

June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 100**

**SYLLABUS/COMPONENT: 8685/01, 9719/01**

**SPANISH  
(Speaking)**



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	A/AS LEVEL EXAMINATIONS – JUNE 2003	8685, 9719	1

### Section 1: Presentation

The presentation will be marked out of 20 marks: Content/Presentation 10; Pronunciation/Intonation 5; Language 5.

Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved.

Content/Presentation	Pronunciation/Intonation	Language
Knowledge of facts; ability to express opinions and raise issues for discussion.		
<b>9/10</b> Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	<b>5</b> Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	<b>5</b> Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
<b>7/8</b> Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	<b>4</b> Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b> Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
<b>5/6</b> Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	<b>3</b> A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	<b>3</b> May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
<b>3/4</b> Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	<b>2</b> Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	<b>2</b> Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
<b>0/1/2</b> Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	<b>0/1</b> Very poor; many gross errors; frequently incomprehensible.	<b>0/1</b> Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

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## Section 2: Topic Conversation and Section 3: General Conversation

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions and Seeking Information and Opinions – see below).

Comprehension and Responsiveness	Accuracy	Feel for the Language
<b>9-10 Very good</b> No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics: able to guide the discussion, offering/seeking opinions as appropriate.	<b>9-10 Very good</b> Consistently accurate. Only occasional minor slips.	<b>9-10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
<b>7-8 Good</b> Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead.	<b>7-8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	<b>7-8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
<b>5-6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	<b>5-6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	<b>5-6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
<b>3-4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	<b>3-4 Weak</b> Generally inaccurate use of the language.	<b>3-4 Weak</b> Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.
<b>0-2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	<b>0-2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.	<b>0-2 Poor</b> Has no feeling for the foreign language.

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### Range of Vocabulary and Structures

Providing Information and Opinions	Seeking Information and Opinions*
<b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	<b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
<b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	<b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
<b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	<b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
<b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.	<b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
<b>0-1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.	<b>0-1 Poor</b> Questions attempted, but incomprehensible (1). No questions, even when prompted (0).

\* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking 'Do you have any questions to ask of me?' in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted in this way.

June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 70**

**SYLLABUS/COMPONENT: 8665/02, 8685/02, 9719/02**

**SPANISH  
(Reading and Writing)**



Page 1	Mark Scheme	Syllabus	Paper
	A/AS LEVEL EXAMINATIONS – JUNE 2003	8665, 8685, 9719	2

### Section 1

#### Text 1: La nueva generación de jóvenes

- 1
- (a) la mayor parte está/están fuera de la actividad productiva  
(la mayoría no trabaja) 1
- (b) mantienen una gran capacidad de gasto  
(siguen gastando mucho dinero) 1
- (c) una vez casados  
(después de casarse) 1
- (d) durante los últimos decenios  
(en las últimas décadas) 1
- (e) (las) tareas domésticas  
(los quehaceres de la casa) 1

[Total: 5]

- 2
- The following are examples of the way in which the answers could be expressed. The words given in brackets must be used in the sentence, which must correctly convey the meaning required:
- (a) Q: la mayor parte están fuera de la actividad productiva  
(*no participan*)  
A: la mayor parte no participan en la actividad productiva 1
- (b) Q: la alta dependencia del hogar paterno  
(*la casa de los padres*)  
A: la alta dependencia de la casa de los padres 1
- (c) Q: muchos siguen dependiendo económicamente  
(*no dejan*)  
A: muchos no dejan de depender económicamente 1  
muchos no dejan de seguir dependiendo 1
- (d) Q: tampoco tienen mucha urgencia en tener el primer hijo  
(*tampoco se apresuran*)  
A: tampoco se apresuran por/a/en tener el primer hijo 1
- (e) Q: Esa continuidad la mantienen los jóvenes  
(*es mantenida*)  
A: Esa continuidad es mantenida por los jóvenes 1

[Total: 5]

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**3 Rubric:** Contesta **en español** a las siguientes preguntas, sin copiar frases completas del texto.

- (a)** Q: Según la introducción, ¿qué beneficios tienen los jóvenes que se quedan en la casa familiar?
- A: *Any 2 of the following* 2  
 aprovecharse de la libertad  
 recibir dinero de sus padres  
 quedarse todo el tiempo que quieran  
 están mejor/bien preparados  
 no conflict problems/generation gap
- (b)** Q: ¿Qué se dice de la mayoría de los jóvenes?
- A: no son okupas 1  
 no se drogan/no son drogadictos 1  
 no beben demasiado alcohol/no son alcohólicos 1
- But reject: la gran mayoría de los jóvenes no son okupas, etc.  
 (= direct lift)
- (c)** Q: ¿Explica lo que significa en el texto la frase '...recibe de ellos una generosa corriente de subvención económica'.
- A: los jóvenes reciben (a menudo)/(una cantidad generosa de) dinero/ de sus padres 3
- (d)** Q: Según el texto, ¿cuál es la actitud de la mayoría de los jóvenes hacia el matrimonio y la idea de ser padres?
- A: quieren estar casados en el futuro 1  
 quieren casarse a una edad más avanzada/en un futuro cada vez más lejano 1  
 no desean tener hijos en seguida 1  
 sólo quieren tener un hijo/no quieren familias grandes 1
- (e)** Q: Según el último párrafo, ¿qué ha ocurrido en los últimos decenios?
- A: el comportamiento o el estilo de vida de las mujeres y los hombres/ es más parecido/a pesar de las diferencias que todavía existen/ las mujeres hacen más quehaceres en casa 3

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**Question 3: Quality of Language: Accuracy (same as for questions 4 and 5)**

<b>5 Very Good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order)
<b>4 Good</b>	Higher incidence of error than above, but clearly has sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3 Sound</b>	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2 Below average</b>	Persistent errors in tense and verb forms. Prepositions often incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

**For questions 3 and 4**, the marks for the quality of language will be awarded globally for the whole performance on the set of answers to a text. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the quality of language mark. An answer scoring 0 for Content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0: reduce final assessment by –1;  
 Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2;  
 Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3;  
 Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4;

*Note:* A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

**[Total: 20]**



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## Section 2

### Text 2: Jóvenes borrachos, padres 'ciegos'

- 4** **Rubric:** Contesta **en español** a las siguientes preguntas, sin copiar frases completas del texto.
- (a)** Q: ¿Cuáles son las dos preocupaciones de los sociólogos?
- A: que los padres no se dan cuenta del problema de consumo de alcohol de sus hijos 1
- que los padres dan la impresión que pueden tolerar la situación 1
- (b)** Q: ¿Por qué nos hace falta considerar la 'perspectiva educativa'?
- A: *Any 3 of the following*  
 porque a la hora de consumir el alcohol los jóvenes están con sus amigos/y existen ciertas normas que seguir/y comportamiento que aprender/reference to 'presión del grupo' 3
- (c)** Q: Da **tres** detalles sobre el resultado del estudio de la facultad de Psicología de la Universidad de Oviedo.
- A: *Any 3 of the following*  
 el resultado fue sorprendente/con 200 jóvenes, sólo una familia sabía/ que había un problema respecto al alcohol/y este chico también era adicto a las pastillas y al cannabis 3
- (d)** Q: Explica lo que significa la frase 'esa ceguera paterna' en el texto.
- A: los padres opinan que tal cosa **nunca** puede ocurrir dentro de sus propias familias/que son de la clase media/y que no tienen problemas de este 'tipo' (piensan que es un problema ajeno)/+ some reference to blindness/seeing for fourth mark 4
- (e)** Q: ¿Cómo explica José Aranda el fenómeno del alcoholismo juvenil?
- A: tiene mucho que ver con factores económicos, psicológicos y sociales (any 1 of the three will get the mark)/es una manera de llamar la atención de los padres/+ reference to nature of their behaviour being flashy for third mark 3
- Where candidates attempt to rephrase 'factores económicos, psicológicos y sociales' (e.g. 'problemas con el dinero, problemas en la mente o situaciones problemáticas con personas en la familia/los amigos') an extra mark may be given (but maximum for question is still 3)*

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**Question 4: Quality of Language: Accuracy (same as for questions 3 and 5)**

<b>5 Very Good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order)
<b>4 Good</b>	Higher incidence of error than above, but clearly has sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3 Sound</b>	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2 Below average</b>	Persistent errors in tense and verb forms. Prepositions often incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

**For questions 3 and 4**, the marks for the quality of language will be awarded globally for the whole performance on the set of answers to a text. With regard to **length**, a concise answer containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the quality of language mark. An answer scoring 0 for Content cannot score **any** language marks, and the total available on the whole set of answers will therefore be affected. The final total for language will be reduced on the following scale:

Answer(s) worth 2 or 3 scoring 0: reduce final assessment by –1;  
 Answer(s) worth 4 or 5 scoring 0: reduce final assessment by –2;  
 Answer(s) worth 6 or 7 scoring 0: reduce final assessment by –3;  
 Answer(s) worth 8 or 9 scoring 0: reduce final assessment by –4;

*Note:* A minimum of 1 mark for quality of language should be awarded if there are any content marks at all (i.e. 0 language marks only if 0 content marks).

**[Total: 20]**

Page 6	Mark Scheme	Syllabus	Paper
	A/AS LEVEL EXAMINATIONS – JUNE 2003	8665, 8685, 9719	2

- 5**      **Rubric:** Escribe **en español un máximo de 140 palabras** para completar las **dos** tareas siguientes.
- (a) Escribe un resumen de lo que se dice en los dos textos sobre el estilo de vida de los jóvenes hoy en día y la actitud de los padres hacia este modo de vivir.
- (b) ¿Cuál es tu opinión sobre las diferencias entre las generaciones en tu país?

(NOTA: Escribe **un máximo de 140 palabras**)

### Length of response

- Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.
- If the piece is clearly too long, calculate the length more precisely by **first** counting the personal response, **then** counting from the beginning of the piece until 150 is arrived at.
- Then put a line through that part of the summary which exceeds 150.
- Marks will be totaled at the bottom in the following sequence:  
Out of 10 for points scored in summary  
Out of 5 for personal response  
Out of 5 for language  
Total ringed out of 20

### Summary could include the following points:

- los jóvenes de hoy se quedan mucho más tiempo en casa de sus padres
- reciben ayuda financiera de sus padres
- la barrera generacional no es tan exagerada como antes
- los jóvenes, aunque están en casa paterna, disfrutan de la libertad personal
- no quieren tener familias grandes en el futuro
- los padres no se dan cuenta del problema del alcoholismo entre sus hijos
- familias de la clase media no aceptan que hay tal problema
- dichos padres creen que este tipo de problema ocurre pero en familias menos privilegiadas
- muchos jóvenes se comportan así para tener la atención de sus padres
- la extensión de la juventud hasta los 30 años
- muchos jóvenes no trabajan, prefieren continuar con sus estudios

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- los padres quieren proteger a sus hijos
  - los jóvenes tardan más en ser independientes
  - los jóvenes están mas preparados
  - los jóvenes beben mucho
  - los jóvenes se drogan
  - la mayoría de los jóvenes no son alcohólicos/no son drogadictos aunque se les presenta así en la prensa
  - los jóvenes gastan más que antes
  - los jóvenes permanecen en la misma ciudad que los padres
  - los jóvenes viajan más que los padres
  - los jóvenes tienen una vida más cómoda
- 10

**There are other points candidates could make and where they make a valid point, this should be rewarded.**

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**Question 5: Quality of Language: Accuracy (same as for questions 3 and 4)** 5

<b>5 Very Good</b>	Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order)
<b>4 Good</b>	Higher incidence of error than above, but clearly has sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3 Sound</b>	Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2 Below average</b>	Persistent errors in tense and verb forms. Prepositions often incorrect. Recurrent errors in agreement of adjectives.
<b>0-1 Poor</b>	Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

**Response to the Text** 5

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.

<b>5 Very good</b>	Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4 Good</b>	Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
<b>3 Sound</b>	A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2 Below average</b>	Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0-1 Poor</b>	Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

**[Total: 20]**



June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 40**

**SYLLABUS/COMPONENT: 8685/03, 9719/03**

**SPANISH  
(Essay)**



<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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<b>Language (out of 24)</b>	<b>Content (out of 16)</b>
<p><b>21-24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.</p>	<p><b>14-16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.</p>
<p><b>16-20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.</p>	<p><b>11-13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>
<p><b>10-15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>	<p><b>7-10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.</p>
<p><b>5-9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.</p>	<p><b>3-6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p>
<p><b>1-4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.</p>	<p><b>1-2 Very poor</b> Vague and general, ideas presented at random.</p>



June 2003

**GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK: 75**

**SYLLABUS/COMPONENT: 8665/04, 8673/04, 9719/04**

**SPANISH  
(Texts)**



Page 1	Mark Scheme	Syllabus	Paper
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Candidates will write their answers in the foreign language. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors that do not impede communication.

*Passage based questions:* examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

*Essay questions:* a prime consideration is that candidates show detailed knowledge and understanding of the text.

### Extracts from Examiners' Notes

This paper is intended to test candidates' knowledge of a text and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (though at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have read. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer.

Candidates do not tend to show **all** the qualities or faults described in any one mark-band. Examiners attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above. At the lower levels, the answer may mention a few 'facts' but these may be so poorly understood, badly organised and irrelevant that it falls into category 10-11; or there may be just enough sense of understanding and focus for the examiner to consider the 12-13 band. Again, at a higher level, an answer may be clear, solid and conscientious (perhaps 18-19), without showing quite the control and attention to perceptively chosen detail which would justify 20 or more.

Examiners take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

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Candidates are expected to write 500-600 words for each of their answers. Candidates who write more than 600 words cannot be placed higher than the 16-17 category in the marking scheme.

<b>Marks</b>	<b>Description</b>
<b>22+</b>	Exceptional work. Excellent ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions, understanding of some literary techniques. Really articulate and intelligent answers should be considered in this band even if there are still flaws and omissions.
<b>20-21</b>	Very good. Close attention to detail of passages, controlled structure, perceptive use of illustration, good insight when discussing characters. Ability to look beyond the immediate material and to show some understanding of author's intentions and of underlying themes.
<b>18-19</b>	Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on passages. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.
<b>16-17</b>	Painstaking. Sound knowledge of texts; mainly relevant. Some attempt to analyse and compare, some sense of understanding. Possibly not in full control of material; solid but indiscriminate. Many very conscientious candidates fall into this category: they tend to write far too much as they are reluctant to leave out anything they have learnt.
<b>14-15</b>	Fair relevance and knowledge. Better organised than in previous band: the candidate probably understands the demands of the question without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some narrative and 'learnt' material but better control and focus than below. Many candidates probably fall into this category.
<b>12-13</b>	Sound, if simple and superficial, knowledge of plot and characters. Makes assertions without being able to illustrate or develop points. Probably still too dependent on narrative and memorised oddments but there may be a visible attempt to relate these to the question. Can extract one or two relevant points from a set passage.
<b>10-11</b>	Some very basic material but not much sense of understanding or ability to answer question. The candidate rarely reads the set passage but uses it as a springboard for storytelling and memorised bits and pieces about characters. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for the next category.

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<b>6-9</b>	Marginally more knowledge here. The candidate may have read the text but is probably unable to see beyond the barest bones of the plot or half-remembered notes. Insubstantial; very little relevance. The candidate may have problems with the language and will be unable to express ideas comprehensibly.
<b>0-5</b>	No discernible material. Often very inadequate language. Marks in this section are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge, 4 or 5 where there is also a hint of relevance to the question. It is possible for a candidate to write a whole page demonstrating no knowledge at all (have they read the book?), or only misunderstood background facts or very vague general remarks unrelated to either text or question.