

Examiners' Report
June 2014

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, who show great understanding of what is expected of them. Creative essays were only chosen by about a fifth of the candidates and Question 2(b), continuing a story, was the most popular among them. The majority of candidates opted to write a discursive essay, especially on the topics of alternative energies and immigration. Great consideration must be given to the requirements of the questions, as a considerable number of candidates wrote about everything they knew about these topics without tackling all the elements of the questions, such as efficiency and cost of alternative energies and the lack of knowledge of the culture and language of the host country.

Regarding the Research Based Essay, many candidates provided very detailed information, often with carefully selected quotes, examples and statistics; they were in general very informative and interesting. The Literature and the Arts question continued to be the one candidates preferred the most, with an increasing trend towards the study of film. Candidates and teachers have made a lot of preparation on understanding and responding the different elements of the questions; there is always an element of evaluation that has to be addressed with relevant information and opinions.

The standard of written language was generally high and demonstrated a good command of appropriate language. Candidates and teachers should refer to the Grammar List in the Specifications in order to get enough practice on the use of high level language and structures. It is important that the vocabulary used in the essays is relevant and specific to the topic discussed in order to access the top marks of the language grids (Range and Application of language in Question 2 and Quality of Language in Question 3).

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 2014 translation related to the theme of The World Around Us. 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 5 or 6 out of 10. 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 is made up of four sentences with some very accessible items, such as 'My sister and I', 'two years ago', 'when our parents', 'in the north', 'to return', 'to go with them' and 'beautiful beaches'. Regarding complex structures, candidates were expected to use the imperfect subjunctive, the preterit (pretérito indefinido) and the imperfect (pretérito imperfecto) indicative and perfect tenses.

The translation started with a straightforward sentence in the preterit tense (pretérito indefinido). Both verbs 'visitamos' and 'decidieron' were usually correct; however some candidates rendered them incorrect by adding prepositions such as 'a', 'de', 'para', among others. Less able candidates struggled with the phrases 'por primera vez' and 'hace dos años', offering other constructions such as 'primero', 'dos años pasados' o 'dos años atrás'.

Different phrases were accepted for 'spend a holiday'; however, a few students translated the phrase as 'pasar una vacación' which is incorrect. Candidates had no problem with 'en el norte', but 'del/en el sur' was often misspelled as 'sud'. Finally, 'Asturias' and 'España' were incorrect if they were not written with capital letters as they are proper names.

The second sentence proved very challenging for candidates as it required a good handling of complex structures and specific vocabulary on the topic of the world around us. It was common to bring forward the word 'clima' before 'cálido', which was accepted; however many candidates forgot the gender of this word and this in turn affected the word 'mediterráneo'. It was common to misspell 'mediterráneo'.

Candidates struggled to transfer the meaning of the phrase 'she agreed'; some added a 'se' to 'acordó' which rendered it incorrect and others missed the accent on 'aceptó' changing the meaning from 'she agreed' to 'I agree', or added an extra 'c', this was also incorrect. This is a good example of a missing accent affecting the function of the word and therefore being regarded as a significant error. Other common mistakes were 'estaba de acuerdo' and 'se puso de acuerdo en'.

In the third sentence candidates had the opportunity to show their understanding of the subjunctive mode in a conditional sentence. Although most of the candidates managed to get 'Si hubiéramos/hubiésemos' right, it was not unusual to find 'conocido' instead of 'sabido', which is incorrect.

The following construction, 'that the coast had' proved challenging as candidates failed to use the imperfect (pretérito imperfect) form of the verb 'tener' and that was not acceptable.

Some candidates interpreted 'many' as 'as many as' and therefore translated it as 'la misma cantidad de' which is not necessarily the same as 'tantas/muchas'. 'Beautiful beaches' was

generally translated successfully including the agreement in terms of gender, apart from some cases where candidates translated it as 'playas guapas'.

The translation of 'crowded' was accepted as 'menos llena / concurrida' or with a different verb, 'tenía / había menos gente'. Words such as 'ocupada', 'abarrotada', 'alborotada' or 'masificada' were not accepted.

The next three boxes could be successfully translated using different routes. If candidates chose to use 'quizás' or any of its synonyms, they needed to be aware that the verb should be rendered in the pluperfect subjunctive with either 'estar' followed by 'más entusiasmados' or 'tener' followed by 'más entusiasmo'.

Candidates could have chosen to start the phrase with 'podríamos' followed by 'haber estado' or 'haber tenido' respectively. Some candidates struggled with the word 'entusiasmados' and used 'animados' or 'ilusionados' which were not accepted. There were many candidates writing 'entusiásticos' and 'pudiéramos haber sido más entusiastas', which was incorrect. Unfortunately, some candidates failed to add the accent to 'más' making it incorrect.

'I enjoyed' was a straightforward phrase and most of the candidates negotiated its translation successfully and only a few missed the accent on 'disfruté' making it incorrect as it changes the form of the verb from the preterit (pretérito indefinido) to the imperative. Others chose to write 'gozé' which was also incorrect.

The expressions 'prehistoric caves', 'wildlife' and 'quiet atmosphere' were addressed correctly by very more able candidates and less able ones made good attempts to translate them. It was accepted to use 'cavernas' and 'grutas' as well as 'cuevas', unfortunately the spellings were not always correct.

Regarding other options for 'la vida salvaje', expressions such as 'la flora y (la) fauna' were correct and even 'la fauna' was correct on its own; some candidates translated it as 'los animales', but this required to be accompanied by 'salvajes' to render the same meaning.

Finally, many candidates opted for the false friend 'atmósfera' to translate 'atmosphere' and did not use the word 'ambiente' which was a shame. There were different answers accepted for 'quiet', but 'silencioso' was not one of them. Candidates and teachers have to be aware that even though a word can have different meanings, not all of them would fit every context and this phrase was a good example of this.

Lastly, most of the candidates had no problem translating 'compared with Andalusia', however, some were not very accurate with the spelling 'Andalucía' and even forgot to write the initial capital letter. More attention must be paid to details like these as candidates will be penalised for not following these spelling rules. Following the advice from the RAE the expression 'en comparación a' was not accepted. It is highly recommended to check the online Diccionario Panhispánico by the Real Academia Española for any doubts on the use of words and phrases.

This is an example of a candidate who has achieved a top score of ten.

Question 1

Translate the following passage **into Spanish**.

My sister and I first visited Asturias two years ago when our parents decided to spend a holiday in the north rather than the south of Spain. My sister would have preferred to return to the warm Mediterranean climate but nevertheless she agreed to go with them. If we had known that the coast had as many beautiful beaches and was less crowded, we might have been more enthusiastic. I enjoyed the prehistoric caves and the wildlife and best of all was the quiet atmosphere compared with Andalusia.

Mi hermana y yo visitamos Asturias por primera vez hace dos años cuando nuestros padres decidieron pasar unas vacaciones en el norte en vez de en el sur de España. Mi hermana hubiera preferido volver al cálido clima ~~el~~ mediterráneo pero ~~aún así~~ ^{no obstante} estuvo de acuerdo en ir con ellos. Si hubiésemos sabido que la costa tenía tantas playas preciosas y que había menos gente, a lo mejor hubiéramos estado más entusiasmados. Disfruté de las cuevas prehistóricas y de la fauna y lo mejor de todo era la atmósfera silenciosa comparada con Andalucía.



ResultsPlus Examiner Comments

This candidate was very careful with the use of capital letters for all nouns that needed it. The handling of the verbs and the prepositions following them was very accurate as in: visitamos, decidieron, estuvo de acuerdo en, tenía, había, disfruté de, era, comparada con. Complex structures involving the use of the subjunctive were successfully attempted: hubiera preferido, hubiéramos sabido and hubiéramos estado. The only issue with this translation was the phrase 'quiet atmosphere' which was translated as 'atmósfera silenciosa' instead of 'ambiente tranquilo'. Candidates must pay special attention to the use of cognates and false friends and the different contexts in which they can be found.



ResultsPlus Examiner Tip

The art of translation is a specialised skill that requires practice, precision and care. It is important to read through the passage first to get a general idea of the 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 GCSE years at the latest since regular practice improves performance.

Question 2 (a)

Section B: The Creative/Discursive Essay

Candidates have a choice of seven essay titles from which they select one. There are three creative essay titles and four discursive 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 have to be careful not to overuse pre-learnt expressions without adapting them and making them specific to the topic discussed as this would sacrifice their word count.

Question 2(a)

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 parents' desire to move house to a more peaceful location and the candidate who stands to lose his or her friends and social life. Those who followed the rubric would often omit any reference to the reasons for moving and would concentrate on talking about social life and friends without showing much creativity. 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. More able candidates' discussion would have achieved a balance between the reasons of the parents for the move and the anxieties of the candidate who fears that he/she is going to lose his/her friends and social life.

This is an excellent example of a conversation where the candidate has written a creative and imaginative story using appropriate vocabulary.

- Claudia, le has estado ya un vistazo al folleto de casas rurales que te he dejado en la...
- Pero, ¿qué? ¿qué casa? ¿De qué estás hablando, papá?
- Pues hijo, tu madre y yo hemos pensado en ~~mudarnos~~ ^{mudarnos} de casa a un pueblito.
- ¿Y esa maravillosa idea cómo ha surgido?
- Verás... cuando mamá salió de la consulta del dermatólogo, me comentó que éste le había recomendado buscarse una nueva casa lejos de tantísima polución.
- ¿Con qué finalidad? ¿Amargarme la vida o algo por el estilo?
- ¡Pedro, no seas así! Buena comprensión por tu madre parte y que empatizas con tu madre que lo está pasando francamente mal con su asma.
- Perfecto, pero ¿quién empatiza conmigo? ¿No os habéis parado a pensar qué si me llevo a un pueblito vais a aislar me del mundo?
- Hija mía, es lo que necesita tu madre precisamente, aislarse de lo que tú llamas mundo para mejorarse.
- Espera que me haga una idea mental. Voy a cambiarme de una casa céntrica a una 'vaya usted a saber dónde' y voy a tener que separarme de mis amigos, a ~~saber si hay cobertura en ese lugar~~ ¡De ningún modo!
- Vamos a ver, en el pueblo también habrá otros jóvenes.
- Ese tipo de jóvenes serán diferentes, seguro que se reúnen para jugar al póker y a las cartas, no sabrán ni lo que es una tienda de ropa en condiciones.
- ¡Vij! me parece que están muy confundido. Yo de pequeño vivía en un pueblo con sus tiendas, sus cafeterías, cines y tenía una vida social increíble.

- Sí, sí, suena genial vamos... Pero sigo queriendo quedarme con mis amigos.
- ¿Nunca has oído ^{eso de} que las fiestas de las pueblos son las más divertidas?
- Jamás.
- Confió en mí, Pedro. Van a pasar unos años estupendos con gente nueva que con-
cerás y cuando tú me pidas, te bajaré a la ciudad a que veas a tus actuales
amigos. 372
- Sea que ya nos vamos entendiendo mejor, papá.



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Examiner Comments

This candidate has chosen to use hyphens to denote the speakers in the conversation. It is also convenient to use the names or words such as 'madre' or 'padre' to show a clear development of the dialogue. It starts by his dad asking Claudia, his wife, if she had had a look at the brochure about rural homes and before dad finishes the sentence he is interrupted by their son with a series of questions showing his surprise. Then, dad proceeds to explain their reasoning behind moving house, a piece of advice given by mum's dermatologist suggesting to find a home far from pollution. Pedro then questions this, arguing that the only reason for it is to ruin his life. Dad argues that he is expecting her to empathise with her mum given her difficulties due to her asthma.

Pedro continues arguing that there is nothing positive for him in that decision, that by moving from a central place to who knows where, he will have to separate from all his friends. Dad explains that there will be other youngsters in the new town, to which he replies that they will be different and will most probably only play cards and ludo and not even know what a clothes shop is.

Dad then comments on the fact that he used to live in a small town with different facilities and an incredible social life. He even mentions that parties in small towns are amazing, but it is only until he says to Pedro that he is going to spend great years there with new people and that whenever Pedro wants he is happy to drive him to see his friends that Pedro accepts the offer.

We can appreciate good items of vocabulary very relevant to the topic and the story: 'folleto de casas rurales', 'polución', 'pueblecito', 'asma', 'empatizar' and 'parqués'.

There are plenty of idiomatic expressions, which make the conversation more convincing: ¡No seas así!, 'Hijo mío!', ¡vaya usted a saber dónde! and ¡De ningún modo!

The candidate uses complex structures successfully such as continuous tenses 'estás hablando'; compound tenses: 'hemos pensado' and 'ha surgido'. The use of punctuation in order to add emotion to the conversation is excellent as well as spellings and accents.

There is a good structure to this conversation, it is credible and closes with a few lines that brings it to a logical closure. The candidate has clearly understood the question and the response is imaginative.

Due to the stated reasons the candidate has been awarded the following marks:

Understanding and Response: 15

Organisation and Development: 14

Range and Application of Language: 9

Accuracy: 4



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Examiner Tip

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 Javier who, having left his house early to go to the stadium, could not have been prepared by anything for what happened then.

The instruction was to continue the story explaining what happened afterwards and most of the candidates concentrated on the fact that Javier was either a spectator or a player in the match. Those who chose for him to be a spectator usually referred to an experience he had on his way to the stadium, preventing him from arriving there; this included an accident, an unexpected encounter with someone from his past, a transport strike and even a kidnapping and an alien invasion. Candidates who preferred Javier to be a player focused on his experience during the game and his feelings after scoring a winning goal, doing something spectacular or meeting very famous players.

As expected, there were many references to the World Cup. Some candidates failed to explain what happened afterwards; equally there were a few essays that narrated 'a dream'. Generally there were really imaginative accounts with a lot of very relevant football related vocabulary.

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. Linguistically, the usual confusion over preterit/imperfect (pretérito indefinido e imperfecto) was in evidence in a good many responses.

This essay is a well-planned and logical continuation of the story that is both imaginative and believable. The command of the language and the variety of vocabulary and structures, several of them complex, all contribute to a high score.

Javier entró en el coche entusiasmado, era su oportunidad de mostrarle al mundo lo que era capaz de hacer, el chico insistió constantemente en hacerlo entender a su padre que tenía prisa y que debían salir en ese mismo instante.

Algo le decía a Ramón, el padre de Javier, que algo no marchaba bien, pero decidió dejar las supersticiones a un lado y concentrarse

en el gran día de su hijo, Ramón no podía pensar de recordar a su hijo de pequeño, cuando no ~~de~~ podría casi ni mantenerse en pie ya andaba dándole patadas a todos los balones que veía.

Después de todos los entrenamientos de Javier, de todo su esfuerzo y dedicación, por fin conseguirían que un jugador de los equipos más importantes del fútbol pudiese a verle jugar, era la prueba definitiva para comprobar si Javier conseguiría ser jugador profesional o tendría que dejar de centrarse en el fútbol.

~~Ramón~~ Ramón conducía a una velocidad moderada, cuando en medio de un cruce un camión cruzó a una velocidad muy por encima de la permitida y ~~estrelló~~ ^{arrolló} el coche de Ramón y Javier. El chico despertó en una ambulancia, no veía mucho, solo un poco de luz que le apuntaba directamente a los ojos. Intentó hablar pero solo pudo balbucear una palabra.

- Papá.

Nadie respondió, y en ese momento Javier se dio cuenta de que nadie iba a responder nunca porque su padre se había ido para siempre. En esas dos segundos en los que Javier pudo aguantar consciente, pensó que el mejor

día de su vida se había convertido en su peor pesadilla.



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Examiner Comments

The candidate starts by telling us that Javier got in the car very excited about showing the world what he was capable of doing. He tried to make his dad understand that they needed to leave then. Ramón had a feeling that there was something wrong, but he decided to concentrate on Javier's great day, remembering what he was like as a kid, kicking every football whenever he could.

After all the hard work during his training sessions, they had managed to get the attention of a football scout to see if he could a professionals footballer or not. Then, there is a quick description of the drive and the crash, followed by Javier waking up in an ambulance not being able to say much, but shouting 'dad'; after realising that his dad is gone and while he was still conscious thought that the best day of his life had become his worst nightmare.

Clear introduction to the essay showing that it is a very important day for Javier and that his dad, Ramón, has a bad feeling about what is going to happen. This develops swiftly and reaches a conclusion that closes the story neatly.

There are excellent examples of good vocabulary, 'supersticiones', 'entrenamiento', 'esfuerzo', 'ojeador' 'velocidad moderada', 'cruce' and 'camión'.

The candidate makes use of complex structures such as 'insistía constantemente en hacerle entender...que tenía prisa', 'Algo le decía a Ramón', 'no podía parar de recordar', 'ya andaba dando', 'conseguían que...fuese a verle', 'solo pudo balbucear', 'nadie respondió y Javier se dió cuenta de que nadie iba a responder', 'se había ido para siempre' and 'se había convertido'.

This essay has awarded the candidate the following marks:

Understanding and Response: 15

Organisation and Development: 15

Range and Application of Language: 10

Accuracy: 5



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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 storyline 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 spent two months doing voluntary service in a developing country and describe their experience. Most candidates produced very well informed and creative essays with a lot of detailed description of the area, the way of life of its inhabitants and the people they encountered as well as of the feelings of the locals and the young person volunteering.

Most of the candidates also described the work they carried out and the more able even finished by inviting people to consider doing some voluntary work in developing countries as it is such a rewarding experience.

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.

This was the most popular creative question and candidates were very successful in the presentation of their responses.

This is a typical essay describing a volunteering experience with elements that make it special and grant the candidate very high scores.

El año pasado mi tía que es misionera me invitó a pasar dos meses en Argentina para ejercer como voluntaria.

Tras empacar mi maleta parti junto con mi tía Pilar para ayudar en un proyecto que se estaba llevando a cabo para el desarrollo del país, pero para ello necesitaban cierta ayuda.

Cuando llegué allí estaba muy nerviosa, no sabía que iba a ver y no estaba segura de mi reacción.

Nos adentramos en la selva y tras mucho caminar, por fin llegamos a la aldea.

Una inmensa cantidad de gente de color nos observaban, la mayoría eran niños y mujeres cargadas con grandes objetos colocados encima de sus cabezas.

Al principio nos miraban extrañadas pero poco a poco ~~este~~ ~~esos~~ ~~estas~~ ~~se~~

~~eran~~ sorprendidas nostras se iban cambiando por amables y agradecidas sonrisas ~~tiempos~~

El proyecto llevado a cabo, era un centro de educación para esos niños que pasaban tantas horas en la calle sin saber que hacer. El edificio estaba construido pero faltaban los profesores, ~~pequeños~~ jóvenes profesores que eramos ~~nosotros~~ nosotros, las voluntarios.

El día de inauguración del colegio acudieron cantidad de niños, ~~estaban~~ ~~estaban~~, iban felices, era como si les hubiera tocado la lotería. Nosotras con mucha paciencia y entusiasmo empezamos a enseñar, no sabían demasiado pero participaban cien veces más de lo que participan los niños en el colegio en España.

Día tras día multitud de niños sin ~~importar~~ ^{importar} sexo o edad asistían al colegio contentos como el primer día con ganas de aprender y de conocer cosas nuevas, cosas insignificantes para nosotras, pero para ellos un mundo por descubrir que les abre un abanico inmenso de posibilidades. Fue una experiencia increíble e inolvidable.



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Examiner Comments

We learn that the candidate has an aunt who is a missionary in Argentina and who has invited her to work as a volunteer. They travelled together to take part in a project for the development of the country. When they arrived, the candidate was not sure about what to expect and was nervous. They arrived at the little village after walking a lot through the jungle; there, some people welcomed them including children and women carrying objects above their heads; initially they were surprised, but then, they were all smiling.

The candidate then proceeds to explain what the project entailed and how it went on the opening day. There is then a comparison between the attitude of the students there and those in Spain. Finally, she says that it was an incredible and unforgettable experience.

Good examples of complex structures are: 'tras empacar...partí', 'un proyecto que se estaba llevando a cabo', 'estaba construido' and 'era como si les hubiera tocado la lotería'.

There are also some good items of vocabulary such as 'extrañadas', 'rostros', 'acudieron', 'inauguración', 'asistían', and 'un abanico inmenso de posibilidades'.

Even though the experience was nothing out of the extraordinary, the context given at the beginning of the essay made it unique, as well as the excellent use of language to describe it.

This essay has awarded the candidate the following marks:

Understanding and Response: 15

Organisation and Development: 14

Range and Application of Language: 10

Accuracy: 5



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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 consider the cost of alternative energy and decide whether or not they thought it was an efficient option. Some essays focused on the importance of caring for the environment and some issues that affect it, for instance global warming and the ozone layer, without mentioning the cost and efficiency of alternative energies.

The best essays referred to the topical debate concerning wind farms or solar energy where opinions are divided. It was difficult for candidates to assess the efficiency of alternative energy without some factual or statistical knowledge of the subject.

This discursive essay has been planned and structured into paragraphs and present arguments to support his opinions.

Durante los últimos ~~20~~ veinte años, debido a el agotamiento de combustibles fósiles y el incremento en la contaminación, las energías alternativas han ganado mucha importancia. Pero tal energía sigue sin convencer a muchos países y empresas, ya que ~~existe la falta en una opinión~~ existe la ^{errónea} percepción de que es cara y poco eficaz.

En primer lugar, los años de experiencia muestran que extraer combustibles fósiles de la tierra es una tarea muy laboriosa y costosa, aparte de peligrosa, y que acostumbra a dañar el medio ambiente. Un ejemplo de esto es la extracción de petróleo, que incluso su transporte tiene un alto riesgo de dañar todo un ecosistema marino. A diferencia de esto, la energía alternativa como la eólica o solar ~~es~~ ~~es~~ es muy fácil de "extraer" una vez las estructuras necesarias están en funcionamiento. ~~Entonces~~

~~que~~ ^{Hay} gente que opina que la energía alternativa es cara, pero en realidad no es así. Parece ~~es~~ costosa debido a que tiene un gran coste inicial, ya que no existen infraestructuras habilitadas para manejarlas, pero debido a su bajo precio de extracción, ~~el~~ ~~ese~~ dinero es recuperado en un número reducido de años. ~~Yo opino que es verdad que la energía alternativa puede ser menos eficaz que otras ya que no es tan intensa, pero en mi opinión esta falta de eficacia es completamente insignificante si tenemos en cuenta ^{sus} numerosas ventajas que tiene ~~como~~ ~~superior~~ ~~en~~ ~~estas~~ ~~energías~~ ~~estas~~ ~~ventajas~~ ~~podrían~~ ~~ser~~ ~~su~~ ~~insignificante~~ ~~o~~ ~~nula~~ ~~contaminación~~, ~~y~~ ~~de~~ ~~tal~~ ~~manera~~ ~~ningún~~ ~~impacto~~ ~~en~~ ~~el~~ ~~medio~~ ~~ambiente~~.~~

~~además de que es una energía interminable que nunca se agota, la cual es una gran ventaja para el constructor, ya debido a que las energías fósiles están subiendo muchísimo de precio debido a sus disminuidos niveles en el gobierno.~~

~~Debido a sus numerosas ventajas, yo me inclino a pensar que la energía comparandola con otras energías, yo me inclino a pensar que la alternativa es más barata, y su reducida eficacia no es de tanta importancia, ya que se tiene en cuenta su reducido precio para el consumidor, debido a que sea tan abundante e interminable.~~

Comparandola con otras energías, yo me inclino a pensar que la alternativa es más barata, y su reducida eficacia no es de tanta importancia teniendo en cuenta su reducido precio hacia el consumidor, debido a que sea tan abundante e interminable.



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Examiner Comments

It begins with a clear introduction stating how the situation has changed in the last 20 years regarding the use of energy and how some countries and companies have misconceptions about alternative energy.

It continues by explaining how dangerous and expensive it can be to extract and transport oil compared to alternative energies. The candidate explains that the cost of the latter ones is mostly at the beginning when the infrastructure is put in place, however that initial investment is quickly recovered.

The candidate states that even though alternative energies may not be very efficient, the benefits such as very low pollution caused are more important. Finally, he states his opinion and a relevant and informed conclusion.

This candidate could have made better use of statistics and particular examples to support his arguments.

The candidate has made use of good vocabulary, both general and specific to the topic; some examples are: 'agotamiento', 'combustibles fósiles', 'percepción errónea', 'laboriosa', 'medio ambiente', 'ecosistema marino', 'alto riesgo', 'energía eólica', 'es de tanta importancia' and 'una vez las estructuras están en funcionamiento'

Even though there are some problems with accuracy, the piece is mostly accurate and the errors are mostly of a minor nature. For instance, the candidate uses 'acostumbra' instead of 'suele'. The spelling of 'extraer/extracción' also varies. The candidate should have paid more attention to accents.

This candidate has been awarded the following marks for this essay:

Understanding and Response: 14

Organisation and Development: 14

Range and Application of Language: 10

Accuracy: 4



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)

Candidates had to consider whether or not creative arts should be compulsory in schools or whether they should be considered as pastimes. Less able candidates concentrated on the fact that arts should or should not be compulsory and did not explore them as a pastime; some even interpreted 'bandas' for 'grupos musicales' which didn't allow a great deal of discussion. However, many candidates presented opinions either for or against (or for and against) and reached an informed, logical conclusion.

The more able candidates related this clearly to school rather than simply focusing on the arts as a hobby. They defined terms from the beginning and were able to assess a number of aspects – self-expression, intellectual and learning benefits, cost, parental view, university requirements, taste and talent. They also raised the question of cost to the school and the importance for the holistic development of students and even mentioned the difficulties in getting a job in this industry. Most candidates thought that attention should be given to all subjects and that students should be free to choose what subjects they wished to study.

In this essay the candidate explores different reasons why the compulsory teaching of the arts in schools would benefit young people. It presents not only a personal opinion, but concrete examples and arguments.

En mi opinión, las artes creativas para nada son un lujo que se puede considerar como un ~~pasatiempo~~ pasatiempo. Sin duda alguna, creo que deberían ser asignaturas obligatorias en los colegios. Actividades como arte, música o arte dramático pueden ser consideradas como una actividad extraescolar o un pasatiempo. No obstante, no debería ~~olvidarse~~ olvidarse que contribuyen en gran parte al desarrollo ~~del~~ de la educación y de la creatividad de los jóvenes. El aprendizaje de las artes es ~~es~~ comparte importancia con las ~~de~~ matemáticas o la lengua, ya que ayuda a desarrollar otro aspecto de nuestro cerebro que es ~~igual~~ más importante todavía.

En los colegios, educar mediante el arte debería ser obligatorio, ya que hay ~~mucho~~ muchos alumnos a quienes etiquetan de "tontos" o "poco inteligentes" y cuando no sacan buenas notas en materias como matemáticas, pero los profesores no son conscientes que estos alumnos podrían ser capaces de sacar notas muchísimo mejores en asignaturas que tengan que ver con el arte.

Creo que la música es una asignatura que debería estar presente en todas las escuelas, aunque de una forma un poco menos convencional. Los colegios deberían dejar que los alumnos experimentasen con distintos instrumentos desde pequeños, para que aprendiesen a desarrollar un gusto propio por la música. Algo que les ayudaría a aprender de la manera que fuese ~~mejor~~ mejor para ellos.

En mi ~~opinión~~ y opinión, y para concluir, creo que la actividad que más se debería fomentar en las escuelas es el arte dramático. El teatro es una forma de liberar tanto el cuerpo como la mente. Es una forma de interactuar con la gente completamente distinta, y esto ~~es~~ ayuda a desarrollar partes de la mente que ~~ninguna~~ ninguna otra asignatura ~~no~~ puede.

~~Ante todo, es una forma de empatizar, y desarrollar una sensibilidad artística.~~



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Examiner Comments

The candidate starts by making his stance clear with respect to the compulsory aspect of the arts. Candidates may choose to wait until the conclusion to give their personal opinion after presenting all their arguments, but it is possible to do it in the opening paragraph as long as the rest of the essay elaborates on each point presented in the introduction.

It states that it is possible to approach activities such as art, music and drama as pastimes and extra-curricular activities; however it is necessary to remember that they contribute to the development of the creativity and education of young people.

It continues by saying that these subjects have the same importance as other subjects as they help to develop other parts of the brain. Making them compulsory would help teachers and students identify other areas of strength when they may be struggling with subjects such as maths.

The candidate suggests that music should be taught in a less conventional in order to encourage students to learn in the best possible way and to discover and develop their own taste for it.

Finally, the candidate concludes emphasising the importance of performing arts in schools as a way of freeing the body and mind, interacting with new people and developing one's mind in ways no other subject could.

There are excellent examples of sound handling of complex structures such as: passive voice: 'pueden ser consideradas'; combination of pronouns and prepositions 'hay estudiantes a quienes etiquetan'; superlatives: 'sacar notas muchísimo mejores'; phrasal verbs 'asignaturas que tengan que ver con el arte'; imperfect subjunctive: 'deberían dejar que los alumnos experimentasen' and 'les ayudaría a aprender de la manera que fuese mejor'.

The high level of accuracy and the variety of lexis used not only to talk about the specific topic, but to state personal opinions as well as the clear presentation of ideas in response to the question awarded the candidate the following marks:

Understanding and Response: 14

Organisation and Development: 14

Range and Application of Language: 10

Accuracy: 5



ResultsPlus

Examiner Tip

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)

Candidates were invited to consider whether or not gang culture had replaced the importance of the family in the lives of young people. Some of them referred to the dangers gang warfare as well as how important it is for young people to be members of a group and to be accepted by their peers. They also identified dysfunctional family life and lack of family values as root causes.

Candidates who chose this question sometimes focused mostly on the attraction in joining a gang without exploring the role of the family and how it was or not being replaced by it.

This is an excellent example of an essay where the candidate explores different aspects and answers the questions from different perspectives, not only the more obvious ones. It is interesting to read and goes beyond the mere personal opinion.

~~Personalmente, creo plenamente que los adolescentes ~~antepone~~ de hoy en día ~~antepone~~ ^{su} ~~antepone~~ ~~antepone~~ ~~su~~ ~~grupo~~ ~~de~~ ~~amigos~~ a su familia a causa de la cultura de las bandas juveniles. Actualmente, los jóvenes pasan mucho tiempo fuera de casa, ya que hoy en día, hay una infinita cantidad de actividades abiertas a los jóvenes que ~~se~~ ~~existen~~ ~~para~~ a las ~~veces~~ ~~las~~ ~~generaciones~~ ~~precedentes~~ no tenían tan fácil acceso ~~estas~~ ~~veces~~ ~~parques~~ ~~familias~~, ~~fiestas~~ ~~culturales~~, ~~exposiciones~~...)~~

Personalmente, creo plenamente en que los adolescentes de hoy en día antepone su grupo de amigos a su familia a causa de la cultura de las bandas juveniles, que inculca a los jóvenes a valorar más la amistad con frases comunes como "facta" los amigos son la familia que uno ~~elige~~ ^{se} ~~elige~~ ~~escoge~~". Entre los adolescentes existe una cierta 'presión de grupo' que obliga a los jóvenes a tomar todas las medidas necesarias para ~~estar~~ ~~formar~~ parte del grupo que ~~lectura~~ ~~por~~ en algunos casos puede resultar en la participación ~~de~~ en actividades de riesgo y el consumo de drogas. Esto aleja a los jóvenes ~~de~~ ^{de} ~~de~~ sus familias, que por lo general no aceptan este tipo de comportamiento y los ~~un~~ ~~más~~ a sus amigos que ~~están~~ ~~parado~~ ~~por~~ normalmente tienen los mismos problemas con sus respectivas familias.

¹³⁰ Sin embargo, la cultura de las bandas juveniles juveniles no es la

única causa de que los jóvenes reemplazan a la familia ~~por~~ por los amigos, ya que hay otras causas ligadas a ésta cultura que la ayudan. El internet, y ~~es~~ la dependencia de los adolescentes de ella es una causa importante ~~para~~ de el distanciamiento entre jóvenes y familiares, ya que permite a los adolescentes a comunicarse con sus amigos desde casa y por lo tanto pasar menos tiempo con su familia. ²⁰⁰ Las redes sociales presentan una distracción enorme para la juventud y ésta representa una amenaza para ~~la~~ la educación de ~~de~~ los adolescentes y conlleva a ~~en~~ discusiones con los padres. ²²⁷ El cambio cultural y social que ha sufrido España en los últimos años también es una causa de este problema, ya que las generaciones precedentes, ~~esta generación~~ ~~o~~ ~~esta~~ ~~generación~~ están acostumbradas a pasar tiempo con la familia y ~~en~~ ayudar en casa y éste, en la mayoría de los ^{casos} ~~casos~~, se ha perdido con el tiempo. Por lo tanto, las familias no entienden la actitud de sus hijos, y ~~esta~~ esta falta de comprensión conlleva a el distanciamiento entre adolescentes y familiares.



Candidates were invited to consider whether or not gang culture had replaced the importance of the family in the lives of young people. Some of them referred to the dangers gang warfare as well as how important it is for young people to be members of a group and to be accepted by their peers. They also identified dysfunctional family life and lack of family values as root causes.

Candidates who chose this question sometimes focused mostly on the attraction in joining a gang without exploring the role of the family and how it was or not being replaced by it.

The candidate decides to tell us that young people do prioritise their friends over their families given that the gang culture promotes these values with phrases such as 'friends are the family you choose'. The essay shows that sometimes due to peer pressure young people are forced into dangerous activities such as taking drugs in order to be part of the gang.

According to the candidate the fact that families are against this sort of behaviour creates a stronger link among youngsters as they are all experiencing the same issue with their respective families.

However, the candidate continues by presenting other reasons that can cause youngsters to give less importance to their families. To begin with the Internet allows teenagers to spend time with their friends while at home, preventing them from interacting with their parents. Social networks have also proven to be a great distracter for youngsters and to provoke arguments within the family.

Finally the candidate presents the generation gap as a cause of distancing between youngsters and their families due to the lack of understanding of each other's values and attitudes.

Excellent examples of a wide range of vocabulary are: 'plenamente', 'anteponen', 'inculca', 'presión de grupo', 'actividades de riesgo', 'consumo de drogas', 'aleja de', 'los une más a', 'con sus respectivas familias', 'causas ligadas a', 'distanciamiento', 'presenta una amenaza', 'generaciones precedentes' and 'falta de comprensión'.

The candidate also makes use of complex structures including phrasal verbs: 'obliga a tomar', 'puede resultar en'; subjunctive mode: 'no es la única causa de que los jóvenes reemplacen'; passive voice: 'los cambios...que ha sufrido España', 'ésto se ha perdido'. The candidate uses the verb 'conlleva' wrongly by adding the preposition 'a', when the phrase 'lleva a' was more appropriate.

The clarity in the presentation of ideas and the variety of lexis used to talk about the specific topic as well as the different complex structures awarded the candidate the following marks:

Understanding and Response: 13

Organisation and Development: 14

Range and Application of Language: 8

Accuracy: 5



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 question was by far the most popular one in Section B and the recent European elections were mentioned in quite a few of their answers. Candidates were asked to consider whether or not immigrants who do not speak the language of the country and have no idea of its culture should be admitted.

The more able candidates explained how the cultural and linguistic barriers could be overcome and the many benefits being a multicultural country has. They produced convincing arguments for and/or against and ended with a logical, informed conclusion. The less able candidates took the opportunity to present arguments for and against immigration based on unemployment without making much reference to the lack of language skills; however, most of the candidates commented on the cultural element.

There were many interesting and heart-felt essays which included the candidates' own personal experiences of being an immigrant or of living in a country (mostly England and Spain) where there are problems due to the integration of immigrants.

This is an essay that shows that the candidate has studied the topic of immigration with its different aspects as well as kept up to date with current affairs on this particular area. This is an example of how it is not enough with knowing a lot on a particular topic, but to use that knowledge in order to answer the question fully.

En nuestra sociedad contemporánea, el tema de la inmigración es más polémico que nunca, particularmente con las elecciones recientes, donde se vio un aumento en la popularidad del partido UKIP, que tiene ideas extremas en lo que concierne a los inmigrantes. ¿Pero deberíamos aceptar a todos que vienen al país, o deberíamos ~~haber~~ ~~dejar~~ ~~nos~~ ~~estrictos~~ ~~para~~ insistir que los inmigrantes hablen nuestra lengua y sean conscientes de nuestra cultura?

Por un lado, con ~~todos~~ los inmigrantes

vienen varios beneficios. La mayoría del tiempo, hacen los trabajos que los autóctonos no quieren hacer.

Además, no cabe ninguna duda de que más trabajadores significa más dinero de los impuestos ~~para el estado~~ que podemos gastar en mejorando los sistemas ^{públicos} ~~de~~ ~~sociedad~~ ~~y~~ educativos.

Otro aspecto positivo de la inmigración es la introducción de otras culturas en nuestra sociedad, que nos enseña la importancia de la diversidad y el respeto ~~para otros~~.

20
210
220
230
240
25

Sin embargo, existe otro lado extremo de esta aceptación. Muchas culturas tienen ideas muy diferentes, y hay algunos inmigrantes que quieren introducir ciertas costumbres en nuestra sociedad que no pueden convivir con el estilo de vida británico. Un ejemplo ~~de esta~~ es ~~la~~ ~~prohibición~~ ~~del~~ alcohol ~~del~~ ~~estado~~ ~~y~~ el maltrato de las mujeres. Si el gobierno ^{permitiera} ~~prohibiera~~ ~~este~~ ~~tipo~~ ~~de~~ ~~leyes~~, nos convertiríamos en un estado mucho menos libre.

~~Por~~ Por añadidura, la llegada de los inmigrantes que no hablan la lengua o desconocen la cultura empeora el racismo que ya existe, porque crea un estereotipo de los inmigrantes que vienen para vivir de los beneficios del estado, y que no quieren hacer un esfuerzo.

Para concluir, creo que los inmigrantes deberían adaptarse hasta un cierto punto. Es importante que sepan hablar la lengua, para que puedan encontrar trabajo y integrarse mejor. Deberían ^{poder} guardar su cultura, si respetan nuestra herencia al mismo tiempo, para crear una sociedad civilizada y enriquecida.



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Examiner Comments

To begin with, the candidate states that immigration is a very current issue in our society and how the UKIP has gained popularity despite its extreme views on this particular topic. The introduction finishes with the candidate paraphrasing the question. Candidates must be careful with the use of unnecessary wording that doesn't bring any new information as this could jeopardise their word count.

The essay continues with an account of the positive factors that result from immigration: fulfilment of jobs unwanted by native people, more taxes to be used on public services, introduction of new cultures and therefore diversity and respect.

The candidate then proceeds to explain the problems brought by immigration, for instance, cultural differences that go against core values of the British society like the role of women in society. Another problem is the rise of racism due to the stereotype of immigrants who only come to claim benefits.

Finally the conclusion summarises the main points and states that immigrants should be allowed to keep their culture, but should also learn the language in order to get a job and integrate with the rest of the society; this in turn will create a rich and civilised society.

Even though the spellings are not faultless, this candidate has a high level of accuracy and uses a wide range of vocabulary and complex structures.

Some of the good examples of vocabulary are: 'contemporánea', 'aumento', 'en lo que concierne a', 'autóctonos', 'trabajadores', 'impuestos', 'diversidad', 'costumbres', 'convivir', 'por añadidura', 'racismo', 'estereotipos', 'beneficios', 'respetan nuestra herencia' and 'enriquecida'.

Some examples of good use of complex structures are: 'insistir en que hablen y sean conscientes', 'no cabe ninguna duda de que' and 'si el gobierno permitiera esto, nos convertiríamos en'

The clear presentation of interesting ideas in response to the question awarded the candidate the following marks:

Understanding and Response: 14

Organisation and Development: 14

Range and Application of Language: 9

Accuracy: 5



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 issues surrounding the topic of immigration - without spending time on relating discussing the linguistic and cultural aspects. 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.

Question 3 (a)

Section C: The Research Based Essay

For the Research Based Essay candidates will have prepared and thoroughly researched one of four possible topic areas:

- Geographical Area
- Historical Study
- Aspects of Modern Spanish-speaking Society
- 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.

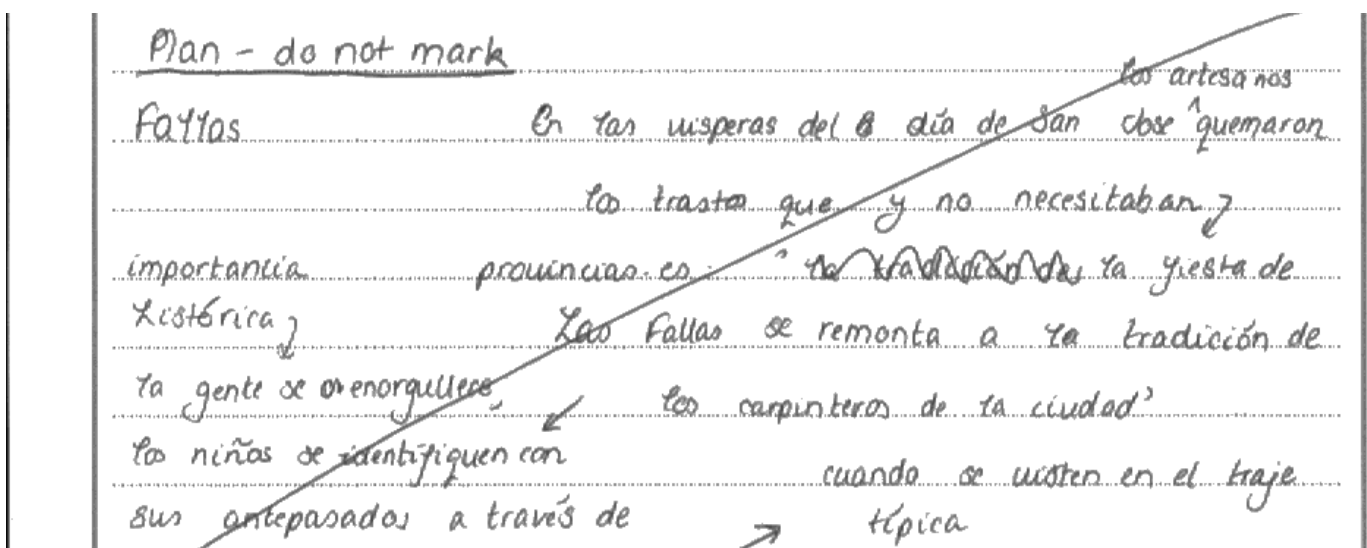
There were still some candidates who showed great knowledge of the chosen topic, but who failed to link it to the questions asked; that made some of their answers irrelevant.

Question 3(a)

This question focused the attention on a key tradition in a region or city studied and an analysis of its importance for that region or city. Most candidates chose a festival such as the Fallas of Valencia and the better candidates moved away from simply a description of the festival to an in-depth analysis of its importance for the city and its inhabitants – pride in the past, the economic advantages brought through tourism and the employment prospects for the local inhabitants. These arguments were often supported by statistics and in-depth knowledge. A few candidates concentrated on the description of the tradition they had chosen to write about, without attempting to analyse its importance for the city or region. Some candidates failed to notice they needed to talk about only one tradition and chose to describe two or more. This usually led to essays with lack of depth, sometimes supported by rambling and largely disorganised descriptions.

'La Semana Santa' and 'La Feria de Sevilla' 'La feria de Málaga' and 'Las Fallas de Valencia' seemed to be the monopolising topics. Others as the 'La Fiesta de Sant Jordi', 'La Fiesta de San Juan', 'La Mercé en Barcelona, or 'El Carnaval de Cádiz' were also popular ones.

This essay is an excellent example of a candidate who has studied the Comunidad Valenciana thoroughly and presents its most important festival with a clear and detailed description of it, explaining carefully how it impacts on the region.



cultural } "Ya gente puede criticar los temas de actualidad"
els ninots ↓ libertad de expresión las provincias
artistas exponen sus obras
fusiona a la gente de todos antecedentes y edades cuando se
divierten durante 'La Nit del Foc' y 'La Crema' y 'La
Mascletà'

económica } y restaurantes
turismo - atrae a 300.000 visitantes → "potencia hoteles locales"
fallas.com } €10.000 euros cada año y talleres
venden trajes
marzo - quinto mes menos popular para los turistas

La Comunitat Valenciana

El ruido de los fuegos artificiales y las estatuas gigantes
dondequiera que se mire: este espectáculo increíble es la tradición
única de La Comunitat Valenciana: Las Fallas. Es primordial
para una gama de razones: posibilita que los residentes se
expresen, potencia la economía y mucho más.

En primer lugar, Las Fallas tienen importancia cultural:

Esto facilita que los residentes se expresen y parodien

a los políticos mediante 'els Ninots'¹ - según la el

periódico 'Las Provincias', "la gente puede criticar los temas

de actualidad". Por añadidura, a través de 'els Ninots' es

fundamental que los artistas puedan exponer sus obras en

'La Planta'². Asimismo, ~~este festejo~~ ^{este festejo} ~~unen a~~ ^{unen a} los valencianos,

fusionando personas de todas edades y antecedentes cuando

5R

celebran durante 'La Nit del foc'³ y 'La Mascleta'⁴.

Por si esto fuera poco, Las Fallas tienen significado

histórico: según las provincias es "la fiesta de Las

Fallas se remonta a la antigua tradición de los carpinteros

de la ciudad"⁵. Por consiguiente, permiten que los

residentes se identifiquen con sus antepasados. Los niños

también pueden enorgullecerse de la cultura y historia

facilmente a través de ser ^{pequeños} falleros⁶ y por cuando se

visten en el traje típico ~~de~~ puede que desarrollen una

identidad valenciana que los ~~en~~ distingue del resto de

España. (según fallas.com) Además de lo dicho, tienen importan-

cia religiosa para los católicos⁷; ya ~~que~~ que es posible que ~~en~~

alaben a la virgen durante La Ofrenda⁸

De una perspectiva económica, Las Fallas son cruciales;

si no se ^{desarrollado} hubieran celebrado esta fiesta, el sector turístico

no habría sufrido⁹ (lo cual habría sido catastrófico durante

la crisis⁹) puesto que Las Fallas atraen a más de 300.000

visitantes cada año, que potencia hoteles y restaurantes

- 1 - las estatuas ~~de~~ gigantescas, algunos de 25 metros, que parodian a los políticos y celebridades; han habido ninots que representan Rita Barberá (alcaldesa de Valencia) hasta Strek
- 2 - cuando todos los ninots están en su lugar, después de que ~~se~~ ^{se} desfilen por las calles
- 3 - la última noche de la fiesta cuando se queman ~~son~~ los ninots
- 4 - cada día de la fiesta a las dos, hay un espectáculo de fuegos artificiales y ~~va~~ en las plazas de los pueblos
- 5 - cuando los ~~carpinteros~~ carpinteros quemaron los trozos en la víspera del día de San José
- 6 - Cuando los niños se visten en el traje típico de la región ~~na~~ son los pequeños falleros y cada año se elige un fallero mayor, que es un gran privilegio
- 7 - los cuales suponen el 7,8 % de la población valenciana
- 8 - Cuando los falleros ofrecen las flores a una estatua de la virgen que está en un pedazo ~~estal~~ estal, ~~el~~ el cual se cubre con las flores
- 9 - El sector turístico supone el 12,6% del PIB valenciano
- 10 - Tienen lugar en marzo - el quinto mes menos popular con los turistas (según comunitatvalenciana.es)

Bibliografía:

- * donquijote.org
- * el mundo.es
- * el pais.es
- * camara valencia.es
- * las provincias.es
- * comunitatvalenciana.es
- * fallas.org.com

(Total for Question 3 = 45 marks)



ResultsPlus

Examiner Comments

The candidate introduces the festival of Las Fallas describing some of its most important features as well as the reasons why it is important: a way for the residents to express themselves and the economy among others.

The essay continues by expanding on how the local residents use the 'Ninots' to comment on current affairs and even politicians. The festival is an opportunity for artists to show their work and for people of different generations to work and enjoy themselves together.

The following paragraph states the historical importance of the festival, which allows people to take pride in their heritage and identity. It also mentions how it has a religious element for Catholics.

It continues by explaining how the festival has a positive in the economy of the area (tourism and local industries). Finally, the candidate concludes the essay summarising the main points and adding that the most important feature of the festival is that it allows the residents of Valencia to have a great time.

The candidate also offers a plethora of footnotes that add more detail to the explanations; however, without them it is possible to have a clear and detailed understanding of the response given by the candidate. These sort of footnotes have to be considered carefully as they may exceed the word limit once added to the body of the essay.

It is clear that the candidate has been careful at planning the essay in a way that it answers the question fully. Each argument presented is supported by factual and relevant information which makes the essay very interesting.

The high level of accuracy and the variety of lexis used not only to talk about the specific topic, but to state personal opinions as well as the clear presentation of ideas in response to the question awarded the candidate the following marks:

Reading, Research and Understanding: 30

Organisation and Development: 9

Quality of Language: 6



ResultsPlus

Examiner Tip

When writing a Research Based Essay it is essential to focus on the demands of the title and be careful not to use many generalisations as they are not helpful and reveal only superficial knowledge of the topic. 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.

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)

This question asked candidates to analyse the importance of what they considered the most interesting national episode in the development of the country studied. Many candidates wrote about the Spanish Civil War, the Transition to democracy following the death of Franco in 1975 or the Cuban revolution.

The best essays were full of relevant detail supported by factual references and showed a perceptive insight into the subject. There were still some candidates who once again focus on a description of the key episode and fail to evaluate its importance.

This essay is quite representative of a good amount of candidates who chose the period of 'La Transición' in Spain as their topic of study.

la época más interesante - la transición española

cosas interesantes

- el papel de Adolfo Suárez 1976
- La Ley Para Reforma Política 1977
- El amnistia de los delitos políticos 1976
- La creación del constitución 1978

posible
posible

resumen del importancia

155
80
75
35
40
32
30
20
30
30

La época más interesante en ^{la} ~~el~~ historia de ^{España} España
^{es} 'la Transición' española, que empezó después de la muerte
de General Franco, ~~ta~~ en 1975. ~~Tras la muerte del franquismo~~
La transición era el desmantelamiento del régimen de Franco y
la creación de un ^{sistema} ~~estado~~ democrática constitucional. Hay
^{cosas} ~~cuatro hechos~~ importantes y claves para ^{destacar, para entender} ~~entender~~ la ^{que}
importancia de esa época.

Primeramente, el papel que tuvo Adolfo Suárez; ~~tras~~ tras la
muerte de Franco, el Rey Juan Carlos I lo nombró Suárez
presidentes de España en 1976. Adolfo Suárez era el líder que
cambió España • en solo veinte meses, y era una figura clave
de la transición. Él creó la Ley Para Reforma Política, el
amnistia de los delitos políticos y ayudó a escribir el

55

constitución. Es dudoso que otro líder hubiera podido hacer más; ~~pero~~ ayudó a España a desarrollar eficazmente y rápidamente.

Quizás uno de los más importantes ~~esos~~ fechas en la transición sea cuando ^{Suárez} creó la ley Para Reforma Política.

La ley lo hizo posible la formación de otros partidos políticos como el partido ^{socialista} ~~social~~. También significó el final de la dictadura* - porque la ley fue aprobada por ~~personas~~ ^{políticos} que apoyaban General Franco. Además creó un ambiente democrática ~~en España~~.

En el ^{de 1976} 4 de agosto, Suárez aprobó el amnistía de los delitos políticos. Era importante porque significó que Suárez y por lo tanto España ~~sería de este~~ ~~país~~ podría ser un región democrática, donde había ~~el~~ ~~derechos de la libertad de opiniones~~.

Finalmente, en el 6 de diciembre 1978, el primer constitución de España fue sometida por referéndum. ^{votaron.} 87% del censo ~~votaba~~, y ^{de ellos} 80% ^{votaron sí}. La constitución era un ^{parte importante} ~~importante parte~~ del transición porque aseguró los derechos de la gente y creó ^{el} ~~la~~ sistema política que España usa hoy - con un congreso de los diputados y ^{un} ~~el~~ ^{or} ~~Senado~~ ~~en~~ ~~enfocan~~ ~~en~~ ~~el~~ ~~construyendo~~ ~~legislación~~.

En suma, la transición era la época más interesante en el desarrollo de España porque ayudó a crear

el España de hoy.

21

La transición era ~~##~~ interesante porque creo el España de hoy

*-durante lo cual, muchos murio a causa de sus opiniones políticas -



ResultsPlus

Examiner Comments

The candidate starts by introducing 'La Transición' as the topic that (s)he finds the most interesting in the history of Spain and states that there are four key things in order to understand its importance.

The first aspect presented by the candidate is the role that Adolfo Suárez played during this period, suggesting that no other politician could have done what he did for Spain's development.

The second element considered is the Political Reform law that allowed other political parties to take part in the government of Spain. This meant that Spain was not a dictatorship anymore, and opened the doors to a new democracy.

The candidate continues by talking about the amnesty for political crimes, which in time allowed Spain to move on in a more democratic path. This aspect could have been developed a bit more by the candidate, maybe by explaining what this law entailed.

The last element considered is the referendum for the first Spanish Constitution. The candidate presents some statistics to show how significant this was for the Spaniards and their government.

The conclusion chosen by the candidate is a bit rushed but clear nonetheless. Maybe, the first attempt would have closed the essay more neatly.

It is clear that the candidate has a very deep understanding of this period in the history of Spain and that this knowledge has been carefully organised in a planned essay that answered the question fully.

Even though there are some issues with accents and spellings, the choice of vocabulary and complex structures is varied and appropriate to the task. However, the fact that there is some ambiguity due to the lack of accents means that a maximum mark of 4 can be given for Quality of Language. The candidate was given the following marks:

Reading, Research and Understanding: 28

Organisation and Development: 8

Quality of Language: 4



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)

This question invited candidates to describe more than one social or political problem in the Spanish-speaking society studied and to evaluate what the authorities are doing to resolve them.

There were some interesting essays that analysed the problems caused by 'el botellón', unemployment, gender inequality, immigration, the economic crisis in Spain and a selection of political problems such as corruption and violence among political parties.

The best essays were detailed and specific and the arguments were supported by factual evidence. Some candidates did not describe more than one problem and therefore concentrated on only one. Other issues were the use of sweeping generalisations not supported by factual evidence and the little attention paid to the second part of the question – an assessment of what authorities are doing to tackle these problems.

In this essay the candidate has made an excellent presentation of the main political and social problems that Colombia has faced in recent years as well as the response of the authorities to them.

Es muy difícil resumir un ensayo lo que habla de los problemas sociales o políticos de Colombia y por eso hablaré de lo que creo ser lo más importante. En los últimos 50 años Colombia ha tenido una variedad de los problemas y siento que he de hablar de la historia del país. Entre los años 1946 y 1958 había un gran conflicto entre los liberales y conservadores que había resultado en más de 100 mil muertos. La época fue conocida como "La Violencia". Aunque la época había terminado el conflicto político lleva continuando. Actualmente el conflicto político es una guerra armada interna entre las guerrillas y el gobierno. Esta guerra había tenido un gran impacto en la sociedad de Colombia hoy en día.

Debo empezar con el mayor problema social, debido a las operaciones de los grupos guerrilleros como

FARC y ELN. Colombia tiene el mayor cantidad de los desplazados del mundo. Se estima ^{que} entre 4,9 y 5,5 millones de personas son desplazadas según estadísticas de DANE ⁽²⁾

~~El~~ Narco Tráfico es el ~~otro~~ otro tema de lo que tengo que hablar. Debido a que Colombia tiene un gran cantidad de la planta coca y la disposición geográfica, el país era el líder mundial de la distribución de la cocaína y otras drogas ilegales. Según los datos de la DEA de ~~los~~ EEUU ⁽³⁾ en 2004 Colombia distribuyó casi el 70% de la cocaína mundial. Sin embargo desde la cooperación de Los Estados Unidos con su "Plan Colombia" ⁽⁴⁾, ~~lo~~ que el país ha hecho grandes avances hacia la reducción de la cocaína y ahora Perú y ~~Colombia~~ Bolivia la ha superado con la cantidad de la cocaína producida. ⁽⁵⁾

Me ~~está~~ encantaría hablar más de los otros problemas sociales (la violencia, la salud, la prostitución) pero tomaría más tiempo. El país está en punto de gran cambio con las elecciones de 15 junio ⁽⁶⁾. Juan Manuel Santos quiere el proceso de paz con las guerrillas pero Zuluaga quiere lo contrario. Estoy de acuerdo con Santos porque creo que no se puede solucionar nada con la violencia. Ocho ser negativo pero pienso que una solución para sus problemas sociales parece

que muy lejama.

- Bibliografía :
- ① - Un artículo de BBC, "La Violencia"
 - ② Departamento Administrativo Nacional de estadística de Colombia
 - ③ La "Drug Enforcement agency" de los Estados Unidos
 - ④ Un artículo de "Plan Colombia" del ^{periodo} ~~tiempo~~, El Tiempo
 - ⑤ "La guerra contra los drogas", de Gustavo Silva (~~tema~~ ^{Periodista})
 - ⑥ "Las elecciones", Un artículo del ~~tema~~ ^{periodico} "El Colombiano".

- Otras fuentes :

- El Espectador - Periodico
- Semana.com
- El País - Periodico
- lasbiografiasyvidas.com
- www.berro.org
- El Espacio - Periodico
- "Pecados de mi padre", de Sebastian Murrugain - Documental
- "Pablo Escobar" de Roberto Escobar
- Colombia Reports - Periodico.



ResultsPlus

Examiner Comments

The candidate starts the essay by saying that it is difficult to summarise the political and social problems in Colombia, and in order to have a greater understanding it is necessary to start with part of Colombia's history.

After giving a quick summary of the conflict involving the main two political parties it leads us into the current conflict between the government and different armed guerrillas. This situation has provoked another big social problem, which is refugees. The candidate presents some statistics to illustrate the seriousness and magnitude of the problem.

Finally, another big issue discussed is drug trafficking, which due to the geographical features of the country has made a significant impact in the development of the country. The candidate comments on the programme 'Plan Colombia' which has allowed the Colombian government to work in tandem with the American government in the eradication of cocaine plantations. This has made a great difference and now Colombia is no longer the main producer of cocaine in the world.

The conclusion starts with and finishes with a quite negative tone, however it does explain that the current President Juan Manuel Santos is working on a peace process with the guerrillas and that the June elections will involve Santos and Zuluaga who is not so keen on the peace process. The candidate closes with his personal opinion on the elections and his/her view on the possible solution of Colombia's social and political problems.

This essay is both informative and very interesting, it gives a clear overview of some of the most significant problems Colombia is going through with plenty of supporting evidence.

Regarding Development, the paragraph about refugees is not developed as well as other aspects. The candidate presents some problems with spellings and accents that could have been easily spotted with a second reading and careful checking. For all the stated reasons the candidate was awarded the following marks:

Reading, Research and Understanding: 30

Organisation and Development: 8

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 authorities 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 Sábato

'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 método' - Piñeyro (2005)

'Las trece rosas' - Martínez (2007)

'El secreto de sus ojos' - Campanella (2009)

'El orfanato' - Bayona (2007)

'El lápiz del carpintero' - Reixa (2002)

'Sin nombre' - Fukunaga (2009)

'María llena eres de gracia' - Marston (2004)

'La lengua de las mariposas' - Cuerda (1999)

'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)

There was an increasing tendency towards the study of film rather than text with Almodóvar and Guillermo del Toro being the most popular choices. Of the texts studied, Lorca and Laura Esquivel were the most popular choices with 'La Casa de Bernard Alba' and 'Como agua para chocolate' predominant. Candidates were asked to identify the main theme and explain how the stylistic techniques used by the author or director help us to a greater understanding of that theme.

The best essays provided good description of the stylistic techniques always linking them to the main theme. More able candidates provided a good deal of relevant and detailed information to support their arguments and show perceptive insight into the stylistic techniques.

Even though less than in previous series, some candidates still concentrated on storytelling rather than giving specific data about their stylistic devices and their importance to enhance the main topic. It was apparent, many seemed to be based on an imitation of a standard model, possibly delivered as a model example.

Those candidates able to write in organised paragraphs, according to the development of their ideas, showed maturity in their writing. Nevertheless, as important as it is, this aspect has been one of the most neglected ones by the writers.

Some candidates showed a lack of awareness of appropriate language for literary analysis. They were expected to use words as 'metáforas', 'simbolismo', 'presagio', 'estructuras crónicas atípicas- circulares / cíclicas / en forma de recetario'; 'hipérboles', 'paralelismos', 'símbolos', 'uso de vocabulario específico', 'diálogos', 'monólogos' etc. for the literary analysis book ones; and, 'primeros /segundos /generales planos', 'iluminación', 'fotografía', 'uso de colores', 'paisajes', 'ritmo lento/rápido', 'cámara lenta/rápida', 'guión', 'vestuario', 'caracterización'... for the film analysis.

As it has been mentioned before, the study of a film has become very popular among candidates who chose the Literature and the Arts question. This is an essay that presents a very good analysis of the film *Mar Adentro*, making it very clear how the director uses stylistic techniques to help us to understand the main theme of the film.

Mar Adentro ^① es película de Alejandro Amenábar, cuenta la historia de Ramón Sampedro, que se quedó tetrapléjico tras una zambullida en el mar. Es una película de tesis: intenta posicionar al espectador a favor de la eutanasia. ^②

El tema principal de esta película es lo que está considerado por Sampedro como 'la muerte digna'. ^④ Para responder a la pregunta, fijémonos primero en los personajes. Los que apoyan a Ramón en su búsqueda de la muerte están representados con un halo de humanidad. Marc y Bené (de la asociación pro-eutanasia) son los que mejor representan lo que digo: "nosotros apoyamos la libertad, tanto de los que quieren vivir como de los que quieren morir". Sin embargo, los que contradicen los principios de Ramón presentan argumentos cerrados, fatalistas y ~~de~~ desesperanzadores (por ejemplo el padre Francisco y el hermano de Ramón). ^③

Las barreras arquitectónicas de la casa de Ramón acentúan el mensaje que quiere dar la película. Un ejemplo es la escena ^{del} de el padre Francisco ~~en casa~~, y la incapacidad que tiene de hacerle llegar sus intenciones ^{a Ramón}. Resulta cómico e irónico ver al monaguillo subiendo y bajando las escaleras para dar los mensajes.

El color, la música y la fotografía también ayudan a reforzar el mensaje pro-eutanasia. El colorido de la campiña gallega ^④ es sobrio y oscuro, enfatizando el encastamiento del tetrapléjico. La banda sonora es melancólica (incrementando su tristeza y ~~ansia de libertad~~). Los primeros planos de la cara de Javier Bardem ^⑤ enf enfatizan su opresión; y el velo de la cámara, su anhelada libertad.

Sí, las técnicas estilísticas ^⑥ ayudan a reforzar el tema principal y el mensaje de la película. Aún así, el espectador es el juez último.

① Mar Adentro es una película de Alejandro Amenábar. Recibió un Oscar (2005) a la Mejor Película Extranjera.

② Ramón Sampredo afirmó: "quien de verdad me ama será precisamente quien me ayudará a morir."

③ El hermano de Ramón argumenta: "pues mientras Dios quiera, tendré que seguir viviendo." El padre Francisco intenta convencer a Ramón de que lo que piensa no es lo correcto: "la vida no es sólo mover los brazos ni correr de un lado a otro, la vida es mucho más".

④ Para reforzar el mensaje, los personajes actores ~~Fisbre~~ tuvieron que aprender a imitar el acento gallego, para darle a la historia de Ramón una cercanía y familiaridad notables.

⑤ Javier Bardem (actor que interpreta a Ramón Sampedro)

⑥ La muerte es un tema recurrente en la filmografía de Amenábar. En Los Ojos aparece representando una opresión sobre los personajes. Sin embargo, en Mar Adentro representa la libertad.

⑦ Las técnicas estilísticas como la arquitectura y ambientación, color, banda sonora, fotografía y caracterización de los personajes.



ResultsPlus

Examiner Comments

The candidate starts the essay by giving a very brief introduction explaining what the film is about and what sort of film it is. (S)he then continues by telling us that the main theme of the film is what Sampedro believes as death with dignity.

The first technique is how the main characters present their views on euthanasia; those who support Ramón are warm and friendly, whereas those trying to convince him against it are dark and usually fatalists.

The architectural design of Ramón's house makes it difficult for some people, like the priest, to have access to him; this emphasises the struggle of some of the characters. and the main theme.

The candidate then proceeds to talk about how the colour, photography and music help to reinforce the theme pro-euthanasia giving concrete examples.

Finally, the conclusion refers back to the question and gives some ownership of the decision to the film viewer. The footnotes give a deeper explanation of some of the arguments presented in the main body of the essay.

Thanks to the rich and varied use of vocabulary and complex structures and to the way the candidate has managed to answer the question in an interesting and clear way, this essay has awarded the candidate the following marks:

Reading, Research and Understanding: 28

Organisation and Development: 9

Quality of Language: 6



ResultsPlus

Examiner Tip

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 storytelling 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.

La casa de Bernarda Alba was a popular choice among candidates who opted for Literature and the Arts question. In this essay the candidate explains how Lorca makes use of different stylistic techniques in order to explore the main theme of the play, the oppression suffered by women at the time.

La literatura y las artes : 'La Casa de Bernarda Alba'

La Casa de Bernarda Alba, de Federico García Lorca es una obra rural y dramática en la que el tema principal es la opresión que sufrían las mujeres.

El dramaturgo recurre a una gran variedad de técnicas estilísticas para transmitir su mensaje. En primer lugar hay que tener en cuenta el lenguaje escénico. Lorca pone énfasis en el hecho de que están constantemente rodeadas por paredes. "Habitación blanca de muros gruesos" en el Acto I, "habitación blanquísima" en el Acto II y "paredes blancas ligeramente azuladas" en el Acto III. Crea la sensación de ~~estar encerradas~~ que están encerradas y sin escapatoria como si estuviesen en una cárcel.

Escenifica el hecho de ^{las hijas} que no tienen libertad, son víctimas víctimas de la tiranía de su madre. Es más, a medida que avanza la obra se alejan cada vez más de la puerta que da a la calle, de su 'liberación'. El propio La simbología del propio bastón de Bernarda da a entender que ella tiene el rol del varón, ~~por~~ por eso es la que manda, una crítica al machismo.

Lorca, como dice un crítico anónimo, "no recurre a vulgarismos fáciles", sino que utiliza el habla popular con sutileza

y de manera muy premeditada junto con la descripción de la casa y las costumbres para que nos demos cuenta de que la obra está situada en el sur de España, donde el calor es sofocante.

Las personajes van de negro, un color poco común en estas zonas ya que atrapa el calor y "salta fuego de la tierra".

Con esto consigue metafóricamente dar la sensación de estar en el mismo infierno. ~~bajo la~~ En pleno periodo antes de la guerra civil, cuando se escribió la obra, las

mujeres a penas tenían privilegios y es como si estuvieran castigadas y condenadas a sufrir. Según Beramitz,

"el elemento neurálgico de la obra lorquiana es la frustración"

y una vez más Lorca consigue ^{que} entendamos profundamente

que el tema principal es ~~esta~~ ^{esa} frustración e impotencia

que sufrían las mujeres injustamente.



ResultsPlus

Examiner Comments

After introducing the play and its main theme, the candidate explains how Lorca makes use of scenic language in order to exemplify that theme. His recurrent reference to the walls of the house gives the reader the impression that the women in that house are living in a prison. He also portrays women each time further from the house main door, far away from freedom.

The following technique is the use of symbols such as the walking stick that Bernarda uses and that represents 'machismo'.

The candidate also presents the careful use of language that Lorca has as this allows the reader to learn where the play takes place and the customs of people in that time. Women had few rights and this frustration is evident in the play.

Finally the candidate concludes the essay by saying that once more Lorca was successful in using these techniques in order to develop the main theme of the play.

This candidate has not only understood the question properly, but also made use of his/her knowledge of the play in order to plan a logic and cohesive response that is both interesting and relevant.

Each one of the points presented has been carefully developed and the language used is appropriate and mostly accurate. For these reasons this candidate has been awarded the following marks for this essay:

Reading, Research and Understanding: 30

Organisation and Development: 8

Quality of Language: 6



ResultsPlus

Examiner Tip

When writing about a play, film or book make sure that the quotes used are relevant and appropriate to the question posed, otherwise that will affect considerably the marks you get.

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 GCSE.
- 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 (e.g. 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>

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