

Examiners' Report
June 2016

GCE Spanish 6SP04 01

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Introduction

GCE Spanish (A2) Unit 4 is assessed by means of a two and a half hour examination. During this time, candidates have to translate a short passage into the target language and write two essays in Spanish, the first either creative or discursive and the second a research-based essay. The specification is now very familiar to most candidates, who show great understanding of what is expected of them.

Creative essays were only chosen by just a few candidates and Question 2(a), a conversation, and 2(b), continuing a story, were the most popular among them. The majority of candidates opted to write a discursive essay, especially on the topics of developed countries supporting developing countries, and equal pay for professional sports women and men. Some candidates failed to consider every aspect of the question, leading to answers that either did not evaluate all the issues presented or ignored some elements of the question.

Regarding the Research Based Essay, many candidates provided very detailed information, often with carefully selected quotes, examples and statistics; they were, in general, very informative and interesting. The Literature and the Arts question continued to be the one candidates preferred the most, with an increasing trend towards the study of film. Candidates found it difficult to identify a recent social or cultural event in the Spanish-speaking society they had studied in Question 3(c).

The standard of written language was generally high and demonstrated a good command of appropriate language. Candidates and teachers should refer to the Grammar List in the Specification in order to get enough practice on the use of high level language and structures. It is important that the vocabulary used in the essays is relevant and specific to the topic discussed in order to access the top marks of the language grids (Range and Application of language in Question 2 and Quality of Language in Question 3).

Question 1

The new marking approach, as implemented in the Summer 2015 series following the Ofqual review, continues to differentiate well as reported by senior examiners; evidence shows that candidate outcomes are comparable with previous sessions.

The translation exercise tests a variety of grammatical structures with the emphasis on accuracy and no acceptance of paraphrasing or embellishment. Spelling, syntax and grammar must be accurate and there is no reward for creative writing. Only essential accents are penalised, for example "tomo" and "tomó" as there is a change in the tense and therefore it leads to ambiguity. The content of the translation is firmly based on one of the General Topic Areas as published in the Specification. For instance, the Summer 2016 translation related to the theme of Lifestyle: health and fitness. Finally, the grammatical structures tested also correspond to those listed in the Specification Appendix 6.

This year's translation proved to be both testing and challenging in terms of vocabulary and grammatical structures but many candidates coped well. There was a wide range of ability with 0 as the lowest mark and a few candidates scoring 9 or 10 marks.

The translation is made up of six sentences with some very accessible items, such as 'last August', 'my mother', 'diet', 'necessary', 'time', and 'training'. Regarding complex structures, candidates were expected to use the imperfect subjunctive, the pluperfect, the preterit (pretérito indefinido) and the imperfect (pretérito imperfecto) indicative and perfect tenses.

The translation started with a simple sentence in the past tense 'fue' followed by a complex sentence that required the imperfect tense and gerund 'llevaba tres meses preparándome'. The essential information that was expected from candidates in order to access a mark of 1 for the first section was 'agosto pasado' and 'campeonato'; these items were accurately translated by most of the candidates. However, the complex items which were required to access a mark of 2 proved more challenging; they were 'ya llevaba tres meses' and the preposition 'para'. Many candidates offered literal translations such as 'había estado preparándome' which was incorrect as it is followed by a time expression. Other problems were the misspelling of 'agosto' and 'campeonato'.

Candidates generally scored the mark allotted for the lexical items although a high proportion were not able to deal with 'ya llevaba tres meses'. 'Yo había estado preparando' frequently appeared. Other frequent errors included 'el agosto pasado', 'el ultimo agosto', omission of 'el' before 'agosto' and 'campeón' appeared rather than 'campeonato'.

The second section continued with the second sentence. Here the essential information was 'my mother wanted to compete'. The complex items in this section were 'me di cuenta' and 'equipo de su empresa'. Most of the candidates managed to translate this section successfully.

Most candidates were able to cope with 'mi madre quería competir' but some candidates wrote 'competer'. Other common errors included 'querría', 'realice realizo', 'me dé/dió cuenta'. Candidates lost marks by translating 'quería que compitiera' (subjunctive implying two subjects) instead of 'quería competir'.

The third section had three essential pieces of information, 'evitado', 'dieta' and 'fue necesario'. The complex structures of this section were 'siempre habíamos' and 'hacerlo'. Many candidates used the present perfect tense instead of the pluperfect. There was a surprising number of candidates unable to translate "this time"; 'este tiempo' was a common rendition.

Candidates were generally able to translate this section. Incorrect answers included, however: 'este tiempo', 'este momento', 'evitamos', 'alejado hacer dieta', 'prevenido', and 'ignorado'.

The fourth section has only one essential phrase: 'le encantó pasar tiempo conmigo'. The use of the imperfect tense was accepted. However, the greatest difficulty was in the translation of 'loved'; 'amó/ amaba/ adoró/ adoraba' were common erroneous renditions.

Regarding the complex structures, there were two phrases: 'dijo que' and 'casi nunca nos vemos'. Some candidates failed to translate the 'casi', which changed the meaning of the phrase from 'almost never' to 'never'.

Many candidates struggled to correctly translate 'le encantó pasar tiempo conmmigo'. Incorrect answers included: 'ama', 'encanta', 'pasando tiempo conmigo'. Again many of the candidates wrote 'mi madre me dice' rather than the correct 'mi madre me dijo' or the other acceptable alternative. Similarly, some candidates struggled to translate 'le encantaba pasar' and used the gerund form 'pasando' instead.

Different verbs were accepted for 'compete', such as 'competir', 'participar', 'tomar parte', 'entrar'. A range of sentences were accepted for 'as we almost never see each other' such as 'nos vemos casi nunca', 'no nos vemos muy a menudo', 'no nos vemos mucho'.

Finally, the fifth section offered the candidates the opportunity to show their use of the subjunctive mood which was usually good. The essential information was 'entrenando juntos'. Most candidates translated this correctly, although errors included 'estrenar', 'entretamente', 'practicar' and 'hacer deporte'. In order to access a mark of 2, candidates also needed to successfully translate 'si siguiéramos' and 'podríamos'. Rather than the correct *podríamos*, some candidates wrote *podría*. Several candidates failed to realise that the subjunctive was required and thus elected to use 'si seguimos', 'si hubiéramos seguido' or 'continuamos' at the beginning which did not convey the meaning that it is quite uncertain, but still possible that they will continue training.

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

- void paraphrasing and stick as closely to the text as possible
- check essential accents e.g. *sí*, *más*
- avoid including words in English
- revise cognates and false friends for each topic area studied
- revise the correct spelling of key words for each topic area
- revise present and imperfect subjunctive set phrases and when (or not) to use them
- check when the pluperfect should and shouldn't be used
- revise how to use time expressions effectively, e.g. *por*, *para*, *durante*

It is highly recommended to check the online *Diccionario Panhispánico* by the Real Academia Española for any doubts on the use of words and phrases.

This is an example of a candidate who achieved a high mark in Question 1.

Question 1

Translate the following passage **into Spanish**.

el pasado agosto fue un tanto especial. ya me había estado preparando
Last August was quite special. I had already been preparing for the sailing championship
for three months, when I realised that my mother wanted to compete as a member
of her company's team. Although we had always avoided going on a diet, this time
it was necessary to do it. My mother said she loved spending time with me as we
almost never see each other. If we continued training together, we could take part in
more competitions.

(10)

el pasado agosto fue un tanto especial.
Ya me había estado preparando para el
campeonato de navegación durante tres meses,
cuando me di cuenta de que mi madre
quería competir como miembro del equipo de
su compañía. Aunque siempre habíamos evitado
estar en dieta, esta vez era necesario hacerlo.
Mi madre dijo que le encantaba pasar tiempo
conmigo, ya que casi nunca nos veíamos.
Si continuásemos entrenando juntos, podríamos
participar en más competiciones.



This candidate has successfully translated the first sentence giving the correct spelling of 'August', including not writing it with a capital A. The second sentence started with an incorrect rendition of the imperfect tense, as the candidate chose to use the pluperfect despite the presence of the time expression 'for three months'. This was a very common mistake and teachers are advised to revise when it is correct or not to use the pluperfect to translate a phrase in the past perfect or past perfect continuous from English into Spanish. The use of the term 'navegación' was accepted as well as other renditions such as 'barco' or 'barco de vela'. When candidates translated 'sailing' as 'pesca' or 'piragüismo', the meaning of the sentence was changed and therefore it was not accepted.

The second section is perfect and as mentioned before, this was the most accessible section for all candidates. Most of them managed to avoid using the false friend 'realicé' for 'me di cuenta', however some used 'de cuenta' which changes the subject and therefore introduces ambiguity.

In the third section, the candidate uses the expression 'estar en dieta' instead of 'estar a dieta'; despite not being correct, given that it didn't affect the meaning of the overall sentence and the key essential information is correct, the candidate could access the mark of 2. This was confirmed by the correct use of complex structures, the pluperfect 'había evitado' and the direct object pronoun 'hacerlo'.

In the fourth section, many candidates opted to use the imperfect tense as opposed to the preterite tense for 'she loved'. This is the case for this particular candidate who translated it as 'le encantaba'. It is important to remember that there are certain verbs that need to be followed by an infinitive in Spanish, despite being followed by a gerund in English.

This candidate chose to use the imperfect (pretérito imperfecto) to translate 'see each other'. This is acceptable given that it is the mother who is saying it, so it could be seen as reported speech.

In the last section, the candidate managed to use the imperfect subjunctive correctly, followed by a gerund. 'Entrenando juntos' was part of the essential information that was required to access a mark of 1 in this section. Many candidates used the infinitive, which was accepted for this mark, the key thing is that the meaning of those key phrases is conveyed, which was the case. In order to access a mark of 2, candidates had to have the imperfect subjunctive correct as well as the conditional 'podríamos'. This candidate has successfully translated it.

Overall the mark gained by this candidate was 9.



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

Question 2 (a)

Section B: The Creative/Discursive Essay

Candidates have a choice of seven essay titles from which they select one. There are three creative essay titles and four discursive titles and candidates must write between 240 and 270 words in Spanish. Both creative and discursive essays are marked according to the same assessment grids except for Understanding and Response where the criteria and the descriptors are different.

Range and Application of Language (10 marks)

Candidates are rewarded for rich and complex language and the ability to handle complex structures. There should be a variety of appropriate and sophisticated vocabulary and successful manipulation of verbs, tenses and complex grammatical structures demonstrating progress beyond the standards of AS. Teachers and candidates should ensure that they make use of the prescribed list of structures in the specification in order to access higher marks.

Accuracy of the Target Language (5 marks)

Candidates should demonstrate a high degree of command of the language with minimal errors. At this stage, there should be no basic errors such as would appear at GCSE or, indeed, at AS Level. Candidates should be fluent and accurate in their written language and write in the appropriate register. If communication breaks down or is impaired, then the candidate can expect to achieve no more than 2 marks. If there is ambiguity and communication is not immediately clear because of major errors, then a mark of 4 would be the maximum score a candidate could achieve.

Common errors included: gender of nouns, adjective agreement, verb endings – person/tense, use of subjunctive, omission of personal 'a', problems with using the definite article, spelling (double 's', 'f', 't'), missing essential accents (sí, él, mí, más, habló), use of impersonal verbs like gustar, confusion of creer, crear, crecer, failed attempts at using present and imperfect subjunctive correctly.

Organisation and Development (15 marks)

The essays should be well planned and structured with a clear, logical development of ideas. Often, but not always, the essay will be paragraphed with each section or paragraph self-contained, but linked to the preceding and to the following paragraphs or sections so that the essay has a clear sequence and development.

Understanding and Response: Creative Essay (15 marks)

Candidates are rewarded for their understanding of the title and its implications and for the ability to write a coherent and imaginative response. Good essays are interesting to read and fully relevant to the demands of the title.

Understanding and Response: Discursive Essay (15 marks)

Candidates are rewarded for their understanding of the title and its implications and for the ability to present arguments for or against (or both) the premise outlined in the essay title. They need to explain, justify and substantiate their opinions with logical arguments and should reach an informed, logical conclusion.

Word Count

Candidates must write between 240 and 270 words in Spanish. If the essay falls short of the minimum 240 words, it will be self-penalising according to the assessment grids. Examiners mark up to 270 words, which includes reading to the end of the sentence where the word count is exceeded. Any writing beyond 270 words is not awarded marks. Candidates have to be careful not to overuse pre-learnt expressions without adapting them and making them specific to the topic discussed as this would sacrifice their word count.

Candidates who selected this title were expected to write a dialogue between themselves and their parent(s) and the language used should be appropriate to a natural discussion. Candidates who wrote a narrative rather than a scripted conversation were penalised under Organisation and Development by a maximum mark of 9.

Many candidates used a good range of idiomatic language and some of the conversations were pleasantly amusing. More able candidates read the stimulus carefully and concentrated on the issues surrounding living away from their parents and university life. The best essays introduced a creative element when referring to the reasons to live abroad or far from home or when describing the universities, both home and away.

The more able candidates included idiomatic expressions using appropriate lexis and complex structures, making the conversation authentic and natural. They elicited a well-balanced dialogue played by two voices overlapping correctly, therefore creating an excellent use of rhythm and structure.

Weaker candidates wrote a narrative rather than a scripted conversation or ended rather abruptly with no clear ending to the argument/discussion, or with one side agreeing very quickly without a proper discussion.

Those who followed the rubric often omitted any reference to the dangers or benefits of living away from their parents and only concentrated on how unfair parents were.

This candidate read and understood the question, writing a conversation involving mother and daughter discussing the pros and cons of going to university in Madrid.

Hija: ¡Mamá! Acabo de mandar la solicitud de acceso al departamento de admisiones de la universidad Europea de Madrid.

Madre: - Cariño, ¿no habíamos pactado que al final te quedarías en Alicante?

Hija: Sabes que mi ilusión siempre ha sido ir a Madrid, he trabajado mucho para esto, mamá.

Madre: Ya lo sé, pero Madrid es muy grande, te pueden pasar mil cosas, estarás muy lejos Martina, y por allí hay muchas drogas.

Hija: Ya sé que está lejos, es lo que quiero, estar lejos de lo conocido, quiero pisar paradero desconocido, conocer nueva gente, experimentar en otro entorno ~~mucho~~ diferente al de nuestro pueblo... ~~y me sé de algo la sensación de que algo bonito me espera en la capital~~ y las drogas también están aquí, ~~o no~~ son exactamente igual

Madre: Uff, ya sé que tienes ganas de muchas cosas, pero no

quiero que te vayas tan lejos, no podre acudir si algo te ocurre.

~~Espero que puedas ir~~ ~~pero~~ ~~creo~~ que Además, ¿para qué quieres tanta ciudad si vas para estudiar?

Hija: Mamá, has ~~jugado~~ ^{jugado} 18 años un papel de madre sobre protectora increíble, pero ya es hora de que recupere mis alas.

Déjame ir, déjame conocer, déjame madurar, déjame crecer, déjame demostrarte que soy la chica responsable que has estado esculpiendo durante estos años atrás. Quiero ser independiente, confiar en mi misma y demostrarme que si puedo.

Además, esta universidad tiene el plan de estudios más atractivo de todas las que he mirado, es mi universidad, mamá por favor.

Madre: Hay que ver el empeño que le pones siempre Martina, desde bien pequeña siempre lo has trabajado muchísimo, y la verdad es que si ~~has~~ te has esforzado mucho, te has privado de las tentaciones para sacar el curso adelante con éxito.

Pero tampoco quiero que te limites a Madrid, investigaremos juntas y barajaremos diferentes posibilidades, puede que incluso no te admitan en la universidad que quieres, te prometo que el destino lo elegirás tú, pero indaguemos mas allá, de esto depende tu futuro.

Hija: - Vale, miraremos otras posibilidades, pero si me aceptan, ^{me} voy de cabeza.



The conversation starts directly by answering the question and the choice of register and arguments is adequate for the requirements. It offers a good response to the stimulus with very clear and convincing presentation of ideas.

We learn that the candidate has just sent her application to the European University in Madrid, despite having agreed with her parents that she was going to stay in Alicante.

The arguments that the daughter presents are that she has always worked hard for this as it was her dream. She also wants to be in a new area, meet new people, and experiment in a different environment. She says that her mother has been very overprotective for 18 years and it is now time for her to let go so she can fly away and grow up. She wants to show her mother how responsible and independent she can be, trust herself and show her that she can do it.

As well as this, she says that the structure of the course is the most attractive of all the universities she has seen.

Her mother explains that a thousand things can happen to her in Madrid as she will be too far away, there are many drugs, to which her daughter responds that drugs are everywhere. Her mum shows her anxiety of not being able to help her by being so far, but acknowledges that her daughter has always been very stubborn and has always worked extremely hard to complete her studies successfully.

Her mother concludes by saying that given how important this decision is, they should both look into it and not limit it just to Madrid. The daughter accepts this, but insists that if she gets her place in Madrid, she will go without thinking twice.

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

Phrasal verbs (perífrasis): 'acabo de mandar', 'déjame ir', 'quiero ser'.

Pluperfect (pretérito pluscuamperfecto): 'habíamos pactado'.

Conditional: 'te quedarías'.

Present perfect (pretérito perfecto compuesto): 'ha sido', 'he trabajado', 'has jugado', 'he mirado'.

Use of pronouns: 'lo que quiero', 'lo conocido'.

Complex lexis: 'pisar paradero desconocido', 'madre sobreprotectora', 'recupere mis alas', 'te has privado de las tentaciones'.

Idiomatic expressions: 'uff', 'hay que ver el empeño que le pones', 'sacar adelante el curso', 'harajaremos diferentes posibilidades', 'me voy de cabeza'.

Present subjunctive: 'que te vayas', 'no quiero que te limites', 'puede que no te admitan'.

Present perfect continuous (pretérito perfecto compuesto + gerundio): 'has estado esculpiendo'.

There were some issues with the lack of accents on 'sí' as it made it unclear if the candidate wanted to use a conditional phrase or emphasise an affirmative statement.

Despite not mentioning the issues about the cost involved in living away from home, or the benefits of attending local universities, this essay is a good example of a creative answer that emphasises the anxieties of the parent and the strong desire of the young person to leave home and experience life. The conclusion is plausible as throughout the conversation you get to know the characters and understand that this is a good compromise.

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

Regarding the marking criteria, this essay was placed in the following bands for each section:

Understanding and Response: 13–15

Organisation and Development: 13–15

Range and Application of Language: 9–10

Accuracy: 4–5



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Examiner Tip

Always read the question carefully and make sure that all the implications of the title have been addressed in a creative way; make sure you do not turn your essay into a discursive essay, weighing pros and cons without any creative feature. Remember, also, that if you are asked to write a conversation then do not be tempted to turn it into a narrative or a reported conversation. Plan the essay before you begin and set it out logically, preferably with a new line for each different speaker. Finally, check to ensure that the language used is appropriate, in this case natural and idiomatic, and check the finished essay for accuracy of tenses and verb forms, spellings, punctuation and grammatical constructions.

Question 2 (b)

Candidates were expected to continue the story of Rodrigo and Luisa, explaining what happened after she opened his bag. Strong candidates wrote a narrative in the past tense explaining what Luisa had found which led to unexpected situations such as a wedding, a break up, a murder, meeting a long lost relative, a bullying situation, drug trafficking, a terrible holiday, losing all their possessions, or a hidden secret.

Most responses provided a past tense narrative and the best also managed to include a variety of other tenses – conditional, present through the introduction of dialogue. Linguistically, the usual confusion over preterite/imperfect (pretérito perfecto simple/imperfecto) was in evidence in a good many responses.

The best essays were interesting to read, imaginative and full of rich, accurate language. Some of the best did not adhere to the 'beginning, middle, and end' formula but concluded with another cliff-hanger situation. They also presented a good structure, avoiding lengthy flashbacks, and being narratively skilful to move the story forward at each paragraph. Some candidates managed the introduction well, achieving a great atmosphere of suspense whilst the action moved onto the main plot, where imaginative elements drew the attention of the reader until the end. For some candidates, the unexpected items were based on jewellery, photos, large amounts of money, a small box, a dress or even body parts and hair.

In general, there was a very good application of language with excellent vocabulary, such as 'garabatos', 'despampanante', 'boquiabiertos', 'toques', 'aporreando', 'embobados', 'manivela', 'se mofaron'. Linguistically, a very good range of tenses was used to express the action in the past: preterite 'apresuré', 'se dió por vencido', imperfect 'no daban crédito', and some very good examples of the imperfect subjunctive and pluperfect subjunctive were used, such as 'hubiese percatado'.

Some candidates made use of complex structures such as 'se dió por vencido', 'ante tal situación', 'al llegar de vuelta', 'prestar atención', 'no daban crédito', 'se mofaron', and 'se hubiese percatado'.

Some candidates missed the opportunity for a creative and well-structured narrative by not directly continuing the story. They delved back in time to fill in the background to Rodrigo's day – often at some length – and the story then lost its logical narrative thread and tension.

This essay is a well-planned and logical continuation of the story and includes a detailed description of the items found in Rodrigo's bag and how they led to the rest of the story.

Cuando Rodrigo llegó a casa no quiso hablar y se encerró en su cuarto. Su hermana Luisa, llena de curiosidad, decidió abrir la maleta de Rodrigo. Se sorprendió mucho al encontrar un libro titulado "La luz en el viento" y lo que parecía corresponder fotografías del mismo autor, Juan Miraner.

Luisa se fue a preguntar a su hermano:
- Rodrigo, ¿qué es lo que ocurre?
Pero Rodrigo no le podía contestar, estaba sometido bajo los sollozos de una frustración.

inexplicable. En un momento de respiro exhaló:

- La maleta no es mía, me temo que me he equivocado y que ese libro debe de significar una fortuna para alguien. Yo sólo quería ser feliz y venir contento de mi viaje a Brasil,

pero ahora me siguen unas tipos raros, y yo no sé que hacer.

Luisa se había quedado boquiabierta.

Nunca se imaginó que su hermano se metería en tal pesadilla, det de la que le sería difícil salir. Entonces le sugirió:

- Podríamos indagar ~~sobre~~ acerca del

origen de tanto valor, la policía no nos va a ayudar ^{con un} ~~en~~ el caso de un libro.

Tenemos el libro y fotografías, no son pocas cosas para investigar, ^o aunque

Para entonces, Rodrigo ya se hubo calmado, aunque las piernas ^{le} temblorosas aún mostraban algún signo de ansiedad. No obstante, aceptó a lo que su hermana había propuesto, no hace mucho.

Al día siguiente los dos Luisa se fue a la biblioteca local y pidió una copia del libro.

Para su sorpresa, ni el autor ni el libro existían. Algo iba muy mal. Pero se le ocurrió

La idea de hablar con su tío Francisco Hernández, ~~é~~ ~~er~~ Él era catedrático en la Universidad de Alcalá de la Literatura y letras hispánicas, apostaba por ~~er~~ que él lo supiera. ~~P~~ Antes se fue a buscar a Rodrigo a casa.

Cuando hubieron hablado con Francisco, éste les contó que una leyenda urbana decía que Juan Miraver ~~per~~ ~~tenis~~ perteneció, ~~en~~ ~~to~~ durante los años 20 y 30 a una mafia que se aprovechaba del malvivir de mucha gente. Él escribió un libro antes de suicidarse, pidiendo perdón a ~~toda~~ ~~la~~ ~~raza~~ ~~humana~~ todos a los que se vió afectados y traicionó a sus compañeros. Ni el autor, ni el libro fue jamás visto.



We learn how Rodrigo feels about the misunderstanding with the contents of his bag and how Luisa decides to find out more about the importance of the book and pictures. Thanks to uncle Francisco Hernández we know that Juan Miraver was part of the mafia and that the book is part of his confession. The story flows well and is interesting with a clear, logical and interesting ending that leaves the reader with a good feeling at the end.

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

Phrasal verbs (perífrasis): 'fue a preguntar', 'quería ser'.

Use of pronouns: 'no le podía contestar', 'me siguen', 'no nos va a ayudar', 'se le ocurrió'.

Complex lexis: 'sometido bajo sollozos', 'exhaló', 'significar una fortuna', 'tipos raros', 'boquiabierta', 'pesadilla', 'piernas temblorosas', 'signo de ansiedad', 'catedrático', 'letras hispanas', 'leyenda urbana', 'malvivir', 'traicionó'.

Idiomatic expressions: 'me temo que'.

Present perfect (pretérito perfecto compuesto): 'me he equivocado'.

Pluperfect (pretérito pluscuamperfecto): 'se había quedado', 'había propuesto'.

Conditional: 'se metería', 'sería', 'podríamos indagar'.

Imperfect (pretérito imperfecto): 'apostaba', 'decía', 'se aprovechaba'.

The gerund: 'pidiendo perdón'.

Passive voice: 'fue jamás visto' (although there is an issue with the verb form as it refers to two subjects and therefore should be 'fueron jamás vistos').

This candidate tries to use the imperfect subjunctive (subjuntivo pretérito imperfecto): 'él lo supiera', 'cuando hubieron hablado' which would have been more successful if the imperfect had been used instead.

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

Regarding the marking criteria, this essay was placed in the following bands for each section:

| | |
|------------------------------------|-------|
| Understanding and Response: | 13–15 |
| Organisation and Development: | 13–15 |
| Range and Application of Language: | 9–10 |
| Accuracy: | 4–5 |



When attempting to write an imaginative essay, you must read the stimulus carefully and make sure that you are producing a narrative that follows the demands and implications of the question and sticks to the time-frame requested. The essay must be carefully planned and the storyline clear for the reader to follow. Try to include detail that is relevant and take every opportunity to produce a rich variety of vocabulary and structures that are appropriate to the context of the story. However, do not let your imagination run away with you so that you stray too far from the stimulus. Finally, make sure that the story does not become too far-fetched and improbable.

Question 2 (c)

Candidates were invited to imagine that they had won a prize to go on an eco-tourism holiday in a country or countries in Central America. They had to write a report for an ecology magazine describing their experience. A variety of interesting scenarios were produced, describing all sorts of eco-tourism holidays such as working with endangered species, learning about different habitats, cleaning beaches, etc. The best replies reproduced an authentic journalistic style, with factual reporting, eye-witness accounts and opinions.

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

Many wrote about geographical regions in the wrong location, e.g. Ecuador, Perú, Brazil. Some candidates did not understand the nature of eco-tourism and just wrote about a holiday in an exotic location, ignoring the fact that they should have been writing an article for an ecology magazine.

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

Concurso de ecología 2016

Afortunadamente fui uno de los ganadores del concurso de ecología, en el que los candidatos debían realizar una maqueta mostrando un parque en el que las energías renovables fueran la prioridad, gracias a mi empeño, esfuerzo y dedicación logré ser uno de los ganadores y el premio no podía ser mejor.

Viajar a hacer ecoturismo en centroamérica fue alucinante, una experiencia que jamás olvidaré. El grupo de ganadores del concurso tuvimos la suerte de poder visitar antiguas colonias Mayas y aprender mucho de sus costumbres y estilos de vida, claramente todo el viaje era a pie para ~~no~~ intentar causar el menor ^{daño} problema a la flora y a la fauna de la zona.

México era un lugar mágico en el que la ecología era primordial para el país. También tuvimos la ocasión de ir a un centro escolar a dar una charla sobre cuáles son las medidas más ecológicas ~~de~~ que deberíamos realizar y adoptar a nuestras vidas.

Las tres semanas que estuvimos en México, se me ^{pasaron} ~~hicieron~~ muy rápido. Sin embargo, tuvimos la ocasión de hacer ecoturismo, como adentramos en la selva y practicar piragüismo y escalada. Gracias al ministro de Agricultura de México, fuimos invitados a ver las instalaciones ecológicas de sus granjas y tierras en las que se recogen frutas y hortalizas de forma natural ^{2.00} y sin contaminar con pesticidas ni productos químicos.

Sin duda, fue una experiencia fantástica, pero lo ~~mejor~~ de esas tres semanas en México fue el viaje hacia allí que lo hicimos en un barco ecológico del ejército español que no contaminaba nada. Me pareció alucinante cruzar el océano Atlántico ~~en barco~~ en un transporte ecológico. La tierra es de todas,
¡Salvemola!



This candidate starts by saying that (s)he was one of the winners of the ecology contest, for which they had to make a model showing a park where renewable energies were at the heart of things. Being part of the group of winners is an experience that will be impossible to forget.

To begin with, the winners visited some old Mayan colonies and learned about their culture and lifestyle. They were walking everywhere to minimise the impact on the environment.

Given that ecology is such a vital part of the country, they had the chance to visit a school and give a talk about what else we should do in our lives to be more eco-friendly.

During the three weeks, the winners had the opportunity of experiencing eco-tourism and were invited to some ecological farms by the Mexican Minister of Agriculture; there they learned about growing fruit and vegetables without chemical products.

It closes by stating that the best part of the whole experience was travelling to Mexico on an eco-boat from the Spanish Army, which did not contaminate the environment. Finally, the candidate reflects on the fact that the earth belongs to all of us and therefore we must save it.

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

Phrasal verbs (perífrasis): 'debían realizar', 'logré ser', 'no podía ser', 'viajar a hacer', 'poder visitar'.

Complex lexis: 'una maqueta', 'energías renovables', 'empeño', 'alucinante', 'antiguas colonias mayas', 'costumbres', 'daño', 'flora', 'fauna', 'centro escolar', 'dar una charla', 'adentrarnos en la selva', 'piragüismo', 'recogen hortalizas', 'pesticidas'.

Gerund: 'mostrando'.

Present subjunctive. 'en el que fueran'.

Idiomatic expressions: 'tuvimos la suerte de', 'se me pasaron muy rápido'.

Conditional: 'deberíamos realizar'.

Passive voice: 'fuimos invitados'.

Imperfect (pretérito imperfecto): 'no contaminable'.

Imperative: 'salvémosla'

Overall, this is a very imaginative answer with excellent examples of complex language, despite having some mistakes.

Regarding the marking criteria, this essay was placed in the following bands for each section:

| | |
|------------------------------------|-------|
| Understanding and Response: | 13–15 |
| Organisation and Development: | 13–15 |
| Range and Application of Language: | 9–10 |
| Accuracy: | 4–5 |



It is important to read the essay title carefully and make sure that you devote sufficient time to addressing all the requirements of the question.

Try to provide a clear insight into the nature of the experience and use your imagination to put yourself into the situation. Use a variety and richness of vocabulary and clear, sophisticated sentence structure. Make sure the story flows logically towards a sensible conclusion. Careful planning is essential and paragraphing can help to structure the essay. Pay close attention to detail and take care with the accuracy of the language to produce a clear, logical and interesting essay.

Question 2 (d)

The first of the discursive essays asked candidates to question whether or not developed countries should be doing more to support developing countries. This question was the most popular one in Section B. The majority of answers showed an understanding of the underlying issues and strived to include a balanced response showing arguments for and against. Many responses mentioned our moral duty and included comments regarding immigration into developed countries.

Good candidates argued that governments in developing countries have lots of problems due to corruption. They also argued that there are many people suffering in our country and that they must be cared for before looking elsewhere. They also explained what developed countries are already doing and how important it is for everybody to take responsibility and to distribute wealth more evenly.

Some candidates made the point that developed countries had worked hard to develop without the help of anyone else, so developing countries should be expected to do the same, with no further development of this idea. A few candidates said that the west was rich in natural resources and that was the reason for its success. Stronger candidates attributed our wealth and access to natural resources as a result of colonisation, and the negative effect this has had on the countries we have colonised. They made the point that we could be considered as owing a debt to these countries.

For most candidates, this topic was highly accessible, raising strong statements about countries' deficits, exploitation, poor welfare conditions and responsibilities of governments. They mentioned the work done by charities and how governments' powers can also interfere negatively in the welfare of these countries 'con una perspectiva visionaria' against the commitment to build 'armonía mundial'.

Some candidates made very good use of statistics, for example, mentioning figures for 'PIB', 'inflación', 'intereses de bajo coste', and 'sueldos precarios' to support their arguments.

Weaker candidates presented both sides of the argument, but failed to make a personal judgement, leaving the essay without a clear stance. A lot of candidates focused quite specifically on the question of 'should we accept refugees' at the expense of developing any other ideas relating to support for less developed countries. This had a limiting effect on their ability to access the higher grades for Understanding and Response. Finally, some candidates placed too much emphasis on climate change.

Candidates made excellent use of specific vocabulary to support their arguments, for example: 'poner en marcha', 'hacernos cargo', 'redirijamos la atención', 'cifras abrumadoras', 'gesto de amabilidad', 'se podría haber solucionado', 'hincapié', 'micro-préstamos'.

There were excellent examples of handling complex structures such as: combinations of relative pronouns and prepositions 'en los que confluyen', 'a que florezcan'; idiomatic expressions: 'para colmo de males', 'echar una mano', 'nadan en dinero', 'va viento en popa'; phrasal verbs 'llevar a cometer', 'no deja de crear'.

Accuracy was very high, although more attention should have been paid to the use of infinitive after prepositions and proofreading should have been taken more carefully in order to avoid misspellings of minor nature.

This discursive essay has been planned and structured into paragraphs.

~~• Deberían preocuparse por la población y no por el negocio → venta de armas~~

~~Corrupción~~

~~No obstante...~~

~~• Explotación laboral e infantil~~

~~• No se respetan los derechos humanos~~

~~la venta de recursos locales para el beneficio propio~~

~~• No tienen un gobierno estable~~

~~Bien es cierto que en ocasiones hay países los cuales tienen varios problemas más importantes que atender antes de ayudar.~~

~~• Hay gente en tu país que aún sufre de la pobreza y vive en condiciones inhumanas.~~

Hoy en día, un tema que suele aparecer en primeras portadas es el de las ayudas de países desarrollados a países los cuales están en proceso. Actualmente somos testigos de la clara diferencia entre países europeos o norteamericanos y ~~para~~ varios países africanos y asiáticos. Por lo tanto, hoy me centraré en analizar este problema y llegar a la conclusión de si deberían contar con más ayudas o no.

Para comenzar, es necesario que seamos conscientes de que la principal causa ~~del estado de~~ de ~~la~~ desigualdad en varios países es la corrupción. La población se ve verdaderamente afectada ya que algunos gobiernos se dedican a vender los ~~los~~ recursos del país solamente para el beneficio propio. Para ello abusan de la situación laboral para explotar tanto a adultos como a niños, todos con salarios vergonzosos.

También hace falta que estos países donde hay gobiernos autoritarios no sean un negocio para venderles armas como ~~ocurrió~~ ocurrió con España y Arabia Saudí, ya que esto solo nos lleva a que los poderosos tengan ~~de~~ aún más poder.

Muchos de estos gobiernos no constan de un gobierno estable, y debido a su escasa riqueza no son capaces de combatir la explotación infantil o evitar la violación de los derechos humanos.

No obstante, mucha gente piensa que para

ayudar a los demás primero hay que servirse a uno mismo y acabar con varios casos de pobreza en los países desarrollados, donde ~~hay~~ aun hay gente que vive en condiciones inhumanas.

Para concluir, pienso que aunque bien es cierto que en ocasiones hay países desarrollados los cuales tienen problemas nacionales que atender, siempre hay que intentar ayudar, e incrementar las ayudas y los apoyos a países en vías de desarrollo.



The introduction starts by saying that this is a common topic nowadays and that we are witnesses of the clear differences between European or North American countries and some countries in Africa or Asia.

The following paragraph states that the main cause of this imbalance is corruption; people are affected by the decisions of their governments to sell their natural resources for personal benefit. These governments also abuse the situation and exploit adults as well as children with shameful salaries.

The candidate goes on to say that it is also important that where authoritarian governments exist, developing countries should avoid selling armament as happened between Spain and Saudi Arabia, as this does not help the country. Many of these countries do not have a stable government and due to their lack of financial means cannot tackle child exploitation or prevent the violation of human rights.

Finally, the candidate states, that many people think that in order to help others it is important to look to your home country first and deal with the many cases of poverty in developed countries, where there are people living in inhuman conditions.

As a conclusion, the candidate states that even though developed countries have their own national issues, it is always necessary to increase the help and support to developing countries.

The response is relevant to the question and its implications and shows that the candidate understood the question. It would have been more effective to say how developed countries can support those countries in need following the in-depth explanation of what is wrong with some of them. The development could be better by giving some clear examples or figures that support the arguments.

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

Phrasal verbs (perífrasis): 'suele aparecer', 'dedican a vender', 'son capaces de combatir'.

Complex lexis: 'somos testigos', 'desigualdad', 'recursos', 'beneficio propio', 'salarios vergonzosos', 'violación de derechos humanos', 'condiciones inhumanas', 'aunque bien es cierto'.

Use of pronouns: 'me centraré', 'se dedican', 'venderles', 'nos lleva', 'servirse a uno mismo'.

Conditional: 'deberían contar'.

Present subjunctive (subjuntivo presente): 'es necesario que seamos', 'hace falta que no sean', 'a que tengan'.

Passive voice: 'se ve afectada'.

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

Regarding the marking criteria, this essay was placed in the following bands for each section:

| | |
|------------------------------------|-------|
| Understanding and Response: | 10–12 |
| Organisation and Development: | 13–15 |
| Range and Application of Language: | 9–10 |
| Accuracy: | 4–5 |



ResultsPlus

Examiner Tip

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

Question 2 (e)

Candidates had to explore the reasons why professional sports women should or should not have the same salary as their male counterparts. Most of them referred to the influence of the media and how difficult it is for the situation to change, despite it being unfair. In this essay some candidates struggled a bit more to present a balanced view. Many considered it fair not to pay the same to female tennis players because their matches last fewer sets. The majority of arguments establishing connections between pay and spectators and/or money generated did not explore the reasons behind the prominence of male sport in the media. Many candidates referred to tennis players where men have to play longer matches hence they must have higher salaries.

Some candidates gave clear examples in response to this question, quoting the personal views of sports personalities like Venus Williams and Novak Djokovic. Lots of candidates made good points about the role advertising and sponsorship plays in the pay gap, and developed this even further to say that fans have some responsibility for this too.

Weaker candidates explained both sides of the problem without presenting clear examples or solid arguments, only saying that it is not fair that women earn less than men.

This is an essay that shows that the candidate has understood the question and presents some supporting arguments.

PLANNING

Siglo 20: Hombres + poder que las mujeres ✓

- poco a poco: = mujeres obtienen más igualdad. ✓
mejor

- ↳ educación ✓
- ↳ sector laboral ✓
- ↳ derecho a votar ✓
- ↳ ser líderes nacionales ✓

\$ hombre = mujer → Por... ✓

→ mujeres poner más esfuerzo en el deporte ✓
↳ el cuerpo de un hombre este adaptado para biologicamente a llevar cosas actividades fuertes [eg. fútbol/rugby profesional]. ✓

Hoy en día, un tema que suele aparecer en primeras portadas es el de las ayudas de países desarrollados a países los cuales están en proceso. Actualmente somos testigos de la clara diferencia entre países europeos o norteamericanos y ~~para~~ varios países africanos y asiáticos. Por lo tanto, hoy me centraré en analizar este problema y llegar a la conclusión de si deberían contar con más ayudas o no.

Para comenzar, es necesario que seamos conscientes de que la principal causa ~~de~~ de desigualdad en varios países es la corrupción. La población se ve verdaderamente afectada ya que algunos gobiernos se dedican a vender los ~~pa~~ recursos del país solamente para el beneficio propio. Para ello abusan de la situación laboral para explotar tanto a adultos como a niños, todos con salarios vergonzosos.

También hace falta que estos países donde hay gobiernos autoritarios no sean un negocio para venderles armas como ~~se~~ ocurrió con España y Arabia Saudí, ya que esto solo nos lleva a que los poderosos tengan ~~ahora~~ más poder.

Muchos de estos gobiernos no constan de un gobierno estable, debido a su escasa riqueza no son capaces de combatir la explotación infantil o evitar la violación de los derechos humanos.

No obstante, mucha gente piensa que para

ayudar a los demás primero hay que servirse a uno mismo y acabar con varios casos de pobreza en los países desarrollados, donde ~~hay~~ aun hay gente que vive en condiciones inhumanas.

Para concluir, pienso que aunque bien es cierto que en ocasiones hay países desarrollados los cuales tienen problemas nacionales que atender, siempre hay que intentar ayudar, e incrementar las ayudas y los apoyos a países en vías de desarrollo.



It begins by setting the scene, saying how the lack of equality between men and women has become more apparent in the last 30 years. Feminist groups have helped to improve that balance. The candidate then introduces a question: If a woman has the same rights as a man, why is it that she is paid a lot less if she plays a professional sport? This shouldn't be the case.

The following paragraph explains that little by little, women have managed to accrue the same rights as men – for instance, education, job opportunities, the right to vote, and some women have even managed to become world leaders, like Angela Merkel. However, salaries are still not the same.

The following example is about a male rugby team, whose salary will be the same whether they win or lose. This is not the case for female teams, and even if they win their salary will be less than the salary of the male players.

The candidate goes on to state that women have to work even harder to get to professional levels due to biological differences and men have adapted over centuries to perform certain activities, but not women, which makes it very hard for sportswomen. The conclusion states that this is the reason why women should be paid the same as men if they choose to practise a sport at a professional level.

This candidate focuses on the general aspect of gender equality, and could have explored the sports environment in more detail and the specific reasons that make it difficult at the moment for salaries to be equal. The mention of the rugby example is very general without real supporting evidence.

Regarding the language, there is a high degree of accuracy, although some accents have been missed. There is also evidence of manipulation of the language, some complex structures and lexis such as:

Present perfect (Pretérito perfecto compuesto): 'se ha notado', 'han ayudado', 'hemos logrado', 'han llegado', 'se ha adaptado'.

Complex lexis: 'igualdad', 'exigente', 'derecho al voto', 'líderes', 'compuesto por'.

Phrasal verbs (perífrasis): 'ayudado a', 'llegar a ser', 'conseguimos igualar'.

Use of pronouns: 'se les paga', 'se le sigue', 'tenemos que esforzarnos'.

Conditional: 'no debería ser'.

Overall, this is a satisfactory to good response with some manipulation of language.

Regarding the marking criteria, this essay was placed in the following bands for each section:

| | |
|------------------------------------|-------|
| Understanding and Response: | 10–12 |
| Organisation and Development: | 10–12 |
| Range and Application of Language: | 5–6 |
| Accuracy: | 4–5 |



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

Planning and structure are essential and you need to gather your arguments systematically and sort them into self-contained paragraphs. Mind maps are often helpful in the planning stage. Finally, care should be taken with the accuracy and variety of language so that communication is clear and unimpeded throughout the essay.

Question 2 (f)

Candidates had to consider whether or not humans should use animals for entertainment purposes. Most candidates argued that animals should not be mistreated to make humans happy in any way. The best essays pondered various types of entertainment and its impact on the animal, concluding that not all entertainment should be banned and many made reference to historical examples.

This was a question which showed that candidates had studied the topic of animal rights, welfare and abuse, with its different aspects and how well informed they were on current affairs on this particular area.

They gathered the main arguments by means of a mind map or with separate headings of For and Against, introducing clear examples coming from current news or TV documentaries, like the case of Sea World in Orlando or Loro Park in Tenerife.

There were many interesting and strong essays which included the candidates' own personal experiences and feelings of being part of an audience seeing how these animals were treated in zoos, safaris or the afore-mentioned theme parks.

The format of the essays was clear and the use of paragraphs helped candidates to explore the arguments for and against using animals in entertainment to save and protect endangered species. They mentioned environments where animals could receive better care and protection and, at the same time, could be living in a more natural habitat where people could approach and observe them. Only some candidates developed different arguments, and others took the opportunity to write about how they could find historical events in which animals were used in show business.

Many good candidates referred to both sides of the argument explaining that pet owners usually care a lot for them and despite being entertained by them, it is not their main reason to have a pet. Also they referred to zoos and their educational role in society.

Weaker candidates gave very general opinions on animal cruelty, without referring to entertaining humans.

Most candidates argued that the use of animals for entertainment was totally unacceptable. Reference was made to circuses, dog fighting, aquatic centres and bullfighting. However, a small number of candidates misread the question and made too much reference to animal experimentation. Again, there was a wide variation in the standard of accuracy, as at this level one would not expect basic grammatical errors, particularly adjectival agreement, singular nouns with plural nouns and the use of wrong tenses.

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

Hoy en día, un tema concurrente en nuestra sociedad es si deberían o no utilizarse los animales para el entretenimiento de los seres humanos. Primero voy a analizar las razones por las cuales estos deberían utilizarse para el entretenimiento y después dependere los motivos por los que se debería prohibir su uso.

Por un lado, debemos admitir que un gran porcentaje de estos animales han nacido en cautividad, con lo cual, si les dejásemos en libertad tendrían dificultades adaptándose al medio y acabarían muriendo. Además, tanto los circos como los zoológicos de hoy en día aseguran utilizar métodos mínimamente traumáticos para entrenar a los animales que participan en ~~estas~~ ^{estos} espectáculos. Dicho esto, también cabe mencionar que el uso de los animales en espectáculos les ha sido inculcado a muchos desde

pequeños, y, por tanto, es comprensible que para ello sea aceptable.

Por otro lado, y reiterando que la mayoría de los animales utilizados han nacido en cautividad, es esencial decir que con un ligero esfuerzo y pequeñas donaciones por parte de la población se podrían llevar a cabo programas de reincorporación al medio, y por tanto los animales aprenderían a sobrevivir en libertad. De hecho, aunque muchos de los lugares donde se realicen los espectáculos afirman que el trato hacia los animales es el correcto, se ha dado casos de filtraciones de videos donde se aprecian actos de violencia contra los animales para lograr que realicen cierto tipo de actividad para el espectáculo.

En conclusión, bajo mi punto de vista, es esencial que los espectáculos con animales se prohiban para evitar el maltrato animal y hay que concienciar a los niños desde pequeños que estos no son juguetes.



The introduction states that this is a current topic and that the candidate is going to analyse the pros and cons. It would be a better use of words to state at the beginning whether you are for or against the statement, or what the current situation actually is. This introduction has just paraphrased the question without introducing the reader to what the candidate thinks about the issue.

The next paragraph explains how captivity is not always bad for animals, because it saves them from hostile environments where they would find it difficult to adapt; also it suggests that zoos and circuses make sure they use methods that cause as little trauma as possible to train them. It continues by saying that many people have grown up with the concept of attending shows where animals are used and therefore find it acceptable.

The following paragraph introduces the idea that, with small donations, it could be possible to carry out programmes to reincorporate these animals to their natural habitats. The candidate states that it has been proven that, despite what the organisers of these shows say, animals have been on the receiving end of violent treatment in order to learn tricks for these shows.

The candidate concludes that it is necessary to ban all of these kinds of animal shows in order to prevent animal cruelty and that it is also imperative to make children aware that animals are not toys.

This essay could have had more specific examples to support the arguments presented by the candidate, as some of the statements appear quite general.

Regarding the use of language, it is evident that the candidate shows progression from AS by using some complex structures and lexis, such as:

Conditional: 'se deberían', 'se podrían', 'aprenderían'.

Present perfect (Pretérito perfecto compuesto): 'han nacido', 'se ha dado casos', it should be 'han dado casos'.

Complex lexis: 'en cautividad', 'ligero esfuerzo', 'llevar a cabo', 'reincorporación', 'maltrato animal', 'concienciar'.

Imperfect subjunctive (subjuntivo imperfecto): 'si los dejásemos'.

Gerund: 'adaptándose', 'reiterando'.

Phrasal verbs (perífrasis): 'acabarían muriendo', 'aseguran utilizar'.

Passive voice (voz pasiva): 'les ha sido inculcado', 'se aprecian'.

Present subjunctive (subjuntivo presente): 'Es comprensible que sea', 'aunque afirmen que sea', 'para lograr que realicen', 'es esencial que se prohíban'.

The candidate has tried to manipulate the word 'current' and use the false friend 'concurrente' in the introduction to describe the topic. The appropriate term would be 'actual'.

Overall this essay shows very good understanding of the question with the main implications explained. The candidate presented the arguments in a clear way, however the introduction could have been more effective.

Regarding the marking criteria this essay was placed in the following bands for each section:

| | |
|------------------------------------|-------|
| Understanding and Response: | 10–12 |
| Organisation and Development: | 10–12 |
| Range and Application of Language: | 9–10 |
| Accuracy: | 4–5 |



ResultsPlus
Examiner Tip

In writing a discursive essay, it is important first to assemble your arguments and to plan a clear structure so that your ideas can develop within a clear framework. Make sure that each opinion and idea is supported by strong arguments which lead to a logical, informed conclusion. Avoid making general comments and as far as possible try to include your knowledge of the Hispanic world in your answers. Finally, care needs to be taken with sentence construction and grammatical accuracy so that the essay is clear to read.

Question 2 (g)

Candidates were invited to look at whether everybody has the right to wear religious symbols in their daily life. There were many heart-felt essays discussing the valid and important issues of human rights, the nature of freedom, multiculturalism, religious tolerance and national security. Candidates tended to argue in favour of freedom of speech and the right to wear whatever you want.

Most responses were detailed and revolved around Muslim symbols and many included reference to France's ban on the hijab. The best essays included examples of other religions and went further than alluding simply to freedom of expression. Many candidates mentioned that people wearing religious symbols could be targets for criticism or bullying. Some candidates blamed terrorism as a cause of racism towards people wearing religious symbols.

Less successful essays were often too general and did not discuss specific examples of religious symbols. Some candidates wrote about religious extremism as a general topic without any mention of this. Many candidates talked about the importance of wearing any symbols without focusing on the question.

Generally, responses to this question were very well-balanced and logical, with well-informed content and with points that were well developed, but some answers were sometimes less developed.

This is an excellent example of an informed essay, with good evidence to support arguments, both for and against the statement. It also has a very effective introduction that doesn't just reproduce the question; finally, the conclusion is well informed and logical.

| <u>PLAN</u> | |
|---|---|
| De acuerdo | En contra |
| <ul style="list-style-type: none">• Libertad de expresión - se base la cultura y nuestra sociedad en esto• Dawkins - viola los derechos humanos• Te da fuerza• Contradice lo que lleva la gente expresaría relación...• Es hora de que eliminemos las actitudes xenofóbicas y racistas a través de permitir que todos tengan los mismos derechos. | <ul style="list-style-type: none">• Número creciente de ataques - 41% en 2012• los velos - Francia ya ha prohibido• ↑ A causa de preocupaciones de la seguridad del besta pueblo - Siria• Somos una nación cristiana - los judaicos musulmanes no deberían expresarse porque son en contra de la cristiandad.• En países extremistas como Arabia Saudí no se permite a vestirse como quieras, ¿por qué deberíamos rechazar este pensamiento? |
| Al haber sopesado ambos lados de l argumento etc.. | |

deberían tener

El tema de si todos ~~tienen~~ los mismos derechos en cuanto a llevar

símbolos religiosos es algo que ya lleva varios años apareciendo por

los medios de comunicación debido al número ~~creciendo~~ creciente de

inmigración y el conflicto entre las religiones extranjeras y ^{las} indígenas.

Examinémoslo a continuación.

No creo que haya mejor punto de partida que destacar que creo

enfáticamente ~~en favor~~ a favor de la afirmación, principalmente

porque vivimos en un país desarrollado en el que hemos basado nuestra

sociedad en la libertad de expresión. ~~que~~ Lo fundamento de nuestra

sociedad es que la gente puede vestirse como quiera, ~~y puede expresarse a~~

través de símbolos religiosos, ropa extraña o actitudes distintas. De acuerdo

con el ateo famoso Richard Dawkins, "prohibir símbolos religiosos

violaría derechos humanos." Lo que es más, estoy convencido de que

si controlásemos lo que lleva la gente, se expresaría una relación fundamentalmente totalitaria entre el estado y el individuo. Los inmigrantes suelen aportar nuevas creencias, y yo opino que es hora de que eliminemos las actitudes xenofóbicas y racistas mediante permitir que todos puedan llevar símbolos religiosos.

Pongamos el argumento patas arriba porque hay que reconocer que Francia ya ha ~~prob~~ prohibido el velo a causa de las preocupaciones de la seguridad, especialmente después de los atentados terroristas de julio de 2005 en ~~Madrid~~ ^{London}.

Algunos argumentarían que vivimos en un país secular así que todas formas de expresión religiosa son prohibidas. El número de ateos sigue incrementando, hasta el 41% en el R.U. en 2012, así que algunos dirían que deberíamos respetar la mayoría de la población en los años venideros. En ^{y prohibir símbolos} países extremistas como Arabia Saudí, no respetan símbolos cristianos

así que ¿por qué deberíamos aceptar símbolos musulmanes?, por ejemplo.

Al haber sopesado ambos lados del argumento, creo que todos deberían

expresarse mediante símbolos religiosos, y cueste lo que cueste, tenemos

que preservar la libertad de expresión.

In the introduction, the candidate starts by stating that the right to wear religious symbols is a topic that has been in the public eye for a few years due to the increase in immigration and in the conflicts between people from foreign religious backgrounds and the local religions.

In the following paragraph, the candidate presents their stance, which is that, given that we live in a developed country based on the freedom of speech, we should allow people to wear whatever they want. The candidate uses a quote from the famous atheist Richard Dawkins to support this argument. It also explains that a prohibition of this sort would develop a totalitarian relationship between the state and the individuals. It finishes by saying that it is time to welcome the different beliefs that immigrants bring and to scrap the xenophobic and racist attitudes people can have.

The third paragraph presents the counterpart to the argument. It mentions how France has banned the burka due to security issues, especially after the terrorist attacks in London in 2005. The candidate states that, given that we live in a secular country, all forms of religious symbols should be prohibited. Not only that, but (s)he also states that, as the number of atheists increases, their rights should be protected by banning these symbols. Finally, according to the candidate, in some extremist countries like Saudi Arabia, Christian symbols are not respected, so should we do the same for Muslim symbols?

As a conclusion, the candidate mentions that after weighing all the arguments, (s)he is of the opinion that wearing religious symbols should be respected in order to preserve our freedom of speech.

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

Conditional: 'deberían tener', 'violaría', 'expresaría', 'argumentarían'.

Gerund: 'lleva años apareciendo', 'sigue incrementando'.

Complex lexis: 'creciente', 'extranjeras', 'indígenas', 'enfáticamente', 'libertad de expresión', 'derechos humanos', 'xenofóbicas', 'atentados terroristas', 'ateos', 'seglar', 'años venideros', 'extremistas', 'sopesado'.

Use of pronouns: 'examinémoslo'.

Present subjunctive (subjuntivo presente): 'no creo que haya'.

Present perfect (Pretérito perfecto compuesto): 'hemos basado', 'ya ha prohibido'.

Imperfect subjunctive (subjuntivo imperfecto): 'controlásemos'.

Idiomatic expressions: 'el argumento patas arriba', 'cueste lo que cueste'.

Regarding the marking criteria, this essay was placed in the following bands for each section:

Understanding and Response: 13–15

Organisation and Development: 13–15

Range and Application of Language: 9–10

Accuracy: 4–5



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Examiner Tip

It is essential to read the title of the essay carefully and to make sure that you address all the implications of the question. Beware of being too general and basing your arguments only on your personal beliefs, without using supporting evidence from what you have studied in preparation for your exam. Begin by gathering your arguments by means of a mind map or with separate headings of For and Against. You don't have to present both sides of the argument, but it will make it easier for you to understand or remember where your evidence is coming from. The format of the essay will then become clear and the use of discrete paragraphs will help you to reach a logical, informed conclusion.

Question 3 (a)

Section C: The Research Based Essay

For the Research Based Essay candidates will have prepared and thoroughly researched one of four possible topic areas:

- Geographical Area
- Historical Study
- Aspects of Modern Spanish-speaking Society
- Literature and the Arts

They must write an essay of 240–270 words in Spanish. The following are not included in the word count:

- Titles and proper names
- Quotations, numbers and statistical data
- Bibliographies
- Footnotes – except where they become extensions of the main essay.

Word Count:

If the essay falls short of 240 words it will be self-penalising according to the assessment grids. Examiners mark up to 270 words which includes reading to the end of the sentence where the word count is exceeded. Any writing beyond 270 words is not awarded marks.

Reading, Research and Understanding (30 marks)

This assessment grid carries the most marks by far and is therefore extremely important.

Candidates are rewarded for the in-depth reading and research that informs the essay.

Every point that is made must be relevant to the title and supported by evidence. In the case of geography, history or society, candidates will probably refer to specific information gleaned from a variety of sources such as books, articles and the internet. They may produce statistical information or specific data to support the arguments they are presenting. In the case of literature and the arts, a thorough knowledge of the text or film is required in order to address the implications of the essay title. The research carried out will demonstrate the difference between watching a film or reading a book for entertainment and studying the work analytically. Simple story-telling, for example, a narrative account with minimal or no descriptive language or attempts at analysis, will not be rewarded with high marks. Candidates need to select the information they have researched and ensure that what they write is always relevant and appropriate to the title of the essay. Each point that is made in the essay needs to be supported by specific reference to relevant extracts from the film or text or by appropriate and relevant quotation. Pre-learnt quotations that are included regardless of relevance will not attract high marks.

Organisation and Development (9 marks)

The essay must be well planned, relevant and coherently structured. Candidates must demonstrate the ability to marshal their material effectively and develop their ideas within a clear framework. There should be a logical development of ideas and a clear, informed conclusion. Paragraphing is helpful although the essay could reveal a planned and organised structure in the absence of paragraphs.

Quality of Language (6 marks)

Although this assessment grid carries fewest marks, it does have an impact on the others since it rewards the ability to communicate information clearly and unambiguously. The key

is communication and to what extent linguistic errors affect the ability to understand what the candidate is trying to express. For full marks, the candidate needs to write fluent, varied and appropriate language with a wide variety of vocabulary, good handling of complex grammatical structures and a competent use of verbs and tenses. In addition, a high level of linguistic accuracy is needed and a clear, unimpeded communication of ideas. If there is some ambiguity and lack of clarity, the candidate can only be awarded a maximum of 4 marks. If communication breaks down to such an extent that the essay begins to lack comprehensibility and the candidate is using only simple, basic language then a maximum of 2 marks would be appropriate.

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

Question 3 (a)

This question focused the attention on a social or political topic that has affected the region/city candidates have studied. Candidates had to explain the positive and negative effects that this topic has had in the region/city. The most popular regions studied were Cataluña, Andalusia, Madrid and the most common Latin American country was Colombia.

Only a small minority didn't answer the question correctly, as they wrote only about the positive effects or, the other way around, only about the negative effects on the chosen region. There was a variety of topics, perhaps the most common one was: The independence of Cataluña.

In quite a few cases, however, candidates wrote discursive essays about the possible advantages/disadvantages of independence, rather than focusing on the actual effects of the movement on the region.

A significant number of candidates wrote about Spain, whilst it should be stressed that in this question they needed to refer to a specific region.

Most candidates were able to describe the nationalities or regional names of people with some errors (Europeanos instead of Europeos, cataluños instead of Catalanes).

This candidate chose to talk about Tenerife, and the increasing number of British tourists as the social problem.

En Tenerife hay un problema social y político que se ve afectado por la cantidad de ^{Británicos} Ingleses que visitan el sur de la Isla. Este problema tiene sus ventajas y principalmente una serie de grandes desventajas.

Tenerife es un isla que se mantiene

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a base de turismo entonces evidentemente el gran número de Británicos que visita el sur de la isla es positivo ya que crea mucho empleo y le da mucho ambiente al sur de la isla, también haciendo que Tenéife sea uno de los puntos turísticos más claves de España con el mejor parque acuático de Europa que obviamente no se podría mantener sin la cantidad de turistas que vienen al año.¹²²

Aunque no necesariamente el número de Británicos se ha afectado positivamente, ~~por completo~~ ya que todo el ~~turismo~~ turismo de la isla se centra en el sur, creando un gran problema de empleo en el norte y haciendo que gente y sobre todo las grandes cadenas de Hotel se situen en el sur. Los Tinérfenses ya no se sienten agusto cuando van ~~al~~ al sur debido a que eso ya ~~es~~ se puede decir que es territorio Británico, hay miles de pubs al igual que los estancos ~~se~~ ^{están} hechos para los ^{Británicos} ~~ingleses~~. En el sur se crean un montón de conflictos al igual que en ciertas noches los Británicos rompen establecimientos y

dejan basura tirada en las calles.

De que vale el turismo si eso esta deteriorando parte de la isla y a la otra parte la tiene aislada. Es mas negativo lo que aporta este problema ~~que positivo~~ ya que el cabildo no esta dispuesto a hacer nada ni siquiera a poner mas control policial y asi al menos contener el comportamiento ya que el sur de Tenerife se esta convirtiendo en un pase gratis para que los turistas vengan y se desmadren.



The introduction presents the area and social problem clearly, and mentions the elements of the question that are going to be discussed, including advantages and disadvantages.

The first paragraph talks about how Tenerife benefits from the high number of tourists for its economy; therefore, the big number of British tourists is positive as it generates employment, improves the busy atmosphere of the island and supports the best water park in Europe.

The following paragraph outlines the ways in which this phenomenon has not been positive for the island; for instance, most of the tourism concentrates in the south, leaving the north of the island with a huge unemployment problem. Also, people from Tenerife don't feel as comfortable now going to the south, as they perceive this more as a British area, due to the large number of pubs and British shops. Another issue is the disruption to the peace caused by some British nationals who destroy some establishments and litter the streets.

The candidate closes the essay by stressing the point that what good is tourism for the island if it is destroying some of it and isolating the other half. Given that the local authorities are not willing to do anything to change this situation, Tenerife is becoming a place for tourists to come and lose their minds with no problem.

This essay shows that the candidate has understood the question adequately and has selected some relevant evidence to answer the question. However, it is clear that the evidence is mostly based on general knowledge than on in-depth research. There is a lack of supporting arguments, figures and examples.

The structure of the essay is adequate, unfortunately the candidate fails to develop each aspect thoroughly.

The communication can be described as satisfactory for A Level with a fair range of appropriate lexis and structures often well handled.

Regarding the marking criteria, this essay was placed in the following bands for each section:

| | |
|--------------------------------------|-------|
| Reading, Research and Understanding: | 13-18 |
| Organisation and Development: | 5-6 |
| Quality of Language: | 3-4 |



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Examiner Tip

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

Generalisations are not helpful and reveal only superficial knowledge of the topic. Make sure you include relevant and correct information, such as dates, names, figures and quotes to support your arguments. Attention must also be paid to the appropriateness of the vocabulary and the accuracy of the language so that ideas can be clearly communicated.

Question 3 (b)

Candidates were asked to identify a key person from the historical period they have studied and evaluate the impact (s)he had on the social or political life of the country using relevant detailed examples and supporting arguments. The common historical figures addressed were Francisco Franco, Fidel Castro and Simón Bolívar. Other figures included La Pasionaria, Juan Carlos, Adolfo Suárez, Isabel La Católica, Federico García Lorca and Gabriel García Márquez. Many essays were simply narrative potted bibliographies and some candidates even seemed to follow a previously learnt script. The better essays fully addressed the second half of the question and did analyse the impact of the figure on the social and/or political life of the country.

The transition in Spain has been a very popular historical period studied by candidates at A Level. Adolfo Suárez is definitely a key figure in this period and is the person chosen by this candidate for this essay. Please note that the candidate has chosen to add more than 10 footnotes to expand on different aspects of the essay. Given the word restrictions, only the actual body of the essay has been taken into consideration for assessment.

El personaje sobre el que voy a escribir es Adolfo Suárez, hombre clave en el periodo de Transición Española a la democracia, comprendido entre 1975 y 1982.

La muerte de Franco en noviembre de 1975 puso fin a casi cuarenta años de dictadura y abrió un proceso que si bien ilusionante, sería muy complejo. Una España aún dividida en bandos y con el sombrío recuerdo de la devastadora Guerra Civil, no podía

descartar que otra guerra fratricida aflorara entonces; y debían llegar a acuerdos para caminar hacia el futuro en paz.

El rey Juan Carlos I, sucesor del caudillo, confió inicialmente en el hombre fuerte de Franco, Arias Navarro para liderar la transición que anhelaba pero su perfil radical tuvo como consecuencia errores acuciosos. El rey recurrió entonces al que parecía el candidato perfecto: Adolfo Suárez. Al ser miembro del régimen no suscitaba recelo entre el aún poderoso aparato franquista pero su deseo de democratizar España era a la vez incontestable.

~~Así~~ Nombrado Presidente del Gobierno por el rey en 1976, rápidamente promovió la Ley de Reforma Política y convenció a los miembros ~~del~~ de las aún franquistas cortes a aprobarla pese a que suponía el principio del fin del régimen. Gracias a esta legislación Suárez logró dar un importantísimo paso hacia la democracia: la legalización de todos los partidos incluyendo al PCE, duramente perseguido por la ~~dictadura~~ ^{dictadura}. Burocró el consenso con la Ley de Amnistía que supuso un gran paso hacia la reconciliación con los exiliados al liberarse presos políticos y paralizar persecuciones de la misma naturaleza. Estas medidas permitieron que opositores y exiliados reconocieran el Estado encabezado por Juan Carlos I, el legítimo representante de España.

El papel de Suárez fue por tanto de inestimable importancia para comprender el carácter pacífico e inclusivo de la Transición. Sus valores de diálogo, respeto y habilidad política permitieron a España celebrar en 1977 las primeras elecciones desde 1936, en las cuales nació y a la postre se elaboró la Constitución, el máximo exponente de respeto, diálogo y capacidad de acuerdo de la historia de España.



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Examiner Comments

The introduction is short but effective. It introduces the historical period, key character and main reason for choosing him.

The first paragraph sets the scene by describing the political situation of Spain following the death of Franco in 1975 and showing how important it was to create a new path that would allow a more peaceful future for Spain.

The following paragraph explains how the King chose a different person to start that transition process and that was unsuccessful due to his radical profile. It was only then that Adolfo Suárez was appointed as a good compromise between the members of the former Franquismo and the people's desire for a democratic Spain.

It continues by listing all the political changes introduced by Suárez, once he became President and the effect they had on the country and its journey to democracy. These changes allowed people in the opposition to acknowledge King Juan Carlos as the legitimate leader of Spain.

The candidate concludes by saying how significant the role of Suárez was in a peaceful and inclusive transition, and how values of dialogue, respect and political skills allowed Spain to celebrate their first elections since 1936 and led to the writing of the Spanish Constitution, the best example of the ability to negotiate in the history of Spain.

Overall this is an example of a candidate who fully understood the question and provided an excellent response, entirely relevant to the question. This candidate also shows independent judgement with a good choice of evidence, quality of illustration and thoughtful conclusion. There is plenty of evidence of extensive in-depth reading and research and of critical analysis of the source materials.

Regarding the organisation and development, we can see an introduction and conclusion that relate to the body of the essay and provide some logical structure; there are good details, facts and figures that develop each point. Finally, with respects to communication, it is very clear, almost always fluent and there is evidence of a fluent, varied and appropriately wide range of lexis and structures.

Regarding the marking criteria, this essay was placed in the following bands for each section:

Reading, Research and Understanding: 25–30

Organisation and Development: 7–9

Quality of Language: 5–6



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Examiner Tip

When writing a historical essay, you need to have a good grasp of relevant facts and details and to present the information in a structured, well developed manner. Remember to link every argument back to the question. Plan your introduction and conclusion so they are effective, avoiding unnecessary words and providing a logical structure to the essay. Finally, the essay needs to be well planned, carefully sequenced, historically accurate and written clearly with a good command of the language.

Question 3 (c)

This question attracted the fewest number of candidates. Candidates were invited to choose a recent social or cultural event in the Spanish-speaking society they have studied and evaluate the importance of this event for that modern society.

The main problem encountered by some candidates was a failure to understand or address the word 'acontecimiento' in the question. Some candidates chose non-events, such as 'la introducción de políticas de austeridad'. Whilst this did not necessarily prevent them from writing with interest, it generally prevented access to the higher mark bands.

There were some interesting and imaginative answers to this question, and the best focused on a specific event and used it as prism to examine the wider implications generated. Whilst the majority of candidates concentrated on the social aspects of the question the most successful often looked creatively at the event's cultural resonances.

Weaker candidates wrote essays on San Fermín and another on Fiestas en el País Vasco which read like tourist brochures; the events themselves were described, but opportunities were missed to evaluate their importance to the (Basque) society.

Some candidates misunderstood 'reciente' and described the Spanish elections which had not at that point happened.

This candidate has chosen to write about the events which took place on May 15th 2011.

No cabe duda de que el 15 de Mayo de 2011^① es una fecha que está grabada en todos los españoles. El ahora denominado "15M" no sólo es un acontecimiento social sino un reflejo del desencanto y ~~(con)~~ el inicio de una sociedad cada vez más distanciada de los ~~po~~ gobernantes.^②

Después de la Crisis Económica ³ y su inicio, España, liderada por Jose Luis Rodríguez Zapatero ⁴ sufrió un abrumador descenso en el nivel de vida. Con un ~~50%~~ 55% de los jóvenes en paro y, los que tenían menor renta salieron a la calle a manifestarse. La importancia de este evento social es gigante ya que acudieron miles ⁵ de universitarios al Centro de la Capital de España. Esta avalancha de indignados, acampados en la Puerta del Sol, no fue oprimida por el gobierno de Zapatero, sino ⁶ incluso casi apoyada. La sociedad Española estaba desconcertada con las ideas marxistas que se escondían detrás de los jóvenes.

Lo sorprendente de este evento social fue su rápida transformación al estado político ⁷. Liderados por Pablo Iglesias ⁸, los jóvenes vieron la luz detrás del túnel y

después de las elecciones Europeas,⁹ en las elecciones

nacionales de 2015 consiguieron una gran representación.¹⁰

Sin embargo, el paro estaba al 26% con miles de

familias acudiendo a comedores sociales,¹¹ tras ganar las

elecciones ~~de~~ locales, tenían ya el poder y la sociedad fue

una vez más la víctima. En Valencia y en Cadiz se han

cerrado dos comedores Sociales en 2016.¹²

En conclusión, lo que inicialmente fue un "quasi"

levantamiento, llevó a algunos déspotas al gobierno autonómico

y se han dedicado a imponerle a la sociedad sus

ideología: una ~~a~~ otra aberración en la historia de España.

Desde mi punto de vista, el ISM es reflejo, consecuencia y a su vez causa de la situación extrajurídica social de España.

① Jóvenes estudiantes de Ciencias Políticas convocan una manifestación en la madrileña Puerta del Sol el 15 de Mayo de 2011. Tras unas horas hay miles de manifestantes gracias a las redes sociales. España enciende la televisión y aprecia que miles unos cientos de se acampan en la Puerta del Sol, comenzando a organizarse por diferentes "consejos" cada uno para unas ciertas necesidades: pasan semanas acampados.

② Tras la Crisis Económica Mundial y durante, España se vio especialmente afectada. El distanciamiento entre el pueblo y el Gobierno no sólo se debe a una mala gestión sino también a los casos de corrupción (los ERES de Andalucía, El caso Gürtel, Bárcenas, Sauna Matas, Jordi Pujol, El caso Urdangarín y un largísimo etcétera). En esta época hay un cambio de Gobierno del PSOE al PP, que gobierna con mayoría absoluta (189 escaños).

③ La crisis económica agravada por el boom inmobiliario Español (2008) afecta a una gran porción de la sociedad ya que España tiene un 26% de paro.

④ José Luis Rodríguez Zapatero llegó al poder en 2004 tras un atentado terrorista que dejó a más de cien muertos: el más grande de Europa llevado a cabo por Al-Qaeda. El 11 de Marzo del mismo año, un día

antes de las elecciones.

§

⑤ En sí el hecho de que acamparán tantos ~~se~~ universitarios y personas en paro es muy significativa, algo que se ve reflejada en la portada de Times Magazine de ese mismo año (2011) en el que "Los manifestantes" son la persona del año.

⑥ Aunque el gobierno autonómico y municipal dependiera de los partidos de derechas, el central era del PSOE y ellos, con elecciones relativamente próximas decidieron actuar pasivamente, o mejor dicho, no actuar.

⑦ Tras la recogida de 55000 firmas se fundó el partido "populista" llamado Podemos.

⑧ Pablo Iglesias: líder y cofundador de Podemos, también asistió al ISM y ahora ^{se preñee} ~~preñee~~ que será el segundo partido/persona más votada (elecciones próximas 26 de junio - 2016). Se define como "Marxista, leninista" (Programa a La Tuerka; que él mismo presentaba).

⑨ Podemos pudo llevar a 3 diputados al parlamento Europeo ese año.

⑩ Podemos pasó a gobernar los ayuntamientos de Madrid (Manuela Carmena), Barcelona (Ada Colau) y Valencia, los tres núcleos de sociedad.

⑪ En Cádiz, acuden más de 52.000 personas a comedores sociales. Recolectan 500 mil kilos de comida anuales.

⑫ En junio de este mismo año (2016) Podemos ~~a quitado~~ y su partido afiliado Marea ~~a retirado~~ la subvención a ~~comedores~~ Comedores Sociales (85.000€). Planean sustituirlo con 300 al mes a cada persona, es decir ~~les~~ costará (ya que son 6000 las personas que acuden en Valencia) 21,6 millones de euros anuales. Los que dirigen los comedores es un grupo cristiano y por tanto no es apreciado por ese Gobierno. Los ciudadanos también se han visto afectados por el cierre de colegios concertados por el hecho de que son diferenciados por sexo (San Juan Bosco, Sevilla). (Art 28 Constitución Española obliga la libre elección de educación).

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The introduction says that this was not only a social event, but also an example of the dissatisfaction of Spanish people, leading to a society even more distant from their political leaders.

The following paragraph explains that following the Financial Crisis, Spain suffered a dip in the living conditions of its people, with half of young people out of work, it was time to rise up and protest. It continues by saying that this event was really important as it congregated thousands of university candidates at the Puerta del sol. It was not condemned by the government, but supported instead. However, some sectors of Spanish society were disconcerted by the Marxist ideas behind the protest.

The candidate goes on to comment on how quickly this event had a political effect. Thanks to Pablo Iglesias, young people saw the light at the end of the tunnel. After the European elections, they gained a lot of support in the national elections in 2015. Nevertheless, once in power, the Spanish society became a victim again; some of the local community food banks have been closed.

As a conclusion the candidate presents some independent judgement by saying that the result of this uprising is that some tyrants have come to power and left society in a worse situation. From the point of view of the candidate, this event reflected, and worsened, the extreme social situation of Spain.

Overall, it is evident that the candidate understood the question and chose relevant evidence to illustrate the arguments. When talking about an event, it is important to give a quick overview of how certain causes led to it in order to demonstrate clearly how relevant that event was to that particular society. The development of arguments is well planned and sequenced and there is a good organisation and presentation of ideas.

Regarding the marking criteria, this essay was placed in the following bands for each section:

Reading, Research and Understanding: 19–24

Organisation and Development: 7–8

Quality of Language: 5–6



Candidates who choose to write about developments in their chosen Spanish-speaking society need good, in-depth factual knowledge. Unlike the History option, the research needs to focus on contemporary events. The subject matter has to be carefully studied and the essay well planned and structured with a good deal of relevant information. Candidates need to keep up-to-date with contemporary developments by reading local newspapers and watching the local news. Care must be taken to address all implications of the essay title. Finally, attention must be given to the accuracy and appropriateness of the written language.

Question 3 (d)

Literature and the Arts was the most popular choice for a research-based essay and an increasing number of centres are choosing film rather than text. From the wide variety of texts and films that had been studied, the following is a selection of the most popular choices made:

Text

- 'Como agua para chocolate' – Laura Esquivel
- 'Crónica de una muerte anunciada' – García Márquez
- 'El coronel no tiene quien le escriba' – García Márquez
- 'Relato de un naufrago' – García Márquez
- 'Un día de éstos' – García Márquez (a short story from the collection; Los funerales de la Mamá Grande)
- 'Bodas de Sangre' – García Lorca
- 'Yerma' – García Lorca
- 'La casa de Bernarda Alba' – García Lorca
- 'Las bicicletas son para el verano' – Fernán Gómez
- 'Réquiem para un campesino español' – Sender
- 'La casa de los espíritus' – Isabel Allende
- 'El príncipe destronado' – Miguel Delibes
- 'La Regenta' – Leopoldo Alas (Clarín)
- 'El sí de las niñas' – Moratín
- 'Historia de una escalera' – Buero Vallejo
- 'El alcalde de Zalamea' – Calderón
- 'La sombra del viento' – Ruiz Zafón
- 'El oro de los sueños' – José María Merino
- 'Lazarillo de Tormes' – anon
- 'El túnel' – Ernesto Sábato
- 'La familia de Pascual Duarte' – Camilo José Cela
- 'El Camino' – Miguel Delibes

Films

- 'El laberinto del Fauno' – Guillermo del Toro (2006)
- 'El espinazo del diablo' – Guillermo del Toro (2001)
- 'Volver' – Almodóvar (2006)
- 'Todo sobre mi madre' – Almodóvar (2009)
- 'Hable con ella' – Almodóvar (2002)

'Mujeres al borde de un ataque de nervios' – Almodóvar (2008)
 'Diarios de Motocicleta' – Salles (2004)
 'El Che' – Aníbal di Salvo (1997)
 'De prisa de prisa' – Saura (1981)
 'Carmen' – Saura (1984)
 'Historia oficial' – Puenzo (1985)
 'Nosotros los pobres' – Rodríguez (1948)
 'Los otros' – Amenábar (2001)
 'Mar adentro' – Amenábar (2004)
 'Celda 211' – Monzón (2009)
 'Los ojos de Julia' – Morales (2010)
 'Un franco catorce pesetas' – Iglesias (2006)
 'Los fantasmas de Goya' – Forman (2006)
 'El metodo' – Piñeyro (2005)
 'Las trece rosas' – Martínez (2007)
 'El secreto de sus ojos' – Campanella (2009)
 'El orfanato' – Bayona (2007)
 'El lápiz del carpintero' – Reixa (2002)
 'Sin nombre' – Fukunaga (2009)
 'María llena eres de gracia' – Marston (2004)
 'La lengua de las matiposas' – Cuerda (1999)
 'Flores de otro mundo' Iciar Ballaín (1999)
 'Te doy mis ojos' – Iciar Ballaín (2003)
 'El espíritu de la colmena' – Victor Erice (1973)
 'Muerte de un ciclista' – Juan Antonio Bardem (1955)
 'Tres metros sobre el cielo' – Fernando González Molina (2010)
 'Yo también' – Antonio Naharro (2009)
 'Amores perros' – Alejandro González (2000)
 'Bajarse al Moro' – Fernando Coloma (1992)
 'Biutiful' – Alejandro González Iñárritu (2010)

There was an increasing tendency towards the study of film rather than text, with Almodóvar and Guillermo del Toro being the most popular choices. Of the texts studied, Lorca and Laura Esquivel were the most popular choices with 'La Casa de Bernard Alba' and 'Como agua para chocolate' predominant.

Candidates were asked to explain how the characters in the text or film they have studied help us to understand the society at the time. It was important to analyse more than one

character and to consider the main aspects of that society. Candidates could refer not only to the society portrayed in the text or film, but also the society in which they were written or produced, as well as the society in which the author or director lived, as they may have had a direct influence on the text or film.

The range of texts and films studied allowed for a varied selection of elements of society from post-civil war Spain to machismo and social hierarchy in 1930s Andalucía. The best candidates referred to one or two often opposing candidates (e.g. Bernarda and Adela in *La Casa De Bernarda Alba* or Vidal and Mercedes in *El Laberinto del Fauno*) and made direct reference to the text or film showing which aspects of society these characters demonstrated and in what way. Some candidates at the top end made specific factual reference to historical detail and others used critical works to good effect to evidence their evaluation. When quotations were used, these were generally used judiciously. There were some exceptionally well written essays using high register language (*inexorablemente, hegemonía...*).

The best essays addressed the question in the introduction, developed their ideas clearly paragraph by paragraph and came to a strong conclusion.

Common pitfalls were narrating the events of the text with little or no analysis of society and how we see this society through the characters. There were also candidates who concentrated on the use of language-symbolism or lyricism, instead of focusing on the characters and society. Some candidates gave biographical information about the author/playwright which was neither relevant nor manipulated to be made relevant.

Some candidates showed inaccuracies when placing their book or film in context, for example, stating that “*La Movida*” was a 50s–60s movement, that *La Lengua de las Mariposas* takes part during Franco’s dictatorship (the last scene is the beginning of the Civil War) and that *Bernarda Alba* is a literary representation of Franco, when Lorca wrote *La Casa de Bernarda Alba* before the dictatorship started.

A number of essays had no conclusion; the essays read like they had stopped through time or word count constraints. Some of the issues that examiners have reported on this particular question are:

- Some candidates failed to back up their research with sufficient supporting evidence. The use of quotes would have benefitted these candidates enormously.
- Some candidates described filming techniques and their effects rather than the society as created by the characters and their action, words, or attitudes.
- Some candidates described in detail the characters and their lives without making specific and detailed references to social aspects of the period in which the play, book or film was set.
- Never write pen over pencil; it makes it very hard for the examiner to understand the writing clearly.
- It is advisable that candidates clearly cross the plan off.
- Candidates who wrote the question as a title seemed to maintain the focus on the question much better than those who did not.
- Remember the CaRoLiNa rule to avoid spelling errors (i.e. no other consonants can ever double, therefore SS, FF, TT, etc. are never an occurrence in the Spanish language).
- Ensure there are complex structures throughout the essay, not just at the end.
- Compare dates accurately when researching to avoid inaccuracies in your research, for example, Lorca wrote *La Casa de Bernarda Alba* before the dictatorship started, and a number of candidates refer to *Bernarda Alba* as a literary representation of Franco and his authoritarianism.

- Candidates need to pay attention to phrases like 'el punto de vista del escritor/director' etc., instead of using 'la vista' (meaning 'the view/sight' instead of 'the point of view').
- Passive avoidance strategies like the use of 'se' would help candidates express themselves more accurately ('se explora' rather than 'son explorados').
- Candidates would be more accurate if they could identify prepositions and remember that these can only be followed by infinitive forms: 'al salir', 'por volver', 'para saber', etc.

La casa de Bernarda Alba is one of the most popular texts chosen by candidates to study at A Level. This essay is an excellent example.

| | | |
|--|--|--|
| <p>4 - Intro ¹³³ ³³</p> <p>2 - growth of falangistas ⁶⁶ ⁶⁶</p> <p>3 - Bernarda ⁵⁸</p> <p>4 - role of women ¹²⁷</p> <p>5 - Adela ¹³⁵</p> <p>286</p> <p>282</p> | <p>133 33</p> <p>66 66</p> <p>+ 58</p> <hr/> <p>127</p> <p>+ 135</p> <hr/> <p>143</p> <p>+ 22</p> <hr/> <p>165</p> | <p>Bernarda - chara. that refleja el La</p> <p>autoridad - no permite que... - that want</p> <p>total power - proprietor</p> <p>consistent - andistand políticos - falangistas</p> <p>Adela - accusata destaca las violadas en</p> <p>mujer - gana poder - libertad sexual.</p> <p>quite at - but but fem. movements trinity</p> |
|--|--|--|

Los personajes en 'La Casa de Bernarda Alba' por Federico García Lorca revelan mucho sobre la época, en que fue escrito. En particular, Adela Bernarda y Adela encarnan algunas ideas que caracterizaban la época.

Primero, Bernarda encarna la idea de la autoridad en la obra. Bernarda quiere control absoluto sobre sus hijas ("Aquí no se vuelve a dar un paso que yo no sienta"), y no permite que ellas salgan ("Madre, déjeme usted salir"). Además, opondrá ideas que desafían a su poder; cuando Adela se suicidia, Bernarda ~~dice~~ grita "¡Mi hija ha muerto virgen!". Este revela que nunca puede aceptar cualquier idea que desafía a su poder, como la idea que Adela ha tenido relaciones fuera del matrimonio, ~~aún en la muerte. Aún en la muerte,~~ ^{sus} ~~las~~ hijas no son libres.

*A través de esta representación de Bernarda, entendemos más de la política en 1936 (cuando Lorca escribía la obra). Durante 1936, crecían mucho los falangistas, un grupo de la extrema derecha. Los falangistas, como Bernarda, estaban en contra de ideas opuestas, y rechazaban la idea de la libertad. Por ejemplo, se decía que mataban a personas que demandaban explicaciones de su poder. Por consiguiente, ~~en ganamos un mayor entendimiento de la época por a través del personaje de Bern~~ de la personalidad de Bernarda.

Además, Adela destaca el papel de la mujer. A lo largo de la obra, Adela llega a ser más poderosa gracias a su pasión, que viene de su aventura

con Pepe ("he tenido fuerza para adelantarme"). También, parece tener valores ~~feministes~~ feministas sobre la libertad sexual ("Mi cuerpo será de quien yo quiera"). En muchas maneras, Adela lucha contra ~~ta~~ el papel tradicional de las mujeres ya ~~porque~~ que tiene confianza y quiere desafiar a lo normal.

Debido al carácter personaje de Adela, podemos ver más clara las vidas de las mujeres en la época. En 1936, la mayoría de las mujeres pasaban todos los días en la casa - como Adela más temprano en la obra - y vivían una ~~tradicional~~ y sencilla vida tradicional y sencilla. Aunque, hubiera movimientos feministas que llegaban a ser más popular. Feministas como Clara Campoamor y Margarita Nelken ~~decían~~ hablaban de los derechos de las mujeres, y su libertad sexual. Por lo tanto, Adela sirve como una representación de todas las mujeres en la época, y entendemos como vivían a través de ella.

En resumidas cuentas: los personajes principales en 'La Casa de Bernarda Alba' acentúan ~~muchos~~ ^{muchos} aspectos de la época. Bernarda muestra el ~~deseo~~ deseo para control total ~~de~~ que tenían los falangistas, y Adela ilustra que ~~existían~~ los grupos feministas existían, que querían la

libertad para las mujeres. A causa de los dos personajes, entendemos más de las vidas de la gente en 1936.

* "Nadie se podía hablar de nada" - Carmen Craite.

Bibliografía:

- 'La Casa de Bernarda Alba' - Federico García Lorca
- 'Historia del Teatro Español. Siglo XX' - Ruiz

Ramón

- Discursos sobre prostitución y sexualidad - Maite Mola
- www.guerracivil1936.galeon.com - Ramón Maciá
- 'La República y Las Mujeres' - Margarita Nelken
- 'El Otro Nacionalismo' - Eduardo Renobales

(274 words, excluding quotes, names and bibliography)



The introduction gives a quick and effective presentation of the text and the characters that help us understand the society at the time.

The second paragraph shows how Bernarda represents authority, that she has a desire to control the lives of others, and how she cannot accept people challenging her rules, even if that leads to the death of her youngest daughter. The following paragraph establishes a parallel between Bernarda and the falangistas during 1936 which were growing in numbers and who upheld very similar values. This paragraph is closed by stating that the reader has a clearer understanding of the society at that particular time thanks to the personality of Bernarda.

The candidate then goes on to describe how Adela portrays the role of women. Through the story she becomes more empowered thanks to her passion for Pepe. She also displays some feminist ideas regarding her sexuality. According to the candidate, Adela goes against the traditional role of women as she is more confident and challenges the status quo.

This paragraph is followed by a description of how a typical woman would live in the Spain of 1936, in a similar context to Adela and how other women were challenging the stereotypes with a more feminist approach. These women, such as Clara Campoamor and Margarita Nelken, fought for women's rights and sexual freedom. Once again the candidate closes the paragraph by saying that thanks to character of Adela it is easier to understand how women lived at the time.

The conclusion presents a brief summary of how both characters represent certain key aspects of the society of 1936 and how successful the text is in doing so.

Overall, we can see that the candidate understood the question and has selected entirely relevant evidence to address the question. The evidence chosen illustrates the arguments clearly and there is a consistently good use of a variety of references relevant to the question. The organisation is well planned and structured.

The language used is almost always fluent, varied and appropriate with a wide range of lexis and structures.

Regarding the marking criteria, this essay was placed in the following bands for each section:

| | |
|--------------------------------------|-------|
| Reading, Research and Understanding: | 25–30 |
| Organisation and Development: | 7–8 |
| Quality of Language: | 5–6 |

Volver is one of the most popular films chosen by candidates for this paper. This candidate has decided to analyse Volver and how the characters help us to understand the society at the time.

En 'Volver' de Almodóvar podemos percibir aspectos completamente diferentes de la sociedad a través los marcos y los personajes en estas lugares.

Sobre todo Almodóvar nos presenta una sociedad patriarcal. Las protagonistas están atrapadas en relaciones convencionales donde la figura masculino sobrepasa los límites del poder. Vemos esta relación entre Raimunda (la protagonista) y su marido, Paco, que fue recientemente despedido de su trabajo porque solo tenía ganas de ver el fútbol y beber. Se nos hace sencillo relacionarnos con las protagonistas femeninas porque afrontan problemas típicos de la mujer actual.

Vemos dos tipos de ambiente durante la película: urbano y rural, y entonces ^{observamos dos} dos tipos de mujeres que representan distintas partes de la sociedad en España. Hay la trabajadora, fuerte y valiente mujer de ciudad, y las mujeres del pueblo que viven en el pasado. Aquí la gente tienen costumbres muy tradicionales, por ejemplo los ritos de la muerte ^{que} están integrados en la vida diaria. Paula, la hija

adolescente de Raimunda, pregunta a su madre: 'máma, es verdad que [la gente] viene a arreglar su propia tumba?' y Raimunda responde, 'sí, aquí es costumbre', ~~esto~~ que demuestra la brecha generacional y social.

Finalmente, Almodóvar nos muestra la importancia de las vecinas en esta sociedad a través el personaje de Agustina - la vecina solitaria que conoce los secretos de la familia. Almodóvar dice que Agustina 'representa un elemento fundamental en este universo femenino: la solitud de vecinas'.

Podemos observar la unidad de vecinas entre Raimunda y Regina también, cuando ~~ellos~~ trabajan juntas, sin depender de ninguna persona masculino.

~~Para concluir, Almodóvar hace un homenaje a la sociedad de la Mancha y la cultura de la Mancha, y tenemos que preguntarnos si la película habría sido tan exitosa si~~

Para concluir, Almodóvar hace un homenaje de la sociedad y la cultura de la Mancha a través sus personajes varios y fantásticos. Tenemos que preguntarnos si la película habría

side tan exitoso sin todos los detalles de la
sociedad.

Palabras : 274.



ResultsPlus

Examiner Comments

The introduction presents the film and states that through the characters we can see different aspects of the society. This introduction is quite vague as we are not told which characters or aspects of the society are going to be dealt with. This would have made it more effective.

The following paragraph states that the society is mainly a patriarchal one where female characters are trapped in conventional relationships where the male figure holds the power. This can be exemplified by Raimunda and her husband Paco who was fired from his job as he only wanted to watch football and drink. According to the candidate, it is easy to relate to the female characters as they face similar problems to women nowadays.

The candidate continues by explaining that it is possible to appreciate 2 contexts in the film: a rural context and an urban one. This is also represented by women who represent different aspects of the Spanish society; women in the city are strong, hardworking and brave, while women in the countryside live in the past, where myths about death are part of the everyday life. This is exemplified by Paula questioning Raimunda about people cleaning their own grave.

In the next paragraph the importance of neighbours is highlighted through the character of Agustina, who, according to Almodóvar, represents a key element of the female universe – the solidarity of women.

Finally, the conclusion says that Almodóvar pays homage to the society and culture of La Mancha through the characters and it poses the question of whether the film would have been that successful without all these details about the society.

The choice of quotes from the film and from the actors themselves is appropriate and the organisation of the essay is clear. It is possible to see some selection of evidence and ideas that is relevant to the question. However, some of the arguments presented are very superficial, basing the research only on general knowledge and without showing evidence of in-depth analysis of the film.

This essay would have been improved if there were a better and clearer description of the society with a clear explanation through the life of key characters.

The communication is almost always fluent and the lexis and structures are varied and very appropriate.

Regarding the marking criteria, this essay was placed in the following bands for each section:

Reading, Research and Understanding: 13–18

Organisation and Development: 5–6

Quality of Language: 5–6



ResultsPlus

Examiner Tip

Although it may be tempting to display all the knowledge you have acquired, it is essential that you read the question carefully and ensure that everything you include in your essay is fully relevant to the demands of the title. Beware of inserting quotations simply because you have learnt them regardless of their relevance. Avoid story-telling and concentrate on selecting your material to fit the implications of the question. Finally, plan the essay carefully so that there is a clear structure and development and check the written language for accuracy and clarity.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Translation skills from English to Spanish and, for that matter, the other way round, should be practised regularly and should be introduced as early as possible (KS3).
- Read the Specification carefully and follow the guidance when choosing a research based essay topic. Remember that all the sub-headings under the area of research heading should be accessible and studied. For instance, the geographical area requires candidates to research the following:
 - key people.
 - key events.
 - key issues (eg demographic, environmental, economic, social, political) that have impacted or are having an impact on the area.
- In addition, candidates need to have a thorough knowledge of customs, traditions, beliefs and religions. It is essential that each one of these areas of study is covered in the research so that candidates are thoroughly prepared for anything that may come up on the examination paper.
- Candidates should plan essays carefully before starting to write. They should try to write in paragraphs with each paragraph self-contained with its own development of ideas, but linked to both the preceding and following paragraphs so that there is a logical connection of ideas.
- Candidates should always read the questions carefully and make sure that all the implications have been understood and addressed.
- Finally, candidates should try to write neatly and clearly. It is often helpful to write on alternate lines so that there is space to make corrections above the word or words that have been crossed out.

Grade Boundaries

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

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

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