

General Certificate of Education
January 2004
Advanced Level Examination



GENERAL STUDIES (SPECIFICATION A) GA4S
Unit 4 Culture, Morality, Arts and Humanities (Spanish)

Friday 23 January 2004 Afternoon Session

In addition to this paper you will require:

- an objective test answer sheet;
- a 4-page answer book;
- a blue or black ball-point pen.

You may **not** use a foreign language dictionary for this paper.

Time allowed: 1 hour 30 minutes

Instructions

- Use a black ball-point pen for recording answers to Questions 1.1 to 1.25 on your objective test answer sheet.
- Use blue or black ink or ball-point pen for answering one question from Question 2.1 to 2.6.
- Write the information required on the front of your answer book for Question 2. The *Examining Body* for this paper is AQA. The *paper reference* is GA4S.
- Answer Question 1 (1.1 to 1.25) using the answer sheet provided **and one** question from Question 2.1 to 2.6 in a separate answer book.
- For each item in Question 1 there are several alternative responses. When you have selected the response which you think is the best answer to a question, mark this response on your answer sheet.
- Do all rough work in your answer book, **not** on your answer sheet.

Information

- The maximum mark for this paper is 50.
- This paper consists of **two** questions.
Question 1 contains 25 objective test questions based on material in **Spanish** for comprehension. Each question carries 1 mark. No deductions will be made for wrong answers.
- **Question 2** consists of six alternative essay questions (2.1 to 2.6) Your answer to Question 2 should be written in English.
25 marks are allocated to each of Questions 2.1 to 2.6.

Advice

- Attempt Questions 1.1 to 1.25 before you do **one** from Questions 2.1 to 2.6.
- Spend approximately equal amounts of time on Questions 1 and 2 as a whole.
- Do not spend too long on any item in Question 1. If you have time at the end, go back and answer any question you missed out.
- Make sure that you hand in **both** your answer sheet **and** your essay answer book at the end of the examination.

QUESTION 1**Answer Questions 1.1 to 1.25**

Indicate in the space provided on the answer sheet the language which you have attempted

For each of Questions **1.1 to 1.25** choose the answer you consider the best of the alternatives offered in **A, B, C** and **D**.

Questions 1.1 to 1.4

Read the following article and answer **Questions 1.1 to 1.4** which follow.

The Source Materials for Questions 1.1 – 1.4 are not produced here due to third party copyright constraints. The full copy of this paper can be obtained by ordering GA4S from our publications section. Tel: 0161 953 1170.

-
- 1.1 The Mexican fisherman in the article
- A was fishing illegally.
 - B had been involved in the transportation of illegal immigrants.
 - C was satisfied with his catch.
 - D offered to sell the fish he had caught to the American.
- 1.2 The fisherman was asked
- A how many men he employed.
 - B what the weather had been like at sea.
 - C about the type of fish he had caught.
 - D how long he had taken to catch the fish.
- 1.3 The fisherman's leisure activities included
- A going out every night.
 - B having a sleep three times each day.
 - C playing cards with his wife.
 - D having a quiet drink at home.
- 1.4 If the fisherman accepted the advice he was given
- A the quality of his life would improve.
 - B he would gain nothing more in personal happiness.
 - C he would catch more fish.
 - D his financial problems would be solved.

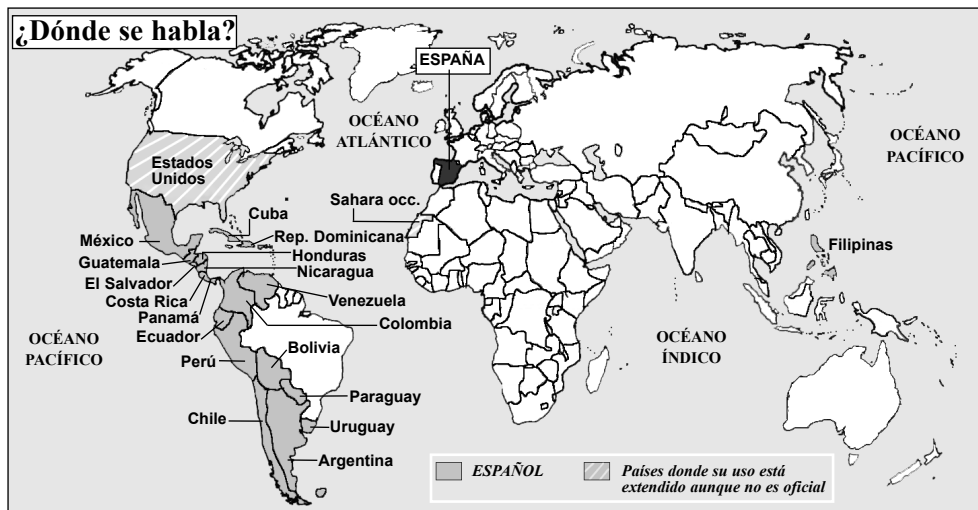
TURN OVER FOR THE NEXT QUESTION

Turn over ►

Questions 1.5 to 1.8

Read the following article and answer **Questions 1.5 to 1.8** which follow.

El asalto pendiente a Internet empaña el gran avance del castellano en el mundo



El castellano encara el siglo XXI con unas perspectivas de crecimiento e influencia inéditas desde el siglo XVII. Unos 350 millones de personas lo tienen como lengua materna o lo usan con similar competencia, lo cual lo convierte en la tercera lengua más hablada del mundo, tras el chino mandarín y el inglés. Asimismo, el interés por aprender castellano se ha multiplicado en Europa y en Estados Unidos, país en que es elegido por dos de cada tres estudiantes de lenguas extranjeras. Aunque el castellano está infrarrepresentado en Internet, se prevé que América Latina sea el área donde más crezca su uso en los próximos dos años, lo que puede provocar un salto de gigante del castellano en la red.

A pesar del avance, son varios los aspectos que dificultan su consolidación como lengua de comunicación internacional. Como antaño, tiene su talón de Aquiles en la ciencia y la investigación. Asimismo, a pesar de ser lengua de trabajo de la ONU, la UE y otras instituciones, la práctica diaria a menudo lo arrincona en beneficio del inglés y el francés. Por último, América Latina está lejos de ser un solo mercado para los productos culturales e informativos en español. La explosión demográfica latinoamericana toca a su fin, pero el número de hablantes y el creciente prestigio, convierten el castellano en una lengua de futuro.

La considerable homogeneidad del castellano, a pesar de la fragmentación política y de su enorme dominio lingüístico -el cuarto más extenso, con 11.900.000 km², tras el inglés, el ruso y el francés- tiene mucho que ver con factores a menudo olvidados. Por ejemplo, la extraordinaria simplicidad de su sistema vocálico, con sólo cinco sonidos, que lo blindo ante una dialectalización fonética. Sin olvidar la continuidad de su área lingüística, ya que el 90% de los hablantes viven en países limítrofes de América Latina.

Source: JORDI JUAN BAÑOS, *La Vanguardia*

Vocabulary

<i>castellano</i> (in this article)	Spanish
<i>inéditas</i>	unseen
<i>se prevé</i>	it is anticipated
<i>red</i>	net
<i>ONU</i>	United Nations
<i>UE</i>	European Union

-
- 1.5** 350 million people
- A** are currently learning Spanish worldwide.
 - B** lived under Spanish domination in the seventeenth century.
 - C** will speak Spanish as their first language by the year 2100.
 - D** speak Spanish with native competence.
- 1.6** There will be greater use of Spanish on the internet in the next two years because
- A** there is a large Hispanic population in the United States.
 - B** Spanish is being taken up more in Europe.
 - C** the internet in Latin America is expected to become more popular.
 - D** Spanish speakers will soon outnumber English speakers.
- 1.7** Factors which have hindered the development of Spanish internationally include
- A** the fact that it is not an official language of the United Nations.
 - B** hardly any Spanish is spoken in Africa or Asia.
 - C** scientists find it a difficult language to learn.
 - D** the use of English and French as the languages of international communication.
- 1.8** There is so little linguistic variation in Spanish across the world because
- A** the vowel system is very simple.
 - B** the Royal Spanish Academy maintains a constant check on language trends.
 - C** political repression has been a common feature in countries where it is spoken.
 - D** the spelling is straightforward.

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Questions 1.9 to 1.12

Read the following article and answer **Questions 1.9 to 1.12** which follow.

El patinete es el rey

El juguete estrella de esta Navidad supera en toda España al casi invencible monstruo Pokémon. Los Reyes Magos han gastado una media de €120 por niño.

OLGA PEREDA
MADRID

Los Reyes Magos estuvieron toda la noche de ayer reparando en las casas de los niños españoles patinetes, juegos electrónicos y de construcción, muñecas, y coches teledirigidos. Según los principales centros comerciales, los videojuegos de Pokémon y el muñeco Pirulín Pipí –cuyo nombre basta para saber que necesita un orinal– han sido los productos estrella esta Navidad, con permiso de la invasión del patinete.

«El patinete ha sido la sensación esta Navidad. Todos los niños lo han pedido», asegura la dependiente de unos grandes almacenes. Sin embargo, habrá que esperar unos meses para poder traducir a cifras el

boom del patinete, cuyo precio oscila entre los € 60 y los € 120.

Este año, el rey de los juegos electrónicos ha sido Pokémon. Los españoles compraron en el año 2000 casi dos millones de videojuegos del monstruito virtual, según las estadísticas de Nintendo. Pokémon supone para la compañía el 35% de su facturación global.

Pero el bicho creado por el japonés Tatoshi Tajiri es mucho más que un videojuego. Todo lo relacionado con el monstruo también ha arrasado entre los más pequeños. Basta un ejemplo: en El Corte Inglés y en el VIPS de Madrid se agotó la Pokedex (€ 27), la enciclopedia electrónica de los 150 Pokémon, antes de Nochebuena.

Según las cifras facilitadas

por la Asociación Española de Fabricantes de Juguetes los niños que más gastaron en juguetes, durante la pasada temporada fueron, por edades, los de 8 y 9 años, seguidos de los 6 y 7 años.

Hasta los 11 años

El presidente de los jugueteros, Salvador Miró, explica así esta estadística: –Hoy en día los niños dejan de interesarse por los juguetes una vez que han cumplido 10 u 11 años. A esas edades empiezan a pedir a los Reyes Magos otras cosas como ropa, música o incluso dinero.

Source: El Periódico de Catalunya

Vocabulary

orinal

cifra

oscilar

El Corte Inglés

VIPS

}

potty

figure

to range

Spanish Department Stores

1.9 The doll Pirulín Pipí

- A comes complete with a set of toiletries.
- B has a name which is self-explanatory.
- C is able to utter a few phrases.
- D appears in a video game

1.10 Sales figures for scooters this Christmas

- A are expected to be very promising.
- B reflect the failure of stores to attract children.
- C were predicted to be high some months ago.
- D were disappointing following a price increase.

1.11 In Spain

- A one in three children is fascinated by Pokémon.
- B Pokémon was not as popular as expected.
- C Pokémon-related merchandise brings in more profit than the video games.
- D some stores ran out of Pokedex before Christmas Day.

1.12 According to statistics published by the Spanish Toy Manufacturers Association

- A more toys were bought last year than this year.
- B eight and nine year olds were the biggest consumer group.
- C more toys were bought for the youngest age group.
- D older children spent their pocket money on clothes and music.

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Questions 1.13 to 1.16

Read the following article and answer **Questions 1.13 to 1.16** which follow.

Los sueños de los futuros catalanes

Las cuatro mujeres y los cinco niños de la familia Gómez sólo tenían un sueño: el día en que los tres varones de la familia iban a llamarles desde el humilde pisito que comparten en la calle del Romaní, en el barrio barcelonés de Roquetes, para anunciarles que ya pueden reunirse con ellos en España.

Las Gómez son tres hermanas que sobreviven en San Marcos, un pequeño enclave a las afueras de Quito que, como otros muchos pueblos ecuatorianos, se quedó casi sin varones porque están todos en España.

Visitar sus casas es como trasladarse a la España rural de los años 50. Cocinas de leña, habitación sin luz eléctrica, agua de pozo, techos de uralita, lavaderos al aire libre. Pero a esto estaban acostumbrados. Lo malo llegó cuando empezaron a no tener nada que comer. Ángel, el marido de María Clorinda

Gómez, tenía que mantener a su mujer y a sus tres hijas. Era maestro industrial, pero cuando hace dos años el país empezó a venirse abajo, cerraron la fábrica donde trabajaba. Fue a una agencia de viajes que le financió el billete para Barcelona y le dejó los dólares necesarios para viajar como turista a un interés de casi el 100%.

Source: El Periódico de Catalunya

Vocabulary

varón

pesadilla

Quito

leña

pozo

male

nightmare

capital of Ecuador (South America)

firewood

well

1.13 The women and the children of the Gómez family dreamt only of

- A having a flat of their own.
- B joining their menfolk in Spain.
- C returning to Ecuador.
- D finding work.

1.14 San Marcos is

- A not far from Quito.
- B unlike other villages.
- C a remote village.
- D deserted.

1.15 Life became unbearable for the women when

- A the house fell into disrepair.
- B the water supply was shut off.
- C there was nothing to eat.
- D the electricity was cut off.

1.16 The problem for all occurred when Ángel

- A went to Barcelona on holiday.
- B lost his job.
- C worked for a travel agency.
- D was forced to work at a new factory.

TURN OVER FOR THE NEXT QUESTION

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Questions 1.17 to 1.21

Read the following article and answer **Questions 1.17 to 1.21** which follow.

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1.17 David G S was taken into custody

- A on Friday morning.
- B at lunchtime on Sunday.
- C on Friday afternoon.
- D on Tuesday.

1.18 David G S was arrested

- A for selling illegal substances.
- B for hitting his children.
- C at the house of a relative.
- D as he was leaving Badalona.

1.19 The children were

- A on their way back to spend Christmas in Albacete.
- B travelling from Albacete with their grandparents.
- C going to stay with their grandparents.
- D travelling part of the way alone.

1.20 The police were informed of the situation by

- A people living in Badalona.
- B other travellers.
- C Josep Tarradellas.
- D the children themselves.

1.21 The police found out the mother's address

- A on the following day.
- B by asking the children.
- C by asking relatives of the children.
- D from information the children carried.

TURN OVER FOR THE NEXT QUESTION

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Questions 1.22 to 1.25

Read the following article and answer **Questions 1.22 to 1.25** which follow.

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1.22 According to the first paragraph, the visitors arriving at Palma airport

- A had lots of luggage.
- B were all seasoned travellers.
- C appeared to lack enthusiasm.
- D did not want to waste time.

1.23 The travellers in question

- A arrived at about midnight.
- B were in their mid-fifties.
- C had flown from Madrid.
- D were making their first visit to Majorca.

1.24 Agustina Díaz

- A is the eldest of the group.
- B is the eldest of the three sisters.
- C was going on to the Bahamas.
- D had never flown to Majorca before.

1.25 Lydia Caballero

- A was looking forward to visiting some caves.
- B had visited Majorca 20 times previously.
- C planned to attend mass in the cathedral.
- D hoped to make at least one more visit in her lifetime.

END OF QUESTION 1

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QUESTION 2

Answer **ONE** of Questions **2.1** to **2.6** in English.

Each question is worth 25 marks

This question must be answered in a **separate** answer book which must be clearly labelled **GA4S Question 2**. Write as if you were addressing the intelligent general reader.

The assessment of your answer will take account not only of content but also of your use of English, including spelling, punctuation, vocabulary, sentence construction and the organisation of your essay.

- 2.1** 20% of primary school pupils and 5% of secondary school pupils in Britain attend church schools. The government has proposed that more church secondary schools should be established.

Discuss the arguments for and against church and other faith schools.

- 2.2** It is often said that morality is fixed and absolute.

Using examples, consider how accepted moral codes can change according to circumstances of time or place.

- 2.3** “Artists must have complete freedom of self-expression.”
“An artist has a responsibility to the public.”

Consider the arguments for and against each of these viewpoints. Illustrate your answer with examples from **more than one** art form.

- 2.4** Choose **two contrasting** examples of works of pictorial art, literature or music which are considered to be masterpieces. Describe in detail what features of these works contribute to their greatness and explain why they have appeal. You may choose from more than one art form.

- 2.5** “The only way fully to appreciate an art form is to participate in it”

Consider this statement with reference to at least **two** of the following: painting, drama, dance, writing, music.

- 2.6** “For the first time, the world knows exactly what is happening as it happens.”

Consider whether the reporting of a modern war gives an accurate picture and evaluate the effects it has both on those involved and on the world at large.

END OF QUESTIONS