

General Certificate of Education
January 2006
Advanced Level Examination



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

Wednesday 25 January 2006 1.30 pm to 3.00 pm

For this paper you must have:

- an objective test answer sheet
- a 4-page answer booklet
- a black ball-point pen

You must **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 1.20 on your objective test answer sheet.
- Use blue or black ink or ball-point pen for answering one question from Questions 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 1.20) using the answer sheet provided **and one** question from Questions 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.
- Hand in **both** your answer sheet **and** your essay answer book at the end of the examination.

Information

- The maximum mark for this paper is 45.
- This paper consists of **two** questions.
Question 1 contains 20 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). 25 marks are allocated to your essay which should be written in English.

QUESTION 1

Answer **Questions 1.1 to 1.20**.

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

For each of **Questions 1.1 to 1.20** choose the answer you consider the best of the alternatives offered in **A, B, C and D**.

Questions 1.1 to 1.5

Read the article below and answer the **Questions 1.1 to 1.5** which follow.

Los ciberadictos

Josep Pernau

La adicción a Internet ha sido catalogada como una enfermedad, a la que la OMS, algún día, no se podrá mostrar ajena. Puede sufrirla un niño, pero también un adulto, aunque el paciente medio es de 24 años y del sexo masculino. No pasa nada si se le dedica cada día un par de horas. Incluso si se han restado de la televisión, la ciberadicción puede tener efectos terapéuticos, especialmente cuando los programas que antes se frecuentaban pertenecían al género de la *telebasura*. Pero se da el caso de algunos adictos que se pasan toda la noche ante el ordenador y ¡jojo cuando se permanece cuatro o más horas diarias delante de la pantalla! La

dependencia de Internet ya es claramente manifiesta, hasta el extremo de que el que se ha enganchado llega a confundir lo real con lo virtual.

En línea con la OMS, los países quieren ignorar que la *Intermania* pueda ser un peligro para la salud. No hay tratamientos de desintoxicación en las instituciones sanitarias públicas y, a lo sumo, en algunos países avanzados existen centros privados que atienden al que quiere deshacerse del tecleo, el chateo y la navegación por los espacios galácticos de las *webs*. ¿Cómo van a reconocer que Internet puede ser peligroso, si es un signo de modernidad, que ellos mismos estimulan?

Estadísticamente, compiten entre sí por la utilización social de la red y se muestran orgullosos de las iniciativas que surgen en la sociedad para que los usuarios sean cada día más.

Hipócritamente, los países podrían hacer igual que con el alcohol y el tabaco, que los gobernantes cargan con elevados impuestos. Dicen del alcohol que, tomado con mesura, es beneficioso para la salud y es verdad que la informática, si no se abusa, es muy positiva para la buena marcha de la sociedad. Deberían decírselo, sobre todo, a los niños, que se inician en el tecleo en las mismas aulas escolares.

Source: *El Periódico*, October 2002

Vocabulary

<i>OMS</i>	World Health Organisation (WHO)
<i>ajeno</i>	aloof
<i>restar</i>	to remove
<i>tecleo</i>	keyboarding
<i>red</i>	internet
<i>impuestos</i>	taxes

1.1 Internet addiction

- A** is already a source of concern to the WHO.
- B** is most likely to affect young children.
- C** is on the increase amongst young men.
- D** has been recognised as an illness.

1.2 Surfing the net is only considered to be harmful if you

- A** do it for long periods.
- B** watch less television as a result.
- C** use it as a substitute for sleeping.
- D** watch only poor quality television.

1.3 The symptoms of Internet addiction are

- A** only detectable in long-term users.
- B** being tackled by public health programmes.
- C** more apparent in less economically developed countries.
- D** not being fully appreciated.

1.4 Most countries view the Internet as a

- A** potential danger.
- B** sign of a forward-looking society.
- C** popular form of entertainment.
- D** source of increasing wealth.

1.5 Countries are recommended to

- A** double the tax on Internet users.
- B** concentrate resources on more serious addictions.
- C** warn young children about Internet addiction.
- D** focus on the problem of under-age drinking.

Turn over for the next question

Turn over ▶

Questions 1.6 to 1.10 and their respective sources, have not been reproduced here due to third-party copyright constraints.

Questions 1.11 to 1.15

Read the article below and answer **Questions 1.11 to 1.15** which follow.

Lleida contrata a polacos

JOSEP TARRAGONA
LLEIDA

La ciudad de Lleida lleva camino de convertirse en un centro internacional de transporte por carretera con el nuevo Centre Integral de Mercaderies y la llegada en los últimos cuatro años de chóferes rumanos, atraídos por el gran parque de camiones. Sin embargo, la crónica falta de personal persiste. Ahora, la asociación de transportistas ha decidido zanjar el problema y ha podido traer, por primera vez a España, 60 conductores-mecánicos profesionales de Polonia.

Piotr Szczpanski, de 54 años, es uno de ellos. Durante 30 años ha llevado camiones por toda Europa con una media de 15.000 kilómetros al mes. Es un gran profesional, con dos hijos, que lamenta que Polonia «esté en la bancarrota».

Piotr, que habla apenas unas palabras en inglés que le han dado el título de capitán de su grupo de siete compañeros, rebosa ilusión y buena voluntad. «**Hemos venido a trabajar, ganar dinero y ayudar a nuestras familias**», explica, pensando ya en los 2.600 euros o más que conseguirá con rutas internacionales, el doble que en su país.

La educación de los hijos

Pero estas personas no sólo vienen a Catalunya por el dinero. La perspectiva de que sus hijos puedan vivir aquí y tener una mejor educación universitaria también les tienta. A Piotr le preocupa ahora ir «**unos días**» a su país por Navidad.

Los conductores han sido repartidos en 21 empresas, que ya han pedido contratar a 100 conductores más en el 2003. Los polacos, en su mayoría, se encuentran en su primera semana recibiendo clases aceleradas de español, y están acomodados en pisos que les han buscado sus empresas, por lo general.

Olga, una profesora rusa que se entiende con ellos en este mismo idioma, reconoce que sus pupilos «**ponen voluntad, pero los progresos no son espectaculares**», como ocurre con los rumanos, que incluso hacen chistes en español o mezclan palabras en catalán al poco de estar aquí.

Source: *El Periódico*, October 2002

Vocabulary

<i>parque</i>	fleet of vehicles
<i>zanjar</i>	to resolve
<i>chiste</i>	joke

1.11 The Lleida road haulage association has decided to employ Polish workers because

- A** the city has a well-established international transport centre.
- B** it already employs other workers from Eastern Europe.
- C** there are many staff shortages.
- D** it has ample parking space for more lorries.

1.12 Piotr Szczpanski

- A** would like to reduce his hours.
- B** has a good command of English.
- C** used to work on a ship.
- D** is an experienced driver.

1.13 Piotr's concern at the moment is to

- A** pay for his children's nursery education.
- B** go home to Poland for Christmas.
- C** pay for Christmas presents.
- D** settle his children in Spain.

1.14 The priority for the Polish drivers is to

- A** learn Spanish.
- B** look for accommodation.
- C** sign an employment contract.
- D** familiarise themselves with Spanish lorries.

1.15 Olga comments that the Polish drivers

- A** confuse Spanish and Russian.
- B** have no sense of humour.
- C** are easy to get on with.
- D** are finding Spanish difficult.

Turn over for the next question

Turn over ▶

Questions 1.16 to 1.20 and their respective sources, have not been reproduced here due to third-party copyright constraints.

QUESTION 2

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

Each question carries 25 marks.

This question must be answered in your **separate** answer book which must be clearly labelled **GA4S Question 2**.

Write your answer in continuous prose as if you are addressing the intelligent general reader. You are reminded of the need for good English and clear presentation in your answer. Quality of Written Communication will be assessed in this answer.

2.1 Assess the role of architecture, works of art and decoration in religious worship.

You may choose your examples from one or more religions.

2.2 ‘Recent events have shown that people of different religions are still unable to live together in harmony.’

Examine this statement and discuss the bases of religious conflict.

2.3 ‘There appears to have been declining interest in arts and culture in the UK.’
‘There is not enough arts coverage on television.’

Comment on **both** these views **and** examine whether there is a connection between them.

2.4 What factors do you consider differentiate ‘good taste’ from ‘bad taste’ in the arts? Support your answer with examples from the work of artists, musicians and writers.

2.5 “The Arts are not elitist.” (Tony Blair, 1997)

Consider the basis and validity of this statement.

2.6 A former Conservative cabinet minister, Douglas Hurd, writes:
‘The claim of the media (the written press in particular) to be the theoretical guardians of our liberty has worn thin as their integrity and accuracy have diminished.’

Discuss this view and say to what extent you agree with Douglas Hurd.

END OF QUESTIONS

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