



Cambridge IGCSE™

LITERATURE (SPANISH)

0488/03

Paper 3 Alternative to Coursework

October/November 2022

MARK SCHEME

Maximum Mark: 20

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **8** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Answers will be marked according to the following general criteria. Please tick each page of the script marked. Comments can also be added in a text box. Do not forget to write your mark for each essay at the end of that essay.

Band 8	20 19 18	Answers in this band have all the qualities of Band 7 work, with further insight, sensitivity, individuality or flair. They show complete and sustained engagement with both text and task.
Band 7	17 16 15	<p><i>A detailed, relevant and possibly perceptive personal response that engages both with text and task</i></p> <ul style="list-style-type: none"> • shows a clear and at times critical understanding of the text and its deeper meanings • responds in detail to the way the writer achieves their effects (sustaining a fully appropriate voice in an empathic task) • integrates carefully selected and relevant reference to the text
Band 6	14 13 12	<p><i>A developed and relevant personal response that engages both with text and task</i></p> <ul style="list-style-type: none"> • shows understanding of the text and some of its deeper implications • responds adequately to the way the writer achieves their effects (using suitable features of expression in an empathic task) • shows some thoroughness in selecting relevant references to the text
Band 5	11 10 9	<p><i>Begins to develop a relevant personal response that engages both with text and task</i></p> <ul style="list-style-type: none"> • shows some understanding of meaning • makes a little reference to the language of the text (beginning to assume a voice in an empathic task) • uses some supporting textual detail
Band 4	8 7 6	<p><i>Attempts to communicate a basic personal response</i></p> <ul style="list-style-type: none"> • makes some relevant comments • shows a basic understanding of surface meaning of the text (of character in an empathic task) • makes a little supporting reference to the text
Band 3	5 4 3	<p><i>Some evidence of a simple personal response</i></p> <ul style="list-style-type: none"> • makes a few straightforward comments • shows a few signs of understanding the surface meaning of the text (of character in an empathic task) • makes a little reference to the text
Band 2	2 1	<p><i>Limited attempt to respond</i></p> <ul style="list-style-type: none"> • shows some limited understanding of simple/literal meaning
Band 1	0	No answer/insufficient answer to meet the criteria for Band 2

Annotations to use in RM Assessor

<u>Annotations</u>	
Tick	Appropriate statement/interpretation
Cross	Error/Misinterpretation
BOD	Benefit of the Doubt
Highlight	Red (to indicate quotes on the left hand margin) Blue (to highlight, inside the text, significant points in the response)
^	Omission (to indicate when an expected comment or point is missing). Also if a key word in a sentence has been omitted rendering the statement confusing or incomplete
REP	Repetition
?	Unclear/Confusing/Lacking sense
NAR	Narrative (to indicate sections that are unnecessary or, paraphrasing, or a simple transference of text or use of quote without due comment or explanation)
DEV	Development/Going beyond the immediate text/Reading between the lines/Critical understanding of deeper meanings
IR	Irrelevant. Comments that are not directly associated to the text or comments that may be connected or derived from the text but end up becoming the main point of focus, forgetting the content of the extract or the relevant question
Vertical wavy line	Extendable vertical wavy line (for margin use). Can be used in different colours to indicate different things, e.g. on the left-hand margin indicates a long piece of narrative or unnecessary material transferred from the text. Usually used to mark long and repetitive introductions that fail to add significant ideas
EVAL	Evaluation/Assessing implications of punctual and/or more general points of the material

Question	Answer	Marks
<p><u>Indicative Content</u></p> <p>The detailed questions are intended to help the candidate respond. Candidates are required to answer them but need not do so in a rigid sequence; some of the answers may be implicit in the essay, although it is expected that candidates will be able to spell out their views and interpretations with sufficient clarity. There is no prescribed application of marks to each question and the response should be marked holistically. Candidates who do not answer the prescribed question will penalise themselves automatically, as the question is central to the passage.</p> <p>Hence, it is expected candidates will be able to convey an appropriate response to the questions. At the lower levels (up to 9 marks) we are looking for evidence of basic understanding, with a simple personal response. At the 5/6 level bands we expect a clear, if not sophisticated and more complex, answer to each of the questions and a successful attempt to support ideas from the passage. Be aware of inert, mechanical quoting or simple paraphrasing that adds little to the interpretation or leaves the task of interpreting and/or inferring to the examiner. It is not unusual for candidates to transfer wording/paragraphs from the question paper to their essays in a rather mechanical manner and for no other apparent purpose than to fill up space. This material usually has been provided to them to contextualise the extract and does not need to be mentioned again in the body of the candidate's essay. As we go up to 7/8 level bands, we are looking for an in-depth analysis and close attention to detail; an ability to read between the lines, with appropriate support from the passage; a motivated personal response; good use of imagination and a direct, clear focus on the questions throughout. Candidates are expected to engage with the text and fully exploit its elements, particularly so if they are to be rewarded with a top band mark.</p> <p>Candidates may elaborate within these lines or follow alternative interpretations. The only requirement here is to be consistent and avoid flagrant contradictions or uncommitted/unexplained statements. Ideas should be clearly stated, well argued and convincing to be given the marks.</p> <p>Some candidates may include here some of the points mentioned in the previous sections. This is fine if the candidate justifies their interpretation. Others may include some aspects but ignore others. This is the real band discriminator. Those who manage to interconnect most of the different components of the story as outlined above would be the ones allocated to the upper bands.</p>		
1	<p>¿Hasta qué punto ha logrado el autor impactarlo/la a usted con lo que acontece en este relato? ¿Como lo consigue? En particular, debe considerar, en detalle, los siguientes aspectos:</p> <p><u>Awareness about who they were 30 years ago and how their roles have reversed:</u></p> <p><u>Manuel:</u> a successful economist working for a multinational company, with very good economic prospects for his future.</p> <p><u>Rosa:</u> a young woman with strong revolutionary ideas who makes fun of Manuel by calling him: '<i>lacayo del imperialismo/turista revolucionario</i>'</p> <p>Rosa influences indirectly Manuel's decision to leave the multinational company and become a schoolteacher. The decision is made by Manuel alone, but Rosa plays a significant role as an 'influencer'.</p>	

Question	Answer	Marks
1	<p>The text is not just about the story of a young couple that met thirty years ago and who are meeting now once more. It is not about the idea that people change with time. It is not about the fact that Rosa evolved and developed a strong financial status while Manuel remained practically stagnated. It is, put under a sharp magnifier, the story of a betrayal of political and moral principles by the Rosa of thirty years ago; betrayal of political and moral principles that changed Manuel's life drastically and forever and the reason why he is shocked, upset and disillusioned now.</p> <ul style="list-style-type: none"> • Las impresiones de Manuel sobre el lugar donde se ha concertado la cita con Rosa, y sobre los primeros momentos de su encuentro <p>From the initial information we learn that the first thing that surprises Manuel is the place where the meeting is to take place. Against all his expectations it is not a house but an imposing and modern office building located in one of the most elegant and prestigious neighbourhoods of Lisbon. This contradicts the expectations that Manuel has of Rosa, considering her past as a strong, young revolutionary.</p> <p>Immediately afterwards, Manuel is admitted to the building by a very elegant secretary who invites him into a fully carpeted office with indirect lights and expensive furniture. This is rather surprising to Manuel as the surroundings are suggestive of elegance, money and standards he would not have associated with Rosa. There he has a long wait before Rosa comes into the room.</p> <p>It is evident that the features of this place are not compatible with Manuel's expectations in relation to what he knew about Rosa from the past.</p> <p>The second significant moment relates to the greeting between Rosa and Manuel. This is, evidently, a very embarrassing moment for Manuel and he is surprised as he would have expected a more personal and even perhaps affectionate greeting. The distant and cold welcome makes it clear that Rosa is avoiding physical contact with him: '<i>no le da la mano</i>'/'<i>no lo besa</i>', gestures Manuel was intending to make towards her. Not only that, at the end of the conversation when Rosa is interrupted by her secretary, she leaves the room abruptly without even saying goodbye.</p> <p>It is during their conversation that Manuel realises that for Rosa their short love affair had been just that, a short affair: '<i>aquello que es bueno, si breve, dos veces bueno</i>'. And this explains why she never contacted him again.</p> <ul style="list-style-type: none"> • Lo que aprendemos de la conversación entre Manuel y Rosa acerca del rumbo de sus vidas <p>What unfolds during the conversation about the paths of their lives can be summarised in the following points:</p> <ul style="list-style-type: none"> - Both got married. She has a daughter but was widowed, information that Manuel fails to react to. He does not have children. 	

Question	Answer	Marks
1	<ul style="list-style-type: none"> - He did not continue to work for a multinational company. He gave up his successful career as an economist 30 years ago, after his return to Spain, to become a schoolteacher. This is likely to have happened because he was still very much in love with Rosa and strongly influenced by her 'revolutionary' ideas. It is likely that the lack of response from Rosa to his attempts at communication may have gradually diminished his commitment to her initial influence. - She tells Manuel that the building where they are meeting is the headquarters of all her holdings, that she is the owner of more than twenty companies in the fields of real estate, insurance, import-export etc. and that she was behind the remodelling of the Chiado district. In other words, she has become a fully-fledged capitalist entrepreneur. Initially, Manuel thought she was an employee for a company in that building, so his surprise may have been enormous when she revealed that she was the owner of the building and of twenty other companies. - Manuel mentions his work as a schoolteacher, and this shocks Rosa. At this point she must have started to realise that she had played a strong role in shaping Manuel's decision. It is likely that, gradually, during their meeting, she may have experienced a sense of guilt towards Manuel. This may also explain the nervous tic that Rosa started to show during the conversation. Rosa, on the other hand, talks about her status as a fully-fledged capitalist entrepreneur. There is clearly a stark contrast between the two. Their roles have fully reversed: the once revolutionary young girl is now a seasoned capitalist millionaire and the successful economist, a humble schoolteacher without many prospects. For Manuel, his experience of 30 years ago caused him to change drastically. Rosa's influence played a crucial role in this, although unintentionally. However, for Rosa, her revolutionary past was only short lived and not very serious. Moreover, Rosa never attempted to respond to Manuel's calls and letters. This also makes it clear that her intentions with regard to her relationship with Manuel were from the beginning only transitory: '<i>Lo bueno, si breve, dos veces bueno</i>'. - Both end up following very different routes from the ones that were anticipated 30 years ago. The irony is that the paths they ultimately take are just the opposite to those that may have been expected. <p>• En su opinión, ¿cómo debe sentirse Manuel después de este encuentro y por qué? Justifique su respuesta.</p> <p>We learn from the extract that Manuel gradually notices that Rosa, the entrepreneur, seems less and less like the beautiful young revolutionary he had loved 30 years previously. Every gesture makes her appear less and less attractive to him. She has even developed an unsightly nervous tic that makes her raise one of her eyebrows. Could this nervous tic perhaps suggest that Rosa feels guilty during the encounter, that she thinks she has betrayed Manuel after realising how strong an influence she may have had on his life?</p>	

Question	Answer	Marks
1	<p>One can only imagine Manuel's degree of disappointment at this stage. He had returned to Lisbon in the hope that Rosa would retain some of the features that captivated him so deeply in the past, along with some of her revolutionary spirit, if not some affection. But Rosa has undergone a complete transformation and become a fully-fledged capitalist who has left behind her altruistic principles.</p> <p>Ironically, by contrast, Manuel has renounced his prosperous career because of the influence she exerted on him. He gave up his profession as an economist and his job at a multinational company to take up a much less profitable and more arduous career. Their contrasting economic status is obvious from the beginning of their meeting.</p> <p>All of this would have come as a great disappointment to Manuel. He could have felt that his trip was a total failure and that perhaps he had been deluding himself in thinking that he could step back in time.</p> <p>Usted puede añadir cualquier otro comentario que le parezca pertinente.</p> <p>It is rare for candidates to follow up this suggestion and they should not be penalised if they do not. However, any interesting comments should of course be taken into account in the overall reward, provided these do not distort or contradict the main story line and candidates do not end up either contradicting themselves or not adopting a clear line of interpretation. If additional and reasonable ideas are offered, generous reward should be considered, although this section alone should not be a substitute for the required response to the preceding ones.</p> <p>Some candidates may be inclined to offer alternative interpretations to the ending of the story. For example, some may consider that the fact that Manuel abandoned his career was his own personal choice and that he could have reconsidered his choices. Also, young people are often idealistic, but age makes them change their minds and become more down to earth: Rosa was an intelligent woman who took the opportunity to have a better life and that probably her marriage had been a reason for a change of status altogether, etc. Any reasonable arguments will be acceptable, providing they are justified and fully explained and cover both of the characters.</p>	