



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL
SPANISH - UNIT 5
CRITICAL AND ANALYTICAL RESPONSE IN
WRITING
1810U50-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

**GCE A LEVEL
SPANISH**

SUMMER 2025 MARK SCHEME

UNIT 5: CRITICAL AND ANALYTICAL RESPONSE IN WRITING (40 total marks)

General Advice for Examiners

The candidate is required to write **one** essay on the literary work they have studied; the skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that they are 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 Unit 5, AO4 will be in the context of the literary work studied. There is one marking grid; You will apply the mark scheme as set out in the marking grid. In the marking grid there are five bands for AO3 and AO4. Each band contains 4 marks. 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 learner'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 learner'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 learner'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 learner'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 learner'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 present and justify points of view, develop arguments and draw conclusions based on understanding. At A Level, knowledge and understanding of the work must include a critical and analytical 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 for the essay response is 400 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, they will be unlikely to focus on the questions as set, leading to digression and irrelevance.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Unit 5: Mark scheme

For each question the marks are divided as follows between the assessment objectives AO3 and AO4.

Task	AO3	AO4	Total marks
One essay either (a) or (b)	20	20	40
Total	20	20	40

UNIT 5: MARKING GRID FOR CRITICAL AND ANALYTICAL RESPONSE IN WRITING
[40]

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
17-20	- Excellent manipulation of the language of study; almost error-free. - A wide range of lexis and idiomatic structures used. - Excellent use of language appropriate to the task set.	17-20	- Excellent knowledge of different aspects of the culture and society of Spain and Spanish-speaking countries and communities appropriate to the question set. - Arguments and points of view developed and justified by evidence from the source material. - Conclusions drawn based on detailed analysis of issues and themes.
13-16	- Very good manipulation of the language; some errors occur when attempting more sophisticated or abstract contexts and structures. - A good range of lexis and idiomatic structures used. - Very good use of language appropriate to the task set.	13-16	- Very good knowledge of different aspects of the culture and society of Spain and Spanish-speaking countries and communities appropriate to the question set. - Arguments and points of view usually justified by evidence from the source material. - Conclusions usually drawn based on analysis of issues and themes.
9-12	- Sound manipulation of the language of study; some errors occur which are repeated. - A range of lexis and idiomatic structures used. - Some evidence of language appropriate to the task set.	9-12	- Good knowledge of different aspects of the culture and society of Spain and Spanish-speaking countries and communities generally appropriate to the question set. - Arguments and points of view are not fully developed or justified by evidence from the source material. - Conclusions are based on superficial analysis of issues and themes.
5-8	- Limited manipulation of the language of study; high incidence of elementary errors. - A limited range of lexis and structures influenced by English/Welsh idiom. - Limited use of language appropriate to the task set.	5-8	- Limited knowledge of different aspects of the culture and society of Spain and Spanish-speaking countries and communities and not always relevant to the question set. - Response is descriptive rather than critical. - Conclusions are unconvincing and not based on an analysis of issues and themes.
1-4	- Very limited manipulation of the language of study; sentences fragmented. - Very few correct patterns or features. - Virtually no use of language appropriate to the task set.	1-4	- Very limited knowledge of different aspects of the culture and society of Spain and Spanish-speaking countries and communities and generally inappropriate to the question set. - Response is fragmentary. No critical appreciation. - No conclusions drawn.
0	Nothing of value.	0	Nothing of value.

Indicative Content

1. Luis de Castresana: *El otro árbol de Guernica* [40]

- (a) Analiza por qué el título de la novela es tan importante.

AO4	In response to the essay question the candidate may mention: • the connection to the Basque identity of the children • how Santi says we are all like trees rooted in our land • why the tree becomes a focal point for the children • the challenge of putting down roots in a new place. <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) 'Lo más triste de la novela es la falta de compasión por parte de ciertos adultos.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may mention: • the way the novel is written from a child's perspective • the uncaring nature of Mlle Jacquot, whose job it is to care • the selfishness of the Dufours, wanting to make Santi their own • the insensitivity and bias shown by the history teacher about events in 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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2. Laura Esquivel: *Como agua para chocolate*

[40]

- (a) 'La novela nos muestra que amar es, y siempre será, una receta para sufrir.'
Analiza esta afirmación.

AO4	In response to the essay question the candidate may mention: • how Mamá Elena has led a life of secret frustration • Tita and Pedro's love • the different kinds of love in the novel: passionate, parental, political • that perhaps the cycle is broken in the next generation. <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) Analiza la importancia de Gertrudis en la novela.

AO4	In response to the essay question the candidate may mention: • how Gertrudis is the only character who lives outside the norms of the society into which she was born • why Mamá Elena disowns Gertrudis • how Gertrudis' passion is directed to ideas, rather than people • that she eventually settles down with Juan and becomes a mature character. <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. Federico García Lorca: *La casa de Bernarda Alba*

[40]

- (a) 'Lo que todos los personajes tienen en común es que viven con miedo a algo.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may mention: • why Bernarda fears what the neighbours may say • how Bernarda uses fear as a means of control • the different things each daughter fears • that Poncia and Maria Josefa perhaps do not reflect what the statement says. <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) Analiza la importancia de lo que pasa fuera de la casa.

AO4	In response to the essay question the candidate may mention: • the role of Poncia as a conduit of news, for which they are all hungry • the story of la Librada's daughter and the reaction of Adela • the songs of the reapers and Paca la Roseta • why the attempted shooting of Pepe is significant. <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. **Ramón Sender: *Réquiem por un campesino español***

[40]

- (a) Analiza por qué Sender presenta a los tres hombres ricos de forma negativa.

AO4	In response to the essay question the candidate may mention: • that they represent a set of attitudes which repress the working class • that hypocrisy and insincerity are revealed; for example, as Don Cástulo Pérez tries to be all things to everyone • the lack of respect for the views of the poor shown by Don Valeriano • the moral bankruptcy in their expectation of special treatment from a Church that is supposed to support the poor. <u>The above points are suggestions only and are not exhaustive.</u> <u>Look for and reward all relevant points argued by the candidate.</u>
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- (b) 'Las elecciones cambian de manera definitiva la vida en el pueblo porque despiertan ideas nuevas.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may mention: • how the first half of the novel shows the villagers as accepting of their lot • that the events in Madrid embolden the villagers to stand up to the Duke • the growing sense of menace and the death of the cobbler • the divisions that are opened up in the village, which is a microcosm of the country. <u>The above points are suggestions only and are not exhaustive.</u> <u>Look for and reward all relevant points argued by the candidate.</u>
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