

Mark Scheme (Results) Summer 2007

GCE

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GCE Spanish (6815) Paper 1

Unit 5 (6815/01): Topic and Texts

Notes on the questions

The following is a brief outline of what would be expected for each question. These notes will be developed for the Standardisation Meeting, and additional information supplied.

1. LA POLÍTICA ESPAÑOLA DESDE 1975 HASTA 1996

- (a) The answer should contain a detailed chronology of the 1975-82 transition period, including the first post-Franco government under Arias Navarro, the appointment of Adolfo Suárez, legislation such as the Ley de Reforma Política and the Ley de Asociaciones Políticas, which led to the legalisation of the political parties, the 1976 referendum and the 1977 electoral law. An important point is the legalisation of the Communist Party and the first elections in June 1977. The first UCD government should be discussed, as should the Pactos de La Moncloa, the drawing up of the new Constitution, the demise of the UCD and the 1982 PSOE victory. Analysis should be made of the political parties and their role, with the formation of Fraga's AP, legalisation of the Communist Party, the formation of the UCD and the rise in fortunes of the PSOE.
- (b) Candidates should give a detailed description of the role of the monarchy as outlined in the Constitution. There must be a distinction drawn between the highly political role that King Juan Carlos played in the early post-Franco years and the subordinate nature of the monarch's role as specified by the Constitution. Formally, operation of the state at the highest level depends on his signature. The monarch endorses government decisions as a purely formal act. The monarch's importance is symbolic rather than real. His formal involvement in key aspects of public life represents the principles of national unity, the King's state visits abroad are seen as a good marketing tool for Spain, his insistence on fulfilling his right to vote reflects his belief in the democratic process, etc. Two areas where the monarch's influence could be described as 'real' are his role in appointing a Prime Minister in the hypothetical case of a very close vote and his role as Head of the Armed Forces.

2. LA SOCIEDAD ESPAÑOLA DE HOY

- (a) Candidates should give evidence and information about the 2005 Ley Orgánica de Educación (LOE), affecting infant education, end-of-year exams, repeating the year, reduced number of subjects taught, compulsory foreign language from the age of 5, new syllabus content, science for all, University admissions, vocational training, school inspections, the teaching of religion, etc. The pros and cons of the reforms should be evaluated. This new law is highly important, as education had received a bad press under the previous PP government, with much criticism of their planned reforms to replace the 1990 LOGSE. Several autonomous communities had, in fact, planned to refuse to implement the PP's programme and to set up their own system. The new reforms come into force during the 2006-7 academic year and up-to-date knowledge will be needed to answer this question.

- (b) In November 2005 the Spanish parliament debated the reforms to the 1981 Ley del Divorcio. By the time of the examination, these should be in place (due to start in June 2006). Spain is approaching the situation where there are more divorces than marriages in a year. There are two types of separation: *contenciosa* and *de mutuo acuerdo*. The new law covers custody of children, division of property, family mediation, role of the courts, etc. Evaluation of the changes in marriage and family life should be made. Beware of generalisations. Evidence must be given.

3. TEMAS CONTEMPORÁNEOS DE LATINOAMÉRICA

- (a) The answer to the question will depend on the movements chosen and recent events. Hugo Chávez continues to have the support of a wide popular movement in Venezuela, in spite of US hostility, Kirchner has a wide following of anti-IMF/World Bank people in Argentina and Evo Morales' result in the Bolivian elections in December 2005 could have a deep effect on the region's political make-up. Evaluation of the importance of these new movements will be needed.
- (b) The answer to the question will depend on the Latin American countries chosen. Candidates should describe the present situation as regards drug production, internal consumption and foreign exports, as well as the role of the drug barons and traffickers in the countries. The answer should include an account of the actions being taken by the national governments seeking eradication of the problem, the role played in this programme by the US anti-drugs forces and the success and or otherwise of the efforts.

4. UNA COMUNIDAD AUTÓNOMA DE ESPAÑA

- (a) The answer to this question will depend on the *Comunidad* chosen. Candidates should identify the main aspects of agriculture in the region and should analyse the relative importance it has in the economy, in comparison with other sectors such as industry, services, tourism, etc. The bulk of the answer should refer to agriculture and not be a general essay on the regional economy.
- (b) Candidates will be expected to describe the principal features of urbanisation in the *Comunidad* they have chosen. This could include housing, town planning, roads, etc. and should include an analysis of the relative importance of urban areas and rural life in the region.

5. EL CINE DE CARLOS SAURA

- (a) Answers will depend on which films the candidates have studied. Two films should be referred to. *La Caza*, *Ana y los lobos*, and *Cría cuervos* contain much political commentary referring to Franco's regime, *¡Ay Carmela!* is set in the Spanish Civil War and has very strong political comment, whereas *Carmen* has more social comment on post-Franco changes than actual political commentary. Whichever films are chosen, there should be a full account of the political comment made and a comparative analysis of the importance of this in the two films.

- (b) Candidates should refer to at least two films and more if wanted. Evidence should be given of the personal relationships that are portrayed. These could be sexual, as in *Carmen*, family, as in *Cría Cuervos*, *Ana y los lobos*, etc. formal, as in *La caza*, varied, as in *¡Ay Carmela!*, etc. The relationships should be described and the answer should include a personal evaluation of how these relationships are portrayed.

6. EL INDIVIDUO Y LA SOCIEDAD EN LA OBRA DE GARCÍA MÁRQUEZ

- (a) The candidates will have read two of the following texts: *El coronel no tiene quien le escriba*; *Crónica de una muerte anunciada*; *Los funerales de la Mamá grande* and *Cien años de soledad*. They are asked to describe the role that religion plays in the society portrayed by García Márquez and to give their opinion about whether religious belief has much influence on the way people behave. Candidates will probably make a distinction between religious belief and religious observance. There is ample evidence in all of the novels of the Church as a significant institution in society, whose presence and influence is not generally questioned. However, there are also indications that few people attend church or pay much attention to the pronouncements of church figures, unless they conform to what they want to hear. For example, people rarely turn up to confess to el padre Antonio Isabel in *Un día después del sábado*, Mina in *Rosas artificiales* attends Mass only to meet somebody on the way, the censorship of films by el padre Ángel is ignored. On the other hand the assertion by el padre Amador that the Vicario twins were innocent in the eyes of God seemed to have been acceptable. Events associated with the Church do provide an opportunity for people to get together. Everybody goes down to the port to await the arrival of the bishop; there is great excitement when the Pope attends the funeral of la Mamá Grande; the whole town turns out for the funeral of the musician. The Colonel's wife is devout and her religious belief helps her in part to tolerate her wretched existence. But on the whole, more powerful forces such as tradition, honour, superstition, machismo and money determine the way in which people behave.
- (b) They are asked to describe the behaviour of one character in each book that doesn't conform to the norms of the society around him/her and to analyse the consequences of nonconformity. The characters most likely to be chosen are the Colonel and Ángela Vicario, although Bayardo San Román could also be a candidate. From *Funerales* they may choose the mother in *La siesta del martes* or Baltazar. Each of these characters demonstrates an independence of spirit or an idiosyncrasy that is contrary to the expectations of those around them. The Colonel rejects the materialism of contemporaries such as Don Sabas, retains a pride that prevents him from asking for help, spends what little he has on the cock that had belonged to his dead son, shows no fear of the authorities, and against all the odds, exhibits a childlike optimism. Ángela, contrary to the norm, lost her virginity before marriage, refused to disguise the fact on her wedding night, lived a life of independence but persistently courted the husband that had deserted her. Bayardo San Román demonstrated an eccentric attitude towards marriage and extraordinary extravagance, as well as hiding, it seemed, some kind of secret. The mother in *La siesta del martes*, unashamed of the actions of her son, refused to be humiliated when confronting the priest and Baltazar valued the skill of his craft beyond the wealth of Montiel. In most cases their nonconformity results in some kind of moral victory. Despite poverty, misfortune or isolation, they show themselves in one way or another to be superior to those who are willing to conform to existing social norms.

7. EL TEATRO DE LORCA

- (a) The candidates will have studied two of the following three plays: *Bodas de sangre*, *La casa de Bernarda Alba* and *Yerma*. They are asked to describe the conflict presented between communal values and the desire of the individual, and to consider whether it is inevitable

that the conflict will end in tragedy. It will be necessary to define the values held by the society that Lorca portrays. These will include honour, marriage, inheritance and conformity. Each individual is expected to fulfil their allotted role, and in these plays the burden of conformity is carried by the women in particular. Candidates will describe how the Novia in *Bodas de Sangre* is torn between her wish to become a conventional wife and her uncontrollable passion for Leonardo. The daughters in *La casa de Bernarda Alba* long for freedom from the imprisonment imposed upon them by their mother in the name of family honour. Yerma struggles to reconcile her desire for a child with the limitations imposed on her as an honourable and dutiful wife. Candidates will probably come to the conclusion that the protagonists are trapped between two very powerful and irreconcilable forces. The influence of society is so strong that any attempt to pursue individual desire will inevitably produce tragedy.

- (b) The candidates are required to examine some of the dramatic resources used by Lorca and to discuss the extent to which these elements contribute to the success of the plays. Many aspects could be discussed here. They will note that this is poetic drama and will describe the use of symbolism, colour, rhythm, timing, monologue and dialogue. The staging of the plays could be discussed, including the settings, the juxtaposition of scenes, the lighting, and the use of devices such as the chorus and the supernatural characters. Comparisons may be made between different techniques used in the two plays under discussion. The best answers will be those that can visualise the plays as live theatre rather than written texts, and can evaluate the extent to which these effects contribute to the overall theatrical experience.

8. La vida de Lazarillo de Tormes

- (a) The candidates are required to highlight some of the negative moral attitudes that Lazarillo encountered during his childhood and to determine whether the adult Lázaro is right to blame society for his own lack of morality or whether he has personal responsibility. Candidates will refer to matters such as the opportunistic sexual behaviour of the mother, the trickery and cruelty of the *ciego*, the avarice and hypocrisy of the priest, the self-deception of the *escudero*, the waywardness of the *fraile*, the cynical deception of the *buldero*. Lázaro may well want us to believe that he is no more than the product of the society in which he has been reared, and he makes a strong case for this. However, there are definite indications throughout the novel that the scrutiny to which he subjected the behaviour of his masters should have been turned also upon himself. Despite his protestations, there are moments in his life when he could have made the right moral choices but failed to do so.

- (b) They are asked to examine the way in which the anonymous author presents characters associated with the Catholic Church and to consider the attitude he appears to adopt towards the Church of his time. The characters under discussion will include the priest, the friar, the pardoner and the archpriest. They are variously presented as hypocritical, cynical, worldly, cruel and promiscuous and examples will be given of their behaviour. They are totally lacking in Christian values and fail to live up to their calling. They are also presented by Lazarillo as being typical of their kind. This could be considered as a total indictment of the Catholic Church in Europe in this period prior to the Reformation, and it has been suggested that the work's anonymity points to this conclusion. On the other hand, it could be claimed that it is not the institution itself that is subjected to criticism but rather the individuals who fail to live up to its high ideals.

9. F. FERNÁN-GÓMEZ: *Las bicicletas son para el verano*

- (a) They are asked to look at how the author presents the stresses suffered by a family during wartime and to consider the extent to which family unity survives intact. The play involves a lower middle class family who live in a fairly comfortable apartment in Madrid and who interact with neighbours from other apartments. Relations between the family members are good as is witnessed in the easy-going banter and mutual comprehension of the early scenes. As the war progresses and the siege of Madrid tightens, living conditions become increasingly difficult, with food shortages, lack of heating and light, fear of bombing and danger on the streets, rumours of killings and disappearances and the importance of radio broadcasts. The struggle for survival and the forced proximity of family members and neighbours leads to deceptions and compromises, for example the surreptitious eating of lentils, the dismissal of the maid, acceptance of assistance from others, the marriage of Manolita. At the end of the play the family faces an uncertain future, with the probable detention of the father, the employment of Luisito as a messenger boy and Manolita's fate as a single mother. Everything has changed, but the warmth and mutual support that has characterised the family throughout continues to the end and one gains the impression that despite the hardships, the family unit has survived.
- (b) They are asked to examine the way in which the author gives indications of the different ideologies embraced by people during the Civil War, and to assess the success of this way of presenting the conflict. The conflicting ideologies of right and left that divided the Spanish nation are presented via reports of what is happening throughout the country, the rebellion in Morocco, the advance of the Nationalist troops, the siege of Madrid, etc. More significantly, however, we see the way in which these ideas influence individuals caught up in the events. The inhabitants of the apartment block and their associates vary in their attitude to politics. Some are clearly identified with one side or the other. Luis, Anselmo and Simón express Republican ideas. The *casero* and his wife María Luisa, tend towards the right. Others, as epitomised by Doña Dolores just want peace and a return to normality. Some are opportunists who switch sides for their own advantage, such as Pablo's family and María's husband, Basilio. Ideology affects the fate and behaviour of individuals. Luisito and his friends fail their examinations for political reasons. Doña Marcela takes advantage of the new freedoms to get divorced, only to find the divorce annulled at the end of the war, like the marriages of Manolita and María. Candidates will probably conclude that the presentation of the ideological conflict via the concrete effect that it has on the lives of ordinary people is highly effective and makes for very successful theatre.

10. L. ESQUIVEL: Como agua para chocolate

- (a) They are asked to describe with examples the interplay of fantasy and reality in the novel and to give their opinion of this style of writing. Candidates will probably cite "magical realism" and will find plenty of examples to illustrate how realistic narrative is used to convey totally implausible events. These will include matters such as the birth of Tita, the extraordinary effects produced by the food that she prepares, the enormous bedspread, the activities of Gertrudis, the death of Rosaura and the deaths of Pedro and Tita. In analysing the style they will probably conclude that without this combination of fantasy and reality, that gives the work colour, interest, excitement and humour, the serious message of the work would be less effectively conveyed.
- (b) They are asked to summarise how life changes in the De la Garza household after the death of Mamá Elena and to consider whether the novel could be considered to have a happy ending. After the death of her mother, Tita experiences growing autonomy until she reaches the complete freedom of the final chapter. The discovery of her mother's letters and diaries helps her to understand her mother's past, to determine that she herself will never deny love and to banish her mother's ghost. She successfully counters Rosaura's plans for her daughter Esperanza, actively intervening in her education and supporting her plans to marry Alex Brown. Tita agrees to marry John Brown, but engages in relations with Pedro, having arrived at an accommodation with her sister. Following the death of Rosaura and the marriage of the young people, Tita and Pedro are left alone for the first time in their lives. Their ecstatic lovemaking culminates in the death of both and the conflagration that destroys the ranch. This may not appear to be a happy ending, but the author presents it as such. Tita and Pedro have achieved their reward and face an eternity of happiness together. The forces of tradition and despotism that had kept the lovers apart have been vanquished, as symbolised in the total destruction of the ranch. An optimistic future awaits the young people and the land where the ranch had been becomes the most fertile in the country. Tita lives on in her recipes that are passed down through the generations. Candidates will probably conclude that this is indeed a fairy-tale ending.

11. B. ATXAGA: Esos cielos

- (a) They are asked to describe the political activities of Irene that led to her imprisonment in Barcelona, and to examine the difficulties she will experience in building a new life in Bilbao. During Irene's journey, some of the events of her previous life were revealed through the letter she sent to her ex-boyfriend, through her memories and dreams and through her conversations with the plain-clothes policemen. We do not learn exactly what led to her arrest, but we know that she was actively involved with a radical Basque nationalist group and that she attended a meeting in Biarritz at which various groups were represented, and where raids on banks were discussed. Following that meeting, she began a relationship with Larrea, a member of a rival group. She was ordered by her own organisation to break it off, and within a few days Larrea was killed in a police ambush, possibly as a result of a tip-off. The precise details of this were yet to be discovered. An uncertain future awaits Irene. She has offended her family by her divorce and by her involvement in politics. She is unlikely to get her old job back. The organisation considers her to be a traitor, because she has negotiated her release from prison. The police are pursuing her to inform on previous associates and are prepared to use blackmail to extract this information. Irene dreams of a better life, but eventually is prepared to accept the reality of coming home.
- (b) They are asked to describe some of the encounters that Irene has during her journey to Bilbao and to consider which of these encounters are the most significant ones. Although she is reluctant to get involved with others, in the course of her journey she finds herself in conversation with various people. She dislikes the attitude of the drivers and the stewardess,

fears that her corpulent neighbour will recount her life story, finds that she has something in common with the two nuns, is extremely wary of the man in the red tie and finds his companion with the boxer's face repellent. In all of the conversations, however, she learns something about herself and her own predicament. Candidates will probably conclude that the most important encounters are with the nuns, who turn out to be her allies and who present her with an alternative way of life, and with the police who confront her with the reality of the life that lies ahead of her.

12. E. MENDOZA: Sin noticias de Gurb

- (a) They are asked to describe the impression they receive of life in Barcelona in the early nineties and to consider the intentions of the author in describing it in this way. Life in Barcelona is described as chaotic and absurd. Criticism is wide-ranging and candidates will illustrate some aspects of this: materialism, social inequality, ostentation, inefficiency, urban chaos, traffic, pollution, aggression, popular culture, etc. The author's descriptions are specific and localised and will be easily recognised by those who are familiar with Barcelona. The author's intention is clearly satirical, and as with all satire he wishes to draw attention, if in exaggerated fashion, to particular abuses. His target is modern urban life and his descriptions are rumbustious and hilarious. The primary intention appears to be to entertain and amuse.
- (b) Candidates are asked to describe with examples some of the difficulties the extraterrestrial experiences when he tries to live among humans, and to consider why he has these problems. They will mention among other things the problems he has in dealing with human anatomy, in coping with traffic, in handling money, in relating to the opposite sex, in eating human food. His problems derive in part from his conviction that human beings are very badly designed and that the organisation of human society is totally lacking in logic. Despite his super-human intelligence, he lacks human common sense. He interprets everything he sees in a literal and logical manner and as a consequence suffers when faced with illogical or irrational situations. The novel gives the impression that it is not the extraterrestrial that is at fault but the human society through which he tries to move.

13. R.SENDER: Réquiem por un campesino español

- (a) They are asked to examine the way in which the author presents Paco's story and to consider the effect of this type of narration. The novel is set in a fictional present, the day of the Requiem Mass, and although the story of Paco is told in the third person, it is mainly via the memories of Mosén Millán in a series of flashbacks. The author has an insight into the mind of the priest, whose thoughts he conveys to the reader, but he also narrates events that were not witnessed by the priest, such as conversations between Paco and his father, and between Paco and don Valeriano. He also recounts events that are occurring in the present, such as the non-arrival of the villagers and the presence in the church of Paco's colt. A third voice is that of the people contained in the *romance* recited by the altar boy. The effect of these narrative techniques is to give the reader a variety of perspectives on the events that occurred in the village. Past is contrasted with present. The voice of the priest is counterbalanced by the voice of the author and the voice of the people.
- (b) They are asked to summarise the disagreements that arise between Paco and Mosén Millán and to consider whether it is inevitable that they should hold opposing points of view. They will probably take the visit to the caves as the starting point for the differences of opinion that develop between the two characters, although they may go back further and see significance in the behaviour of Mosén Millán and la Jerónima on the occasion of Paco's baptism. They will refer to the priest's disapproval of Paco's swimming naked, and taking the rifles from the police. The major disagreements arise from Paco's involvement in politics, his attitude towards land tenure and assistance for the poor. Paco is working for the good of mankind and it could be thought that his mission would be identical to that of the priest. Mosén Millán insists, however, that he is interested in the spiritual rather than the material welfare of his parishioners. The priest depends for support on the wealthy men of the village, and when conflict arises, he opts for the maintenance of the status quo. It seems inevitable that in the political climate of the time, this representative of the Church would follow the views of the Establishment rather than adopt the reforms envisaged by Paco.

Mark	Knowledge and Understanding (AO4)
27-30	Excellent k/u. Highly relevant and perceptive. Excellent ability to analyse and to substantiate points in depth. Excellent insight into the topic/text. Very high degree of independent judgement.
24-26	Very good k/u, showing ability to analyse in depth. Clearly expressed and largely relevant; points well substantiated. Very good degree of independent judgement.
21-23	Good k/u. Sound ability to analyse and substantiate points but tends to lack originality. Mostly relevant with minor lapses. Good degree of independent judgement.
18-20	Adequate k/u. Shows ability to analyse and substantiate points but is inconsistent. Minor digressions. Beginnings of independent judgment.
15-17	Satisfactory k/u. Modest ability to analyse and substantiate points. Some irrelevance and lack of clarity at times.
12-14	Moderate k/u but significant omissions. Some ability to analyse and substantiate points. Contains some irrelevance/ inaccuracy. Attempts to evaluate but treatment often too factual.
9-11	Limited k/u. A small amount of relevant material presented, showing limited ability to analyse and substantiate points. Tends to be predominantly descriptive/narrative.
5-8	Very limited k/u. A very small amount of relevant material presented but often confused. Little ability to analyse and substantiate points.
1-4	Minimal k/u. Mostly irrelevant and/or confused. Almost no ability to substantiate points.
0	Completely irrelevant.

k/u = knowledge and understanding of the society/culture of the TL country/community

Mark	Organisation and Development of Ideas (AO2)
8/9	Excellent o/d. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.
7	Very good o/d. Material very well planned and sequenced. Good control and coherently presented argument.
6	Good o/d of material and effective sequencing of ideas. Generally well constructed with minor lapses.
5	Satisfactory o/d of material. Development patchy and/or unambitious. Ideas not always effectively sequenced.
4	Some o/d. Development of ideas impeded at times by lack of ability to organise material logically. Rambling and/or repetitive at times.
3	Limited o/d. Attempts to construct an argument. Limited ability to draw conclusions.
2	Very limited o/d. Structure lacks coherence. Very limited ability to draw conclusions.
1	Minimal o/d. Structure almost wholly lacking in coherence. No ability to draw conclusions.
0	So ill organised and lacking in coherence that no credit can be given.

o/d = organisation and development

Mark	Quality of Language (AO3)
5/6	Excellent communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy.
4	Very good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and good use of idioms.
3	Satisfactory to good communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled.
2	Some communication achieved but lacks comprehensibility at times. Limited linguistic range; basic sentence construction. Register often inappropriate.
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate.
0	No rewardable language.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

