



# General Certificate of Education

## Spanish 6696

### *SP5W The Cultural and Social Landscape in Focus*

# Mark Scheme

## *2006 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## Unit 5W

The assessment objectives will be allocated in the following way.

		<b>% of A Level</b>	<b>Marks</b>
AO2	Response to written language	2.5	5
AO3	Knowledge of grammar	2.5	5
AO4	Knowledge of society	10	20
	<b>TOTAL</b>	15	30

The following criteria will be used.

	<b>Knowledge of Society (AO4)</b>
16-20	Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment.
11-15	Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth.
6-10	Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant.
1-5	Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

	<b>Reaction/Response (AO2)</b>
5	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression.
4	Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression.
3	Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported.
2	Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure.
0-1	Little or no reaction. No real illustration or justification.

	<b>Knowledge of Grammar (AO3)</b>
5	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
4	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
3	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension.
2	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension.
0-1	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension.

**Total for Paper = 60 marks**

### **Annotation of Scripts**

- C      written in the margin to indicate information relevant to AO4
- R      written in the margin to indicate evidence of personal reaction or evaluation (AO2)
- ®      written in the margin to indicate evidence of personal reaction with justification or evaluation with conclusions
- Rep    written in the margin to indicate repetition of information relevant to AO4 or of evidence of personal reaction AO2.
- irr**    and vertical line in the margin = irrelevant material.

The mark for AO2, AO4 and AO3 respectively to be written at the foot of the answer accompanied, where the examiner deems it necessary, by a word or phrase quoted from the criteria for assessment as published in the specification

(Notes for answers)

## **GENERAL POINTS**

### **AO4 Knowledge of Society**

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

It is useful to bear the following in mind :

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

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

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

### **AO2 Reaction/Response**

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

It is useful to bear the following in mind:

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

### **AO3 Knowledge of Grammar**

It is useful to bear the following in mind:

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

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

## **Notes For Answers : Set Texts**

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

### ***Question 1(a)***

There are many ways that the candidates can approach this question. The best answers will refer to the humour, the style, the social commentary, the characters portrayed and the highs and lows of Lazarillo's experiences.

### ***Question 1(b)***

The conclusions that can be drawn are the social criticisms, especially that of religion, the hypocrisy portrayed and the class distinction, with close references to Lazarillo's dealings with the various 'amos'. The more able candidates may point out that this is fiction so the degree to which the criticisms are made should be viewed with caution.

### ***Question 2(a)***

The candidates should really be concentrating on the changing attitudes of Fernando and Urbano and how their characters develop, referring to their personal relationships. The differences between Acts 1 2 and then 3 should provide reasons for their attitudes.

### ***Question 2(b)***

Candidates may agree or disagree with this statement, provided there is justification with close reference to the text. On the negative side, candidates may mention the staging, the fact that there appears to be no escape, Fernando's lost aspirations, the deaths, Manolín, and the sadness experienced by Rosa & Trini. On the other hand, Paca's happiness and the hope indicated in Act 3 could be seen as positive.

### ***Question 3(a)***

This is a very straightforward question. The sexual freedom experienced by the men, notably Bayardo's and Santiago's approach to women can be contrasted with the impositions that the women had to face. Candidates may also refer to the fact that the men hold all the important positions in the town. The more able candidates may highlight Angel's strength of character and the fact that it is her mother, not her father, who punishes her. The subservient roles of Devina Flor, Victoria Guzmán and Flora Miguel may also be commented upon and how their experiences with the men highlight the contrast between the sexes.

### ***Question 3(b)***

The best answers will focus upon Márquez's style, the characterisation, the tension that is created, the social criticism, the 'clues' that are given and the magic realism which is present. Candidates may also refer to religion and superstition and the conclusions that can be gained from them.