



GCE A LEVEL MARKING SCHEME

AUTUMN 2021

**A LEVEL
SPANISH - COMPONENT 3
A810U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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.

GCE A LEVEL SPANISH

AUTUMN 2021 MARK SCHEME

General Advice for examiners

The candidate is required to write **two** essays, one each on the two works they have studied for A level. One of the works **must be a literary work** and the second can be an additional literary work or a film. Candidates **may not answer more than one question on film** for this component.

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 form, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of different aspects of the culture and society of countries or communities where Spanish is spoken. In addition, the candidate must demonstrate that they can respond critically and analytically to different aspects of the culture and society of countries or communities where Spanish is spoken.

You will apply the mark scheme as set out in the marking grid. For AO3 and AO4 the marking grid has 5 two-mark bands. 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 your 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 and analytical response is one which will clearly demonstrate that the candidate is able to select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts related to the works studied.

The approximate number of words advised for each essay is 300. 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 also provided with the mark schemes, 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 additional notes but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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

Component 3: Mark scheme for essays

Two essays each marked out of 20.

For each essay the marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

	AO3	Marks	AO4	Marks	Total marks
Essay 1	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Essay 2	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Total		20		20	40

Component 3: Marking grid for critical and analytical response in writing

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
9-10	- Consistently accurate manipulation of the language of study. - Use of a wide range of lexis, grammatical structures and idiom. - Style and register is appropriate for the task set.	9-10	- A detailed, critical appreciation and analysis of the literary work / film which is very well supported by evidence. - Points of view are justified and fully developed. - There is a clear and coherent analysis and evaluation of issues and themes. - Clear and detailed analysis of the culture and society within the literary work / film where appropriate.
7-8	- Accurate manipulation of the language of study, with only a few errors. - Use of a good range of lexis, grammatical structures and idiom. - Style and register is mostly appropriate for the task set.	7-8	- A critical appreciation and analysis of the literary work / film which is supported by good evidence. - Points of view are justified and developed. - There is a degree of analysis and evaluation of issues and themes, although it may not be in depth. - An analysis is made of the culture and society within the literary work / film where appropriate.
5-6	- Some errors in manipulation of language. - Some vocabulary may be lacking or used inappropriately. Any idiomatic language used is simple. - Style and register is generally appropriate for the task set.	5-6	- A sound knowledge of the literary work / film but some evidence is irrelevant. - Points of view are expressed with some supporting evidence. - There are attempts to develop arguments and main points are evaluated. - Some analysis of the culture and society within the literary work / film where appropriate.
3-4	- A high incidence of basic errors affects accuracy. - Short sentences predominate. Some sentences incomplete and there is limited idiomatic knowledge. - Style and register is simple.	3-4	- A superficial knowledge of the literary work / film with evidence which is nearly always irrelevant. - Points of view expressed with little use of supporting evidence. - Only a partial response to the question set. - Limited analysis of the culture and society within the literary work / film.
1-2	- Little if any understanding of grammar. - Sentences often fragmented with very few correct patterns and features of language of study. Short phrases predominate. - Heavy reliance on anglicised structures.	1-2	- A knowledge of the literary work/film which is extremely limited and there is no supporting evidence. - Only a few points of view made are relevant to the question set. - A minimal response to the question set. - Very little attempt to analyse the culture and society within the literary work / film.
0	Nothing of value.	0	Nothing of value.

*Please refer to the subject specific additional notes when assessing AO4.

La literatura

Federico García Lorca: *La casa de Bernarda Alba*

[20]

1. 'En términos modernos, Bernarda Alba está a favor de la desigualdad de género.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • Bernarda's views on male and female interaction • her respect for traditional norms • her exercise of power over the household • whether she is the catalyst for Adela's suicide. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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2. 'Lo que domina en esta obra es el sexo o la falta de sexo.' Evalúa esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the impact of Bernarda's control over her daughters • the influence of gossip on the family • how her daughters are stifled • the catalytic effect of Pepe el Romano. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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3. 'En esta sociedad dividida por la Guerra, hay los que se quedan cada vez más pobres, y los que se enriquecen.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • how Basilio prospers while others go hungry • how republican sympathisers fail to prosper • the paradox of war that makes some wealthy • the situation of Luis pre- and post-war. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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4. 'Se puede decir que Manolita es el personaje más moderno de toda la obra pero su destino es fatal.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • how male and female characters react to the war • the attitude of the main characters to prevailing norms • the liberal versus the conservative values of the characters • the fate that awaits Manolita. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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5. 'La obsesión de Mamá Elena por el respeto y la obediencia la destruye.' Evalúa esta afirmación.

AO4	In response to the essay question the candidate may analyse: • Mamá Elena's stubborn character • her autocratic control over the family • Tita's reaction to how she is treated by her mother • her final demise. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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6. 'Rosaura tiene el mismo carácter duro e insensible que su madre.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the character of Elena and Rosaura • their experience of love • how Rosaura coldly usurps Tita's love for Pedro • the contribution of her character to her death. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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7. 'A pesar del ambiente triste de la novela, el mensaje del autor es que siempre hay esperanza en la vida.' ¿Hasta qué punto aceptas esta afirmación?

AO4	In response to the essay question the candidate may analyse: • the sources of sadness in the refugee children • how they combat the loss of family contact • how they deal with news from Spain • the end of the novel. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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8. 'Son refugiados de guerra, pero esto no impide que los niños españoles aprendan buenos hábitos de socialización.' Evalúa la validez de esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the sense of loss felt by the children • how the children interact with foreign adults • how they interact with each other and foreign children • the social role played by Santi. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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9. Analiza la importancia de los valores morales del coronel.

AO4	In response to the essay question the candidate may analyse: • how the coronel adheres to his principles throughout the novel • the consequences of the above for his wife • his attitude towards his son's memory • his loyalty to the fighting cock. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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10. 'El coronel no vive sin amigos en el pueblo pero esto no pone comida sobre la mesa.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the sources of his popularity • whether he is dependent on benefactors • how he puts on a brave face to the world • whether his living conditions appear sustainable. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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11. 'Sender quería mandar el mensaje de que la Iglesia española traicionaba a los campesinos pobres.' Analiza la novela desde este punto de vista.

AO4	In response to the essay question the candidate may analyse: • the shock that Paco receives in the cave • the hypocrisy of the priest • the priest as part of the village hierarchy • how the priest is troubled by his conscience. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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12. 'Para Paco todos son iguales, y esta creencia le destruye.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • Paco's concept of fairness and equality • how he operates as a councillor • how he trusts the priest • how might destroys right in the end. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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Las películas

Guillermo del Toro: *El laberinto del fauno*

[20]

13. Analiza hasta qué punto se puede decir que la niña Ofelia alcanza la madurez antes de morir.

AO4	In response to the essay question the candidate may analyse: • whether Ofelia is mature for her age at the beginning • the aplomb with which she deals with the 3 tasks • her dealings with her mother, Mercedes and Vidal • how she saves her brother at the end. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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14. 'El director destaca que la solidaridad humana puede superar la brutalidad del régimen franquista.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the solidarity between Ofelia and Mercedes • solidarity between Mercedes and the maquis • Ofelia's dealings with the faun and Vidal • how good triumphs over evil at the end. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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15. ¿Hasta qué punto se puede decir que Pepa representa una nueva generación de mujeres en la España posfranquista?

AO4	In response to the essay question the candidate may analyse: • how Pepa differs from the stereotype of women under Franco • whether Pepa may still conform to male concepts of women • whether her female friends are not more “modern” • the comparison between Pepa and Lucía. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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16. ‘Solo al final de la película llega la verdadera emancipación femenina.’ Evalúa la validez de esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the context of female emancipation • whether the title of the film throws any light on female behaviour • the attitude of female characters towards drugs • the attitude of the females towards needing a man in their lives. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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17. 'Paradójicamente el embarazo accidental puede ser el camino hacia una vida más emancipada para María.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • what traditionally happened to Colombian girls in María's situation • how her pregnancy helped her entry into the U.S. • the clever way in which she manipulates her situation • the clarity of her decision not to return to Colombia. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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18. 'El único aspecto positivo de la película es el optimismo continuo de María.' Evalúa la validez de esta afirmación.

AO4	In response to the essay question the candidate may analyse: • María's apparent nonchalance when working in the factory • her determination to improve her situation • the violence she encounters in the drug trade • how she never loses confidence in her own ability. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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19. 'Las trece 'rosas' nunca traicionan sus valores morales.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • their initial decision not to betray the Republic • their pride in ignoring Francoist principles • the violence they witness outside the prison • the courage with which they face death. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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20. 'Esta película es una condena potente de la brutalidad de la victoria franquista.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • examples of violence towards civilians at the beginning • torture and repression throughout the film • the treatment of female prisoners • the nightly shootings at the end. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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21. 'La violencia es la característica principal de muchos personajes en esta película.'
Evalúa la validez de esta afirmación.

AO4	In response to the essay question the candidate may analyse: • violence within and by ETA members • the aggressive behaviour of Franco's police • the conflict between loyalty and disloyalty • how superiors act towards lower ranks. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate</u>
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22. Evalúa los valores morales del protagonista de esta película.

AO4	In response to the essay question the candidate may analyse: • whether El Lobo practises loyalty to ETA or to himself • how he handles his contact with the Franco regime • his attitude to the bank robbery • his adherence to personal survival. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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23. 'Modesto no se conforma al estereotipo del banquero tradicional.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • Modesto as the honest, unexciting banker • how the fire changed his attitude to life • how he decided to use violent methods to avenge his family • his attitude to the rich and powerful. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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24. Analiza la importancia del azar en esta película.

AO4	In response to the essay question the candidate may analyse: • the random nature of the bank robbery • how Modesto uncovered the crime behind the fire • how one act of violence led to another • how he eventually exposed the mafiosi. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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