservar esa memoria porque todavía hay muchas preguntas que hacerse al respecto y es bueno que nos conozcamos un poco mejor como españoles, ¿no? Debemos sacar una lección y que no vuelva a repetirse.»

En fin, cincuenta años, cincuenta años después, la libertad ha acabado con todos los miedos, con todos los fantasmas.

Fin de la grabación.

SPECIMEN MARK SCHEME

PRIMERA SECCIÓN

Texto A

1. TRANSFER OF MEANING (20 marks)

2 marks per translated section, according to the following grid:

Mark	Transfer of meaning
2	Excellent transfer of meaning. Faultless or virtually faultless translation
1	Satisfactory to good transfer of meaning. Mostly accurate but some lexical errors and/or missed elements/details
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing.

Translations sought. NB: At the Standardisation Meeting for the paper, full consideration would be given to alternative, acceptable variations.

Subimos al quinto piso y abrimos con cierta emoción la puerta del departamento	We went up to the fifth floor and opened the door to the apartment with a certain amount of emotion
La metralla había derribado ventanas y trozos de pared	The shrapnel had demolished windows and chunks of the walls
Los libros se habían derrumbado de las estanterías	The books had tumbled from the shelves
Era imposible orientarse entre los escombros	It was impossible to find one's bearings among the debris
De todas maneras, busqué algunas cosas atropelladamente	Nevertheless, I hastily looked for some things
Lo curioso era que las prendas más superfluas e inprovechables habían desaparecido	The strange thing was that the items that were the most superfluous and least useful had disappeared
se las habían llevado los soldados invasores o defensores	they had been taken by the soldiers, as they invaded or defended
Mientras las ollas, la máquina de coser, los platos, se mostraban regados en desorden, pero sobrevivían	Whereas the pans, the sewing machine, the dishes, were strewn around untidily, but they had survived
de mis máscaras de Polinesia, de mis cuchillos orientales, no quedaba ni rastro	but there was no sign left of my Polynesian masks or my oriental knives
La guerra es tan caprichosa como los sueños, Miguel	War is as capricious as dreams, Miguel

(20 marks)

2. LINGUISTIC EXERCISE (10 marks)

2 marks for each definition according to the following grid:

2	Excellent definition. Faultless or virtually faultless language
1	Satisfactory to good definition. Mainly accurate but some lexical error
0	Unsatisfactory definition. Item misunderstood

Definitions sought. At the Standardisation Meeting for the paper, full consideration would be given to alternative, acceptable variations.

- (a) demostración de alegría y satisfacción ante la llegada de una o varias personas
- (b) apartamento, piso
- (c) transportar, llevar una carga de un lugar a otro
- (d) conjunto de pertenencias/cosas que hay en una casa
- (e) vehículo utilizado para transportar una carga

(10 marks)

Texto B

2. LINGUISTIC EXERCISE

(10 marks) 1 mark for each correct answer. No alternatives or mis-spellings allowed.

- (a) Archipiélago
- (b) demonios
- (c) disparo
- (d) astillas
- (e) arrancadas
- (f) horda
- (g) tregua
- (h) despojos
- (i) huecos
- (j) planicies

(10 marks)

4. READING COMPREHENSION (30 marks)

COMPREHENSION (20 marks)

The passage will be marked for the comprehension of specific points according to the following mark scheme. At the Standardisation Meeting for the paper, consideration would be given to alternative, acceptable variations.

- Neruda había juntado las mascararas en sus viajes por el Oriente en su juventud - se acuerda de estos lugares - las máscaras le recuerdan los colores y los olores del Oriente - representan la variedad y la cultura de la vida oriental - los misterios, los mitos, los demonios - sus sentimientos como un joven americano conociendo otras culturas - representan una parte de su vida - etc. (8)
- Neruda era un poeta culto/tenía muchos libros - los soldados eran analfabetos/ no sabían leer y escribir (2)
- había agujeros/huecos grandes en las paredes - causados por las balas (2)
- la destrucción de su casa le afecta profundamente - sus recuerdos han sido dañados por la lucha - es una reacción muy personal, porque las máscaras representan su pasado, su juventud, su vida; todo está destruido - recuerda haber tenido invitados en casa, pero ya se han ido - nadie invitó a los soldados a su casa y la han destruido - todas las contradicciones de la guerra - para él, esta experiencia representa el final de su relación con España – algo muy profundo - etc. (8)

QUALITY OF LANGUAGE (10 marks)

The whole answer will be marked for Quality of Language, according to the following grid.

Award a mark out of 10 according to the following grid:

Mark	Quality of language
9-10	Excellent communication. Virtually free of grammatical, lexical or word-order errors. Language always fluent, varied and appropriate. Wide and impressive range of lexis and structures.
7-8	Good communication. Language generally accurate and appropriate. Language virtually fluent. Good range of lexis and structures. Structures handled well, including complex structures.
5-6	Satisfactory communication. Inaccurate language occasionally but does not impede comprehensibility. Fair range of appropriate lexis. Structures generally handled well, but restricted in range.
3-4	Limited communication. Inaccurate language at times involving quite basic errors. Limited range of lexis. Limited ability to manipulate the language.
1-2	Very limited level of communication. Frequently inaccurate. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures.
0	Frequent basic errors which impede comprehensibility.

(30 marks)

Texto C

5. CLOZE TEST

1 mark to be awarded for each correct word inserted in the correct place in the body of the text.
The order of the words to be inserted are:

- (a) estrella
- (b) había
- (c) tenía
- (d) atención
- (e) estaba
- (f) hacía
- (g) lucha
- (h) muestra
- (i) fuga
- (j) veía

(10 marks)

SEGUNDA SECCIÓN

Texto D

6. LISTENING COMPREHENSION (20 marks)

Award up to a maximum of 10 marks for each question for correct facts given. Award marks for facts, not for language. The following are examples of acceptable answers, but alternatives would be considered at the Standardisation meeting.

(a)	<ul style="list-style-type: none">- una cicatriz viene de una herida física- hubo muchas heridas en la Guerra Civil- aquí se refiere a una herida en la mente, en el recuerdo- durante 50 años mucha gente ha intentado detener las heridas- mucha gente – sobre todo las mujeres españolas – perdió todo en la guerra- otras personas fueron encarceladas; otras salieron hacia el exilio- ahora todos están de acuerdo en que fue una tragedia- no debe quedar rencor, ni odio- pero mucha gente no puede olvidar y borrar las cicatrices de la memoria- etc.
(b)	<ul style="list-style-type: none">- muchos mayores todavía tienen vivos recuerdos de esa época- hablan todavía de la guerra- muchos sufrieron personalmente o perdieron a sus familiares- han pasado los años pero no olvidan, aunque quizás perdonan- están de acuerdo en que fue una guerra sin sentido – todos perdieron- España está cambiando mucho – ahora hay libertad y democracia- muchos jóvenes apenas pueden comprender lo que fue la guerra- pero pueden aprender del pasado y evitar que vuelva a haber otra guerra- etc.

(20 marks)

TERCERA SECCIÓN

7. EXTENDED WRITING (100 marks)

This exercise will be marked for:

Content 40
 Clarity, coherence & organisation 20
 Accuracy 20
 Range of lexis & structures 20
 according to the following grids.

Answers that are completely irrelevant or contain no rewardable material for Content will be awarded no marks for language.

Multiply mark for content x 2 = 40 marks

Mark	CONTENT
19-20	Excellent response. Implications of question fully grasped. Very imaginative and skilful use of stimulus material. Excellent knowledge of target-language society and culture, where appropriate.
16-18	Very good response. Question well understood. Clear thinking. Imaginative and skilful use of stimulus material. Very good knowledge of target-language society and culture, where appropriate.
13-15	Good understanding of question and relevant response, Good use of stimulus material. Good knowledge of target-language society and culture, where appropriate.
10-12	Satisfactory understanding of question and sound response. Occasional irrelevance. Competent use of stimulus material. Satisfactory knowledge of target-language society and culture, where appropriate.
7-9	Some understanding of question but implications not fully grasped. A few relevant points are made. Use of stimulus material inappropriate or defective at times. Some knowledge of target-language society and culture, where appropriate.
4-6	Limited understanding of question. Response largely irrelevant. Major defects in use of stimulus material. Limited knowledge of target-language society and culture, where appropriate.
1-3	Implications of question only vaguely grasped. Hardly any constructive use of stimulus material. Virtually no evidence of knowledge of target-language society and culture, where appropriate.
0*	No rewardable material.

Mark	Clarity, coherence and organisation
19-20	Extremely clear and effective organisation of ideas.
16-18	Answer very well organised and developed. Coherent and cogent.
13-15	Organisation and development logical and clear.
10-12	Organisation and development generally satisfactory but lacking clarity in places.
7-9	Organisation and development defective at times.
4-6	Response generally disorganised. Unable to focus on question.
1-3	Minimal organisation and development.
0	Disorganised.

Mark	Accuracy
19-20	Virtually flawless with very few grammatical errors, even where complex language is being used.
16-18	Very accurate with comparatively few errors, usually of a minor nature.
13-15	Level of accuracy generally secure but incidence of error increases when more complex language is used.
10-12	Occasional inaccuracy including some quite basic errors. Inconsistent.
7-9	Inaccurate language at times involving quite basic errors. Lacks grammatical control.
4-6	Numerous inaccuracies involving quite basic errors which impede communication at times.
1-3	High incidence of basic errors which impede communication.
0	Frequent basic errors which impede comprehensibility.

(It should be unlikely that there would be many candidates scoring below 7 marks for Accuracy because of the expectations of candidates entered for the AEA examination. However, this grid does provide for this possibility.)

Mark	Range of lexis and structure
19-20	Excellent knowledge. Rich and complex language. Uses a very wide range of appropriate lexis. Shows a high degree of sophistication in the manipulation of the structures of the language. Tone and register wholly suited to the task.
16-18	Very good knowledge. Uses a wide range of appropriate lexis. Adventurous and successful use of complex structures. Tone and register very well suited to the tasks.
13-15	Good knowledge. Uses a good range of appropriate lexis, with minor lexical errors only. Language sometimes lacks sharpness. Good manipulation of language. Some successful use of complex structures. Tone and register usually suited to the task.
10-12	Satisfactory knowledge. Uses an adequate but predictable range of appropriate lexis. Makes some significant lexical errors without impairing communication significantly. Attempts to handle complex structures are not always successful. Tone and register sometimes unsuited to the task.
7-9	Basic knowledge but lacks variety. Lexis often inappropriate with frequent anglicisms and wrong words. Some successful manipulation of language, but usually only in basic structures. Tone and register often unsuited to the task.
4-6	Unsatisfactory knowledge and range. Lexis frequently inappropriate with many anglicisms and wrong words. Limited ability to manipulate the language. Little feeling for tone and register.
1-3	Very limited knowledge and range. Very basic, frequently inappropriate lexis. Very limited ability to manipulate the language. Almost no feeling for tone and register.
0	Knowledge and range so limited that no mark can be awarded. Almost no ability to manipulate the language. No sense of the tone and register required.

(100 marks)

TOTAL MARKS FOR THE PAPER: 200

**ADVANCED EXTENSION AWARD
IN
SPANISH
GUIDANCE FOR CENTRES**

INTRODUCTION

Advanced Extension Awards (AEAs) are being introduced for 18 year olds in England, Wales and Northern Ireland in the summer of 2002 in a range of subjects. In modern foreign languages, AEAs will be available in French, German, Irish and Spanish.

This Guidance is designed to provide information about the AEA in Spanish to those who teach and advise Advanced level students. It incorporates much of what is included in the "Guidance for Students".

The Guidance should be read in conjunction with the specimen examination paper and mark scheme for Spanish. Together, these documents will help teachers to guide students in their preparation for the examination. The Guidance explains and amplifies key points in the specification and the examination paper.

WHAT ARE ADVANCED EXTENSION AWARDS?

AEAs are qualifications intended to challenge the most able GCE Advanced level (A level) students. They are designed to provide opportunities for candidates to demonstrate a greater depth of understanding than that required at A level and to demonstrate the ability to think critically and creatively. Consequently, AEAs will help to differentiate between the most able candidates, particularly in subjects with a high proportion of A grades at A level.

AEAs are based on A level subject criteria rather than individual specifications. They are intended to be accessible to all candidates who are expected to achieve a grade A in the A level for a particular subject, irrespective of where they have studied or which A level specification (syllabus) they have followed. They will not require any additional teaching or resources. It is intended that significantly more students should have the opportunity to take AEAs than take existing Special Papers but it is acceptable for centres to enter as many or as few candidates as they wish.

The requirements for the AEA in Spanish are set out in the test specification drawn up by the regulatory authorities (QCA, ACCAC and CCEA). It has been agreed that there will be only one AEA examination for each subject. The examination for the AEA in Spanish is administered by Edexcel but will be available to candidates in all centres. Representatives from each of the awarding bodies (AQA, CCEA, Edexcel, OCR and WJEC) will be involved in the process of setting examination papers and standards for the AEA in the Spanish.

WHAT IS THE AEA IN SPANISH?

The AEA in Spanish has the following aims:

Candidates should:

- ❑ demonstrate a greater depth of understanding of the spoken and written forms of Spanish than required at Advanced GCE;
- ❑ apply their understanding in critical analysis, evaluation and synthesis; and
- ❑ communicate confidently, clearly and effectively in Spanish through the written word, using accurate, complex and varied language at a higher level than required at Advanced GCE.

The content of the AEA in Spanish is based on requirements derived from the A level subject criteria for modern foreign languages, including the grammar specified for A level. (see Appendix 1) The AEA in Spanish will require candidates to:

- ❑ listen and respond to a variety of authentic spoken sources;
- ❑ read and respond to a variety of written texts from authentic sources;
- ❑ understand and study aspects of the contemporary society, cultural background and heritage of one or more Spanish-speaking countries or communities, demonstrating a high level of critical awareness;
- ❑ use appropriate registers in written communication;
- ❑ use written Spanish to organise facts and ideas, present explanations, opinions and information, analyse, hypothesise, evaluate, argue a case, justify, persuade, rebut, develop arguments and synthesise;
- ❑ demonstrate their capacity for critical thinking, to relate different aspects of the subject and to perceive their field of study in a broader context; and
- ❑ understand and apply accurately the grammatical system and a range of structures as detailed in the Advanced GCE subject criteria for Spanish. (see Appendix 1)

There are no prescribed topics or texts because it is an essential feature of the AEA that candidates will not be expected to have undertaken extra study to prepare for the examination. The topics covered in the AEA in Spanish will be chosen from those which would be expected to feature in any A level course. Candidates will be required to refer to the texts (both written and recorded) included in the examination paper, so that they will not need detailed prior knowledge of the specific theme of the examination. This Guidance includes suggestions for further reading and study, but there will be no explicit testing of any wider reading, study or research.

There is no assessment of speaking, for practical reasons. It was decided that all subjects would have a single examination with 100% external assessment. This will simplify the arrangements for the examination and ensure that it is accessible to candidates in all centres, even where there are few entries.

There is one assessment objective: the AEA in Spanish will assess candidates' abilities to apply and communicate effectively their knowledge and understanding of Spanish using the skills of critical analysis, evaluation and synthesis.

THE STRUCTURE OF THE AEA EXAMINATION IN SPANISH

There will be a single three-hour written examination.

Theme

The examination paper for the AEA in Spanish will have one central theme, which will vary from year to year. For example, the theme of the specimen paper is 'La Guerra Civil'. All texts and listening stimulus material contained in the paper will relate to the relevant theme, and the options for the extended writing task will be based around it.

Texts

A variety of texts will be used in any one year in the AEA examination in Spanish. This may involve texts of different styles, literary and factual, with a variety of register. The types of texts used may vary from year to year. They will be prefaced with a brief scene-setting introduction in Spanish.

The English translation of particularly obscure or unusual vocabulary may be given in a footnote to the text. (Any words translated will not attract marks as part of an answer.) Texts and, where appropriate, questions, will be provided with line references. This should help candidates to focus on relevant parts of the text and therefore to make more efficient use of time during the examination.

Instructions to each question will indicate clearly that candidates should not copy sections from the text in response to a question. They will also indicate whether candidates are expected to answer in full sentences. Marks awarded for each question will be indicated and marks for Quality of language will be indicated separately.

Tasks

The examination paper will include a range of tasks with the following weighting:

- 15% Reading comprehension
- 10% Transfer of meaning into English
- 15% Linguistic tests, including minimum 5% for a cloze test
- 10% Listening comprehension
- 50% Extended writing

On the cover sheet and for each section of the paper there will be guidance on the time candidates should spend on each section. The tasks will not necessarily be in the order indicated above, but the extended writing task will always be the final question in the examination.

Reading Comprehension

This task will take the form of a text followed by comprehension questions in Spanish. These will require inference, analysis and evaluation, not merely identification of information within the text. The rubric will indicate that responses in full sentences are required, and that candidates should not copy sections from the text but use their own words to answer the questions. There will be a question-specific mark scheme, but this part of the examination will also be assessed using an assessment grid for Quality of language which is common to AEAs in all modern foreign languages.

Transfer of Meaning

This task will take the form of a short text of approximately 100-120 words in Spanish, whose meaning is to be communicated in English. It might be part of the text from the Reading Comprehension or it could be a separate text. Marks will be awarded for conveying the meaning of the passage in English. Candidates are not expected to produce a polished piece of English translation. The precise nature of the task may vary from year to year.

Cloze test

There will be at least one cloze test with at least 10 gaps to be filled. Candidates should choose each item from a list of possible answers which contains a number of “distractors”. Each item in the list can be used only once and cannot be changed in any way. Other types of cloze test may also be included in the examination paper, for example texts with gaps to be filled but without possible answers provided. The text for the cloze test will be linked to the central theme of the examination paper.

Other linguistic tests

One or more other tests will be set which are designed to test candidates' knowledge of Spanish and their ability to apply this. Examples of possible tests are: reformulating sentences using a specified structure; rewriting phrases or sentences using different words to convey the same meaning; explaining the meaning of specific words or phrases in Spanish. The particular test or tests used will vary from year to year.

Listening comprehension

Candidates will be provided with individual audio recordings which they can listen to in their own time using an individual cassette player with headphones. (The length of the recording will be stated on the examination paper.) The recording will relate to the central theme of the paper. Candidates will be required to answer specific questions in Spanish or to summarise the content, usually by identifying a specified number of key points. The nature of the task may vary from year to year. Candidates do not have to answer in full sentences but can set out their response in bullet points. (They should take care, however, to distinguish clearly between any personal notes they take while listening and their finished answers.) The rubric will indicate that candidates should not transcribe sections from the text but use their own words to answer the questions. There will be a question-specific mark scheme. There is no assessment of Quality of language for this task.

Extended writing

This task carries half the total marks for the examination and should draw on the other parts of the paper. Candidates will be required to write about 450-500 words, but the quality of their response and the extent to which it deals with the title set will be the most important assessment criteria. A choice of tasks will be set, but for either task candidates will be expected to refer to the ideas and opinions expressed in the texts and recording in the rest of the paper, comparing and contrasting the different points of view represented. Indeed, it is recommended that candidates should look at the extended writing tasks before working through the first half of the examination paper. They can then keep the writing task in mind when reading and listening, possibly noting viewpoints or other points that could be relevant. Candidates will not gain marks for introducing material which does not relate to the general theme of the paper and the specific writing task.

The two options offered will include one discursive writing task and one creative writing task. The specimen paper for Spanish has an imagined debate between one writer and one speaker of texts used in sections 1 and 2 for the latter, but this will not necessarily be the type of task set every year. Although candidates will have to write their answer in the answer booklet, they will be provided with additional loose sheets for planning.

There are assessment grids for this task which are common to AEAs in all modern foreign languages and which cover: Content; Clarity, coherence and organisation; Accuracy; and Range of lexis and structure.

Use of resources

In common with Advanced GCE examinations in modern foreign languages, the use of dictionaries will not be permitted.

HOW WILL CANDIDATES BE ASSESSED?

Some questions will be objectively marked (eg the cloze test) while others will have detailed mark schemes (eg linguistic tests). Mark schemes will reward positive achievement and maximise the consistency of marking. For this reason, assessment grids for some tasks which are common to AEAs in all modern foreign languages have been developed.

The overall weighting of marks will be:

- ❑ 40% for knowledge and use of Spanish (including accuracy, the range of syntax and lexis used, knowledge and application of the grammatical system); and
- ❑ 60% for understanding and the application of that understanding, clarity of expression, the coherence and organisation of ideas, critical analysis, evaluation and synthesis.

HOW WILL CANDIDATES BE GRADED?

Assessment materials and mark schemes will lead to awards on a two-point scale: Distinction and Merit, with Distinction being the higher. Candidates who do not reach the minimum standard for Merit will be recorded as ungraded.

Performance level descriptors have been developed (see below) to indicate the level of attainment that is characteristic of Distinction and Merit. They give a general indication of the required learning outcomes at each level. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objective overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Candidates who achieve a **Distinction** will demonstrate all or nearly all the qualities outlined below with a consistent performance at this level.

Candidates who achieve a **Merit** will demonstrate most of the qualities outlined below, but performance may be less consistent across the required knowledge, understanding and skills.

Candidates:

- ❑ show in-depth understanding of a wide range of complex spoken and written texts in a variety of registers, and a high level of awareness of structure, style and register;
- ❑ understand the detail of texts and infer meaning and points of view;
- ❑ respond with insight and imagination;
- ❑ apply their understanding in effective critical analysis and evaluation;
- ❑ communicate information, concepts and opinions clearly with language and expression which are appropriate to the subject and convey effectively their thought and argument;
- ❑ use an extensive and varied range of syntax and lexis, including idiom and specialised vocabulary and show fluency and ease in their manipulation of language;
- ❑ demonstrate a high level of accuracy;
- ❑ present views, arguments and insights with clarity, logic and sophistication;
- ❑ demonstrate independent judgement, using appropriate evidence in well-structured, coherent essays in which they synthesise different aspects or points of view.

SUGGESTED FURTHER READING FOR SPANISH

In preparation for this examination, students are encouraged to seek the advice of their teachers and to develop a reading programme covering a range of Spanish styles and registers, both literary and non-literary. Candidates should regularly read the Spanish and/or Latin American press; many newspapers are available on-line also and references are given below. The list of resources which follows is not prescriptive nor is it comprehensive; above all, candidates should read and research for enjoyment and according to their interests as well as to increase their knowledge.

The Press

Cambio 16 (and <http://www.elpais.es>)

El Mundo (and <http://w3.el-mundo.es>)

Diario 16

ABC (and <http://www.abc.es>)

El País (and the weekend magazine)

Literature

Graded Spanish Reader, Primera Etapa, Alternate – Justo Ulloa and Leonor Alvarez de Ulloa(1996). ISBN 0669 35391 4.

20th century Spanish and Latin American authors, for example:

Federico García Lorca

Ramón Sender

Gabriel García Márquez

Laura Esquivel

Isabel Allende

General Sources

Authentik and Authentik Oído, Authentik, 27 Westland Square, Dublin 2, Ireland or <http://www.authentik.com>

Kattán-Ibarra, J: *Perspectivas culturales de España*, second edition (National Textbook Company, 1997)

Kattán-Ibarra, J: *Perspectivas culturales de Hispanoamérica*, published as above.

Hooper, J: *The New Spaniards* (Penguin, 1995) and *Los Nuevos Españoles* (Editorial Javier Vergara, 1996).

Gibson, I: *España* (Ediciones B, 1993), published in English as *Fire in the Blood* (BBC) and *The Spanish Collection* (BBC Series).

Richardson, B: *Spanish Studies an Introduction* (Arnold 2001), ISBN 0340 76038 9

TV/Radio

TVE Internacional, available by satellite (EUTELSAT 11 F2).

Spanish radio programmes and Galavisión (Mexico) are available by satellite (Astra).

<http://www.rtve.es/rne/index.htm> (Radio Nacional de España)

<http://www.antena3tv.es/> (Antena 3 TV channel)

Useful addresses in the UK:

Spanish Embassy,
Consejería de Educación y Ciencia,
20, Peel Street,
London,
W8 7PD. <http://www.cec-spain.org.uk>

Hispanic and Luso-Brazilian Council,
Canning House,
2, Belgrave Square,
London
SW1X 8PJ.

Instituto Cervantes, 102, Eaton Square, 169, Woodhouse Lane, 322/330, Deansgate,	London, Leeds, Manchester	SW1 9AN LS2 3AR. M3 4FN.
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<http://cvc.cervantes.es/portada.htm>

Internet

Spanish search engines:

<http://www.yahoo.es>

<http://www.ole.es>

<http://www.ozu.com>

<http://donde.uji.es>

<http://www.bton.ac.uk/slweb/recursos/recursos.html> (Spanish resources supplied by Brighton University)

<http://hum.port.ac.uk/slas/splat/firstpage.htm> (Hispanic resources supplied by Portsmouth University)

<http://www.bbc.co.uk/spanish>

<http://www.hull.ac.uk/cti/langsite/hispanic.htm> (Hispanic resources supplied by the CTI Centre at Hull University)

<http://www.SiSpain.org/spanish/index.html> (extensive database)

<http://www.rediris.es/doc/buscadores.es.html> (extensive list of sites and search engines)

<http://www.red2000.com/spain/1index.html> (Todo sobre España).

Latin America

<http://www.mundolatino.org>

<http://www.cibercentro.com/index.html>

<http://www.lanic.utexas.edu>

Authentik(see earlier) also have an extensive resource bank available on subscription. <http://www.authentik.com>

APPENDIX 1 SPECIFIED GRAMMAR FOR SPANISH

Candidates will be expected to have an understanding of, and be able to apply accurately, the grammatical system and structures of Spanish. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following list. The examples in italics are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

SPANISH

- Nouns:** gender
singular and plural forms
- Articles:** definite and indefinite (including *lo* plus adjective)
- Adjectives:** agreement
position
apocopation (*buen, mal*)
comparative and superlative
demonstrative (*este, ese, aquel*)
indefinite (*alguno, cualquiera, otro*)
possessive (short and long forms) (*mi, mío*)
interrogative (*cuánto, qué*)
relative (*cuyo*)
exclamatory (*qué*)
- Adverbs:** comparative and superlative
interrogative (*cómo, cuándo, dónde*)
- Quantifiers/Intensifiers** (*muy, bastante, poco, mucho*)
- Pronouns:** subject
object
position and order of object pronouns
reflexive
relative (*que, quien, el que, el cual*)
disjunctive/emphatic
demonstrative (*éste, ése, aquél, esto, eso*)
indefinite (*algo, alguien*)
possessive (*el mío, la mía*)
interrogative (*cuál, qué, quién*)
- Verbs:** regular and irregular forms of verbs, including reflexive verbs
radical-changing verbs
impersonal verbs
verbs followed by an infinitive (with or without a preposition)
perfect infinitive
negative forms
interrogative forms
reflexive constructions (*se vende, se nos dice que*)
uses of *ser* and *estar*

tenses: present
preterite
imperfect
future
conditional
perfect
future perfect
conditional perfect
pluperfect
passive voice: all tenses
continuous tenses
imperative
gerund present and past participle
subjunctive mood: present
perfect
imperfect
pluperfect
uses of subjunctive: polite commands
negative commands
after verbs of wishing, command, request, emotion
to express purpose (*para que*)
to express possibility/impossibility
after conjunctions of time (*cuando lleguemos*)
in conditional sentences after *si*
all other common uses
past anterior (*hube hablado*) (R)

Prepositions: personal *a*
uses of *por* and *para*

Conjunctions

Number, quantity and time: constructions with *hace*

**ADVANCED EXTENSION AWARDS
IN
SPANISH**

GUIDANCE FOR STUDENTS

INTRODUCTION

Advanced Extension Awards (AEAs) are being introduced for 18 year olds in England, Wales and Northern Ireland in the summer of 2002 in a range of subjects. In modern foreign languages, AEAs will be available in French, German, Irish and Spanish.

This Guidance is designed to provide you with information about the AEA in Spanish to help you to prepare for the examination. You should read it together with the specimen examination paper and mark scheme for Spanish. If you do not have a copy of these, ask your teacher.

WHAT ARE ADVANCED EXTENSION AWARDS?

AEAs are qualifications intended to challenge the most able GCE Advanced level (A level) students. They are designed to provide opportunities for candidates to demonstrate a greater depth of understanding than that required at A level and to demonstrate the ability to think critically and creatively. They are intended to be accessible to all candidates who are likely to achieve a grade A in the A level for a particular subject, irrespective of where they have studied or which A level specification (syllabus) they have followed. They will not require any additional teaching.

It has been agreed that there will be only one AEA for each subject, so all candidates for AEA Spanish will sit exactly the same examination. The examination for the AEA in Spanish is administered by Edexcel but will be available to candidates in all schools and colleges. Representatives from each of the awarding bodies (AQA, CCEA, Edexcel, OCR and WJEC) will be involved in the process of setting examination papers and standards for the AEA in Spanish to ensure that there is no advantage or disadvantage to candidates who have followed a particular A level specification.

WHAT IS THE AEA IN SPANISH?

The content of the AEA in Spanish is based on similar requirements to those for A level, including the specified grammar. (see Appendix 1) Some of the tasks in the examination paper will be familiar, but some will be rather different. For the AEA you will be expected to show a greater depth of understanding of spoken and written Spanish than at A level. You will also have to demonstrate that you can communicate clearly and effectively in written Spanish using accurate and varied language.

There are no prescribed topics or texts because it is an essential feature of the AEA that candidates will not be expected to have undertaken extra study to prepare for the examination. The topics covered in the AEA in Spanish will be chosen from those which would be likely to feature in any A level course. In the examination you will be required to refer to the texts (both written and recorded) included in the paper, so you will not need detailed prior knowledge of the specific theme of the examination. This Guidance includes suggestions for further reading and study, but there will be no explicit testing of this.

THE STRUCTURE OF THE AEA EXAMINATION IN SPANISH

There will be a single three-hour written examination.

Theme

The examination paper for the AEA in Spanish will have one central theme, which will vary from year to year. For example, the theme of the specimen paper is 'La Guerra Civil'. All the texts and listening material contained in the paper will relate to the relevant theme, and the options for the extended writing task will be based around it.

Texts

There will be a variety of texts in the AEA examination in Spanish. Texts may be of different styles, literary and factual, with a variety of register. The types of texts used may vary from year to year. They will be prefaced with a brief scene-setting introduction in Spanish.

The English translation of particularly obscure or unusual vocabulary may be given in a footnote to the text. (Any words translated will not attract marks as part of an answer.) Texts and, where appropriate, questions, will be provided with line references. This should help you to focus on relevant parts of the text and to make more efficient use of your time during the examination.

Instructions for each question will state clearly that you should not copy sections or whole sentences from the text in your answers. The instructions will also indicate whether you should answer in full sentences, or whether notes are acceptable. Always make sure that you read the instructions carefully. If you ignore them, you may lose marks. Marks awarded for each question will be indicated. For your answers to the reading comprehension questions there are separate marks for Quality of language, which will be indicated.

Tasks

The examination paper will include a range of tasks with the following weighting:

- 15% Reading comprehension
- 10% Transfer of meaning into English
- 15% Linguistic tests, including minimum 5% for a cloze test
- 10% Listening comprehension
- 50% Extended writing

On the cover sheet and for each section of the paper there will be guidance on the time you should spend on each section. The tasks will not necessarily be in the order indicated above, but the extended writing task will always be the final question in the examination.

It is a good idea to look at the extended writing task first, in order to familiarise yourself with the general theme of the paper. You should keep this writing task in mind when reading and listening to the texts in the first part of the examination. You might wish to make some notes as you work through the first half of the paper, recording points which you may want to refer to later.

Reading Comprehension

This task will take the form of a text followed by comprehension questions in Spanish. These will require inference, analysis and evaluation, not merely identification of information within the text. The instructions will state that responses in full sentences are required, and that you should not copy whole sentences or parts of sentences from the text. You should try to answer in your own words, although you may need to use some vocabulary which is the same.

There are marks for each question, but for this part of the examination there will also be marks for “Quality of language”. For this, examiners will be looking for accuracy, variety and range of structures and vocabulary used. The questions will be set in such a way that you will have some choice about how to express your answer. Since this element of the examination is worth 15% of the marks, it would be advisable not to spend any longer than 15% of the time on it, about 25 minutes. Highlight any points within the text which you think might be useful for your chosen extended writing task.

Transfer of Meaning

This task will take the form of a short text of approximately 100-120 words in Spanish, whose meaning is to be communicated in English. It might be part of the text from the Reading Comprehension or it could be a separate text. Marks will be awarded for conveying the meaning of the passage in English. You are not expected to produce a polished piece of English translation. The precise nature of the task may vary from year to year.

Since this element of the examination is worth 10%, it would be advisable not to spend any longer than 10% of the time on it, about 18 minutes. Again, highlight anything from the text which could be relevant to the extended writing task.

Cloze test

A cloze test consists of a text with gaps in it which you have to complete with appropriate words. There will be at least one cloze test with at least 10 gaps to be filled. You should choose each item from a list of possible answers. Each item in the list can be used only once and cannot be changed in any way. Other types of cloze test may also be included in the examination paper, for example texts with gaps to be filled but without possible answers provided. The text for the cloze test will be linked to the central theme of the examination paper.

Other linguistic tests

One or more other tests will be set which are designed to test your knowledge of Spanish and your ability to apply this knowledge. Examples of possible tests are: reformulating sentences using a specified structure; rewriting phrases or sentences using different words to convey the same meaning; explaining the meaning of specific words or phrases in Spanish. The particular test or tests used will vary from year to year.

Listening comprehension

You will be provided with an individual audio recording which you can listen to in your own time using an individual cassette player with headphones. The length of the recording will be stated on the examination paper. The recording will relate to the central theme of the paper. You will be required to answer specific questions in Spanish or to summarise the content, usually by identifying a specified number of key points. The nature of the task may vary from year to year. You will not have to answer in full sentences but can set out your response in bullet points or notes. This will be stated in the instructions. You should take care, however, to distinguish clearly between any personal notes you take while listening and your finished answers. For this reason it would be advisable to make notes on a separate sheet of paper. The instructions will indicate that you should not transcribe sentences from the text but use your own words to answer the questions. As with the reading comprehension, you should try to answer in your own words, although you may need to use some vocabulary which is the same. The marks for each question will be indicated. There are no marks for quality of language for this task. You will gain marks for answers which are comprehensible and which contain correct facts, information or other appropriate responses. Since this element of the examination is worth 10%, it would be advisable not to spend any longer than 10% of the time on it, about 18 minutes. It is important to resist the temptation to try to transcribe the recording, effectively turning the task into another reading comprehension. You would waste valuable time doing this. Once more, highlight anything from the text which could be relevant to the extended writing task.

Extended writing

This task carries half the total marks for the examination and should draw on the other parts of the paper. You should devote half of the available time to this task, about 90 minutes, and ensure that you have planned it carefully. You will be required to write about 450-500 words, but the quality of your response and the extent to which it deals with the title set will be the most important considerations for the examiner. A choice of tasks will be set, but for either task you will be expected to refer to the ideas and opinions expressed in the texts and recording in the rest of the paper, comparing and contrasting the different points of view represented.

You are recommended to look at the extended writing tasks before working through the first half of the examination paper. You can then keep the writing task in mind when reading and listening, possibly noting viewpoints or other points that could be relevant. You will not gain marks for introducing material which does not relate to the general theme of the paper and the specific writing task. As with the reading and listening comprehension tasks, you should not copy sections or whole sentences from the texts in the rest of the paper. You should use your own words, although you will inevitably need to use some vocabulary which is the same.

The two options offered will include one discursive writing task and one creative writing task. The specimen paper for Spanish has an imagined debate between one writer and one speaker of texts used in sections 1 and 2. for the latter, but this will not necessarily be the type of task set every year. Although you will have to write your answer in the answer booklet, you will be provided with additional loose sheets for planning and making notes.

Your work will be marked according to assessment grids which are common to AEAs in all modern foreign languages and which cover: Content (40 marks); Clarity, coherence and organisation (20 marks); Accuracy (20 marks); and Range of lexis and structure (20 marks).

A good answer would deal with the task fully and include relevant references to issues and points of view represented in the texts and recording in the first part of the paper. It would demonstrate the ability to consider these critically and to evaluate ideas and opinions. The answer would be well constructed and written in accurate Spanish that contained a wide range of appropriate vocabulary and grammatical structures.

Use of resources

In common with Advanced GCE examinations in modern foreign languages, the use of dictionaries will not be permitted.

HOW WILL YOUR WORK BE ASSESSED?

Some questions will be objectively marked (eg the cloze test) while others will have detailed mark schemes (eg linguistic tests). Mark schemes will reward positive achievement and maximise the consistency of marking. For this reason, assessment grids for some tasks which are common to AEAs in all modern foreign languages have been developed. The previous section gave indications of what examiners will be looking for in specific tasks.

The overall weighting of marks will be:

- ❑ 40% for knowledge and use of Spanish (including accuracy, the range of syntax and lexis used, knowledge and application of the grammatical system); and
- ❑ 60% for understanding and the application of that understanding, clarity of expression, the coherence and organisation of ideas, critical analysis, evaluation and synthesis.

HOW WILL YOUR WORK BE GRADED?

Advanced Extension Awards will be made on a two-point scale: Distinction and Merit, with Distinction being the higher. Candidates who do not reach the minimum standard for Merit will be recorded as ungraded. None of these grades affects in any way the grade you are awarded in the A level examination. The A level and the AEA are quite separate qualifications.

Performance level descriptors have been developed (see below) to indicate the level of attainment that is characteristic of Distinction and Merit. They give a general indication of the required learning outcomes at each level. The grade awarded will depend in practice upon the extent to which you have achieved the assessment objective overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Candidates who achieve a **Distinction** will demonstrate all or nearly all the qualities outlined below with a consistent performance at this level.

Candidates who achieve a **Merit** will demonstrate most of the qualities outlined below, but performance may be less consistent across the required knowledge, understanding and skills.

Candidates:

- ❑ show in-depth understanding of a wide range of complex spoken and written texts in a variety of registers, and a high level of awareness of structure, style and register;
- ❑ understand the detail of texts and infer meaning and points of view;
- ❑ respond with insight and imagination;
- ❑ apply their understanding in effective critical analysis and evaluation;
- ❑ communicate information, concepts and opinions clearly with language and expression which are appropriate to the subject and convey effectively their thought and argument;
- ❑ use an extensive and varied range of syntax and lexis, including idiom and specialised vocabulary and show fluency and ease in their manipulation of language;
- ❑ demonstrate a high level of accuracy;
- ❑ present views, arguments and insights with clarity, logic and sophistication;
- ❑ demonstrate independent judgement, using appropriate evidence in well-structured, coherent essays in which they synthesise different aspects or points of view.

SUGGESTED FURTHER READING FOR SPANISH

The resources for further reading and study listed here are not compulsory and are not prescribed texts for the AEA in Spanish. They are merely suggestions for how you might extend your studies beyond your normal A level lessons and coursework. For further guidance, ask your teacher.

In preparation for this examination, you are encouraged to seek the advice of your teachers and to develop a reading programme covering a range of Spanish styles and registers, both literary and non-literary. You should regularly read the Spanish and/or Latin American press; many newspapers are available on-line also and references are given below. The list of resources which follows is not prescriptive nor is it comprehensive; above all, you should read and research for enjoyment and according to your interests as well as to increase your knowledge.

The Press

Cambio 16 (and <http://www.elpais.es>)
El Mundo (and <http://w3.el-mundo.es>)
Diario 16
ABC (and <http://www.abc.es>)
El País (and the weekend magazine)

Literature

Graded Spanish Reader, Primera Etapa, Alternate – Justo Ulloa and Leonor Alvarez de Ulloa(1996). ISBN 0669 35391 4.

20th century Spanish and Latin American authors, for example:

Federico García Lorca
Ramón Sender
Gabriel García Márquez
Laura Esquivel
Isabel Allende

General Sources

Authentik and Authentik Oído, Authentik, 27 Westland Square, Dublin 2, Ireland or <http://www.authentik.com>
Kattán-Ibarra, J: *Perspectivas culturales de España*, second edition (National Textbook Company, 1997)
Kattán-Ibarra, J: *Perspectivas culturales de Hispanoamérica*, published as above.
Hooper, J: *The New Spaniards* (Penguin, 1995) and *Los Nuevos Españoles* (Editorial Javier Vergara, 1996).
Gibson, I: *España* (Ediciones B, 1993), published in English as *Fire in the Blood* (BBC) and *The Spanish Collection* (BBC Series).
Richardson, B: *Spanish Studies an Introduction* (Arnold 2001), ISBN 0340 76038 9

TV/Radio

TVE Internacional, available by satellite (EUTELSAT 11 F2).
Spanish radio programmes and Galavisión (Mexico) are available by satellite (Astra).
<http://www.rtve.es/rne/index.htm> (Radio Nacional de España)
<http://www.antena3tv.es/> (Antena 3 TV channel)

Useful addresses in the UK:

Spanish Embassy,
Consejería de Educación y Ciencia,
20, Peel Street,
London,
W8 7PD. <http://www.cec-spain.org.uk>

Hispanic and Luso-Brazilian Council,
Canning House,
2, Belgrave Square,
London
SW1X 8PJ.

Instituto Cervantes, 102, Eaton Square, 169, Woodhouse Lane, 322/330, Deansgate,	London, Leeds, Manchester	SW1 9AN LS2 3AR. M3 4FN.
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<http://cvc.cervantes.es/portada.htm>

Internet

Spanish search engines:

<http://www.yahoo.es>

<http://www.ole.es>

<http://www.ozu.com>

<http://donde.uji.es>

<http://www.bton.ac.uk/slweb/recursos/recursos.html> (Spanish resources supplied by Brighton University)

<http://hum.port.ac.uk/slas/splat/firstpage.htm> (Hispanic resources supplied by Portsmouth University)

<http://www.bbc.co.uk/spanish>

<http://www.hull.ac.uk/cti/langsite/hispanic.htm> (Hispanic resources supplied by the CTI Centre at Hull University)

<http://www.SiSpain.org/spanish/index.html> (extensive database)

<http://www.rediris.es/doc/buscadores.es.html> (extensive list of sites and search engines)

<http://www.red2000.com/spain/1index.html> (Todo sobre España).

Latin America

<http://www.mundolatino.org>

<http://www.cibercentro.com/index.html>

<http://www.lanic.utexas.edu>

Authentik(see earlier) also have an extensive resource bank available on subscription. <http://www.authentik.com>

APPENDIX 1 SPECIFIED GRAMMAR FOR SPANISH

You will be expected to understand the grammatical system and structures of Spanish and to be able to use these accurately. In the examination you will be expected to use grammar and structures appropriate to the tasks set, drawn from the following list. The examples in italics are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

SPANISH

- Nouns:** gender
singular and plural forms
- Articles:** definite and indefinite (including *lo* plus adjective)
- Adjectives:** agreement
position
apocopation (*buen, mal*)
comparative and superlative
demonstrative (*este, ese, aquel*)
indefinite (*alguno, cualquiera, otro*)
possessive (short and long forms) (*mi, mío*)
interrogative (*cuánto, qué*)
relative (*cuyo*)
exclamatory (*qué*)
- Adverbs:** comparative and superlative
interrogative (*cómo, cuándo, dónde*)
- Quantifiers/Intensifiers** (*muy, bastante, poco, mucho*)
- Pronouns:** subject
object
position and order of object pronouns
reflexive
relative (*que, quien, el que, el cual*)
disjunctive/emphatic
demonstrative (*éste, ése, aquél, esto, eso*)
indefinite (*algo, alguien*)
possessive (*el mío, la mía*)
interrogative (*cuál, qué, quién*)
- Verbs:** regular and irregular forms of verbs, including reflexive verbs
radical-changing verbs
impersonal verbs
verbs followed by an infinitive (with or without a preposition)
perfect infinitive
negative forms
interrogative forms
reflexive constructions (*se vende, se nos dice que*)
uses of *ser* and *estar*

tenses: present
preterite
imperfect
future
conditional
perfect
future perfect
conditional perfect
pluperfect
passive voice: all tenses
continuous tenses
imperative
gerund present and past participle
subjunctive mood: present
perfect
imperfect
pluperfect
uses of subjunctive: polite commands
negative commands
after verbs of wishing, command, request, emotion
to express purpose (*para que*)
to express possibility/impossibility
after conjunctions of time (*cuando lleguemos*)
in conditional sentences after *si*
all other common uses
past anterior (*hube hablado*) (R)

Prepositions: personal *a*
uses of *por* and *para*

Conjunctions

Number, quantity and time: constructions with *hace*

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

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Fax 01623 450481

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