

Example Candidate Responses

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Cambridge International Level 3
Pre-U Certificate in
SPANISH (9781)



UNIVERSITY of CAMBRIDGE
International Examinations

Example Candidate Responses

Spanish (9781)

Cambridge International Level 3
Pre-U Certificate in Spanish (Principal)

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Cambridge International Level 3 Pre-U Certificate

Spanish**9781****Contents**

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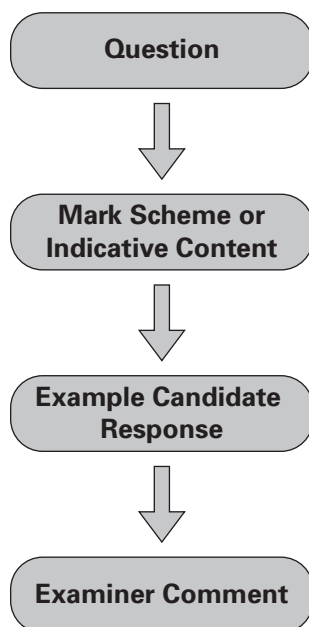
Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate as far as possible each band (Distinction, Merit and Pass). Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each paper of the subject has been adopted:



Each question is followed by an extract of the mark scheme used by Examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where marks were awarded and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Teachers are reminded that a full syllabus and other teacher support materials are available on www.cie.org.uk. For past papers and Examiner Reports please contact CIE on international@cie.org.uk.

Components at a Glance

Component	Name	Duration	Weighting (%)	Type of Assessment
1	Speaking	c. 16 minutes	25	Externally assessed oral
2	Reading & Listening	2 hours 15 minutes	25	Externally set and marked written paper
3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper
4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper

This booklet contains a selection of example candidate responses and Examiner comments for Paper 2 (Translation and Summary), Paper 3 (Discursive Essay) and Paper 4 (Topics and Texts).

Paper 2 Reading and Listening

Part I Reading

Texto de lectura 3

- 13** Translate the following passage into **Spanish**. You may use words or phrases from the previous passage.

This attack on a royal residence has taken place at a difficult time for the Spanish monarchy. Recently two supporters of Catalan independence were sentenced to 15 months' imprisonment for burning photos of the King and Queen of Spain. The Catalan authorities are hoping that this latest event is an isolated act unrelated to any political faction – either terrorist or anti-monarchist. Politicians of all parties have condemned the incident and have rejected any violent action that citizens might commit in the future.

Mark Scheme

Translation

One tick for each box, then see conversion table.

General marking principles for the transfer of meaning

- The correct information should be communicated.
- Any suitable alternative rendering can be accepted.

Translation

	Accept	Reject
This attack	Este ataque	ese/esto
on a royal residence	a / contra una residencia real	la casa del Rey
has taken place	ha tenido lugar	
at a difficult time	en una época / tiempo difícil	
for the Spanish monarchy.	para la monarquía española.	por
Recently	Recientemente	
two supporters	dos partidarios	hinchas / soportadores
of Catalan independence	de la independencia catalana	
were sentenced	fueron condenados	
to 15 months' imprisonment	a 15 meses de cárcel	
for burning photos	por la quema de fotos	para por quemando
of the King and Queen of Spain.	de los Reyes de España.	
The Catalan authorities	Las autoridades catalanas / de Cataluña	
are hoping	esperan / están esperando	están
that this latest event	que este último acontecimiento	
is	sea	es
an isolated act	un acto aislado	
unrelated to	que no tenga relación / que no esté vinculado	missing subjunctive
any political faction -	con ninguna facción política – (ningún grupo político)	wrong use of ningun/ cualquier
either terrorist	ni terrorista	
or anti-monarchist.	ni antimonárquica.	
Politicians	Los políticos	Las políticas
of all parties	de todos los partidos	
have condemned	han condenado	han condenados
the incident	el incidente	
and have rejected	y han rechazado	han negado
any violent action	cualquier acción violenta	
that citizens	que los ciudadanos / la gente	
might commit	puedan cometer	
in the future.	en el futuro.	

Conversion table

Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
3	1
0–2	0

[10 marks]
(AO2)

Part II Listening

Texto auditivo 3

EL DIVORCIO EN ESPAÑA

29 Listen to the interview and summarise its content according to the bullet points provided in no more than 100 words in **English**. You should mention:

- recent trends in divorce in Spain
- the reasons why clients approach a lawyer
- the lawyer's role
- why it is difficult for a lawyer to evaluate the reasons for the break-up
- the positions of the Church and the Government.

Mark Scheme

Summary

The exercise is marked positively. Continuous prose is not necessary. Bullet points are acceptable. The summary should be approximately 100 words long. Short summaries will be self-penalising. Long summaries will not be marked beyond the next natural break between 100 and 110 words.

Candidates should provide a selection of information from the following:

- more and more people are getting divorced
- it is possible to divorce directly without a prior legal separation
- divorces between single-sex couples are starting
- clients seek information
- they want to know their rights and obligations
- divorce is a personal matter
- it is not the lawyer's role to encourage or dissuade clients
- but to inform and advise once the decision has been made
- the lawyer usually only deals with one half of the couple
- that person will give their own version of events
- the Church fears for the disintegration of the traditional family
- the Government has an opposing position
- both positions stem from and fit in with their ideologies
- they are both legitimate points of view

Maximum 2 marks for each bullet point

[10 marks]
(AO1)

Transcript

M: Entrevista con África Viciano, abogado del Despacho Jurídico de Familia.

M: ¿Qué progresión ha seguido el divorcio en los últimos años en España?

F: Según las estadísticas cada vez se divorcia más gente. Hay que tener en cuenta que en la actualidad se puede acceder al divorcio directo sin necesidad de tener que tramitar una separación legal previa y que aunque no existen muchos casos, se están empezando a tramitar divorcios entre personas del mismo sexo.

M: ¿Tratáis de disuadir a las parejas que quieren separarse?

F: Las personas que vienen al despacho por regla general vienen con ansia de información, quieren saber cuáles son sus derechos y deberes, pero la decisión de separarse o divorciarse siempre es personal y considero que no es labor de un abogado animar o disuadir a alguien para hacerlo. Nuestra labor es informar o asesorar una vez que el cliente ha tomado la decisión.

M: Con tu experiencia profesional en la mano, ¿por dónde suele pincharse el globo del amor en las parejas españolas?

F: Es muy difícil valorar por qué una pareja ha fracasado, sobre todo teniendo en cuenta que en la mayoría de las ocasiones el abogado solamente se relaciona con una parte de la pareja que, como es normal, da su versión de lo sucedido.

M: ¿Qué opinas de la postura de la Iglesia española y del Gobierno respectivamente?

F: La Iglesia advierte del peligro de la desestructuración de la familia tradicional y el Gobierno tiene una postura contraria. Creo que ambas posturas parten de sus respectivas ideologías y son coherentes con ellas. Son dos puntos de vista legítimos.

R: This is the end of the recorded material.

Example Candidate Response – Distinction (D1)

Reading: Translation

- (12) Este atentado ^{sobre} ~~en~~ una ~~residencia~~ ^{residencia} real ha tomado lugar en un periodo difícil para la monarquía española. Recientemente, dos aficionados de la independencia catalana fueron ^{condenados} ~~condenados~~ a quince meses de encarcelación por haber quemado fotos del Rey y la Reina de España. Las autoridades catalanas esperan que este incidente más reciente sea un acto ^{aislado} ~~aislado~~ ^{desvinculado} ~~desvinculado~~ ^a ~~de~~ cualquier bando político. → sea terrorista o antimonarquista. Los políticos de todos los partidos han condenado ~~este~~ ^{el} incidente y han rechazado ^{cualquiera} ~~cualquiera~~ acción violenta que los ciudadanos cometan en el futuro.

29 → 10

10

Listening: Summary

- * ~~you can increase the number of court ~~and~~ straight divorces without needing to include legal separations~~
- ↑
- divorces between members of the same sex are starting to be included

• according to the statistics, more and more people are getting divorced

- * ~~one also needs to take into account legal separations although not many cases exist, are starting to replace divorces between same-sex couples~~
- 2

• clients approach lawyers because they want information

2 • they want to know their rights and what is owed to them

• the lawyer's role is to inform or assess once the client has made the decision

2 • it is not to encourage or dissuade people from divorcing

• it is difficult because the lawyer only has relations with one part of the couple who gives their version of what happened

2

• the Church warns of the danger of the destruction of the traditional family

2 • the Government has the opposite position

✓ • they follow their respective ideologies

(10)

Examiner Comment

Reading

This is a very strong performance. For the translation, the candidate writes in excellent Spanish language. There has been intelligent identification of the lexical items from the previous Reading passage and successful manipulation of the lexis and structures. There are some excellent expressions, such as *fueron condenados, por haber quemado, sea terrorista o antimonarquista, han rechazado, que los ciudadanos cometan en el futuro*, etc. There are a couple of minor errors, such as *isolado* for *aislado*, *todos partidos* instead of *todos los partidos*, but these are not enough to prevent the candidate scoring the full 10 marks for this translation.

Listening

Similarly, the candidate has produced an excellent Listening summary. All of the information required has been provided, and in sophisticated English language that makes the information a pleasure to read. This candidate scored the full 20 marks available for these two exercises and, if allied to similar outcomes on the other exercises, this performance would certainly be of a D1 standard.

Example Candidate Response – Distinction

Reading: Translation

- (9) Este ataque en ^{una} Casa del Rey ha ^{tenido} ^{just} lugar a un tiempo difícil para la ^{monarquía} ~~monarquía~~ España. Recientemente, dos aficionados del independentismo catalán fueron ^{just} dados quince meses de ⁱⁿprisión para quemando fotografías del rey y ^{la reina} ~~reina~~ de España. Las autoridades catalanes esperan que este acontecimiento más reciente ~~esté~~ sea un acto ^{aislado} y desrelacionado a) algún ^{antimonarquista} ~~antimonarquista~~ facción política — o terrorista o ~~antimonarquista~~ ^{antimonarquista}. Políticos de todos ~~los~~ partidos han condenado el incidente y han rechazado ^{algo} ~~alguna~~ ^{acción} acción violenta que ~~sean~~ ciudadanos cometan en el futuro.

20 → 7

7

Listening: Summary

- 1 - More and more people are getting divorced ^{invalidated} ~~according to statistics~~, sometimes without help of a lawyer.
- 1 - starting to find rare cases of divorce between people of same sex.
- 1 - people approach lawyers to find out their rights and duties. ^{to}
- 1 - it's not the role of a lawyer to give opinions, or ~~offer~~ to persuade / dissuade the divorcées.
- 2 - role is to ^{assess} ~~assess~~ the reasons for the split after it has been decided.
- 2 - It is difficult as a lawyer usually only has experience with one part of the couple, only hear one side of what happened.
- 2 - church, - advertises the danger of losing the traditional ~~family~~ family.
- 2 - Government - ^{holds} ~~has~~ opposite position.

Examiner Comment

Reading

This candidate gained the marks for translating 20 of the 30 boxes in a suitable way. The candidate correctly identified some of the lexical items from the previous Reading passage, such as *la monarquía*, *el incidente*, *el ataque*, *fotografías*, etc. and introduced other items correctly, e.g. *recientemente*, *han condenado*, etc. Nevertheless, there were some errors in the Spanish lexis, such as *imprisión*, and incorrect genders, e.g. *los autoridades catalanes*. Whilst the candidate successfully produced subjunctive forms, such as *sea* and *cometan*, other verb forms were not correct, such as *para quemando* for *por quemar* and *han reyectado* for *han rechazado*. Nevertheless, this is a good translation overall and the candidate scored 7 out of the possible 10 marks.

Listening

In the second exercise, the Listening summary gained 8 marks. The candidate gave most of the information that was required, losing just two marks. The first was in the first bullet point. Although the candidate stated that 'more and more people are getting divorced', this was invalidated by wrong information

'sometimes without help of a lawyer'. Incorrect information can invalidate a point of information made. The second point was lost in the second bullet point through not giving enough information. Nevertheless, this is a good summary and the mark of 15 out of 20 for the two exercises represents a standard which, if allied to a similar performance in the remainder of the paper, would be worthy of the Distinction band.

Example Candidate Response – Merit

Reading: Translation

- Eso ⁺ ataque de una residencia real [✓] ha ^{ocurrido} ~~al~~ ^{en}
 un tiempo [✓] difícil ⁺ por la Casa de Rey ~~est~~
 Representar Algunos días ^{just} antes, dos hombres que ^{just}
 quieren el independentism catalán [✓] fueron ⁺ dado quince
 meses ⁺ en cárcel porque ^{quemaron} ~~la~~ ^{exposición} ~~de~~ los fotografías
 (7) del Rey y la Infanta del España // Los
 autoridades catalán ⁺ esperan que ese evento
 reciente ⁺ sea [✓] un acto individual ^{just}, desvinculado
 de ⁺ ninguna ⁺ facción política, ni ⁺ terrorista ni
 (6) contra la Casa de Rey // Los políticos [✓] de todas
 partes ⁺ han condenado ~~este~~ ⁺ este incidente

y han negado todos acciones violentas que
 (4) los condenados ⁺ pueden ⁺ hacer en el futuro.

17 → 6

For
Examiner's
Use

6

Listening: Summary

Statistics show that cases of divorce have increased,
 but in reality there are more separations, although there
 has been an increase in divorces ^{between the} of same sex. Most
 people go to lawyers to ^{legal} ^{information} or for
 help to divorce someone. The lawyer's role is
 to inform and legalise divorce, not to adjudicate it.
 As the lawyer often hears only one version of events it
 is difficult to find the reasons for a break-up. The
 Church warns against the ^{possibility of the} destruction of the family
 through divorce but the government takes
 the opposite view.

Examiner Comment

Reading

This candidate was awarded a mark for 17 of the 30 possible sections of the translation. The candidate attempted to re-use some of the lexical items from the previous Reading passage, and some sensible attempts at paraphrasing to avoid unknown words (*Algunos días antes* was judged just acceptable, as was *un acto individual*), and the re-use of the phrase in *contra la Casa del Rey* was just allowable as an expression of 'anti-monarchist.' However, some of the borrowing from the previous text, such as *Infanta*, could not be rewarded; likewise, there were some words well borrowed which could not be accepted because of a basic error of grammar (*Los autoridades catalán*). The use of English words such as *political* was also unacceptable, for obvious reasons, and there were small errors, such as *que los ciudadano*, which meant that a phrase could not be credited. Overall, this was a fair attempt: the candidate's final mark was 6 out of 10 for the translation.

Listening

In the Listening summary the Spanish material was understood quite well and the summary provided was concise and clear, although there were significant omissions. The candidate grasped one of the elements of the first bullet point, but did not express the precise significance of the other two. On the second bullet point, one element was missed, and on the third, the candidate was given the benefit of the doubt, and one mark. In the fourth bullet point there was also one misunderstood, or possibly over-extrapolated, element. Two of the four available elements were clearly and fully rendered for the final point, and both marks could be awarded.

This was a creditable approach to the task, gaining 6 marks, and the total mark of 12 out of 20 on these two exercises represents a standard which, if allied to a similar performance in the remainder of the paper, would allow the candidate to approach the border between the Merit and Distinction bands.

Example Candidate Response – Merit

Reading: Translation

- Este atentado en una residencia real ha
 tenido lugar a una hora ^{OK} difícil para
 la monarquía española.
 Recientemente ^{OK} dos personas que ^{quieren} la independencia
 Catalán fueron dados una encarcelación de ~~quince~~ ^{just}
 15 meses por quemar unas fotos del Rey y de la Reina
 de España. Las autoridades catalanes esperan
 que este ^{último} acontecimiento sea un acto
 (11) aislado y desvinculado de cualquier grupo político-
 (8) o terrorista o anti-monarquista. Los políticos de todas
 las partidas han ^{condenado} ~~condenaron~~ el incidente y han
 rechazado cualquier acción violenta que los
 (9) ciudadanos podrían cometer en el futuro.
- 27 → 9
- 9

Listening: Summary

- According to statistics, more and more people are getting divorced in Spain. Also, ~~currently~~ ^{now} some people just separate without getting it legally finalized and there are some ~~same~~ ^{same} sex divorces.
- Clients usually ~~want~~ ^{want} information. They want to know what their rights and duties are.
- The lawyer's role is to inform a client or to assess the situation once the decision ~~has~~ to divorce has been reached. The lawyer should not encourage or dissuade someone to get a divorce.
- It's difficult for a lawyer to evaluate reasons for the break-up because they usually only ~~have~~ ^{hear} one side of the story.
- The church ~~warns~~ is against divorce and the government is for it. The church warns against the destruction of the traditional family. Both have opinions corresponding to their ideals.

Examiner Comment

Reading

The working total for the translation is 30 and this candidate was awarded a mark for 16 of the boxes. The candidate correctly identified some of the lexical items from the previous Reading passage, such as *el incidente*, *el ataque*, *fotografías*, etc. and introduced other items correctly, e.g. *en el futuro*, *recientemente*, *han rechazado*, etc. Nevertheless, there are some examples of weak Spanish writing, such as using an English word 'royal'; missed subjunctives, e.g. *es* for *sea*, and *poderan* for *puedan*; incorrect verb forms, such as *ha condenaron* for *han condenado*, etc. The candidate's final mark was 6 out of 10 for the translation.

Listening

The candidate also scored 6 marks for the Listening summary. The Spanish material was understood quite well and the candidate provided a concise summary in English. The candidate scored full marks for the first two bullet points but misunderstood the word *animar* for the third. This means 'encourage' and not 'animate' here. The information for the fourth bullet point was totally missed and for the final point the candidate misunderstood *advierte*, thinking it meant 'advertises', when it meant 'warns against'. Nevertheless, the candidate gave a creditable performance and the total mark of 12 out of 20 on these two exercises represents a standard which, if allied to a similar performance in the remainder of the paper, would be worthy of the Merit band.

Example Candidate Response – Merit

Reading: Translation

- Este ataque sobre una cosa del Rey ^{he} pasado a un tiempo muy difícil para la monarquía ^{español}.
- Recientemente, dos ^{suporters} del independentismo catalán estaban ^{asentado} a 15 meses ^{deberido} por el ^{mediante} de las fotografías del Rey ^{de España}. Las autoridades ^{catalán} están esperando que este incidente más recientemente ^{es} un acto singular, y que no ^{es} desvincula a un grupo político →
- (2) de terrorista o contra-rey. Los parlamentarios de todos los ^{partidos} ~~grupos~~ han condenado el incidente y han reprobado cada acto de violencia que los ^{personas} del ^{ciudad} puedan cometer en el futuro.
- (4) 10 → 4

(4)

Listening: Summary

According to the statistics more people are getting divorced today than previously. In reality, there is no need to get divorced, if you can have a legal separation. More people of the same sex are getting divorced. Normally, people approach a lawyer for information. They want to know their rights, if they were going to get divorced. The lawyer's role is an informal one. The reasons people want to divorce are personal, and the lawyer doesn't need to know them. Usually a lawyer only sees one side of the argument. The church believes in traditional family values, whereas the government thinks the opposite.

(7)

Examiner Comment

Reading

This candidate was awarded a mark for 10 of the 30 possible sections of the translation. The candidate made a reasonable attempt to re-use some of the lexical items from the previous Reading passage, with varying success: *un Casa del Rey* was not accepted, but *independentismo catalán* was well borrowed. At times the re-use of language failed because of misunderstanding of the original, as in the attempt to use *desvincula*. The task presented some major difficulties, which were not adequately met by the use of adapted English words such as *suportores*, *rejectado* and *comitar*. The candidate made some sensible attempts at re-use of lexis and paraphrasing to avoid unknown words, but these were often let down through problems with basic grammar (e.g. *han condenando*, *las autoridades catalán*, *he pasado*, *las personas del ciudad*). The candidate's final mark was 4 out of 10 for the translation.

Listening

In the Listening summary the Spanish material was understood quite well and the summary provided was concise and clear. The candidate scored full marks for the first two bullet points, despite misunderstanding one aspect. On the third bullet point, only one of the ideas was picked out from three available. Likewise, on the fourth the candidate identified only one aspect of the lawyer's role. In the last bullet point there was ample information to use, but the candidate's expression of the Church's position lacked sufficient precision, and only 1 mark was scored, for the correct reference to the Government.

This was a creditable approach to the task, and the total mark of 11 out of 20 on these two exercises represents a standard which, if allied to a similar performance in the remainder of the paper, would be worthy of the Merit band.

Example Candidate Response – Pass/Merit

Reading: Translation

- (2) este ataque en la residencia real ha tomado
 lugar a un vez muy difícil por la
 Monarquía Española. Recientemente dos personas
 que supportar la ^{inst} independencia ~~mon~~-tismo
 catalán que debieron pasar 15 meses en
 una ~~por~~ encámenato por que, destruyeron los
 fotos del rey y su marida de España. Las
 autoridades de catalán están esperando
 que este incidente sea un acto isolado y no
 a causa de las situaciones políticas;
 (2) terroristas ^{contra}-monarquista. Los
 políticos de todos partidos han
 condenado el incidente y han rechazado
 alguna acción de violencia que ~~los~~ los
 (5) ciudadanos podría ^{comir} en el futuro.
- 9 → 3
- (3)

Listening: Summary

- according to statistics more + more people are getting divorced, it is easier now to have access to divorces + legal separations, not as many people of the same sex are divorcing/separating.
- 2 clients approach a lawyer in order to get information, and to know their rights as the reasons for divorce is personal. The lawyer's role is to provide information + support. It is difficult for a lawyer to evaluate love/break ups as ~~with~~ a lawyer only gets to hear one partner's side of the argument.
- 1 The church is concerned with the destroying tradition/norm of traditional families + ~~the~~ government thinks the opposite to the church + that people have different ideas + end up wanting to split which when people change is better than staying in a ~~relation~~ relationship you ^{don't} want to be in.
- 6

Examiner Comment

Reading

This script scored 3 out of 10 marks for the translation. The candidate attempts to translate the whole passage and leaves no gaps, and some of the translated phrases are correct enough to gain marks, e.g. *los ciudadanos*, *sea*, *han condenado*, etc. However, the overall performance is affected by difficulty that the candidate encounters in writing sufficiently correct Spanish. The errors include spelling mistakes such as *residencia* and *monarchía*; use of English words, such as 'royal'; invented words based on English equivalents, e.g. *rejectado* and *isolado*; wrong verb forms, such as *podría comir* for *puedan comer*; and other errors, such as *esto ataque*.

Listening

The second exercise, the Listening summary, is better. The candidate clearly understood the material and scored 6 out of the 10 marks available. Each bullet point has a maximum of 2 marks. Whilst the candidate gave enough information to be awarded the marks for the first two bullet points, there was no specific information for the third point. The response to bullet point 4 gained one mark but not the second, as there was no mention of 'that person will give their version of events'. The final point gained one mark as too much irrelevant information was given, rather than the specific points required. Nevertheless, the candidate made a creditable attempt and this mark of 6 compensates for the lower mark of 3 for the translation. So, together, the total of 9 scored on these two exercises would probably help the candidate to achieve the standard of Pass, and possibly Merit, overall on the paper.

Paper 3 Writing

Part I

Part I: Discursive Essay (40 marks)

Question

1 Responde **en español** a **UNA** de las siguientes preguntas. La redacción debe tener entre 350 y 450 palabras.

(e) **“Los alimentos genéticamente modificados traerán más problemas que soluciones.” Discute esta afirmación.**

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

Candidates should discuss whether they think that genetically modified food has a harmful effect on humans and justify their opinions. They would be expected to give particular examples. Some candidates could discuss whether genetic manipulation is morally justified. They could argue that economically it is a viable solution for poor areas. A clearly expressed conclusion is to be expected.

Example Candidate Response – Distinction (D1)

e.) La cuestión de los alimentos genéricamente modificados ya lleva muchos años en los medios, porque sabemos que pueden provocar problemas tanto como soluciones. Por lo tanto es esencial que la comunidad científica se pregunte si los riesgos valen la pena.

For
Examiner's
Use

Hay que destacar que hay ventajas potenciales del desarrollo de estas tecnologías. La población mundial sigue aumentando y nos resulta cada vez más difícil proveer bastante ~~de~~ comida por ^{medidas} ~~medidas~~ naturales. Por consiguiente, mucha gente vive en pobreza, mientras en los países del primer mundo, malgastamos mucha comida cada día. Esto

es una vergüenza que podríamos abordar, utilizando ~~alimentos~~ ^{g. m.} si compartiéramos los productos y la tecnología entre todos, podríamos bajar los niveles de pobreza mundial.

Además, los granjeros luchan contra enfermedades naturales e insectos que dañan a sus productos. Con esta tecnología, sería posible eliminar estas enfermedades a fin de que se pueda ~~se~~ producir más comida, y los agricultores puedan ganar más dinero. Les ~~permite~~ ^{también} dejaría utilizar menos pesticidas sobre sus productos, que pueden ~~se estar~~ ser nocivos para el salud. Es evidente, por tanto, que ~~hay~~ ^{hay} unas ventajas de aquella tecnología.

For
Examiner
Use

Hace falta que reconozcamos, sin embargo, que a los científicos ya no están ciertos de los riesgos posibles de los alimentos genéticamente modificados. El cambio de los genes es un nuevo aspecto de la ciencia que acabamos de descubrir. Aunque los científicos hacen progreso rápido, el punto flaco de su argumento por esta tecnología es que es probable que tarden unos años ^{en} ~~para~~ descubrir los ^{todos} riesgos posibles. Muchos afirman que no deberíamos utilizarlos hasta que sepamos sin ^{lugar a} dudas todos los efectos. ~~Esos~~ ^{Estos} alimentos podrían ^{además} ~~llevar~~ ^{llevar} efectos inconvenientes a largo plazo por lo tanto.

desarrollar la tecnología necesaria, y por eso
 hay muchos países subdesarrollados que no
 podrían compartir las ventajas. Los granjeros
 en países del tercer mundo sufrirían, y la
 población el gobierno ~~no tendría que~~
~~esto sería~~ tendría que comprar comida
 de países ya ricos. ^{así que} ~~tan~~ ^{en} vez de resolver el problema
 de la pobreza del tercer mundo, los alimentos
 genéticamente modificados podrían
 empeorarlo. A mi parecer, sería justo solamente
 si los gobiernos lo compartieran, y si invirtieran
 dinero en ~~para~~ la agricultura del tercer
 mundo.

Teniendo en cuenta todos los puntos de vista,

	la afirmación de que esta tecnología traerá	Leave blank
	más problemas de los que ^{me parece} resuelve es una	
	ilusión. Tendremos que abordar el problema	
	de la pobreza pronto para evitar ^{una} esta crisis	
	mundial, y estos alimentos me parecen una	
	manera razonable de hacerla. ^{no} cabe duda,	Leave blank
	no obstante, de que los científicos tienen que	
	hacer cierro que la comida comida no	
	daña a la salud, y que los gobiernos actúan	
	de una manera responsable.	

Examiner Comment

This is a good response in which the candidate has understood the scope of the question and produced an essay which is a coherent, interesting read. The ideas it contains are presented in a convincing manner, and the points of view are freely expressed and well supported: this feels like a genuinely creative piece of writing. There is a contrasting range of ideas, expressed without ambiguity in a very compelling argument.

The language used includes, in the first instance, a wide and realistic range of appropriate vocabulary, with some use of idiom. There is some confident control and fluent deployment of complex structures (e.g. *hasta que sepamos*), and there are also some examples of clever use of a variety of registers (e.g. *el punto flaco*). This is a performance which lies clearly within the broad Distinction band, and, with a similar level of achievement in the remainder of the paper, would lift the candidate to within reach of D1 standard.

Accuracy and linguistic range 22/24

Development and organisation of ideas 15/16

Example Candidate Response – Distinction

Plan

(e) GM ^{food} ~~crops~~ - made from crops that have been genetically modified to overcome difficult weather conditions, to grow quicker, produce more crop, need less water etc.

Ventajas:

- ~~more~~ feed people in poverty who suffer from droughts and can't grow enough food.
- health benefits
- farmers earn more - more crops being sold

Desventajas:

- no one knows if safe
- could become out of control - ~~weeds~~ ~~and~~ ~~qualities~~ could spread to weeds
- unnatural
- farmers have less work to do - out of jobs
- 18% of GM crops contain harmful chemicals

Scientific advances - science too powerful?

- ~~cloning~~ - designer babies
- ~~clone~~ ~~armies~~

desventajas - si las consecuencias se hubieran sabido, quizá no habría sido creada por los científicos etc.

→ against god - same with GM crops

si hubiera el poder, ~~se haría~~ la modificación de las células no sería legal.

conclusión - not worth it - problems outweigh benefits

- we should be putting research into curing cancer
- we are made to eat natural food - there are more pressing problems

For Examiner's Use

- a pear de
- empezamos por considerar
- hay que añadir
- otro hecho importante es que
- cabe pensar que
- por un parte... por otra parte
- está total-mente conven-iente de que
- es lamentable que
- es ridículo que
- es inevitable que

(e) Las alimentos genéticamente modificadas contienen ~~las plantas~~ cuyas células han sido modificadas por los seres humanos. Estas plantas se ~~han~~ modificadas para que puedan superar las situaciones difíciles como las sequías, la nieve, las inundaciones y las tormentas. Además pueden crecer con más rapidez que las plantas naturales y hay más plantas en un lugar que necesitan menos agua y minerales. Pero, como siempre, es un tema muy polémico por que puede ser que haya consecuencias peligrosas.

Empecemos por considerar las ventajas de los alimentos que se han ~~hecho~~ modificados genéticamente; la industria agrícola puede ganar más dinero porque hay más productos para vender. Cabe apuntar que quizás haya ventajas para la salud porque los alimentos contendrían más minerales a causa de la intervención humana. Otra hecho importante es que si hay plantas que pueden sobrevivir en las sequías y condiciones terribles, la gente ~~se~~ tendrá la capacidad de luchar contra el hambre en los países en vías de desarrollo y los países pobres, porque sufren a causa de una falta de alimentos.

Por otra parte, estoy totalmente convencida de que los alimentos genéticamente modificados son peligrosos. ¿Hay alguien en este mundo que pueda decir que estos alimentos ~~no~~ no podrían

tener consecuencias fatales? No pienso que ~~ninguna~~
~~algunas~~ ^{nadie} esté segura. No es que ~~tenemos~~
 que hacer algo porque podemos hacerlo. A pesar
 de las ventajas, es fácil perder control de la
 situación y las plantas malas podrían obtener
 estas calidades indistinguibles, y ~~habría~~
~~más~~ ^{causados por} problemas, ~~el~~ alimento genéticamente
 modificado, por eso no vale la pena! Un trece
 por ciento de alimento ~~genético~~ modificado ~~tiene~~
 contiene cosas dañosas para nosotros. A mi modo
 de ver, estos alimentos no ayudan ~~en~~ la industria
 agricultura, porque si las plantas no necesitan
 mucha agua y cariño, hay menos trabajo ~~para~~
 que hacer, y por consecuencia, habrá ~~el~~ desempleo.
 Es obvio que la modificación de genes y células
 no es natural y es contra Dios.

Además que la modificación de alimento,
 creo que es importante mencionar la clonación.
 La clonación es una cosa similar; es cuando
 las células se modifican y se extraen para
 crear ~~seres~~ ^{seres} humanos o animales que ~~son~~ ^{no} individuos
 'Dolly the Sheep' fue ~~clonada~~ ^{un clon, y murió} ~~por los~~ ^{en} cuando
 fue muy joven, y ~~tenía~~ ^{tuvo} una vida dura. Si las
 consecuencias se hubieran sabido, Dolly no
 habría sido creada por los científicos. Tengo
 miedo que habrá ejércitos de clones a causa
 de la falta de control de la ciencia.
 Para concluir, estoy de acuerdo con la gente

que piensa que la modificación de células no es natural y es peligroso porque ~~podría~~ habría consecuencias desconocidas y terribles. Podemos sobrevivir con el alimento natural y ~~deberían~~ los científicos deberían utilizar su inteligencia y poder para ~~enfrentar una cosa~~ superar el cáncer y enfermedades graves. ~~Si tuviera el poder,~~ Puedo ver que hay ventajas del ~~la~~ alimento modificado, pero el riesgo de las consecuencias son demasiado peligrosas. Si hubiera el poder, la modificación de las células no sería legal.

For
Examiner's
Use

Examiner Comment

This is a very strong performance. The essay presents a thoroughly coherent point of view, with excellent use of examples in the development of a very convincing argument. The expression of opinion contains a genuinely personal reaction which is convincing in the way it is developed.

A wide range of appropriate vocabulary is used throughout the essay (e.g. *sequías, tormentas, inundaciones*) and a high standard of accuracy is achieved. One can say that the essay reads well as a text in itself. It is not a faultless answer, in that the introduction fails to offer a completely clear focus on the question and the conclusion addresses it in what is really a rather general manner: however, the clear paragraph structure, and language markers (e.g. *empecemos por considerar, por otra parte, además, para concluir* etc.), add consistently to the sense of progression. This piece comfortably achieves the standard necessary to fall close to the top of the broad Distinction band.

Accuracy and linguistic range 21/24

Development and organisation of ideas 15/16

Question

1 Responde **en español** a **UNA** de las siguientes preguntas. Las redacción debe tener entre 350 y 450 palabras.

(a) **“Hoy en día la gente se preocupa demasiado por el dinero” ¿Estás de acuerdo? Justifica tu respuesta.**

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

This essay offers candidates an open-ended question which could be answered in many different ways. Some could discuss whether the obsession of our society with money is beneficial, detrimental, or even morally acceptable. They could discuss the importance of moral values in society. They could write about the impact that fascination with money has on the average citizen. They might wish to provide examples of different approaches to money. A clearly expressed conclusion is to be expected.

Example Candidate Response – Distinction

For
Examiners
Use

Hay en día vivimos en una sociedad consumista, de ahí que encontremos que el dinero es lo más importante en nuestra vida. Cada vez hay más productos en el mercado para comprar y, especialmente en el mundo occidental, este fenómeno eleva un deseo por más posesiones y, como consecuencia, por más dinero. Sin embargo, a pesar de esta preocupación es importante señalar que hay gente también que no se ~~preocupa~~^{preocupa} por el dinero - encuentra el tiempo para leer, charlar y pasar bien sin ~~la~~ tener ~~mucho~~ mucho. Pues, es importante que consideremos las perspectivas diferentes antes de concluir.

Nuevos productos como coches, móviles y ordenadores caracterizan nuestra sociedad. Son productos atractivos y los que no dan placer, y el hecho de que sean demasiado produce una sed por el dinero entre la gente. Aunque no sea mal que queramos cosas más, es evidente que el deseo por materiales se ha convertido en una obsesión por muchos ya que creen que el dinero es un símbolo del poder; de hecho, millones de personas que participan en la lotería ^{disminuye} muestra la importancia tan ~~excesiva~~ excesiva del dinero.

En segundo lugar, vivimos dentro de una ~~consumista~~ sociedad en la que consumimos mucho. Es una cultura que no podemos evitar ~~evitar~~ y parece que haya el concepto de que el dinero es la fuente de ser contento. Es la realidad - mucha gente que sufre de una juventud pobre sabe que la pobreza es algo muy dura y amarga. En estos casos suele encontrar a personas que se preocupan demasiado por el dinero. ¿Pero son culpables? El dinero da mucha felicidad: una casa, una educación, lejos del aspecto negativo de una vida.

muy dura.

Por otro lado, cabría destacar que ^{aunque} este fenómeno ~~se~~ exista es como una generalización. Hay mucha gente que encuentra la felicidad en valores sencillos como la amistad, la comunicación con personas ^{diversas} y cosas tan primitivas. Además, suele edicnta que la gente que tiene suficiente dinero para vivir y alimentarse es más contenta que la que se ~~preocupa~~ preocupa mucho por el dinero.

Un ejemplo que ~~refleja~~ refleja muy bien esta obsesión por el dinero es el comportamiento de la gente en Hong Kong. Las estadísticas nos muestran que mucha gente se suicida a causa de la falta de dinero o que se hace depresiva después de perder mucho. Para mí, creo que es algo muy triste y un problema social que debemos solucionar — aunque el dinero sea importante, tiene sus efectos nocivos también.

Concluyendo, estoy completamente a favor de la idea que la gente se preocupa mucho por el dinero. Vivimos en una sociedad capitalista donde el deseo por materiales es grande y no podemos sobrevivir dentro de ella si no intentamos ganar más dinero que nuestras vecinos. En la última instancia, es primordial que no se preocupe demasiado con el dinero sino que adopte una perspectiva moderada ^{solo} y de esta manera podemos vivir más ~~contenta~~ contenta y con ^{mucha} satisfacción.

Examiner Comment

The content is generally of a good standard, revealing a coherent understanding of the task. The essay has a good introduction, although perhaps the examples offered are not the best to illustrate the points made (e.g. *el suicidio en Hong Kong*). A more balanced exposition of the two sides of the argument might be expected. Although there is evidence of evaluation and personal reaction, it is not always presented and organised to full persuasive effect, and at times tends towards the repetitive.

There is a good range of structure which includes some complex sentence patterns, with a relatively good use of the subjunctive mood. A conclusion which more clearly summed up the issues, and made recommendations or predictions related to the exposition, would have improved the outcome still further. The performance on this exercise can be regarded as probably falling just within the broad Distinction band, close to the borderline between Merit and Distinction. The actual result would depend on the quality of the candidate's response to the exercises in the remainder of the paper.

Accuracy and linguistic range 16/24

Development and organisation of ideas 12/16

Question

1 Responde **en español** a **UNA** de las siguientes preguntas. Las redacción debe tener entre 350 y 450 palabras.

(e) **“Los alimentos genéticamente modificados traerán más problemas que soluciones.” Discute esta afirmación**

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

Candidates should discuss whether they think that genetically modified food has a harmful effect on humans and justify their opinions. They would be expected to give particular examples. Some candidates could discuss whether genetic manipulation is morally justified. They could argue that economically it is a viable solution for poor areas. A clearly expressed conclusion is to be expected.

Example Candidate Response – Merit

Part I : Discursive Essay

1

e) ~~Los alimentos genéticamente~~ Los alimentos genéticamente modificados son ~~menor~~ cada vez más presentes en nuestros supermercados, pero hay todavía gente que no apoyan esta ciencia. ¿Por qué?

Primamente, la gente no piensa que es un proceso natural y que no debemos jugar con la naturaleza. Desde el emezamiento

de la agricultura, intentamos guardar las mejores características en nuestros alimentos. ~~Queremos~~
~~es~~ Mezclamos variedades de plantas para hacer nuevas plantas con las características que queremos. Por ejemplo, muchas vides son inmunizadas contra ~~muchas~~ enfermedades como el mildiú. Las modificaciones que hacen a la genética de las plantas es la misma cosa pero mucho más rápido y podemos tener las características exactas.

~~Muchas personas tienen miedo de los alimentos~~
 Muchas personas tienen miedo de los alimentos genéticamente modificados porque ~~no~~ no entienden el proceso. Es como si la gente

piensa que esos alimentos vienen de un otro planeta. También se piensa que vamos a ser enfermos si comen estos alimentos, pero todo lo contrario. ^{Estos} ~~esos~~ alimentos son muy analizados y estudiados y es cierto que si hay ~~una~~ un problema, será encontrado.

Muchos piensan que los alimentos genéticamente modificados pueden salvar a los más pobres del mundo. Si hacen una planta que puede defenderse contra muchas enfermedades y pueden vivir sin mucha agua, ~~se~~ los agricultores en las partes más áridas de África pueden vender sus productos. Sería una cosa muy buena para todos.

For
Examiner's
Use

No creo que la gente ~~sea~~ ^{bastante} educada en el tōpico y debería ser un sujeto más entendido por la gente. En escuelas debería ser un tōpico mucho más importante para que la gente sabe la verdad sobre los alimentos genéticamente modificados.

Es claro que los alimentos genéticamente modificados traerán muchas soluciones y muy pocos problemas y debe ser mucho más usado en todo el mundo.

Examiner Comment

The candidate makes some effort to address the topic, to support the ideas offered with examples, and to arrive at a clear conclusion. The essay has a logical overall structure and the language communicates the ideas with general clarity, although not always with precision. The content is fairly unsophisticated, and the expression and linking of ideas remains at a fairly basic, although also fairly accurate, level.

There is evidence of lexical preparation for this general topic, but also of areas of grammatical weakness: *ser/estar* usage, confusion over subject/verb agreement, and above all, a degree of uncertainty about when to use the subjunctive mood. The overall impression is somewhat affected by the errors, but the communication of ideas is successful.

The piece is at a standard appropriate to the broad Merit band for this task: the outcome on the paper as a whole would depend on the candidate's performance on the structural exercises in Part II (Usage).

Accuracy and linguistic range 12/24

Development and organisation of ideas 9/16

Question

- 1 Responde **en español** a **UNA** de las siguientes preguntas. Las redacción debe tener entre 350 y 450 palabras.

(c) “No hay lugar para la violencia en el deporte” ¿Estás de acuerdo? ¿Por qué (no)?

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

The topic of sport and violence could be approached from a number of angles, which might ultimately centre on the conflict between sportsmanship and the competition between fan clubs. Candidates should provide particular examples taken from any country. Some candidates might argue in favour of or against the reporting that these incidents receive in the press. A clearly expressed conclusion is to be expected.

Example Candidate Response – Pass

En mi opinión pienso que hay lugar para la violencia en el deporte. Voy a explicar este punto, pero al principio quisiera hablar sobre por qué hay violencia en el deporte en el primer lugar. Para hacer este argumento tomaré el tournamento ~~fútbol~~ mundial de fútbol como un ejemplo.

Creo que en los últimos años, habría sido un creciente en la violencia en el deporte. La violencia en el deporte surge como resultado de la creciente en el dinero que los deportistas ganan. Yo creo que esos deportistas quien ganan demasiado dinero, son las

más agresivas durante los partidos. ~~pero~~ Yo creo que ^{estas} ~~los~~ deportistas solían tener todos ^y que ~~lo~~ quieren, ~~que~~ durante un partido, ellos quieren el mismo. ~~Porque~~ Ayer hizo un partido entre Uruguay y ~~el~~ Africa del Sur, durante todos noventa minutos, todo ^{de} ^{la} agresión y violencia vino de Uruguay, especialmente, los ~~por~~ jugadores ^{quien} jugar por los equipos como Atletico Madrid y Manchester United, y no ~~hacia~~ agresión o violencia vino del ~~el~~ equipo de Africa del Sur, quien no ~~en~~ ~~hacia~~ ganar el mismo nivel del dinero como los jugadores del otro equipo.

No creo que la violencia en el deporte ha convertido en un problema importante ya que no sé de un jugador quien murió como resultado de

la agresión del deporte. Generalmente, durante los juegos de deporte, los ^(tiempos) ~~tiempos~~ los niveles del ^{de} ~~prestación~~ ^{prestación} corren alto, y ^{por eso} tiene mucho ^{adrenalina} ~~adrenalina~~. A este punto, es muy ^{las} ~~las~~ deportistas difícil controlarse, y los deportistas ~~reservado~~ ^{reservado} más bueno ~~hacerán~~ ^{hacerán} todos ~~ellos~~ ^{ellos} pueden a ganar.

En el otro mano, estas deportistas son profesionales, y ellos deben poder de ~~controlarse~~ ^{controlarse}. No hay la violencia en el deporte sólo durante los partidos. Un por ciento de la violencia es porque, el deporte es un pequeño por ciento del tiempo, hay algo para hacer con el mundo ^{político} ~~político~~. Por ejemplo la tragedia del ^{juegos} ~~juegos~~ olímpicos de Munich.

También hay violencia entre los ^{soportes} ~~soportes~~ de los equipos. En este instancia creo que no hay

El lugar por la violencia.

Al momento, creo que la violencia en el deporte no es problema importante, pero ~~pero~~ creo que si los niveles del dinero aumentan más en los próximos años, la violencia en el deporte va a ser una problema muy importante.

Examiner Comment

The essay contains a creditable attempt to express a fairly original point of view, revealing some understanding of the task and relevant reflection. The structure of the essay is reasonably clear, and the reader is aided by a generally appropriate introduction, conclusion and paragraph structure. However the development of the ideas appears at times to be hampered by a lack of planning and organisation.

Although some complex sentences are attempted, there is a limited range of language and sentence structure that leaves the writing at times repetitive and less adventurous than it might be. Tenses are used quite effectively, but there is a tendency towards errors which arise from a lack of care rather than from linguistic ambition (e.g. *pequeno* / *el mundo political* / *la tragedia del juegos olimpicos de Munich*). The effect of some fairly good ideas and examples is thus lessened by the way in which they are presented, and a final effort in terms of proofreading might well have eliminated such mistakes, leaving the reader with a better impression overall.

This performance on this exercise represents a standard at approximately the borderline between the broad Pass and Merit bands, probably falling slightly below the boundary. The final outcome on the paper will depend on the quality of the candidate's response to the remaining exercises.

Accuracy and linguistic range 10/24

Development and organisation of ideas 6/16

Question

1 Responde **en español** a **UNA** de las siguientes preguntas. Las redacción debe tener entre 350 y 450 palabras.

(b) **“Las cosas más importantes de la vida no se aprenden en la escuela.” ¿Qué opinas tú de este tema?**

Mark Scheme

- Accuracy and linguistic range (24 marks) [AO2]
- Development and organisation of ideas (16 marks) [AO3]

Accuracy and linguistic range

22–24	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
18–21	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
14–17	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
10–13	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
6–9	Weak	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1–5	Poor	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

Development and organisation of ideas

15–16	Excellent	Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing.
12–14	Very good	Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument.
9–11	Good	Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.
6–8	Satisfactory	Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material.
3–5	Weak	Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed.
1–2	Poor	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Indicative Content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are by no means exhaustive.

This essay centres on the difference between the usefulness of things which are learnt at school and those learnt through experience in life. They could say that with the current changes in society the education system is inadequate and that “formal” learning needs to accommodate itself to the demands of society. Candidates might wish to show their awareness of people who have succeeded without “formal” education. Others could highlight differences in career prospects as a result of getting a degree. A clearly expressed conclusion is to be expected.

Example Candidate Response – Below Pass

b) La cuestión de educación para los niños obviamente es una cuestión muy importante. Para mucha gente es una pregunta ya respondida como ~~es~~ ^{es} una parte esencial en sus vidas. Para los otros tienen un ~~opinion~~ ^{opinión} diferente. En esta respuesta trataré de determinar ^{razones} los ~~argumentos~~ ^{argumentos} principales por ambos argumentos.

Primero vemos al argumento en favor de la ~~cuestión~~ ^{una} pregunta. Lo que es obvio es que a la educación se ~~ayuda~~ ^{se ayuda} mucho, sin embargo no se aprende todo ahí. En una educación ~~se aprendes~~ ^{se aprende} todo lo que es correcto para que no hagan errores. Sin embargo el argumento existe que es más beneficioso ir en el mundo y aprender de los errores ~~o~~ ^o en una situación real. Para mucha gente la única forma en que puede aprender es si ~~va~~ ^{va} lo ve en el mundo en una situación. Por eso es más fácil adoptar su conocimiento y aunque no recibas la educación entiendes lo que pasa en el mundo real. Hay mucha gente en el mundo hoy en día que no recibe una educación después de la edad de dieciséis y ha obtenido más éxito que los que quedan al colegio.

También ^{mucha gente piensa que} ~~para muchos~~ la atmósfera en ~~un colegio~~ ^{la escuela} es falsa ~~para~~ ^{es} y beneficia más en el mundo real. Como ~~ve~~ ^{ve} soy un internado a ~~un colegio~~ ^{una escuela} por los internados ya creo que ~~vivo~~ ^{vive} en una atmósfera falsa y cuando ~~vas~~ ^{va} al mundo ~~es~~ ^{es} un poco ingenuidad. Al estar internado lo que es evidente es que ~~es~~ ^{es} hay mucha más diferencia al mundo.

For
Examiner's
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porque todo lo que pasó no es la misma experiencia en el mundo. Pues a un punto cierto como un ~~internado~~ internado recibes más experiencia y entiendes más rápido en el mundo y con gente diferente en vez la misma gente todo el tiempo. Por eso la mayoría de las escuelas en España no son por los ^{internado}.

Por otra parte, vamos a los argumentos contra la pregunta. Para la mayoría de la gente ^{como en España} es inadmisibile piense que no se aprenden las cosas importantes en la ~~es~~ escuela como es esencial. ~~Como que esta~~ ~~canon puede ser aplicado a mucha gente.~~ Es verdad que ~~las~~ la mayoría de las cosas que puede aprender en la escuela no puede aprender en en otro sitio. Primero la educación te aprende los básicos. Las asignaturas como matemáticas, inglés. todo lo beneficiaras porque sin ellos no puede entender aprender y entonces entender las lo que pasa en el mundo. Al estudiar todas de las es de esas asignaturas importantes hace que estes más preparado por los exámenes importantes que tienes que obtener. Si quieres un trabajo con mucho en que ^{necesites} ~~necesitas~~ mucha experiencia, que es mi punto siguiente.

Este ~~pe~~ Por mucha gente quieren hacerse médicos o ~~o~~ arquitectos o ~~o~~ profesores y pues para ellos las cosas que aprenden en la escuela son más importantes de sus vidas como que es lo que quieren hacer. A la escuela es importante que ^{entiendan} ~~entiendan~~ todo para que obtengan los marcos en sus exámenes que

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necesitan. Como un resultado podrán ir a una universidad y hacer lo que quieren hacer por un ~~trabajo~~ ^{trabajo} cuando ~~sean~~ ^{sean} mayor.

Para resumir, los dos argumentos son creíbles y de igual importancia. En ambos casos hay ~~una~~ ^{razón} argumento que ~~soporta~~ ^{soporta} el argumento. ~~Y es~~ Es evidente que aunque no ~~entiende~~ ^{aprende} las todas las cosas importantes no es el único sitio en que las aprendes. En mi opinión, la mayoría de las cosas importantes ~~aprende~~ ^{aprende} en ~~la~~ ^{la} escuela como comunicación entre ~~ellos~~ ^{ellos} y asignaturas importantes. Pero hay cosas que no puedes aprender ahí.

For
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Use

Examiner Comment

The content of this essay suggests that the candidate has a limited understanding of the scope of the topic, but there is a fairly competent introduction and some of the implications of the question are addressed. The essay offers some evidence in support of its basic line of argument, but this is not thoroughly developed, and the evaluation is not clearly focused on the question. There is some attempt to organise the ideas in paragraph structure and to lead to a logical resolution: however, the conclusion offered is somewhat vague and, ultimately, the arguments feel as though they could have been much better developed.

The relevant points tend to be dealt with in a repetitive fashion, perhaps due to the limited range of language available to the candidate. This shows most clearly in the vocabulary used, which limits the effect on the reader, and communication is also impeded at times by persistent errors and by a lack of consistency in the use of grammatical structures. Overall, the piece is at a standard just below that of the broad Pass band: the actual outcome on the paper would depend on the candidate's performance on the remaining exercises.

Accuracy and linguistic range 6/24

Development and organisation of ideas 5/16

Paper 4 Topics and Texts

Part I Topics

Part I: Cultural Topics (30 marks)

Choose **EITHER** question A **OR** question B from **ONE** of the topics and answer it in **Spanish**.

Recommended word length: 350–500 words.

You should bear in mind that you will be assessed on both **content** and **language**.

In your essay in Part I you must refer to **TWO** works from the prescribed list. You may also refer to other sources.

Mark Scheme

Candidates are to attempt **one** question from Part I: Topics and will write their answers in the Target Language as these texts/films are to be studied primarily in cultural context (be it historical, political, social) as well as a literary/cinematic one.

Answers are to be marked out of 30 according to the criteria below:

- 20 for Content [AO3: 10 marks, AO4: 10 marks]
- 10 for Language [AO2]

This paper is intended to test candidates' knowledge and understanding of a topic and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (although at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have studied. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer. This applies to films as well as literary texts. Texts and notes may not be taken into the examination.

Candidates will not tend to show **all** the qualities or faults described in any one mark-band. Examiners will attempt to weigh up all these at every borderline, in order to see whether the work can be considered for the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation. In the marking of these questions, specific guidelines will be given for each question, agreed by the examination team.

Part I: Topics – Content

18–20	Excellent	Excellent ability to organise material in relation to the question. Comprehensive knowledge of both texts/films. Ability to look beyond the immediate material and to show good understanding of underlying themes.
15–17	Very good	A thoughtful and well argued response to the question. Thorough knowledge of both texts/films. Detailed understanding and illustration of thematic and comparative issues.
12–14	Good	A well argued response to the question. Equally sound knowledge of both texts/films. Good understanding and illustration of the thematic and comparative issues.
9–11	Satisfactory	A mainly relevant response to the question. Shows fair knowledge of texts/films. Some understanding and illustration of the thematic and comparative issues AND/OR good understanding of texts/films, but lacking detail. Stronger on one text/film than the other.
5–8	Weak	An uneven OR basic response to the question. Shows some knowledge and understanding of the texts/films. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
1–4	Poor	Little attempt to answer the question. Poor knowledge and understanding of the texts/films. Insubstantial with very little relevance.
0		No rewardable content.

Part I: Topics – Language

10	Excellent	Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom.
8–9	Very good	Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom.
6–7	Good	Generally accurate. Good range of vocabulary and some complex sentence patterns.
4–5	Satisfactory	Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
2–3	Weak	Persistent errors. Simple and repetitive sentence patterns. Limited vocabulary.
1	Poor	Little evidence of grammatical awareness. Very limited vocabulary.
0		No rewardable language.

Question 1A

REPÚBLICA ESPAÑOLA Y GUERRA CIVIL

Mercè Rodoreda, *La plaza del Diamante*

¡Ay, Carmela! (película de Carlos Saura)

Réquiem por un campesino español (novela de Ramón J. Sender o película de Francesc Betriu)

“En estas obras la violencia es excesiva y totalmente gratuita.” ¿Estás de acuerdo con esta opinión crítica? Justifica tu respuesta con referencia a episodios particulares de las dos obras que has estudiado.

Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive. Candidates must choose one question from one of the sections, and answer it in Spanish with reference to two works.

There could be a number of episodes in *La plaza del Diamante* on which candidates could focus. The main source of violence is the Civil War, and anarchist actions against Natalia's bosses and their middle-class acquaintances could be discussed. Likewise, the executions of Republicans by Francoist troops referred to in the novel are important as they affect Natalia directly. In addition, there are other sources of violence too, most particularly those which are gender related (Quimet), and also Natalia's cruel treatment of the doves, symbolising her own tortured self. All in all, violence is ever present but certainly not gratuitous, as it emphasises the difficult times which the protagonist, her family, society and country were experiencing at the time when the novel is set.

As far as Carlos Saura's film is concerned, the main source of violence is political. The air raids and hunger we witness at the beginning are obvious examples. It is, however, the Francoist troops and their allies who are portrayed as the most important sources of violence. Candidates could discuss the moment when nationalist forces discover Paulino's van and arrest the family. Their arrival at the school/prison and the execution of the previous mayor as a personal revenge by the local landowner are important scenes, but it is Carmela's murder at the end of the film which is particularly cruel. This will be followed by the execution of the Poles from the International Brigades. There is a lot of violence indeed but, again, it is used very effectively and for a purpose.

In Sender's *Réquiem por un campesino español* we witness 'social violence' early on in the novel, when Paco accompanies Mosén Millán to the squalid caves and realises that the social order is cruel in that it perpetuates poverty, which the Church seems to accept as part of God's plan. When Paco's political activity starts later on, there are more examples of violence. Candidates could discuss a number of episodes in relation to don Valeriano, don Gumersindo, Cástulo Pérez or the *señoritos forasteros*. Paco's tragic end is, of course, the culmination of this process and it should be analysed in answers. As in the cases of the two other works above, it could be argued that there is a lot of violence here, which might be excessive at times in relation to our sanitized vision of reality, but perhaps totally necessary in order to depict the horrors of the Spanish Civil War.

Example Candidate Response – Distinction

Aunque la película *Ay Carmela* y la novela *Requiem por un campesino español* no tratan exactamente del mismo periodo, los temas subyacentes son idénticos. Uno de los temas importantes es de la violencia en el conflicto entre los dos grupos. El director de la película, Carlos Saura, y el autor del libro, Sender, demuestran a la audiencia la situación durante los sangrientos años antes y durante la guerra civil. Por eso creo que la violencia en las obras es necesario para comunicar efectivamente con la audiencia la idea que mucha de la violencia en este tiempo era gratuita y excesiva. ✓

En el año 1936, los partidos unidos de la izquierda ganaron, contra toda expectativa, los elecciones españoles. En los años antes de estos elecciones, dos grupos mayores formaron. Por un lado, personas prograsistas, como socialistas, comunistas, anarcosindicalistas etcétera. Por otro lado, España conservadora – fascistas, terratenientes, Carlistas y la iglesia. Los primeros quisieron cambios profundos en la sociedad – un gran foco de su ideología era de igualdad y la abolición de la clase alta. Los conservadores, con Franco como su líder, querían una sociedad tradicional. En ambas obras, estos grupos luchan contra los ideáles de los otros, y las diferencias entre los dos llevan a la violencia extrema. ✓

En *Requiem por un campesino español*, el autor tiene una perspectiva izquierdista. El título original del libro era 'Mosén Millán', el cura en la novela, pero cambió este para poner más foco en los campesinos del pueblo. Después de un conflicto entre los trabajadores en el pueblo, liderados por Paco, el personaje principal de la obra, y el

duque de la región sobre las campesinos usando su tierra, una banda de fascistas llegan en la región – los ‘señoritos.’ Mientras las personas mas pobres de la comunidad, la gente que vive en cuevas en las afueras, están en la ‘carasol’, un lugar donde cantan, bailan y charlan juntos, el grupo de fascistas los ven. Después de unos momentos, matan a algunos de los pobres y hieron más. Este es un ejemplo de violencia gratuita por los perpetradores, los fascistas. Después del incidente, Paco también muere por los manos de los consrvadores. Su muerte señala el fin de la Segunda República y del período de esperanza para los campesinos. En estos ejemplos, el autor de la novela nos demuestra el horór del conflicto. La violencia es totalmente gratuita y es una causa de los diferencias inmensas entre los ideologías de los dos grupos. ✓

En *Ay Carmela*, hay dos ejemplos de violencia que esta perpetrado en una manera gratuita. El primero es cuando los protagonistas están en una cárcel que era, originalmente, una escuela. Aquí hay muchos prepsos de la guerra. La mayoría son españoles pero hay también un grupo de la Tercera Brigada - soldados polacos. Durante la noche, un grupo de tres personas – un soldado fascista, un sacerdote y un jefe del movimiento fascista – entra. Este jefe busca por personas y dice ‘tú’, ‘tú’ etcétera a algunos, incluyendo el alcalde comunista del pueblo. Van fuera de la escuela y un grupo de soldados matan a estos hombres. Este es otro ejemplo de violencia que no es necesario y es un símbolo de la brutalidad de la guerra civil. Pero el ejemplo más claro en esta obra es la muerte de una de las personajes principales del película, Carmela. Durante su espectáculo *variétés*, ve el grupo de polacos que eran en la cárcel, que habrá matado por las fascistas el próximo día. Durante el numero con la

bandera, el grupo de soldados fugitivos empieza a cantar la canción 'Ay Carmela'. En este momento, Carmela canta con los presos y muestra sus pechos a la audiencia, que contiene el 'Caudillo' – Franco. En el caos, un soldado franquista mata a Carmela, que cae en el escenario – muerto. Muere una mártir a la causa pero su muerte también es una tragedia. Si Carmela no hubiera encontrado a los polacos en la cárcel, no había muerto. Este es otro símbolo del poco espacio entre la vida y la muerte, especialmente en una guerra.

¿Es la violencia excesiva y totalmente gratuita? Claro que sí. Ambas obras demuestran que horrible era el conflicto entre los dos grupos durante estos sangrientos años. Una gran parte, desafortunadamente, de la guerra civil española era la violencia gratuita y excesiva y estas obras nos ofrecen la oportunidad para pensar de las tragedias durante este tiempo.

Examiner Comment

The candidate places the two works in their historical context and rightly emphasises that the violence depicted is a result of extreme ideological conflict. He chooses suitable examples from both texts, mentioning the murder of the main hero/heroine, which is at the heart of both works. It is a strong answer because it shows sound knowledge of the texts and the analysis is well balanced between the two.

This answer, however, mixes two different interpretations of the question. The first is: 'Do these works depict too much violence/describe violence for no purpose?' The candidate answers this question convincingly in the negative. The second is: 'Were the acts of violence depicted in these works excessive and gratuitous in themselves?' The candidate answers, understandably, in the affirmative, but this is not what was being asked in the question.

The language is mostly accurate and the errors do not impede communication. There is a fairly wide range of vocabulary and complex structures. At the same time, there are also repeated gender disagreements (e.g. *los diferencias*), several spelling errors on vowels (e.g. *sangrientes*, *prograsistas*), and a tendency towards the unnecessary use of accents (e.g. *iglésia*, *conflicto*, *tragedia*). The use of verbs in the simple tenses is generally correct, but the candidate has more difficulty with the compound tenses.

This is a fairly strong answer which lies approximately in the middle of the Distinction standard.

Content 15/20

Language 7/10

Question 4A

LA CUESTIÓN INDÍGENA EN AMÉRICA LATINA

José María Arguedas, *Los ríos profundos*

Elizabeth Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia*

El Norte (película de Gregory Nava)

Describe el concepto de la naturaleza que tienen los protagonistas de las dos obras que has estudiado. ¿Hasta qué punto es la naturaleza fundamental para ellos?

Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive. Candidates must choose one question from one of the sections, and answer it in Spanish with reference to two works.

In the case of *Los ríos profundos* Nature is ever present because it is part and parcel of the Indian worldview. The acceptance that there is no distinction between man and the natural order becomes fundamental for Ernesto in his search for his own identity. In his mind Nature is closely related to the world of magic and supernatural forces, as represented by the zumbayllu, and it gradually becomes clear to him that Catholicism is incompatible with this. Candidates might wish to concentrate on Ernesto's internal fight, where we see the clash of Indian and European elements, or perhaps on the language of the novel, as Nature is a constant source of metaphors and similes, including the very title of *Los ríos profundos*.

The life of Rigoberta Menchú offers many examples of the central importance of Nature to herself and the Indian communities she represents. Candidates might wish to discuss the rituals associated with sowing and reaping the crops, or concentrate on chapter 10, which is wholly devoted to Nature as *la tierra es la madre del hombre porque es la que da de comer al hombre*. Sacred elements such as the sun, water, fire and copal are discussed and several prayers are mentioned. Rigoberta Menchú's fight is not only against political oppression but also against the danger that Indians might be alienated from their ancient beliefs.

The story of Enrique and Rosa in *El Norte* also shows the importance of Nature for the indigenous people of Latin America. The film starts in their village, which could be seen as an idyllic place where men and women are at one with Nature, if it was not because we are conscious of social conflict from the start of the film. Brother and sister are soon expelled from this paradise and, in their search for a better life in the North, they progressively lose their Indian identity (most particularly Enrique) and therefore their attachment to Nature. The tragic end brings about a change in Enrique, who cannot turn the clock back but accepts that his roots are and can only be Indian. Candidates might wish to discuss what the dreams and visions in the film represent as far as the relationship between man and Nature is concerned.

Example Candidate Response – Merit

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A	Para los dos protagonistas de los libros (<i>Los ríos profundos</i> y <i>Me llama Rigoberto</i> Menchú y así me nació la conciencia), la naturaleza es <u>una</u> muy importante para ellos por <u>muchas</u> razones. Los indios de sus pueblos y ellos tienen <u>la</u> gran <u>respeto</u> por la naturaleza por <u>algunas</u> <u>razones</u>, especialmente, en contra de los descendientes descendientes de los europeos. Estas razones incluyen la religión, personificación, sus dioses y otros incluidos. A la <u>largo</u>, la naturaleza siempre <u>fuera</u> algo de mucha importancia a los indios y ellos tienen gran <u>respeto</u> por <u>estas</u> razones, también y porque <u>yo</u> soy descendiente de indígena de Guaymas. Los indios pueden ver la <u>gran</u> <u>hermosa</u> en la naturaleza, para ellos, es algo más linda que todas otras cosas y por eso, ellos quisieron preservarla pero un motivo a <u>todo de eso</u> es que la naturaleza es su dueño. Todos <u>tipos</u> de indígenas viven en la naturaleza, ellos son muy ruides? como en <i>Rigoberto Menchú</i> y habrían <u>vivido</u> en la naturaleza por <u>decadas</u>. Encima de eso, ellos ven la naturaleza como su <u>propia</u> identidad, no como otros que creen que el mundo es un objeto de los humanos. y por eso, es un regalo <u>por</u> ellos para tener el derecho de vivir en este mundo y solo es correcto de tratarla con respeto. También en <i>Rigoberto Menchú</i>, los casas son <u>construidos</u> por recursos naturales no con recursos manufacturados en fábricas o cualquier lugar de trabajo. Los indígenas demuestran <u>la</u> gran <u>respeto</u> en muchas maneras. Lo más importante es que el sol es su dios como los aztecas. No puede verla en <i>Los Ríos Profundos</i> porque Ernesto no es indígena y por eso, es <u>católica</u>, pero en <i>Rigoberto Menchú</i>, el sol recibe su <u>respeto</u> en la manera de religión. Encima de eso, en <i>Rigoberto Menchú</i>, tienen muchos <u>ceremonias</u> para <u>demostrar</u> su amor por la naturaleza, alguna muy importante es que, piden a la tierra para sembrar sus cosechas porque no es su tierra, es la tierra del mundo. También no matan los animales con la excepción de un <u>ceremonia</u> pero en sus opiniones, todos son iguales, animales, humanos y plantas. Ernesto tiene una relación muy especial con la naturaleza. Esto es porque no es indígena pero los que lo cuidan <u>de</u> a el fueron indios y todos <u>se</u> <u>tratan</u> <u>a</u> el como un indio. Pero el tuvo una <u>corrección</u> con la naturaleza y del mundo indígena con

casa de más interés a él, es el río Pachachaca. Se mira como algo vivo, poderoso pero también lindo y humilde. La relación entre Ernesto y la naturaleza era muy especial porque lo trataba como su dueño, se salva. Cuando era en la escuela, sientaba aislado y no tan bueno pero él tuvo recuerdos de que ha visto de la naturaleza y esos recuerdos se calmaron a él. Siempre ajeno, la naturaleza como algo vivo y nos compartimos la compañía de humanos y la naturaleza pero para él no fuera algo tan fundamental en contra de Rigoberto Merchi.

Rigoberto depende en la naturaleza por todo su sobrevivir. La naturaleza deba correr, era un lugar para vivir, recursos para construir cosas humildes y algo muy importante era la protección de los soldados. A causa de los guerrilleros en las más grandes partes de la selva, los soldados no fueron a la selva más densa y por eso Rigoberto podía usar la selva para un lugar seguro de ellos porque los soldados chuscan a los mujeres. Pero, para Ernesto, la naturaleza no fuera tan fundamental para él, fuera la cultura indígena que fuera fundamental pero la naturaleza sirve a él por un excepo porque cuando sientaba aislado y solo, los recuerdos le daban una sensación y seguridad pero encima de eso, no fuera otras cosas fundamental para él. Fuera la cultura indígena que era importante a él como el Zumbayllu. Pero, puedes decir que era solo razón para él es muy fundamental porque no fuera con su familia entonces la naturaleza era su segunda familia.

Hay en día ya hay muchos indígenas que viven en las selvas, entre lugares rurales en la naturaleza por unos de razones y no se cambian mucho pero con la tela de selvas, es más difícil para ellos.

Para concluir, para Rigoberto Merchi, la naturaleza era algo de lo más importante porque los enseñó de su cultura de respetar la naturaleza y es que igual con humanos. También es religión y los humanos necesitan (especialmente ella) la naturaleza para sobrevivir, por ~~Ernesto~~, y entonces es muy fundamental porque la naturaleza es como su vida. Por Ernesto, no es tan fundamental para él pero su conexión es muy grande y el cuida a la naturaleza como la naturaleza cuida a él con sus trazos vistas lindas.

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Examiner Comment

This is a fair attempt at answering the question which includes a number of relevant and valid points, although they are not always made as well as they might be: for example, the respect shown by Indians to nature and animals, the connection between nature and religion (as seen in the worship of the sun), or the importance of nature as a source of food and shelter.

Most of these points are general, and could have carried still more weight if more specific examples had been included to illuminate them. The *zumbayllu* are rightly mentioned, but it is not explained what they are or what their significance is. At the same time, there is a good explanation of what the river Pachachaca means to Ernesto. Overall, the essay tends somewhat towards repetitiveness. Two main ideas (that nature is important to Indians and that it is more fundamental to Rigoberta than to Ernesto) are repeated several times.

The candidate confines himself to simple constructions and employs a fairly limited vocabulary. There appear to be some errors which may arise from a lack of care, or perhaps time, rather than from linguistic ambition. Overall the language is somewhat marred by wrong choices of gender and preposition, and the verb form *fuera* is used frequently and incorrectly. Other verb forms show confusion between different tenses (*habían viviendo*) or conjugations (*sientaba*). However, in spite of these mistakes, the candidate succeeds in effectively communicating his key ideas to the reader. This is an answer at the bottom end of the Merit standard, but with better exemplification, more ambition and greater accuracy it could be much stronger.

Content 10/20

Language 4/10

Question 3A

EL CINE DE PEDRO ALMODÓVAR

*Mujeres al borde de un ataque de nervios**Todo sobre mi madre**Volver*

“Las películas de Almodóvar son claramente machistas.” ¿Estás de acuerdo con esta afirmación? Justifica tu respuesta con ejemplos de las dos películas que has visto.

Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive. Candidates must choose one question from one of the sections below, and answer it in Spanish with reference to two works.

Almodóvar has been seen as a women's director and, as such, it can be argued that he champions their cause. Women are often portrayed as interesting characters in all their complexity. In the case of *Mujeres al borde de un ataque de nervios*, there is emphasis on female solidarity in order to overcome the problems which have been created by men. Even Lucía, who is rather ridiculous in her attempt to kill Iván, is seen as a victim of her husband's sexism. Marisa also becomes rather likeable by the end of the film, and she does not even need a man to achieve sexual pleasure in her dreams. On the other hand, the one feminist (Paulina) fails to help Pepa and Candela. And several women are the object of ridicule because of their clothing (Lucía) or their comic desperation (Candela). Indeed, the very title of the film and the presence of several hysterical women in it could be said to reinforce a patriarchal perception of femininity.

In *Todo sobre mi madre* a number of women learn to live without men and the film could be said to be a celebration of motherhood. From this point of view, the film has been interpreted along feminist lines. The scene of female bonding in Manuela's flat and the fact that male characters are only peripheral to the action (and even then ill, senile or dead) might reinforce this interpretation. Other critics have stressed the fact that mothers are seen here at their most traditional and Manuela, who is a caring individual looking after Agrado, Rosa, her baby and Huma, could be accused of taking on the role of the self-sacrificing mother which patriarchy identifies with womanhood. Candidates might wish to analyse particular characters such as Huma and Nina, or Agrado, in addition to Manuela, in order to reach their own conclusions.

Volver is also a tale of female solidarity in many ways, most particularly between mother and daughter (Raimunda and Paula), and a tale of women who feel betrayed by men. Raimunda herself was abused by her father and, to her horror, she discovers her sexist unemployed husband has tried to do the same to her daughter Paula. Raimunda's mother, Irene, also metaphorically comes back from the dead because she has her own story to tell and her own confession to make. As a matter of fact, men are almost entirely physically excluded or reduced to a voice on the telephone, and Paulina kills her would-be rapist. The disposal of the corpse brings another scene of female solidarity. This is perhaps Almodóvar's most gynocentric film and one in which men are either peripheral, unnecessary or monstrous, but candidates might wish to mention the depiction of traditional women in the village.

Example Candidate Response – Pass

3a. No está de acuerdo con esta afirmación porque ~~en~~ ^{para mí} en todas las tres películas Almadar demuestra homenaje ~~para~~ las mujeres. Los personajes tratan de el hecho de que los hombres causan problemas para las mujeres. y como las mujeres tienen la fortaleza ~~mayoría~~ a continuar con la vida. La ~~mayoría~~ de las personajes que es mujeres demuestra la solidaridad entre ellos. y pienso que ~~Las~~ películas de Almadar muestra los hombres en una manera muy mal. Los hombres causa los problemas para las mujeres.

Por ejemplo en Todo Sobre mi madre y
y mujeres al borde de un ataque
de nervios y Volver, todos de los
hombres causan problemas para
las mujeres y entonces ~~ellos~~ ~~ellos~~
~~problemas~~ Las mujeres formar
la solidaridad y ayudar al una
el otro para combatir estos problemas
en la vida de ellos que los hombres
han creado.

Uno ejemplo es cuando en Todo Sobre

Mi madre, Manuela ayudo a Rosa
 con la embarazada y Manuela
 muestra una figura maternal
 para Rosa. Un otro ejemplo es
 cuando en volver, Raimunda tenia
 la culpa de su hija porque
 su hija ha matado a su padre
 porque su padre queré abusar a
 su hija. Todos los hombres es
 mostrando en una lucha negro.

Almodovar demuestra los hombres
 como un grande problema
 para las mujeres y la vida
 de las mujeres seguramente
 estar más facil si los hombres
 no crean los problemas los
 hombres tambien es mostrando como
 egoistas y no les ayudan a las
 mujeres.

8 + 3 = 11

Examiner Comment

This essay takes an approach which focuses closely on the question, and the main idea expressed is sound in the context of the films (*los hombres causan problemas para las mujeres*). However, further development is limited and the essay falls into repetitiveness. The main idea is stated five times in one and a half pages (the total length of the answer).

The candidate does additionally identify another theme that is common to the films – that women help each other – and gains some credit for illustrating it with two examples. However, considerably more width and depth would have been needed to lift this candidate from Pass to Merit.

The standard of writing in the essay suffers from errors of grammar: in particular, it appears that there are some weaknesses in the candidate's grasp of the Spanish verbal system. Serious mistakes are evident from the first sentence (*está* instead of *estoy*, *formar/ayudar* instead of *formar/ayudan*), in addition to non-existent forms such as *es mostrando* (twice), *han crearan*, *ha matá* and *queré abusó*.

Overall, the candidate has managed a response to the question despite the limitations of his linguistic range. However, the lack of a wider and more confident range of correct language forms, and the consequent limitation on expression, limit this response to the lower end of the broad Pass band.

Content 8/20

Language 3/10

Part II Texts

Part II: Literary Texts (30 marks)

Choose **EITHER** question A **OR** question B **OR** question C on **ONE** of the literary texts, and answer it in **English**.

Recommended word length: 450–600 words.

You should bear in mind that you will be assessed on both **content** and **structure**.

Mark Scheme

Candidates are to attempt one question from Part II: Texts and will write their answers in English as these texts are to be studied primarily from a literary point of view.

Answers are to be marked out of 30 according to the criteria below:

- 25 for Content [AO3: 10 marks, AO4: 5 marks]
- 5 for Structure [AO3]

Examiners will look for a candidate's ability to engage with literary texts and to produce answers which show knowledge, understanding and close analysis of the text. A more sophisticated literary approach is expected than for answers to Part I. Great value is placed on detailed knowledge and understanding of the text; on the construction of an argument which engages the terms of the question and on a close and sophisticated analysis of sections of the text pertinent to the terms of the question. Candidates may have been encouraged to depend closely on prepared notes and quotation: quotation for its own sake is not useful, although it will gain credit if used appropriately to illustrate a point in the answer. Texts and notes may not be taken into the examination.

Candidates will not tend to show all the qualities or faults described in any one mark-band. Examiners will attempt to weigh all these up at every borderline, in order to see whether the work can be considered in the category above.

Examiners will take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and understanding and especially any signs of analysis and organisation.

In the marking of these questions specific guidelines will be given for each essay, agreed by the examination team.

Part II: Texts – Content

23–25	Excellent	Excellent ability to organise material in relation to the question. Comprehensive response with an extensive number of relevant points targeting the terms of the question with precision. Displays detailed knowledge and sustained analysis.
19–22	Very good	A thoughtful and well argued response to the question. Includes a large number of relevant points, well illustrated. Displays thorough knowledge, good understanding and analysis of the text.
15–18	Good	A well argued response to the question. Includes a good number of relevant points, most of which are developed and illustrated. Some limitations of insight, but a coherent approach.
11–14	Satisfactory	A mainly relevant response to the question. Shows fair knowledge and understanding of the text. Includes a fair number of relevant points not always linked and/or developed.
6–10	Weak	An uneven OR basic response to the question. Shows some knowledge and understanding of the text. Includes some relevant points, but development and illustration are limited. Contains padding AND/OR has some obvious omissions OR is largely narrative.
1–5	Poor	Little attempt to answer the question. Only elementary knowledge and understanding of the text. Makes very few relevant points and even these are largely undeveloped and unsubstantiated. OR a response which makes hardly any attempt to address the terms of the question but which displays a basic general knowledge of the text.
0		No rewardable content.

Part II: Texts – Structure

5	Very Good	A well structured and coherent piece of writing, with ideas and arguments clearly linked throughout. All paragraphs well constructed. Includes a comprehensive introduction and conclusion.
4	Good	A clear structure, with logical presentation of ideas. Most paragraphs well constructed. Includes an adequate introduction and conclusion.
3	Satisfactory	Some success in organising material and ideas into a structured piece of writing. A reasonable attempt to paragraph but weakness in introduction and conclusion.
2	Weak	Some attempt to organise material and ideas into a structured piece of writing. Many single-sentence paragraphs or no attempt at paragraphing. Organisation of ideas not always logical.
1	Poor	No attempt to organise material and ideas into a structured piece of writing. Incoherent. Ideas introduced in no apparent order.
0		No rewardable structure

Question 8C

Pablo Neruda, *Veinte poemas de amor y una canción desesperada*

It has been argued that Neruda's attitude to the woman (or women) in *Veinte poemas de amor y una canción desesperada* is profoundly sexist. Would you agree with this view? Discuss the statement providing relevant examples from at least two poems in the collection (other than the one printed above).

Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive. Candidates must choose one question from one of the works below, and answer it in English.

The point of the question is not to identify the possible women being alluded to (Marisol and Marisombra, as Neruda called them; or Albertina Azócar, as we now know) but to discuss the relationship of the poet with the woman or women depicted. The lover's attitude towards them is unstable, forever changing, and the *amada* is also described in contradictory terms resulting in the poet's anguish. Initially, he attributes a positive whiteness to the beloved, thus idealising her, even if later in the collection other more ambiguous colours are associated with her. Her body is often linked to nature (*musgo, rosas, ciruela, caracola terrestre*) and this in itself might be interpreted as a sign of patriarchy at work, particularly as the first poem assigns a passive role to the woman discussed (*tu actitud de entrega*) while the male poet creates her (*te forjé como un arma*) in his image. In any case, the collection is rich enough to afford several valid readings.

Example Candidate Response – Distinction (D1)

8C. Machismo :Yes:

- wants to dominate, make her an extension of h. self. → possession - also of memory.
- Sees her as a phys. object, lack of personhood, means to sexual ends.
- Effect on his poetry → wants to silence her, wants her to be voiceless so that his poetry flourishes.

BUT

- His desire to dominate often characterised by a realisation that he is dependent on her, needs her.
- Assoc. with nature → regenerating qualities of earth / cyclical patterns of nature.
 - powerful, scale.
 - fertility.

8C. Pablo Neruda's collection of poems, 'Veinte poemas de amor y una canción desesperada', has been described as simply a manifestation of the poet's machismo. His relationship with the woman in the collection is, however, more complex than purely that of a sexist man seeking sexual pleasure, and, in parts, reveals an adulation of femininity, and ~~respect~~ ^{for} dependence on the woman about whom he is writing.

It is undeniable, however, that the collection in places, objectifies women, primarily by making them a means to the poet's sexual pleasure, and focusing on ^{their} physicality. Nowhere is this more true than in poem 1, where Neruda contrasts the dark isolation of the 'túnel', ~~and adding~~ ^{and} 'de mi huían los pájaros', an image of darkness and solitude, with the ecstatic ~~pr~~ exclamations of his sexual pleasure: "¡Ah los vasos de pecho!... ¡Ah los rosas de pubis!" The exclamations are, however, juxtaposed with the more mournful "¡Ah tu voz lenta y triste!... ¡Ah los ojos de ausencia!" Here he realises, even in the heat of their love-making, her absence from the relationship, and the unreciprocated nature of his love. This is highlighted by the last verse, in which

The reference to 'oscuros cauces' refers back to the idea of darkness and solitude of ~~darkness~~ the 'rínol' or 'noche' of previous verses, ^{which} ~~which~~ ^{then} ~~which~~ ^{taken} ~~which~~ with the description of 'dolor infinito', ~~also~~ demonstrates his remaining lack of fulfilment after the moment of physical ecstasy. ^{suggesting the immediate} ~~from~~ ^{his} ~~from~~ ^{total} ~~from~~ ^{reliance} ~~from~~ ^{on her physical} ~~from~~ Poem 7 too ~~displays~~ alludes to a his solitude, broken only by their physical union in moments of sexual passion. The description of 'las estrellas', which 'centellean como mi alma cuando te amo' is the only brief allusion to a moment of light amidst the darkness of the formless sea which he feels surrounded by, representing ^{her emotional} ~~the~~ absence. The use, in poems 1 and 3, of warlike images to refer to their love-making, ^{one} ~~met~~ or 'una flecha en mi honda, una piedra en mi arco', or, in poem 3, 'solvaré en delirio mi bandada de flechas', refer to his violent desire, which subjugates her to his sexual longings, and also highlights his desire to breach the absence between them by increasingly frenzied attempts to manifest his love physically. In this way, Neruda's attitude could indeed be described as sexist, for the woman becomes a means to his sexual ends, lacking personhood, and objectified as a vehicle to sexual ecstasy.

Furthermore, the collection is dominated by a desire to possess this woman, ~~also~~ to make her an extension of himself. ~~In poem 7,~~ This is achieved both by direct ~~a~~ description and ~~see~~ more subtle imagery. In poem 7, for example, he refers to her as 'hembra distante y mía'. This ~~image~~ ^{alluding} description contrasts with the marine imagery through the rest of the poem, in which she becomes the violent sea to which he is completely subject, ~~with allusions~~, for example, to "~~de~~ la costa del espanto" which he perceives in her "ojos oceanicos." This again portrays his ~~idea~~ effort to compensate for her emotional absence by conversely holding onto her in a more possessive fashion, and trying to assert his dominance as a result of the ~~great~~ terror he feels at her distance. ~~So~~ In poem 20 too, he ~~says~~ ^{as} "En ^{las} horas como 'esta la nave entre mis brazos,'" an image mirrored in poem 9 "tu paralelo cuerpo se sujeta en mis brazos". This suggests that even ~~in the moment~~ through his mourning and solitude, he desires again to possess ~~her~~, and and dominate her. In poem 10 too, the couplet: "A veces como una moneda / se encendia un pedazo de sol entre mis ~~brazos~~ manos." alludes, in my opinion, to the brief

moments of light, in which he feels able to possess her ~~as~~ in his hands, as he could a coin, amongst the darkness of the 'crepúsculo', and her absence. The use of the ~~word~~ verb 'encender' however, hints at the futility of his attempts to possess her, and his inability to do so in a permanent sense, an idea reinforced in the final couplet of the poem: "Siempre, siempre te alejas en las tardes." His desire, therefore, to possess her, ~~which~~ is a clear manifestation of an innately sexist attitude that wishes to see the woman as ~~as~~ dominated by him, and objectified, as opposed to ~~as~~ an equal partner in a loving relationship.

The woman about whom he is writing also seems to ~~be~~ be all-pervasive in his poetry, either as he recalls sexual passion that he expresses through the poems, or because of the mourning he feels after he has lost her. As a result, he also seems to wish to take away her voice and make her a mute, silent being who allows Neruda himself full expression, another aspect whereby Neruda's ~~expression~~ ^{attitude} seems inherently sexist. In poem 5 for example, the cacophony created by the lines "Ahora quiero que digan, lo que quiero decirte / Para que tu me oigas, como quiero que me oigas" mirrors

the image created by the earlier line "Colar, cascabel ebrio". This ~~also~~ reflects his inability to express himself adequately, so all-pervasive is she in his head, whilst in poem 15 he uses anacoluthon in repeating the structure "me gustas cuando callas".

In this poem he describes the freedom gained by her silence, or absence, and his ability and desire to shape and create her through his words, for example "Emerges de las cosas, llena del alma mía". This poem characterises his desire to silence her so that it is his voice that dominates, and, ultimately, so that he can create her as he wishes to do so, in his own image. ~~This~~
~~words~~

There are aspects of his poetry, however, in which Neruda reveals a fascination which borders on reverential for this woman, and femininity as a whole. He ~~perceives~~^{feels} in femininity ~~the~~ reflected in nature, suggesting that it is in itself a thing of beauty. He seems to perceive in ~~feminine~~ this woman the cyclical patterns of nature, and ^{the} regeneration, and fertility of the natural world. In the first stanza of poem 3 for example, he describes her ~~as~~ with "Un vastedad de pinos, rumor de olas quebrándose!" The

Question
number

↓
 use of a "palabra esfrújula" here creates a euphony that reflects the sound of the breaking waves, whilst the last line of the verse: "Caracora terrestre, en ti la tierra canta," suggests that the life and vitality of all the farm is reflected in her. In poem 12 he says "Llegas como el ~~perro~~ rocío a las coronas". This simile in which she is compared to dew, makes her life-giving, rejuvenating, and depicts her quenching his desire, further comparing her to the wonder he feels at the natural world. ~~Perro~~, ~~furthermore compares her to a perfume~~
 The constant allusions to nature are a reflection of the awe he feels at her ~~power~~, and an acknowledgement, despite his longing to possess her, of her power.

Furthermore, his desire ~~to~~ for domination of her is often characterised by an acknowledgement that he is, ultimately, dependent upon her. Poem 15, for example, expresses a desire for her silence and absence throughout, yet in the final verse, with the lines "Una palabra entones. Una sonrisa bastan. / Y estoy alegre, alegre de que no sea cierto.", Menéndez acknowledges his inability to live without her, and his ultimate willingness to sacrifice his own poetic voice to that which emerges from his relationship to her. Likewise in poem 1,

the hendecasyllabics of "mi sed. mi anxia sin límite. mi camino indeciso!" expresses his uncertainty at the thought of the future without her, and the pain her absence causes him. The description, in ^{poem} 10, of "como un perro herido rodó a mis pies mi capa" suggests a vulnerability and helplessness in her absence, whilst in poem 20 he speaks of "et ~~esto~~ ^{oír la} noche inmensa. más inmensa sin ella." In comparing her to the night he adds a power and intensity to his memory of her, whilst the mixture of senses, using *oír* to describe something one would normally see, adds to her all-encompassing nature. Neruda therefore acknowledges, despite his desire ~~to~~ for domination, his dependency on and need for his woman, and as much as he seeks to make her not a whole person but an extension of himself, he realises he cannot be fully himself without her. ✓

In conclusion, I believe that Neruda's attitude towards ~~the object of his desire~~ ^{women} is not sexist insofar as his images of femininity ^{are} imbued with the concept of the wonder of the natural world. The constant allusions to domination and possession, however, imply a total lack of respect for his woman; their relationship is characterised instead by her emotional absence and his ~~great~~ terror. ✓

in the face of it. One ~~useless~~ must ask, however, whether this apparent desire for possession emerges in fact from an awareness that she is an autonomous, powerful being, and his fearful reaction at what this would imply for their relationship, as opposed to his belief that she is an inferior being. ~~I do not, therefore, believe that Neruda's attitude is sexist, rather that~~ I do not, therefore, believe that Neruda's attitude to ~~sex~~ this woman is sexist, but rather that he manifests his feelings of love and wonder through physical love, and tries to compensate for her absence through frenzied attempts to hold onto her.

Examiner Comment

The essay starts with a concise introduction stating the view presented in the question and indicating that Neruda's poems present us with a complex relationship that goes beyond pure sexism. A comprehensive analysis follows. The candidate's response looks at the theme of machismo in the poems from many different angles, covering a wide range of aspects, such as:

- the absence of the beloved woman and the poet's solitude
- the focus on the woman as a vehicle of sexual pleasure
- the images of darkness/light, the sea and war
- the insistence on possession
- the objectification of the woman
- the desire for silence
- the link between femininity and nature
- the poet's dependency on the beloved woman.

There is extensive and skilful use of quotation. Sometimes, images or lines from different poems are brought together to illustrate a point. The connection between the quotation and the theme is always clearly explained. The quotations are nearly always incorporated into the body of text. There is some consideration of the formal as well as the thematic aspects of the poetry. Thus, some rhetorical devices are examined, as well as auditive effects created by specific sounds.

The candidate writes in a sophisticated style, using complex sentences which are always consistent and clear. Punctuation is also perfect: one excellent example: 'The constant allusions to nature are a reflection of the awe he feels at her, and an acknowledgement, despite his longing to possess her, of her power.'

Finally, the conclusion weaves together several contradictory aspects of this topic and is crowned by a personal opinion which is well-supported by the preceding paragraphs. This is a thorough and sophisticated response to the question, well organised and supported throughout. It falls at the top of the broad Distinction band, and is an excellent example of D1 standard.

Content 25/25

Structure 5/5

Question 8A

Pablo Neruda, *Veinte poemas de amor y una canción desesperada*

Comment on the following poem, explaining its meaning and discussing how the poet views the nature of love and/or the act of loving. Add any other comments on content, form or style which you think might be relevant to the interpretation of the poem.

Ebrio de trementina y largos besos,
estival, el velero de las rosas dirijo,
torcido hacia la muerte del delgado día,
cimentado en el sólido frenesí marino.

Pálido y amarrado a mi agua devorante
cruzo en el agrio olor del clima descubierto,
aún vestido de gris y sonidos amargos,
y una cimera triste de abandonada espuma.

Voy, duro de pasiones, montado en mi ola única,
lunar, solar, ardiente y frío, repentino,
dormido en la garganta de las afortunadas
islas blancas y dulces como caderas frescas.

Tiembla en la noche húmeda mi vestido de besos
locamente cargado de eléctricas gestiones,
de modo heroico dividido en sueños
y embriagadoras rosas practicándose en mí.

Aguas arriba, en medio de las olas externas,
tu paralelo cuerpo se sujeta en mis brazos
como un pez infinitamente pegado a mi alma
rápido y lento en la energía subceleste.

Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive. Candidates must choose one question from one of the works below, and answer it in English.

This poem (number 9) is constructed on a series of antithetical pairings (*sólido/frenesí, lunar/solar, ardiente/frío, repentino/dormido, rápido/lento*) pointing towards the growing conflict which is clarified at the end. This is a technique going back several centuries (think of Quevedo, for example) and which is used here to refer to the instability and tumultuous nature of love. There are clear allusions to sensuality and sexuality (*largos besos, duro de pasiones, caderas frescas*) but the tone is very different from that of poem 13 (*He ido marcando con cruces de fuego*). The backdrop of the poem is the Pacific, which is clearly not a peaceful ocean here but a rough sea which is full of contradictions and frustrations, like love itself (notice, for example, the negative references to *la muerte* and *sonidos amargos*). The last stanza gives a clue to what might be interpreted as the impossibility of total communication in the act of loving, given that the woman of the poem, who is surrounded by *olas externas*, is seen as a *paralelo cuerpo [que] se sujeta en mis brazos como un pez*. She is existentially far from him in a sense, *aguas arriba*.

Example Candidate Response – Distinction

8A	PLAN This poem is about love with some specific reference to the individual. It utilises a great deal of nautical imagery, to illustrate his ^{ideas} points which include the various facets of romantic love involving happiness, sadness and the sexual, and metaphors with the last stanza arguably acting as a culmination of all these ideas themes. The first facet of love discussed in the poem is the passionate, love-which steers his boat. In this way, the poet acts as a sailor, while the woman as his beauty - his boat directed by roses, an allusion to female genitalia. In this way the water draws him towards her - End ^{or finally}. Second is despair - water drags away, in this way the sea nautical theme, and the idea of tumultuous waves acts as an allegory for love and his relationships - sometimes calm, sometimes wild, always unpredictable. Third is sexual - with describes body as a part of seascraft, - weather is mentioned again, passing of time - Luna and solar - mounting her - she becomes sea. Last - summary - all of it is upstairs - both drawn to ^{both} suggests fishing-interplay - pulling back and forth but ultimately attached.
8A ✓ ? ✓	This poem by Pablo Neruda, ^{is} not broadly about the nature of love in general, also seems to reference an indiv a specific romance of his. The poem uses a great deal of nautical imagery to illustrate his views, on love, which ideas on what appear to be the various facets of romantic love such as joy, despair and the sexual that he has encountered, with each stanza gives an emphasis on one of these, and the last stanza possibly acting as a culmination of these ideas all of these themes. The first type of love which he appears to discuss is the passion and joy, references to which can be found in the first stanza. In this stanza the ^{poem} and indeed throughout most of the stanza, the poet becomes gives himself the identity of a sailor at sea. 'Ebrío

✓	de trementina y largos besos, estirar, el velero de los rosas dirijo, suggests that his passion makes him feel like ^{the captain of a} boat, directed by what is probably an allusion to female genitalia. is The way he is drawn to the woman without mention of bad weather or cloudy skies is suggests that at least at this stage of the relationship, everything is quite literally plain sailing. He seems excited and aroused, moving towards the woman, objectified as though booty, with no problems. However the mention of 'la muerte del delgado día'
✓	acts as a premonition for troubles ahead. The association of light and daytime with good, suggests that after this short timeframe which he races against, things will go the other way. As an overarching allegory for love, this suggests that the while <u>it's</u> initial rush might be thrilling, it can quickly fall apart.
?	The second stanza the suitably then appears to discuss elements of the tragedy of love, now that is is not to the proverbial day has ended. The <u>woman</u> who gains an individual identity at this point is immediately removed of any strength or power, being quite literally stripped and left defenceless against the sea - 'pálido' is amarado a mi agua devorante'. At this point
?	both the weather and sea seem to work against the romance, dragging the woman away with it's devouring devouring waves and 'clima desahogado'. The sea then, in both the first and second stanzas acts as a third party to the relationship, at one time driving the two together, and at others
✓	

driving the two away from one another. The ~~represents both~~ the sea represents in this context ~~the~~ ~~both~~ the unpredictability of life, ~~it~~ - sometimes calm, sometimes wild and always inforceable, suggesting love is not immune to ~~external~~ ~~events~~ traumatic events, and can be undermined. ✓

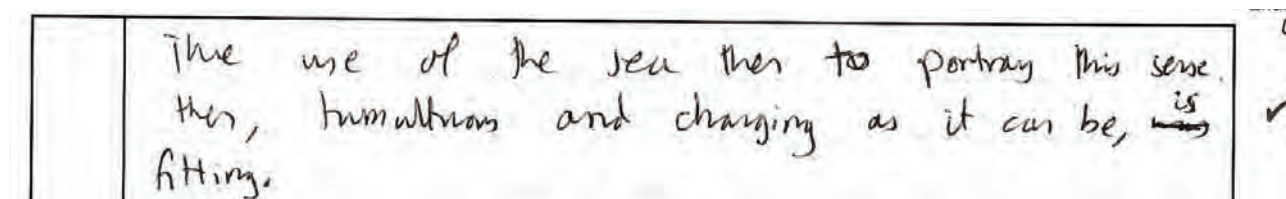
The third stanza brings with it perhaps ~~the~~ a third facet of love - that of sexual passion. His claim 'Voy, duro de pasiones, montado en mi ola única' alludes to his ~~text~~ ~~poem~~ him pursuing the woman once more, as in the first stanza, but with less subtlety, with the words used quite explicitly sexual. In this instance the woman ✓ becomes part of the seascape, ~~with~~ as ~~the~~ his own name which he mentions in the first line of the stanza, and with ✓ her breasts and hips forming landmarks in the sea. The ~~poet~~ poet here revels in the physical nature of what he discusses, while also referencing the passing of time - 'lunar, solar...' This suggests that the sexual nature of love survives both through the sunlit day and moonlit night of a relationship, imagery used earlier to ~~denote~~ ~~the~~ in the first stanza to ~~denote~~ ~~the~~ express the idea of joyous and ~~troubled~~ euphoric phases of time, almost as though sex acts as a constant throughout love. This would tie in to the ~~interest~~ in his ^{high level of interest} ~~interest~~ in erotic love which he speaks of frequently in his poems.

The identity of the sea given to the woman almost ~~metaphor~~ ~~also~~ ties her feelings and actions to the unpredictability of the sea, suggesting Neruda saw ✓ ~~women in the context of love as~~ 'believed women'.

~~and~~ more as unpredictable as the sea in a romantic context.

✓ The final stanza seeks to tie in many of these ideas on the nature of romantic love. 'Aguas arriba' suggests that like a salmon swimming upstream, love is an uphill battle that requires effort to be fulfilling. 'Como un pez infinitamente pegado a mi alma' further this idea, while it ~~is not with~~ ~~also~~ he writes that ~~the~~ just as a fish is. The allusion to the idea of a fish being hooked and the powerplay that ensues when one is fishing, with the fish pulling one way and the fisher the other acts as a unifying factor for all of the previous themes. The back and forth nature of love that ~~that~~ picture implies summarises the other aspects; ~~such as~~ joy, despair and sex, which he discusses earlier.

✓ In conclusion then, Neruda shows the nature of love to be tumultuous and multi-faceted. He describes the ~~good, the~~ joy, the trauma and the sexual elements of it, finally suggesting that ~~the struggle~~ love is inherently like hooking a fish. Once the two people are hooked, in this case himself and the woman that seems to represent all of the women he has loved, ~~there is no~~ there will be a constant struggle, ~~the~~ and the ensuing events will cover a whole spectrum of they will inevitably experience a whole range of emotional states, and go through both good times and bad. The final stanza, using the word



Examiner Comment

This is a strong answer which is limited by a slight misreading and, more importantly, by an uneven coverage of the stanzas of the poem.

Overall, it contains elements of acute commentary on the poet's work, and is particularly strong in its analysis of nautical and sexual imagery. The candidate also notes the fusion of the two types of images in the third stanza, remarking perceptively that 'the woman becomes part of the seascape'. The interpretation of the poem is rather personal but coherent. There is, however, a misreading of the second stanza, where the poet is clearly talking about himself, not his lover as the candidate thinks.

The introduction provides a good summary of how the essay will go on to develop. There are then four paragraphs, discussing stanzas 1, 2, 3 and 5 respectively, but commentary on stanza 4 is missing. The final paragraph is devoted to the conclusion, 'that love is inherently like hooking a fish', which may sound surprising but it is very well argued.

This is a thoughtful response deserving of credit, which comfortably achieves the standard of the broad Distinction band. If the candidate had discussed the fourth stanza and given more thought to the second stanza, he might well have achieved enough marks for a D1 standard.

Content 18/25
Structure 4/5

Question 10B

Ernesto Sábato, *El túnel*

It could be argued that Castel achieves real communication with María. To what extent would you agree that this is the case? Discuss this view making reference to particular episodes in *El túnel*.

Indicative Content

Questions are open to interpretation and, therefore, the following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to each question. They are by no means exhaustive. Candidates must choose one question from one of the works below, and answer it in English.

It is indeed true that there seems to be a very special kind of communication between Castel and María. Candidates might wish to comment on, for example, the scene in which María gazes at one of Castel's paintings at an exhibition. This is why they meet in the first place and where his insane obsession starts. As early as Chapter II, he claims that she indeed was the only person who could understand him. Their relationship, however, becomes more and more turbulent as the novel progresses, and candidates might question whether there is real communication between them. At the end of the day, Castel himself confesses towards the end of the novel that both he and María seemed to inhabit parallel tunnels, however close to each other: *los pasadizos seguían paralelos como antes, aunque ahora el muro que los separaba fuera como un muro de vidrio y yo pudiese verla a María como una figura silenciosa e intocable*. Insanity makes him feel what is probably no more than an illusion of communication.

Example Candidate Response – Merit

Juan Pablo Castel's relationship with María Iribarne is certainly not what one might describe as a "normal relationship". Following María's attendance at one of Castel's art exhibitions and interest in his painting "Maternidad", Castel seems to develop a maniacal obsession for a woman whom he has never met. In Castel, the reader is presented with a character whose over-analysis of situations and persistent questioning of why "la realidad hay de ser simple" hinder him in his wish to both connect with and understand María. Although ~~the~~ initially their relationship is fervent, as the novel progresses both the emotional and physical aspects of it glomish. However, there is a

notable absence of any true dialogue between them; that is to say that they rely on other media to communicate. Throughout the novel, there are a number of letters & telephone calls which occur, but rarely does anything interesting evolve from face to face conversation. In asking whether Castel achieves "real communication" with María, it may be assumed that "real communication" is a prescribed idea with definite characteristics. I disagree, and would suggest that "real communication" could simply be face to face conversation, or indeed a letter as both of these forms of media are "means of communication".

However, in order to best answer this question, I think it is best if "real communication" is taken as a deeper form of communication, similar to "connecting on a deep level", so I shall make use of this take on the question.

There is no denying that Juan Pablo Castel makes a great effort to communicate with María. His persistence in ringing her house in Buenos Aires eventually pays off, and the series of letters and telephone calls that follow are not completely devoid of interesting material. María wrote "~~you~~ yo también pienso es usted" which, having barely met Castel is quite interesting. In fact, the way that their relationship seems just to develop without any real physical contact is fascinating. However, judging by Castel's performance in the post office

Paragraphing

later on in the novel, it is a good thing that him and María don't speak more. Moreover, Castel seems more interested in understanding what it is that María saw in his painting. It is that thirst for knowledge that makes him such an unknown quantity and it seems as if María thrives on that. He writes how, "ni ^{casera} ~~estaba~~ un labirinto oscuro", again introducing a slightly mystical side to his character, while she warns him that she will hurt him. ~~At~~ ~~part~~ ~~now~~ ~~face~~ value this is particularly ironic given the ultimate outcome of the book, but when analysing the situation more closely, one could argue that she does hurt him. She has a verbalising effect that causes his mind to work even more; when she goes off to the estancia without telling him, he is distraught, hence the negative aspect of such distant communication. Furthermore, the fact that Castel has nurtured such a relationship from nothing must suggest that the communication he has had with María has had an effect, it just seems that he is a little unsure as to what exactly he wants from María. He writes how "yo vivía obsesionado con la idea de que su amor era, en el mejor de los casos, amor de madre o hermano" and yet, one could argue that the physical side of their relationship is stronger than the emotional. Finally, the one time when María tries to connect with Castel on the cliffs at the estancia, he is too self-

?

Paragraph

Support

involved and amazed at the scenery to even listen to her. This is a major event in their relationship and is surely a sign that it was never going to work out.

It could also be argued that Castel himself doesn't feel that he has communicated properly with María. His last words to her are "me has dejado sólo", suggesting that she has answered the questions that he needed answering. Castel also writes how "era como si hubiéramos estado en paradisos o túneles paralelos". Parallel tunnels never meet, suggesting that perhaps he feels that her interpretation of Maternidad wasn't actually the same as his, or purely that their connection wasn't as faultless as it might seem.

So, judging by Castel's conclusion, I would argue that Castel never achieves "real communication" with María. Whilst their relationship does at times progress quickly, much of the "dialogue" is, in fact, monologue, owing to the introvert nature of Castel's mind. His thoughts affect his every move and it is clear that the communication he shared was less serious than it might seem.

Examiner Comment

This is a fair although somewhat uneven attempt to answer the question, mixing some excellent points with more questionable assertions.

A number of valid points are well made. The candidate aptly mentions Maria's interest in Maternidad and Castel's curiosity about what exactly she saw in his painting. She also discusses the significance of the frequent letters and phone calls and takes into account Castel's obsessive and over-analytical personality. The all-important scene on the cliffs is given consideration and a valid interpretation, and the image of *tuneles separados* is used in support of a personal but reasonable conclusion.

At the same time, the candidate underestimates the importance of the protagonists' face to face interchanges, claiming that 'rarely does anything interesting evolve' from them. There is a tendency to offer unfocused or vague statements, such as 'it is that thirst for knowledge which makes him such an unknown quantity', and to label an aspect or fact as 'fascinating' or 'interesting' without further analysis. Unsupported opinions are also included: 'One could argue that the physical side of their relationship is stronger than the emotional. This is, potentially, an interesting assertion: however, we need to know how one could argue that, and the candidate, unfortunately, does not explain or follow it up.

There is also at times a lack of clarity in the organisation of the ideas: 'His last words to her are me has dejado solo, suggesting that she has answered the questions that he needed answering.' The structure of the essay might also be improved. The first paragraph lacks unity and should probably have been separated into two, as well as the excessively long second paragraph, which mixes too many different ideas. This is an answer at the bottom end of the Merit standard, but contains the seeds of a much stronger response.

Content 12/25

Structure 3/5

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