

GCE Spanish – 6SP04

Research-based Essay Guide

Exemplars 1 & 2 – La literatura y las artes

Summer 2014

PREFACE

Use of Exemplar Material

Please note that:

- Use of this exemplar material is restricted to your sole use in connection with your delivery of a Pearson/Edexcel qualification and programme.
- You may not sell, copy or distribute the exemplar material without express consent from Pearson Qualification Services.
- Pearson disclaims all liability in connection with any claims which may be brought against you for your unauthorised use of the work.

Notes on the Exemplar Material

Please note that:

- Some items may have been removed, such as references to individuals and places. Please refer to the commentaries by the Principal Examiner for specific references.
- In order to maintain the authenticity of the writing, some errors and mistakes have been reproduced from the original candidate's response.

Question 3(d) - La literatura y las artes

Las técnicas estilísticas, ¿cómo nos ayudan a entender más profundamente el tema principal del texto o de la película que has estudiado?

Exemplar 1 - La casa de Bernarda Alba

En "La casa de Bernarda Alba" de Federico García Lorca, que tiene el subtítulo de "un drama de mujeres en los pueblos de España", las técnicas estilísticas como los símbolos y los nombres de los personajes, nos ayudan a entender el tema principal de represión en la obra.

En primer lugar, el símbolo del "bastón" de Bernarda representa su poder según el crítico Armand F. Baker. Ella tiene control de sus hijas, incluso golpea a Martirio cuando gasta una broma a su hermana, Angustias, y por eso el símbolo muestra que las hijas están reprimidas por el poder de su madre. Sin embargo, según la crítica Crystal Harlan "otra teoría es que [el bastón] alude a la ceguera de Bernarda" y esto vincula a la represión por la sociedad. Por ejemplo, Bernarda es ciega de los problemas al su alrededor porque está preocupada de las opiniones de sus vecinos. Al fin de la obra, la hija Adela se mata pero Bernarda ya no acepta la polémica en su casa y dice "la hija menor de Bernarda Aba ha muerto virgen" porque no quiere perder el honor de su familia. Por eso "el bastón" es interesante que demuestre dos tipos del tema de represión: física y por la sociedad.

Por añadidura, Lorca usa los nombres de los personajes para fomentar nuestro entendimiento de represión. El nombre de Pepe el Romano refleja el Imperio Romano y su poder. De igual, el crítico James Smyth sugiere que "el Romano" muestre que Pepe "es fuerte como un soldado romano". A principios del siglo XX las mujeres tenían una falta de poder en comparación de los hombres y por eso Lorca usa Pepe "el Romano" para implicar este aspecto de la represión en la obra. En contraste de esto algunos nombres de las mujeres son más débiles como "Martirio", destacando la represión de la mujer en la sociedad otra vez.

Al fin y al cabo, las técnicas estilísticas que se han mencionado nos ayudan a entender más profundamente el tema de represión ya que enfatizan los aspectos diferentes del tema a través de la obra.

(275 words)

Commentary on Exemplar - La casa de Bernarda Alba

This candidate has studied one of the most popular plays by García Lorca. This continues to be one of the most popular texts as it lends itself to rich and varied interpretations. Most of the candidates were successful in showing how the stylistic resources used help us to understand the main theme of the play and therefore essays often score high marks. However, it is noted that the essay exceeds the word limit significantly.

The introduction to this essay asserts that stylistic techniques, such as symbolism and the choice of names of the characters help us to understand the main theme of the play: repression. It starts by analysing Bernarda's walking stick, which could represent her power and how her daughters are repressed by her, but also it could represent Bernarda's sight problems as she is blinded by the opinions of her neighbours and fails to see the problems of people around her.

The following paragraph shows how the choice of names has some relevance in our understanding of repression. Pepe el Romano is as strong and powerful as a Roman soldier, whereas women are weaker and have names as Martirio which emphasises how repressed women are in that society. Finally there is an effective conclusion to the essay.

There is clear evidence of extensive reading and research and the candidate has chosen relevant arguments to answer the question. However, there is a lack of personal points of view; including these would have enhanced the impact of the essay on the reader. There are two main stylistic techniques presented with relevant links to the main theme of the play. For these reasons the candidate was awarded a mark towards the lower end of the 25-30 mark band for Reading, Research and Understanding.

The material is well planned and the use of references and quotes support the arguments presented. The critics that are referenced are Armand F. Baker, Crystal Harlan and James Smyth, however only one of them is referenced in the bibliography. There are two quotations from the text though only one of them is used to support the argument that she is blinded by the opinions of others and doesn't want to accept any controversy in the house by saying "*la hija de Bernarda Alba ha muerto virgen*". The candidate has used good linking words to connect each paragraph, for instance *en primer lugar, sin embargo, por añadidura, al fin y al cabo*. The candidate was awarded a mark in the 7-8 mark band for Organisation and Development.

Finally, regarding the use of language, there are good expressions such as *gasta una broma, fomentar nuestro entendimiento, destacando*. The

candidate has also used some appropriate language to analyse and evaluate: *y por eso el símbolo muestra que las hijas están reprimidas; porque no quiere perder el honor de su familia; y por eso Lorca usa Pepe "el Romano" para implicar este aspecto de la represión en la obra.*" There is a lack of complex structures and for this reason the essay was awarded a mark in the 3-4 mark band for Quality of Language.

Exemplar 2 - El Laberinto del Fauno

Se puede decir que el tema principal de "El Laberinto del Fauno" es la rebelión; sin embargo, ¿cómo es que las técnicas utilizadas por Guillermo Del Toro nos ayudan a entenderlo?

Un de las técnicas más importantes es el simbolismo: el árbol donde Ofelia vence el "sapo enorme" por ejemplo, nos recuerda del Roble Sagrado de Guernica que sobrevivió el bombardeo de la ciudad y se volvió un símbolo de la resistencia durante la posguerra. De esta manera, el sapo que "no lo deja sanar", podría representar el Rascismo; las acciones de Ofelia, entonces, son una rebelión indirecta contra Vidal.

Del Toro utiliza también el color. Los franquistas se visten todos en uniformes de azul oscuro, lo que no solamente destaca la importancia de la obediencia para el fascismo sino también les hace parecer aburridos; en contraste, en el mundo imaginario de Ofelia, todo es rojo y dorado. Este uso de colores de opuestos lados del espectro de colores nos sugiere que, para Ofelia, la fantasía es una manera de rebelarse contra la realidad.

Estas técnicas, además de desarrollar el tema de la rebelión, entonces, vinculan los dos mundos de la fantasía y la realidad. El entretrejimiento de estos dos mundos forma parte del estilo único de la película, y en los dos vimos diferentes modos de rebelarse: la resistencia violenta de los maquis, la desobediencia inocente de Ofelia – siempre insiste que "el capitán no es mi padre" – y la de Doctor Ferreiro, que explica que ayudó al Tartamudo a morir porque no quiere "obedecer solo por obedecer, sin pensarlo".

Finalmente Ofelia escoge este último camino, y no le deja al Fauno tomar "un pinchazo de sangre", de su hermano; esto nos hace entender que es esta forma de rebelión que es la más importante.

Para concluir, el simbolismo, el color y el entretrejimiento de las tramas nos ayudan a entender que cualquiera persona, incluso una niña, puede rebelarse.

(275 words)

Commentary on Exemplar - El Laberinto del Fauno

This candidate has studied one of the most popular films in the contemporary Hispanic world. There are plenty of examples of different stylistic techniques to describe and a variety of themes that can be explained; therefore, there were many opportunities for candidates to score high marks on this essay. However, it is noted that the essay exceeds the word limit significantly.

The main theme presented was rebellion and the candidate used the introduction to paraphrase the question. The first paragraph explores the first technique, symbolism. The extract from the film used to illustrate this was the dying tree, which according to the candidate makes reference to the Holy Oak at Guernica. The second paragraph analyses the use of colour, stating that Franco's people wore dark blue uniforms whereas everything in Ofelia's imaginary world was either red or gold.

The final paragraph shows that there is also an interweaving between both worlds and in each one of them it is possible to see different examples of disobedience. The conclusion states that all of these techniques help us to understand that any person, even a girl can rebel.

There is evidence that the candidate has understood the question correctly and used their research to write a clear and well supported answer. There is, however, a lack of personal opinion, which could have attracted more attention from the reader. As a result the candidate was awarded marks at the lower end of the 25-30 mark band for Reading, Research and Understanding.

The essay is very well organised and sequenced and the arguments have good evidence to support them. One example is the reasoning behind the reference to the Holy Oak of Guernica, as a symbol of the resistance after having survived the bombing of the city. There is also mention that the uniforms not only show the importance of being obedient, but also make the followers of Vidal appear dull, which contrasts with the imaginary world of Ofelia. Finally, there are three examples of disobedience, the Maquis who fight violently, Doctor Ferreiro who explains that he helped the prisoner because "*no quiere obedecer solo por obedecer, sin pensarlo*", and Ofelia who insists that Vidal is not her father and who refuses to obey the faun towards the end of the film. Finally, the essay comes to a neat conclusion. The candidate was awarded a mark in the 7-8 mark band for Organisation and Development.

Regarding the language, there is a good range of lexis and structures, for instance: *se volvió, sobrevivió, no solamente...sino también, les hace parecer aburridos, opuestos lados del espectro de colores, el*

entretejimiento, el Tartamudo, un pinchazo de sangre. In addition there are good expressions used for evaluation and analysis: *el sapo podría representar el fascismo; las acciones de Ofelia entonces son una rebelión indirecta contra Vidal;...destaca la importancia de la obediencia para el fascismo; nos sugiere que para Ofelia la fantasía es una forma de rebelarse contra la realidad; forma parte del estilo único de la película; esto nos hace entender que es esta forma de rebelión que es la más importante; nos ayudan a entender que cualquiera persona incluso una niña puede rebelarse.* The candidate was awarded a mark of 5 for Quality of Language.