



Examiners' Report

June 2010

GCE Spanish 6SP04



Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated Modern Foreign Languages (MFL) telephone line: 0844 576 0035

ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.

To set up your ResultsPlus account, call 0844 576 0024

June 2010

Publications Code UA024760

All the material in this publication is copyright
© Edexcel Ltd 2010

Introduction

This is the first assessment opportunity for Unit 4: Research, Understanding and Written Response in Spanish (6SP04).

The marking team were very pleased with the candidates responses. Centres and candidates are to be praised for their hardwork.

Question 1

There are some marked similarities but also significant differences between the content of the new A2 Specification and that of the old.

Section A The translation exercise is similar to the old unit 6(b) with approximately 60 words of English to be accurately rendered into Spanish. The emphasis is the same: a variety of testing grammatical structures that are assessed for accuracy with no acceptance of paraphrasing. Spelling, syntax and grammar must be completely accurate and there is no opportunity for creative writing. The mark scheme is also identical: 30 discrete elements that are either right or wrong, each worth one mark with no half marks and the final raw mark transferred to a grid that converts it into a mark out of 10. The significant difference is that while the old Specification linked the translation to the Reading Comprehension, thereby allowing the candidates to draw on key vocabulary and structures from what they had read, the new Specification translation now stands on its own and does not relate to any other exercise on the paper. The content of the translation is based on one of the new General Topic Areas as published in the Specification. The vocabulary in the new translation exercise is therefore less specialised and hopefully more accessible while the grammatical challenges remain.

SECTION A : THE TRANSLATION

This was generally well done with few candidates scoring fewer than 4 marks out of 10. There were, however, too many embellishments and paraphrases.

The opening future tense was on the whole accurately rendered, although the accent was frequently missing on 'olvidaré' and occasionally the 'nunca' was missing. Sometimes a gratuitous 'me' preceded the verb without the 'de' to follow and on some occasions candidates attempted to use 'deber' with 'olvidar'. The agreement was sometimes missing on 'primera' and there were several mis-spellings of 'experiencia'. Several candidates recognized the 'acabar de' construction but could not apply it in the imperfect tense to produce a pluperfect construction in English. French influence could sometimes be detected in the use of 'finir' rather than 'terminar'. The preterite 'recibí' was too often spelt as 'reciví' and 'letter' was frequently given as 'letra'. 'Uncle' occasionally became 'grandfather' or was paraphrased into 'el hermano de mi padre'. The 'desde hace' construction was not widely known and the most common inaccurate renderings produced 'que ha vivido en España', which earned 1 mark, followed by 'por cinco años' which did not. A surprising number of candidates offered the verb 'preguntar' instead of 'invitar' and occasionally the imperfect or imperfect continuous tense was wrongly changed into a preterite. 'With him' was frequently given as 'consigo' while those who omitted the accent on 'él' effectively changed a pronoun into a definite article and therefore lost the mark. 'If I had been given permission' caused significant difficulty and often led to garbled literal translations such as 'Si había sido dado permiso' and the noun itself, 'permiso', was often given as 'permisión'. The verb 'to leave' was sometimes given as 'ir' which does not have exactly the same meaning, although the examiners accepted 'irme' which is closer. 'Three weeks earlier' was often translated as 'Tres semanas más temprano' which was not credited. The imperfect subjunctive

or conditional perfect construction for 'I would have been able to' was successfully used by a number of candidates and most gave 'tomar' or 'coger' (sometimes mis-spelt as 'cojer') for the verb 'to take'; 'viajar' was not accepted as an alternative. 'A cheap flight' was sometimes given as 'un avión barato' or, again in error, as a cheaper flight using a gratuitous 'más'. 'Vuelo' was often mis-spelt as 'vuelto'. 'However' did not cause a problem except for the few candidates who wrote 'Pero', but too many candidates left off the accent on 'viajé', once again altering the sense of the word by changing it from a verb into a noun. 'By coach' was often wrongly translated as 'por autocar' and too many candidates completely missed the word 'then' that followed. A few candidates carelessly mis-read the original and wrote 'en tren'. Similarly the accent was too often missing on 'pasé' and some candidates did not understand the difference between 'pasar' and 'gastar'. Occasionally candidates would attempt to find an agreement in inappropriate places as in the translation of 'cinco semanas'. Most candidates managed to translate 'my uncle's business' successfully although the weaker candidates offered 'el trabajo de mi tío' and even on a few occasions 'mi tío's compañía'. The final sentence with the present subjunctive caused few problems, although 'retornar' was sometimes offered for 'to return'.

Nunca olvidaré mi primera experiencia laboral en España. Acababa de terminar mis exámenes cuando recibí una carta de mi tío que había estado viviendo en España durante cinco años. Me estaba invitando a pasar el verano con él. Si me hubiesen dado permiso para irme tres semanas antes, podría haber cogido un vuelo barato. De todas formas, viajé en barco y después estube cinco semanas trabajando en el negocio de mi tío. Espero ^{que sea posible} ~~podría~~ regresar el año que viene.



ResultsPlus

Examiner Comments

This is an example of an excellent candidate who scored 25 out of 30 which means only 5 boxes were wrong. When the raw mark was transferred to the grid, the final mark was 8 out of 10.



ResultsPlus

Examiner Tip

Translation is a specialised skill and requires practice and care. It is important to read the passage first, to get a clear idea of the content, and then to work carefully, checking accents and spellings in particular.

Question 2 (a)

SECTION B with the requirement to write one essay, either Creative or Discursive, in the target language is also very similar to the old Specification 'Writing in Registers' but with the Task-Based Assignment now dropped from the options. This means that the assessment of the essays is now much more comparable. As in the past, candidates are required to select one title from the choice of 3 Creative essays and 4 Discursive ones and write an essay in the target language of 240-270 words. The essay titles are based on the 4 General Topic Areas as published in the Specification. The assessment grids and descriptors, however, have changed. The former 'Creative/Discursive Content' has now become 'Understanding and Response; and is marked out of 15 rather than 20. The two separate grids, one for Creative essays and the other for Discursive essays, have subtle distinctions in their respective descriptors. The Discursive essays are assessed according to how well the candidate has understood the question and all its implications and this means that examiners will expect a balanced essay that considers both sides of the question and reaches an informed conclusion. The Creative essay, on the other hand, not only credits the candidate's understanding of the title and its implications but also requires an imaginative response. 'Manipulation of Language' has now disappeared from the assessment grids and instead there is now 'Organisation and Development', also marked out of 15. This rewards the candidate's ability to plan and structure the chosen essay so that there is a coherent sequence of ideas or arguments leading to a logical conclusion. 'Range and Appropriateness of Language' has been replaced by 'Range and Application of Language' and the descriptors in the assessment grid reward the candidate's ability to demonstrate the use and manipulation of rich, complex language in an appropriate register. As under the old Specification, the mark is still out of 10. Finally, the 'Accuracy of the Target Language' grid retains its title, the descriptors are self-evident and the mark is still out of 5. The weighting of marks under the new Specification is now 15 for Understanding and Response, 15 for Organisation and Development and 15 for Language (Range, Application and Accuracy).

This question gave the candidates the opportunity to write a scripted conversation between parent and son or daughter on a topic that was clearly all too familiar to many. The best essays offered a good range of appropriate idiomatic vocabulary and expressions, often with a good deal of insight into the parent's perspective. A few, who clearly had not read the rubric, chose to deal with the topic as a narrative rather than as a conversation and lost marks accordingly for 'Understanding and Response'.

Question 2 (a)

Cristina cumple dieciocho años este viernes, todos sus amigos y amigas le dicen que lo celebre en su casa, porque Cristina tiene un jardín muy grande con piscina. El problema es que ella es hija única y sus padres siempre han sido muy estrictos y protectivos. Cristina tiene miedo de que sus padres digan que no a su propuesta.

asique decide emperlar por intentarlo con su madre que es la mas difícil de convencer.

Al principio su madre se niega completamente pero Cristina le dice que es su dieciocho cumpleaños y que ha sacado muy buenas notas, asie que se merece un voto de confianza.

Su madre hace prometer a Cristina que no habra mas alcohol que cervezas y no mas gente que veinte personas, Cristina acepta las condiciones pero ella tambien tiene una. Sus padres tienen que salir a cenar para dejarla estar sola con sus amigos.

Su madre se niega rotundamente a ello, pero su padre que habia estado leyendo el periodico hasta ahora ayuda a su hija diciendole a la madre de Cristina que es verdad que hace mucho que no van a cenar juntos. La madre de Cristina añade que no va a permitir que un grupo de adolescentes le destroren la casa y Cristina se va llorando a su habitación.

Al día siguiente Cristina le dice a todos sus amigos que la fiesta está cancelada. Cristina está muy deprimida por la falta de confianza de sus padres, pero se queda a hacer deberes del colegio con una amiga, al terminar su amiga insiste en acompañarla a su casa.

Cuando Cristina entra en su casa es sorprendida por todos sus amigos en el jardín, todo está adornado y

hay mucha comida. Sus padres se acercan a felicitarla y luego se van a cenar. Cristina se lo paro' genial y aún hoy (cincos años despues), insiste que fue el mejor



ResultsPlus

Examiner Comments

Here is a good example of a candidate who has not read the rubric carefully and chooses to write a narrative rather than a conversation. The command of target language is impressive and high marks are awarded for Range and Application of Language and for Accuracy. The essay is also well planned and developed and again high marks are awarded. Sadly, however, the candidate is heavily penalised for lack of Understanding and Response - the understanding of the question was unsatisfactory and only 6 marks could therefore be given. This is a good example to show how marks are awarded discretely for each of the assessment grids - a low mark in one grid does not automatically set a ceiling of marks for any of the other grids - they are each assessed independently and on merit.

The breakdown of marks is:

Total Score: 36

Accuracy 5

Organisation and development 15

Range and application of language 10

Understanding and response 6



ResultsPlus

Examiner Tip

Always read the question carefully and make sure that all the implications of the question are understood. Plan the essay in paragraphs and make sure that everything written down is relevant to the title. Finally check to ensure that the language used is appropriate and in the correct register and check the finished essay for accuracy of tenses, spelling and grammatical construction.

Question 2 (b)

Examiners were expecting the story to be continued as a narrative in the past tense and answers to range from an attempt at a suspense story to a perfectly simple explanation for the intrusive noise from outside the house

This question proved to be very popular and produced a good deal of imaginative work with some excellent Spanish. Some of the responses were weird but most worked well and some produced inspired pieces of imaginative writing. Clearly the answers worked best when the candidate had a sound knowledge of past tense forms and narrative technique; where this was not the case the writing lacked coherence and became difficult to follow.

Question 2 (g)

... nada. Todo que era es un raton blanco.
 Juan disse "Que miedo!". El raton oyó y
 se dirigió hacia el parque. Juan cierra
 la puerta y sigue y siéntase en su sofá.
 Después otro ruido, pero ahora estaba
 en su casa y no a fuera. ~~El~~ El empieza
 a ~~mudar~~ saltar porque tiene mucho miedo.
 "Ai, Ai, Ai" - dice Juan.
 Hace 3 minutos y ~~el rato~~ no ha mas
 ruidos, entonces Juan siéntase. Juan telefona
 a su ^{mejor} amigo Miguelito para ir
 a su casa para jugar ~~y~~ videojuegos.
~~El~~ Esto es una grande mentira, la verdad
 es que Juan tiene miedo. El piensa
 que algo mal pueda pasar.

Miguelito disse. "Ah, Juan, hoy no puedo amigo!
 tengo familia en mi casa hoy, regresaran
 ahora del chille. Pero se quieres poder
 vir a mi casa!"

Con miedo Juan disse. "si, si, si, claro,

Con miedo Juan dice "si, si, si claro, voy mismo ahora so tengo que me preparar. ~~Quiero~~ ~~que~~ Que juegos tienes? Quieres unos ~~de~~ de go?"

"No, la ^{cosa} ~~cosa~~ que mas tengo son juegos, por eso no necesitamos mas juegos." responde Miguelito.

"OK, dame solo 15 minutos y estey ~~a~~ en tu casa."

Juan sale de su casa. Elle para y su cabeza de lado ~~para~~ para lado mira ~~a~~ ~~la~~ a la distancia. Despues, en pie empieza a caminar, ~~para~~ y se dirige ~~a~~ a su bici. Ahora en casa de Miguelito los dos empiezan a jugar sus juegos, y cinco ~~minutos~~ minutos ~~despues~~ despues otro ruido. Con miedo Juan Salta en cima de Miguelito.

"Juan su grande ~~ata~~ chica! Que passa con yo?" dice Miguelito.

"hoy, este ruido esta en todo las casas adonde yo esto! hace media hora

que ~~estaba~~ en mi casa y ahora esta en tu casa." dice Juan.

Miguelito dice "Ai carambala que chica que tu es!"

Miguelito se dirige a su cocina y en ^{su} la comida estaba este raton blanco!

Juan habla muy alto "es ~~este~~ este! Este raton blanco estaba a la puerta de mi casa tambien y ~~este~~ creo que estaba en mi cocina tambien. Mata eso!!"

Entonces Miguelito utiliza una paca y corta la cabeza del raton. ~~En~~ En el resto de la noche no hacia ruidos! pero Juan y Miguelito tuvieron que lavar todo.



ResultsPlus

Examiner Comments

This is an example of an essay that is poorly planned and difficult to follow. The cause of the noise, 'el ratón' is mentioned in the opening paragraph before it scuttles away into the park. It then inexplicably reappears towards the end of the essay and is apparently exterminated by Miguelito. The central part of the essay seems to be quite inconsequential and adds nothing to the story. As well as the muddled story, the command of the language is poor and sometimes gets in the way of comprehension.

The breakdown of marks is:

Total Score: 11

Accuracy 1

Organisation and development 3

Range and application of language 3

Understanding and response 4



ResultsPlus

Examiner Tip

If you are attempting to write an imaginative story, it must be well planned and logical. Think through the story clearly before you begin and make sure that it is clear for the reader to follow. Avoid improbable or surreal writing; an essay can be inventive and imaginative without losing credibility.

Question 2 (c)

Candidates were expected to assume the role of a young athlete and to give an account of the difficulties they faced during training for the Olympics, such as funding and lack of facilities

This proved to be a far less popular choice and a number of essays became rather predictable. Some candidates concentrated on personal difficulties such as an injury and the difficulty of getting it treated rather than the 'falta de apoyo' in terms of facilities or official backing.

Mi nombre es Esteban y actualmente me encuentro preparandome para los Juegos Olímpico de Londres 2012. El deporte que yo practico es el fútbol y milito en las divisiones inferiores del Arsenal F.C. que juega en la liga inglesa.

La temporada acaba de terminar y ha decir verdad no ha sido nada buena, no hemos tenido el suficiente entrenamiento como para haber cogido una buena forma física, táctica y por no decir psicológica.

Según tengo entendido en otros países como España, Alemania, Italia y Francia sus respectivos jugadores han terminado de forma espectacular, solo hay que mirar los resultados y la clasificación para darse cuenta de eso y a estas alturas dicho factor es determinadamente influyente.

Estamos a un mes y medio de que comiencen los Juegos Olímpicos.

Por el contrario, mis compañeros y yo no hemos tenido la suerte de poder contar con el apoyo necesario en este caso.

Tanto desde el club como los de más arriba no nos han proporcionado nada al respecto. Sabiendo que somos los representantes del país anfitrión el apoyo debería haber sido mucho mayor. No nos dejan las instalaciones porque según ellos se consume demasiado y en estas condiciones.

¿cómo vamos a prepararnos para tal acontecimiento ~~por~~ sino nos apoyan lo suficiente?

La solución a esa pregunta es hacerlo por nuestra propia cuenta para intentar estar al máximo para cuando empiece la competición y así intentar alzarnos con el trofeo.

Yo he comenzado una rutina de preparación que, a primera vista, parece fácil de llevar a cabo, pues con mi padre me basta.

Ahora salgo a correr por las mañanas una hora, luego hago ejercicios de balón durante una hora y otra hora de ejercicios de posicionamiento y sin balón para desarrollar la táctica. Cuando llega la hora de terminar barajamos diferentes posibilidades para el entrenamiento de por la tarde. Llevamos ya cinco semanas con esta rutina y me siento mucho mejor.

Solo falta una semana para que comiencen los juegos

Olimpícos y mis compañeros y yo nos hemos reunido para solicitar el apoyo por parte de la ~~pr~~ federación pero este no ha sido el caso. A solo una semana de comenzar no tenemos sede, equipaciones ni apoyo.



ResultsPlus

Examiner Comments

This is an example of a well planned and thoughtful essay. The essay reads well and, while not faultless, the command of Spanish is fluent and with a high degree of accuracy including some ambitious and complex language. The breakdown of marks is:

Total Score: 43

Accuracy 5

Organisation and development 14

Range and application of language 10

Understanding and response 14



ResultsPlus

Examiner Tip

It is important to read the essay title carefully and make sure that all the implications are addressed. Focusing on personal problems, for instance, would fail to address the 'falta de apoyo' and would therefore lose marks for Understanding and Response. Careful planning and paragraphing as well as close attention to detail and care with language helps to produce a clear, logical and interesting essay.

Question 2 (d)

Candidates were expected to present a balanced argument, considering the advantages and disadvantages of the two options. They would probably mention the cost of university tuition fees and whether or not a university education better equips them for the world of work. The examiners would expect a clear structure and an informed conclusion.

This question was the most popular of all the discursive essays and was clearly close to the hearts of many candidates. Some found it difficult to get beyond a very basic understanding of the two choices, with limitations imposed by a lack of vocabulary but also a lack of knowledge and understanding. The best responses kept the advantages and disadvantages well in mind and gave both sides of the argument in a balanced way before summing up with a logical and informed conclusion.

Este es un tema que toca todas las clases sociales,¹⁰ pero sobretodo la clase más joven que son los estudiantes²⁰ que tienen que tomar la decisión de irse a la³⁰ universidad o la decisión de buscar trabajo. Como en todo,⁴⁰ hay ventajas y desventajas para cualquier que sea la decisión⁵⁰ tomada.

No hay duda que el deseo de la mayoría⁶⁰ de los padres^{es} es que sus hijos vayan a⁷⁰ la universidad, tengan su diploma y consigan tener un buen⁸⁰ empleo, para que puedan tener un buen futuro.

Sin embargo,⁹⁰ hay muchas jóvenes que no comparten la misma opinión, pero¹⁰⁰ la verdad es que ~~no es~~ al irse a la universidad, no¹¹⁰ solamente se aprende lo ~~que~~ necesaria para conseguir un diploma, pero¹²⁰ aprendemos a convivir con otras personas y vamos creciendo psicológicamente.¹³⁰ Una otra ventaja de la universidad es el impacto positivo¹⁴⁰ que tiene en nuestro futuro, porque hoy en día, es¹⁵⁰ más fácil para alguien que tenga un diploma conseguir un¹⁶⁰ trabajo. ~~Por otra parte, no se puede negar que ir a la universidad es muy caro y mucha gente¹⁷⁰ o no tiene el dinero, o entonces no quiere tener una¹⁸⁰ vida~~

Por otra parte, no se puede negar que ir¹⁷⁰ a la universidad es muy caro y hay mucha gente¹⁸⁰ que ~~o~~ no tiene el dinero, o entonces

no quiere tener una ¹⁷⁰divisa y por eso hay un crecimiento de ²⁰⁰jóvenes buscando trabajo. Cuando se ~~emite~~ ²¹⁰empieza en un trabajo en una ²²⁰edad joven, hay la oportunidad de subir en el ²³⁰cargo pero ni todas las personas lo consiguen hacer, porque ²⁴⁰no es fácil y hay personas que ya tienen mucha ²⁵⁰experiencia.

Personalmente, opino que los estudiantes deberían seguir con sus ²⁶⁰estudios en la universidad, pero creo que al mismo tiempo ²⁷⁰deberían tener un empleo a tiempo parcial. ²⁸⁰



ResultsPlus

Examiner Comments

Given the word limitations, the opening paragraph says very little other than to reiterate the title of the essay and is therefore a waste of words. However, the essay has been carefully planned and there are some relevant ideas and opinions expressed logically and clearly. The use and range of language is successful and appropriate.



ResultsPlus

Examiner Tip

When writing a discursive essay it is important to plan the paragraphs so that the arguments on both sides are presented in a logical and balanced way before reaching a conclusion. It is also essential to keep the word count in mind and not to waste words unnecessarily in the introduction.

Ir a la universidad es una etapa ~~extra~~^{extrem} extremadamente importante en la vida de los jóvenes. Para algunos estudiantes, la opción de empezar un trabajo también es igualmente importante, pero los dos ~~opos~~ caminos tienen ventajas y desventajas.

Primer, económicamente, el trabajo es una escoga más apropiada. Con un empleo, los ~~estud~~^{so} jóvenes pueden tener el ^{din} dinero que necesitan para comprar una casa y un coche y empezar sus vidas de familia y adultos. Es una ventaja contra la educación ~~por~~ que no es nada barata para los padres de los chicos y chicas en el mundo de hoy. Pero, el otro argumento es que con la ida a la universidad, nosotros pueden ganar más dinero en el futuro porque estudiaran asignaturas que son importantes para la carrera y así, no necesitan empezar su carrera en un restaurante o una tienda.¹⁴⁰

Después de la universidad, en mi opinión, creo que los jóvenes ganan ~~ex~~ experiencias que no se puede aprender en el trabajo. Por ejemplo, la vida de un estudiante atribuió mas tiempo para ir a fiestas y de vacaciones aunque la vida de un trabajador tiene más estrés. Eso no es una desventaja solo de ~~trabaja~~^{trabajador} porque los ~~estud~~ estudiantes de Universidad también tienen exámenes que causan estrés y problemas nervosos.¹¹⁰

Finalmente, pienso que ir a la universidad es una buena continuación de la vida de los jóvenes. Si, es verdad que el costo es muy alto, pero ~~es~~ es un

metodo de abrir puertas para un futuro rico y con
~~con~~ mentalidades cambiadas ~~por~~ mas adultas y
responsables.

**ResultsPlus**

Examiner Comments

Even though the essay is structured in paragraphs, the ideas expressed are somewhat muddled and loosely organised. The two main paragraphs deal with the financial and social advantages and disadvantages of university education as compared with the alternative of the world of work. The candidate shows some understanding of the implications of the question even though the thinking becomes rather muddled at times and the development of the argument is not always logical and clear. Sometimes the inaccuracy of the language confuses the train of thought and the range and manipulation of the Spanish is limited.

The breakdown of marks is:

Total Score: 21

Accuracy 2

Organisation and development 7

Range and application of language 4

Understanding and response 8

**ResultsPlus**

Examiner Tip

With all discursive essays it is essential to plan a balanced structure so that equal weight is given to both sides of the argument before arriving at a considered and logical conclusion.

Question 2 (e)

Candidates were expected to present a balanced argument, considering points for and against the statement. Possible responses might compare the present with the past and comment on the link between religion and politics and they might consider extreme religious views and the consequences of them. They should also balance the essay by reflecting on the positive aspects of faith and religious belief. The essay would need to be well structured and reach an informed conclusion.

There were some good answers to this question backed by reasonable knowledge. The topic was approached from a variety of angles and some candidates failed to support their assertions with precise information or examples so that arguments often remained vague or one-sided. Some candidates clearly had strong feelings on one side or the other and began from a position of prejudice without balancing their response with a consideration of the opposite point of view.

PLAN

Intro → ¿Qué es religión?

(70) → mi religión.

Body of essay → Los argumentos a favor la religión y la afirmación

(110) → Los argumentos en contra de la religión y la afirmación

→ Si hay mucha relevancia de la religión en el mundo hoy en día.

conclusion → Mis opiniones de la afirmación y sobre la

(83) religión en general.

→ ¿qué pasar de la religión en el futuro

La religión hoy en día es una factura que es menos

y menos en la sociedad. Es una ^{grupo} ~~colección~~ de las

personas quienes tienen las ~~creyencias~~ mismas creyencias

Sobre la vida y el Dios. Para mí, yo pienso que la religión es una parte muy importante en la sociedad porque es tenía siempre una grande parte de mi vida. Estoy católica y voy a iglesia todos los domingos con mi madre.

Hay muchas gentes quienes son a favor de esta afirmación porque ellos creen que la religión crea las guerras entre los grupos religiosos o entre los países. Ellos dicen que la religión es menos y menos en la

271 Palabras.



Examiner Comments

This candidate clearly holds strong religious views but does not support the arguments and opinions expressed in the essay with any substantial references to concrete information. The essay is largely one-sided and built around generalisations rather than a considered understanding of opposite points of view. The poor command of accuracy and the limited range of language also presents a barrier at times to immediate comprehension - for example the use of the word 'factura' in the opening sentence - and there is the influence at times of French - 'croyances' for instance.

The breakdown of marks is:

Total Score: 16

Accuracy 2

Organisation and development 6

Range and application of language 2

Understanding and response 6



Examiner Tip

It is important to present a balanced argument when writing a discursive essay, regardless of any strong feelings and prejudice that you may have. Each discursive essay should be a considered and thoughtful appreciation of arguments on both sides and should lead to a logical conclusion

Question 2 (f)

There were some rather disappointing essays on this topic with poor understanding of current legislation and some ignorance of key vocabulary for passive smoking, lung cancer etc. Again some candidates adopted an anti-smoking stance from the beginning and failed to consider the opinions and problems experienced by smokers.

Candidates were expected to present a balanced argument, considering points for and against the proposition. They could refer to legislation, health issues, to both active and passive smoking, to the problems of addiction and also to human rights and freedoms. They should plan a clear structure and an informed and logical conclusion.

Yo diría que, no es evidente que los cigarillos sean todos malos. Claro que son muy peligrosos y pueden causar problemas de salud y de la sociedad, pero también pueden aliviar el estrés. Pienso que aunque los fumadores puedan causarnos peligros, podemos reconocer que es una adicción muy difícil combatir.

Por eso ~~estoy~~ estoy de acuerdo con la declaración porque todos fumadores son seres humanos que deservan tener los derechos. Que yo sepa, los fumadores saben que hay peligros de fumar y a causa de esto tienen el derecho elegir fumar o no. Es su salud, su vida y por eso su decisión, no es el decisión del gobierno o otras personas. Para unas personas fumar puede aliviar el estrés de la vida moderna, me preocupa que actualmente más y más personas sean estresadas a causa de los problemas de trabajo y la vida familia tales como el divorcio que está llegando a ser más común recientemente.

Habiendo dicho esto, los fumadores pueden causar los problemas de salud de las personas que están cerca de ellos, no es justo ~~en~~ cuando estas personas sean inocentes! Me choca que los fumadores tengan derechos tener los nuevos órganos y trasplantes. Es ridículo que una persona que no fume a veces no pueda tener una nueva ~~órgano~~ pero una ^{fumadora} ~~persona que fume~~ tenga los mismos derechos con respecto a trasplantes,

cuando una fumadora sepa que sea muy peligrosos fumar.

Habiendo considerado todos los aspectos pienso que hasta ~~certo~~ ^{cierto} punto es la responsabilidad del gobierno proteger los ciudadanos y que los fumadores no ~~de~~ deberían tener los derechos a pesar del hecho ^{de} que son seres humanos. Por añadidura si fuera el primer ministro interdiría ~~que~~ todos los cigarrillos porque los odio pero puedo reconocer que es un sueño imposible.



ResultsPlus

Examiner Comments

This essay is rather loosely written and poorly planned. The ideas and arguments expressed are somewhat disorganised and rambling and therefore not always logical and clear. At times the relevance of the argument is suspect as, for example, when the candidate sidetracks into a discussion on the causes of stress in modern life. The range of language used is adequate but occasionally immediate comprehension is impeded by problems with vocabulary or sentence construction.



ResultsPlus

Examiner Tip

When planning a discursive essay it is important not to start writing until you have considered each specific aspect of the topic and assembled arguments both for and against each of those aspects. This can be done by the use of mind maps, for example, or two separate columns each headed For and Against. The structure of the essay will then become clear and the use of discrete paragraphs will then lead logically to an informed conclusion.

Question 2 (g)

Candidates were expected to present a balanced argument, considering points for and against the statement. They could refer to the destruction of the environment by human activity and to environmental consequences such as global warming, rise in sea levels and the possible disappearance of habitats for wild life. By way of contrast they could mention factors that are beyond human control, to the opposing views of scientists and to the natural cycle of the planet.

This was probably the most difficult topic on which to write a balanced argument. 'Responsibility' was either interpreted as 'responsibility for causing climate change' or 'responsibility for doing something about it'. In both cases candidates were able to draw on a wide range of appropriate vocabulary and demonstrated that the topic had been covered at school in some detail. On the other hand, some were so keen to include all possible environmental issues and vocabulary that they hardly addressed the question at all. Some chose to consider the opposing views of scientists, some of whom postulated that climate change is part of the natural cycle of things while others blamed human activity for the scale and acceleration of the problem. Other chose to consider the individual's responsibility and the contributions that can be made measured against that of governments and world leaders with occasional reference to the Kyoto agreement.

Hay muchos problemas con el tema del cambio climático. Hay ellos que creen que todos tienen la responsabilidad. ~~Y~~ ~~hay~~ hay otros que piensan que todos tienen un poco de la culpa. para este problema y ^{por lo tanto} ~~no tienen~~ no tienen mucha responsabilidad.

Muchos científicos opinan que los seres humanos deberían intentar a ayudar el planeta y dejar las causas del cambio climático. Creen que todos han causado este problema y por lo tanto todos tienen la culpa y la responsabilidad. Los científicos tienen

razón ya que el gas de CO_2 causa el calentamiento global y los seres humanos usan los vehículos tal como los coches y los vehículos crean mucho de este gas.

Sin embargo, el gas que contribuye lo más al cambio climático es el vapor de agua. Éste es una cosa natural y es

muy difícil de culpar a todos. Además el cambio climático ha ocurrido muchas veces en el pasado sin el ayuda de los humanos que pregunta la cuestión ¿cómo es el cambio climático la ~~rep~~responsabilidad de todos?

Otra razón porqué la responsabilidad es todos es a causa de la deforestación en el americano latino. ~~las~~ ^{muchas} empresas han cortado o quemado ~~han sido cortado o quemado~~ los bosques para elevar los animales, sobre todo los vacas. Es posible que la denumeración de los árboles haya causado más ^{de los} gases peligrosos en el ~~atmósfera~~ ^{atmósfera}.

En conclusión, aparece que todos deberían tener una poca responsabilidad para el cambio climático pero no tienen toda la culpa. ¿Quizás la cuestión pueda preguntar si los seres humanos ~~deberían~~ ^{deberían} hacer más para ayudar a vivir con el cambio climático?



ResultsPlus

Examiner Comments

This essay addresses some of the implications of the question and there is an attempt to present a balanced view. There are a number of linguistic errors but comprehension is not significantly impaired. The range and manipulation of language is quite limited and restricted. The essay is planned and paragraphed, although the development of ideas is not always logical and clear. The breakdown of marks is:

Total Score: 23

Accuracy 3

Organisation and development 8

Range and application of language 3

Understanding and response 9



ResultsPlus

Examiner Tip

A topic such as climate change requires a good knowledge of specialised vocabulary which must be ready to hand. Again, it is essential to write a balanced argument with equal consideration given to both sides before arriving at a logical and informed conclusion.

Question 3 (a)

THE RESEARCH-BASED ESSAY is quite new to the Specification, although there is some common ground with the old Specification paper 5 'Topics and Texts' or 'Coursework'. The old exam required candidates to write a minimum of 250 words in the target language while the new Specification prescribes 240-270 words written under exam conditions. The old coursework option was more flexible with an expectation of 900-1000 words. The new RBE Topic Areas are clearly defined in the specification and the new assessment element is to reward evidence of reading and research. When applied to 'Geographical Area', 'Historical Study' or 'Aspects of Modern Spanish-speaking Society' the examiner would expect to find examples of wide reading and detailed information gleaned from a variety of possible sources, notably the internet but also perhaps books, magazines and newspaper articles. With 'Literature and the Arts', however, a critical reading and analysis of the text or film would in itself reflect evidence of research - ie the difference between reading a book or watching a film purely for entertainment and pleasure and studying the film or text critically and analytically. Candidates may well find additional information and ideas, however, from critical guides, other reading matter and internet sites. The word count is restrictive but titles, quotations in inverted commas, bibliographies and footnotes which do not turn into an extension of the essay are not included. The mark scheme is clear and two-thirds of the marks are awarded for 'Reading, Research and Understanding'. Examiners are looking for thorough understanding of the implications of the title of the essay, relevance and clear evidence of in-depth reading and research. 'Organisation and Development' is worth 9 marks and this rewards the candidate's ability to plan and structure the essay in such a way that it answers the question fully and provides a logical development of ideas leading to an informed conclusion. Finally, 'Quality of Language' credits the candidate's accuracy and fluency in the target language so that communication is maintained throughout using a wide variety of appropriate vocabulary and structures.

Candidates were required to focus on a specific Spanish-speaking region or city and give detailed information about its customs and traditions. There were many descriptions of 'fiestas' and the best scripts made clear links to the importance of the tradition to the city or region, even quoting annual figures for income from tourism and the number of jobs created. However too many candidates simply listed a number of 'fiestas' in such a way that did not really show any evidence of in-depth research and indeed where background knowledge was rather sketchy. Some candidates simply wrote a travel brochure style essay on the city or region without mentioning any traditions or customs. Others wrote over-lengthy answers in which they described customs and traditions in more than one region without going into sufficient detail for any of them. A few even chose to write about a non-Spanish speaking region or town, for instance Venice, which made the essay completely irrelevant. However, the best essays were full of detail and often explained the origins of the 'fiestas' as well as their importance for the city or region they had chosen to study.

Cada ~~pa~~ region, ciudad o país tienen diferentes
costumbres, ~~a~~ las y tradiciones que contribuye
en formación, estabilidad y felicidad de la sociedad.
Yo estudiado la ciudad de Quito que ~~se~~ queda
en Ecuador. Quito es la capital de Ecuador.

y tiene ~~de la población~~ ^{un} un número alto de habitantes.

Quito es una ciudad con muchas ~~costas~~ costumbres y tradiciones. una de las mas

importantes ~~es~~ tradiciones es la quemada de los viejos que ocurre a media noche cada fin de año. Durante ~~de~~ las ultimas semanas del fin de cada año, gente de todas edades, pobres, ricos, familias y amigos se una para crear figuras grandes o pequeñas, llenas de papel. A media ~~en~~ ^{lo} noche ~~estas~~ ^{las} figuras. Las figuras son simbolos de el año que esta a punto de acabar y la quemada el encendimiento es simbolo de todo ~~lo~~ ^{lo} malo quemandose y celebrando un año nuevo. ~~esta~~

Esta tradición es importante por que une a la gente ~~vecinos~~ y trae felicidad a los ciudadanos de Quito.

É aprendido que el país y en particular la ciudad es muy ~~religiosa~~ religiosa y es costumbre de ir a misa cada domingo. Esto trae a gente de diferentes barrios juntos y forma una sociedad unida por que ~~tenen~~ se unen en la iglesia.

Como en muchas sociedades, ~~es~~ familia es importante entonces es costumbre que en dias feriados toda la familia se una.

De lo que estudiado aprendí que la sociedad es muy unida y ~~lo~~ esto es a base de las tradiciones y costumbres de Quito.

San. Ademas de la tradición mencionada hay
muchas mas que igual promueven unidad
en la gente Quiteña.



ResultsPlus

Examiner Comments

This candidate has chosen to write about Quito and describes the end of year tradition of burning figures made from paper that symbolize the old year and the purging of evil. Apart from this, the remainder of the essay simply describes the regular attendance at Sunday Mass and the importance of festive occasions when the family can get together to celebrate. Clearly some reading and research had been carried out in the detailed description of the end of year rituals but the rest is far too general and can be applied to any catholic society, not especially that of Ecuador. The language is adequate and communication is maintained despite inaccuracies and there is a fair range of vocabulary. The essay has been planned but we learn little from the second half which becomes far too general and rather rambling and repetitive. The breakdown of marks is:

Total Score: 23

Organisation and development 5

Quality of language 4

Reading, research and understanding 14



ResultsPlus

Examiner Tip

It is important to focus on traditions and customs that demonstrate in-depth reading and research rather than to describe general habits that could be ascribed to several different societies. Sometimes an explanation of the origins of the customs and traditions can be of interest and it is essential to address the second half of the question and show how they are of importance to the city or region studied.

Question 3 (b)

Candidates were expected to select a specific event that occurred during the historical period they had chosen and to explain its significance.

The Spanish Civil War was the most frequent choice of topic, sometimes a specific battle and quite often Guernica. Some candidates demonstrated an impressive knowledge of historical detail. Weaker candidates gave too much description of the event itself and not enough analysis of its significance and others clearly did not understand the meaning of 'acontecimiento'. The best essays had been thoroughly researched, provided a substantial amount of in-depth detail and went on to analyse the significance that event had for the future development of the history of the country.

Question 3 (c) ✕

Question 3 (d) ✕

La época que estubo estudiando en el pasado año se refiere específicamente a la creación del grupo terrorista ETA en ~~la~~ España.

~~ETA es un grupo~~ "Euskadi Ta Askatasuna" es una organización terrorista más conocida por sus siglas ETA. La importancia de este acontecimiento es sin duda importante para la sociedad española, este grupo que empezó en 1959 y durante los últimos tiempos contribuyen al peligro que los españoles enfrentan todos los días. Para mí, el mayor problema con la creación de este grupo nacionalista,

es el uso de ~~lucha~~ armas de luchas, y más grave, es la amenaza de secuestro y asesinato usado por ETA para obtener su objetivo principal, un estado vasco independiente de España. "2

Lo que ~~add~~ ^{añade} a este problema es que las autoridades españolas no tienen ~~la~~ iniciativa, ni los recursos para resolver o terminar lo terrorismo por las manos de los miembros de ETA. Es importante para la seguridad de todos - que ~~comien~~ ^{tienen} el riesgo de muerte constantemente que ~~este~~ la existencia de ~~la~~ ETA es terminada. Es un tema importante por que ETA ya a cometido más que 800 actos criminales y van a

continuar ~~a destruir~~ destruyendo la sociedad española pero también la francesa aunque lo "país" vasco es entre la frontera española y francesa.

En el futuro, tenemos todos que enfrentar los grupos como ETA que son la causa de muchos más problemas, como, por ejemplo, el uso de drogas para controlar las personas fracas, y también el tráfico de armas y la prostitución.



ResultsPlus

Examiner Comments

This candidate has chosen to write about the origins of ETA and the consequences for Spain of the activities of this terrorist group. There is some evidence of reading and research but a good deal of the information given is general rather than specific. It would have been useful, for instance, to learn why the group was formed, who the original members were, how they are funded and supported and to have dealt with specific examples of terrorist acts perpetrated by ETA. The structure of the essay is adequate but the development of ideas is patchy and somewhat rambling. The command of language is satisfactory and communication is maintained despite inaccuracies. The breakdown of marks is:

Total Score: 21

Organisation and development 5

Quality of language 3

Reading, research and understanding 13



ResultsPlus

Examiner Tip

It is important to ensure that you understand the title and its implications before starting to plan an essay. It is also important to present detailed, specific information that can only be acquired from in-depth reading and research rather than rambling generalities that tell the ordinary reader nothing they did not know already from general knowledge.

Question 3 (c)

Candidates were expected to focus on a modern Spanish speaking society, evaluate how that society had changed in recent times and explain the reasons for that change.

Several essays described recent changes in Latin American countries and were well informed. Others focused on the Transition and described, for example, how the role of women had changed in post-Franco Spanish society, with specific information and statistics regarding the uptake of women students at university, the increase in the number of women developing professional careers and in the cabinet and the changes in the law regarding matters such as abortion. Other candidates wrote very superficial answers on, for instance, 'el botellón' with information that was self-evident without any real background research at all.

Question 3 (c) ☒

Question 3 (d) ☒

Hay en día, la inmigración es un problema grandísimo y no es algo nuevo. A través de las siglos, España fue invadida por los Romanos, los Barbaros y Los Moros. Pero ahora, ~~según los datos de~~ un montón de inmigrantes ^{han} llegado al país buscando una vida mejor.

La costa de Andalucía está a 15 km de Marruecos. Para miles de ciudadanos ^{gras} Marruecos, Ceuta y Melilla, territorios españoles en el continente africano actúan como una puerta para ~~ciudadanos~~ ~~antes de ciudadanos~~ conseguir el pasaporte

hasta Europea. Porque? En su país hay desempleo masivo, vivienda pésima, la falta de acceso a la educación, derechos humanos y salud.

17: ^{Bato} ~~Por~~ la dictadura de Franco entre los 30 y ^{los} 40s, los españoles buscaban refugio. Ahora según cifras de 2005, hay un poco menos de ~~3~~ 3 millones de inmigrantes, de las cuales, 600,000 marroques. El mismo año fue sorprendente, para la Europa y la ~~oposición~~ ^{de} que Zapatero ~~de~~ ^{de} Amnistía a los ilegales.

18: Otro ~~aspecto~~ ^{que} que ha cambiado la sociedad ~~de España~~, ~~en 11 de Marzo 2004~~, tres días antes de las

elecciones, 10 bombas explotaron en 4 trenes cerca de la estación de Atocha en Madrid, matando a 191 e hiriendo un poco menos de 200. Inmediatamente, ^{noticias} las ~~noticias~~ y las partidas políticas culparon a ETA, el grupo terrorista de vasco responsable por 900 muertes en 30 años. El domingo siguiente una declaración de Al Qaeda asumió la responsabilidad del atentado.

A causa de (consecuentemente), las actitudes en España han cambiado y inmigrantes ~~enfrenta~~ enfrentan más perjuicio, más de discriminación y mayor negativa. Los "Pasea", se encuentran meso como el cruce, el trabajo y a veces la muerte. ~~Pasea~~ Inmigrantes ~~Ata~~ en su propio país no tienen las oportunidades,

que el España ofrecen, ~~hoy~~ España es más de bienvenida, vienen al país, tratando vivir una vida mejor!



ResultsPlus

Examiner Comments

The candidate has chosen to write about the problem of immigration in Spain and its effects upon modern Spanish society. The essay has been well researched and there is a good deal of factual information. The opening sentence leads well into the discussion by tracing the history of immigration in Spain, then focuses upon the specific problems in Andalucía before contrasting the changes between the Franco dictatorship, when Spaniards sought exile abroad, and the new democracy which has seen a substantial increase in immigration, notably from north Africa. Statistical information is provided and then the essay concentrates on one specific event, the bombing of trains near Atocha station, and once again clear, factual information is given with the blame shifting from ETA to Al Qaeda. Finally the candidate demonstrates how, as a result, attitudes towards immigrants in Spain became increasingly hostile. The essay is adequately organized and communication is maintained throughout despite inaccuracies of language. The breakdown of marks is:

Total Score: 31

Organisation and development 5

Quality of language 4

Reading, research and understanding 22



ResultsPlus

Examiner Tip

This is a good example of an essay that has attracted good marks for in-depth reading and research with a substantial amount of factual information. Perhaps a little more about the effects of immigration on society as a whole, for example in the job market and the pressures put upon social welfare as well as reference to recent legislation would have created a better balance but nonetheless the candidate has produced a coherent and readable piece of work.

Question 3 (d)

Candidates were expected to focus on the stylistic techniques used by the author, playwright or film director in the work they chose to study and to explain how those techniques contribute to the success of the book or film.

This was the most popular option and many candidates chose literature with some opting for an analysis of film. There were several essays on, for example, 'El Laberinto del Fauno' and a substantial number on the films of Almodóvar. The choice of texts and films was fairly conservative and many of the books, plays and films studied were those that had appeared in the old Specification prescribed lists. Lorca's plays were a popular choice as well as a variety of novels, mainly Latin American.. The main problem for candidates was that of dealing in a targeted way with the idea of 'técnicas estilísticas' but there were some good responses that explained, for example, the concept of 'magic realism' and went on to show how this stylistic technique related to the novel they had studied with specific reference to individual examples and an analysis of the effects produced. Similarly an analysis of symbolism, for instance the use of colour and an explanation of the significance of water and Lorca's use of contrast in his plays gave rise to some detailed and well constructed answers. Quite a number of candidates wasted words on a long introduction which said very little beyond the fact that the 'técnicas estilísticas' made the book successful and there were a number of abrupt endings with no effective conclusion. A few candidates mentioned the views of critics or other sources beyond the text or film itself but most confined their answers to an analytical study of the work.

El libro "El coronel no tiene quien le escribe" ilustrado de García Márquez es una libro sobre cómo ~~un~~ el Coronel y su esposa viven cuando su hijo muere y son pobres con la esperanza³ de una pensión llegará con dinero.

García Márquez intenta de describir cómo y las condiciones que viven en el primer parte del libro. "Nos estamos pudriendo vivos" Este muestra las malas vidas que viven ~~y~~ sólo por que tienen hambre.

García Márquez entonces muestra la relación entre el coronel y la mujer "Y tu-dijo, Ya tomé-mintió el coronel". El coronel mintió cuando no había más café, y García Márquez quiere que ~~los~~ ^{los lectores} sepan que ellos ~~son~~ ^{son} felices juntos.

Sin embargo, ~~durante~~ durante el resto del libro García Márquez empieza de escribir conflicto entre el matrimonio cuando

la mujer no tiene la paciencia ~~de~~ de esperar por la pensión o el gallo. El gallo fue dejado de su hijo, Agustín, que fue asesinado ~~de~~ debido a las actividades clandestinas por el movimiento subterráneo revolucionario, para que el gallo puede ganar dinero en ~~las~~ luchas. "No sé qué no le han visto a ese gallo tan feo" - La mujer ~~se~~ odia el gallo y creo que García Márquez quiere mostrar cómo la mujer sufre, además a la asma ~~de~~ ella que tiene. ~~En el capítulo 7~~ En el capítulo 7 ~~la~~ la mujer pregunta "¿Que vamos a comer?" y el coronel responde "Mierda." ~~al~~ al éxito es muy firme y no sabes que van a hacer. ~~Y~~ Y creo que ~~G~~ Márquez quiere el lector para terminar confundido y ~~subterráneo~~ quiere ^{riendo} más.



ResultsPlus

Examiner Comments

The candidate has chosen to write about 'El Coronel no tiene quien le escriba' by Gabriel García Márquez. There is a good deal of story telling and little information about stylistic techniques, for instance symbols and imagery. The narrative style is not commented on, for example the economy of description and the subtlety of psychological study, and there is no mention of humour, bitterness, irony or the contrasting use of direct and indirect speech. The candidate has certainly read the story but the analysis is very thin. The organisation and structure of the essay is rambling and the language manages to communicate despite a number of errors.

The breakdown of marks is:

Total Score: 13

Organisation and development 3

Quality of language 3

Reading, research and understanding 7



ResultsPlus

Examiner Tip

When opting to study literature or film it is essential to have analysed in depth all the requirements of the sub-topics listed in the Specification - a thorough study of different characters, the key themes and issues, the social and cultural setting and the styles/techniques employed - since any of these topics may be set as a question in the exam. It is not enough simply to have a good working knowledge of the story.

Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	N	U
Raw mark boundary	50	79	71	63	56	49	42	35	0
Uniform mark scale boundary	130	117	104	91	78	65	52	39	0

a* is only used in conversion from raw to uniform marks. It is not a published unit grade.

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code UA024760 June 2010

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

