



GCE AS MARKING SCHEME

SUMMER 2018

**AS (NEW)
SPANISH - COMPONENT 3
B810U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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General Advice for Examiners

The candidate is required to answer **one** question; either question (a) or (b), on one work he/she has studied for AS. The work can be a literary work or film. The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he / she is able to manipulate Spanish accurately in written forms, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of and respond critically to, different aspects of the culture and society of countries or communities where Spanish is spoken. In Component 3 AO4 will be in the context of the literary work or film studied. There is one marking grid. You will apply the mark scheme as set out in the marking grid. There are five mark bands for AO3 and AO4, Each containing 4 marks. The mark for A03 is added to the mark for A04 to give a total out of 40. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. You should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the candidate's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the candidate's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare their marks with those of the Principal Examiner. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical response is one which will clearly demonstrate that the candidate is able to present and justify points of view, develop arguments and draw conclusions based on understanding. At AS, knowledge and understanding of the work must include a critical response to aspects such as structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

The approximate number of words advised is 250 words. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are provided with the mark scheme but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking you should have the titles to hand as the questions require the candidate to deal with a specific idea or ideas. The candidate is expected to answer the questions as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach he/she will be unlikely to focus on the questions as set, leading to digression and irrelevance.

Component 3: Mark scheme

One question 40 marks.

The marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

Marks	AO3	AO4	Total marks
Question (a) or (b)	20	20	40
Total	20	20	40

1. Federico García Lorca: *La casa de Bernarda Alba*

(a) Comenta el papel y la actitud de Martirio en la casa.

AO4	In response to the essay question the candidate may: • consider Martirio's status • discuss her feelings about her own physical appearance • discuss her name and its meaning, martyrdom • reflect on her vulnerable situation as Adela's competitor and her response to this <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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(b) Discute la relación entre la Poncia y Bernarda.

AO4	In response to the essay question the candidate may: • consider la Poncia's working class background and as a faithful family servant over the years • discuss her role as a spy for Bernarda • analyse her resentment towards Bernarda • discuss la Poncia's sense of responsibility for watching over the family's reputation <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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2. **Fernando-Fernán-Gómez: *Las bicicletas son para el verano***

(a) Discute la actitud moderna de Manolita.

AO4	In response to the essay question the candidate may: • consider Manolita's age, profession and family circumstances • discuss her unwilling relationship with Julio • discuss Manolita's plans after her school closed • comment on her response to her parents' reaction to her decision to become an artist <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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(b) Comenta los motivos de preocupación para Doña Dolores.

AO4	In response to the essay question the candidate may: • consider her role as the mother in the family and her caring personality • discuss her reasons to worry about her husband in the historical context • discuss why she worries about Manolita's future plans • discuss her fears about the relationship between Luis and María <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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3. Laura Esquivel: *Como agua para chocolate*

- (a) Discute las causas y consecuencias de la personalidad compleja de Mamá Elena.

AO4	In response to the essay question the candidate may: • consider Mamá Elena's wealthy background and her social status in Mexican society at the time • discuss her illicit relationship in the past and how this may have affected her character • discuss the importance of observing traditional values and customs • discuss her ruthless behaviour towards Tita <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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- (b) 'Pedro es principalmente un egoísta'. Comenta esta afirmación.

AO4	In response to the essay question the candidate may: • discuss Pedro's original plans to marry Tita • discuss whether marrying Rosaura was the best way to be near Tita • consider Pedro's weak personality and fears • discuss how his personality changes over the years <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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4. Guillermo del Toro: *El laberinto del fauno*

(a) Comenta los diversos papeles de Mercedes en la película.

AO4	In response to the essay question the candidate may: • consider her role as a house keeper at the mill • consider her relationship with the 'maquis' • discuss Mercedes' role as a mother or older sister to Ofelia • discuss whether she fulfils the role of the stereotypical woman in Franco's Spain <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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(b) Discute los aspectos positivos y negativos de El Fauno.

AO4	In response to the essay question the candidate may: • discuss the faun as an intermediary between the two worlds • consider his role as a father figure for Ofelia • comment on his sometimes aggressive behaviour towards the girl • discuss the ambiguity of the faun and the cruel request in the final task <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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5. **Pedro Almodóvar: *Mujeres al borde de un ataque de nervios***

(a) Comenta el comportamiento errático de Candela.

AO4	In response to the essay question the candidate may: • consider Candela's friendship with Pepa • discuss her naïve personality and her vulnerability to men • discuss Candela's affair with a Shia terrorist • discuss her changeable personality and her relationship with Carlos <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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(b) Discute la conducta de Carlos ante las mujeres.

AO4	In response to the essay question the candidate may: • consider Carlos' role as Ivan's son • discuss Carlos' relationship with his girlfriend, Marisa • consider the influence his upbringing as an only child may have had on his character • discuss his affair with Candela whilst his girlfriend is sedated <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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6. Joshua Marston: *María, llena eres de gracia*

(a) Comenta la manera de actuar de Blanca en la película.

AO4	In response to the essay question the candidate may: • discuss Blanca's situation in Colombia • consider her willingness to follow in Maria's steps • discuss why Maria may worry about Blanca • discuss Blanca's behaviour when Lucy dies and her decision to return to Colombia in the end <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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(b) Comenta los sentimientos de Carla antes y después de la muerte de Lucy.

AO4	In response to the essay question the candidate may: • consider Carla's reasons to migrate to the US • discuss her humble but satisfactory lifestyle in the US • consider Carla's feelings towards her family and what motivates her to help Maria and Blanca • discuss Carla's reaction when she finds out about the death of her sister <u>The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.</u>
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