



GCE MARKING SCHEME

SUMMER 2016

**SPANISH SN4
1364/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE SPANISH SN4
SUMMER 2016 MARK SCHEME
Principles of marking

- Mark clearly in **red** in the conventional way, i.e. underlining errors, querying unclear Spanish, Spanglish, words based on English like 'promotar', 'providar', 'preventir' etc.
- Put your marks clearly in right-hand margin

Q.1 (a) and (b) Listening texts

The total mark for this two part question is **6**.

1 mark awarded for each answer in English/Welsh. No mark awarded if answer is in Spanish.

Q.2 (a) Reading Comprehension

The total mark for this part question is **7**.

1 or 2 marks, as appropriate, awarded for each answer in English/Welsh. No mark awarded if answer is in Spanish.

Q.2 (b) Gap-filling

There are **5** marks for this part question; award one mark for each correct answer. The answer **MUST be written, not just underlined or circled**.

Answers to gap-filling must be copied correctly. No errors will be tolerated, including accents and minor spelling errors.

Q.2 (c) Comprehension answers in Spanish on reading text

The total mark for this part question is **10**.

1 or 2 marks awarded for each correct response as appropriate.

No marks will be awarded for a 'straight lift'. The Spanish must be "manipulated" in some way. English or Welsh words used in the answer will mean that a mark will not be awarded for that particular section. Answers must be comprehensible but minor errors not affecting meaning will be tolerated.

Q.3 Translation into Spanish

The total mark for question 3 is **25**: 15 marks are awarded for communication and 10 marks are awarded for accuracy.

All parts of a sentence must be incorporated into the answer; a mark cannot be awarded for a section if one word or its meaning is missing. The translation must make sense in Spanish. A 'free' translation will be acceptable as long as every part of the section has been assimilated fully into the meaning. A list of acceptable and unacceptable responses is given to guide the assessment of communication and will be discussed at conference. If you are uncertain about what constitutes an acceptable/unacceptable response, you must contact your team leader.

To award a mark out of 10 for accuracy, use the *Accuracy (AO3)* grid and follow the guidance overleaf for Banded mark schemes.

Q.4 Essay

The total mark for question 4 is 45: 15 marks are awarded for 'Quality of Response', 10 marks are awarded for 'Knowledge of film/text/region', 10 marks are awarded for 'Accuracy' and 10 marks are awarded for 'Range and Idiom'.

There MUST be evidence that you have looked at ALL of the essay.

Overlong essays may be self-penalising under quality of response for irrelevant material but you must **NOT** draw a line and stop marking. **All** of the essay must be marked.

Essays that do not meet the 400 word requirement may be self-penalising as they may be characterised by limited development, range and evidence, for example.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Listen to the following items and then answer the questions in English:

Ejercicio 1 (a) [3]

- (i) What sustainable means of transport were promoted by the local councils?

Public transport and cycling [candidates MUST have both] [1]

- (ii) Which **three** activities were laid on to encourage the use of a more environmentally friendly means of transport?

**cycling lessons , (three) free bus routes, a cycling route
[all 3 needed for mark] [1]**

- (iii) Give **three** reasons to explain why it is claimed that the bicycle is the most sustainable means of transport?

**it doesn't use fossil fuels, it doesn't emit pollution, it isn't noisy
[All three needed for mark] [1]**

Ejercicio 1 (b) [3]

- (i) What did Plataforma Stop Desahucios and Izquierda Unida prevent from happening on Monday?

The demolition of 20 homes [1]

- (ii) What did the planners intend to develop into a local park?

The ground next to the houses [1]

- (iii) What did the Town Hall ask the protesters to do?

To register their request officially [1]

Ejercicio 2 (a)

Read the text on *Perspectivas sobre el paro en España* and then answer the following questions in **ENGLISH**: [7]

- (i) **State** any **two** reasons why unemployment rises in January. [2]

Any 2 of:

- **January sees the end of the Christmas shopping campaign**
- **People taken on in December in selling / or in the hotel industry do not have their contracts renewed**
- **People taken on in December are on temporary contracts.**
- **Bad weather affects the building industry.**

- (ii) What specific downturn affected a traditionally strong output in agriculture? [1]

The poor olive harvest / poor olive oil harvest

- (iii) How would you describe the forecast for unemployment in Spain up until 2019? Justify your answer. [1]

grim / not promising/ because the unemployment rate will remain above 20%.

- (iv) What happened to unemployment in 2007? [2]

it went up [1] // from 8.4% OR because of the financial crisis [1]

- (v) How has Spain contributed to labour costs in the Eurozone? [1]

**cuts in wages have contributed to competitiveness / competition
OR cuts in wages have contributed to these costs coming closer together.**

Ejercicio 2(b)

Lee la continuación del texto sobre *el paro en España* y luego llena los cinco espacios en blanco con una de las palabras siguientes. [5]

Lista de palabras. ¡Cuidado! Sobran palabras. No debes usar una palabra más de una vez.

adelantado
almacenes
centrales
currículos
diarios
enlazando
entrenado
futuro
licenciada
vinculados

Frente al paro la única salida para muchos jóvenes es marcharse al extranjero. Antonio Bermejo, de 30 años, cogió el miércoles por la tarde un vuelo a Londres para empezar una nueva vida. No tiene empleo buscado por **adelantado**, (1) ni entrevistas concertadas, ni ninguna oferta en firme. Mañana comenzará a echar **currículos** (2) con la ayuda de su novia, Lidia, una española **licenciada** (3) en Psicología que emigró hace dos meses y trabaja en Oxford en una panadería. Hace cuarenta años la abuela de Lidia se fue a Alemania. "La cosa está muy parada en España. He decidido irme porque aquí no hay nada, esto está muerto", explica Antonio minutos antes de subirse al avión, en el aeropuerto madrileño de Adolfo Suárez. Antonio, nacido en Mieres (Asturias), es técnico en mecánica industrial y tiene un máster en fotografía. Hasta ahora trabajaba revisando equipos en **centrales** (4) nucleares. Iba **enlazando** (5) contratos de obra por un mes o por 20 días y se movía por España en función de lo que le salía. Un tiempo en Almaraz (Cáceres), unos días en Ascó (Tarragona), otro rato en Trillo (Guadalajara).

Ejercicio 2 (c)

Lee el texto *Forasteros, inmigrantes y un virus*, y luego contesta **en español** las preguntas que siguen. Aviso: debes contestar en tus propias palabras en español. (You **MUST use your own words in Spanish, as far as possible.**) [10]

- (i) ¿Qué papel negativo juegan los medios y redes sociales frente al público? [1]

Provocan [accept causan / ocasionan / dan miedo etc.] reacciones irracionales.

- (ii) Explica el significado de la oración siguiente: “La histeria pública va instalando falsas alarmas en la imaginación colectiva”. [2]

There are 2 main ideas: (i) panic / alarm and (ii) this panic / alarm is irrational

Las preocupaciones (excesivas) / la sensibilidad exagerada / las reacciones irracionales crea(n) / provoca(n) [1] // el pánico sin razón / irracional / que carece de razón / que no tiene sentido en la mente de la gente / las personas. [1]

- (iii) ¿Qué dice la doctora Lado sobre el efecto contagioso del virus del ébola? [1]

Solo se transmite por el contacto directo con la persona contagiada / afectada. [must have idea of the only way it can be transmitted ...]

- (iv) ¿Para qué servirían lo que faltaba en la primera ambulancia? [1]

La protección

- (v) ¿Qué pasó entre la Cruz Roja y el servicio de salud canaria? [1]

Se culparon una a la otra por la negligencia a los refugiados. / Una echó la culpa a la otra por la tardanza en atender a los inmigrantes. [must have idea of each blaming the other.]

- (vi) ¿Cómo defendió el portavoz del sindicato policial a sus miembros? [1]

No tenían un vehículo apropiado / adecuado para ir a la playa. Accept no tenían recursos / materiales (suficientes)

- (vii) ¿Por qué resultó controvertido el traslado de los inmigrantes? [2]

**[Both ideas needed for the 2 marks]
Debido al transporte de los inmigrantes en un camión de basura. [1] // Porque fue un desprecio a un ser humano / porque no se puede tratar a la gente así.[1]**

- (viii) ¿Qué vínculo hubo entre la procedencia de los inmigrantes y la recuperación de la confianza de los españoles? [1]

Hacía más de un año que los inmigrantes no estaban en un país afectado por el virus letal.

Ejercicio 3 Translate the following passage into SPANISH:

[25]

Allocation of marks

Communication

15 marks (AO2) for communicating the ideas contained in each section. Communication: 15 sections, each awarded 1 mark

English original	Acceptable translation	Alternative translation	Reject
1. It is normal that people should fear death	Es normal que la gente tema la muerte.	Es normal que las personas teman la muerte / morir. No es extraño que la gente tema la muerte / tema morir	muertar / muerto, muerta / matar
2. However, modern communications often cause	Sin embargo, las comunicaciones modernas provocan a menudo	ocasionan / causan etc con frecuencia	Medias
3. global illogical fears about imminent threats to life.	miedos globales ilógicos a las amenazas inminentes a la vida.	terrores irracionales / amenazas mundiales / inmediatas	
4. For example, fear that the ebola virus might spread from Africa.	Por ejemplo, el miedo de que el virus del ébola se extendiera de Africa.	llegara de Africa	del país de Africa
5. When about twenty illegal immigrants	Cuando una veintena de inmigrantes ilegales	Cuando unos veinte / casi veinte inmigrantes ilegales	mover omitting idea of casi / aproximadamente
6. landed on a beach in the Canary Islands,	llegaron a una playa de las islas canarias	a una playa canaria	
7. the police did not want tourists to help them.	la policía no quería que les ayudaran los turistas.	no quería que recibieran ayuda	los turísticos
8. There was a long delay	Hubo una demora larga	Se tardó mucho	
9. before the health services decided	antes de que los servicios sanitarios decidieran		
10. that they were not carrying ebola	que no eran portadores del ébola	que no tenían el virus del ébola.	

11. The autonomous government said there was no need	El Gobierno autonómico (canario) dijo que no era necesario	que no hacía falta	
12. to activate emergency protocols;	poner en marcha los protocolos de emergencia.	Introducir las normas	emergency in English
13. the immigrants, who looked exhausted but in good health,	Los inmigrantes, que parecían agotados pero de buena salud,		
14. were transported to a police station in an unusual way.	fueron llevados a la comisaría de una manera poco común	llevados al cuartel en un vehículo raro / anormal	
15. Hundreds of Africans travel each year to the Canary Islands in small open boats.	Centenares de africanos viajan cada año a las Islas Canarias en pateras.	Cientos de africanos	centenarios, cien, muchos

Accuracy (AO3)

- 10-9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy (e.g. correct use of verb endings, accents, adjectival agreements, accurate spelling etc.).
- 8-7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6-5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance.
- 4-3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. High incidence of elementary errors.
- 2-1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** No rewardable language.

Ejercicio 4 Guided Studies Option

Essay Mark Scheme

Essays are to be marked in accordance with the published mark schemes below.

The candidate must answer one question (a) or (b) from either section A, B or C.

Question must be answered as set.

Quality of Response (AO2)

- 15-13** Full and direct response to the question set. Able to focus on the task immediately and without deviation. Clear organisation, systematic and coherent. Shows excellent command/judgement in the use of source material. Imaginative approach (e.g. incisiveness, evaluation and analysis). Clear viewpoint, sense of purpose and analysis. Concise, matching exposition/conclusion. Argument fully supported by evidence.
- 12-10** Competent, but lacks some incisiveness, evaluation and analysis. Sound argument, not always exhaustive, with appropriate examples to illustrate a point; a little obliqueness, a few relevant conclusions not drawn or poorly supported by evidence; some inappropriate description. But generally well balanced and supported, coherent exposition/conclusion.
- 9-7** Some sense of direction and some originality, but also some deviation/triviality. Insufficient focus on central aspects of the task. Strong tendency to describe rather than analyse, and to supplement pre-learned information which is not directly related to the given context. But also **some** independence of thought. Occasional mismatch between argument and evidence/information; inappropriate/unconvincing conclusions.
- 6-4** Some sense of shape, but with flaws and lack of purpose. Limited success in trying to answer specific points. Confused responses/comments tend to distort/dissipate the argument presented. Repeated misunderstandings/misinterpretations of materials and/or questions. Some second-hand ideas. General lack of analysis and overall organisation. Argument unclear, poorly supported by evidence.
- 3-1** Little or no indication that the scope of the task has been understood. Response rambling, disjointed, leading nowhere; information presented for no apparent purpose, important aspects/evidence ignored; pre-learned/'adapted' passages, poorly incorporated; narrow scope, largely irrelevant.
- 0** Totally unfocused. Responses/statements out of context. Barely more than a list of disconnected items. No connection with the task in hand.

Knowledge of film/texts/regions (10 marks)

- 10-9** Candidate is thoroughly familiar with the chosen topics/texts. Answers, views and statements demonstrate sound factual knowledge and judgement. Able to draw easily on source material relevant to support a view or argument or to compare/contrast aspects of the subject under discussion.
- 8-7** Evidence of good factual knowledge and judgement despite one or two inconsistencies in presenting particulars from topics/texts studied. Evidence of good scope of sources studied, with no significant misrepresentation of facts.
- 6-5** Evidence of some general knowledge with limited factual detail of topics/texts studied, focused on content rather than judgement. Candidate may confuse certain aspects because they have been 'learned' without being fully assimilated. Prone to misrepresentation/misinterpretation of facts. Views and opinions, such as there are, tend to be unsupported by evidence.
- 4-3** Superficial knowledge, confused presentation of unrelated facts which may have little or nothing to do with the subject under discussion and may lead to misunderstanding/misinterpreting certain issues or questions. No evidence of a range of sources studied. Some inappropriate vocabulary, repetition of 'learned' key statements without genuine argument/understanding.
- 2-1** Distinct lack of factual knowledge, lack of corresponding vocabulary. No evidence that the topics/texts have been studied in any depth, neither in Spanish nor the mother tongue. May present pre-learned isolated statements out of context, incorrect references to names or places. Frequent misunderstandings.
- 0** No information conveyed that is relevant to the task in hand, no evidence that topic/text has been studied.

Accuracy (AO3)

- 10-9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy (e.g. correct use of verb endings, accents, adjectival agreements, accurate spelling etc.).
- 8-7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6-5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance.
- 4-3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. High incidence of elementary errors.
- 2-1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** No rewardable language.

Range and Idiom (AO3)

- 10-9** Wide range of appropriate structures and vocabulary that is directly relevant to the essay chosen. Firm grasp of Spanish idiom. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Uses language effectively to communicate ideas. Evidence of style, nuance and appropriate register.
- 8-7** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of Spanish structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 6-5** Able to use a limited range of structures appropriately. Evidence of some English/Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 4-3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2-1** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 0** No rewardable language.

Indicative content

The following approaches are suggestions only. They are not intended to be prescriptive or exhaustive. Candidates may choose any approach to the questions set as long as it addresses the question directly and is backed up by specific reference to the film, text or region. Assessment will focus solely on the extent to which the answer satisfies the specific descriptors of the mark scheme, irrespective of any indicative content suggested here that may or may not be referred to.

A. FILMS

1. *Mujeres al borde de un ataque de nervios*

In response to essay question (a) the candidate may:

- Analyse the context within which the words 'ya es tarde' are spoken
- Discuss whether Pepa functions as a truly liberated woman in key scenes of the film
- Evaluate whether she is really free from Ivan's influence
- Compare and contrast Pepa's actions and reactions with those of younger women

In response to essay question (b) the candidate may:

- Examine Ivan as a stereotypical Don Juan
- Compare his treatment of women with that of younger male characters
- Evaluate whether the males conform to the traditional Hispanic "macho"
- Discuss whether the male characters have become dependent on the females

2. *Secretos del corazón*

In response to essay question (a) the candidate may:

- Analyse the socio-political context of 60s Spain in the film
- Discuss the atmosphere in the isolated rural village from the children's standpoint
- Analyse the children's educational experiences
- Evaluate male-female relationships in the film

In response to essay question (b) the candidate may:

- Examine the irrational fears and spirit of adventure of Javi, Juan and Carlos
- Compare the attitude of the children and adults to the mysterious locked room
- Analyse the children's and adults' view of death and separation
- Analyse the attitude of the children and adults to sexual relationships

3. *La mitad del cielo*

In response to essay question (a) the candidate may:

- Discuss Rosa's feeling of emancipation when she leaves the village for Madrid
- Analyse Rosa's success in setting up her market stall
- Analyse her relationship with Don Fernando
- Discuss whether her feminine charms enable to achieve true independence

In response to essay question (b) the candidate may:

- Analyse the socio-cultural context of sixties Madrid
- Discuss the limited opportunities for women in that phase of Franco's dictatorship
- Analyse the attitude of macho males towards women
- Discuss Rosa's relationship with her abuela

4. *El Bola*

In response to essay question (a) the candidate may:

- Discuss how the machista Mariano bullies his wife and son
- Analyse the attitude of fear and subservience on the part of Bola's mother
- Compare and contrast the ambiente in Mariano's house with that in José's
- Discuss which of the two families points ahead to a new Spain

In response to essay question (b) the candidate may:

- Discuss the devil-may-care behaviour of the boys on the railway line at the beginning
- Consider whether Bola can ever be happy in his domestic situation
- Contrast Bola's home life with that of Alfredo
- Discuss whether it is likely that new horizons are opening for Bola at the end of the film

5. *María, llena eres de gracia*

In response to essay question (a) the candidate may:

- Analyse María's working and domestic situation in Colombia
- Discuss how she is treated by her novio and the head of the drugs cartel
- Analyse the violent situation she finds herself in the United States
- Evaluate her strength of character as evidenced by her decision to turn her back on Colombia

In response to essay question (b) the candidate may:

- Analyse how María attempts to become independent in the macho culture of Colombia
- Discuss how she allows herself to be victimised by her boss, her novio and other dominant males
- Analyse the courage with which she confronts the macho drug dealers in the United States
- Evaluate whether, all things considered, she is really an independent woman at the end of the film

6. *Las trece rosas*

In response to essay question (a) the candidate may:

- Analyse Republican panic and Fascist thirst for revenge in opening scenes
- Discuss how the trece rosas try to survive under Franco's repressive regime
- Discuss the use of torture to extract confessions
- Analyse the atmosphere of deprivation, hunger and religious oppression in the women's prison

In response to essay question (b) the candidate may:

- Analyse a scene involving torture in police headquarters within the context of the film
- Discuss how Julia feels pressurized to betray her sisterly solidarity
- Analyse the fascist sympathies of the Church during the victory celebration Mass or in the blackmail over the farewell letters
- Analyse the latent tensions between prisoners and guards in the women's prison (Other scenes would be acceptable)

7. *Planta 4a*

In response to essay question (a) the candidate may:

- Discuss the boys' attempts to live a normal life in a cancer ward
- Discuss whether the boys' pranks on the medical staff are typical of their age group
- Analyse the boys' perception of the fact that they may be dying
- Discuss their tomfoolery as a necessary antidote to the lethal disease

In response to essay question (b) the candidate may:

- Discuss whether deep down the boys are really afraid
- Analyse how the need for optimism, especially when one is young, is part of the human spirit
- Discuss how the boys use friendship to try and overcome a dire situation
- Discuss whether hope overcomes fear in the film

8. *¡Ay, Carmela!*

In response to essay question (a) the candidate may:

- Analyse the relationship between the comic actors Carmelo and Paulino with Gustavete
- Discuss how sadness may be said to lie at the heart of all comedy
- Discuss how their supposedly burlesque satire of the Republic turns into a tragedy
- Analyse the desolate scene at the end involving Paulino and Gustavete

In response to essay question (b) the candidate may:

- Analyse the criticism of the self-righteous Italian fascist troops in Carmela's performance
- Discuss how the rigid fascist ideology is suspicious of the comics
- Discuss whether self-importance is paradoxically indicative of low self esteem
- Analyse how the above leads to the "execution" of Carmela

9. *Yoyes*

In response to essay question (a) the candidate may:

- Discuss why Yoyes moves from being a pathological killer to a committed mother
- Discuss whether Yoyes thinks of herself as a traitor to the ETA cause
- Discuss her apparent naivety in accepting a guarantee of safety
- Consider whether poetic justice is served when she herself becomes a victim

In response to essay question (b) the candidate may:

- Analyse the use of wanton violence in the name of independence
- Discuss the split between the "modernisers" and the diehard "hardliners"
- Consider whether the use of violence ultimately destroys those who perpetrate it
- Discuss the assassination of Yoyes

10. *El laberinto del fauno*

In response to essay question (a) the candidate may:

- Analyse the military and disciplinarian role of the diehard Captain Vidal
- Analyse the socio-political context within which he performs that role
- Discuss his brutal behaviour in enforcing law and order within his jurisdiction
- Consider whether there are any redeeming aspects in his background or behaviour that exonerate him

In response to essay question (b) the candidate may:

- Discuss how the women are regarded and treated in the military-style mill
- Analyse the guests at the dinner table as indicative of the role of women under the new order
- Compare and contrast the world in which Carmen and Ofelia function with that of Mercedes
- Analyse the fantasy world of Ofelia as a necessary escape from reality in Franco's Spain

11. *Belle Epoque*

In response to essay question (a) the candidate may:

- Discuss Don Manolo's commitment to individual and social freedom
- Analyse his tolerant relationship with his wife's lover
- Analyse his treatment of his four daughters and their sexual mores
- Discuss his friendship and hospitality towards young Fernando

In response to essay question (b) the candidate may:

- Discuss whether Manolo's house is a haven of Republican tranquillity surrounded by rigid social and cultural conventions
- Analyse the significance of the death of the guardias at the beginning and of the priest at the end of the film
- Discuss the significance of Manolo's visits to the brothel
- Analyse whether there is a latent threat from more conservative forces underlying the film

B. LITERATURE

1. *La casa de Bernarda Alba*

In response to essay question (a) the candidate may:

- Explain the code of honour in a patriarchal Andalusian society
- Discuss Bernarda's imposition of strict discipline
- Analyse whether Bernarda's actions are aimed at preserving her daughters' honour
- Evaluate whether she is responsible for the tragic outcomes in the play

In response to essay question (b) the candidate may:

- Discuss the rigid social conventions governing the Andalusian women
- Analyse Adela's wilfulness and rebellious spirit
- Discuss her attitude to her sister's "novio"
- Evaluate whether she can be held in any way responsible for her own death

2. *Los de abajo*

In response to essay question (a) the candidate may:

- Discuss Demetrio's behaviour towards the federales importuning his wife
- Discuss his recklessness (or bravery?) in battle
- Compare and contrast that behaviour with his tolerance of La Pintada's murder of Camila
- Discuss his indifference towards the bad behaviour of his men

In response to essay question (b) the candidate may:

- Analyse some of the images for the Revolution (e.g. vendaval, torbellino, el hombre como una hoja seca)
- Discuss how the underdogs behave after victory
- Evaluate whether they become hardened to human suffering, especially of the women
- Discuss whether their violent end is inevitable or deserved

3. *El otro árbol de Guernica*

In response to essay question (a) the candidate may:

- Discuss the attitude of the exiled children towards their teachers and host families in Belgium
- Analyse whether the clashes underscore the children's sense of loss
- Discuss whether the Belgians appreciate the traumatic effects of the Civil War on the children
- Discuss whether there is fundamental dichotomy between the "Hispanic" and the "Nordic" mentality

In response to essay question (b) the candidate may:

- Discuss Santi's leadership qualities
- Analyse examples of his helpful and altruistic character
- Discuss his commitment to keeping the spirit of Spain alive in the minds of the exiled children
- Discuss whether there are any negative aspects of his mature behaviour

4. *Las bicicletas son para el verano*

In response to essay question (a) the candidate may:

- Analyse examples of the inevitable reality of the Civil War (e.g. bombing, shooting, death)
- Discuss how the main characters behave amidst the effects of war
- Analyse Don Luis as an exemplary character who maintains his moral integrity
- Discuss whether the “sálvase quien pueda” attitude causes some characters to lose their humanity

In response to essay question (b) the candidate may:

- Compare and contrast the happy beginning of the play with the sense of foreboding at the end
- Discuss examples of selfish behaviour as rationing bites
- Analyse whether the urge to survive affects family solidarity and friendship
- Evaluate whether the steady behaviour of some characters outweighs the selfishness of others

5. *Réquiem por un campesino español*

In response to essay question (a) the candidate may:

- Discuss the rural land question and how the peasants are subservient to the “caciques”
- Discuss the clash between Paco and the priest over the poverty of the cave dwellers
- Analyse whether the priest sides with the fascist gunmen or not
- Analyse how the tragic showdown reflects the tragedy of the Guerra Civil

In response to essay question (b) the candidate may:

- Analyse the meaning of how the spirit of the murdered Paco pervades the Mass
- Analyse the voice of conscience preying on the priest’s mind
- Discuss the hypocrisy of the landowners responsible for Paco’s death
- Discuss the criticism of the link between the Church and the powerful

6. *El túnel*

In response to essay question (a) the candidate may:

- Analyse Juan Pablo’s egocentric references to his mother
- Discuss whether he regards María as a mother substitute
- Analyse whether he considers himself to be victimised by women
- Analyse what light is thrown on the question by the nature of his murder of María

In response to essay question (b) the candidate may:

- Analyse Juan Pablo as the eternal victim of an alien society
- Discuss whether we may consider him to be a sociopath
- Analyse his painting Maternidad and why he is convinced that no one understands it
- Analyse his conviction that he feels socially excluded

7. *El coronel no tiene quien le escriba*

In response to essay question (a) the candidate may:

- Discuss whether the coronel's dedication to his political convictions is positive or negative
- Analyse his compulsive belief in the absent letter is foolhardy or not
- Analyse whether putting the fighting cock on a pedestal is psychotic behaviour or not
- Evaluate whether, however admirable he may be, he has any common sense at all

In response to essay question (b) the candidate may:

- Analyse whether the coronel's wife is more pragmatic than he is
- Discuss examples of how she patiently endures his obstinate refusal to listen to the voice of reason
- Discuss whether she secretly admires the rebellious spirit of her husband
- Evaluate whether she is a stereotypical female victim of machismo in Colombian culture

8. *Como agua para chocolate*

In response to essay question (a) the candidate may:

- Analyse Mamá Elena's "macho" confrontation with the revolutionaries
- Discuss Gertrudis' defiant elopement with Juan Alejandrez
- Discuss Gertrudis's rising through the ranks and return as a Generala
- Analyse the relationship between Gertrudis and Tita: two free spirits in a macho world

In response to essay question (b) the candidate may:

- Choose several episodes where the magical properties of Tita's cooking impacts on others
- Analyse the magical realism of the scenes chosen
- Discuss the ongoing conflict between Tita and Mama Elena
- Analyse the importance of the fósforos dénouement

C. REGIONS

1. Andalucía

In response to essay question (a) the candidate may:

- Discuss the monoculture of olives and the size of some huge estates
- Analyse the traditional problems of irrigation
- Analyse endemic unemployment, seasonal work, temporary contracts etc.
- Discuss immigrant labour, problems of integration, discrimination and exploitation

In response to essay question (b) the candidate may:

- Discuss the socio-economic aspects of interior hubs like Granada, Córdoba, Sevilla
- Compare and contrast these with beach tourism on the Costa del Sol
- Discuss the problems of “estacionalidad” for workers and tourists
- Discuss the pressure on water supply of immigrants and tourists in coastal resorts

2. Asturias y Cantabria

N.B. A candidate should choose one of these regions only

In response to essay question (a) the candidate may:

- Discuss how the coastal areas affect climate, life styles and traditions
- Highlight the importance of the Picos de Europa as appropriate for camping, outdoor pursuits and gastronomy
- Analyse the importance of both regions for wild life conservation, adventure tourism and walking
- Discuss the importance of coastal villages for fishing and leisure

In response to essay question (b) the candidate may:

- Discuss the socio-economic importance of rural and coastal fiestas in the region chosen (e.g. Laredo, San Vicente la Barquera for Cantabria or Fiesta del pastor near Covadonga for Asturias)
- Discuss the supply of food products to the main cities (e.g. Santander for Cantabria, Oviedo, Gijón for Asturias)
- Discuss the importance of cattle, milk production, farming
- Discuss the importance of fruit and vegetable production in the respective regions

3. Castilla-La Mancha

In response to essay question (a) the candidate may:

- Discuss the historical legacy to be found in one or more of the following: Toledo, Cuenca, Ciudad Real, Albacete
- Discuss the important Roman remains at Segórbiga
- Discuss the legacy of Don Quixote, Sancho Panza and Dulcinea
- Discuss the landmarks of the great mills as a tourist attraction

In response to essay question (b) the candidate may:

- Discuss the great wind farms in this region and consider the extensive areas covered by solar panels
- Consider Almansa as a centre for regional ecological movements
- Discuss attempts to conserve fish stocks and control hunting in the region
- Discuss the efforts of the regional parks to look after flora and fauna

4. Cataluña

In response to essay question (a) the candidate may:

- Analyse briefly the roots of the traditional conflict between Castile and Cataluña
- Discuss the treatment of the Catalan language and Cataluña by the dictator Franco
- Discuss the link between independence sentiments and Catalan art and literature
- Explain the Madrid-Barcelona rivalry on and off the football field

In response to essay question (b) the candidate may:

- Analyse the importance of Barcelona as a cultural centre
- Discuss the numbers of foreign tourists that visit Cataluña
- Analyse the importance of the Costa Brava tourism to the Spanish economy
- Discuss winter sports in the Pirineo catalán

5. La Comunidad de Madrid

In response to essay question (a) the candidate may:

- Discuss the high levels of unemployment and trend towards emigration
- Discuss the lack of social housing and food banks
- Discuss the number of desahucios and the role of the banks
- Discuss the plight of immigrants

In response to essay question (b) the candidate may:

- Discuss the role of art galleries like the Prado, the Reina Sofía, the Thyssen
- Analyse ongoing traditions like Semana Santa, the Reyes etc.
- Discuss the fiesta of San Isidro, the Verbena de la Paloma etc.
- Discuss the traditional commitment to bullfighting of madrileños

6. La Comunidad Valenciana

In response to essay question (a) the candidate may:

- Analyse the ancient system of irrigation engineered by the Moslems
- Discuss the importance of the Water Tribunal
- Analyse the economic importance of the Albufera, the Huerta valenciana etc.
- Discuss the growing of rice, oranges, and vegetables

In response to essay question (b) the candidate may:

- Evaluate the importance of tourism, especially on the Costa Blanca
- Discuss the touristic attraction of fiestas like the Tomatina, the Fallas, Moros y cristianos (Alcoy) etc.
- Discuss whether beach tourism is the greater earner
- Discuss the importance of conserving flora and fauna in the Albufera

7. Galicia

In response to essay question (a) the candidate may:

- Analyse the influence of the sea on fishing, tourism and local cuisine
- Discuss the abundance of sea food and its impact on the regional economy
- Analyse the importance of the inland farms and villages
- Discuss the production of milk, fruit, vegetables etc.

In response to essay question (b) the candidate may:

- Explain St James and the 25th July as iconic emblems of Galicia
- Discuss the origins and main routes of the ancient pilgrimages to Santiago
- Discuss the growing numbers and age distribution of modern pilgrims
- Analyse the input into the regional and local economies

8. El País Vasco

In response to essay question (a) the candidate may:

- Discuss the strong sense of national identity in the Basque Country
- Discuss the importance of language (the steady number of Basque speakers) and place (many surnames contain references to dwelling places)
- Discuss the importance of male eating clubs – the txokos
- Discuss the place of games like pelota, stone-lifting, tug-o-war, i.e. games involving physical prowess

In response to essay question (b) the candidate may:

- Analyse how the Basques emerged from the Franco dictatorship with a revitalized sense of national identity
- Discuss how this sense of identity straddles both sides of the Franco-Spanish border
- Discuss the emergence of ETA and its campaigns of violence to achieve independence
- Evaluate whether the cessation of violence in 2010 marks a new phase in the drive for independence