

Examiners' Report  
June 2013

GCE Spanish 6SP04 01

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## Introduction

GCE Spanish (A2), Unit 4 is assessed by means of a two and a half hour examination. During this time, candidates have to translate a short passage into the target language and write two essays in Spanish, the first either creative or discursive and the second a research-based essay.

The specification is now very familiar to most candidates and their teachers and clearly the preparation for the examination had generally been thorough and conscientious. Nevertheless, it was disappointing to find some candidates writing about non-Spanish speaking countries in their research-based essays. For example, candidates wrote about the preparations in Rio de Janeiro for the Olympics in 2016 or the Notting Hill Carnival in London which were offered as responses to question 3(a). Similarly, essays on the Franco Prussian War, the American Civil War or France under Louis XIV were not appropriate choices for question 3(b).

There were some excellent imaginative essays in the responses to Questions 2(a), (b) and (c), and some well argued discursive essays, the most popular of which were 2(e) on euthanasia and 2(g) on Information Technology.

Many candidates provided very detailed and relevant information in their research-based essays, often with carefully selected quotations or specific references to statistics or data. Essays on the 'Milagro de España', for instance, as a response to question 3(c), were often very informative and perceptively written. The standard of written language was generally high and demonstrated a good command of appropriate language.

However, the most popular area of research was Literature and the Arts, with an increasing trend towards the study of film.

## Section A: Translation

### Question 1

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 'el' instead of 'él' where there is a clear difference between a definite article and a pronoun. The passage is approximately 60 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. For instance, the Summer 2013 translation related to the theme of Education and Employment. Finally, the grammatical structures tested also correspond to those listed in the Specification Appendix 6.

This year's translation proved to be both testing and challenging in terms of vocabulary and grammatical structures but many candidates coped well and the average mark was 6 or 7 out of 10. The translation discriminated well between the weaker and the more able candidates and there was a wide range of ability with 1 or 2 as the lowest mark and a few candidates scoring 9 or 10.

The translation began with a familiar use of the present subjunctive after '*cuando*' when referring to the future. Several translations of '*leaves*' were accepted, including '*salga*', '*termine*', '*acabe*' and '*finalice*'. Most candidates scored a mark with '*el instituto*', '*el colegio*' or '*la escuela*' but if they had chosen to use the verb '*salir*' they were expected to use '*del*' or '*de la*'.

Many candidates translated '*intends to*' correctly and the following were all accepted: '*tiene la intención de*', '*piensa*' and '*quiere*' or '*quisiera*' but not '*piensa en*', '*intenta*' or '*procura*'. 'To become a doctor' was correctly translated as '*hacerse médico*', '*ser médico*' or '*llegar a ser médico*' but candidates lost marks if they used '*volverse en*' or included an indefinite article before '*médico*' or '*doctor*'.

'*Three weeks ago*' caused few problems, although some weaker candidates offered '*tres semanas pasadas*' or '*desde hace tres semanas*', both of which were incorrect. The verb '*he did*' should have been translated using the preterite, although some candidates were unsure of the spelling and lost marks with '*hico*'. The imperfect was not accepted.

'*His work experience*' was a familiar expression to many and '*experiencia de trabajo*', '*experiencia laboral*' or '*prácticas laborales*' were all acceptable translations. '*Su trabajo laboral*', however, was incorrect. Most candidates scored a mark with '*en un hospital*' but a surprising number of candidates mis-spelt the noun as '*hopital*'.

Most candidates were successful with '*where he learnt about*' and correctly translated '*donde aprendió sobre*' but they lost the mark if they used '*de*' instead of '*sobre*'. The fairly demanding vocabulary '*the challenges*' proved difficult for many candidates, although the more able did succeed with '*los retos*' or '*los desafíos*'. Many candidates offered '*las dificultades*' but this was not accepted. The next 'box' gave an easy mark for '*del empleo*' or '*del trabajo*' and '*del puesto*' or '*de la profesión*' were also accepted.

The next five boxes could be successfully translated using different routes. If candidates chose to use a '*desde hace*' expression, they needed to be aware that the verb should be rendered in the imperfect and correspondingly '*desde hace*' should become '*desde hacía*'. Alternatively, they could use '*llevaba*' followed by a present participle '*pensando en*' and finish with '*por/durante dos años*'. '*Para dos años*' was incorrect.

'*Pero ya*' was successfully negotiated by the majority of candidates but many candidates mis-spelt '*medecina*' as '*medicina*' and '*carrera*' as '*carera*' with two 'r's' instead of three.

Nearly all candidates managed to score a mark with '*sus padres*' although some carelessly spelt '*sus*' as '*su*' and hardly anyone thought that '*sus parientes*' meant '*his parents*'.

'*Share*' was another challenging piece of vocabulary and there were several attempts at paraphrase such as '*tienen también*' which were incorrect. Some candidates confused '*comparten*' with '*comportan*'. The word '*enthusiasm*' was frequently mis-spelt as '*entusiasmo*', incorrectly retaining the 'h'.

Many candidates recognised the following subjunctive after a verb of wishing or wanting – '*quieren que siga*' although there were some strange spellings of the verb, including '*sigua*'. The majority of candidates scored a mark with '*el ejemplo de su tío*' but many of those who correctly rendered the subjunctive '*siga*' failed to notice that the following verb depended on the same construction and offered '*tiene*' instead of '*tenga*'.

'*His own clinic*' was generally translated successfully, although mistakes included the spelling of '*propia*' as '*propria*', the gender – '*su propio clínico*' and the position of the adjective – '*su clínica propia*'. Similarly '*This summer*' presented few problems, although '*this*' was sometimes translated as '*esto*' or '*esta*'.

A common mistake was to translate '*to take an exam*' as '*tomar un exámen*' and '*tomará*' was not accepted. Either the pure future or the immediate future of the verb was acceptable – '*va a hacer*' or '*hará*' – and other verbs accepted were '*pasará*', '*rendirá*' or '*tendrá*'. '*His exams*' was another easy mark and either '*exámenes*', with or without the accent, or '*pruebas*' was accepted. Here, '*exámenes*' is a good example of a missing accent not affecting the function of the word and therefore being regarded as an insignificant error.

The final construction centred upon another subjunctive after a verb of hoping and several candidates lost marks through failing to recognise that '*espera que*' needs to be followed by '*sean suficientemente buenos*'. A surprising number of candidates mis-spelt '*los resultados*' as '*los resultos*' and many rendered '*good enough*' as '*suficiente buenos*' rather than using the adverb '*suficientemente*'. Finally '*to get into university*' was correctly translated by most candidates as '*para entrar en la universidad*' although some lost marks by using '*entrar a*' rather than '*entrar en*'.

This is an example of a candidate who has achieved an average score and is representative of a large number of candidates who achieved similar marks.

Cuando ~~Amilio~~ <sup>tiene la intención</sup> deja el colegio, Emilio ~~intenta~~ <sup>quiere</sup> ser doctor. Hace tres semanas hizo su <sup>experiencia</sup> ~~trabajo~~ laboral en un hospital ~~donde~~ <sup>donde</sup> aprendió de los desafíos del trabajo, pero ~~desde hacía dos años~~ desde hacía <sup>piensa</sup> dos años de la medicina como carrera. Sus padres comparten su gusto y quieren que él siga el ejemplo de su tío y tenga su propia clínica. Este verano hará sus <sup>exámenes</sup> ~~exámenes~~ y espera que los resultados sean bastante buenos para ir a la universidad.



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**Examiner Comments**

This translation begins with the common mistake of choosing the wrong verb 'dejar' and failing to put it into the subjunctive form after 'Cuando'. Unfortunately the candidate has omitted 'de' after correctly writing 'tiene la intención'. The next mistake is to write 'aprendió de' instead of 'aprendió sobre'. The 'ya' is missing after 'Pero'. 'Desde hacía dos años' is successfully negotiated but surprisingly the candidate puts the verb into the present tense - 'piensa' instead of the imperfect 'pensaba' and does not realise that it should be followed by 'en' instead of 'de'. The word 'medicina' is mis-spelt as 'medecina'. 'His enthusiasm' is incorrectly translated as 'su gusto' and unfortunately the candidate has recognised the use of the subjunctive after 'quieren que' but mis-spells it as 'sigua'. Another spelling mistake is 'propria' instead of 'propia'. The missing accents on 'hará' and 'exámenes' do not affect the meanings of the words and are therefore not penalised. 'Bastante buenos' was an acceptable alternative to 'suficientemente buenos'. With 21 'boxes' correct and 9 'boxes' wrong, this candidate scored 7 out of 10.



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**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 context and the meaning and then to work through carefully checking spellings, agreements and accents in particular. Translation as a skill is best introduced during the AS year since regular practice improves performance.

## **Section B: The Creative / Discursive Essay**

### **Question 2 (a)**

Candidates have a choice of seven essay titles from which they select one. There are three creative essay titles and four discursive titles 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 appropriate 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 4 would be the maximum score a candidate could achieve.

#### **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 will be paragraphed with each section or paragraph self-contained but linked to the preceding and to the following paragraphs or sections 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, 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. Any writing beyond 270 words is not awarded marks.



Candidates who selected this title were expected to write a dialogue between themselves and their parent(s) and the language used should be appropriate to a natural discussion. Candidates who wrote a narrative rather than a scripted conversation were penalised under Content and Response by a maximum mark of 9. The more able students included idiomatic language used correctly and within context. Essays varied but tended to focus on the passion felt by the candidate for his or her chosen sport and the anxieties of the parent(s) who were concerned that academic studies and career prospects might be jeopardised. Sometimes the 'professional' aspect of the sport was left rather vague or, occasionally, no sport was specified. However many candidates showed a good grasp of idiom and conversational language, producing realistic dialogue and logical points in the argument, with good use of appropriate lexis for persuasive writing.

Mamá: ¡Hola, cariño! ¿Qué tal en el colegio?

Yo: Bueno bien, como siempre.

Mamá: Te llevo viendo varios días muy pensativa, ¿quieres contarme algo?

Yo: Pues la verdad que sí. He estado dándole muchas vueltas a una idea...

Mamá: A ver, cuéntame, hija.

Yo: Pues, mamá, ya sabes que a mí el deporte me encanta, en especial la hípica. También sabes todo lo que supone para mí, y pues la verdad me gustaría alcanzar un nivel profesional, dedicarme a ello.

Mamá: Pero, Alejandra, ¿y esta idea?

Yo: Pues no sé, mamá, yo me tomo muy en serio la equitación.

Mamá: No sé que decirte la verdad... Y, ¿has pensado en que esto perjudicaría de manera muy negativa a tus estudios?

Yo: No tiene porque. Sabes que soy muy responsable y hasta ahora he estado sacando notas bastante buenas.

Mamá: No es sólo eso. Un deportista de élite tiene que dedicarle varias horas diarias



tiene que dedicarle varias horas diarias a los entrenamientos. Tu en este momento tienes de todo menos tiempo. Tienes la selectividad a la vuelta de la esquina, no puedes andarte con esas tonterías.

Yo: No son tonterías... Sabía que no me entenderías.

Mamá: Si te comprendo pero este no es el momento más adecuado. Además, estabas <sup>muy</sup> ~~su~~ ilusionada con irte a Madrid el año que viene y empezar la universidad.

Yo: Y lo estoy. Que tenga este sueño no significa que vaya a dejar los estudios.

Mamá: Bueno, pero no se si serías capaz de compaginar ambas cosas. La vida universitaria

es una de las mejores etapas de la vida y quiero que la disfrutes al máximo. Los estudios superiores requieren cierta dedicación y sinceramente, no veo como podrías tener tiempo para hacer todo.

Yo: Pero, mamá... dime que aunque sea lo pensarás.

Mamá: Vale, pero lo veo una locura, no te prometo nada.



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

The conversation begins quite naturally with the mother asking how her daughter got on at school and then steering the conversation round to her concerns that her daughter has had something on her mind for several days and inviting her to discuss it with her. Her daughter admits that she has been thinking seriously about an idea and, prompted by her mother, explains that her love of sport and especially horse riding has led her to consider taking it up professionally. Her mother is initially taken aback but then outlines her concern that this commitment could prejudice her studies. Her daughter responds by saying that she is responsible and has been achieving good marks in her work. Her mother, realising that her daughter has not fully understood, explains how much commitment she would have to devote to sport - several hours a day - and she simply does not have the time. Moreover she has an entrance examination coming up shortly and cannot afford to waste precious time on stupidities. Her daughter reacts angrily and says that she knew her mother wouldn't understand and besides, her ideas are not stupidities. Her mother says that she does understand but now is not the right time to think of anything other than her plans to go to Madrid next year and start her university course. Her daughter reassures her that although she has this dream, it does not mean that she will abandon her studies. Her mother, still unconvinced, cannot see how her daughter will be able to combine both university and her dream of taking up horse riding professionally. She reminds her daughter that this is one of the best times of her life and she wants her daughter to make the most of it. Higher education requires commitment and she cannot see how she will have enough time to combine the two ideas. Her daughter concludes by asking her mother to at least think about it and her mother says that she still regards it as a mad idea and will promise nothing.

The discussion between mother and daughter is natural and idiomatic and reaches a logical conclusion with the mother remaining unconvinced by her daughter's arguments. The ideas are clear, logical and well developed.

This candidate scored high marks as follows:

Range of Language: 10

Accuracy: 5

Understanding and Response (Creative): 15

Organisation and Development: 14



Always read the question carefully and make sure that all the implications of the title have been addressed. Remember that if you are asked to write a conversation then do not be tempted to turn it into a narrative or a reported 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 Alvaro who, having received an important letter, excitedly exclaims, 'What an opportunity! At last my future is secure!' The instruction was to continue the story explaining what happened afterwards and several candidates went into great detail about events that led up to the receipt of the letter rather than focusing on what happened next. Most candidates interpreted the letter as the offer of a dream job and the better responses continued with a description of his first day in the new job. Some candidates described his disappointment at the fact that it was not quite what he expected with others ending on a happier note. Most responses provided a past tense narrative and the best also managed to include a variety of other tenses - conditional, present through the introduction of dialogue. The less successful were less balanced between 'the opportunity' aspect and 'what happened next', or dwelt at too great a length on Alvaro's past life. Linguistically, the usual confusion over preterite/imperfect was in evidence in a good many responses.

Por fin la carta de la empresa habra llegado. Alvaro se apresuro a leerla y exclamo con emocion: '¡Qué oportunidad! ¡Por fin tengo mi futuro asegurado!'

Alvaro siempre quiso ser traductor e intérprete de mayor, aunque por el tema de la crisis económica, tenía miedo de que una vez acabara la carrera, no fuera contratado por ninguna empresa; No obstante, la carta le hizo ver lo afortunado que era.

- Estimado Señor Alvaro Andrade, como director de recursos humanos de la empresa 'Sunmar', tengo el <sup>placer</sup> ~~deber~~ de comunicarle que hasido usted seleccionado <sup>para el</sup> puesto de traductor <sup>en</sup> ~~de~~ la empresa. Le esperamos el próximo lunes ~~el~~ <sup>en voz alta.</sup> uno de Mayo para firmar el contrato - Leyó Alvaro ~~Entusiasmado~~.

Alvaro estaba muy contento, ya que en pocos días iba a formar parte de una de las empresas más importantes del país. Tras leer esa gran noticia, salió de casa para comprarse un traje digno de su trabajo para que cuando se presentara al resto de sus compañeros, diera la imagen de un hombre formal y responsable.

El Lunes por la mañana se levantó media hora antes para ~~asegurarse~~ no llegar tarde a la cita; Se vistió con su nuevo traje y cogió ~~todo lo necesario para~~ Salió disparado con su coche, pues ~~ello~~ Alvaro en

ese momento tenía muchas ganas de firmar el contrato. Una vez llegó a la puerta del edificio apareció un hombre vestido de negro, el cual le acompañó a la oficina donde le esperaban.

- Buenos días Señor Andrade - dijo <sup>Pablo, el director</sup> ~~el director~~
- Buenos días - respondió Alvaro
- Le felicito, nos ha impresionado mucho su currículum. Así que estamos deseando que ~~trabaje~~ empiece a trabajar en la empresa cuanto antes. - Dijo Pablo.
- Gracias Señor - Contestó Alvaro.
- Bueno, pues aquí le dejo el contrato. Es usted libre de leerlo, tómese su tiempo. - ~~de sugiri~~ Dijo Pablo.

Después <sup>firma</sup> ~~después~~ de leer el documento detenidamente, Alvaro <sup>firma</sup> ~~dibujó~~ su ~~firma~~ sobre el papel. Oficialmente, Alvaro se había convertido en el traductor de la empresa.

276 palabras. (El enunciado no lo he contado)



## ResultsPlus Examiner Comments

This essay is a well planned and logical continuation of the story and includes both narrative and conversation. The command of the language and the variety of vocabulary and structures, several of them complex, all contribute to a high score. We learn of Alvaro's excitement and relief that in the present economic situation he has at last been offered the translating and interpreting job that he had been hoping for. The text of the letter he has received is communicated in appropriately formal language. The story then continues with Alvaro buying a new suit so that he can make a good first impression when he begins his first day with the company. The next paragraph deals with his first day in the new job and his keenness to sign the contract. His meeting with the director of the company is communicated in direct speech and in suitably formal language and the story ends with his signing of the contract. Perhaps we could have been told more about the nature of the job and why translating and interpreting was such a dream job for Alvaro, but the essay is well written and structured and the sequence of events is logical and clear. The marks for this essay are as follows:

Range of Language: 9

Accuracy: 5

Understanding and Response: 13

Organisation and Development: 13



## ResultsPlus Examiner Tip

When attempting to write an imaginative essay, you must read the stimulus carefully and make sure that you are producing a narrative that follows the demands and implications of the question. Here, the candidate has produced a story line that takes us on from the stimulus rather than back to events leading up to it. The essay must be carefully planned and the story line clear for the reader to follow. Try to include detail that is relevant and take every opportunity to produce a rich variety of vocabulary and structures that are appropriate to the context of the story. However, do not let your imagination run away with you so that you stray too far from the stimulus and make sure that the story does not become too far fetched and improbable.



## Question 2 (c)

Candidates who selected this essay were asked to imagine that they were aspiring young musicians responding to an advertisement inviting them to audition for a place with a new youth orchestra. They were asked to describe the experience of the audition and to say what happened afterwards. Several very descriptive essays were written covering in detail the tension and emotions experienced during the audition and continuing the story to include the joy and relief on receiving the acceptance letter or phone call. Some even went on to describe the thrill of playing in a large orchestra and the opportunities it afforded for travel and performance in front of different audiences. For the best candidates this topic afforded ample opportunity for both narrative and descriptive writing and the best responses showed a rich abstract vocabulary for describing feelings. Some focused on feelings and events before the audition day, or on what happened afterward, producing a less balanced response than those who read the rubric carefully and began with the audition and then dealt with its immediate consequences - joy or despair.

Entré en la sala con el chelo y el arco en una mano y las partituras en la otra. Sin mirar al frente llegué hasta una silla con un atril delante. No ~~se~~ acomodé, coloqué las partituras y solo entonces me permití levantar la vista hacia la mesa que tenía enfrente, tras la cual se encontraban sentadas tres personas: una mujer ~~era~~ <sup>de</sup> rostro anguloso y mirada severa, un hombre con ~~rosto~~ una expresión amable y que ~~llevaba~~ <sup>usaba</sup> un sombrero, y un chico joven, apenas mayor que yo, y demasiado guapo como para formar parte de un tribunal. "Uf, concéntrate Marisa, estás aquí <sup>para</sup> tocar", me dijo. Busqué entre mis

partituras hasta que lo encontré: el preludio de la segunda suite de Bach para violonchelo. Corré los <sup>ojos</sup> y escuché la voz de mi profesora, con su acento polaco, que ~~me~~ <sup>repetidome</sup> ~~repetía~~ que contase una historia: "haz música Maris, no toques no solo <sup>re</sup> notas. Coloqué el arco sobre las cuerdas y ~~empe~~ <sup>empie</sup> toqué el primer ~~re~~ <sup>re</sup>, tras el cual ya no puede

parar. Ascendiendo, descendiendo, con crescendos y diminuendos, vibrando cada nota intentaba llegar hacer llegar una historia a las tres personas que tenía delante ~~me~~ y conoverlas con ella. Finalmente, llegué al último acorde, doloroso, y separé el arco de las cuerdas. un carraspeo agudo y un "gracias, ~~ya te~~ ~~inter~~ tendrás noticias nuestras", me invitaba a salir corriendo. Con las prisas me dejé el arco en el la sala aquella. Caí en la cuenta mientras ~~qued~~ quedaba el chelo con manos temblorosas. Se me escapó un "mierda!". Oí unos ruidos a mi espalda y, al girarme, ahí estaba el hombre del sombrero, con mi arco en sus manos. Con una sonrisa, me extendió la ~~una~~ mano y dijo: -¿Marisa? ~~AAAAA~~ creo que esto es tuyo. Felicidades por tu audición. Soy ~~Edwin~~ ~~Liz~~ el director de la orquesta. Nos vemos el ~~se~~ sábado a las diez en la sala Gabriel Rodó. Bienvenida.





## ResultsPlus Examiner Comments

Although unparagraphed, this essay nonetheless has a logical sequence of ideas as the story develops. It begins with the candidate entering the room where the audition is to take place and being faced with a panel of three judges. The description of the room is vivid and the judges are carefully portrayed. On being invited to play, the candidate finds the correct score, the second cello suite by Bach, closes his or her eyes and imagines hearing the voice of the music teacher saying that it is important to play music, not just the correct notes. The candidate describes vividly the sound of the music being played, each note telling a story for the benefit of the judges in front. On coming to the end of the piece, there is a muttered 'thank you' and 'you'll be hearing from us'. The candidate hastily hurries off leaving the bow behind. As he or she realises the mistake, there is the sound of laughter from behind and one of the judges approaches with the missing bow in his hand. With a smile he hands the bow back and congratulates the candidate on the audition. He introduces himself as the director of the orchestra and tells the candidate to come next Saturday at 10 o'clock to the Gabriel Rodó room. The candidate is welcomed into the orchestra.

The story is told with a richness and variety of appropriate vocabulary and the language, including a good deal of complexity, is accurate. The only weakness is the little amount of time devoted to what happened following the audition and this slightly affected the mark for Organisation and Development. Nevertheless, the candidate was awarded high marks as follows:

Range of Language: 10

Accuracy: 5

Understanding and Response: 15

Organisation and Development: 13



## ResultsPlus Examiner Tip

It is important to read the essay title carefully and make sure that you devote sufficient time to addressing all the requirements of the question. Try to provide a clear insight into the nature of the experience and use your imagination to put yourself into the situation. Use a variety and richness of vocabulary and clear, sophisticated sentence structure. Make sure the story flows logically towards a sensible conclusion. Careful planning is essential and paragraphing can help to structure the essay. Pay close attention to detail and take care with the accuracy of the language to produce a clear, logical and interesting essay.

## Question 2 (d)

The title of this essay required the candidates to decide whether or not the government should be spending so much money on the arts in the current economic climate. Some essays focused on the current economic ills and what the government should be spending its money on without mentioning the arts at all. The best essays mentioned specific art funding such as opera, art collections or music and presented arguments outlining the value of the arts balanced against the government's spending priorities set against the background of the current economic crisis. Many responses were disappointingly vague about what 'the arts' means. The anticipated mentions of subsidised opera or purchase of paintings for the nation were very rare. Many seemed to have done work on Spain's economic crisis and wrote at some length on this aspect and on what money should be spent on. A general lack of abstract 'philosophical' or cultural vocabulary seemed to impede development of the main points of the argument in quite a number of essays.

### PLAN

#### YES

- Economy / financial stability should be main concern.
- Government should focus on employment and the world of work

#### NO

- It is important to recognise the importance of the arts in society, especially in times of economic crisis.
- Can bring in money for the country
  - ↳ Olympics - not only revolved around sport but music, art, drama.

Actualmente, vivimos en una sociedad que ha estado dominada por la situación económica - cada día, las noticias se foca en las problemas y <sup>los</sup> soluciones económicos.

Se puede argumentar, por está razón, que es muy importante que el gobierno gasten dinero en las artes para proveer las oportunidades alegrarse y divertirse en la cara de esta situación. Sin embargo, algunos dicen que, como una <sup>deficit</sup> sociedad, nuestra preocupación predominante debe ser

la economía y por eso el dinero del gobierno debe ser investido en campos de más importancia. En conclusión, es imprescindible que reconozcamos la importancia de las artes en la sociedad.

Por un lado, se puede argumentar que la función principal del gobierno es asegurar la estabilidad de los financieros, y por eso, en tiempos del crisis económica,

cuando hay una falta de trabajos, mucho desempleo entre los jóvenes y problemas con los bancos - el gobierno no debería gastar en las artes.

Dicho eso, hay quienes dicen que las artes están juegan un papel muy importante en el mundo moderno. Las artes no solo benefician los <sup>individuos</sup> individuos, sino también hay <sup>muchas</sup> ~~estas~~ ventajas a la economía - por ejemplo, las Olimpiadas en Londres en 2012, aunque costa mucho, el dinero que ha estado obtenido como resultado es muy beneficioso <sup>al</sup> ~~de~~ <sup>el</sup> clima económico.

Las artes contribuyen mucho a la vibrancia y alejamiento de nuestra sociedad, y por eso, a pesar de <sup>siempre</sup> la situación económica, el gobierno debería gastar el dinero.

Dicho eso, hay quienes dicen que las artes juegan un papel muy importante en el mundo moderno. Los artes no sólo benefician los individuos, sino también hay muchas ventajas a la economía - por ejemplo, los Juegos Olímpicos en 2012, una festival lleno de todos los tipos de las artes, aunque costa mucho, el dinero que ha estado obtenido como resultado de todas las turistas muestra que las artes pueden ser muy beneficioso <sup>al</sup> ~~de~~ <sup>el</sup> clima económico y ayudan a sostener ~~una economía~~ la estabilidad en nuestra economía.

En conclusión, las artes contribuyen mucha a la vibrancia y alejamiento de nuestra sociedad y por eso, a pesar de la situación económica, el gobierno siempre debería gastar el dinero.



## ResultsPlus Examiner Comments

This discursive essay has been planned and structured into paragraphs. It begins with a brief mention of the current economic problems and solutions which appear daily in the news without going into detail about what those problems and solutions are. The argument is then made that the arts can be considered as a valuable means of escapism through entertainment and enjoyment. However the counter argument is presented that the government should prioritise its spending on matters of greater importance. The conclusion is that we should recognise the importance of the arts in society. It is not clear how this conclusion follows from what has been said so far.

Paragraph 2 maintains that the main function of the government is to stabilise the finances and therefore in the current economic crisis when there is a lack of jobs, considerable youth unemployment and problems with the bankers, the government should not be spending money on the arts.

The next paragraph takes the opposite view and argues that the arts play a very important role in modern society. Not only do they benefit individuals but they also bring benefits to the economy. This argument is supported by using the 2012 Olympics as an example of a festival that encouraged all kinds of arts and attracted tourists who brought a boost to our economy. Since the Olympics was essentially a sporting event, it is not made clear what art events are being referred to.

The essay concludes by maintaining that the arts bring vibrancy to our society and therefore, despite the economic situation, the government should invest money in them.

The essay addresses most of the implications of the title but the ideas are not strongly developed and the essay, although structured in paragraphs, is not always logical and clear.

The candidate was awarded the following marks:

Range of Language: 6

Accuracy: 3

Understanding and Response: 9

Organisation and Development: 10



## ResultsPlus Examiner Tip

When writing a discursive essay it is important to look carefully at the title and make sure that all the implications are addressed. Arguments for or against should be marshalled and substantiated with a clear, structured development of ideas and paragraphing helps to clarify the sequence. Finally there should be a clear, informed conclusion that follows on logically from the ideas expressed in the essay.

## Question 2 (e)

This essay title proved to be popular with the candidates who had to consider whether a civilised society should accept the concept of euthanasia. Clearly this was a topical issue with several cases having been reported fairly recently in the press. The best essays considered both the arguments in favour through the relief of unnecessary suffering and against, citing religious principles or the option of medical advances in pain relief rather than euthanasia. They may also have considered the unscrupulous abuse of euthanasia, for instance for inheritance reasons. It was worrying to find a number of candidates who put forward the argument that the practice of euthanasia could help to save the NHS money. They were expected to outline the arguments for or against and to reach an informed, logical conclusion. Many referred to the film 'Mar Adentro' or to other examples from the press which had been clearly read and studied. The problem for many lay in drawing this knowledge together into a logical and clear format which responded to the question. The less successful produced a series of points with no obvious links or organisation and lacking a proper conclusion.

Introducción — tema polémico  
— argumentos a favor y en con-  
— es una cuestión de la civilización?

I — El sufrimiento - insuperable.  
no es civilizado.

II — Los oponentes -  
matar no es un acto civilizado.

III — Introducir un sistema  
civilizado - controlado.

Concl. — Los derechos de un individuo  
en una sociedad civilizada.

No se puede negar que la eutanasia sea un tema muy polémico hoy en día y existen muchos argumentos a favor y en contra. El suicidio ya es legal en algunas sociedades civilizadas, como en Holanda, por ejemplo, y pienso que es una cuestión no ~~solo~~ de la civilización sino de <sup>so</sup> la humanidad.



Para mí y para muchos defensores de la eutanasia, es insuportable que un individuo con una enfermedad letal (como Alzheimer) sufra durante muchos años, quizás décadas, sin esperanza de recuperarse. En mi opinión esta situación es inhumana, degradante y un abuso de los derechos humanos en una sociedad<sup>100</sup> civilizada.

Sin embargo los oponentes (incluyendo muchas personas religiosas) apuntan que ningún individuo tiene el derecho a matar a otra persona ya que existen alternativas más humanas como la medicina paliativa que pueda disminuir el sufrimiento. Quitar la vida a otra persona no es un acto aceptable en una sociedad<sup>50</sup> civilizada.

Evidentemente hay siempre el riesgo de abusos y en mi opinión la solución yace en un sistema controlado como aquello que existe en Holanda. ~~De~~ Allí dos médicos deben verificar que ~~el~~<sup>un</sup> individuo que pida ayuda no tiene problemas ~~psiquiátricos~~ psiquiátricos y que toma la decisión de su propia voluntad. A pesar<sup>200</sup> de estos controles los oponentes del suicidio asistido apuntan que existe

siempre la posibilidad de equivocarse y que no puedes devolver la vida a un individuo. ~~en caso de error.~~

En resumen, en una sociedad civilizada los individuos deberían tener derechos, a ~~entre ellos la posibilidad de escoger~~ <sup>escoger</sup> la manera y el momento de su propia muerte.

~~Para mí,~~ A mí me gustaría estar segura que si tuviera una enfermedad letal, tendría la posibilidad de una muerte con dignidad. Una sociedad que condame a sus ciudadanos a una vida de

sufrimiento no puede ~~contidarse~~ considerarse civilizada.





## ResultsPlus Examiner Comments

This essay has been carefully planned and structured into paragraphs and the ideas have been well developed with specific references to make the point.

The introductory paragraph acknowledges the controversial nature of the topic and points out that suicide is already legal in some societies such as Holland and that it is a question not of civilisation but rather of humanity.

Paragraph 2 looks at the arguments in favour of euthanasia. It is intolerable that someone suffering from an incurable illness such as Alzheimer's can be left to suffer for several years. A situation such as this is inhuman, degrading and an abuse of human rights in a civilised society.

Paragraph 3 looks at the opposite argument that no-one has the right to take a life; especially as there are more humane alternatives such as palliative care that eases the suffering. Taking another person's life is not acceptable in a civilised society.

Paragraph 3 looks at the possible abuse of euthanasia and suggests a solution such as the control exercised in Holland where the opinion of two doctors is sought to verify that the sufferer does not have psychiatric problems and is *compos mentis* enough to take the decision over life and death. However this control is not faultless and there is always the possibility of a mistake after which life cannot be restored.

The final paragraph concludes that in a civilised society individuals should have the right to choose both the manner and the time of their own death. The candidate argues that if he or she were to suffer from a fatal illness the option of a dignified death would be welcome. A society that condemns its citizens to a life of suffering cannot be called civilised

The essay is closely argued and the ideas are developed systematically and in sequence towards an informed and logical conclusion. The marks awarded were:

Range of Language: 7

Accuracy: 4

Understanding and Response: 14

Organisation and Development: 13



## ResultsPlus Examiner Tip

When writing a discursive essay it is important to look carefully at the title and to 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 the monarchy as an institution has any relevance in the modern world. Some candidates looked at the question from a historical perspective and compared the absolute monarchy of the past with the modern constitutional monarchies where power is devolved to elected representatives or governments. Some argued against the monarchy, the lifestyle of whose privileged members is maintained through taxes which represent a drain on the economy. Others argued in favour, suggesting that the monarchy fulfils a useful ambassadorial role overseas and attracts tourism. The question was sometimes answered from a Spanish or a British point of view, at times on a more general basis. There was quite a lot of ignorance about the political role of the monarch and which countries in fact had monarchies. At the extreme, one essay was entirely about dictatorship - Hitler, Franco, Gaddafi et al - and another described, in the present tense, the political powers of Queen Victoria. Among the most successful were those that focused on the current Spanish monarchy, including the recent scandals, or on the British monarchy with reference to recent royal events. As with all discursive essays, candidates were expected to present a clear, logical development of their arguments and end with an informed conclusion.

Estoy de acuerdo con que la monarquía ~~ya~~ no tenga relevancia en el mundo moderno porque es evidente que a través de los años los ~~reales~~ monarcas han perdido poder mientras métodos más democráticos (como los parlamentos y las cámaras de diputados y senadores) han evolucionado para ser el mejor modo a el que un gobierno ~~tiene~~ ~~es~~ invente y mejore leyes que beneficien a los habitantes de un país, y no solo ~~con~~ ~~ya~~ ~~de~~ a un grupo pudiente y noble del país. (8)

En un régimen ~~de~~ monárquico <sup>no constitucional</sup> el poder económico, ~~armada~~ militar y cultural cae a manos de una ~~estada~~ persona (el monarca) que decide que hacer con este poder. En este caso la monarquía tiene más relevancia.

pues tiene ~~el~~ el poder de un país, por ende la fortuna de este país depende del monarca. Sin embargo en el mundo moderno (en especial en Europa) las monarquías se han convertido en monarquías constitucionales, es decir que el poder del estado ha pasado del monarca al pueblo a través de una constitución, que pone a un cuerpo <sup>representativo</sup> ~~electoral~~ (es decir un parlamento) a cargo del estado, este cuerpo siendo elegido por la gente. En estos casos la monarquía ya no es relevante pues ha perdido su oficio principal y se ha convertido en nada más que una ~~de~~ familia noble que está siendo mantenida por el estado y que no tiene ningún poder sobre este. Por eso ~~estas~~ estas monarquías modernas se han convertido en un desperdicio de impuestos que le cuenta a la gente dinero que puede ser empleado en otras partes para el beneficio de las personas.

En conclusión, no creo que las monarquías tengan relevancia al mundo moderno pues han perdido su poder y se han convertido en un cuerpo burocrático inútil que seguirá pensando su poder e importancia a través de los años, y por eso creo que sería mejor deshacerse de ella.



## ResultsPlus Examiner Comments

Despite the handwriting and the crossings out, this essay is well structured and follows a clear sequence of ideas.

The opening paragraph sets out the writer's position; the monarchy is no longer relevant in the modern world because any power they exercised in the past has now been replaced by democracy in the form of governments or legislative assemblies.

Paragraph 2 considers the non-constitutional monarchy where economic, military and cultural power rests in the hands of one person, the monarch, who alone decides how to exercise that power. Clearly under these circumstances the monarchy has considerable relevance since the fortunes of the country depend on the monarch. However in modern democracies such as in Europe, state power has passed into the hands of the people by means of a constitution whereby parliamentary representatives are voted democratically into power. For this reason, the monarchy has now lost its relevance and has become simply a noble family maintained by the state. The writer argues that this represents a waste of public money which could be better used for the benefit of the people.

The essay concludes that this loss of power has turned the modern monarchy into a powerless bureaucracy that will continue to lose its power and importance and therefore for these reasons it would be better to do away with it.

Although one-sided, this essay raises some strong arguments and places the issue within a historical framework to show how the concept of monarchy has evolved and is continuing to evolve. The essay has been well planned in paragraphs and is clearly written.

The marks awarded were:

Range of Language: 8

Accuracy: 4

Understanding and Response: 13

Organisation and Development: 12



## ResultsPlus Examiner Tip

In writing a discursive essay, it is important first to assemble your arguments and to plan a clear structure so that your ideas can develop within a clear framework. You need to have clear opinions supported by strong arguments which lead to a logical, 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)

This essay title also proved to be popular and candidates were asked to consider whether or not the teaching of Information Technology should be compulsory in schools. However, few candidates got to grips with the topic - it proved to be a misleadingly easy choice. Many candidates warmed to the value of IT in the modern world and spent most of the essay outlining the uses to which it is put in the workplace as well as in social websites. Several candidates who pursued this line of reasoning hardly mentioned school and did not therefore address the real question as to whether or not it should be a compulsory subject in the curriculum. Others did relate it to school, however, and some explained how a thorough knowledge of IT could better prepare students for the world of work. Others also mentioned the value of warning students about the dangers of IT, with particular reference to grooming over the social networks. Some candidates made the mistake of referring to the subject as 'IT' throughout the essay without attempting to translate it into the target language. Candidates were expected to plan and structure the essay so that ideas could be developed within a clear framework leading to a logical, informed conclusion.

Un tema actual hoy en día es lo de las nuevas tecnologías y sus efectos en la vida diaria de las personas. No se puede negar que el desarrollo de los ordenadores nos ha traído tantos beneficios en una gran variedad de áreas, sin embargo ¿deberían estos ser una parte integral de la educación de los jóvenes?

Por una parte, se puede decir que en el mundo actual, <sup>saber cómo</sup> poder utilizar un ordenador es una de las habilidades esenciales deseadas por los empleadores. Por consiguiente los colegios deberían incluir esta materia, para que preparen a los estudiantes para el mundo del trabajo. Además, la informática es un asunto que combina una larga gama de conocimientos, como



lógica, matemáticas o idiomas, por lo tanto los alumnos podrían aplicar temas aprendidos en otras materias. Por último, hay algunos que arguyen que la informática es una materia más útil que por ejemplo historia o química, como no usamos estas en nuestra vida diaria.

Por otra parte, hay que tener en cuenta que este cambio cuesta tanto dinero, por ejemplo cada instituto debería comprar ordenadores nuevos, actualizar sus sistemas o pagar más para electricidad. A pesar de que sea caro, además, es importante que subrayemos que tampoco hay suficientes profesores cualificados para enseñar esta materia. Por añadir, ~~se~~ se podría crear un desequilibrio entre los países del primer mundo y los países poco desarrollados, en cuanto a la educación, como no todo el mundo tiene acceso a las nuevas tecnologías o a ~~electricidad~~ en algunos lugares, a la electricidad.

A fin de cuentas, no creo que sea justo incluir la informática en el horario como asignatura obligatoria, ~~no solo dado que como no todos los estudiantes son interesados en una carrera que se basa en el uso de ordenadores y también sería ineficaz desde un punto de vista económico. Si fuese la ministra de la educación, invertiría dinero en crear institutos especiales que se especializan<sup>se</sup> en informática y las materias relacionadas.~~



## ResultsPlus Examiner Comments

This essay has been planned and structured into clear paragraphs in order to develop the ideas in a logical, sequential manner. The introductory paragraph considers the effects of new technology on everyday life and the benefits it has brought but asks the question whether this is enough to make it an integral part of education for young people.

Paragraph 2 maintains that knowing how to use a computer is nowadays an essential skill demanded by prospective employers and therefore schools should include the subject in order to prepare their students for the world of work. Moreover, computer skills cover a wide range of knowledge, for instance logic, mathematics and language skills, all of which can have a useful effect on other subjects. Some would go on to argue that IT skills are more relevant and useful than, say, history or chemistry, knowledge of which is not often used in everyday life.

Paragraph 3 considers the arguments against making IT compulsory and centres the arguments on expense. Each institution would have to invest in new computers which require constant updating and use a lot of electricity. Moreover, there are not enough qualified staff to teach the subject. Finally, the teaching of IT would increase the imbalance between developed and under-developed countries in terms of education, as not everyone has access to the latest technology.

The final paragraph concludes that it is not justifiable to make IT a compulsory subject as it would be difficult to justify the expense. A solution would be for the minister of education to invest government money and set up specialist colleges for the teaching of IT.

The essay addresses the demands of the title and presents arguments both for and against the concept of IT as a compulsory subject in schools. The arguments are presented in a logical, developed manner and lead to a clear and informed conclusion.

The marks awarded were:

Range of Language: 7

Accuracy: 4

Understanding and Response: 13

Organisation and Development: 12



## ResultsPlus Examiner Tip

It is essential to read the title of the essay carefully and to make sure that you address all the implications of the question. Beware of latching onto one direction of thought - in this essay, for example, listing all the benefits of new technology - without spending time on relating all of this to the context of school. Begin by gathering your arguments by means of a mind map or with separate headings of For and Against. The format of the essay will then become clear and the use of discrete paragraphs will help you to reach a logical, informed conclusion.



## Section C: The Research Based Essay

### Question 3 (a)

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
- 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 where 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. Any writing beyond 270 words is not awarded marks.

### Reading, Research and Understanding (30 marks)

This assessment grid carries the most marks by far and is therefore extremely important. Candidates are 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 by 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 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, for example, a narrative account with minimal or no descriptive language or attempts at analysis, 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 needs to be supported 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.

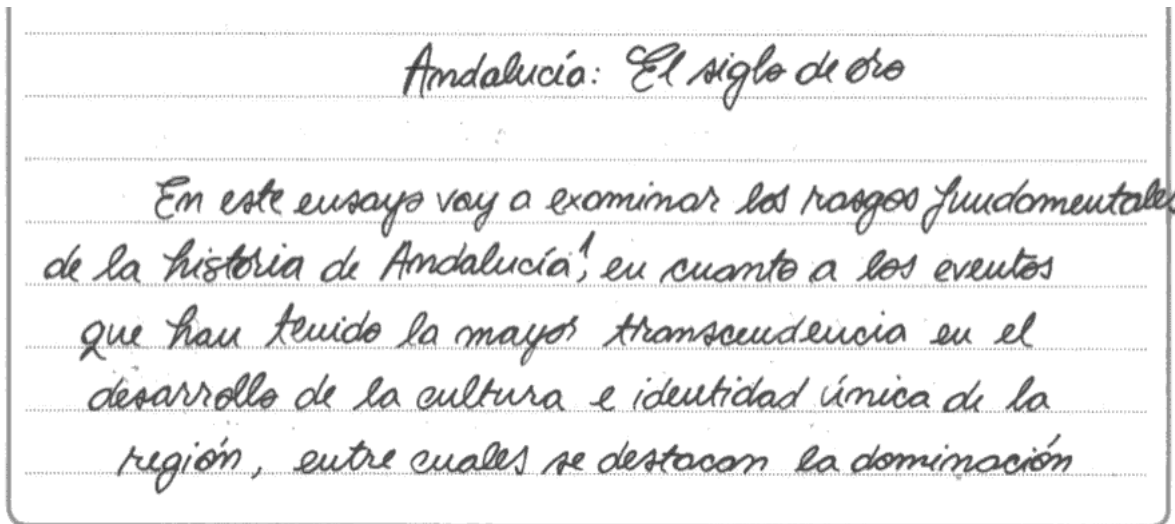
## Organisation and Development (9 marks)

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 and a competent use of verbs and tenses. In addition, a high level of linguistic accuracy is needed and a clear, unimpeded communication of ideas. If there is some ambiguity and lack of clarity, the candidate can only be awarded a maximum of 4 marks. If communication breaks down to such an extent that the essay begins to lack comprehensibility and the candidate is using only simple, basic language then a maximum of 2 marks would be appropriate.

Candidates were asked to describe a key event and analyse its importance for the region or city studied. Essays varied considerably in the interpretation of the title. Some concentrated on a festival and its significance for the inhabitants, others took a historical perspective and chose, for example, the transition from dictatorship to democracy or the Civil War and its effects on a chosen area. The best essays narrowed the field to a specific event and provided a lot of detail in their analysis.



romana<sup>2</sup> y árabe<sup>3</sup>, la reconquista de los reyes católicos y el descubrimiento de un nuevo continente por Cristóbal Colón<sup>4</sup>.

Primero, es imprescindible que hablemos sobre el periodo medieval, cuando los árabes vinieron en la Península Ibérica y crearon la provincia Al-Andalus, con la capital en Córdoba. (Fueron ellos los que construyeron los monumentos históricos más importantes como la Mezquita de Córdoba<sup>5</sup> o el Alhambra de Granada.) Sin embargo, después de ocho siglos de dominación árabe, los reyes católicos Carlos e Isabel conquistaron Al-Andalus, esto siendo un evento clave en el desarrollo de la región, ya que, con su ayuda, Cristóbal Colón navegó desde el Puerto de Palos en 1492 y descubrió América, trayendo desde allí barcos llenos de oro y plata. Así, Andalucía empezó el periodo más rico y prolífico de su historia, también llamado el siglo de oro<sup>6</sup>.

Segundo, analizamos que efectos ha tenido este evento en la comunidad andaluza. En cuanto a la arquitectura, <sup>después de la reconquista,</sup> se desarrolló el estilo mudéjar<sup>7</sup>, que es una combinación de arte islámico y cristiano, un ejemplo siendo el Alcázar de Sevilla. Esto también tuvo una influencia en el turismo<sup>8</sup> cultural de hoy en día, como atrae<sup>9</sup> la gente para ver la arquitectura rica y las decoraciones<sup>9</sup> de oro y plata en el ~~estilo barroco~~ <sup>de Andalucía</sup>. Además, los Reyes Católicos influyeron

y tradiciones  
en las fiestas andaluzas, traludo las celebraciones específicas  
cristianas, tales como las Fomeras,<sup>10</sup> las Navidades o la  
Semana Santa."

Para concluir, la reconquista católica ha traído  
una gran contribución <sup>en</sup> a la cultura rica y distinta  
de Andalucía. Si fuere José Antonio Guzmán<sup>12</sup> invertiría  
dinero para mantener y restaurar los monumentos  
<sup>proteger</sup>  
históricos de este período.

Notas a pie de página:

1- Andalucía es una comunidad autónoma española,  
situada en el sur de la península Ibérica, con  
sus ocho provincias: Almería, Cádiz, Granada,  
Huelva, Jaén, Málaga, Córdoba y Sevilla, la  
capital.

Se extiende por 88.000 km<sup>2</sup> y alberga a  
8.000.000 habitantes.

2 - En el período antiguo, Andalucía ha sido parte  
de la provincia Bética.

3 - ~~entre~~ Entre <sup>los</sup> siglos VIII y XVI.

4 - En 1492, desde el Puerto de Palos en Huelva.



- 5 - La Mezquita de Córdoba es ahora una catedral cristiana.
- 6 - El siglo XVII
- 7 - Es una combinación de arte hispanoárabe, que es único de Andalucía, que resultó desde la mezcla de culturas después de la reconquista cristiana.
- 8 - El sector turístico representa es de gran trascendencia para la comunidad andaluza. Hay más de 8 000 000 turistas cada año y el 54% de los andaluces trabajan en el sector terciario o de servicios.
- 9 - Los reyes invirtieron mucho dinero en crear edificios y monumentos decorados con oro, ~~debido~~ particularmente en los estilos barroco y rococó.
- 10 - Por ejemplo la Romería de Rocío a Almonte para la Virgen de la Cabeza (también llamado la Blanca Paloma).
- 11 - Destacan las procesiones de Málaga y Sevilla, donde se contaron las saetas, un tipo de canción flamenca.
- 12 - Presidente de la Junta de Andalucía, reeligido en 2011.

#### PÁGINAS WEB:

causur.es  
wikipedia.com | Andalucía  
radiosur.es  
eldía.es

eventos claves:

Boom Turístico - '70

Resurgimiento de los Reyes Católicos

XVII - siglo de oro

Colón 1492

~~27~~

8 siglo

Historia:

I. pasaron muchos pueblos, fenicios, griegos, romanos  
árabes.

- entre VII - VIII dominada por los  
árabes - Al-Andalus con la capital en  
Córdoba. Construyeron la Mezquita  
de Córdoba (ahora una catedral cristiana)  
y Alhambra de Granada. En el siglo XV  
los Reyes Católicos Carlos e Isabel, conquistaron  
Córdoba ~~profundo~~ así se convirtieron en...

Uno de los eventos que más destacaron durante  
su dominancia fue el descubrimiento de América  
por C.C. que navegó con su barco desde el puerto  
de Palos en Sevilla.

Influje en: arquitectura

turismo

fiestas y tradiciones

Además, los Reyes Católicos influyeron en la cultura,  
trayendo las fiestas y tradiciones específicas cristianas.

En este ensayo voy a examinar los rasgos fundamentales de la historia de Andalucía, en cuanto a los eventos que han tenido la mayor trascendencia en el desarrollo de la cultura e identidad única de la región. (Durante tres mil años, pasaron por Andalucía una gran variedad de pueblos, entre cuales ~~griegos, romanos, tartarios, romanos y árabes~~ <sup>griegos, romanos, tartarios, romanos y árabes</sup>, ~~contribuyendo a~~ <sup>contribuyendo a</sup> la cultura rica y distinta de la comunidad.)

entre cuales la dominación árabe, la Reconquista de los reyes católicos o el descubrimiento de los <sup>continentes</sup> ~~América~~ por Cristóbal Colón.

264 295-  
16  
279

172  
25  
62 147  
100

Primero es ~~importante~~ <sup>imprescindible</sup> que ~~hablemos~~ <sup>empiezo a hablar</sup> sobre el periodo medieval; cuando los árabes ~~conquistaron~~ <sup>vinieron y</sup> crearon <sup>la provincia</sup> Al-Andalus, con la capital en Córdoba. Fueron ellos que construyeron la ~~mayoría~~ <sup>mayoría</sup> de los monumentos ~~y edificios~~ <sup>históricos</sup> más importantes, como la Mezquita de Córdoba o el Alhambra de Granada. Sin embargo, después de ocho siglos de dominación, los reyes católicos ~~reconquistaron~~ <sup>conquistaron</sup> Carlos e Isabel conquistaron Andalucía, esto siendo un ~~evento~~ <sup>momento</sup> clave ~~en~~ <sup>para</sup> la historia ~~y desarrollo~~ <sup>el desarrollo</sup> de la comunidad, ~~como~~ <sup>como</sup>, con su ayuda, Cristóbal Colón navegó desde el Puerto de Palos y descubrió América, trayendo desde allí barcos llenos de oro y plata. Así, Andalucía ~~empieza~~ <sup>empieza</sup> su periodo más ~~rico y prolífico~~ <sup>rico y prolífico</sup> de su historia.

(Total for Question 3 = 45 marks)

TOTAL FOR SECTION C = 45 MARKS  
TOTAL FOR PAPER = 100 MARKS





Although this essay is entitled 'El siglo de oro', the essay actually focuses on the Reconquista and its effect on the region of Andalucía. Primarily a historical essay, it nonetheless addresses the implications of the question and the candidate does describe how this event influenced the culture of the region.

In the opening paragraph the candidate sets out the plan - to examine the essential elements of the history of Andalucía which have had the greatest influence on the development of the culture and identity of the region. The plan is clearly far too wide as the candidate offers a sweeping history of the area, from the Roman and Arabic domination through to the Reconquest by the Catholic monarchs and the discovery of the New World by Christopher Columbus.

Paragraph 2 focuses on the Middle Ages (?) when the Arabs invaded the peninsula and created the province of Al Andalus with Córdoba as its capital. Mention is made of the great Mosque of Córdoba and the Alhambra of Granada. After 8 centuries of Moorish domination came the Reconquest of the area by the Catholic Monarchs Carlos (?) and Isabel. This is seen to be the key event in the development of the region since, with their support; Columbus sailed from Puerto de Palos in 1492 to discover the New World, bringing back ships laden with gold and silver. As a result, Andalucía began the richest, most prolific period of its history.

Paragraph 3 examines the effects this event had on the Andalusian community, beginning with architecture and the development of the 'mudéjar' style, a combination of European and Islamic art as seen in the Alcázar of Sevilla. This also had an effect on modern cultural tourism since people are drawn to see the rich architecture and the silver and gold decorations of Andalusia. The Catholic Monarchs also influenced the local traditions and festivals by introducing some specifically Christian celebrations such as the Romerías, Christmas and Semana Santa.

The final paragraph concludes that the Catholic Reconquest contributed a good deal to the rich, distinctive culture of Andalucía and adds that government money should be invested in protecting and restoring the historical monuments from this period of history.

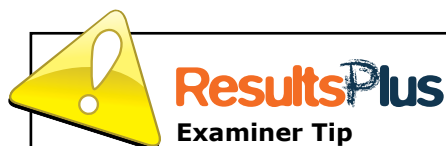
Although packed with information, which includes an extensive, explanatory series of footnotes, this essay is really too ambitious and wide-ranging in scope. There are some historical inaccuracies but the candidate does display a wide, panoramic view of the region. For Reading and Research it would be difficult not to give full marks but for Understanding the shortcomings of the scope of the essay would lower the mark.

The following marks were awarded:

Reading, Research and Understanding: 22

Organisation and Development: 8

Quality of Language: 6



When writing a Research Based Essay it is essential to focus on the demands of the title and although the Reconquest could be considered an event, it is far too wide ranging and it would have been better to concentrate on a specific individual event rather than a panorama of historical detail. As with all good Research Based Essays, this one has been carefully planned and is very informative, providing a wealth of detail that substantiates the points being made. By way of contrast, 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 so that ideas can be clearly communicated.

### Question 3 (b)

Candidates were required to evaluate the importance of a national episode in the development of the country that they had studied. Many essays concentrated on the Spanish Civil War while others covered a variety of South American countries analysing, for example, the rise to power of Fidel Castro in Cuba or Hugo Chávez in Venezuela. Several candidates focused on a description of the national episode they had chosen at the expense of any real analysis to evaluate its importance in the development of the country. However, there were many perceptive and well researched essays showing a lot of relevant detail and addressing all the implications of the question.

1953: Cuba era un paraíso de casinos y hoteles, el tráfico de drogas incrementó con las estadísticas del nivel de la pobreza y hambre. Después del golpe de estado de

Fulencio Bahista el 10 de Marzo 1952, muchas personas pensaron que el imperialismo Americano ~~z~~ había arruinado los países Sudamericanos. Una~~s~~ de estas personas fue Fidel Castro.

Como abogado/estudiante a la universidad de Habana, busqué ayuda para un golpe de estado contra el gobierno corrupto de Bahista. Decidió que el

ataque sobre ~~En~~ los cuarteles de Moncada  
sería después la fiesta del azúcar; <sup>entonces</sup> el

26 de Julio 1953

Entrenó a 1,200 personas de todas clases,

~~campesinos~~ campesinos, estudiantes etc. Solamente

160 fueran parte del ataque ~~esta~~ <sup>por</sup> fin.

Se destruyeron como sergentes, vestidos

como las fuerzas armadas de Bahista

del 10 de marzo.

~~El~~ ~~Castro~~ Castro y sus hombres se

prepararon en una hacienda en Habana.

El plan era de prender las fuerzas

armadas de Bahista cuando eran

durmiento y secuestrarlos. ~~Para~~ Se dividieron

en tres grupos y avanzaron a las 5:15

de la mañana el 26 de Julio.

Pero perdieron contacto y un grupo atacaron un ~~edificio incorrecto~~ edificio incorrecto. Castro perdió este ataque pero esto ~~era~~ ~~en ese momento~~ empezó las actividades revolucionarias.

Castro cambió Cuba para siempre. La gente veía la corrupción del gobierno de Bahista; les abrieron los ojos a la realidad. Después de que el socialismo triunfó, Cuba ha ~~se~~ cambiado drásticamente, y no todo por ~~es~~ mejor.

La transición de capitalismo al socialismo fue muy difícil. <sup>70% de los</sup> 11 millones ~~de~~ cubanos nacieron después de que Castro fue primer

Ministro en 1958\* El salario ha bajado

muchísimo, de 3 dólares diarios <sup>(en 1958)</sup> a

6 dólares mensuales <sup>(en 2006)</sup>. La calidad de

vida no está mejorando, hay más pobreza

y ~~la gente están muy~~ ~~que~~ que antes,

cuando había ~~más~~ más personas analfabetas.

\* Cuba pierde millones de dólares cada día

a causa de la mala relación con <sup>los</sup> ~~los~~ EE.UU.

\* porque muchos ~~se~~ se marcharon de Cuba, ~~no~~ no quieren ser parte de una comunidad comunista.

#### Bibliography:

\* El País (7 Junio 2006)

\* 'The Cuban revolution in the 21st century' George Lambie

\* 'Mi Vida' Ignacio Ramonet.

\* [aquidadero.bravepages/historiacuba/estadisticas-de-cuba.htm](http://www.aquidadero.bravepages.com/historiacuba/estadisticas-de-cuba.htm)

\* BBC Mundo

\* 'Che Guevara' Hilda Barro.

~~'The Cuban Revolution in the 21st Century' George Lambie~~

~~'Mi Vida' Ignacio Ramonet~~

~~[aquidadero.bravepages/historiacuba/estadisticas-de-cuba.htm](http://www.aquidadero.bravepages.com/historiacuba/estadisticas-de-cuba.htm)~~

~~BBC Mundo~~

~~'Che Guevara' Hilda Barro~~

(Total for Question 3 = 45 marks)





## ResultsPlus

### Examiner Comments

This candidate has chosen to concentrate on the rise to power of Fidel Castro in Cuba in the 1950s. The essay begins with a brief description of Cuba in 1953 - a paradise of casinos and hotels with an increase in drug trafficking and a population suffering poverty and hunger. Some detailed information would have been useful at this point. Following Batista's coup d'état on March 10th 1952, many of the population thought that American imperialism had ruined the countries of South America and one of those who took this view was Fidel Castro.

Paragraph 2 focuses on Castro himself who, as a law student at Havana University, gathered support for a coup d'état against the corrupt government of Batista. He decided to launch the attack on Moncada barracks after the sugar festival of July 26th 1953. He managed to train 1200 men from all social classes including peasants and students but only 160 took part in the attack on March 10th by disguising themselves as members of Batista's armed forces.

The next paragraph concentrates on the attack itself and the preparations. Plans were made on a farm in Havana to seize Batista's armed forces and capture them while they were sleeping. They split into 3 groups and attacked at 5.15am on July 26th. However, we are told that not everything went according to plan. One group attacked the wrong building and the attack failed but nevertheless prompted the beginning of revolutionary activity.

The next paragraph talks generally about how Castro changed Cuba forever by opening the eyes of the people to Batista's corruption. After the triumph of socialism, Cuba changed fundamentally but not all for the better. The transition from capitalism to socialism proved to be difficult. 70% of Cubans were born after Castro became prime minister in 1958, salaries dropped significantly from 3 dollars a day in 1958 to 6 dollars a month in 2006. The standard of living did not improve; in fact there has been an increase in poverty and illiteracy and Cuba loses millions of dollars each day because of its strained relations with the United States.

Although this essay does address the question and it is clear that the candidate has read some information about Castro's revolution, the lack of specific detail at times weakens the essay.

The marks awarded were:

Understanding and Response: 20

Organisation and Development: 6

Quality of Language: 3



## ResultsPlus

### Examiner Tip

When writing a historical essay you need to have a good grasp of relevant facts and details and to present the information in a structured, well developed manner. The essay needs to address all the implications of the title - in this case not simply describing the national episode but analysing its importance in the development of the country. 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 describe a social or political development in the Spanish-speaking society that they had studied and then to explain society's reaction to that development. There were two aspects to this question and the weaker responses focused on the evolution or development but failed to explain how society had reacted to it. Some essays described how the role of women in Spanish society had changed since the death of Franco and the transition to democracy with specific information about the changes in the law and how this had improved the domestic and working lives of women in Spain. Others chose to examine social or political developments in South American countries, for example the drug problems in Colombia or Mexico and the measures taken by the respective governments to deal with them. The best essays were full of specific and relevant detail and written in a clear, structured manner while addressing all the implications of the question.

La reducción del machismo

1. La ley de igualdad de 2007

→ los consejos de ~~empresas~~ empresas  
tienen que tener al menos el 40% de  
mujeres

→ cambio de actitud  
53% de las mujeres trabajan ahora

10% en 1960

2. ~~La ley de~~ La ley de aborto (2010)

3. La ley contra la violencia de generos

→ la violencia machista (2004)  
es un crimen.

8 52 mujeres fueron asesinadas  
por manos de sus maridos (2008)

12 mujeres (2012)

Conclusion

La reducción del machismo es una evolución social sumamente importante. Gracias a los cambios legales recientes en España, las mujeres han cambiado de ~~ser~~ <sup>ciudadanas</sup> "ciudadanas de segunda clase" a personas libres y independientes. (1) (36)

La ley de igualdad de géneros de 2007 es una parte significativa de la transformación social de las mujeres. Como resultado de esta ley, los consejos de administración de las empresas importantes en España tienen que tener al menos 40% mujeres. ~~La reacción a las consecuencias de esta ley es muy~~ <sup>positiva</sup> ~~esta ley anima a las~~ <sup>El efecto es</sup> ~~negativo~~ Las empresas no pueden discriminar a las mujeres por razón del sexo. <sup>ha sido</sup> ~~La reacción es~~ muy positiva, ahora el

50% de las mujeres trabajan en comparación con el 10% en 1940. ~~La sociedad española~~ <sup>Esto nos muestra</sup> como las mujeres no ~~están~~ <sup>siente</sup> una obligación tan fuerte de cuidar a su familia como antes. (119)

Otro aspecto de esta evolución femenina es la ley contra la ~~violencia~~ <sup>Violencia</sup> de Géneros de 2004. Esta ley reconoce que "la violencia machista" es un crimen severo con castigos fuertes. ~~La tasa de~~ <sup>La tasa de</sup> ~~la tasa de mortalidad de las mujeres que~~ <sup>En 2008</sup> ~~fueron~~ <sup>53</sup> mujeres fueron

as  
matadas por culpa de sus maridos pero  
en 2012 12 mujeres fueron matadas a  
causa de sus parejas. (1) ~~Veremos que con esto~~  
~~altera la actitud sobre las~~ (171)

Además, se podría decir que la ley de aborto  
de 2010 es otra parte ~~parte~~ de la evolución  
femenina. La ley permite a las mujeres tener un  
aborto "hasta ~~14~~ 14 semanas ~~embarazado~~  
embarazado hasta ~~la~~ ~~semana~~ 14 de ~~su~~ embarazo.  
Como consecuencia, las mujeres "tienen más libertad  
controlar a sus cuerpos" y pueden tomar la ~~decisión~~ <sup>decisión</sup> (2)  
tener una carrera a largo plazo en vez de ~~no~~  
tener hijos. (23)

Para concluir, es claro que la posición de  
la mujer ha ~~evolucionado~~ ~~mejor~~ evolucionado  
mucho en los últimos años y la ~~total~~ <sup>E</sup> reacción  
de la población ha sido muy positiva. Pero,  
dado que por miedo las mujeres <sup>españolas</sup> ~~ganar~~ <sup>ganar</sup> a el  
Luz <sup>menos</sup> que los hombres, <sup>es claro</sup> ~~es claro~~ <sup>está</sup>  
cierto que hay mucho trabajo <sup>a hacer</sup> ~~de hacer~~ para  
~~conseguir~~ <sup>conseguir</sup> para conseguir la igualdad total. ~~es~~  
~~español~~ <sup>español</sup> ~~en España~~

### Fuentes:

- ① - [www.wikigender.com](http://www.wikigender.com)
- ② - [www.wetpaint.com](http://www.wetpaint.com)
- ③ - [www.wikipedia.com](http://www.wikipedia.com)



## ResultsPlus Examiner Comments

This candidate has chosen to write about the rights of women in Spain and begins with the Spanish Equality law of 2007 which effectively altered the status of women in society from second class citizens to free, independent members of society. As a result of this law, the candidate informs us, Spanish companies are bound to employ at least 40% women and they are not allowed to discriminate for reasons of gender. The reaction to this law has been positive and now 50% of women in Spain are at work compared with 10% in 1940. The candidate claims that this demonstrates that women no longer feel under an obligation to spend their lives caring for their families.

The second paragraph considers further progress in the rights of women through the Law against Violence against Women of 2004. This law protects women from male violence by imposing strong punishments for offenders. The candidate tells us that in 2008 82 women were murdered by their partners whereas the number had dropped to 12 in 2012.

The third paragraph focuses on the 2010 law on abortion which allows women to undergo an abortion at up to 14 weeks of pregnancy and as a result women now have greater freedom and control over their own bodies and can make decisions over opting for a career instead of having children.

The final paragraph concludes that the rights of women in Spanish society have evolved significantly in the last few years and that reaction to these developments has been positive. However, given that Spanish women earn 17% less than their male counterparts, the candidate concludes that there is still a long way to go before total equality is achieved.

Clearly, this candidate has carried out research into the topic and shows a good understanding of the issues and of the facts surrounding the 3 laws that are examined. Perhaps more data could have been gathered on specific case studies or information about the politicians responsible for introducing these laws but nevertheless there is factual detail in the essay and it is well organised and developed. The marks awarded were:

Reading, Research and Understanding: 22

Organisation and Development: 7

Quality of Language: 4



## ResultsPlus Examiner Tip

Candidates who choose to write about developments in their chosen Spanish-speaking society need good, in-depth factual knowledge. Unlike the History option, the research needs to focus on contemporary events. The subject matter has to be carefully studied and the essay well planned and structured with a good deal of relevant information. Care must be taken to address all implications of the essay title - in this case both an explanation of the events themselves and the reaction of society to those developments. 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 and an increasing number of Centres are choosing film rather than text. From the wide variety of texts and films that had been studied, the following is a selection of the most popular choices made:

#### **Text**

- 'Como agua para chocolate' - Laura Esquivel
- 'Crónica de una muerte anunciada' - García Márquez
- 'El coronel no tiene quien le escriba' - García Márquez
- 'Relato de un naufrago' - García Márquez
- 'Un día de éstos' - García Márquez (a short story from the collection; Los funerales de la Mamá Grande)
- 'Bodas de Sangre' - García Lorca
- 'Yerma' - García Lorca
- 'La casa de Bernarda Alba' - García Lorca
- 'Las bicicletas son para el verano' - Fernán Gómez
- 'Réquiem para un campesino español' - Sender
- 'La casa de los espíritus' - Isabel Allende
- '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
- 'El oro de los sueños' - José María Merino
- 'Lazarillo de Tormes' - anon
- 'El túnel' - Ernesto Sabato
- 'La familia de Pascual Duarte' - Camilo José Cela
- 'El Camino' - Miguel Delibes

#### **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' - 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 (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 metodo' - 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 matiposas' - Cuerda (1999)  
'Flores de otro mundo' Iciar Ballaín (1999)  
'Te doy mis ojos' - Iciar Ballaín (2003)  
'El espíritu de la colmena' - Victor Erice (1973)  
'Muerte de un ciclista' - Juan Antonio Bardem (1955)  
'Tres metros sobre el cielo' - Fernando González Molina (2010)  
'Yo también' - Antonio Naharro (2009)  
'Amores perros' - Alejandro González (2000)  
'Bajarse al Moro' - Fernando Coloma (1992)  
'Biutiful' - Alejandro González Iñárritu (2010)



Candidates were required to examine the importance of the social and cultural setting in the text or film that they had studied. There seems to be an increasing tendency to move away from written texts and towards the study of films. Of the written texts, Lorca continues to be popular as does Laura Esquivel and García Márquez. A wide variety of films were studied and the most popular directors were Almodóvar and Guillermo del Toro. Several candidates resorted to story-telling rather than to an examination of the social and cultural setting but there were also some good essays that were both perceptive and informative.

El largometraje 'El Laberinto del Fauno' <sup>está</sup> ambientada en el año 1944, al final de la Guerra Civil Española. Los fascistas han ganado pero la resistencia en contra del régimen de Franco continúa. Es una época de gran paranoia y desconfianza, las guerras se han desencadenado en el mundo y la sociedad es inestable.

El director, Del Toro, dijo que "la guerra es blanco y negro, entre el bien y mal, izquierda y derecha." Los maquis se vieron obligados a pasar a la clandestinidad. Ellos consistieron de comunistas, republicanos y socialistas, una mezcla unida contra

un ~~ser~~ hombre caído y mentiroso genuino.  
Franco, ~~Francisco~~ <sup>un ser</sup> está representada en la película por Vidal, un hombre caído y mentiroso genuino. La brutalidad de los fascistas se muestra en la obra cuando Vidal golpea a un cazador a la muerte con una botella. Y si es fuera poco, Vidal está lleno de machismo. Una vista típica fascista es que las mujeres están subordinadas a los hombres y ~~esta evidencia en el largometraje~~ cuando Vidal dice sobre Mercedes, "es nada más que una mujer." Esta idea lleva a la caída del Capitán y si Vidal no hubiera subestimado a las mujeres, la situación habría sido muy diferente. La <sup>vida</sup> fascista trabaja en contra de <sup>Vidal</sup> ellos que merece reconocimiento.

Al principio de la película nos presenta a España con ruinas y cráneos que dan al espectador la sensación de un lugar ~~destruido~~ devastado por la guerra. Aníbal Cár (Larmen) dijo, "la época posguerra está conrada en toda su negritud y terror." Esta sociedad conflictiva tiene muchos problemas, por ejemplo, el orden político se asienta sobre la violencia. El trasfondo social es tan importante aquí porque en el entorno de este, la inocencia y pureza de Ofelia representa una esperanza para la gente española.

El trasfondo social es de suma importancia también ya que recordar las atrocidades del régimen de Franco es un tema candente en la España contemporánea. Muchos españoles quieren olvidar lo que pasó. Del Toro ha dicho que "la guerra es bastante ignorada de la mayoría del mundo," y en una manera está educando a los espectadores de otros países sobre ~~este~~ <sup>este</sup> entorno social horrible.

La película termina con una narración que la princesa dejó sólo pequeños rastros de su presencia en la tierra para aquellos capaces de verlo, "una sola flor florece en un árbol." Esto es muy poderoso porque Del Toro está diciendo que es crucial recordar

los horrores que ocurrieron así que se puede reconocer y apreciar la belleza de una flor que florece en un árbol. Del Toro comenta que "la obra se sustenta sobre la historia que plantea cuestiones universales que conciernen a todos."



This candidate has chosen to examine 'El Laberinto del Fauno' directed by Guillermo del Toro. The essay begins by setting the film firmly in its historical context - the year 1944, 5 years after the end of the Spanish Civil War, when Franco was in power but there was still resistance to his regime. The candidate explains that this was a period of great paranoia and mistrust when European wars were waging and society was unstable.

Paragraph 2 begins with a quote from the director to say that war is black and white, between good and evil, right and left. The resistance fighters, communists, republicans and socialists, were forced into hiding as they united against Franco and his brutal Fascist regime. The Fascist brutality is illustrated by the film clip where Vidal strikes a hunter with a bottle and kills him. Vidal is seen as a typical example of Fascist 'machismo' with little regard for women. This underestimation of the power and intelligence of women, we are told, leads to his downfall. The candidate explains that this Fascist culture is significant in portraying the background to the film.

Paragraph 3 examines the beginning of the film where Spain is depicted as a place full of ruins and skulls, a wasteland devastated by war. Another quote from the director clinches the point - the post-war period is portrayed in all its blackness and terror. The candidate explains that social order in this post-war society was rooted in violence. This background is important because it contrasts with the purity and innocence of Ofelia who represents hope for the Spanish people.

Paragraph 4 further develops the point that the social background portrayed in the film is extremely important since it reminds us of the atrocities committed under Franco's regime, a recurring theme in contemporary Spain. Many Spaniards want to forget the past and another quote from the director tells us that the world at large is largely unaware of war and that therefore the horrors of the film are partly designed to educate those from other countries who watch it.

The final paragraph explains how the film ends with a narrative to show how the princess left traces of her presence on the earth for the benefit of those capable of seeing them - one single flower blooms on the tree. The candidate interprets this as a powerful image since the director is telling us that we have to remember the horrors that took place in order to recognise and appreciate the beauty of the flower growing on the tree. The essay concludes with a final quote from the director who asserts that the film is based on history and raises universal questions that concern us all.

The candidate has clearly studied the film closely and has some perceptive and intelligent ideas which are developed throughout the essay. There could have been further development of some of the ideas, for instance explaining how Vidal's underestimation of women led to his downfall, but nonetheless the candidate shows a good understanding of the chosen film. The marks awarded were:

Reading, Research and Understanding: 25

Organisation and Development: 7

Quality of Language: 5



Although it may be tempting to display all the knowledge you have acquired, it is essential that you read the question carefully and ensure that everything you include in your essay is fully relevant to the demands of the title. Beware of inserting quotations simply because you have learnt them regardless of their relevance. Avoid story-telling and concentrate on selecting your material to fit the implications of the question. Finally, plan the essay carefully so that there is a clear structure and development and check the written language for accuracy and clarity.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Translation skills from English to Spanish and, for that matter, the other way round, should be practised regularly and should be introduced at AS.
- Read the Specification carefully and follow the guidance when choosing a research-based essay topic. Remember that all the sub-headings under the area of research heading should be accessible and studied. For instance, the geographical area requires candidates to research the following:
  - key people
  - key events
  - key issues (eg demographic, environmental, economic, social, political) that have impacted or are having an impact on the area.
- In addition, candidates need to have a thorough knowledge of customs, traditions, beliefs and religions. It is essential that each one of these areas of study is covered in the research so that candidates are thoroughly prepared for anything that may come up on the examination paper.
- Candidates should plan essays carefully before starting to write. They should try to write in paragraphs with each paragraph self-contained with its own development of ideas, but linked to both the preceding and following paragraphs so that there is a logical connection of ideas.
- Candidates should always read the questions carefully and make sure that all the implications have been understood and addressed.
- Finally, candidates should 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>

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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