

Examiners' Report
June 2012

GCE Spanish 6SP04 01

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Introduction

The marking team were very pleased with this summer's candidates' responses and would congratulate both the candidates and their teachers on all the hard work and the high standards that have been achieved.

Question 1

Section A: Translation

The translation exercise tests a variety of grammatical structures with the emphasis on accuracy and no acceptance of paraphrasing or embellishment. Spelling, syntax and grammar must be accurate and there is no reward for creative writing. Only essential accents are penalised, for example 'decepciono' instead of 'decepcionó' where there is a clear difference between the first person of the present tense and the third person preterite. The passage is approximately 80 words in length and this is divided into 30 discrete elements or 'boxes' that are either right or wrong with no half marks. The final raw mark out of 30 is then transferred to a grid that converts it to a final mark out of 10. The content of the translation is firmly based on one of the General Topic Areas as published in the Specification; this summer's translation, for instance, related to 'The World Around Us : environmental issues'. Finally, the grammatical structures tested also correspond to those listed in the Specification Appendix 6.

This summer's translation proved to be a testing and challenging one, both in terms of vocabulary and grammatical structures, but many candidates coped well and most scored more than 4 marks out of 10. There were, however, a number of attempts at paraphrase and invented vocabulary. The translation discriminated well between the weaker and more able candidates and there was a wide range of ability with 1 or 2 as the lowest mark and a few candidates scoring full marks.

The opening sentence caused few difficulties with a minority of candidates offering 'parientes' for 'padres'. 'Fomentar' was not acceptable within context as a translation of 'to encourage' nor was 'empujar', whereas the preterite, imperfect or perfect tense forms of 'animar', 'inculcar', 'incentivar' and 'impulsar' were all accepted. The use of 'juventud' for 'childhood' was rejected and correct translations included 'infancia', 'niñez' and even 'pequeño' or 'niño'. There were several wild attempts at 'to be concerned about' which included 'ser concerniente de' but acceptable renderings included 'preocuparme por / de' (not 'para' or 'sobre'), 'estar preocupado por / de', 'concienciarme por / de' and the ambitious and complex structure 'a que me preocupara por'. 'Medioambiente' was accepted written as one word or two but 'el entorno' and 'el ambiente' were both unacceptable. 'By saving energy and recycling' required the use of gerunds and infinitives were not accepted. 'Ahorrando' and 'economizando' were acceptable translations for 'saving' but 'salvando' and 'guardando' were rejected. 'Basura' and 'residuos' were both acceptable translations of 'rubbish'.

'When I was older' required the use of 'era' and any attempts to use 'fui' were unacceptable. It is disappointing to see how many candidates still lose marks for mis-spelling 'Cuando' as 'Quando' and similar carelessness led to 'mejor' or 'major' instead of 'mayor'. The imperfect tense was needed for 'quería que' and 'quise que' was not accepted. Carelessness again led to some candidates omitting any reference to 'school' and simply writing 'mis amigos' or 'mis compañeros'. The imperfect subjunctive was required after 'quería que' and the present subjunctive form 'sigan' lost the mark. Most candidates correctly wrote 'mi ejemplo' although some mis-spelt 'example' as 'exemplo'. 'But their lack of support' was successfully negotiated by most candidates except for some who tried to use 'soporte' and others who put 'su falta' into the plural. The missing accent on 'decepcionó', which turned a third person preterite into a first person present tense form, lost the mark as did any use of the imperfect 'decepcionaba'. 'Veo' or 'leo' were both accepted for the idea of 'I see reports' but 'reports' and 'newspapers' were often wrongly given as 'reportes', 'revistas' and 'papeles'. Vocabulary for 'floods' and 'droughts' often led to paraphrasing with examples

such as 'exceso de agua', 'mucho lluvia' and 'falta de agua' or 'poca agua', none of which was acceptable. The mis-spelling of 'desastres' as 'disastres' often led to the loss of a mark. 'Realise' was successfully negotiated by many candidates, although sometimes 'realizo' appeared and failed to score. 'They are caused' required 'son' as the auxiliary verb and 'están causados' was rejected. 'Provocados' was accepted as an alternative to 'causados'. 'Climate change' is a set expression familiar to many candidates, although some changed it to 'calentamiento global' which is not the same thing. 'Sometimes' caused few problems, although some candidates are mis-spelling 'a veces' as 'a vezes'. The missing reflexive pronoun often led to the loss of a mark in 'me pregunto' and many candidates offered 'pienso que' which was not accepted. The spelling of 'desarrollado' with one 'r' instead of two often lost the mark as did an accent on 'si' turning it from 'if' to 'yes'. The complex construction 'could have helped' was correctly and impressively negotiated by many candidates and the imperfect subjunctive and the conditional constructions were equally acceptable. Most candidates knew either 'prevenir' or 'evitar' but 'impedir' was rejected. Any use of 'para' in front of 'prevenir' lost the mark as did attempts at the anglicised and invented 'preventar'. Finally, the word 'such' caused some difficulty with many candidates offering 'estas catástrofes' or 'dichas catástrofes', neither of which was accepted. Any missing accent on 'catástrofes' did not lose the mark as the omission did not change the meaning of the word.

SECTION A : TRANSLATION

Question 1

Translate the following passage **into Spanish**.

My parents always encouraged me from childhood to be concerned about the environment by saving energy and recycling the rubbish. When I was older I wanted my school friends to follow my example but their lack of support disappointed me. When I see reports in the newspapers about floods, droughts and other natural disasters and realise that they are caused by climate change, sometimes I wonder whether we in the developed world could have helped to prevent such catastrophes.

Mis padres siempre me animaban desde la infancia a preocuparme del medio ambiente a ahorrar la energía y reciclar la basura. Cuando era más mayor, quería que mis compañeros de escuela siguieran mi ejemplo, pero su falta de apoyo me decepcionaba.

* Cuando veo los reportajes en los periódicos sobre las inundaciones, las sequías y otros desastres naturales, y me doy cuenta de que son provocados por el cambio climático, a veces me pregunto si nosotros en el mundo desarrollado podríamos haber ayudado a prevenir tales catástrofes.

* las ~~tas~~ inundaciones



ResultsPlus Examiner Comments

This is an example of an excellent translation. The only mistakes are in the use of infinitives 'ahorrar' and 'reciclar' instead of gerunds 'ahorrando' and 'reciclando' and the use of the imperfect 'decepcionaba' instead of the preterite 'decepcionó'. With 27 'boxes' correct out of 30, this candidate scored 9 out of 10.



ResultsPlus Examiner Tip

The art of translation is a specialised skill that requires practice, precision and care. It is important to read through the passage first to get a general idea of the meaning and the context and then to work through carefully checking spellings and accents in particular.

Section B: The Creative / Discursive Essay

Candidates have a choice of seven essay titles from which they select one. There are three Creative essay titles and four Discursive and candidates must write between 240 and 270 words in Spanish. Both Creative and Discursive essays are marked according to the same assessment grids except for Understanding and Response where the criteria and the descriptors are different.

Range and Application of Language (10 marks)

Candidates are rewarded for rich and complex language and the ability to handle complex structures. There should be a variety of vocabulary and successful manipulation of verbs, tenses and complex grammatical structures demonstrating progress beyond the standards of AS.

Accuracy of the Target Language (5 marks)

Candidates should demonstrate a high degree of command of the language with minimal errors. At this stage, there should be no basic errors such as would appear at GCSE or, indeed, at AS Level. Candidates should be fluent and accurate in their written language and write in the appropriate register. If communication breaks down or is impaired then the candidate can expect to achieve no more than 2 marks. If there is ambiguity and communication is not immediately clear because of major errors then a mark of 3 would be awarded.

Organisation and Development (15 marks)

The essays should be well planned and structured with a clear, logical development of ideas. Often, but not always, the essay would be paragraphed with each section or paragraph self-contained but linked to the preceding and to the following paragraph or section so that the essay has a clear sequence and development.

Understanding and Response Creative Essay (15 marks)

Candidates are rewarded for their understanding of the title and its implications and for the ability to write a coherent and imaginative response. Good essays are interesting to read and fully relevant to the demands of the title.

Understanding and Response Discursive Essay (15 marks)

Candidates are rewarded for their understanding of the title and its implications and for the ability to present arguments for or against (or both) the premise outlined in the essay title. They need to explain, justify and substantiate their opinions with logical arguments and should reach an informed and logical conclusion.

WORD COUNT Candidates must write between 240 and 270 words in Spanish. If the essay falls short of the minimum 240 words, it will be self-penalising according to the assessment grids. Examiners mark up to 270 words, which includes reading to the end of the sentence where the word count is exceeded. Anything beyond 270 words is ignored.

Question 2 (a)

Candidates who selected this title were expected to write a dialogue between themselves and their parents. The language used should be appropriate to a natural discussion and the more able students included idiomatic language used correctly and within context. Essays varied but tended to focus on the parents' anxieties about how time spent with a part-time job would impact on studies and exam results. The response from the candidates normally argued the positive advantages of work experience and the opportunity of earning money to finance their social life as well as their plans for further education.

Yo: "Papá, mamá, quiero buscar un trabajo a tiempo parcial en algún bar cerca de mi universidad.

Así podría experimentar como es el mundo del trabajo al igual que podría sacarme algo de dinero y así no os tendría que pedir a vosotros, no creéis?"

Papá: "Hija, no creo que sea una buena idea. Lo más importante ~~que en este~~ estas años es estudiar y aprobar la universidad. No creo que te contraten de todas formas. No tienes experiencia y esto perjudicará tus estudios, así que olídate."

Mamá: "Carina, entiendo que quieras buscarte un trabajo a tiempo parcial para demostrarnos que ya eres mayor y que te puedes cuidar tú solita pero este no es el momento adecuado, recuerda que sin una buena educación, en el futuro no encontrarás un buen empleo."

Yo: "Os prometo que este trabajo no perjudicará mis estudios. Además de poder aprender a ser responsable y madura también podré hacer nuevas amistades. Así que no hay que preocuparse porque conozco al dueño y tan solo trabajaré de cuatro a cinco horas y

tendré un día de fiesta y ~~desconcentro~~ descanso a la semana."

Mamá: "Buena, como tú quieras. Creo que ya eres mayor para tomar tus propias decisiones así que decídate que nosotros te apoyaremos."

Yo: "Gracias mamá, papá; ¿tú que piensas?"

Papá: "Como tú quieras, ya has oído a mamá, pero que no te desconcentre ¿vale? Y si ves que tus notas bajan, entonces ~~deber~~ deberás dejar el trabajo."

Yo: "¡Por supuesto! No os defraudaré."



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Examiner Comments

This is a good example of a scripted dialogue clearly set out between 'Yo', 'Papá' and 'Mamá'. The candidate demonstrates a good command of the language with a high degree of accuracy and variety of vocabulary suited to a natural discussion.

The candidate begins by outlining the job in a bar and argues that it will provide work experience and a measure of financial independence. Both parents initially respond by arguing that taking a part-time job will have a negative effect on study and results and that lack of experience means that the job is unlikely to be offered anyway. The candidate develops the arguments further by stressing the advantages of maturity and responsibility that will come from independence and adds that it is only for one hour a week working for the bar owner who is known to him or her. Finally both mother and father accept the arguments and say that they will give their support with the proviso that if exam results begin to suffer the job will be abandoned. The student finally agrees not to let them down.

The discussion is natural and logical and reaches an amicable settlement.

The arguments are clear, logical and well developed



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Examiner Tip

Always read the question carefully and make sure that all the implications of the title are addressed. Some candidates lost marks for Understanding by writing a narrative rather than a conversation. Plan the essay before you begin and set it out logically, preferably with a new line for each different speaker. Finally, check to ensure that the language used is appropriate, in this case natural and idiomatic, and check the finished essay for accuracy of tenses and verb forms, spellings and grammatical constructions.

Question 2 (b)

Candidates were asked to continue the story of Raúl who, having hurriedly dressed and finished his breakfast, set off from home to attend an important interview. Some candidates just mentioned the interview at the beginning and then the essay went off at a tangent to relate a story totally unconnected. The better candidates described Raúl's tense anticipation during the journey, the nature of the interview and how he thought it went.

Raúl se levantó temprano, se vistió y desayunó de prisa. Para él, esta entrevista era el día más importante de su vida ya que si conseguía este puesto, tendría ~~podría~~ otorgar a su familia una mejor calidad de vida. Debido a ~~su gran~~ exitosa carrera como compositor, Raúl llegó a la entrevista decidido y seguro de sí mismo, pero aún así sabía que no ~~podía cometer~~ tenía margen de error y por lo tanto no podía bajar la guardia en ningún momento.

Si le contrataban, Raúl sería uno de los compositores oficiales de una serie de televisión muy conocida y su sueldo aumentaría en un ~~total~~ cincuenta por ciento al que ganaba en su anterior puesto de trabajo.

De camino ^{piensa} ~~piensa~~ en las mejoras que se producirían en su casa y la cantidad de sorpresas que podría dar a sus familiares, quienes viven una situación económica difícil, si le aceptan en este nuevo empleo. Enseguida recuerda que todo se cumplirá solo y únicamente si le sale bien la entrevista y se siente tenso y frustrado, pero su cuerpo se relaja al pensar, una vez más, que tiene muchos puntos a su favor.

Así, ^{pensando} ~~piensando~~ en un futuro, distraído, se da cuenta de que ya ha llegado a la nueva empresa, que es donde le han citado para la

entrevista con el jefe del departamento de música.
Baja despacio del coche, ya que ha llegado unos
minutos antes y no tiene ~~que ir~~ con prisa.

Tras esperar unos minutos, la puerta del
despacho se abre. Un hombre sonriente le mira
y le saluda con educación. Raúl le devuelve el
saludo y su mejor sonrisa. Se siente seguro.



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Examiner Comments

This essay is a competent example of a logical continuation of the story and is carefully planned and paragraphed. The command of language, the variety of vocabulary and the fluent accuracy of the narration all contribute to a high score. We learn of the nature of the interview - for a talented composer to work on a well known television series and we are told why the job is so important - to lift his family from difficult economic circumstances. The narration describes Raúl's tense anxiety as he makes his way to the interview and the tension rises as the door opens and he enters the Head of the Music Department's office to be met by a smiling, affable gentleman who immediately makes him feel at ease. The story ends on a cliff hanger.



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Examiner Tip

When attempting to write an imaginative essay, you must read the introduction carefully and make sure that the story develops logically. The essay must be carefully planned and the story line clear for the reader to follow. Try to include detail that is relevant and adds interest to the story and do not allow your imagination to run away with you so that you stray too far from the stimulus provided at the beginning. Avoid the temptation to produce a story that becomes far-fetched and improbable fantasy and finally check to make sure that the vocabulary you are using is rich and varied and that your command of the written language is secure.

Question 2 (c)

Candidates who selected this essay were asked to imagine that they had spent the summer holidays working on an activity course for underprivileged children and to explain why they found the experience rewarding. Several sensitive accounts were written about the backgrounds and circumstances of the children and there were interesting descriptions not only of the activities that took place but also of the close personal relationships that formed between the candidates and the children. Finally, there were several thoughtful conclusions about the impact that the experience had upon the candidates and how their attitudes had changed towards those less fortunate than themselves.

Me siento afortunada al haber vivido tres semanas con niños y niñas con dificultades para comunicarse y socializarse con los demás. Viajé al sur de España, concretamente a Sevilla, para ayudar en un curso de actividades durante mis vacaciones de ^{verano} ~~semana santa~~. Compartí mi experiencia con otros jóvenes de todas partes del país y todos nos llevamos un recuerdo inolvidable.

Por ~~todas~~ las mañanas organizábamos talleres en los que los niños podían dibujar, jugar y hacer manualidades. Un grupo de psicólogos y enfermeras nos enseñaron cómo tratar a los pacientes. Algunos de ellos tenían dificultades para hablar y otros, como María, eran padecían de autismo.

Gracias a las actividades interactivas, los niños se comunicaban con nosotros e incluso muchos se hicieron amigos entre ellos. ¡Era muy emocionante! Lo más divertido eran las excursiones a la playa, ya que ahí los pacientes se sentían iguales que los demás niños y se olvidaban de sus problemas.

Este curso ha sido muy gratificante a nivel personal, ya que ahora le doy más importancia a los ~~mas~~ menos privilegiados. La sociedad

Muchas veces se olvida de las minorías que están marginadas, y ~~no se las personas que~~ ^{de} ~~no se consideran "normales"~~. Mi experiencia me ha mostrado el significado de la palabra solidaridad y empatía. Mejorar la calidad de vida ^{de otros} no es muy difícil si se hace con ilusión y ganas.

Sin duda, el próximo verano repetiré esta experiencia ya que ninguna otra actividad me puede proporcionar tanta satisfacción. Además mi ~~el~~ mayor logro es haber conseguido que María sea una niña feliz, y que ~~se sienta una persona más~~. Proporcionándole seguridad y cariño, ha logrado desprenderse ~~de~~ de sus complejos e inseguridades. ¿que más puedo pedir?




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Examiner Comments

This is a thoughtful and interesting essay carefully planned and paragraphed so that the ideas are connected and sequenced. The opening paragraph gives details about the location of the course and the children themselves who had difficulties with socialising and communicating. Paragraph two describes the activities and the professional assistance provided by psychologists and nurses from whom they learnt the techniques for dealing with the children, some of whom were autistic. Paragraph three recounts how the group activities encouraged the children to form relationships and helped them to forget their problems. The concluding paragraph describes the lasting effect the experience provided and how the candidate's attitudes have become more enlightened as a result.

The essay has been well thought out and planned into clearly linked paragraphs that develop the ideas and address all the implications of the title. The candidate demonstrates a good command of language with well developed sentences that include many examples of structural and grammatical complexity. The vocabulary is appropriate and varied and the candidate manipulates verb forms and tenses successfully throughout.



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Examiner Tip

It is important to begin by reading the essay title carefully and making sure that you have a clear idea of all the implications that are to be addressed. Try to provide a clear insight into the nature of the experience and use your imagination to put yourself into the situation and to describe the emotions you might feel in such circumstances. Careful planning and paragraphing as well as close attention to detail and care with language helps to produce a clear, interesting and logical essay.

Question 2 (d)

The title of this essay required the candidates to decide whether or not compulsory community service could be considered as a solution to the social problems of unemployment and antisocial behaviour. Some essays mentioned community service in the opening paragraph but then went on to survey alternative options such as better policing, education or youth clubs without giving any further consideration to the nature of community service or to its advantages or disadvantages. The idea of compulsion was also forgotten at times. The better essays went straight to the heart of the argument and gave strong, logical arguments for or against.

A FAVOR	EN CONTRA
1) Instaurar la disciplina en los jóvenes - actitud trabajador	1) Los jóvenes no les gustan estar obligados a hacer nada - creación de cargos - explicar cómo el gobierno
2) Promover los valores solidarios - sentido de una responsabilidad social	2) Llegarán a pensar el servicio comunitario como algo negativo - un castigo
3) Mejorar el estado de la comunidad - reducir el crimen	3) No se mejorará el nivel personal

VOCAB

- el paro	- ampliar los conocimientos de la vida	- desarrollar la personalidad
- los valores solidarios	- haber de una manera positiva	
- estar plantando	- la tasa de crimen	
- una persona socialmente responsable	- la responsabilidad social	
- el nivel personal	- utilizar - la utilidad	
- leer libros	- conseguir un punto de trabajo para pagarlos	

Este es un tema que se lleva poco tiempo debatiendo en los medios de comunicación como un fenómeno moderno de nuestra economía ~~moderna~~ moderna.

Por un lado, hay que decir que el servicio comunitario obligatorio promoverá la ~~la~~ responsabilidad social en los jóvenes y inculcará los valores solidarios que beneficiarán la comunidad. Por otro lado, se ~~se~~ combatirá en ciertos casos

que esta iniciativa ~~no~~ sólo creará más competitividad ambiental como Alemania con
las autoridades y por lo tanto, será una fuerza más destructiva.

Por lo tanto, conviene prestar atención al punto de vista de las opiniones de este campo.

~~El hecho de que~~ los lugares a donde, los jóvenes ^{no} se ubican con las autoridades,

que ^{quiso} si esta iniciativa entrara en vigor, ~~habría~~ veríamos un aumento en

la violencia juvenil. Además, ~~los jóvenes no~~ el servicio comunitario. Algunos ~~no~~
no se unen en trabajo ~~no~~ mental, y a eso no sería mejor ~~si~~ el gobierno ~~ofreciera~~ les
no ~~ofrecerá~~ habilidades ~~personales~~ ~~adidas~~, para que los jóvenes ~~podrían~~

los ~~habría~~ en la comunidad ~~?~~
~~estaría~~ en el pasado ~~habría~~ con más ~~facilidad~~.

~~Por lo tanto~~ en segundos lugares, vale considerar la opinión de los ~~partidos~~

del ~~campo~~ ~~no~~ ~~algún~~. ^{no} No cabe duda de que esta ~~comunidad~~ ~~aplicaría~~

el consumo de la vida y ~~por~~ ~~congruente~~ ~~pero~~ ~~anunciará~~ a los jóvenes a

capitales de una manera ~~positiva~~ a sus comunidades. Por ~~una~~ ~~de~~ ~~otra~~, les ~~dará~~ una

experiencia ~~diversa~~ ~~por~~ ~~que~~ ~~entre~~ ~~los~~ ~~temas~~ ~~de~~ ~~estudio~~ ~~desarrollar~~ ~~la~~ ~~disciplina~~,

y ~~podrán~~ ~~conseguir~~ ~~un~~ ~~puesto~~ ~~de~~ ~~trabajo~~ ~~o~~ ~~et~~.

En ~~conclusión~~, aunque hay ~~quien~~ ~~quiere~~ ~~pasar~~ ~~de~~ ~~esta~~ ~~manera~~, ~~ya~~ ~~está~~ ~~desde~~ ~~mi~~

punto de vista, este ~~proyecto~~ ~~podría~~ ~~volver~~ ~~en~~ ~~algún~~ ~~punto~~ ~~en~~ ~~algún~~ ~~momento~~ ~~con~~ ~~una~~ ~~mejora~~.

Si hubiéramos observado esta iniciativa más antes, como en Alemania, no
habríamos llegado a tener una medida tan desigualitaria.

Este es un tema que se lleva poco tiempo debatiendo en los medios como un
fenómeno moderno de nuestra economía actual. Por un lado, hay quien dice
que el servicio comunitario obligatorio promoverá un sentido de responsabilidad ^{social}
en los jóvenes y les inculcará ~~los~~ ^{de} valores solidarios que beneficiarán ~~todo~~
la sociedad en su totalidad. Por otro lado, en círculos pesimistas, se constata
que esta iniciativa sólo creará más comportamientos antisociales, cuando los
jóvenes y los sin trabajo se rebelen contra las autoridades.

Primero, conviene prestar atención al punto de vista de los opositores de este concepto.
Sin lugar a dudas, la gente siempre se rebela contra las autoridades, así que quizás
si esta iniciativa entrara en vigor, veríamos un aumento en la inestabilidad
política. Además, ¿acaso no sería mejor si el gobierno ofreciera becas
universitarias para que más gente pudiera lograr títulos y conseguir un
puesto de trabajo bien pagado?

Question 2 (e)

Candidates who chose this essay were required to consider whether or not their popular heroes and idols had a right to complain when the media intrude into their private lives. Several candidates referred to specific examples - typically footballers and pop singers - that had appeared recently in the popular press and to the tabloid press that published such articles. They were expected to outline the arguments either for or against and to reach an informed, logical conclusion.

Hoy en día, muchos de los ídolos de los jóvenes son celebridades, por ejemplo los futbolistas o actores, y la publicidad desempeña un papel clave en su carrera. Sin embargo, el tema de si tienen un derecho a quejarse es muy controvertido, porque es un equilibrio de ciertas cosas entre la ~~privacidad de estas personas~~ ^{EN SU VIDA} y la ^{INTIMIDAD} la libertad de la prensa.

A pesar del hecho de que ^{ALGUNAS} ~~las~~ personas famosas disfrutan la publicidad, es verdad que algunas revistas (especialmente la prensa del corazón) simplemente quieren escribir 'chanchullo', y artículos negativos. Hoy en día los periodistas utilizan los

micrófonos escondidos para acceder
información negativa - aún hay muchos
que involucra
escándalos ~~involucrando~~ los motivos de las
celebridades. Por eso, es injusto que ~~estas~~ ^{sean}
atrapados por la prensa en esta manera,
y al fin y al cabo toda la gente tiene el

derecho a la intimidad. Hay esos que
declaran que la prensa sólo debería
escribir artículos positivos, que están de
acuerdo las celebridades, <sup>PARA MANTENER
UNA IMAGEN
POSITIVA.</sup>

Por otro lado, otros ~~siguen~~ ^{afirman} que las
celebridades no pueden elegir cuando
quieren la atención o no, ~~el fin y el medio~~ ^{porque},
la publicidad - positiva o negativa - es una
parte clave de su trabajo ^y su vida. También
los jóvenes les gusta leer de su vida -

porque son sus ídolos y quieren imitarlos.

Al mismo tiempo, tienen que entender

que si toman drogas o emborrachan en

públicos, luego tienen que enfrentarse a

las consecuencias, ~~de sus acciones~~

~~simulas, no deberían recibir su responsabilidad~~

~~a los jóvenes y deberían~~ ^y aceptar

~~todos~~ la publicidad que reciben.

Por eso, las celebridades o los "ídolos de

los jóvenes" no pueden quejarse si ~~los~~ ^{los} reciben

publicidad negativa, porque a menudo es ~~un~~ ^{un}

RESULTADO

~~de~~ de sus acciones. Si fuera un ídolo

~~de los jóvenes~~, tomaría ^{siempre} cuidado, y

aseguraría que ~~ten~~ ^{mi} comportamiento en

el público era perfecta.

WORD COUNT: 268



ResultsPlus Examiner Comments

This is an example of a carefully planned and structured essay which, despite some inaccuracy of language and expression, nevertheless communicates the ideas successfully.

The opening paragraph explains who the celebrities are and how publicity is essential to their careers. It then argues how a balance needs to be struck between the privacy of their personal lives and the freedom of the press. Paragraph two argues that although celebrities often court publicity, the gutter press revel in salacious and negative stories and sometimes resort to dubious practices such as hidden microphones and phone tapping (a very topical point to make). The candidate argues that this kind of entrapment is unjust and that everyone has the right to privacy. Paragraph three takes the opposite view and argues that celebrities who court publicity cannot therefore choose between favourable or unfavourable media attention as all publicity is essential to their careers. However, celebrities do need to be aware that they are role models and bear some responsibility since their behaviour could be copied by their admiring fans. The final paragraph concludes that if you choose to become a celebrity you cannot therefore complain about media intrusion and the candidate ends by reiterating the idea that those in the public eye must take responsibility for their behaviour in public.

The essay is well planned and the ideas are developed logically and clearly. Both sides of the argument are considered and the candidate reaches an informed conclusion. Despite some relatively minor grammatical errors, communication is maintained throughout and the sentences are well developed with appropriate vocabulary.



ResultsPlus Examiner Tip

When writing a discursive essay it is important to look carefully at the title and make sure that you understand clearly what you are being asked to do. Planning and structure are essential and you need to gather your arguments systematically and sort them into self-contained paragraphs. Mind maps are often helpful in the planning stage. Finally, care should be taken with the accuracy and variety of the language so that communication is clear and unimpeded throughout the essay.

Question 2 (f)

In this essay candidates had to consider whether or not they approved of genetically modified food. Some candidates began by explaining what is meant by GM food and then assessed the risks and the benefits. A few candidates clearly had not understood the word 'alimentos' and went on to write essays about cloning of animals and designer babies. Candidates were also expected to address the ethical argument surrounding whether or not we should try to interfere with nature. As with all discursive essays, a clear, logical development of the arguments should be followed by an informed conclusion.

~~Puede causar~~

~~Puede causar a~~
~~otra enfermedades donde~~
~~no se quieren~~

~~Puede causar daños al~~
~~organismo humano los niños.~~

~~Según~~
~~requiera~~

~~Lo natural~~
~~es mejor~~

~~Pero es verdad que~~
~~en países con pobreza~~
~~podría ser algo positivo.~~

Los alimentos modificados genéticamente, son verduras y frutas donde el ADN ha sido modificado para dar mejor sabor o para ~~dar~~ dar un plazo más largo ~~hasta~~ ^{de} ~~la~~ ~~caducidad~~ caducidad. Yo pienso que sí son potencialmente peligrosas.

Ha sido demostrado en varios experimentos biológicos que pueden aver irregularidades en el crecimiento y desarrollo de algunas organas vitales al consumir alimentos modificados genéticamente. Por ejemplo ratos que se alimentaron con patatas modificadas genéticamente ^{mostraron} ~~mostraron~~ algunas deformidades ^{de} ~~de~~ deformas en sus riñones, después de solo dos a tres generaciones.

35 Al contrario de ratas comiendo alimentos patatas normales.
Otro grave problema que causan los alimentos modificados genéticamente es que hay riesgo de contaminación ha otras granjas y ~~prodeas~~ huertos donde alamajar no son deseables. Por ~~en~~ ejemplo modificación genética ^{de soya} en Estados Unidos ~~hizo~~ que algunas ~~causas~~ que ~~es~~ ~~alguna~~ contamina algunos huertos en Mejiico donde se podía ver algunos rasgos de modificación genética.

~~En mi opinión~~

46 Si que es verdad que en algunos casos ~~extremada~~ la modificación genética si puede ayudar a la gente. La modificación genética puede hacer que las plantas sean resistentes a la sequia ~~Según~~ o hacer que ~~ellos~~ crecan con mas volumen. Esto puede

favorecer muchísimo ha gente en países no desarrollados. ~~en algunos lugares donde la sequia es común~~

50 Hay muchas universidades y biólogos que dicen que los alimentos genéticamente modificados son buenos y no causan ningún problema. Pero si miras que empresas subencionan ha estos individuos de uera ~~no~~ nombres de empresas como ~~Monsanto~~ Monsanto que ~~es~~ ^{son} ~~una~~ empresas multinacionales de alimentos y semillas. Yo pienso que ahí hay un conflicto de intereses y por eso ^{se} debería hacer más caso a otros biólogos que no han sido 'comprados'.

69 Siempre seran mejor los alimentos naturales. En mi
77 opinión la ciencia no puede replicar a la naturaleza.



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Examiner Comments

This is an example of a well planned and structured essay that addresses the main points of the title except for the ethical question as to whether or not we should interfere with nature.

The opening paragraph explains what is meant by the term GM foods and their advantages - better taste and longer shelf life. Paragraph two considers the negative arguments and how biological experiments have led to abnormality of growth and damage to vital organs through the consumption of GM foods. The argument is substantiated by reference to experiments on rats who suffered kidney abnormality through the consumption of GM potatoes and how they were measured against the control group of rats who had consumed normal potatoes. Paragraph three develops the negative argument through consideration of how GM crops can contaminate other farms and again this argument is substantiated through reference to a specific example involving the United States and Mexico.

Paragraph four looks at the other side of the argument and considers the positive advantages of GM foods which can be resistant to drought and can be grown in larger quantity. This, it is argued, is of benefit to those who live in underdeveloped countries. The candidate then sceptically considers the views of scientists who argue for the benefits of GM foods but who have vested interests in those companies that support their research. The final paragraph concludes that natural foods are better (however no reason is given) and that science can never replace nature.

The essay is informative and clear and is well planned and structured into paragraphs where the ideas are developed logically and fully. The conclusion is a little thin and vague but the candidate has substantiated the ideas and arguments outlined in the essay with specific reference to topical examples. The vocabulary is appropriate and the inaccuracy of the language is minor and does not interfere with communication.



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Examiner Tip

It is important to begin by making sure that you understand all the words in the title otherwise you run the risk of misinterpretation. You need to have clear opinions supported by strong argument and construct the essay in a planned and logical way before reaching an informed conclusion. Finally, care needs to be taken with sentence construction and grammatical accuracy so that the essay is clear to read.

Question 2 (g)

Candidates who chose this essay were required to consider whether or not the teaching of history is useful and relevant. Several argued that in the modern world of technology and internet sites the formal classroom teaching of history loses its relevance. A counter argument frequently presented suggested that we could learn from the mistakes of the past and prevent them from recurring in the future. The best essays were carefully planned and constructed and presented logical, convincing arguments that led to an informed conclusion.

Plan

La historia

inútil

artículos en los periódicos

- mundo moderno → Internet toda esta información al punto de ^{los dedos} ~~los dedos~~ Wikipedia
- ↳ no tienes que estudiarla en una aula para entenderlo piensan
- mucha gente ~~siente~~ que no es relevante para ellos hoy en día.
- la geografía - el cambio climático - es una asignatura más útil.
- cosas que han pasado que afectan a otra generación.

currículo

útil

- es importante que sepamos lo que pasó en el pasado para que no cometamos los mismos errores en un futuro.
- nos ayuda entender el mundo que nos rodea. ↳ nos afecta hoy.
- los superpotentes → EE.UU. del poder colonial en África
- guerras mundiales
- Chile → la censura situación de dependencia de Ghana y Uganda
- explica porque solo había 4 películas en 7 años
- como una asignatura en colegio nos enseña escribir ensayos → todavía es muy popular.

La historia es una asignatura que hace siglos ha tenido una presencia imprescindible en la educación general. Sin embargo, en nuestro mundo moderno llena de tecnología, muchos estudiantes están empezando preguntarse ¿qué es la relevancia y la utilidad de estudiar los romanos o las guerras mundiales, para mí hoy? ¿qué pueden enseñarme?

~~R~~ ^A muchos ^{jóvenes} ~~alumnos~~ la historia no les parece útil. Estudian acontecimientos del pasado como la guerra civil española y no ven ^{ninguna} ~~la~~ relevancia para ellos hoy. Son cosas que afectan a otra gente, otras generaciones.

Además, en nuestra edad de tecnología, cuando Internet es tan accesible, tenemos toda esta información histórica a los puñalitos de los dedos. El uso amplio de páginas web como Wikipedia significa que para muchos jóvenes no tiene sentido estudiar la historia en una aula de una forma académica porque si en un momento dado necesitan saber algo pueden buscarlo en Internet. Por esta razón asignaturas como la geografía, ^{que tratan de temas como el cambio climático y*} son más y más populares ~~entre~~ entre los jóvenes.

~~En~~ A pesar de esto, yo diría que la historia es todavía una asignatura útil y relevante. Primero, es importante que sepamos lo que pasó en el pasado, para que no cometamos los mismos errores en el futuro. Podemos aprender mucho de errores pasados; la dictadura española (1939-1975) es un buen ejemplo de esto. Además, creo que la historia nos ayuda a entender el mundo que nos rodea. Si estudiamos el imperio británico, ^{por ejemplo, emperara a} podemos entender por qué, gracias a los poderes coloniales, África todavía está en un estado de subdesarrollado y dependencia. De esta manera, nos enseña mucho.

Para concluir, no estoy de acuerdo en absoluto ~~de~~ ^{con} la opinión que estudiar la historia es inútil.

~~Deberíamos recordar que ahora mismo estamos haciendo historia y quizás si hubiéramos puesto más énfasis en la enseñanza de historia, la historia no siempre se repetiría. Es una asignatura muy importante. Si diéramos más atención a lo que pasó en el pasado, quizás no siempre se repetiría la historia.~~

~~Es importante~~ Debáramos recordar que estamos haciendo historia ahora misma, que la historia afecta a todos y es relevante para todo el mundo. Quizás si hubiéramos aprendido más de lo que pasó en el pasado, la historia no siempre se repetiría.

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* los tsunamis, cosas actuales,

aprenderíamos



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Examiner Comments

This is an example of a carefully planned essay in which the candidate has considered arguments both for and against the proposition. The opening paragraph acknowledges that history has been an integral part of the educational curriculum for years but questions whether in this modern world of Wikipedia and other internet sites its relevance is still defensible. Paragraph two considers the arguments against the usefulness of the teaching of history and refers specifically to the Spanish Civil War as an example of an event that affected another age and which consequently has little relevance for us today. Added to this is the argument that an internet site such as Wikipedia provides immediate access to information and therefore young people cannot understand the usefulness of the formal teaching of history in a classroom. Moreover subjects such as geography and the understanding of global warming would seem to offer greater relevance in today's world. Paragraph three presents the counter argument that learning from the mistakes of the past better prepares us for the future and refers to Franco's dictatorship as an example (although this is not fully explained). Another reference is to the history of English colonialism in Africa, an analysis of which leads to an understanding of the underdevelopment and dependency of African countries today. The final paragraph concludes that the study of history is not useless, that history is still happening today and is therefore relevant to us all.

Although some of the arguments are not fully developed and explained, the essay goes straight to the heart of the question and is carefully constructed in separate paragraphs that present arguments both for and against the usefulness of history. The vocabulary and the register of the essay are appropriate and the candidate makes few grammatical mistakes. The essay is clear to read and the paragraphs connect logically and lead to an informed conclusion.



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Examiner Tip

It is essential to read the title of the essay carefully and make sure that you understand all the implications of the question. Begin by marshalling the arguments either by means of a mind map or under separate headings For and Against. The format of the essay will then become clear and the use of separate paragraphs will then lead to a logical and informed conclusion.

Section C: The Research Based Essay.

For the Research Based Essay candidates will have prepared and thoroughly researched one of four possible topic areas : Geographical Area, Historical Study, Aspects of Modern Spanish-speaking Society or Literature and the Arts. They must write an essay of 240 - 270 words in Spanish. The following are NOT included in the word count: Titles and Proper Names ; Quotations ; Numbers and Statistical Data; Bibliographies ; Footnotes - except when they become extensions of the main essay.

WORD COUNT If the essay falls short of 240 words it will be self-penalising according to the assessment grids. Examiners mark up to 270 words which includes reading to the end of the sentence where the word count is exceeded. Anything beyond 270 words is ignored.

The essays are marked according to three assessment grids as follows:

READING, RESEARCH AND UNDERSTANDING (30 marks) This assessment grid carries the most marks by far and is therefore extremely important. Here the candidate is rewarded for the in-depth reading and research that informs the essay, Every point that is made must be relevant to the title and supported with evidence. In the case of Geography, History or Society, candidates will probably refer to specific information gleaned from a variety of sources such as books, articles and the internet. They may produce statistical information or specific data to support the arguments they are presenting. In the case of Literature and the Arts, a thorough knowledge and understanding of the text or film is required in order to address the implications of the essay title. The research carried out will demonstrate the difference between watching a film or reading a book for entertainment and studying the work analytically. Simple story-telling - i.e. a narrative account with minimal or no descriptive language - will not be rewarded with high marks. Candidates need to select the information they have researched and ensure that what they write is always relevant and appropriate to the title of the essay. Each point that is made in the essay should be supported and substantiated by specific reference to relevant extracts from the film or text or by appropriate and relevant quotation. Pre-learnt quotations that are included regardless of relevance will not attract high marks.

ORGANISATION AND DEVELOPMENT (9 marks) The essay must be well planned, relevant and coherently structured. Candidates must demonstrate the ability to marshal their material effectively and develop their ideas within a clear framework. There should be a logical development of ideas and a clear, informed conclusion. Paragraphing is helpful although the essay could reveal a planned and organised structure in the absence of paragraphs.

QUALITY OF LANGUAGE (6 marks) Although this assessment grid carries fewest marks, it does have an impact on the others since it rewards the ability to communicate information clearly and unambiguously. The key is Communication and to what extent linguistic errors affect the ability to understand what the candidate is trying to express. For full marks the candidate needs to write fluent, varied and appropriate language with a wide variety of vocabulary, good handling of complex grammatical structures, competent use of verbs and tenses, a high level of linguistic accuracy and clear, unimpeded communication of ideas. If there is some ambiguity and lack of clarity, the candidate can only be awarded 3 - 4 marks. If communication breaks down to such an extent that the essay begins to lack comprehensibility and the candidate is using simple, basic language then a mark of 2 or 1 would be appropriate.

Question 3 (a)

Candidates were asked to describe the most important economic resources for the region or city that they had studied and to explain the importance of those resources for the region or city in question. Several essays concentrated exclusively on tourism without considering other important sources of revenue and failed to go beyond generalised ideas that were self-evident and revealed little in-depth knowledge. Some students are not following the guidance given in the specification when preparing for the Research Based Essay; for example writing about an area of England known to them. The best essays considered several sources of income for the region or city and explained how they created employment for the indigenous population.

La economía de Cataluña se ha transformado a lo largo de los años, pero siempre ha disfrutado de buena salud. Con anterioridad a la revolución industrial, la agricultura era la principal actividad económica. Sin embargo, la industria pronto se convirtió en el motor de la región ya que esta comunidad, junto al País Vasco y Asturias, fue pionera en la industrialización del país. Aunque la industria sigue siendo muy importante, la balanza se ha inclinado a favor del sector servicios, protagonizado principalmente por el turismo.

Desde los Juegos Olímpicos de Barcelona en 1992, varios sectores económicos se desarrollaron y mostraron un dinamismo envidiado por el resto del país. A partir de entonces, Cataluña es la principal área industrial de España, con un 25% del ~~producto~~ la producción nacional (según Gencat.es). Además la modernización urbana ha traído consigo un elevado aumento de turistas que visitan Cataluña, convirtiéndola en la cuarta ciudad más visitada de Europa, (según ~~tripadvisor.com~~) (según ~~tripadvisor.com~~)

El mayor impacto que el desarrollo económico ~~ha~~
~~tenido~~ de la región ha tenido sobre los habitantes
es que ha creado una cantidad enorme de puestos
de trabajo. Por esa razón, Cataluña tiene un tercio
menos de desempleo que el resto del ~~país~~ la península.
(según indescat.es)

En la actualidad, la economía de Europa y
especialmente España está sufriendo a causa
de la crisis económica. Sin embargo, el turismo
es un sector que sigue prosperando y quizás sea
la clave para superar esta crisis. Cataluña depende
de sus turistas para sobrevivir así que la pregunta
es: ¿que sería de Cataluña si el turismo descendiese?



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Examiner Comments

This candidate has chosen to analyse the economy of Cataluña and approaches the topic from an historical perspective. The opening paragraph acknowledges that the area has enjoyed a high level of prosperity over the years and how the industrial revolution replaced agriculture as the primary source of income. Historically Cataluña, Asturias and the Basque countries pioneered the industrialisation of the country. The essay argues that although industry is still important, the services sector, concentrated primarily on tourism, has now become the principal source of economic revenue. The second paragraph charts the development of the economy in the wake of the Barcelona Olympics of 1992. Cataluña, we are informed, creates 25% of the GNP for Spain from its industrial sector. Following the Olympics, the modernisation of the city and its infrastructure led to an increase in tourism so that Barcelona is now the fourth most visited city in Spain. This economic development has helped to create jobs and Cataluña has less unemployment than is evident elsewhere in the country. The essay concludes by informing us that the boom in tourism continues and may be the saving grace for a country that is undergoing a severe economic crisis.

The essay is informative, detailed and carefully structured. Each point that is made is supported with evidence and this evidence in turn is credited to a variety of internet sources. In addition the essay is well written with a good range of vocabulary and structures.



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Examiner Tip

When writing a Research Based Essay (RBE) it is essential to consider as many factors as you can that inform the title of the essay. A good RBE is carefully planned, fully relevant and informative and provides a wealth of specific detail that substantiates the points being made. Generalisations are not helpful and reveal only superficial knowledge of the topic. Attention must also be paid to the appropriateness of the vocabulary and the accuracy of the language.

Question 3 (b)

Candidates were required to select an historical figure that they had researched, to assess his or her importance and to give their reasons why they considered that figure had achieved fame. Several essays concentrated on Franco and his role in the Civil War and during the dictatorship while others chose a variety of historical figures such as Aznar, Che Guevara or Pizarro. Some candidates are not following the guidance given in the specification when preparing for the examination and it was disconcerting to read essays that concentrated on Adolf Hitler or Anne Frank.

La pionera Clara Campoamor Rodríguez tuvo un papel decisivo en la emancipación de la mujer española durante el ~~p~~ bienio reformista de la Segunda República.

En primer lugar, se licenció de abogada tarde, a la edad de 36 años, por dificultades familiares. Era reconocida por su defensa del reconocimiento de hijos naturales.

En segundo lugar, se arriesgó defendiendo a los implicados de la sublevación de Jaca por sus creencias de que una posible república podía ayudar a su campaña. Rechazada por Azaña como candidata para las elecciones de 1931, no se rindió.

Al final, ganó un escaño con el partido radical y por su propia iniciativa pidió a Llerenas formar parte de la Comisión ~~de~~ Constitucional.

Durante debates acalorados, Clara luchó firmemente para la igualdad de la mujer, argumentando que los intereses de la mujer eran más importantes que las aspiraciones políticas de la República. Su momento

más álgido fue en el octubre de 1931 cuando su retórica brillante superó la oposición de algunos diputados, ~~una~~ Clara confió en la capacidad de la mujer y el sufragio universal se aprobó.

La situación precaria de las mujeres sufriendo el analfabetismo y una falta de derechos,

empujo a Clara a apoyar ~~una~~ ^{la} ideología ^{de un estado} laica. Como consecuencia, Clara consiguió los derechos al divorcio, al matrimonio civil, a la educación, al reconocimiento de hijos ilegítimos o a un simple trabajo, para que España pudiera desarrollarse de acuerdo con su entorno europeo.

Perdió ~~de~~ su escaño en 1934 y a partir de 1936 vivió en el exilio en Argentina y en Suiza.

España no estaba preparada para el progresismo precoz que fomentó Clara.

Para mí, ~~una~~ ^{una} será 'una mujer olvidada' y no creo que cometiese un 'pecado mortal' como escribió ella.



ResultsPlus

Examiner Comments

This is an example of an unusual and interesting choice of subject matter written in fluent Spanish and full of relevant and informative detail. The candidate has chosen to write about Clara Campoamor Rodríguez, a political figure during the Second Republic of 1931 - 1936 who campaigned tirelessly for women's rights. We are told that she qualified as a lawyer late in life and is known for her campaign to secure rights for those children who were born out of wedlock and as a lawyer she defended the Republican sympathisers who took part in the uprising in Jaca. Rejected in 1931 as a candidate for the 1931 elections she persisted and won a seat for the radical party. A fiery debater she fought for women's rights which she considered to be more important than the ideals of the Republic and secured women's suffrage. She went on to fight for the right to divorce, for the recognition of civil partnerships and for the right to education and tried to bring Spain into line with the rest of Europe. After 1936 she lived in exile but her powerful influence and pioneering zeal is not forgotten.

The essay is well written, full of specific detail and interesting to read. An example of an excellent piece of writing.



ResultsPlus

Examiner Tip

When writing an historical essay you need to have a good grasp of relevant facts and to present the information in a structured, well developed manner. The essay needs to address all aspects of the title - in this case not just describing the historical character selected but also making an assessment as to the reason for his or her fame. The essay needs to be well planned, carefully sequenced, historically accurate and written clearly with a good command of the language.

Question 3 (c)

Candidates were required to outline what, in their opinion, were the most important political events that had occurred recently in the Spanish-speaking society that they had studied and to evaluate the significance of those changes in the development of that society. Many candidates chose to chart the progress of democracy since the death of Franco whilst others dealt with the Ley de Memoria Histórica or the recent demonstrations by students and the unemployed in Madrid.

Voy a escribir sobre la importancia de la Ley de la Memoria Histórica para la sociedad española y los españoles. Durante la dictadura de Franco, muchas víctimas sufrieron en silencio hasta ~~que fue en~~ 2006 con la introducción de esta ley. Por eso, los derechos de las víctimas están siendo reconocidos puesto que

los familiares pueden ^① identificar a sus familiares y los símbolos franquistas que quedaban van a desaparecer. Por lo tanto, la sociedad española se ~~está~~ está convirtiendo más abierto y tolerante. ^{que muestra} es importante ^{reconocerlos} pero ~~estas prácticas~~ los problemas causados por esta ley. ^②

Después la muerte de Franco en 1975, los políticos españoles deciden mantener un pacto de silencio que prolongó durante 68 años para no reabrir las heridas viejas y evitar otra guerra civil en España.

2. Este período se llamaba la transición en el que España dejó atrás el régimen dictatorial del general Francisco Franco. Comienza con

en 1975 "la proclamación de Juan Carlos" y terminó "con la entrada del país en la Comunidad Económica Europea". Durante este tiempo

fue imposible que los españoles hablaran sobre la guerra y sus consecuencias. Creo que es increíble que los españoles prefieran

no hablar sobre la dictadura para mantener la democracia frágil. 68

3. El conflicto no terminó con las palabras "cautivo y desarmada el

ejército rojo" porque 4. muchos republicanos fueron sometidos a

torturas, exilio y las condenas injustas que resultaron en

ejecuciones y dijo que no pase otra vez. Esta ley busca 5. la

retirada de los símbolos franquistas en las calles, 6. la exhumación

de los fosos comunes y la indemnización a las familias de las

víctimas que estuvieron en exilio. También, despolitizarán

el Valle de los Caídos y considero que esta sea una decisión buena.

porque deberíamos dejar descansar a los muertos. (19)

Hay problemas asociados con esta ley porque mucha gente piensa

que esta ley puede dividir a España porque ^{codavía} hay personas que

comparten la ideología de Franco. Aunque, espero que esta ley ~~no~~

se haya quedado ^{corta} pues lo ayuda con el desarrollo del país. (15)

Hay planes recientes para ⁽³⁾ sacar los restos de Franco del Valle

de los Cárdenas que amenazan a dividir a la opinión española. Sin

embargo, estoy de acuerdo con esta decisión porque ⁽⁸⁾ necesitamos

evitar el rechazo que produce la tumba del dictador a los

familiares de los republicanos allí enterrados. (21)

En resumen, como la Ley del Matrimonio Homosexual, ~~es~~ la ley de

la memoria histórica ha ayudado con adaptarse a España a la vida

moderna porque no tenía miedo de hablar sobre su pasado. (33)

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ResultsPlus Examiner Comments

This candidate has chosen to write about the Ley de la Memoria Histórica which was designed to lay once and for all the ghosts of the Civil War. In the opening paragraph the candidate mentions the victims who suffered in silence with their horrific memories until the introduction of the law in 2006. The rights of these victims have at last been recognised and the writer concludes that as a result Spanish society is becoming more tolerant and open although at the same time digging up the past has also led to problems. In paragraph two the candidate explains how, following the death of Franco in 1975, the pact of silence maintained during his dictatorship continued during the early years of the period of transition when Juan Carlos was proclaimed King and Spain entered the European market. To protect the fragile democracy, it is argued, Spaniards chose not to talk openly about the Civil War. Bitter memories about atrocities that had been committed not only by the Nationalists but also by the Republicans were suppressed and the candidate explains the purpose of this law - to eradicate any surviving symbols of Franco's dictatorship from the streets, the exhumation of mass graves and compensation for those families of the victims who had gone into exile. The Valle de los Caídos was also to be de-politicised so that the dead could at last rest in peace. The third paragraph considers the problems caused by the introduction of this law, firstly the fear that it would re-create divisions within Spanish society since there was still a hard core of Franco sympathisers. The candidate explains that there have been recent plans to remove Franco's body from the Valle de los Caídos and this initiative threatens once more to divide Spanish society. However the candidate approves of this move since it will satisfy the repugnance of the families of those Republican workers who lie buried there. The essay concludes by arguing that, like the Law on Homosexual Marriage, the Ley de Memoria Histórica will help Spain to find its role in the modern world and will remove the fear of talking openly about the past.

The essay is well paragraphed and structured, the arguments and factual details are supported and substantiated with quotes from a variety of internet sources detailed in the Bibliography and it is written in accurate Spanish that makes it pleasant and easy to read.



ResultsPlus Examiner Tip

Similar to the History option, candidates need a good in-depth factual knowledge of the developments that have taken place in the Spanish-speaking society that they have studied. Unlike the History option, Aspects of modern Spanish-speaking society focuses on recent, contemporary events which have been clarified as anything from 1975 when the transition from dictatorship to democracy took place. The subject matter needs to be carefully researched and the essay well planned and structured with a good deal of relevant information. Some candidates ignored the part of the title that asked for an evaluation of the significance of the changes so it is essential to read the title very carefully to ensure that you have answered all its implications. Finally, attention must be given to the accuracy and appropriateness of the written language.

Question 3 (d)

Literature and the Arts was the most popular choice for a Research Based Essay. From the wide variety of literary texts and films that had been studied, the following is a selection of the most popular choices made:

TEXTS

'Como agua para chocolate' - Laura Esquivel
'Crónica de una muerte anunciada' - García Márquez
'El coronel no tiene quien le escriba' - García Márquez
'La casa de Bernarda Alba' - García Lorca
'Bodas de sangre' - García Lorca
'Las bicicletas son para el verano' - Fernán Gómez
'Réquiem por un campesino español' - Sender
'La casa de los espíritus' - Isabel Allende
'Un día de éstos' - García Márquez (a short story from the collection 'Los funerales de la Mamá Grande)
'El príncipe destronado' - Miguel Delibes
'La Regenta' - Leopoldo Alas (Clarín)
'El sí de las niñas' - Moratín
'Historia de una escalera' - Buero Vallejo
'El alcalde de Zalamea' - Calderón
'La sombra del viento' - Ruiz Zafón
'Relato de un naufrago' - García Márquez
'El oro de los sueños' - José María Merino
'Lazarillo de Tormes' - anon

FILMS

'El laberinto del fauno' - Guillermo del Toro (2006)
'El espinazo del diablo' - Guillermo del Toro (2001)
'Volver' - Almodóvar (2006)
'Todo sobre mi madre' - Almodóvar (2009)
'Hable con ella' - Almodóvar (2002)
'Mujeres al borde de un ataque de nervios' - Almodóvar (2008)
'Diarios de Motocicleta' - (Che Guevara) - Salles (2004)
'El Che' - Aníbal di Salvo (1997)
'De prisa de prisa' - Saura (1981)
'Carmen' - Saura (1984)
'Historia oficial' - Puenzo (1985)
'Nosotros los pobres' - Rodríguez (Mexico 1948)
'Los otros' - Amenábar (2001)
'Mar adentro' - Amenábar (2004)
'Celda 211' - Monzón (2009)
'Los ojos de Julia' - Morales (2010)
'Un franco catorce pesetas' - Iglesias (2006)
'Los fantasmas de Goya' - Forman (2006)
'El método' - Piñeyro (2005)
'Las trece rosas' - Martínez (2007)
'El secreto de sus ojos' - Campanella (2009)
'El orfanato' - Bayona (2007)
'El lápiz del carpintero' - Reixa (2002)
'Sin nombre' - Fukunaga (2009)
'María llena eres de gracia' - Marston (2004)
'La lengua de las mariposas' - Cuerda (1999)

Candidates were required to focus on one of the main characters in the text or film that they had studied, to describe the character and to evaluate his or her importance in the development of the film, text or play. Esquivel and Lorca continued to be popular, closely followed by Sender, and were well understood by most of the candidates. A large number studied Almodóvar (in particular 'Volver'), 'El Laberinto del Fauno' and 'Diarios de Motocicleta'. Common mistakes included the failure to understand or address the implications of the second part of the question - relating the character to the 'desarrollo de la obra' (some simply said that he or she was important because the book or film was about them) and too much re-telling of the story. Some candidates are not following the guidance given in the specification in preparation for this examination and it was strange to think that an essay on 'Braveheart', for example, could be considered suitable.

Mosén Millán, el cura retratado en "Réquiem por un campesino español" de R.J. Sender, es utilizado como una herramienta ~~para~~ para representar, con maniqueísmo, una parte de la sociedad española durante los años previos a la ~~guerra~~ Guerra Civil. Puesto que la historia es relatada a través de los recuerdos y de la realidad de Mosén Millán, podemos entender fácilmente su mentalidad e importancia en el texto.

Sender describe hábilmente situaciones que involucran a Mosén Millán para insinuar su naturaleza hipócrita, diciendo que "al rezar, había creado un automatismo que le permitía poner su pensamiento en otra parte sin dejar de rezar". Esto contrasta con lo que debería suponer la oración para un cura. También, Sender da a entender ~~que~~ que Mosén Millán es un ~~interesado~~ interesado porque cuando "el duque había pagado los gastos de reparación de la bóveda del ~~templo~~ templo", dice que "el sacerdote no conocía el vicio de la ingratitude", sugiriendo que solía recompensar los favores materialistas, lo que resulta impropio de un cura.

A lo largo del libro, Sender compara a los protagonistas y, mientras consigue que simpaticemos con Paco, representante de los trabajadores y de la izquierda, nos pone

tante de los trabajadores y de la izquierda, nos pone en contra de Mesén Millán, que simboliza la sociedad conservadora. Cuando Mesén Millán asiste a darle la extremaunción a un campesino "con desgana", dice Sender que "el sacerdote tenía prisa por salir, pero lo disimulaba porque aquella prisa le parecía poco cristiana", acentuando su falsedad. Sin embargo, Paco, que le había acompañado, muestra más compasión - "Se está muriendo porque no puede respirar y ahora nos vamos y se queda solo".

El fariseísmo de Mesén Millán culmina en el clímax del libro cuando, tras haber sido "el otro padre de Paco", le denuncia ante los franquistas, arriesgándose a que lo fusilasen. Finalmente, Mesén Millán había sido responsable del "bautizo, confirmación, primera comunión y boda de Paco", pero también de "darle la extremaunción"; había sido responsable de su muerte.

Además, siendo el único cura que aparece en "Réquiem por un campesino español", Sender hace de Mesén Millán el representante de la iglesia en el libro. Con esto queda patente la hostilidad del autor hacia el catolicismo en general, causada por la cobardía del clero durante este conflicto en España. Por ello, el personaje de Mesén Millán es de máxima importancia para transmitir el mensaje de Sender.



ResultsPlus

Examiner Comments

This candidate has chosen to write about Mosén Millán, the central character in Sender's novel 'Réquiem por un campesino español' and the opening paragraph explains this character's key role in the development of the story since all that happens is seen through his eyes. Paragraph two begins the analysis of his character with an assessment of his hypocrisy substantiated by a relevant quotation from the early pages of the book. We also learn about the priest's vested interests since he was indebted to the local duke for the costs of repairing the church. Perceptively the candidate links this information to the priest's worldly and materialistic nature. Paragraph three tracks the relationship between the priest and Paco and how the visit to the caves changed Paco's view both of the priest and the church that he represents. Further relevant quotations show Mosén Millán's selfish anxiety to get away from the visit to the dying man as soon as possible and Paco's thoughts about the man's lack of Christian feeling. The candidate then links this example of the priest's hypocrisy with the final episode when he reveals Paco's hiding place to the Fascists which results in Paco's execution. Finally the candidate shows how, since Mosén Millán is the only priest to appear in the novel, he can be seen as representative of the Catholic church and the position it adopted during the Civil War and argues that Mosén Millán is therefore of crucial importance in conveying Sender's message.

The essay is informative, the arguments and ideas are supported by well-chosen quotations and the essay reads well with clear, accurate and unambiguous use of language. The piece is carefully constructed and paragraphed and is fully relevant to the demands of the title.



ResultsPlus

Examiner Tip

Although it may be tempting to showcase all the knowledge that you have acquired and all the quotations that you have learnt, it is essential that you understand exactly what the title is asking you to do and that you keep all your ideas strictly relevant. Read the title of the essay carefully and make sure that you have taken on board all the implications of the question before you begin to write. Plan the essay carefully so that there is a clear structure and development and check the written language for accuracy and clarity.

Paper Summary

For future preparation for the 6SP04 examination, the following points should be borne in mind:

- Translation skills from English to Spanish - and, for that matter, the other way round - should be practised regularly and should be introduced in the AS year.
- Read the Specification carefully and follow the guidance when choosing a Research Based Essay topic.
- Plan essays carefully before starting to write and try to write in paragraphs.
- Always read the questions carefully and make sure that all the implications have been understood.
- Finally, try to write neatly and clearly. It is often helpful to write on alternate lines so that there is space to make corrections above the word or words that have been crossed out.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

