

Examiners' Report
June 2015

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 tenth of the candidates and Question 2(a), a conversation, and 2(b), continuing a story, were the most popular among them. The majority of candidates opted to write a discursive essay, especially on the topics of university and Internet parental control. Some candidates failed to consider every aspect of the question leading to answers that either did not evaluate all the issues presented or ignored some elements of the question.

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 found it difficult to concentrate on one aspect as requested in the question and therefore some of the answers were very general and lacked depth in their analysis.

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

In response to investigations into the validity of scaling, the marking method for Q1 has been modified for all languages in this suite. The reported mark out of 10 is the true mark and no longer a mark which has been scaled down from 30. The attached mark scheme shows that the Q1 passage has been divided into 5 sections only. The senior examiners have reported that the question continues to differentiate well; statistical evidence shows that student outcomes are comparable with previous sessions.

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 “tomo” and “tomó” as there is a change in the tense and therefore it leads to ambiguity. The content of the translation is firmly based on one of the General Topic Areas as published in the Specification. For instance, the Summer 2015 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 students coped well. There was a wide range of ability with 0 as the lowest mark and a few students scoring 9 or 10.

The translation is made up of three sentences with some very accessible items, such as ‘problems’, ‘However’, ‘a friend’, ‘more than two years’, ‘programme’, ‘job’ ‘young people’ and ‘life’. Regarding complex structures, students 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 simple sentence in the present tense ‘preocupan’ followed by a complex sentence that required an impersonal conditional phrase ‘se podría decir’ and finishing with a present tense phrase ‘lleva a’. The essential information that was expected from students in order to access a mark of 1 for the first section was ‘problemas’, ‘preocupan’ ‘los jóvenes’ and ‘desempleo’; these items were accurately translated by most of the students. However the complex items which were required to access a mark of 2 proved more challenging; they were the preposition ‘a’ following ‘preocupan’, and the phrase ‘se podría decir’. Many students offered literal translations such as ‘podría ser dicho’ which was incorrect. Other problems were the misspelling of ‘adolescentes’ and the wrong gender of ‘problema’.

The second section started with the end of the first sentence and the beginning of the second one. Here the essential information was ‘pobreza’ and ‘comportamiento antisocial’. Most of the students used a hyphen in ‘anti-social’ which, despite not being necessary was accepted. The complex items in this section were ‘puesto que’, ‘conduce a la...al’ and ‘mío’. Unfortunately, some students did not take into consideration the contextual information, and therefore translated ‘since’ as ‘desde que’ which was not correct. The use of prepositions and articles ‘a la / al’ after ‘conduce’ proved difficult as well. Some students had difficulty translating ‘a friend of mine’ and came up with structures such as ‘un amigo de mí/yo’ or ‘mi amigo’ which were incorrect. There was confusion between ‘lleva a’ and ‘llega a’ which rendered the phrase incorrect.

The third section had three essential pieces of information, ‘desempleado’, ‘participó’ and ‘programa’. Many students failed to translate the phrase ‘out of work’ and came up with ‘fuera de trabajo’ which does not make sense in Spanish. The accent in ‘participó’ was essential as otherwise it would mean ‘I take part’; ‘programa’ was usually written with a double m. Regarding the complex structures, the phrase ‘llevaba más de / estaba ... desde hacía más de’ was very rarely translated correctly as many students forgot that the pluperfect ‘had been’ is not used in Spanish followed by expressions of time such as for or during and that instead the imperfect (pretérito imperfect) must be used. The other complex lexis was ‘de formación’, which was translated as ‘de entrenamiento’ which was not appropriate for the context.

The fourth section has only one essential phrase: 'ahora tiene un empleo a tiempo completo'; it was surprising to see the number of students who were not successful translating this as they did not know the expression 'a tiempo completo'; instead, phrases such as 'a tiempo lleno', 'permanente', 'fijo', 'de todos los días' 'de todas horas' were used and therefore the students failed to access at least one mark for this section. The complex structures of this section were 'después de haber aprendido', 'habilidades' and 'posibilidades'. They were clearly challenging expressions and lexis and some students failed to recognise the false friend 'prospecto' which is a small brochure you receive with medicines or to advertise an event, such as theatre play.

Finally, the fifth section offered the students the opportunity to show their use of the subjunctive tense, which was usually good. The essential information was 'Espera que', 'jóvenes', 'mejoren su(s)' and 'vida'. In order to access a mark of 2, students also needed to translate successfully 'hagan lo que (él) hizo', the subjunctive ending on 'mejoren', 'posibilidades' and the article 'la' before 'vida'. Some students decided to use 'Ojalá' at the beginning which did not convey the meaning that it was the friend of the speaker who hoped it would happen.

Based on the performance of students in this series, teachers and students are advised to:

- avoid periphrasis and stick as closely to the text as possible
- check essential accents eg él, más, participó
- revise cognates and false friends for each topic area studied
- revise the correct spelling of key words for each topic area
- double check words with irregular gender eg problema
- revise present and imperfect subjunctive set phrases and when to and not to use them
- check when the pluperfect should be used and when it shouldn't
- revise how to use time expressions effectively, eg por, para, durante

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 student who has achieved an average score and is representative of a large number of students who achieved similar marks.

Translate the following passage **into Spanish**.

Of all the problems that worry teenagers nowadays, it could be said that unemployment is the worst since it often leads to poverty and anti-social behaviour. However, a friend of mine, who had been out of work for more than two years, took part in a training programme for young people and, after having learnt new skills, now has a full-time job with good prospects for the future. He hopes that other young people do what he did and improve their chances in life.

(10)

De todos los problemas que preocupan los adolescentes hoy en día, se podría decir que el desempleo es el peor, ya que resulta en la pobreza y el comportamiento antisocial. Sin embargo, un amigo mío, que ha estado en paro por más de dos años, ha participado en un programa de entrenamiento por los jóvenes y, después de haber aprendido nuevas cosas ahora tiene un trabajo de tiempo pleno con buenas perspectivas para el futuro. Espera que otros jóvenes hagan lo que él ha hecho y mejoren las posibilidades en sus vidas.



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Examiner Comments

This student successfully translated the first section, only missing the preposition after 'preocupan' and therefore gained 2 marks here. The essential elements of the second section are correct, however the verb 'resultar en' does not require a definite article afterwards, for this reason a mark of 1 was awarded for this section. The student could not achieve a mark in the third and fourth sections for the following reasons:

Incorrect use of the present perfect (pretérito perfecto compuesto) instead of the imperfect (pretérito imperfecto), ie. 'ha sido' should have been 'estaba/llevaba' as there is an expression of time after it 'dos años'.

Incorrect use of the present perfect (pretérito perfecto compuesto) instead of the preterite (pretérito perfecto simple), ie. 'ha participado' should have been 'participó'. The preterite should be used as the action has already finished and the person is no longer taking part in the training programme.

Wrong translation of key items of vocabulary: 'cosas' instead of 'habilidades'; 'pleno' instead of 'completo' and 'prospectos' instead of 'perspectivas'. These were all either essential information or complex grammar or lexis items.

Other issues are the wrong gender of 'programa'; the use of the word 'entrenamiento' when talking about work training, which should be translated as 'formación (professional)'; wrong use of 'por' instead of 'para', in this case the use of 'por' indicates that the programme was run by young people, however it would need the verb 'dirigido/llevado a cabo/organizado' to make the phrase correct.

The student started using the subjunctive tense correctly in section 5 'hagan', but did not continue doing so in the second part 'mejoren'. The use of the present perfect (pretérito perfecto compuesto) instead of the preterite (pretérito perfecto simple) when talking about an action that has finished in the past (the training course) meant that a mark of 2 could not be awarded.

Overall the mark gained by this student was 4.



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Examiner Tip

The art of translation is a specialised skill that requires practice, precision and care. It is important to read through the passage first to get a general idea of the context and the meaning and then to work through carefully checking spellings, agreements and accents in particular. Translation as a skill is best introduced during the early years of secondary school since regular practice improves performance.

Question 2

Section B: The Creative/Discursive Essay

Students have a choice of seven essay titles from which they select one. There are three creative essay titles and four discursive titles and students 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)

Students 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)

Students 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. Students should be fluent and accurate in their written language and write in the appropriate register. If communication breaks down or is impaired then the student 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 student 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)

Students 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)

Students 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

Students 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. Students 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)

Students 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. Students who wrote a narrative rather than a scripted conversation were penalised under Organisation and Development by a maximum mark of 9.

Many students used a good range of idiomatic language and some of the conversations were pleasantly amusing. The more able candidates read the stimulus carefully and concentrated on the issues surrounding having a tattoo done, as well as the motivations for the young person. The best essays introduced a wider range of points for and against tattoos and gave details of the tattoo itself and its personal relevance to the student.

Less able students wrote a narrative rather than a scripted conversation or ended rather abruptly with no clear ending to the argument/discussion.

Those who followed the rubric often omitted any reference to the reasons for wanting to have a tattoo done and concentrated on the reasons against it.

- Mamá, papá, lo he estado pensando mucho últimamente y he decidido que quiero un tatuaje en el brazo.

- Andrea, ¡pero tu estás loca, o qué?! ¡De repente decides que quieres hacerte un tatuaje!

- ¡Pero sí no es nada malo! Muchos de mis amigos tienen tatuajes... He estado mirando posibles diseños y finalmente he encontrado uno que es una...

- ¡Pero para qué necesitas tu un tatuaje? Te conocerás y en un par de años te cansarás de él, y entonces tendrás que quedar con el tatuaje en el brazo para el resto de tu vida.

- ¡Anda ya! No seáis exagerados. No voy a cansarme de un tatuaje tan pronto... Siempre miráis a las cosas desde una perspectiva tan negativa... Para mí, los tatuajes son otra forma de expresión artística. Algunos tienen un mensaje o significado muy bonito detrás; esa es la razón por la que quiero mi tatuaje.

- Pero que dices?! Esta es mi propia decisión, y nadie tiene que ver con esto, ¿vale?

- Andrea, cálmate, por favor. Lo único que queremos evitar es que luego te arrepientas de esto. Piensa que un tatuaje es para siempre... ¿Y si luego cuando te hagas mayor ya no te gusta? ¿Eh?

- Vosotros nunca lo entenderéis. Además, ni siquiera sé porque me molestó en pedirlo permiso... Soy mayor de edad. Técnicamente puedo hacer lo que me dé la gana.



This student read and understood the question, writing a conversation involving both parents and Andrea who wants to have a tattoo because many of her friends have one and some of them have a beautiful meaning. Her parents argue that it could be peer pressure and that she could change her mind in a couple of years.

The conversation starts directly answering the question and the choice of register and arguments is adequate to the requirements. It offers a good response to the stimulus with very clear and convincing presentation of ideas. Considering Andrea is a teenager there is a logical and plausible conclusion, even though it could have been finished with a comment from her parents.

The student shows evidence of successfully manipulating the language. The use of punctuation is very effective and there are excellent examples of complex structures and lexis such as:

Present perfect continuous (pretérito perfecto compuesto + gerundio): he estado pensando, he estado mirando.

Present perfect (pretérito perfecto compuesto): he decidido, he encontrado.

Phrasal verbs (perífrasis): 'decides que quieres', 'Estás a punto de cometer un error'.

Present subjunctive: 'que ellos tengan... que tengas'.

Use of pronouns: 'hacerte', 'lo estás haciendo'.

Complex lexis: 'permiso', 'te hagas mayor', 'perspectiva', 'forma de expresión artística', 'significado'.

Idiomatic expressions: 'Así, sin más', 'Anda ya', 'ni siquiera sé', 'técnicamente puedo hacer lo que me dé la gana'.

Overall, this is a good response that could have been better by adding more creative arguments and details.

Understanding and Response:	12
Organisation and Development:	13
Range and Application of Language:	10
Accuracy:	5
Overall mark:	40



Always read the question carefully and make sure that all the implications of the title have been addressed in a creative way; make sure you do not turn your essay into a discursive essay, weighing pros and cons without any creative feature. 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, punctuation and grammatical constructions.

Question 2 (b)

Students were expected to continue the story of Inés, explaining what happened after she left the airport. More able students wrote a narrative in the past tense covering something unexpected such as an earthquake, a kidnapping, a car crash, meeting the man of their dreams, a plane explosion, drug trafficking, losing all their possessions, or a terrible holiday.

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/imperfecto) was in evidence in a good many responses.

The best essays were interesting to read, imaginative and full of rich, accurate language. Some of the best did not adhere to the 'beginning, middle, and end' formula but concluded with another cliff-hanger situation.

Some students missed the opportunity for a creative and well-structured narrative by not directly continuing the story. They delved back in time to fill in the background to Inés' journey - often at some length, and the story then lost its logical narrative thread and tension. Some responses didn't answer the question as Inés didn't even leave the airport/get off the plane.

Inés salió del aeropuerto llena de ilusión. Era la primera vez que había viajado sola al extranjero y esperaba pasarlo bien, pero nunca hubiera podido imaginar lo que iba a suceder...

Habían sido más de dos horas de vuelo ~~hasta~~ enlatada en un avión de una compañía de bajo coste, ~~lo rodea~~ rodeada de un enorme grupo de chicas que ^{se} iban de despedida de soltera y que no habían parado de ~~haber~~ gritar en todo el viaje. Estaba cansada, molesta y con un terrible dolor de cabeza, pero nada parecía importarle cuando el avión aterrizó.

~~Reserva~~ ~~le~~ ~~preparar~~ Era su primer viaje sola, iba a pasar dos semanas en ^{Roma} ~~París~~, el sueño de cualquier estudiante de Historia del Arte, ~~durante~~ dos semanas de sol, arte y buena comida, ~~en~~ ~~su~~ ~~propia~~

una experiencia única. ☺

Se disponía a comenzar su fantasía cuando, de repente, todo se truncó.

Ahí estaba, en la misma puerta del aeropuerto, Giovanni, su único, primer y gran amor. Lo conoció tres años antes, cuando veraneaba en Benidorm, él había ~~estado~~ ^{recientemente} ido a pasar su último verano allí antes de comenzar la universidad y entre ellos fue amor a primera vista, pero, como suele pasar con los amores de verano, ~~se~~ fue fugaz pero intenso.

Al acabar el verano, la vuelta a la realidad los separó, él volvió a Roma y ella a Madrid y desde entonces, no habían vuelto a saber

~~de~~ ~~qué~~ ~~le~~ ~~había~~ ~~pasado~~ nada el uno del otro.

A Inés le ~~costó~~ ^{costó} años superarlo, aterrándose a la idea de que no volvería a verlo, pero, así sin más, ~~se~~ se habían vuelto a encontrar.

Ella se había quedado atónita, y él, conteniendo la respiración comenzó a acercarse a ella hasta quedarse a pocos centímetros.

En ese momento fue como si el tiempo no hubiera pasado y,

~~ellos~~ abrazándose desesperadamente se prometieron no volver a separarse, promesa que cumplieron hasta el fin de sus días.

269 words



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Examiner Comments

This essay is a well-planned and logical continuation of the story and includes a detailed description of Inés' feelings and moments after she arrived in the airport.

We learn how Inés felt the moment she got off the plane and saw Giovanni, her first and only true love. We find out how they met three years before and how they had to stop seeing each other at the end of the summer. The story flows well and is interesting with a clear, logical and happy ending that leaves the reader with a good feeling at the end.

The command of the language and the variety of vocabulary and structures, several of them complex, all contribute to a high score. Excellent examples of complex structures and lexis are:

Pluperfect (pretérito pluscuamperfecto): 'habían sido', 'no habían parado', 'había ido', 'se habían vuelto a encontrar'.

Imperfect (pretérito imperfecto): 'Estaba', 'parecía', 'veraneaba'.

Imperfect subjunctive (subjuntivo pretérito imperfecto): 'no hubiera pasado'.

Complex lexis: 'aterrizó', 'despedida de soltera', 'el sueño de cualquier...', 'se truncó', 'amor a primera vista', 'fugaz', 'atónita', 'prometieron'.

Phrasal verbs (perífrasis): 'iba a pasar', 'se disponía a comenzar', 'no habían vuelto a saber', 'le costó superarlo', 'no volver a separarse'.

This is an example of a clear imaginative response; the student has organised the information carefully to create a logical and plausible story clearly sequenced.

Understanding and Response:	15
Organisation and Development:	15
Range and Application of Language:	10
Accuracy:	5
Overall mark:	45



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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 and sticks to the time-frame requested. 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)

Students were invited to imagine that they had attended an international festival and write a newspaper report about some controversial issues. A variety of interesting scenarios were produced, such as a gay rights festival, a music festival that saw drug use, and an accident caused by inadequate security. The best replies reproduced an authentic journalistic style, with factual reporting, eye-witness accounts and opinions.

Some very imaginative ones, clearly drawn from personal experience, were gripping and engaging. Others, where students did not look carefully at the rubric, were not in the form of a newspaper report or did not include enough controversy.

Durante el pasado fin de semana se celebró el festival internacional de Braga en Lisboa. Durante la actuación de uno de los grupos más esperados, 'Red Velvet', un acontecimiento que allí ocurrió ha sido el ~~protagonista~~^{protagonista} de todo el evento.

~~Mientras la banda~~

La banda, que se caracteriza por su cercanía hacia sus fans y su constante interacción, vía redes sociales y eventos de firmas celebrados con mucha más frecuencia que la media, había planeado su repertorio de ese día tomando las respuestas a una encuesta formulada a través de Facebook en la que consultaron a sus fans qué canciones deseaban escuchar.

La propuesta tuvo mucho éxito, siendo 'Red Velvet' el grupo con la audiencia más numerosa de todo el festival. Hacia la mitad de la velada, la banda se dispuso a tocar uno de sus temas de mayor éxito, cuando el cantante Richard Kimura, ~~se~~ se percató de que un miembro del ~~la audiencia~~ público agredía físicamente a una mujer joven que a su lado se encontraba. Kimura paró de cantar ~~y~~ e hizo parar la música para ~~dirigirse~~ "venir

directamente al agresor y pedirle que se marchara. Ante la negativa del susodicho, Kimura pidió a seguridad que sacaran al tipo de inmediato y se negó a continuar tocando hasta que el agresor estuviera fuera del ~~set~~ recinto. Los miembros de seguridad del evento, aunque mostraron gran eficiencia, debido a las dimensiones del sitio y la cantidad de personas que allí se encontraban tardaron aproximadamente veinticinco minutos en completar su trabajo, por lo que la duración del concierto se vio mermada. ~~data esta circunstancia~~

Las redes sociales están divididas, entre los que piensan que Kimura es un ejemplo a seguir, y que su decisión fue la correcta y por aquellos, muchos de ellos asistentes al concierto, que piensan que el dinero que pagaron por la entrada fue desperdiciado y que una "simple pelea" no debería ser motivo suficiente para dejar un concierto a medias.

Richard Kimura se mantiene firme en su decisión y afirma que lo volvería a hacer. "La violencia nunca está justificada, y menos ~~una~~ entre un hombre y una mujer" declaró. "Aquellos que ^{dicen} piensan que no es para tanto, se convierten en cómplices, y por tanto en parte del problema. No queremos que sea así entre nuestros fans".



This essay is an example of a very detailed report with plenty of detail and even quotes from the people involved. Even though it does not state openly that it is a newspaper report, the style it is written in and the language used show enough evidence of it.

The story is a good response to the question as it deals with an international event and starts describing their relationship with fans in a detailed way, which will help to support their attitude towards the incident that led to them stopping the concert. The student has used the controversial and current issue of domestic abuse and put it at the centre of the story in a clear and effective way.

The language used was rich and complex and the student showed great ability to manipulate it. Some examples are:

- Present perfect (pretérito perfecto compuesto): 'ha sido'.
- Pluperfect (pretérito pluscuamperfecto): 'había planeado'.
- Imperfect (pretérito imperfecto): 'agredía', 'se encontraba'.
- Imperfect subjunctive (subjuntivo pretérito imperfecto): 'hasta que estuviera'.
- Complex lexis: 'protagonista', 'repertorio', 'encuesta', 'hacia la mitad', 'se percató de que...!', 'recinto', 'se vió mermada', 'desperdiciado', 'se mantiene firme', 'se convierten', 'cómplices'.
- Phrasal verbs (perífrasis): 'deseaban escuchar', 'se dispuso a tocar', 'hizo parar', 'pidió que sacaran', 'se negó a continuar',

Overall, this is a very imaginative answer with excellent examples of complex language.

Understanding and Response:	15
Organisation and Development:	15
Range and Application of Language:	10
Accuracy:	5
Overall mark:	45



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 first of the discursive essays asked students to question whether or not it is worth going to university since it does not prepare you for the world of work and burdens you with lots of debt. This question was by far the most popular one in Section B.

More able students argued that the university experience is more than simply preparation for work and considered other benefits of a university education. Best pieces included figures and percentages to support their arguments. There were also positive comments on how certain degrees encourage work experience. Quite a number of students responded with details of how going to university was advantageous in the sense of being able to earn a better salary and long-term job prospects, but because of the qualification itself, not the fact that university prepares you for the world of work or how it can prepare you. Some students made detailed reference to the fact that university helps you to become more independent, you don't have your parents to rely on, you make new friends and spend money and time socialising. Quite a few responses mentioned the university fees in the UK and compared fees in other countries. Apprenticeships were also dealt with quite extensively. They also explored the other side of the argument, explaining that going to university will only saddle you with debt and there is no guarantee of finding a job when you complete your studies. The best essays mentioned the latest policies about university fees, how graduates have to pay for their student loans, opportunities for work experience while at university, plus all the social and personal skills gained by living away from home and being independent. Students also gave examples of successful people who did not attend university and how certain careers required more hands-on skills as opposed to academic studies.

Less able students focused on the debt students incurred by going to university and did not explore how it prepares students or not for the world of work. Some students did not conclude well and said they would like to go to university but not based on the question. Many mentioned a year in industry but did not develop to say what skills would be gained and how this could make you more employable. Some language problems including "grado" for degree, "empleadores" for employers and "gastar tiempo" for "spending time". At times it was difficult to infer what was meant due to a lot of grammatical errors. The use of the subjunctive was often incorrect and a lot of students were not able to manipulate complex structures.

Hoy en día hay muchos jóvenes que piensan que la universidad no vale para nada y, que aunque estudies, no te va a ayudar en nada a la hora de encontrar trabajo. Estas personas tienen miedo al desempleo y a la pobreza ~~que te lleva a la~~ a la que te conduce esto. Lo que no saben ~~es~~

~~personas~~ es que se equivocan al dejarse
guiar por los pensamientos de ~~una~~ una
muchedumbre asustada ~~por~~ y preocupada
por su futuro, que opinan "que la univer-
sidad no te prepara para trabajar".
~~El primer lugar~~

En primer lugar quiero añadir que
la afirmación ~~de la universidad~~ que dice
que "la universidad no te prepara para
trabajar" es completamente errónea ~~para~~.
~~Por~~ Para empezar, la universidad está especifi-
camente construida para ~~específicamente~~ en el

area que tu decidás al que vas a
dedicarte en tu vida, y así conseguir
personas más competentes a las que
confiarles ese trabajo. Por ejemplo, ¿tú
te montarías en un avión diseñado por
alguien sin estudios? Como este ejemplo
se pueden encontrar muchos más incluso
mejores. Esto ~~que~~ a la vez amplía la
variedad de empleos que puede conseguir alguien
~~Además~~ con estudios aumentando sus
posibilidades de conseguir trabajo.

Por otra parte, hay gente que dice que acabas con muchas deudas. ~~esto~~ Esto sí que puede ocurrir, pero en lo que no piensan es que todo lo bueno tiene un precio. Por ejemplo, si te compras una casa te tienes que endeudar. Hoy en día todas las personas tiene deudas por cualquier motivo. También, podrías esforzarte y conseguir una beca y así conseguir suavizar todo el dinero que debes.

En conclusión, no es completamente necesario estudiar en la universidad, pero te puede dar ~~una~~ muchas ventajas en la vida a la hora de encontrar trabajo.



This discursive essay has been planned and structured into paragraphs.

The introduction starts by saying why some people think going to university is not worth it and how wrong they are by letting anxious people lead them. This shows clearly what the stance of the student is.

The following paragraph starts stating the reasons why university does prepare you for the world of work; it presents logical examples to illustrate the point that at university you find people better prepared than you to help you get ready for your future career. It continues by saying that by going to university you can increase the possible jobs you can apply for.

The next paragraph tackles the issue of debts and clarifies that all good things come at some price; there is another example, buying a house, which shows that people usually get into debt for many reasons and going to university is a good reason to be in debt. Also there are options to get scholarships to reduce the amount of money you owe.

Finally the conclusion states that even though it is not completely necessary to go to university it does give you many advantages when it comes to finding a job. This conclusion links back to the question and is in line with what the student stated in the introduction.

The response is entirely relevant to the question and its implications and shows that the student fully understood the question. The opinions are substantiated and the conclusion is logical and informed. The answer could have had more details regarding the opportunities you have once at university to get some work experience or given more information on how the student loans could be paid or even avoided.

Regarding the language, there is a high degree of accuracy and a wide range of appropriate lexis and structures. The student shows evidence of successful manipulation of the language. Some good examples of complex structures and lexis are:

- Use of pronouns: 'lo que no piensan', 'lo bueno', 'te tienes', 'dedicarte', 'confiarles'.
- Present subjunctive (subjuntivo presente): 'aunque estudies'.
- Complex lexis: 'endeudar', 'beca', 'suavizar', 'añadir', 'errónea', 'muchedumbre asustada'.
- Phrasal verbs (perífrasis): 'al dejarse guiar', 'te prepara para trabajar'.

Overall, this is a successful response with a good manipulation of language.

Understanding and Response:	14
Organisation and Development:	14
Range and Application of Language:	8
Accuracy:	5
Overall mark:	41



When writing a discursive essay it is important to look carefully at the title and make sure that all the implications are addressed. Make sure that your arguments and ability to manipulate language show progress from AS, including up-to-date examples and sophisticated language. Arguments for or against should be marshalled and substantiated with a clear, structured development of ideas. Paragraphing also 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)

Students had to explore the possibilities of having a healthy life without spending too much money. Most of them referred to the cost of gym memberships and other exercise in general, organic food, growing and cooking your own food, as well as the cost of alcohol and cigarettes. More able students also mentioned the free schemes implemented by the government (e.g. swimming).

Less able students explained both sides of the problem using the same arguments for both which made the essays illogical. Some less able students talked about the importance of having a healthy life without exploring the cost of it. Only a few students misunderstood and talked about being rich.

Es totalmente cierto, que en los últimos años, tener un buen físico se ha convertido en una de las prioridades en la vida de las personas, debido al culto al cuerpo que hay en la sociedad actual, pero tener un buen cuerpo, llevar una vida sana implican mucho gasto de dinero.

En mi opinión, el hecho de llevar una vida sana no está para nada relacionada con el dinero, ya que tanto frutas como verduras, legumbres y demás tienen un bajo coste por lo que el dinero no es un problema a la hora de llevar una vida sana. Además, el ejercicio es otro factor fundamental para llevar una vida saludable y es completamente gratis, ya que salir a correr, hacer flexiones, abdominales o cualquier otro tipo de ejercicio físico, por lo general, no es algo por lo que tengas que pagar, es solo cuestión de voluntad, amor propio.

Por otro lado, sí que es cierto que para gente con problemas de sobrepeso, llevar una vida sana, les puede resultar costosa, ya que estos deberán acudir a un nutricionista, pagar por una dieta con alimentos específicos, además, deben inscribirse en un gimnasio para ponerse en forma, lo que sí que se puede considerar como algo un tanto caro, podríamos considerar que llevar una vida sana sí es costosa.

En conclusión, podríamos decir que llevar una vida sana no implica gastarse mucho dinero, siempre y cuando tu cuerpo no requiera el consejo de un profesional, como médicos o nutricionistas, donde el precio de llevar una vida sana, sí que subiría notablemente.



This is an essay that shows that the student has understood the question and presents clear supporting arguments.

It begins by setting the scene saying how being fit has become a priority nowadays and paraphrasing the question which leads the reader into the next paragraph where the student says that it is not necessary to have a lot of money to be healthy as fruits and vegetables are not expensive and exercising can be completely free; it only requires a strong will and self-esteem and pride.

The following paragraph explains that it is indeed expensive to be healthy for those with overweight problems as they require the support of a nutritionist, pay for a specific diet and subscribe to a gym.

Finally, the conclusion summarises that it shouldn't cost you more to have a healthy life style unless you require professional advice and help.

Regarding the language, there is a high degree of accuracy and evidence of very successful manipulation of the language with rich and complex structures and lexis such as:

- Use of pronouns: 'les puede resultar'.
- Present perfect (Pretérito perfecto compuesto): 'se ha convertido'.
- Present subjunctive (subjuntivo presente): 'por lo que tengas', 'no requiera'.
- Complex lexis: 'tener un buen físico', 'culto al cuerpo', 'implican', 'el hecho de llevar', 'para nada', 'a la hora de llevar', 'hacer flexiones', 'abdominales', 'voluntad', 'amor propio', 'inscribirse', 'siempre y cuando'.
- Phrasal verbs (perífrasis): 'salir a correr'.

Overall, this is a successful response with a good manipulation of language.

Understanding and Response:	15
Organisation and Development:	15
Range and Application of Language:	10
Accuracy:	5
Overall mark:	45



When writing a discursive essay it is important to look carefully at the title and to make sure that you understand clearly what you are being asked to do. Make sure that you do not contradict yourself in your argument as that will make your ideas neither logical nor clear.

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 language so that communication is clear and unimpeded throughout the essay.

Question 2 (f)

Students had to consider whether or not parents should control the use of the Internet by their children e.g. time spent, devices used, webpages, etc. Most students argued that although parents should have control over the use of the Internet by their children due to dangerous websites and cyberbullying they should not have total control as it amounted to an invasion of privacy when they use social media websites. A high proportion referred to the fact that they used these sites to keep in touch with friends and that the Internet was useful when doing homework or researching something. Again, there was a wide variation in the standard of accuracy; some basic grammatical errors included adjectival agreement and the use of wrong tenses. Most students used a good range of appropriate language, although a few students used a limited lexis with some words in English, e.g. cyberbullying.

Many more able students referred to both sides of the argument; they addressed a wide range of issues and wrote successful essays based on personal experiences and giving examples of problems and advantages of the Internet, using technical knowledge and vocabulary. They mentioned the easy access to unsavoury websites or the time spent on social media websites and the issues around cyberbullying, they also argued that children need unrestricted access in order to do homework, for personal safety and to maintain communication with their family and friends. The best essays suggested parents should communicate with their kids in order to balance freedom and privacy.

Less able students gave very general opinions on the use of the Internet under the supervision of parents without supporting arguments for or against.

En un mundo donde es posible acceder el internet fácilmente, padres e adultos en general deben tener que monitoriar y controlar cómo usan el internet sus hijos o los menores de edad. Con todo lo malo que se encuentra en la red ¿que sería de las generaciones nuevas sino se controla el internet?

Es importante que reconoscamos el peligro que presenta el internet. No solo se usa para escuchar música y ver películas, el internet es usado como una forma de promover ideales y pensamientos a través de propaganda de todo tipo. En los últimos años hemos visto aún más ejemplos de jóvenes, los cuales son reclutados por grupos terroristas, huir de su hogar por un hombre, una mujer o una ideología. El internet también

permite el acceso a imágenes e videos gráficos, los cuales ~~pueden~~ influyen e alterar el comportamiento de un joven. En casos extremos pueden llevar a cabo la muerte de otra persona. Sin el control de los padres sobre el uso del internet un joven se puede encontrar en un camino bastante peligroso.

Por otro lado, el internet fue creado como una forma de compartir todo tipo de información, no solo para los mayores de edad sino también ^{para} los menores de edad. Aunque un padre no quiera es inevitable que un hijo ~~encuentra~~ encuentre una imagen violenta o pornográfica en la red, es imposible que un padre este presente todas las horas del día. ~~Que~~ ~~sea~~ Ojalá fuese posible. Es debido a esto que un padre no debe imponer reglas en respecto al uso del internet, tarde o temprano su hijo encontrara algo desagradable que le causara un dilema y es en ese instancia que un padre se dara cuenta si criaron bien a su hijo. Hay que dejar que un hijo pase por momentos como estos para que puedan aprender y madurar. Con el control del internet un niño seguira siendo niño y no ~~estara~~ ~~preparado~~ se encontraria preparado para la vida actual.

En conclusión, tenemos que dejar que los juvenes pasen por este tipo de experiencia para que puedan convertirse en adultos que permanezcan en la sociedad en que estan rodeados.



This is an essay that clearly portrays both sides of the argument and reaches an informed conclusion.

The introduction states that given the current climate, parents should and have to control how their children use the internet. It finishes by posing the question of how new generations would be if the internet is not monitored.

The next paragraph shows examples of how the internet without supervision can lead to difficult problems such as being recruited by terrorists, having behaviour problems due to the explicit videos and sometimes even affecting people to the point of taking their own lives.

The following paragraph states that the internet was created to share all sorts of information not just for older people but for under-age people as well. It is unavoidable to encounter violent or pornographic images in the web and parents cannot be vigilant all the time. Due to this, parents should not impose rules as sooner or later their children will find something distasteful and it will only be then when parents will realise if they have brought up their child in the right way. Young people need to experience these things otherwise if they are always supervised they will never stop being small children.

The student concludes that it is necessary to allow young people to have this kind of experiences to become adults in the current society.

There are good examples of a wide range of lexis and structures, and few errors, mostly of a minor nature. Some of the good examples of manipulation of language are:

- Present perfect (Pretérito perfecto compuesto): 'hemos visto'.
- Present subjunctive (subjuntivo presente): 'Es importante que reconozcamos', 'aunque no quiera', 'para que puedan aprender'.
- Imperfect subjunctive (subjuntivo imperfecto): 'Ojalá fuese'.
- Passive voice (voz pasiva): 'es usado', 'fue creado'.
- Complex lexis: 'promover ideales y pensamientos', 'reclutados', 'huir de su hogar', 'alteran el comportamiento', 'mayores/menores de edad', 'imponer reglas', 'desagradable'.
- Phrasal verbs (perífrasis): 'deben y tienen que monitorear', 'hay que dejar'.

Overall this essay shows very good understanding of the question with the main implications explained. The student presented the arguments in a clear way, however the introduction and the conclusion could have been better linked as they could be interpreted as opposing arguments.

Understanding and Response:	13
Organisation and Development:	14
Range and Application of Language:	8
Accuracy:	4
Overall mark:	39



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. Make sure that each opinion and idea is supported by strong arguments which lead to a logical, informed conclusion. Avoid making general comments and as far as possible try to include your knowledge of the Hispanic world in your answers. Finally, care needs to be taken with sentence construction and grammatical accuracy so that the essay is clear to read.

Question 2 (g)

Students were invited to look at whether or not the construction of high speed rail links could be justified because of the adverse effect on the environment. Students tended to argue in favour of high speed trains as it would make travelling between cities easier. Some referred to a reduction in pollution as a result of not using a car; others pointed out however that wildlife would be affected.

Most responses were detailed and with points well developed, with statistics and some with reference to HS2, with a number of solutions proposed on how the high speed rail links could be made more environmentally friendly. Generally responses to this question were very well-balanced and logical, with well-informed content.

Some drew well on cultural knowledge and related the topic to the AVE and its benefits for areas of Spain. Many successful essays addressed short-term versus long-term benefits/disadvantages.

Some answers were sometimes less well targeted. Seizing the opportunity to display some well-learned 'environment' vocabulary, such as polar bears and the ozone layer, they did not always produce a relevant discussion. Most arguments centred on habitats and climate change and did not address the impact on communities.

La construcción de líneas de trenes desde mi punto de vista están razonablemente justificadas frente al argumento contra el efecto que ejerce sobre el medio ambiente,

la industria del ferrocarril es mayoritariamente propiedad del sector público y muchas veces administrado por el sector privado, al ser propiedad del estado, este procura conservar recursos y generar mínimo impacto en la naturaleza, a mi juicio previamente a la construcción de esta infraestructura se deben valorar y justificar si generará más beneficios tanto sociales como económicos, En mi opinión los principales argumentos que dan mayor repercusión son el impacto medioambiental y la cuestión sobre alternativas más baratas,

A día de hoy la construcción se ha convertido en una industria eficiente y competente que trata de usar el menor número de recursos medioambientales así como que estos se adapten e integren en la naturaleza, Valoro que durante su uso y construcción la contaminación acústica pueda afectar negativamente a la fauna animal, la cual

debería ser cuestión prioritaria durante el proceso de construcción. En casos bastante documentados se le suma importancia a la falta de árboles y al deterioro del paisaje. Bien es cierto que puede alterar la continuidad de un ecosistema en determinadas zonas pero por norma general su recorrido suele ser por zonas metropolitanas y por núcleos urbanos. Una forma de ver el conflicto es comprender que el recorrido siempre es lo más corto posible para minimizar gasto energético y suplarie alterada. A mi parecer se le resta importancia a las ventajas que surgen de la construcción de las líneas de tren. Pueden ser utilizadas como medio de transporte alternativo, al ser mayor la cantidad de pasajeros el total de energía por persona es menor que en circunstancias en las que cada pasajero se transporta en su vehículo personal cuya emisión de dióxido de carbono sería mayor y tiene lugar un efecto mayor sobre el medioambiente. Las líneas de alta velocidad dan la oportunidad a las ciudades de estar mejor conectadas entre ellas, haciendo posible visitas familiares en largas distancias de forma rápida y segura, que parte financiera y laboral, el tren permite a personas desplazarse hacia su empleo desde pequeñas localidades hasta núcleos urbanos. Que que esta mejoraría la oferta de trabajadores y tenía más eficiente la fuerza laboral como en puntualidad. De esta forma se evitan atascos y circulación lenta gracias que favorece la economía y a su vez genera beneficios económicos directos. Los estados pueden ser invertidos en áreas como educación o sanidad pública para que las condiciones de vida sean lo más óptimas. Cada individuo está en su derecho de opinar libremente y medir por sí misma si las ventajas superan más pero que las desventajas o si es de manera contraria. En mi reflexión encuentro las desventajas como el efecto rebote que tiene en la el medioambiente un pequeño coste que se puede sacrificar si es consciente de todo lo que su construcción puede aportar a todas las personas en colectivo que puedan verse o vistas afectadas o molestas en principio con su construcción.



This is an example of an essay that present valid and clear arguments, but that fails to fit all of them within the requested word limit. In cases like this, examiners stop reading at the end of the sentence where the word count (270 words) is exceeded.

The following commentary evaluates what the candidate presented in the first 270 words.

The student starts by stating that building high speed train lines is reasonably justified. The following paragraph shows the reasoning behind this argument starting by saying that most of the lines are owed by the public sector, and therefore there is an interest in generating the least impact on nature. It says it is important to evaluate if the social and financial benefits will justify the building of each line before it begins.

The following paragraphs deals with the environmental issues that arise with these kind of infrastructure and explains that nowadays this industry is more efficient and competitive and tends to use less natural resources. The student says that even though there could be issues with the sound and the effect on the landscape, these lines usually go through built up areas. It continues by saying that high speed lines become an alternative means of transport which will reduce the CO2 emissions given the high volume of passengers it can handle and therefore the reduction of cars on the road.

Due to the issue with the word count it is not possible to see a clear conclusion, however the arguments presented are clear and convincing. There could have been more supporting evidence, such as mention of the AVE.

Regarding the language, there were good examples of a wide range of complex structures and lexis. Some examples are:

- Present perfect (Pretérito perfecto compuesto): 'se ha convertido'.
- Present subjunctive (subjuntivo presente): 'que estos se adapten e integren'.
- Complex lexis: 'razonablemente', 'el efecto que ejerce sobre...', 'ferrocarril', 'mayoritariamente', 'sector público/privado', 'naturaleza', 'recursos medioambientales', 'fauna', 'deterioro del paisaje', 'bien es cierto que', 'ecosistema', 'minimizar gasto energético', 'zonas metropolitanas', 'núcleos urbanos'.
- Phrasal verbs (perífrasis): 'procura conservar', 'se deben valorar y justificar'.

Understanding and Response:	13
Organisation and Development:	12
Range and Application of Language:	10
Accuracy:	5
Overall mark:	40



It is essential to read the title of the essay carefully and to make sure that you address all the implications of the question. Beware of latching onto one direction of thought - in this essay, for example, listing all the benefits of high speed trains without spending time on relating all of this to the effects on the environment. 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

Section C: The Research Based Essay

For the Research Based Essay students 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.

Students 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, students 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. Students 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. Students 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 student is trying to express. For full marks, the student 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 student 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 student is using only simple, basic language then a maximum of 2 marks would be appropriate.

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

Question 3 (a)

This question focused the attention on an important person or persons in the region/city students have studied and his/her/their impact in the region/city. The most popular regions studied were Cataluña, Andalusia, Madrid and the most common Latin American country was Colombia.

More able students read the question properly and addressed both parts of it describing the work of an important person/persons and considering his/her/their influence at different levels: economical, cultural, historical, etc. These arguments were often supported by statistics and in-depth knowledge.

The less able students concentrated on explaining the impact that a person or persons had on the region or city without describing the actual person(s) or his/her/their work. Others mentioned the work done by the person(s) without mentioning the impact on the region. Other essays were devoid of specific facts and concentrated only on generalities. Many essays on Gaudi, for example, focused on the impact of his buildings for tourism but didn't mention anything about him, many even failing to mention the word 'Modernism'. Others gave a good description of Picasso but failed to explain his influence in his region. Some students failed to give an accurate name of the person being described like President Rodolfo for Rafael Correa (President of Ecuador) or Colombian Ex-president Velez for Uribe (Velez being his second surname but being known only by his first one). Key dates for some essays were wrong for instance saying that Pinochet's dictatorship started in 1988 instead of 1973.

La ciudad que yo he estudiado es Bogotá. Bogotá es la capital de Colombia y es una entidad territorial de primera orden. Es el epicentro turístico, artístico, industrial, histórico y económico de Colombia. Está dividida en 20 regiones y tiene una población de casi 8 millones de habitantes.

Das de las personas que han tenido un impacto en la ciudad son los creadores del Festival Iberoamericano de Teatro de Bogotá. Este festival fue creado en 1988 con el fin de enseñar la belleza de Bogotá.

El Festival Iberoamericano de Teatro de Bogotá es un festival de nivel internacional, que ha conseguido popularizar

el nombre de Bogotá. Esto es un festival de teatro que tiene obras ~~de~~ en la calle o en escenario. Contiene más obras teatrales que otros festivales en los pocos días que hay, que son 17. Este festival se celebra cada dos años en el mes de marzo o abril, suele coincidir con la Semana Santa.

En cada año el número de visitantes suele ser de unas 2 millones y medio de espectadores. Las obras son de compañías muy conocidas y asisten de cinco continentes normalmente más de 30 países. Este festival ha ayudado a Bogotá en tener más visitantes y el poder ser la ubicación para este festival de escala nacional favorece a la economía de Bogotá, ya que más gente quiere ir a visitarla.

Para finalizar, los creadores del Festival Iberoamericano de Teatro de Festival son una persona de importancia y han tenido un impacto a Bogotá, ya que ~~era~~ ahora es la ubicación para un festival de escala internacional, donde existen más de 2 millones y medio de personas.



This student chose to study the city of Bogota in Colombia and the people (s)he writes about are the creators of the Latin American Theatre Festival. Unfortunately the student fails to name these two people either in the introduction or throughout the rest of the essay.

The introduction states how the purpose of the festival was to show the beauty of Bogota. The following paragraph offers a detailed description of the festival, participants, duration and objective.

The following paragraph explains how the festival has increased the number of visitors to the capital city by 2.5 million; this has had a positive effect on the economy of the city.

Finally the conclusion, summarises the points presented along the essay.

This essay could have been more successful, if the creator of the festival, Fanny Mikey, had been named and properly described. Her work had a significant relevance in the development of the city as a cultural venue, given that during the 20 years it has run is has become the biggest theatre festival in the world.

The facts and figures are adequate, but the conclusion does not add any evaluative value to the essay.

The language is varied, almost always fluent and there is a good range of complex lexis and structures.

For these reasons the marks awarded to this essay are:

Reading, Research and Understanding: 12

Organisation and Development: 6

Quality of Language: 5

Overall mark: 23



When writing a Research Based Essay it is essential to focus on the demands of the title.

Generalisations are not helpful and reveal only superficial knowledge of the topic. Make sure you include relevant and correct information, such as dates, names, figures and quotes to support your arguments. 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)

Students were asked to outline one of the main concerns of the historical period they had studied and explain how it affected the development of the country using relevant detailed examples and supporting arguments.

There were some very strong answers to this question, especially essays dealing with the Cuban revolution and the Spanish transition. Most successful students were able to identify one of the 'preocupaciones' of the period and structured their well-researched essay around it. For example, some stated that the main preoccupation in the transition was the danger of another dictatorship being established and proceeded to analyse in detail the processes by which that was avoided.

Some less able students failed to state the period in history they studied or simply chose a topic that took place in recent years. Knowledge was sketchy and insubstantial with wide generalisations unsupported by evidence. Some of the facts presented were not real or were inaccurate. The language was repetitive and inaccurate.

La revolución Cubana, liderada por Fidel Castro quien nació en 1926, era una principal preocupación que triunfó el uno de enero de 1959 con la intención de derrocar al dictador pro-estadounidense, Fulgencio Batista quien gobernó la isla entre 1940 y 1959.

Antes de la revolución, la Cuba de Batista era un antro de pudrición que estaba lleno de drogas, prostitución, pobreza, vicios y gánsters americanos. Las compañías estadounidenses se adueñaron de dos tercios de las tierras de labranza en el país* y la economía cubana se convierte en "un apéndice del mecanismo productivo de los monopolios norteamericanos*"

Esto fue empeorado por la falta de educación en Cuba porque "el analfabetismo era del 25% y por lo tanto la gente cubana no podía mejorar su oportunidad para tener un trabajo."* También, la salud del país era malísima porque la financiación del ~~servicio~~ servicio de salud pública "se movía bajo los intereses políticos de una minoría y no recibió los fondos públicos."* Por lo tanto, la tasa de mortalidad infantil era de 79 por cada mil nacidos vivos.* Es claro que bajo el régimen de Batista, la gente del país sufría.

Después del ~~tr~~ triunfo de la revolución cubana en 1959, el gobierno revolucionario hace "la ley de reforma agraria"* y los campesinos se ~~convirtieron~~ convirtieron en ~~propietarios~~ propietarios de la tierra. Hubo una campaña contra el analfabetismo y miles de personas estaban aprendiendo a leer y a escribir. Un año después Fidel Castro declaró el carácter socialista

de la revolución ~~por la cual~~ y nacionalizó todas las industrias extranjeras, por lo cual "el presidente de EEUU John Kennedy dictó el bloqueo económico a Cuba." *2

Por añadidura, "grupos armados de los cubanos residentes en EEUU organizaron una invasión a la isla por Playa Girón" *2 que fue rechazada por la milicias. ~~Estos~~

En 1962 estalló la crisis de los misiles y "el mundo estuvo a punto de la confrontación nuclear." *2 Estos eventos aislaron a Cuba resultando en una alianza con la URSS. La Unión Soviética se convierte en el padrino económico ~~gran~~ de Cuba y por lo tanto, los profesionales abandonan el país en la

En 1962 estalló la crisis de los misiles y "el mundo estuvo a punto de la confrontación nuclear." *2 Estos eventos aislaron a Cuba resultando en una alianza con la URSS. La Unión Soviética se convierte en el padrino económico ~~gran~~ de Cuba y por lo tanto, los profesionales abandonan el país en la

primera ola migratoria que vivió Cuba.
¹ ~~El movimiento~~ La censura de quinientos Grcs aplana el panorama creativo cubano.
"Por primera vez, los cubanos podían comprar el jamón, queso, yogurt y otros alimentos sin la cartilla de racionamiento." *3
Esto duró hasta la caída de la Unión Soviética.

Quiera decir que la revolución cubana era una principal preocupación porque transformó la sociedad cubana. Si la revolución cubana no hubiera tenido éxito, ~~la sociedad~~ los cubanos no vivirían en una sociedad igualitaria, aunque nunca ~~lograron~~ la ~~libertad~~ libertad de democracia.

LAS REFERENCIAS :

- * [www.bbcmundo.com/antes de la revolución cubana](http://www.bbcmundo.com/antes-de-la-revolucion-cubana)
- *¹ El plan de 20 puntos / en el museo de la revolución.
- *² [La historia siglo 20.org / la revolución cubana](http://La-historia-siglo-20.org/la-revolucion-cubana)
- *³ ~~DVD~~ DVD - Soy Cuba.



The Cuban revolution is a very popular historical period studied for this paper. This essays shows an example of how sometimes students try to tell us everything they know about a particular topic, without making a clear connection to the question.

There seems to be a lot of clear and detailed information about this historical period that students have used, some of them without manipulating the language, but only memorising long paragraphs including facts, quotes and opinions. Students need to be aware that it is important to manipulate the information gathered during their research in order to both fit the question and personalise their response.

This essay starts by stating that the Cuban revolution was the main worry, and then proceeded to explain when it happened and why. The following paragraph explains how Cuba was before the revolution giving plenty of detail, quotes and statistics to illustrate this. The main problems outlined are the economy, education, employment and health.

The following paragraph shows how the triumph of the revolution brought a lot of changes to Cuba and how it affected the development of the country starting by the agricultural reform, the literacy campaign and the nationalisation of foreign industries.

It continues to say how the relationships with the USA went wrong and how the Soviet Union supported Cuba bringing prosperity to the island until the fall of the Soviet Union.

The conclusion draws the attention to how the Cuban revolution was a big worry as it transformed the Cuban society.

This student show little understanding of the question as the main worry during the Cuban revolution cannot be the revolution itself; there is good evidence of in-depth reading and research, but unfortunately not all of it is relevant to the question.

Regarding the organisation and development, we can see an introduction and conclusion that relate to the body of the essay and provide some logical structure; there are good details, facts and figures that develop each point, however it is ambiguous in the sense that we don't know which aspect is the main worry, the economic, education, health or employment situation. Finally, with respects to communication, it is very clear, almost always fluent and there is evidence of fluent, varied and appropriate wide range of lexis and structures.

The marks given to this essay were:

Reading, Research and Understanding: 10

Organisation and Development: 6

Quality of Language: 6

Overall mark: 22



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. Remember to link every argument back to the question. Plan your introduction and conclusion so they are effective, avoiding unnecessary words and providing a logical structure to the essay. Finally, 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 attracted the fewest number of students. Students were invited to describe one of the most important cultural or social changes in the Spanish-speaking society they had studied and explain the consequences for that modern society. Popular topics were "La movida madrileña", "La transición", "La ley del aborto en España", "La legalización de la homosexualidad en Cuba".

More able students focused on one change and analysed its consequences on varied areas, such as the economy, the values or rights of that society or a particular group within that society. Stronger students were able to comment on changes basing their essays on actual, specific facts and figures; eg essays about the role of women that mentioned the law of divorce, abortion, the "Ley de paridad" under Zapatero, the establishment of the "Instituto de la mujer" ...etc.

Less able students mentioned more than one change or failed to explain its consequences for that contemporary society. Some of the essays were very superficial, dealing with issues that could apply to any Western country and with sweeping generalisation lacking supporting evidence. There were some essays on bullfighting than turned into discursive essays, showing the pros and cons of it.

El 3 de julio de 2005 se legalizó el matrimonio homosexual en España ~~después~~ después del triunfo socialista en las elecciones del año anterior. Esta decisión no llegó sin polémica ya que la oposición organizó ^{varias} ~~muchas~~ campañas en contra, y la ley sólo se aprobó con un 55% de votos a favor ^{en} el Congreso de los Diputados¹

Aunque la ley fue polémica, España se ha beneficiado ~~ya~~ de ella ya que siendo solamente el tercer país¹ (después de Bélgica y Holanda) en legalizar ~~el~~ el matrimonio homosexual, España se convirtió en un país ^{pionero} ~~pionero~~ del liberalismo social^{contemporáneo}, inspirando a otros países como Canadá a hacer lo mismo pocas días después.

Aunque España es un país laico, el 92% de los Españoles recogidos por el censo de la ^{Iglesia} ~~Iglesia~~ Católica afirman haber sido bautizados por la misma institución.³ El

Foro Español de la ~~Política~~ Familia ~~una~~ ~~grupos~~ con relaciones ~~entre~~ ~~de~~ ~~su~~ ~~comunidad~~ ~~religiosa~~, organizó ~~una~~ una marcha multitudinaria el ~~18~~ 18 de junio de 2005 en la que se usaron figuras eclesiásticas con gran tracción social ~~como~~ ^{como} ~~para~~ el Arzobispo de Madrid, para protestar ~~contra~~ el trámite de esta ley. ~~Así~~, Aunque parezca que esta ley no fue bien recibida, los últimos diez años han visto una cifra constante de ~~entre~~ entre 3000 y 4000 matrimonios homosexuales al año, ⁽⁴⁾ ~~demostrando~~ demostrando que esta ley ha proporcionado un derecho esencial a la sociedad contemporánea, el matrimonio libre.

Otra de las consecuencias para la sociedad contemporánea de España que ha tenido esta ley es el mejoramiento

de la conciencia común en torno a los avances liberales, ya que ~~esta~~ ~~es~~ especialmente en la gente joven, ~~ya~~ ya que el 75% de los jóvenes de entre 15 y 34 años estaban de acuerdo con esta ley en 2007, ⁽⁴⁾ ya que han crecido con este avance social y cultural, algo muy positivo considerando que España ~~era~~ ^{era} ~~esta~~ ~~es~~ libre del régimen franquista desde ~~esta~~ ^{hacia} ~~esta~~ ^{solo} 30 años ~~en~~ ^{en} ~~el~~ ^{el} momento de ~~la~~ ^{la} transición de esta ley.

BIBLIOGRAFÍA

- ① Periódica 'El País' (07.04.2007) y (04.07.2005)
- ② Periódica 'El Mundo' (22.04.2004)
- ③ El Boletín de la Santa Sede (2011).
- ④ "Retrato social de los Españoles" - Fundación BBVA 2007.



ResultsPlus Examiner Comments

This student has chosen to write about the legalisation of homosexual marriage in Spain. The introduction states when this change happened and gives some contextual information that help to understand how and why this happened.

The following paragraph tells us about what it meant for Spain to welcome this change as it inspired other societies to do the same and became a pioneer in the area.

The essay continues by saying what the reaction of some sectors (religious) was to the introduction of the law; there were organised demonstrations supported by very important people in the church, the Archbishop of Madrid.

The following paragraph presents how this change has affected the contemporary society, by allowing between 3000 and 4000 couples to get married under this law; this shows that even though it didn't seem to be welcomed by everyone, this law has granted an essential right to this sector of society.

Finally, another major effect of this law is a change in the attitude of young people, who are becoming more liberal in their way of thinking, especially given that Spain had come out of the Franco regime only 30 years before this law was approved. This paragraph could be seen as an appropriate way of concluding the essay. However, it would be more effective to leave the last sentence as part of a conclusion that linked clearly to the introduction and the question.

Overall, it is evident that the student understood the question and chose relevant evidence to illustrate the arguments. When talking about changes, it is important to give a quick overview of how the situation was before in order to demonstrate clearly how relevant that change was to that particular society.

Due to these reasons the marks awarded to this essay were:

Reading, Research and Understanding: 24

Organisation and Development: 7

Quality of Language: 6

Overall mark: 37



ResultsPlus Examiner Tip

Students 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. Students need to keep up-to-date with contemporary developments by reading local newspapers and watching the local news. Care must be taken to address all implications of the essay title. 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 metodo' - Piñeyro (2005)
- 'Las trece rosas' - Martínez (2007)
- 'El secreto de sus ojos' - Campanella (2009)
- 'El orfanato' - Bayona (2007)

'El lápiz del carpintero' - Reixa (2002)
 'Sin nombre' - Fukunaga (2009)
 'María llena eres de gracia' - Marston (2004)
 'La lengua de las matiposas' - Cuerda (1999)
 'Flores de otro mundo' Iciar Ballaín (1999)
 'Te doy mis ojos' - Iciar Ballaín (2003)
 'El espíritu de la colmena' - Victor Erice (1973)
 'Muerte de un ciclista' - Juan Antonio Bardem (1955)
 'Tres metros sobre el cielo' - Fernando González Molina (2010)
 'Yo también' - Antonio Naharro (2009)
 'Amores perros' - Alejandro González (2000)
 'Bajarse al Moro' - Fernando Coloma (1992)
 'Biutiful' - Alejandro González Iñárritu (2010)

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.

Students were asked to describe one of the central characters in the film or text they have studied and explain his or her role in the development of one theme.

The best essays described only one of the central characters in the film or text they had studied and explained his or her role in the development of only one theme. They identified both the theme and character at the beginning of their essay and chose a variety of supporting evidence to present their arguments.

The weaker essays concentrated on the description of a character without linking it to one of the themes of the story. Others only mentioned the main character or characters and proceeded to talk about the main theme, which showed lack of understanding of the question. Ineffective planning of the essay meant that there was more than one theme mentioned or that the theme was mentioned very briefly only in the conclusion.

Pablo Larraín creó una obra maestra con su película,
 No, que cuenta la historia del plebiscito chileno en 1988 entre
 el No, el partido político que luchaba por las elecciones libres, y
 el Sí, el partido político de Pinochet. La película se centra en René
 Saavedra, el ejecutivo publicitario del No, y el tema de cambio.

Pablo Larraín creó el personaje de René Saavedra como
 el símbolo de cambio. Es fuerte, valiente, dedicado, moderno, y
 un vendedor por la naturaleza. No tiene miedo de decir exactamente
 lo que piensa de la campaña del No. Cuando la ve por la
 primera vez, pregunta si no hay "algo más ligera, más simpático".

En su campaña, promete que "Chile, la alegría ya viene" ⁽²⁾ que ilustra su dedicación a su país. Lucha contra Pinochet aunque crea que "esa elección es arreglada" ⁽³⁾. Además, René es mostrado como el nuevo hombre de Chile, andando en patineta contra la circulación, vestido en ropa moderna con la música chilena fuerte de fondo. Un otro símbolo de cambio en la película es el microondas para que René crea un anuncio.

René contribuye mucho al desarrollo del tema de cambio. Simboliza ~~el~~ el cambio con su trabajo por el No, su estilo de vida moderno y su trabajo con el nuevo aparato en Chile, el microondas. Pero no es solamente un símbolo de cambio, sino también provoca el cambio en Chile. Al fin y al cabo, René dirige el No a la victoria. Sus habilidades como vendedor y su capacidad de conectar con el mundo moderno en combinación con su dedicación y personalidad valiente le permiten ~~el~~ crear una campaña ganadora y cambiar la política de Chile.

Desafortunadamente, según Pablo Larraín, aunque el No ganara, "continuamos con el sistema del Sí y estamos pagando un alto precio por eso" ⁽⁴⁾.

Palabras: 270

(P.T.O.)

Bibliografía:

- ① René Saavedra interpretado por Gael García Bernal en la película, NO, por Pablo Larraín, 2012.
- ② una línea de la campaña del No en la película, NO, por Pablo Larraín, 2012.
- ③ René Saavedra interpretado por Gael García Bernal en la película, NO, por Pablo Larraín, 2012.
- ④ Pablo Larraín en una entrevista con 'Bring The Noise UK', 2012.



ResultsPlus Examiner Comments

Every year it is interesting to see new films and sometimes texts studied. This essay is an example of a study of the film *No*, a 2012 Chilean drama directed by Pablo Larraín based on the historic 1988 plebiscite to decide whether the dictator Augusto Pinochet should stay in power for another 8 years.

The introduction gives a quick and effective presentation of the film, the character to be discussed, René, and the main theme, change.

The following paragraph shows how René Saavedra is presented as a symbol of change, he is strong, brave, committed, modern and a natural salesman. He is not scared of saying what he thinks about the campaign and the coming elections. He is depicted as the new man in Chile, travelling by scooter, wearing modern clothes and advertising a microwave.

Thanks to all his personal attributes and commitment, René leads the campaign to success, which means he supports a big change in Chile. Finally, the conclusion includes a quote by the film director that shows that even though the 'no' campaign won, people continue with the former system and people are paying a high cost for it'. This conclusion could have been more effective, had the student managed to link it more directly to the theme of change.

Overall, we can see that the student understood the question and has selected mostly relevant evidence to address the question. The description of the character is detailed, even though there is no supporting evidence; the student could have presented the theme of change, by explaining what sort of change the 'no' campaign was looking for so it could be better linked to René's personality and attitude.

The language used has examples of a good range of lexis and structures and errors rarely impeded comprehensibility.

For all these reasons the essay was awarded the following marks:

Reading, Research and Understanding: 20

Organisation and Development: 7

Quality of Language: 5

Overall mark: 32

- Plan: Personaje: Rosa Tema: Sociedad y La Eutanasia
- Representa lucha moral: «Vino a darte...»
 Ramona «La vida vale la pena» La decisión de Ramón
 - Es la que ayuda a Ramón: «La persona que realmente...»
 la Lo hizo por amor + triángulo amoroso - Julia
 - A través del tema del amor
 Modelo para sociedad — como tratar ^{serenos} que quieren morir

He estudiado «Mar Adentro» una película dirigida por Alejandro Amenábar que ~~trata~~ cuenta la historia de Ramón Sampedro y su lucha de morir dignamente. El personaje Rosa demuestra la tema de como se ve la despenalización de la eutanasia en ^{España} ~~la~~ sociedad.

La primera aparición de Rosa en la obra representa la lucha moral que atronta la sociedad a causa de no poder ^{indentificar} ~~identificar~~ con los tetraplégicos. ^{ciertas} Algunas personas piensan que el sufrimiento conduce a un estado ^{deprimido en cual no piensan claramente} ~~en cual no pueden pensar claramente~~, y que podrían cambiar su mente. Cuando Rosa dice a Ramón: «Vino a darte ganas de vivir», muestra esta creencia que ofende profundamente Ramón. Las personas sanas tratan injustamente salvar los que han ^{elegido} ~~decidido~~ ^{morir} su muerte.

Sin embargo, tras la rechaza de Ramón al eribundal, Rosa se ~~da~~^{da} cuenta que la mejora manera de ayudarle es cumplir su voluntad. Ramón la dice: «La persona que realmente me ame será la que me ayude morir»; haber visto su determinación la persuade terminar su vida. Rosa representa Ramona Maneiro, la mujer^{real} que ~~le dio el cianuro~~^{le ayudó} el 12 enero 1998, y ~~en~~ entrevista ~~en~~ siete años después su detención dijo: «Lo hice por amor». Sus acciones representan la evolución moral de la sociedad española. Al Padre Francisco, Ramón dice: «el 67% de españoles están a favor de la eutanasia» que destaca ~~las~~^{estas} actitudes cambiadas.

Amenábar utiliza el tema subyacente del amor para reforzar su mensaje a favor de la legalización de la eutanasia. ~~Los~~ Rosa ~~vínculos de entre Ramón~~ crea un modelo ciudadano para la sociedad. Su respecto para la voluntad de Ramón es un ~~em~~ ejemplo que deben seguir los cercanos de otros que quieren morir. Abandoné sus deseos de un futuro con Ramón, ~~porque~~ Lola Dueñas que la interpreta dice «no hay tanta gente que sepa amar» reconociendo ~~que se~~ la elección difícil, pero humana. La eutanasia sería despenalizado si ^{las personas} todos ~~pensaran~~ en esa manera.

En conclusión, Rosa juega ^{caso} un papel igualmente importante de Ramón, a través de cuestionar los valores de la sociedad hacia la eutanasia. ^{nos} Pregunta, ¿qué haríamos en su situación?

Aprox. 270 palabras

Bibliografía

- <<Yo no diseñé el plan que usó para irse>>
- <<Lo hice por amor>> - Ramona Maneiro entrevista - El Mundo
- <<Mar Adentro>> (2004) - Dirigida por Alejandro Amenábar
- <<Getting to know Mar Adentro>> - Zig Zag Education



Mar Adentro is one of the most popular films chosen by students for this paper. This essay presents how Rosa helps to develop the theme of how the legalisation of euthanasia is seen in Spain. The student clearly states the purpose of the essay in the introduction showing good understanding of the question.

The following paragraph states that the first time Rosa appeared in Ramón's life she portrays the moral struggle that society has with disabled people; according to many people this condition causes depression and prevents the people suffering from it from making the right choices. Healthy people hope they can change the minds of those who have chosen to die.

The next paragraph shows how Rosa's attitude changes following the negative from the court to accept Ramón's request. She starts to support him which reflects the changing attitude from the Spanish society as pointed out in the quote from Padre Francisco.

The student continues by presenting a more personal approach and judgement stating that Rosa shows a perfect example of citizen whose example should be followed by those around people choosing euthanasia. The theme of love is said to reinforce the message of supporting euthanasia as only true love would respect people's own choices.

Finally, the conclusion links back to the question and finishes with a question, what would we do in her situation? This gives a clear opportunity to the reader to think about the topic beyond the essay.

The choice of quotes from the film and from the actors themselves is appropriate and the organisation of the essay is very effective. The communication is almost always fluent and the lexis and structures are varied and very appropriate.

This essay could have been better if there were a better description of Rosa's character in order to understand how she linked to theme in the first place.

The marks awarded to this student's essay were:

Reading, Research and Understanding:	25
Organisation and Development:	8
Quality of Language:	6
Overall mark:	39



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.

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 as early as possible (KS3).
- 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 key people, key events and key issues (e.g. demographic, environmental, economic, social, political) that have impacted or are having an impact on the area.
- 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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