



Examiners' Report June 2011

GCE Spanish 6SP04 01

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 contact our Languages Advisor directly by sending an email to ALISTAIR DREWERY on LanguagesSubjectAdvisor@EdexcelExperts.co.uk.

You can also telephone 0844 576 0035 to speak to a member of our subject advisor team.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

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 2011

Publications Code UA028811

All the material in this publication is copyright
© Edexcel Ltd 2011

Introduction

The marking team were very pleased with this summer's candidates' responses and would congratulate both the candidates and their teachers on all the hard work and the high standards that have been achieved.

Question 1

The translation exercise tests a variety of grammatical structures with the emphasis on accuracy and no acceptance of paraphrasing. Spelling, syntax and grammar must be completely accurate and there is no reward for creative writing. The mark scheme consists of 30 discrete elements or 'boxes' that are either right or wrong with no half marks and the final raw mark out of 30 is then transferred to a grid that converts it to a final mark out of 10. The content of the translation is firmly based on one of the General Topic Areas as published in the Specification and the grammatical structures tested also correspond to what the Specification demands of the candidates.

Section A

This summer's translation proved to be a challenging exercise, although many candidates coped well and most scored more than 4 marks out of 10. There were, however, a number of paraphrases when the correct structure or vocabulary could not be brought to mind. There was a wide range of ability with 1 or 2 as the lowest mark and a few candidates with full marks.

The opening use of 'era' was on the whole accurately rendered, although a number of candidates offered 'estaba' which was marked wrong. Alternatives to 'joven' that were accepted included 'pequeño' and structures such as 'En mi juventud' or 'De joven' were also accepted. 'A menudo', 'frecuentemente', and 'muchas veces' were all accepted as a correct translation of 'often', although 'a veces' or 'de vez en cuando' were not. A number of candidates did not know the verb 'soñar' or, if they knew the verb, had no idea how to conjugate it, providing several examples of 'sueñaría' and 'sueñía'. Several candidates did not know that the appropriate preposition to accompany 'soñar' is 'con', not 'en' or 'de'. A number of candidates attempted to copy the English present participle as 'viajando a' instead of using the correct infinitive. 'Faraway' proved difficult for some who could not get beyond 'lejos'. 'Last year' was widely successful although the few who got it wrong offered 'El último año' instead; one candidate offered 'el año pesado'. Most candidates knew 'sueño' and there were many successful renderings of 'became reality'; alternative suggestions included 'se hizo realidad', 'se volvió realidad', 'se realizó' and 'se tornó realidad'. Few candidates knew 'puesto que' and most offered 'porque' which was accepted. However 'por que' written as two words was rejected as was any attempt at using 'desde'. The 'acabar de' construction was not widely known but the examiners accepted 'recientemente he pasado' and similar varieties such as 'recién pasé'. Some candidates still cannot distinguish between 'pasar' and 'gastar'. The next three boxes in the mark scheme generally scored well. 'Nine months working' proved to be straightforward as did 'at a school', although candidates who wrote 'a un instituto' were penalised. Various alternative renderings of 'in South America' were accepted, including 'en Sudamérica, Suramérica, América del sur' and even an adjective such as 'suramericano' without the 'en' of course. Some candidates did not read the passage they were asked to translate, some offering 'Africa del sur' and even 'el sud de los estados unidos'.

'I could not have imagined' proved a challenge for most candidates who made brave attempts such as 'podía haber imaginado' which did not score; the subjunctive or conditional construction was the one required here - 'no hubiera/hubiese podido imaginar', 'no pudiera/pudiese haber imaginado', 'no podría haber imaginado' or 'no habría podido imaginar'. Most candidates knew 'pobreza' although some attempted 'pobredad' and the most common error with 'suffering' was to spell the Spanish word with a double 'f', mirroring the English. The preterite 'encontré' was needed in the following box, although the examiners also accepted 'hallé' and 'descubrí'. The essential accent on 'Sólo' was often missing and those who consequently wrote the adjectival form rather than the adverbial one lost the mark; 'Solamente' was also accepted and even 'Apenas'. 'I had been working' required either the imperfect of the verb coupled with the imperfect form of 'desde hacía' or the pluperfect construction 'había estado trabajando'; the use of 'sido' was of course rejected as was 'había trabajado'. Most candidates scored the mark with 'unas semanas' or 'algunas semanas'. There are still several candidates who spell 'cuando' as 'quando', almost certainly mixing their knowledge of French with that of Spanish, and the construction 'to realise' or 'darse cuenta de que' led to a number of marks being lost. Attempts such as 'realicé' were incorrect. Most candidates successfully wrote 'estos niños' or 'estos chicos' but some are still unaware of the difference between 'estos' and 'esos'. Common mistakes with 'eran los afortunados' led to 'fueron los afortunados' or 'eran los fortunados'. An impressive number of candidates knew 'rescatados' or 'salvados', although some guessed at 'grabados', and 'las calles' gave the weaker candidates the chance to score a mark. The final sentence began with a subjunctive expression 'Cuando haya terminado' or 'Cuando termine' but too many candidates simply wrote 'Cuando he terminado' which failed to score. The next box 'my studies' should have been easily accessible, but some candidates misread it as 'mis exámenes' and therefore lost a mark through carelessness. 'Espero volver' was widely successful although some candidates, anticipating yet another subjunctive expression following the verb 'to hope', were too ambitious and offered 'espero que vea' which was incorrect. The personal 'a' was frequently missing from 'and see the friends' and the final mistake was to confuse the verb 'conocer' with 'saber'.

~~Cuando yo era joven, a menudo soñaba con viajar a países lejanos. El año pasado mi sueño se convirtió en realidad ya que acabo de ^{pasar} ~~estar~~ nueve meses trabajando en una escuela en Sur América.~~

~~No ^{me} podía ~~ere~~ imaginar la pobreza y el sufrimiento que conocí. Llevaba ~~tan~~ solo trabajando unas cuantas semanas cuando me di cuenta de que estos niños eran los afortunados, rescatados de las calles. Cuando ~~haya~~ terminado mis estudios espero volver y ver ~~a~~ los amigos que se.~~

Cuando era joven, a menudo soñaba con viajar a países lejanos. El año pasado mi sueño se hizo realidad ya que acabo de pasar nueve meses trabajando en una escuela en Sur América. No hubiera podido imaginar la pobreza y el sufrimiento que conocí. Llevaba tan solo trabajando unas cuantas semanas cuando me di cuenta de que estos niños eran los afortunados, rescatados de las calles. Cuando haya terminado mis estudios espero volver y ver a los amigos que conocí.



ResultsPlus Examiner Comments

This is an example of an excellent candidate who scored the full 10 marks for the translation exercise, with only one 'box' marked wrong.



ResultsPlus Examiner Tip

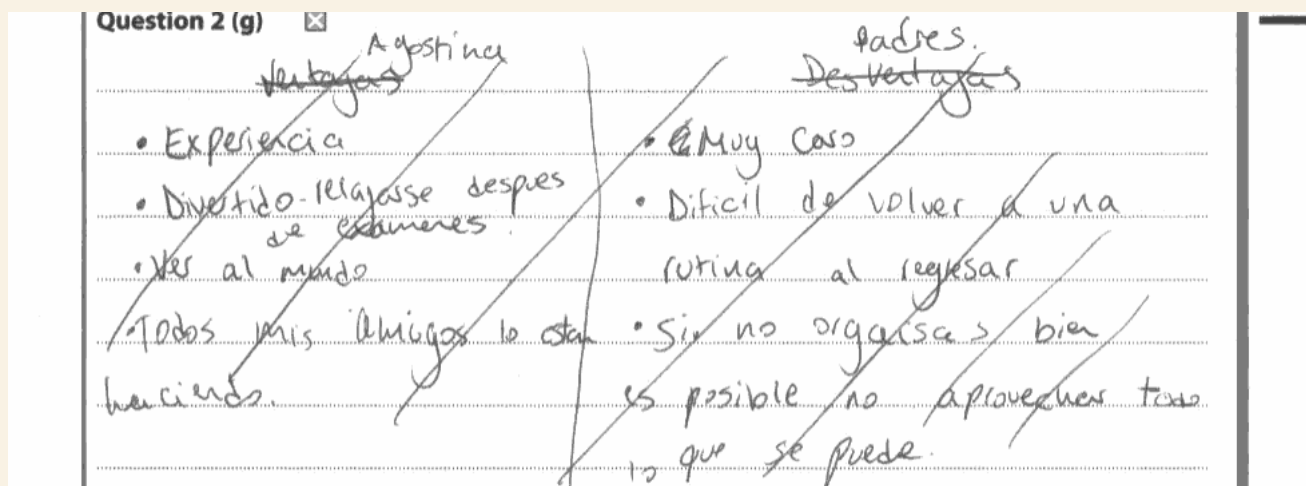
Translation is a specialised skill and requires practice and care. It is important to read the passage first in order to get a clear idea of the content and then to work carefully, checking accents and spellings in particular.

General Information

Candidates were required to write one essay of 240 - 270 words in Spanish from a choice of 3 Creative Essay titles and 4 Discursive Essay titles. All of the essay titles are based on the 4 General Topic Areas as published in the Specification. There are 4 Assessment grids with their sets of descriptors; 3 of these grids are common to both Creative and Discursive essays and they are: Organisation and Development (15 marks), Range and Application of Language (10 marks) and Accuracy (5 marks). There are 2 separate grids, both headed Understanding and Response (15 marks), one for the Creative essays and the other for the Discursive essays and these 2 grids have subtle distinctions in their respective descriptors. The Creative essays are credited for their relevance and their imaginative response to the title while the Discursive essays are assessed according to how well the candidate has understood the question and all its implications; this means that candidates should write a balanced essay that considers both sides of the question or argument and that reaches an informed, logical conclusion. The Organisation and Development assessment grid rewards the candidate's ability to plan and structure the chosen essay so that there is a coherent sequence of ideas or arguments that leads to a logical conclusion. The Range and Application of Language assessment grid gives credit to the candidate for the ability to demonstrate the use and manipulation of rich, complex language in an appropriate register. Finally, the Accuracy assessment grid is self evident and the descriptors focus on clear communication and a high degree of linguistic accuracy.

Question 2 (a)

This question gave the candidates the opportunity to write a scripted conversation between a son or daughter and his/her parents on a topic that would be familiar to both students and their parents. The best essays were written using natural language with a good range of appropriate idiomatic language and vocabulary. There were some good and convincingly written conversations, often using idiomatic and lively language. This question clearly captured the imagination of candidates who may be about to go through the same process as the characters in their essays and who usually provided convincing arguments as to why they should be allowed to take a gap year and go travelling. A few, who had clearly not read the rubric carefully, chose to deal with the topic more as a narrative than a scripted dialogue and lost marks accordingly for Understanding and Response. Other candidates lost marks because they failed to read the question properly and did not involve both 'padres'. There were also some who used up too many words setting the scene or writing a narrative account instead of concentrating on the direct speech of a dialogue.



"Por favor!" Dijo Agustina. ^{Ya habia tenido esta} ~~por cuarta vez. Habia~~
discusión con sus padres tres veces. "Todos mis
amigos lo van a hacer y voy a ser la única que
se quede ~~aca~~."

"Que hay de malo con quedarse aca y ganar un
poco de dinero" contesto su madre quien estaba
~~completamente~~ completamente en desacuerdo con este plan que
tenia su hija de ir viajando por el mundo con un par
de sus amigas. ~~ella~~ ~~ella~~ ~~ella~~

Agustina estaba en su ultimo año del colegio y junto
con sus compañeras se le ocurrió la idea de ver el mundo
antes de entrar en la universidad el año siguiente. El
viaje consistia de volar de Barcelona a India, tomar
un tren a China y luego ~~a~~ a Hong Kong, de ahí
volar a Japón y Australia, Sara la mejor amiga de Agustina
tenia familia en Australia asique se iban a quedar
ahí por un mes. Despues volar a ~~Brasil~~ Tierra del fuego, en
el sur de Argentina y como sea viajar hasta Peru donde
volarian a los Estados Unidos antes de regresar a Barcelona ~~ella~~

"Perdoname Agustina, pero estoy completamente de acuerdo
con ~~tu~~ tu madre. Tres chicas jóvenes y guapas viajando
solas por el mundo, no creo que sea tan buena idea."

"Pero porque no papa? Quiero salir de Europa y ver el mundo!
Algun dia lo hare, pero por qué no ahora?" respondió Agustina
con lagrimas en ^{en} sus ojos. Siendo hija única sus

padres Siempre habían ~~siempre~~ controlado ~~la~~ vida
 con el temor de
~~de~~ Agostina, ~~tenían~~ perderla. No necesariamente
 físicamente pero no querían perder la relación que
 tenían con su hija.
 "Tengo una idea!" ~~de~~ de repente casi grito la madre. "En vez
 de viajar por to do el mundo porque no te quedas en
 Latino America donde entiendes el idioma y tienes familiares"
 Era un paso grande para Maria dejar a su hija viajar a
 solas pero reconocia que tenia que darle libertad. ~~a su~~
 hija.
 Aunque la decisión era de Agostina, ~~se~~ a pensar ~~se~~ su
 año solamente en Latino America o quedarse en Barcelona.



ResultsPlus Examiner Comments

This is an example of a candidate who has not read the rubric carefully enough before beginning to write. Candidates were asked to write a conversation between a young person and his/her parents and this candidate spends about half the essay writing narrative and only involves one parent. As a consequence, marks have been lost for Understanding and Response.

Total score : 31 / 45

The breakdown of marks is:

Understanding and Response: 11

Organisation and Development: 11

Range and Application of Language : 6, Accuracy: 3



ResultsPlus Examiner Tip

Always read the question carefully and make sure that all the implications of the question have been addressed. Plan the essay before beginning to write and set it out logically, preferably with a new line for each different speaker. Finally check to ensure that the language used is appropriate, in this case natural and idiomatic, and check the finished essay for accuracy of tenses, spelling and grammatical constructions.

Question 2 (b)

Candidates were expected to continue the story as a narrative in the past tense. The responses were varied and imaginative, ranging from an attempt at a crime story such as a kidnap to a perfectly innocent explanation and account. There were some vivid and extremely imaginative stories and the language was often of a high standard of accuracy, scoring good marks for range and application of language. Some candidates lost marks for getting carried away by the storyline and therefore not sticking to the word limit. There were also several examples of incoherent development of the story or of the ending being too hurried and abrupt and not quite fitting in with the rest of the narrative as the candidates ran out of time or words. Careful planning is needed for a successful short story such as this.

Question 2 (g)

Era una noche oscura y fría. Llovía. Llovía, y Luis se apresuraba para volver a casa lo antes posible. La calle estaba desierta, pero al doblar la esquina Luis se dio cuenta de que un coche se había parado justo delante de él y, al acercarse, se abrió la puerta del pasajero y... la luna iluminó la cara de una mujer pálida y hermosa. Sus labios estaban pintados de un rojo intenso y su cabello oscuro caía de cascada sobre sus hombros desnudos. Pero lo que causaba el parálisis temporaneo en Luis no era su belleza, si no quien era. Martha había estado muerta por los últimos 4 años. El recuerdo de su entierro seguía fresco en su memoria, ^{persiguiéndole} ~~acompañándole~~ en sus sueños. ~~no podía olvidar~~ Luis nunca dejó de usar su anillo matrimonial. ~~El sonido de la lluvia con~~
La lluvia ~~se~~ se estaba convirtiendo rápidamente en tormenta.

~~Sophía miraba los pedazos de cereal flotando en su cereal con envidia en~~

~~La ^{expresión} cara de la Señora Loria ~~parecía~~ se parecía mucho a la de un~~

y Luis fue forzado a volver al presente ~~por el~~ ^{latigaban} ~~ya que~~ por las gotas heladas que ~~le~~ ~~caían~~ ~~por~~ su cara.

Martha no había movido, ~~solo miraba sus facciones con una expresión~~ ~~triste~~ ~~cas~~ solo sus ojos traicionaban su expresión calmada. Miraba a cada detalle de Luis, su cabello ~~fresco~~ había crecido, sus rizos mojados casi cubrían sus ^{cejas} ~~ojos~~. Su boca había adquirido un aire de amargura, ~~como si se le hubiera~~ Su barba ~~ya~~ crecía en parches, como sino se rasurara con cuidado en las mañanas. Pero lo peor fue lo que vio en su mirada. La pregunta parecía quemar en sus ojos.

¿Por qué?

¿Por qué me dejaste sólo?

~~La traición y decepción~~

~~7 minutos y 30~~

En un rápido movimiento Martha tiró ~~la~~ la caja dorada a sus pies, cerró la puerta y el coche arrancó con toda velocidad.

Luis cogió la caja. El metal estaba ~~caliente~~ cálido aun,
~~por las~~ aun tenía el calor de sus manos. Al abrirlo,
encontró un papel, en el cual estaba escrito:
~~Pendóname~~ Ve a Londres el 17 de Marzo. Espera en Hyde
Park a las 4 de la tarde. Pendóname, Luis.
Abajo había un boleto para el 17 de Marzo. Madrid a
Londres.
Habían pasado 3 minutos y medio. Toda su vida
había cambiado.



ResultsPlus

Examiner Comments

This is a good example of a candidate who has a wide range of vocabulary and a good command of language. The story is well planned, vividly descriptive and the candidate displays a keen eye for detail. The ghost story is engaging and ends on a cliffhanger, leaving the reader interested enough to want to know what happens next. A fine piece of writing.

Total score : 40 / 45

The breakdown of marks is:

Understanding and Response: 13

Organisation and Development: 12

Range and Accuracy of Language: 10, Accuracy: 5



ResultsPlus

Examiner Tip

If you are attempting to write an imaginative story, it must be well planned and develop logically. 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 and even a ghost story can be inventive and imaginative without losing credibility.

Question 2 (c)

This question proved to be both topical and popular in the light of the recent disasters in Haiti and Japan. Candidates were expected to imagine that they were working with an international team helping the victims of a natural disaster such as an earthquake, floods or a Tsunami. There were some excellent imaginative responses with perceptive insights into the suffering of the victims and the emotional feelings of the rescue workers. Some candidates failed to read the title of the essay carefully and wrote accounts of their holiday experience, describing the effects of a natural disaster on their hotel and the subsequent efforts to evacuate them to safety. However, most coped well and produced graphic, convincing imaginative accounts that were fully relevant and interesting to read.

Question 2 (g)

Los desastres naturales son peligrosos por todo el mundo y es primordial que hagamos mucho para ayudar y proteger al público. Soy miembro de un equipo que intentamos ayudar a las víctimas y ahora nos ubicamos en ~~Haiti~~ Haití.

Por todas las noches, podemos oír las gritas de los niños y el viento que viene del litoral. Esta isla es un lugar peligroso con un gobierno pobre que no puede hacer nada. En unas barrios las pandillas tienen el poder; roban a los pobres que han perdido todo durante esta época insostenible. En mi equipo, me doy cuenta que necesitamos más

100

policias del gobierno debil.

Cada día encuentro a alguien que ~~busca~~ busca
nuestra ayuda ~~pero~~ pero hay tanta gente
como así. Faltan comida, agua potable y
hogares con electricidad. Estos ~~problemas~~ problemas
están hasta en la sopa pero estoy contento
dado que soy capaz de luchar contra estos y
hago lo que pueda.

Tal y como lo veo, las inyecciones son
imprescindibles ya que luchan contra las
enfermedades mortales que amenazan a los
autóctonos allí. A menudo, no podemos
~~ayudar~~ ^{realizar} ayudar ~~pero~~ pero podríamos ahorrar
muchas vidas si tuviéramos más dinero
o más equipos aquí.

Espero que los gobiernos ricos del mundo vayan a
ofrecer más y me cuesta entender por qué
no eligen mandar más donaciones. ~~Quiero~~
Quiero llamar al público a encontrar
~~unas~~ ^{unas} unas libras para estas personas
²²³ aquí. He visto demasiadas muertes.

Por fin, ~~estoy~~ vivo aquí desde hace seis

meses y se necesita ayuda internacional
cueste lo que cueste. Lo más importante,
~~es~~ proveer unos hogares estables para
luchar contra las noches oscuras, peligrosas
y frías, sin enfermedades.



ResultsPlus

Examiner Comments

This is an imaginative and sensitively written essay in which the candidate provides a graphic account not only of the natural disaster in Haiti and the suffering of the victims but also of the difficulties faced by the rescue teams in coping with emergency against the breakdown of law and order. The essay has been carefully planned and paragraphed and is convincingly written with a clear expression of the emotions of compassion, frustration and anger.

Total score : 38 / 45

The breakdown of marks is :

Understanding and Response : 13

Organisation and Development : 12

Range and Application of Language : 8

Accuracy : 5



ResultsPlus

Examiner Tip

It is important to read the essay title carefully and to ensure that all the implications of the question have been addressed. Try to provide a variety of insights into the problems experienced and use your imagination to put yourself into the context in order to describe graphically the emotions you might feel under such circumstances. 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 consider both the benefits and disadvantages of modern technology and its effects upon traditional culture, for example the sending of e-mails and text messaging with their effects on the art of conversation, the use of the internet and the consequent effect on reading habits or the reliance on video games and television for entertainment and the effect this may have on the social and imaginative development of children. On the positive side, several candidates considered the advances in medicine and ease of access to information through the internet. Some stronger candidates also considered the effects of globalisation promoted by technology such as internet advertising and sales, resulting in everyone seeing the same television programmes and buying the same products so that traditional cultures and differences between countries are slowly disappearing. In general, students had a wide knowledge of technology-based vocabulary and were clearly engaged by this topic. Some of the essays tended to discuss the advantages and disadvantages of modern technology in general without focusing on its effects on traditional culture. The candidates were expected to write a balanced essay with a clear structure and an informed, logical conclusion.

Question 2 (g)

La tecnología forma una gran parte de nuestras vidas cotidianas, pero hoy en día, aunque sea imprescindible en cuanto de la comunicación, está cambiando la manera en que hacemos relaciones, y la gente se está olvidando su propia cultura tradicional.

Primero, las redes sociales en el web, tal que Facebook, nos dan una vida 'virtual'. Se puede crear un imagen personal, lo que me parece algo muy falso. Al acabar de unos ratos pasado por Facebook, la gente llega a ser adictos, y les enfuereza dificultades en comunicar en realidad, como se hacía antes del 'edad de internet'.

La idea es igual con los teléfonos móviles. Los usuarios pasan demasiado tiempo enviando mensajes, y surfando el web móvil, que hablar con otra persona en realidad es una gran prueba. Los jóvenes no se fijan en el instituto, y usar su teléfono cuando estás con un grupo demuestra una falta de respeto; algo fundamental en la sociedad. Si no hubiéramos visto un tal desarrollo en la tecnología, esta falta de respeto no

existiría, y la gente se disfrutaría mucho más en estar en la compañía de otros. Hoy en día, hay gente que está tan fijado en ver la televisión, o jugar a videojuegos que no salen, y es una pena.

El desarrollo ^{puede ser} de la tecnología ~~es~~ algo positivo también, en cuanto de los aviones, y los coches. Supongo que es algo esencial en el mundo de los negocios, pero complica a la cultura y nos quedan aislados. No ralentizara en los años que vienen, y entonces lo más importante es que no nos olvidamos la realidad, y las tradiciones tampoco.



ResultsPlus

Examiner Comments

This essay addresses some of the implications of the question but is somewhat limited in its attempts to balance arguments. The opening paragraph is too wordy and essentially re-states the title. Reference to traditional culture is mentioned in passing and not explained fully enough. Some of the arguments are unconvincing and the positive aspects of technology are confined to a very brief final paragraph.

Total score : 28 / 45

The breakdown of marks is :

Understanding and Response : 9

Organisation and Development : 9

Range and Application of Language : 6, Accuracy : 4



ResultsPlus

Examiner Tip

When writing a discursive essay it is important to give equal weight to both sides of the argument before reaching an informed, logical conclusion. It is also important to keep the word count in mind and not to waste words unnecessarily in the introduction.

Question 2 (e)

Candidates were expected to consider all aspects of the problem of discipline in schools and most of the responses focused on the importance of respect both towards the teachers as well as that given to the students by the teachers in the way in which they treat them. Consideration was also given to the role of the parents and the family in fostering patterns of behaviour as well as the quality of the curriculum that the students received. This proved to be a relevant topic for most candidates who often provided anecdotal evidence for the points they were making. Students had many ideas as to where the blame lies for the lack of discipline in schools and these included the teachers, social change, gaming technologies and violence in the media, peer pressure, changes in the law concerning the rights of teachers and students, parents, the economy and the students themselves. Again, candidates were expected to write a balanced essay that considered all sides of the problem, a clear structure and an informed, logical conclusion.

Question 2 (g) ✕

b) Hoy en día, hay menos disciplina en los colegios que en el pasado. Muchas personas debaten que esto es debido a los estudiantes y por eso luchas y peleas ocurren. Aunque, otra gente contesta que los colegios no disciplinan a los estudiantes porque los padres deberían controlar sus ~~manos~~ hijos.⁴¹

Por un lado, desde el punto de vista de algunas miembros de la pública y unos políticos, los estudiantes tienen demasiado derechos humanos y por lo tanto, los profesores no disciplinan ellos. Asimismo, los alumnos no escuchan a los profesores y no se respetan

Sin embargo, otras creen que los estudiantes no respetan los profesores y por eso no hay disciplina.

265



ResultsPlus

Examiner Comments

Although this essay at first sight seems well planned and paragraphed, the ideas tend to ramble in an unstructured manner and more attention is given to describing the problems rather than focusing on the causes. The concluding paragraph, in a simplistic manner, tends to dismiss all other possibilities and somewhat illogically attributes all the blame to the parents.

Total score: 24/75

The breakdown of marks is:

Understanding and Response: 7

Organisation and Development: 8

Range and Application of Language: 6

Accuracy: 3



ResultsPlus

Examiner Tip

When writing a discursive essay it is important to consider all aspects of the question with a considered and thoughtful appreciation of arguments on both sides leading to an informed and logical conclusion.

Question 2 (f)

Candidates were expected to consider whether or not violence could be justified as a political solution and there were several good examples of balanced views taking recent and historical events into account. Reference was frequently made to the troubles in Northern Ireland, the twin towers catastrophe of 9/11, the Iraq war, the UN involvement in Libya and the Afghanistan conflict as well as the terrorist outrages in Spain and the UK. Some also referred to recent student protests in the UK against the rise in university tuition fees and in Spain against the economic situation and the strategy of the government. Some candidates also referred to the Second World War and Chamberlain's attempts at appeasement and the subsequent war with Germany to overthrow the Nazi regime and a few mentioned Mahatma Gandhi's policy of peaceful protest in India. There were some very good essays that included a range of historical and current political case studies as evidence for the points being made. Again, a balanced argument and a clear structure leading to a logical, informed conclusion was expected.

Question 2 (g) ☒

PLAN:

Intro → la violencia es una cosa que mucha gente ve como solución política → las guerras → hacer caso omiso → (mayoría) no puede → hay ciertas situaciones cuando no hay otra solución →

Para 1 → más beneficioso hablar en vez de usar la violencia → más probable que la gente te escuche → Martin Luther King no usó violencia solo palabras →

Para 2 → en las guerras mundiales si los países ^{no hubieran} hacían nada ^{es pos. que} para parar a Hitler nuestra sociedad ahora sería muy diferente, es p. que no hubiéramos libertad →

conclusion → en vez de hacer caso omiso a este problema tenemos que encontrar una solución que no incluye la violencia → para evitar la mentalidad que no podemos hacer algo ^{aparte de usar la violencia}

La violencia como solución política siempre ha sido un tema controvertido. En mi opinión, para resolver problemas políticos es ~~con~~ aconsejable que ^{la gente} evite el uso de violencia porque ~~se~~ parece que ^{murió muero mori} causa más problemas después. En la mayoría de los casos cuando un grupo de personas quiere ^{cambiar} ~~mantener~~ la situación política en que se sorprenden a sí mismas, el grupo tiene éxito ~~o~~ cuando no usa la violencia. Sin embargo, en unos casos ^{cuando} ~~no~~ hay otra solución, la violencia como solución política es la única manera de expresar los ideas y por eso, no es justo decir que nunca pueda justificarse como solución política.

La violencia no es la solución ideal y en vez de usar la violencia es más beneficioso hablar. Eso podría ser muy exitoso y hay muchas personas que han cambiado la situación política solo por usar las palabras. Un ejemplo es Martin Luther King que con su frase 'Tengo un sueño' cambió las políticas de su país. Además cuando un grupo usa la violencia, afecta a muchísimas personas inocentes y en absoluto no es justo. Porque ~~no~~ los ataques como las bombas en Madrid (2004), en Londres (2007) y el ataque en las gemelas torres (2001) no pueden ser justificados.

cartolina

siempre ha sido usado

La violencia como solución política, ~~siempre ha sido una manera de resolver los problemas~~, ^{especialmente en los últimos años.}

~~es la opinión para resolver los problemas políticos~~,
~~es aconsejable que evitemos usar la violencia~~
~~porque parece que causa muchos más problemas~~

~~después~~ En la mayoría de los casos cuando un grupo de personas quiere cambiar ~~la~~ una situación política, el grupo tiene éxito cuando ^{por ejemplo Martin Luther King} no ha usado la violencia. ~~NO~~ obstante en unos casos, la violencia es la única manera de cambiar una situación política, por ejemplo en las guerras y por eso no es justo decir que nunca pueda justificarse como una solución política.

~~Por~~ Por un lado, cuando un grupo usa la violencia, puede afectar a muchísimas personas inocentes que en absoluto no es justo. ^{por ejemplo,} ~~los~~ bombas en Madrid (2004) y en Londres (2007) y el ataque en las torres gemelas ⁽²⁰⁰²⁾ no pueden ser justificados. Muchas personas ~~se~~ han muerto a causa de la violencia ~~como solución política~~, y ~~y así~~ ~~algunos~~ alguien es capaz de ver que no podemos justificar los muertos ~~se~~ como ~~se~~ 'necesario' para un cambio político.

Por otro lado, ^{extremos} hay unos casos ^{la violencia} ~~Acuando~~ ^{Acuando} puede justificarse como solución política porque ~~de hoy~~ ^{cambiaría.} ~~sin el uso de la violencia, no nada ~~cambiaría~~.~~

En las guerras mundiales, si ^{unos} ~~los~~ países no hubieran usado la violencia, para parar a Hitler, es ^{probable} ~~probable~~ que ahora viviríamos en un mundo completamente diferente. Solo puede justificarse como solución política si ayudaría ~~al~~ ^a ~~la~~ ^{la} mayoría de una población.

En conclusión, en vez de hacer caso omiso a este problema, tenemos que encontrar una solución que ^{cambiará} ~~cambiará~~ la mentalidad que ~~es~~ "no se puede ser escuchado sin la violencia." ~~Debemos~~ Debemos animar a la gente a usar las palabras en vez de las pistolas para expresarse porque la violencia solo sería una solución final, y solo es justificado en casos extremos.



ResultsPlus

Examiner Comments

This is an example of a well planned and thoughtfully constructed essay that considers both sides of the argument in turn with specific examples to illustrate the points being made. Despite the crossings out and insertion of additional words, the essay is clear to read and the arguments are well developed.

Total score : 37 / 45

The breakdown of marks is :

Understanding and Response : 13

Organisation and Development : 13

Range and Application of Language : 7

Accuracy : 4



ResultsPlus

Examiner Tip

Before attempting to write a discursive essay it is essential to produce a plan that marshals the arguments for and against in a structured and logical way. This can be done by the use of mind maps, for instance, or two separate columns headed For and Against. The format of the essay will then become clear and the use of discrete paragraphs will then lead logically to an informed and balanced conclusion.

Question 2 (g)

Again this essay proved to be both topical and popular in the light of recent scandals surrounding celebrities such as Wayne Rooney, Ryan Giggs and Pete Doherty. Candidates were once more expected to produce a balanced argument with points both for and against the statement. The responses focused on the argument that celebrities were justified in earning huge sums of money because of the pleasure they give to their fans and the sacrifices they make in giving up their rights to privacy. Conversely, candidates also questioned the values of a society that rewards its heroes and heroines and the lifestyles they lead while offering poor or modest salaries to vocational workers such as nurses, doctors and teachers. Weaker candidates either only presented one side of the argument or focused on too limited a number of points without putting the assertion of the title into a wider socio-economic context. Candidates were expected to write a balanced essay that was well structured and that reached a logical, informed conclusion.

Question 2 (g)

« Los futbolistas y los grupos de música pop que ganan much-
ísimo dinero no son buenos modelos para la juventud.
¿Estas de acuerdo o no? Justifica tus opciones. »

Intro.

1º párrafo — Sí, mostrar que cualquier cosa es posible,
inspiración,

2º párrafo — No, hacen malas cosas, ídolos falsos,
todavía humanos, no dioses

Conc.

En la actualidad, es indiscutible que mucha gente joven ~~se~~ ^{le} acuerda mucha importancia a la gente famosa como futbolistas y grupos de música pop. Sin embargo, hay que nos preguntamos si esa gente merece tanta admiración, ¿son buenos modelos para nuestros hijos?

Algunos dicen que sí, la gente rica y famosa tiene una influencia buena sobre los jóvenes. ~~Ellos~~ ^{Ellos} les motivan a creer en sí mismos, a pensar que cualquier cosa es posible y que no es necesario ser muy inteligente para obtener un buen trabajo y ganar mucho dinero. Les da inspiración y motivación. Les enseña a seguir sus sueños, no importa lo que sean.

Al contrario, se puede contestar que ese tipo

de gente no hace nada útil, son egoístas y no contribuyen

a la sociedad. ¿Este es un buen mensaje para los jóvenes?

Oímos muy a menudo de gente famosa que toma drogas

o abusa el alcohol, y los que les admiran harán lo

mismo. Tenemos problemas numerosos en el Reino Unido en

cuanto al abuso de sustancias y regímenes peligrosos. La

juventud moderna tiene acceso a toda información gracias

a la ubicuidad del internet, pero si ven alguien famoso

haciendo algo malo, podrán imitarles sin pensar de las

consecuencias.

Pensándolo bien, ~~pienso~~ opino de verdad que

demasiada atención es pagada a los futbolistas y a

otra gente similar. Sobre todo creo que los jóvenes deberían

respetar más, los profesores, los científicos, los
 doctores y los padres, los que tienen trabajos mucho
 más duros, ^{sino} ~~pero~~ que también merecen nuestra admiración.
 Estas personas inteligentes, trabajadoras y creíbles son
 mejores modelos para la juventud, que esos falsos
 ídolos. ~~263 262 palabras~~
 267 palabras



ResultsPlus

Examiner Comments

This is a carefully constructed and well argued essay that is tightly written and logically developed. Reference to specific examples would have helped to clinch the arguments. However, both sides of the argument are addressed and the conclusion is concise and to the point.

Total score : 37 / 45
 Understanding and Response : 12
 Organisation and Development : 13
 Range and Application of Language : 8
 Accuracy : 4



ResultsPlus

Examiner Tip

There were plenty of examples to draw from in topical press reports and most candidates made appropriate references. As with all discursive essays it is essential to plan a balanced essay, giving equal weight to both sides of the argument, and to reach a logical, informed conclusion.

Question 3 (a)

The Research-based Essay requires the student to have prepared information on one of four areas of research: Geographical Area, Historical Study, Aspects of Modern Spanish-Speaking Society or Literature and the Arts. Beneath each of these headings in the Specification there are a number of sub-headings which prescribe clearly all the aspects of the topic that need to be addressed. Research requires the collection, sifting and analysis of information gleaned from a variety of sources, notably the internet but also perhaps books, magazines and newspaper articles. Students are expected to consult Spanish sources and materials in the conduct of their research. 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 text or film critically and analytically. Candidates may well find additional information and ideas, however, from critical guides, other reading matter and internet sites. The word count of 240 - 270 words is restrictive but titles, quotations in inverted commas, proper names, numbers and statistical data, bibliographies and footnotes that do not turn into an extension of the essay itself are all excluded. The mark scheme is clear and two-thirds of the marks are awarded for Reading, Research and Understanding. Candidates are expected to demonstrate thorough understanding of the implications of the title of the essay, relevance and clear evidence of in-depth reading and research. At all times the content of the essay must focus on Spanish-speaking culture; Geographical essays that explored pollution in London and Boris Johnson's efforts to find solutions and History essays that concentrated on Stalin's purges and their effects on Russian society scored no marks. 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 relevant ideas supported by evidence for the points being made and 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, to give detailed information about one of the main environmental problems experienced by that area and to report on efforts being made to solve the problem. Many essays dealt with problems such as forest fires and drought and some addressed the environmental effects of tourism on the areas chosen for research. Quite a few candidates offered a whole range of environmental problems that occur almost anywhere whereas the question required concentration on 'el mayor problema medioambiental'. In this respect, several essays based on the 2002 Prestige oil slick of Galicia fitted the bill. Specific information and data was required to demonstrate adequately evidence of in-depth reading and research rather than wide, unspecific generalisations. Some doubtful references were attributed loosely to 'el sitio web Greenpeace'. 'el sitio web Renault' or 'el sitio web Wikipedia', often linked to dubious statistics such as that the temperature of Madrid is rising by 3 degrees per annum. One candidate confused Granada with Grenada and, after mentioning all sorts of interesting details about what was plainly the city of Granada, then went on to refer to the devastating effects of hurricanes Ivan and Emily on the city. Candidates who wrote about tsunamis in Japan and problems in Lincolnshire had clearly not been given the correct guidance. The best essays were full of detail and referred to specific incidents that could only have been known about from careful research into the area chosen.

La región Española que he estudiado es la Comunidad Valenciana, ~~que está situada~~ Valenciana que da al mar Mediterráneo.

En esta zona hay dos prominentes problemas medioambientales: la sequía y los numerosos incendios que tienen lugar en la ~~estación~~ estación de verano.

Una de las fuentes de ^{mas importantes} dinero ^{viene} de esta región ~~viene~~ de la huerta ^(de la sección agrícola) de la plantación de hortalizas y frutos, ~~(es)~~ especialmente de naranjas y tomates) y de

los arrozales, por lo que la sequía ~~es responsable~~ es responsable de una gran pérdida económica para Valencia, Alicante y Castellón.

Para resolver este problema, la ~~a~~ alcaldesa de Valencia, Rita Barberá ha propuesto soluciones tales como el traspase de agua ~~de agua~~ de ~~a~~ zonas del Norte de España ~~y~~ del río Manzanares de Madrid.

~~Espero~~ Aunque los agricultores no ven esta como la solución definitiva al problema.

La segunda más importante complicación a la que se enfrenta esta región es a los ~~incendios~~ cuantiosos incendios que habitualmente son iniciados por pirómanos. Uno de los incendios mayores en los últimos quince años fue el del monte Mongó ~~situado~~ situado en Alicante. Al rededor de diez mil hectáreas ~~de~~ de bosque quedaron calcinadas, ~~(en la que mucha fauna animal y vegetal típica de la zona murio.)~~

Estos incendios suponen una gran pérdida de fauna animal y vegetal ~~de~~ típica del litoral Mediterráneo.

Es muy difícil encontrar una solución a este problema ya que el clima de Valencia es ~~de~~ de altas temperaturas y vientos de mediana magnitud que ayudan al crecimiento del fuego.



ResultsPlus

Examiner Comments

This essay focuses on the environmental problems experienced by the Valencia region of Spain and in particular drought and the threat of fires during the hot summer months. There is evidence of some good understanding of the problems through reading and research and reference is made to the efforts of the mayoress of Valencia to find viable solutions to the problem of drought and to examples of fires that were reported in the Alicante region.

Total score : 31 / 45

The breakdown of marks is :

Reading, Research and Understanding : 19

Organisation and Development : 7

Quality of Language : 5



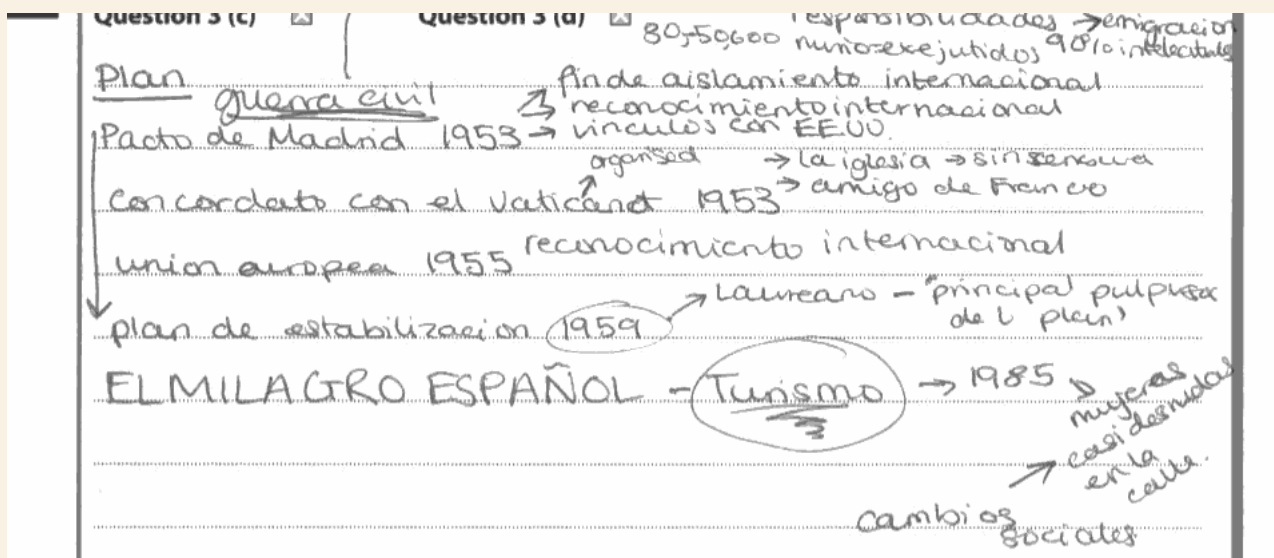
ResultsPlus

Examiner Tip

When writing a Research-based Essay it is important to support the points that you make with several specific and detailed examples gleaned from careful reading and research. Avoid wide generalisations that can be made without any research having been undertaken.

Question 3 (b)

Candidates were asked to evaluate the historical period they had studied and then to assess its significance in the development of the country. Most chose Spain and in particular the period of the Second Republic (1931 - 1936), the Civil War (1936 - 1939) the economic 'milagro' and the Pacto de Madrid in the 1950s or the period immediately following the death of Franco (1975) and the transition to democracy. Most provided plenty of historical data but a number failed to address adequately the second part of the question that required an assessment of the importance of the event or events that occurred during the chosen period in the subsequent development of the country. The best essays had been thoroughly researched, provided a substantial amount of in-depth information and went on to analyse effectively the significance of those key events in the evolution of the country.



Durante el periodo que he estudiado, 1939 - 1975 hay varios acontecimientos muy importantes que ayudo tremendamente con el desarrollo del país. Era un tiempo dominado por 'El caudillo' - ~~Fernando~~ dice Fernando de García de Cortazar, Francisco Franco 'el jefe del estado' que era establecer un estado nacionalista con un partido político, esto se convertiría en un gran paso al desarrollo. 'Franco manda, y España obedece'.

Después de la Guerra Civil en que ganó 'la dictadura' Francisco Franco, España sufrió con un tiempo de silencio y hambre 1939 hasta 1953

esto causando pobreza, una economía estropeada,
y un país con miedo y sin nada. ^{30-50,000 exilados} 90% del país de los
1939 la ley de responsabilidades → intelectuales emigraron
El primer pacto de Madrid 1953 fue el primer paso
al 'Milagro español' esto era el fin del aislamiento
internacional y el principio del reconocimiento
internacional. Los ~~EE~~ EE.UU. crearon 5 bases
militares en España y ~~se~~ de vuelta España
recibió ayuda económica unos 200.000.000
de dólares estadounidenses estaba en la economía
española, ayudando al país a llegar al desarrollo.
Aunque Francisco Franco no iniciaba el ^{que Eisenhower} acuerdo,
su reacción positiva demostró su ~~querer~~ ^{EE.UU.} querer de
ayudar al país a llegar al desarrollo.

'El concordato con el Vaticano' creado en 1950 y
firmado en 1953 significaba que el país tenía
el apoyo del Vaticano y la Iglesia. 'Somos un
país católico, y la Iglesia sigue al lado mío'
dijo Franco, esto significa que el régimen de
Francisco Franco 'El dictador fascista' será más
aceptado en la sociedad.

No fue mucho tiempo después del año 1953 que España
fue aceptada en la Unión Europea 1955, ~~se~~
'acuerdo con los yanquis' - (España 1939-1975), yo creo,
fue lo que les ayudó entrar a esta organización
tan prestigiosa, y creo que la unión a la UE
ayudará en el futuro con la ~~sociedad~~ el turismo
en el Plan de Estabilización.

Laureano López Roldán, ^{propulsor} 'El principal ~~propulsor~~ del Plan de

Estabilización' 1959 - (Fernando de García de Cortazar)
el 'Líder de los Tecnócratas y Opus Dei' es la
razón para 'el Milagro Español'. El plan fue
formulado en tres partes, aunque la sociedad había
que sufrir con la devaluación de la peseta y ^{→ babajadas sin pago}
inflación ^{15%} a un nivel altísimo sabían que de resultado
de este sufrimiento había un tiempo de Milagro.
Finalmente España recuperó, el Turismo fue ^{lo último} ~~lo~~ que

les ayudó a llegar a su Milagro, ^{← 40% de la economía - Turismo} El turismo ayudaría
a convertir el país económicamente y socialmente.
Socialmente cambiaría a las mujeres, un hecho
interesante es que Benidorm, en el sur, fue el
primer lugar en que Franco permitió el uso de
bikinis y en 1985 después de la muerte de Francisco
Franco, fue aceptado como normal para las
mujeres no llevar paño de arriba.

Hay tantas cosas que ayudó a llegar al desarrollo
del país, pero en verdad sin 'El pacto de
Madrid' ¹⁹⁸³ no hubiéramos tenido tanto éxito en los
años después ^{para} ~~en~~ el desarrollo de país.

Bibliografía

The Brainwashing of Francisco Franco - Anonymous

AL Franquismo - Javier Tusell

El dictador Francisco - Fernando de García de Cortazar

La larga marcha hacia el ~~Primer~~ Regimen Franquista -
Laureano López Ródo
España 1935 - 1975 - Laureano López Rodó



ResultsPlus Examiner Comments

This candidate has chosen as the period of history to be studied the years of the Franco dictatorship, 1939 - 1945, and in particular the important turning-point of the 'Pacto de Madrid' which gave rise to the 'milagro español'. The essay is packed with precise detail, although the development of ideas becomes rather patchy and less well structured in the latter half of the composition. It does deal, however, with both aspects of the title - an evaluation of the historical period and the significance it had in the subsequent development of the country.

Total score : 34 / 45

The breakdown of marks is :

Reading, Research and Understanding : 24

Organisation and Development : 6

Quality of Language : 4



ResultsPlus Examiner Tip

When writing an historical essay you need to have a good grasp of factual information and to present that information in a structured, well-developed manner. The essay also needs to address all aspects of the title and to be written in a well-planned, structured manner.

Question 3 (c)

Candidates were expected to focus on evaluating one of the main problems that affect people in the contemporary Spanish-speaking society that they had studied. This was not the most popular topic for research despite the wide-ranging possibilities afforded by the title. A number of essays focused on the current economic climate and its effects on standards of living in Spain and quite a few chose to write about the changing status of women in modern Spain following the end of the dictatorship in 1975. The best essays provided a good deal of data to support the points that were being made, for example specific reference to the Spanish Constitution and subsequent laws that had been passed by successive governments, thereby showing clear evidence of in-depth reading and research. Others chose to write about social problems in South America, for example the topical news items describing drug warfare between trafficking gangs in Mexico and the effect this is having on the population. Weaker candidates wrote very superficial essays full of generalisations that could apply to any contemporary society and with no specific information to support their assertions.

Question 3 (c)

Question 3 (a)

unos de los problemas principales que afecta a la ~~gente~~ gente en la sociedad es la pobreza que hay en las calles de Bogotá, Colombia. Miles de jóvenes viven en las calles de Bogotá porque fueron abandonados o rechazados por sus propios padres. Pienso yo, que es una situación muy triste, y que los padres tienen miedo a tomar responsabilidad de sus hijos, entonces por eso los rechazan, o tal vez, porque sienten que no están preparados para tener hijos entonces los ~~abandonan~~ abandonan.

Quizás esto no le importe mucho a la gente que lo tiene todo, ~~el dinero~~ la casa, comida, familia, estudio, trabajo y dinero, se mantienen tan ocupados que no les queda tiempo para mirar y darse cuenta lo que está pasando alrededor. Pero a la demás

~~gente~~ personas sí les afecta mucho, ver tantas vidas vacías sin propósito en las calles. Es impactante la vida y testimonios de estos ~~los~~ jóvenes, y esto es lo que ^{lo} sorprende a la mayoría de las personas en la sociedad, en las condiciones que ellos viven y hasta el extremo que ellos van para poder sobre vivir.

Así fue que le impactó la vida de Jaime Saramillo, conocido como Papá Jaime por todas las vidas que ha rescatado, y la fundación que creó para darle esperanza, y todos los recursos que necesitan ^{los jóvenes} para comenzar de nuevo. Se llama La Fundación

niños de los Andes. esos jóvenes siguen impactando muchas vidas de ^{muchas} ~~personas~~ y todo tipo de personas, no ^{importa} ~~importa~~ el status que tienen, la pobreza es un problema muy grande que requiere ayuda de ~~todas~~ toda la gente, alrededor del mundo entero.

Tarde o temprano mucha gente de la sociedad se van a dar cuenta que la pobreza es un gran problema y que va a afectar las vidas de mucha gente ~~en el futuro~~ y que si no se actúa ahora ^{cantidades de} ~~muchas~~ personas van a quedar en las calles.

La pobreza ha impactado mas personas ^{como Jaime Garzón} que ahora hay mas fundaciones y redes como 4Life, una Red Americana que se unió para salvar muchos jóvenes de la pobreza.



ResultsPlus

Examiner Comments

This candidate has chosen to focus on poverty in Bogotá and in particular on the social problem of the street children abandoned by their parents. However there is little evidence of in-depth reading and research until the final paragraph that deals with the foundation that has been established to give hope to these children. The essay is rambling and repetitive with no clear detail or sequence of ideas.

Total score : 21 /45

The breakdown of marks is :

Reading, Research and Understanding : 13

Organisation and Development : 5

Quality of Language : 3



ResultsPlus

Examiner Tip

It is important to demonstrate in a Research-based Essay that you have carried out in-depth reading and research and that you have plenty of specific information to offer.

Rambling generalisations that show little or no evidence of detailed research will not attract high marks.

Question 3 (d)

This proved to be the most popular choice for a Research-based Essay. Candidates were expected to focus on the central theme of the text or film that they had studied and to assess its relevance for today. More students chose to write about a film than about a novel or a play and there was a wide variety of answers. A few candidates mentioned the views of critics or other sources beyond the texts or films themselves and some provided bibliographies but most confined their answers to an analytical evaluation of the text or film itself.

From the wide variety of literary texts and films that had been studied the following is a selection of the most popular choices made:

TEXTS

- 'Como agua para chocolate' - Laura Esquivel
- 'Crónica de una muerte anunciada' - García Márquez
- 'El coronel no tiene quien le escriba' - García Márquez
- 'La Casa de Bernarda Alba' - García Lorca
- 'Yerma' - García Lorca
- 'Bodas de Sangre' - García Lorca
- 'Las bicicletas son para el verano' - Fernán Gómez

All of the above represented traditional, conservative choices made from the legacy of the old Specification list of prescribed set texts and topics but it was refreshing to come across more adventurous areas of literary study and research that included the following:

- 'La casa de los espíritus' - Isabel Allende
- 'Un día de éstos' - García Márquez (a short story from the collection 'Los funerales de la Mamá Grande')
- 'El príncipe destronado' - Miguel Delibes
- 'La Regenta' - Leopoldo Alas (Clarín)
- 'El sí de las niñas' - Moratín
- 'Historia de una escalera' - Buero Vallejo
- 'El alcalde de Zalamea' - Calderón
- 'La sombra del viento' - Ruiz Zafón
- 'Relato de un naufragio' - García Márquez
- 'El oro de los sueños' - José María Merino

FILMS

'El laberinto del fauno' ' Guillermo del Toro (2006) - a very popular choice

'El espinazo del diablo' - Guillermo del Toro (2001)

'Volver' - Almodóvar (2006)

'Todo sobre mi madre' - Almodóvar (2009)

'Hable con ella' - Almodóvar (2002)

'Mujeres al borde de un ataque de nervios' ' - Almodóvar (2008)

'Diarios de Motocicleta' (Che Guevara) - Salles (2004)

'De prisa de prisa' - Saura (1981)

'Carmen' - Saura (1984)

'Historia oficial' - Puenzo (1985)

'Nosotros los pobres' - (Mexico 1948) - Rodríguez

'Los otros' - Amenábar (2001)

'Mar adentro' - Amenábar (2004) - its central theme of euthanasia provided plenty of scope for the second part of the question that explored the relevance of the theme to today

'Celda 2001' - Monzón (2009)

'Los ojos de Julia' - Morales (2010)

'Un franco catorce pesetas' - Iglesias (2006)

Los fantasmas de Goya' - Forman (2006)

'El método' - Piñeyro (2005)

'Las trece rosas' - Martínez (2007)

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

'El orfanato' - Bayona (2007)

'El lápiz del carpintero' - Reixa (2002)

'Sin nombre' - Fukunaga (2009)

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

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

There was some confusion between what was a 'tema' and what was a literary or artistic device used by the author or film director as a vehicle for expressing the theme. Hence 'realismo mágico' appeared as a 'tema' and the use of 'fantasía' by Guillermo del Toro was also seen as a 'tema'. Similarly 'la cocina' in 'Como agua para chocolate' was regarded by several candidates as the principal theme of the book whereas it is more the mechanism by which the author sought to express her themes. Wide generalisation also played their part; for example 'las mujeres' was considered to be the 'tema' of 'La Casa de Bernarda Alba'. Many candidates explored several themes, giving a general critique of the play, novel or film barely, if at all, mentioning the universality of the theme and its relevance to us today. Indeed, too many candidates tended not to answer the question as set but rather to use it as a starting point for an exposition of everything they could think of, including telling the story. Some candidates produced excessive footnotes which turned into extensions of

the main essay itself and were presumably intended to try to beat the word count. There were some serious gaps in knowledge and understanding - for instance 'Como agua para chocolate' was attributed to Manuel de Carraño, of whom we have never heard, and 'La Casa de Bernarda Alba' apparently written during the time of Franco with Bernarda Alba representing Franco and Adela representing the Republic. One candidate's use of a quotation from 'Bodas de Sangre' gave a whole new slant to the play - 'la sangría corre más fuerte que el agua'. Nevertheless there were many good answers that demonstrated not only clear evidence of in-depth study and research but also addressed both aspects of the implications of the title with relevance and perception. There were also some impressive displays of linguistic competence suggesting a high level of preparation.

En la obra 'Bodas de Sangre' ^{escrita} de García Lorca, hay muchos temas importantes como el amor, la venganza y la traición. También La Luna dice 'tengas mis mejillas dulce sangre', y dos críticos Joseph y Caballero hacen comentario sobre este parlamento: "Demuestra la fatalidad de la obra y crea mucha tensión trágica". De esta manera, la obra gira en torno al tema de la muerte y continúa durante el resto de la obra.

Además, los caracteres de La Luna y La Mordida representan una fuerza - la muerte. Sugiere que el destino es importante para la obra también. La Luna dice 'no podrán escaparse' y en la misma manera,

La Mordida expresa 'de aquí no pasan' que demuestra como los hombres - Leonardo y El Novio no tienen ninguna casualidad. Quizás en primer lugar, si Leonardo no hubiera llegado a la boda, el destino no hubiera favorecido al hecho de matar los hombres. Sin embargo Leonardo lo hace, y no pueden cambiar sus destinos de la ~~muerte~~ muerte. Entonces, significa ~~que~~ que hoy día no podemos controlar ~~el~~ nuestras vidas ni escapar la fuerza inexorable de la muerte o la casualidad.

Un otro tema es la idea del Karma. Lorca ha creado caracteres que sufren ~~para~~ después de sus actos injustos y la ironía del parlamento

de La Madre 'la plantación de árboles nuevos' al mismo tiempo de la desaparición de La Novia se equilibra por el fin porque ambos ~~se~~ su amantes han matado y Leonardo paga el precio de abandonar su esposa y bebé. Sin embargo, parece muy ~~interesante~~ interesante que El Novio muere a pesar de su inocencia. Quizás Lorca estaba intentando establecer el tema de la injusticia ^{que se da en} de la vida. Leonardo dice a su Mando interjecciones como '¡Vamos!' y '¡No va tampoco!', pero a La Novia dice frases como 'sus pechos y branzas'. Las diferencias aquí demuestran y contrastan su comportamiento y ~~a~~ la audiencia pueden entender como su muerte justifica sus actos injustos. Pero El Novio en su desesperación dice a la boda 'Nada. En ningún sitio' que revela su impotencia y vulnerabilidad. Para nosotros, debemos darse cuenta que no podemos hacer sin pensar en las consecuencias porque si comitimos actos injustos, tenemos que afrontar las secuelas.

np. CB Maris, ~~pero~~ no piensa que el contraste entre Leonardo y El Novio sea un accidente. Dice que sus diferencias subrayan sus personalidades propias y El Novio parece 'ingenuo', ~~inocente~~ inocente sexualmente y tiene

respeto por valores sociales' a diferencia de Leonardo. Entonces los temas de la moralidad (epitomado por El Novio) y la ~~amor~~ vida atrevida y inhumana (demostrado por Leonardo) están establecidos por Lorca. &

Ya he mencionado como la traición desempeña un papel importante ~~ya se ha mencionado~~. El sitio de web www.analisis-literario.com describe La Novia como 'modesta' y ~~inteligente~~ ~~inteligente~~. Es verdad al principio, pero pienso que solo es una fachada porque al fin de la obra, vemos sus colores verdaderos cuando enfrenta La Madre sin miedo.

*

De explorar la obra 'Bodas de Sangre' y sus ~~caracteres~~ ^{la} caracteres, es cierto que los temas principales son amor, ^{la} traición, el karma, el destino, ~~y~~ lo más importante es que Lorca ha añadido el tema de la

muerte. También ~~que~~ estas temas aprender mucho a la audiencia sobre como comportarse.

El sitio de web www.cincondelvago.com hace ~~un~~ comentario sobre ~~este~~ tema ~~de~~ los del 'papel de los mujeres hoy día, y el individualismo en contra de la sociedad'. ~~Los~~ ^{me ha} son importantes, pero no pienso que tengan influencia para la audiencia porque el desenlace trágico no anima a una audiencia a ~~a~~ aceptar el individualismo porque no tienen consecuencias buenas.



ResultsPlus Examiner Comments

This candidate has chosen 'Bodas de Sangre' as the research project but instead of focusing on the principal theme of the play as the question demands, provides a survey of several themes including love, revenge, treason, injustice, destiny and death. As a result the essay becomes a kaleidoscope of ideas with no central theme and no attempt to suggest any universality or relevance for today. Clearly the candidate has read the play and is keen to demonstrate that knowledge but fails to ensure that the essay remains relevant to the title.

Total score : 25 / 45

The breakdown of marks is :

Reading, Research and Understanding : 16

Organisation and development : 5

Quality of language : 4



ResultsPlus Examiner Tip

Although it may be tempting to showcase all the knowledge that you have acquired through in-depth reading and research, it is essential that you understand exactly what the title is asking and keep all your ideas relevant.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA028811 June 2011

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

