

GCE A LEVEL

WJEC Eduqas GCE A LEVEL in
SPANISH

ACCREDITED BY OFQUAL

**SAMPLE ASSESSMENT
MATERIALS**

Teaching from 2016





For teaching from 2016
For awards from 2018

GCE A LEVEL SPANISH

**SAMPLE ASSESSMENT
MATERIALS**

Contents

	Page
COMPONENT 1: Speaking	
Speaking discussion cards	5
Mark scheme	41
COMPONENT 2: Listening, reading and translation	
Question paper	51
Reading resource folder	63
Mark scheme	68
COMPONENT 3: Critical and analytical response in writing	
Question paper	89
Mark scheme	92



A LEVEL SPANISH

COMPONENT 1: SPEAKING

**Duration 21-23 minutes in total
(including 5 minutes preparation time)**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Task 1

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Discussion based on research topic – **9-10 minutes**

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Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

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INFORMATION FOR CANDIDATES

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This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks

Card 1 – Diversity and difference

Crítica a la Generalitat Valenciana* por el carácter racista de un cartel publicitario contra los robos en el metro



Un comité de apoyo a los inmigrantes pidió la rectificación de un cartel publicitario que contiene las manos de un prisionero negro en la ventana de una cárcel, implicando que está encarcelado por robar en el metro.

**Generalitat Valenciana: Gobierno autonómico de Valencia*

El examinador/a hablará contigo sobre esta afirmación:

Imágenes como ésta son ofensivas para todos los inmigrantes que viven en paz en España/en otros países del mundo hispánico.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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Card 2 – Being a young person in Spanish-speaking society

La amenaza de una 'generación perdida', cada día más cerca



En España hay más de un millón de personas de menos de 25 años que está en paro. Los expertos han advertido de que "puede haber otro mayo del 68"* porque el paro juvenil es insostenible.

*En mayo de 1968 hubo una revolución estudiantil en muchos países europeos.

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Se puede decir de los jóvenes actuales en España/en otros países del mundo hispánico que son una generación perdida.



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Card 3 – The two Spains: 1936 onwards

El pueblo de Santa Coloma señalará mediante una placa los lugares bombardeados durante la Guerra Civil



Según la alcaldesa de Santa Coloma, que fue bombardeada en cinco ocasiones entre 1937 y 1938 por la aviación franquista, es importante mantener vivo el recuerdo y la memoria democrática.

El examinador/a hablará contigo sobre esta afirmación:

Los bombardeos franquistas durante la Guerra Civil fueron un crimen contra la humanidad.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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- Task 1 – Presentation and discussion 40 marks
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Card 4 – Understanding the Spanish-speaking world

Mapa de las autonomías



Las autonomías españolas no podrían sobrevivir sin el turismo. Todas están en competencia para atraer a cada vez más visitantes. Los campeones de la liga turística son Cataluña, Mallorca, la Costa Blanca y la Costa del Sol.

El examinador/a hablará contigo sobre esta afirmación:

La falta de inversión en la oferta turística perjudicaría el desarrollo regional en España/en otros países del mundo hispanico.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

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Card 5 - Understanding the Spanish-speaking world

El Museo del Cómic será una realidad



Abrirá las puertas en Barcelona el Centro de las Artes, el Cómic y la Ilustración, popularmente conocido como Museo del Cómic. Carles Santamaría, que ha estado apoyando el proyecto, anunció la noticia.

El examinador/a hablará contigo sobre esta afirmación:

No se puede justificar tales proyectos en España/en otros países del mundo hispánico donde existe un enorme déficit público.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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Card 6 – Diversity and difference

Marruecos impidió 20.000 entradas ilegales por Ceuta y Melilla en 2014



En cuanto a la numerosa comunidad marroquí en España (unas 800.000 personas), el ministro de Interior marroquí dijo en Rabat que en general “es una comunidad pacífica, bien acogida y tratada por los españoles”.

El examinador/a hablará contigo sobre esta afirmación:

Todos los inmigrantes están bien integrados en España/en otros países del mundo hispánico.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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Card 7 – The two Spains: 1936 onwards

La Guerra Civil y la traición en los últimos días de la República



Según el profesor Paul Preston, Juan Negrín, último presidente de la República, quería negociar "una paz sin represalias" y hacer planes de evacuación. Pero, "el cinismo, la arrogancia y egoísmo" de un militar franquista lo impidió.

El examinador/a hablará contigo sobre esta afirmación:

Se puede discutir hasta qué punto hubo una paz sin represalias al final de la Guerra Civil.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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Card 8 –Being a young person in Spanish-speaking society

Así son los jóvenes españoles



Son la generación mejor preparada de la historia, y están dispuestos a trabajar en lo que sea y la gran mayoría cree que tendrá una buena vida en el futuro.

El examinador/a hablará contigo sobre esta afirmación:

El futuro de los jóvenes en España/en otros países del mundo hispanico no es tan prometedor como se cree.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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Card 9 – Diversity and difference

La importancia de la diversidad cultural en los países hispanohablantes



España mantiene vínculos estrechos con los países latinoamericanos. La diversidad cultural posee un valor intrínseco tanto para el desarrollo socioeconómico como para la cohesión social y la paz en el mundo.

El examinador/a hablará contigo sobre esta afirmación:

El reconocimiento de la diversidad cultural mejora el desarrollo social en España/en otros países del mundo hispánico.



A LEVEL SPANISH

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Card 10 – Being a young person in Spanish-speaking society

Los valores de los jóvenes en España



La Constitución española no puede ser más clara: los poderes públicos promoverán las condiciones para la participación libre y eficaz de la juventud en el desarrollo político, social, económico, y cultural.

El examinador/a hablará contigo sobre esta afirmación:

Cada vez más jóvenes en España/en otros países del mundo hispánico quieren tomar parte en la política.



A LEVEL SPANISH

COMPONENT 1: SPEAKING

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Card 11 - Understanding the Spanish-speaking world

La importancia del turismo rural y el patrimonio nacional



El turismo rural ha desarrollado una característica que la distingue de otras modalidades de turismo: implica el hecho de viajar como una forma de entender el arte y las culturas locales.

El examinador/a hablará contigo sobre esta afirmación:

El conocimiento de otras formas de vida es esencial para entender la cultura en España/en otros países del mundo hispánico.



A LEVEL SPANISH

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Card 12 – The two Spains: 1936 onwards

Conferencia en Madrid contra la impunidad de los crímenes del franquismo



Los 132.202 asesinatos confirmados de republicanos en la Guerra Civil, así como los de otros 200.000 en cárceles durante la posguerra, encontrarán el reconocimiento y la solidaridad hacia las víctimas y sus parientes

El examinador/a hablará contigo sobre esta afirmación:

La brutalidad del régimen del general Franco jamás se puede justificar.

EXAMINER'S COPY

Card 1 – Diversity and difference

Crítica a la Generalitat Valenciana* por el carácter racista de un cartel publicitario contra los robos en el metro

Un comité de apoyo a los inmigrantes pidió la rectificación de un cartel publicitario que contiene las manos de un prisionero negro en la ventana de una cárcel, implicando que está encarcelado por robar en el metro.

**Generalitat Valenciana: Gobierno autonómico de Valencia*

The examiner must begin by asking the candidate the following question:

Imágenes como ésta son ofensivas para todos los inmigrantes que viven en paz en España/en otros países del mundo hispánico. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que el multiculturalismo existe en España/en otros países del mundo hispánico?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • discuss the implications of such images in Spain or Spanish-speaking countries/communities • discuss the danger of marginalising minority groups in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none"> • discuss whether immigrants live in harmony in Spain or Spanish speaking-countries/communities • discuss the importance of racial integration in Spain or Spanish speaking-countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY

Card 2 – Being a young person in Spanish-speaking society

La amenaza de una 'generación perdida', cada día más cerca

En España hay más de un millón de personas de menos de 25 años que está en paro. Los expertos han advertido de que "puede haber otro mayo del 68"* porque el paro juvenil es insostenible.

*En mayo de 1968 hubo una revolución estudiantil en muchos países europeos

The examiner must begin by asking the candidate the following question:

Se puede decir de los jóvenes actuales en España/en otros países del mundo hispánico que son una generación perdida. ¿Sí o no, y por qué?

Following the set question, the visiting examiner must ask the candidate the following supplementary question. The visiting examiner can, if necessary, rephrase this supplementary question.

¿Crees que es posible que haya revueltas como en “mayo del 68” en España/en otros países del mundo hispánico si no hay trabajo para los jóvenes? ¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none">• discuss whether they agree or disagree with the concept of a “lost generation” in Spain or Spanish-speaking countries/communities• discuss their views on whether young people in Spain or Spanish-speaking countries/communities find the situation depressing <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none">• discuss the future job opportunities of young people in Spain or Spanish-speaking countries/communities• discuss whether young people in Spain or Spanish-speaking countries/communities are likely to rebel over the situation <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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Card 3 – The two Spains: 1936 onwards

El pueblo de Santa Coloma señalará los lugares bombardeados durante la Guerra Civil

Según la alcaldesa de Santa Coloma, que fue bombardeada en cinco ocasiones entre 1937 y 1938 por la aviación franquista, es importante mantener vivo el recuerdo y la memoria democrática.

The examiner must begin by asking the candidate the following question:

Los bombardeos franquistas durante la Guerra Civil fueron un crimen contra la humanidad. ¿Por qué sí o por qué no?

Following the set question, the visiting examiner must ask the candidate the following supplementary question. The visiting examiner can, if necessary, rephrase this supplementary question.

¿Crees que es importante conmemorar actos como los bombardeos aéreos durante la Guerra Civil española? Explica tu respuesta.

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • discuss the mayor's plans to commemorate the Civil War • discuss the different views among Spaniards regarding the outcome of the Civil War <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none"> • discuss the repercussions of aerial bombing during the Civil War • discuss how Spaniards in general view the value of remembering the past <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY

Card 4 – Understanding the Spanish-speaking world

Mapa de las autonomías en España

Las autonomías españolas no podrían sobrevivir sin el turismo. Todas están en competencia para atraer a cada vez más visitantes. Los campeones de la liga turística son Cataluña, Mallorca, la Costa Blanca y la Costa del Sol.

The examiner must begin by asking the candidate the following question:

La falta de inversión en la oferta turística perjudicaría el desarrollo regional en España/en otros países del mundo hispanico. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Cómo promocionarías el turismo español/de otros países del mundo hispanico en el extranjero?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none">• discuss whether the lack of investment in tourist attractions could affect the regions• discuss how lack of investment could affect job opportunities for young people in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none">• discuss the cultural and economic importance of at least one landmark in Spain or Spanish-speaking countries/communities e.g. the Sagrada Familia in Barcelona• discuss attractions of green or rural tourism in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY**Card 5 – Understanding the Spanish-speaking world*****El Museo del Cómic será una realidad***

Abrirá las puertas en Barcelona el Centro de las Artes, el Cómic y la Ilustración, popularmente conocido como Museo del Cómic. Carles Santamaría, que ha estado apoyando el proyecto, anunció la noticia.

The examiner must begin by asking the candidate the following question:

No se puede justificar tales proyectos en España/en otros países del mundo hispánico donde existe un enorme déficit público.

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que España/otros países del mundo hispánico debería(n) apoyar este tipo de proyectos? ¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • discuss the possible economic benefits of the museum • discuss the social importance of such projects <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none"> • discuss the approach to culture in Spain or Spanish-speaking countries/communities • discuss which of the arts most interests young people in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY

Card 6 – Diversity and difference

Marruecos impidió 20.000 entradas ilegales por Ceuta y Melilla en 2014

En cuanto a la numerosa comunidad marroquí en España (unas 800.000 personas), el ministro de Interior marroquí dijo en Rabat que en general “es una comunidad pacífica, bien acogida y tratada por los españoles”.

The examiner must begin by asking the candidate the following question:

Todos los inmigrantes están bien integrados en España/en otros países del mundo hispánico. ¿Sí o no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Hasta qué punto crees que algunos inmigrantes son una amenaza para España/otros países del mundo hispánico? Da tus razones.

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none">• discuss immigration in Spain or Spanish-speaking countries/communities• discuss how well immigrants are integrated into Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none">• discuss problems faced by immigrants in Spain or Spanish-speaking countries/communities• discuss the real or perceived threat to security from the presence of immigrants in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY**Card 7 – The two Spains: 1936 onwards*****La guerra civil y la traición en los últimos días de la República***

Según el profesor, Paul Preston Juan Negrín, último presidente de la República. quería negociar "una paz sin represalias" y hacer planes de evacuación. Pero, "el cinismo, la arrogancia y egoísmo" de un militar lo impidió.

The examiner must begin by asking the candidate the following question:

Se puede discutir hasta qué punto hubo una paz sin represalias al final de la Guerra Civil.
¿Estás de acuerdo o no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Se puede justificar el tratamiento brutal de los prisioneros republicanos al final de la guerra? ¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • argue whether there was “peace without reprisals” after the Civil War • discuss the consequences of the victors taking revenge on the vanquished <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none"> • discuss some characteristics of the Franco regime • discuss the continuation of two Spains <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY

Card 8 – Being a young person in Spanish-speaking society

Así son los jóvenes españoles

Son la generación mejor preparada de la historia, y están dispuestos a trabajar en lo que sea y la gran mayoría cree que tendrá una buena vida en el futuro.

The examiner must begin by asking the candidate the following question:

El futuro de los jóvenes en España/en otros países del mundo hispánico no es tan prometedor como se cree. ¿Estás de acuerdo o no? Da tus razones.

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Cómo se puede animar a los jóvenes a quedarse en España/en otros países del mundo hispánico?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none">• discuss the positive attitude of Spanish-speaking students to education• discuss whether young people in Spain or Spanish-speaking countries/communities are right to be confident of future job opportunities <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none">• discuss the number of young people in Spain (or Spanish-speaking countries/communities) who emigrate in search of work• discuss whether their future is bright or gloomy in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY**Card 9 – Theme: Diversity and difference*****La importancia de la diversidad cultural en los países hispanohablantes***

España mantiene vínculos estrechos con los países latinoamericanos. La diversidad cultural posee un valor intrínseco tanto para el desarrollo socioeconómico como para la cohesión social y la paz en el mundo.

The examiner must begin by asking the candidate the following question:

El reconocimiento de la diversidad cultural mejora el desarrollo social en España/en otros países del mundo hispánico. ¿Por qué sí o por qué no?

Following the set question, the visiting examiner must ask the candidate the following supplementary question. The visiting examiner can, if necessary, rephrase this supplementary question.

¿Hasta qué punto crees que es importante conservar la diversidad cultural en España/en otros países del mundo hispánico?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • discuss the importance of the links between Spain and her former colonies • give examples of the diversity of Spanish-speaking nations <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none"> • discuss the cultural enrichment that comes from diversity and difference in Spanish-speaking nations • discuss the importance of Spanish-speaking nations <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY

Card 10 – Being a young person in Spanish-speaking society

Los valores de los jóvenes en España

La Constitución española no puede ser más clara: los poderes públicos promoverán las condiciones para la participación libre y eficaz de la juventud en el desarrollo político, social, económico, y cultural.

The examiner must begin by asking the candidate the following question:

Cada vez más jóvenes en España/en otros países del mundo hispánico quieren tomar parte en la política. ¿Sí o no? Da tus razones.

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que la corrupción de algunos políticos en España/en otros países del mundo hispánico ha desmoralizado a los jóvenes? ¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none">• discuss the attitude of young people in Spain (or Spanish-speaking countries/communities) to politics• discuss the attitude of young people in Spain (or Spanish-speaking countries/communities) to political corruption <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none">• discuss the positive or negative attitude of young people in Spain (or Spanish-speaking countries/communities) to political institutions• discuss whether young people in Spain (or Spanish-speaking countries/communities) feel committed to participation in a new kind of politics <p>The above points are suggestions only and <u>reward will be given for all relevant points</u> argued by the candidate.</p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY**Card 11 - Understanding the Spanish-speaking world*****La importancia del turismo rural y el patrimonio nacional***

El turismo rural ha desarrollado una característica que la distingue de otras modalidades de turismo: implica el hecho de viajar como una forma de entender el arte y las culturas locales.

The examiner must begin by asking the candidate the following question:

El conocimiento de otras formas de vida es esencial para entender la cultura en España/en otros países del mundo hispánico. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Cómo se puede promocionar la herencia cultural en España/en otros países del mundo hispánico?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none"> • discuss whether rural tourism exposes people in Spain or Spanish-speaking countries/communities to knowledge of different lifestyles • discuss the advantages and disadvantages of rural tourism in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none"> • discuss whether rural arts and crafts offers something different to people in Spain or Spanish-speaking countries/communities • discuss whether studying the history of rural areas is worthwhile in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

EXAMINER'S COPY

Card 12 – The two Spains: 1936 onwards

Conferencia en Madrid contra la impunidad de los crímenes del franquismo

Los 132.202 asesinatos confirmados de republicanos en la Guerra Civil, así como los de otros 200.000 en cárceles durante la posguerra, encontrarán el reconocimiento y la solidaridad hacia las víctimas y sus parientes

The examiner must begin by asking the candidate the following question:

La brutalidad del régimen del general Franco jamás se puede justificar. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Qué piensas de la actitud del público español hoy día hacia el régimen franquista?

AO4	<p>In response to the discussion point on the stimulus card the candidate may:</p> <ul style="list-style-type: none">• discuss arguments for and against the dictatorship• discuss the political attitudes to the dictatorship during the transition to democracy <p>In response to the unseen question the candidate may:</p> <ul style="list-style-type: none">• discuss the attitude of contemporary Spanish citizens to the Franco regime• express a personal view of how contemporary Spaniards view the dictatorship <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/ questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

COMPONENT 1: Speaking (60 total marks)

Principles of Marking

Conduct of the Speaking assessment

As the examiner you must familiarise yourself with section 3.2 of the Specification.

General Advice for Visiting Examiners

You are asked to read and digest thoroughly all the information in the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all. Particular attention should be paid to the following instructions regarding marking.

- As an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise. Candidates who use strategies such as adjusting the message, circumlocution, self-correction or repair strategies should not be penalised.
- Task 1: Independent research project: make sure you are familiar with the assessment grids for the independent research project.

Between task 1 and 2, remember to pause the recording during the 5 minutes preparation time allocated to the candidate prior to the assessment of task 2. Restart the recording when task 2 commences.

- Task 2: Themed card: make sure that you are familiar with the assessment grid for marking the stimulus card and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.

See information below regarding advice on awarding marks using banded mark schemes.

Timings for each section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be marked.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

As the examiner you must select the two themed based stimulus cards using a grid which will be provided by WJEC each year. The candidate must choose which of the two cards he / she wishes to prepare for task 2.

An example of a grid appears on the following page. Please make sure that you offer the candidates the following two cards in order for each candidate. Should the card be on the same theme as chosen for the independent study, please replace the original card with the next card in the pack. Should there be more than 24 candidates in a centre, start the card grid order from the beginning.

Please see below for an example of a grid showing how the task 2 stimulus cards should be selected for each candidate. A new grid will be provided by WJEC each year.

Cand. number	Card	Cand. number	Card
1	1 & 3	13	12 & 4
2	2 & 4	14	11 & 5
3	3 & 5	15	10 & 6
4	4 & 6	16	9 & 7
5	5 & 7	17	8 & 6
6	6 & 8	18	7 & 5
7	7 & 9	19	6 & 4
8	8 & 10	20	5 & 3
9	9 & 11	21	4 & 2
10	10 & 1	22	3 & 1
11	11 & 2	23	2 & 12
12	12 & 3	24	1 & 11

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response for that section. If the descriptors at the lowest band are satisfied, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if the response is mainly in band 2 but with a limited amount of band 3 content, the response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response given.

When you are marking the candidate's responses to the stimulus card you should consider the **indicative content** given for each card. However, you **must** bear in mind that the indicative content is **not exhaustive** and is for **guidance only**. **All valid responses will be given credit.**

The indicative content is given on each of the stimulus cards, to assist with marking.

When marking you should record a mark for each AO.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

Task 1a – Speaking assessment grid for presentation of independent research project

10 marks in total

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> Excellent presentation and understanding of research findings, based on information drawn from a wide variety of sources. 	5	<ul style="list-style-type: none"> Excellent knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
4	<ul style="list-style-type: none"> Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources. 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
3	<ul style="list-style-type: none"> Good presentation and understanding of research findings, based on information drawn from a variety of sources. 	3	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
2	<ul style="list-style-type: none"> Reasonable presentation and understanding of research findings, based on information drawn from a limited range of sources. 	2	<ul style="list-style-type: none"> Reasonable knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
1	<ul style="list-style-type: none"> Basic presentation and understanding of research findings, with some evidence of research having been undertaken. 	1	<ul style="list-style-type: none"> Superficial knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

Task 1b – Speaking assessment grid for discussion of independent research project

30 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> • Excellent responses to all questions on the independent research project; always detailed and assured. • Excellent interaction: engages very well, with spontaneity, and sustains discussion. 	13-15	<ul style="list-style-type: none"> • Excellent level of accuracy in manipulation of grammar; almost error-free. • Excellent idiomatic use of language and a wide variety of structures employed. • Consistently accurate pronunciation and intonation which sounds authentic. 	9-10	<ul style="list-style-type: none"> • Excellent knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and always supported by relevant evidence. • Conclusions are based on excellent analysis and evaluation of relevant issues.
4	<ul style="list-style-type: none"> • Very good responses to most questions on the independent research project; mostly detailed. • Very good interaction: engages well, with some spontaneity, and sustains discussion. 	10-12	<ul style="list-style-type: none"> • Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • Very good idiomatic use of language and a wide variety of structures employed. • Mostly accurate pronunciation and intonation. 	7-8	<ul style="list-style-type: none"> • Very good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and usually supported by relevant evidence. • Conclusions are based on very good analysis and evaluation of relevant issues.

3	<ul style="list-style-type: none"> • Good responses to most questions on the independent research project; sometimes detailed. • Good interaction: engages reasonably well, with a little spontaneity, and sustains discussion for the most part. 	7-9	<ul style="list-style-type: none"> • Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> • Good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. • Ideas and points of view are generally convincingly argued and usually supported by reasonably relevant evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	<ul style="list-style-type: none"> • Reasonable responses to some questions on the independent research project; occasionally detailed. • Attempts made to interact; engages to a limited extent only, with little or no spontaneity; prompting required at times. 	4-6	<ul style="list-style-type: none"> • Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities sometimes relevant to the topic. • Ideas and points of view are expressed and sometimes supported by evidence. • Conclusions are based on limited analysis with some evaluation of relevant issues.
1	<ul style="list-style-type: none"> • Limited responses to questions on the independent research project; rarely detailed. • Limited success in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts. 	1-3	<ul style="list-style-type: none"> • Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult. 	1-2	<ul style="list-style-type: none"> • Superficial knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities often irrelevant to the topic. • Few ideas and points of view are expressed and they are not supported by evidence. • Conclusions are superficial, with little evidence of analysis or evaluation of relevant issues.
0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value

Task 2 – Speaking assessment grid for theme-based stimulus card

20 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion. 	5	<ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses. 	5	<ul style="list-style-type: none"> Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic. 	5	<ul style="list-style-type: none"> Excellent knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are convincingly argued and supported by appropriate evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
4	<ul style="list-style-type: none"> Very good responses to most questions seen, set unseen and possible follow-up questions); most in detail. Very good interaction: engages well, asking relevant questions, and sustains discussion. 	4	<ul style="list-style-type: none"> Very good understanding of the stimulus material demonstrated by mostly clear and relevant responses. 	4	<ul style="list-style-type: none"> Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation. 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are generally convincingly argued and supported by appropriate evidence. Conclusions are based on very good analysis and evaluation of relevant issues.

3	<ul style="list-style-type: none"> • Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. • Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part. 	3	<ul style="list-style-type: none"> • Sound understanding of stimulus material, demonstrated by relevant responses. 	3	<ul style="list-style-type: none"> • Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation. 	3	<ul style="list-style-type: none"> • Good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	<ul style="list-style-type: none"> • Reasonable responses to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. • Attempts made to interact; engages to a limited extent only, asking partly relevant questions, prompting required at times. 	2	<ul style="list-style-type: none"> • Limited understanding of stimulus material demonstrated by partial responses. 	2	<ul style="list-style-type: none"> • Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency. 	2	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are occasionally argued and supported by appropriate evidence. • Conclusions are based on some analysis and evaluation of relevant issues.

1	<ul style="list-style-type: none"> Limited responses to most questions (seen, set unseen and possible follow-up questions). Limited success in establishing a meaningful exchange; engages to a very limited extent, asking only irrelevant questions, and relies on prompts. 	1	<ul style="list-style-type: none"> Very limited understanding of the stimulus material demonstrated by responses that are generally irrelevant. 	1	<ul style="list-style-type: none"> Limited level of accuracy in manipulation of grammar; high instance of elementary errors. Limited idiomatic use of language. Heavy reliance on anglicised structures. Pronunciation and intonation make understanding difficult. 	1	<ul style="list-style-type: none"> Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. Few ideas and points of view are expressed and they are rarely supported by evidence. Conclusions, when drawn, are superficial, with little evidence of analysis or evaluation of relevant issues.
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

*Please refer to the subject specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least two questions during this assessment. If a candidate asks only one question, a maximum of 4 marks can be awarded for AO1. If a candidate asks no questions, a maximum of 3 marks can be awarded for AO1.

Candidate Name	Centre Number					Candidate Number				
						0				



A LEVEL SPANISH

**COMPONENT 2: LISTENING, READING
AND TRANSLATION**

2 hours 30 minutes

SAMPLE ASSESSMENT MATERIALS



ADDITIONAL MATERIALS

In addition to this question paper you will be issued with a recording for use with Section A, which you will access individually. Within the overall time of the assessment you will be allowed to stop, rewind and listen to the recording as often as you like.

You will also be issued with a reading resource folder for use with Section B.

INSTRUCTIONS TO CANDIDATES

Answer all questions.

Write your answers **in ink** for all questions.

Write your answers in the spaces provided in the booklet.

No dictionaries are allowed in any section of the exam.

INFORMATION FOR CANDIDATES

This paper carries 100 marks.

The number of marks is given in brackets at the end of each question or part-question.

There are 3 sections to the exam and you are advised to spend:

- 45 minutes on Section A
- 45 minutes on Section B, of which you should spend 5 minutes reading
- 1 hour on Section C.

No certificate will be awarded to a candidate who is found to be involved in any unfair practice during the examination.

Section A – Listening (30 marks)

Answer all questions. You are advised to spend 45 minutes on this section.

Question 3 is a summary question. You are not required to write in full sentences. You may use words from the listening extract, but you must not transcribe whole sections.

Question 1

Escucha la conversación con una profesora española sobre la educación en valores, y **empareja las frases de la lista A con las frases apropiadas de las lista B.** **Escribe** tus respuestas en las **casillas correspondientes.** [5]

Lista A

Ejemplo:

La profesora piensa que la disciplina familiar es imprescindible

(a) Según la profesora española, puede ser que

[1]

(b) En cuanto a los padres de los alumnos españoles la entrevistada opina que

[1]

(c) Las charlas constructivas son de suma importancia

[1]

(d) Se deduce que los valores tradicionales son

[1]

(e) Este instituto ofrece un curso y seguimiento

[1]

Lista B

- (f) los padres sean culpables de educar mal a sus hijos.
- (g) para que los jóvenes jueguen más deportes.
- (h) para inculcar un sentido de responsabilidad en los jóvenes.
- (i) para el buen comportamiento escolar.
- (j) para el futuro éxito comercial.
- (k) algunos padres dan demasiada libertad a sus hijos.
- (l) todas las malas notas se deben al mal comportamiento de los alumnos.
- (m) de gran importancia en el instituto.
- (n) algunos casos de rendimiento escolar pobre se relacionen con la falta de valores.
- (o) a los profesores encargados de enseñar el programa de valores a los estudiantes.

Question 2

Escucha la grabación de la conversación con el refugiado saharai Hassana Aalia y **rellena los espacios en blanco con la palabra correcta.** [5]

Ejemplo:

El refugiado tiene (seis / dieciséis / veintiséis) años.

Respuesta:

El refugiado tiene **veintiséis** años.

- (a) El refugiado era un (militar / negociante / militante) en su país natal. [1]
- (b) En el País Vasco le dieron (alojamiento / una fuente / una subvención) para estudiar una carrera. [1]
- (c) La policía española le informó a Hassana por (un texto SMS / un correo electrónico / teléfono) del resultado de su (demanda / pregunta / pedido). [2]
- (d) La postura española le (alegró / fulminó / desconcertó). [1]

Question 3

Escucha otra vez la grabación de la *Conversación con el refugiado Hassana Aalia*, y haz un resumen de los siguientes aspectos **en español**. No es necesario usar oraciones completas. [5]

- Su vida antes de llegar a España [2]

Da **dos** detalles.

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- Una explicación breve de cómo y por qué España ha rechazado su pedido [2]

Da **dos** detalles.

.....

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.....

- Un recurso que tiene para conseguir el permiso de quedarse en España [1]

Da **un** detalle.

.....

.....

Question 4

Escucha la grabación de la entrevista con el famoso novelista peruano, Mario Vargas Llosa y **responde a las preguntas siguientes en español.** [15]

Puedes utilizar palabras tomadas del texto pero **no debes copiar frases palabra por palabra**. No se requieren frases completas; **si procede, puedes utilizar palabras sueltas**.

(a) ¿Por qué no se puede decir que Vargas Llosa pasó los años más felices de su infancia en Perú, su país de origen? [1]

.....

(b) Según Vargas Llosa, ¿qué característica tienen los tiempos más productivos para un escritor? [1]

.....

.....

(c) En resumidas cuentas, ¿cómo evolucionó su última novela *Cinco esquinas*? Da **tres** detalles. [3]

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(d) Describe el ambiente socio-político a finales de la dictadura de Fujimori. Da **dos** detalles. [2]

.....

.....

(e) ¿Cómo se sentían los ciudadanos peruanos durante esa época? [1]

.....

(f) ¿Qué le pasó al barrio de Cinco esquinas a lo largo de los años? [1]

.....

(g) En su última visita al barrio de Cinco esquinas, ¿qué consejo recibió Vargas Llosa, y por qué? Da **dos** detalles. [2]

.....

.....

(h) Explica el significado de estas palabras: “un barrio que es emblemático de Lima, de Perú”. [1]

.....

- (i) ¿De qué manera corrompieron Fujimori* y Montesinos** al periodismo peruano? Da **dos** detalles. [2]

.....

- (j) Según el novelista, ¿cuál es el lado bueno del periodismo? [1]

.....

*Fujimori era el presidente de Perú entre 1990 y 2000.

**Montesinos era el jefe del Servicio Nacional de Inteligencia

Section B – Reading (30 marks)

Answer all questions. You are advised to spend 45 minutes on this section.

Question 6 is a summary question. You are not required to write in full sentences. You may use words from the extract, but you must not transcribe whole sections.

Question 5**[5]**

Encuentra **en el texto** sobre el pintor *Francisco de Goya* las **palabras con el significado más cercano** a las palabras de la columna de la izquierda.

Ejemplo:		
<i>muy importante</i>	<i>Clave</i>	
estar expuesto al riesgo		[1]
mujer vieja y fea que tiene un pacto con el diablo		[1]
trozo de madera inflamable		[1]
espantoso		[1]
sentido de repugnancia		[1]

Question 6

Haz un resumen de los aspectos siguientes del texto sobre Goya **en español**. No es necesario usar oraciones completas. [5]

- Lo que afectó su vida y cómo la afectó [2]
Da **dos** detalles.

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- Las repercusiones de la invasión francesa en su obra [2]
Da **dos** detalles.

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- El ambiente de su obra tras la guerra [1]
Da **un** detalle.

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Question 7

Después de leer *¿Un problema patrimonial como una montaña?* **rellena los espacios en blanco con la palabra o frase correcta.** [10]

El texto trata de una excursión para visitar un monumento situado en un lugar **(1)** (discreto / marítimo / montañoso). En San Lorenzo del Escorial los viajeros se pueden **(2)** (aprear del / subir al / reír del) autobús que les llevará al Valle de los Caídos. Además es **(3)** (aconsejable / posible / obligatorio) adquirir la entrada al monumento junto con el billete de autobús. El vehículo va **(4)** (totalmente vacío / casi vacío / casi lleno). Como la joven viajera, la mayoría de los visitantes no conoce bien los **(5)** (personajes / carruajes / hechos) históricos. Tampoco saben que el período de construcción fue más de **(6)** (medio siglo / veinte años / quince años). El monumento fue construido por prisioneros de guerra del bando **(7)** (brigadista / republicano / fascista). El número de visitantes de hace dos años **(8)** (igualó / superó / pone en ridículo) sustancialmente las cifras del año pasado. Cuando se ve el monumento por primera vez, la sensación es **(9)** (triste / impactante / desoladora). Se puede llegar a la conclusión de que, dado el número total de visitantes al monumento y de los usuarios del transporte público, el futuro tanto del autobús como del monumento resulta **(10)** (esperanzador / titánico / incierto).

Question 8

Lee el texto *Las dos Españas siguen en pie* y luego responde a las preguntas siguientes **en español**.

Puedes utilizar palabras tomadas del texto pero no debes copiar frases palabra por palabra. No se requieren frases completas; **si procede, puedes utilizar palabras sueltas**.

[10]

(a) ¿Cómo sabemos que el texto trata de una guerra civil? [1]

.....

(b) ¿Qué es lo sorprendente después de setenta años? [1]

.....

(c) ¿Qué acciones se repitieron durante las cuatro décadas de franquismo? [1]

.....

(d) Explica cuál fue la intención del Gobierno de la Transición. [1]

.....

(e) ¿Qué error se cometió y cuál fue la consecuencia? Da **dos** detalles. [2]

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.....

(f) ¿Por qué adquirió tanta importancia el asesinato de Palomino? [1]

.....

(g) ¿Qué obstáculo se encontró el juez Garzón cuando intentó investigar los crímenes del franquismo? [1]

.....

(h) Según la conclusión del artículo, ¿cuáles son las razones del conflicto que todavía existe y por qué, después de tanto tiempo, sigue dividida la sociedad española? Da **dos** detalles. [2]

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Section C – Translation (40 marks)

Question 9

Translate the following text into English.

[20]

Esto se puede ver con la polémica que se genera en cuanto se examina el pasado, representado por dos sucesos: la insistencia de las víctimas de encontrar los restos de sus familiares para poder enterrarlos y las protestas que generó la retirada de varias estatuas de Franco, especialmente en Madrid. Según el historiador británico, Paul Preston, es sorprendente que haya españoles que aún defiendan que el régimen de Franco era legítimo. Preston ha señalado que en Alemania nadie se atrevería a defender el régimen de Hitler, y que la dictadura de Franco era igualmente sangrienta. Para volver a unir una nación es imprescindible comprender el pasado.

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Question 10

Traduce al español.

[20]

A recent report on the experience of immigrants in seven European Union countries has highlighted that legal immigrants in Spain feel more integrated than those in northern European countries. The majority of those interviewed were working although the question was not asked whether this was in the black economy. Some said that they were over qualified for their work but it is surprising that almost no one felt discriminated against. Positive aspects were the ease with which they obtained citizenship, succeeded in bringing their families together and found courses to learn the language. Nevertheless, they had problems with temporary contracts.

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A LEVEL SPANISH

**COMPONENT 2: READING RESOURCE
FOLDER FOR USE WITH SECTION B**



SAMPLE ASSESSMENT MATERIALS

This folder need not be handed in with your answer book.

For use with Section B, questions 5 and 6



El 3 de mayo en Madrid

El pintor Francisco de Goya

La obra de Goya es un capítulo importante de la historia de España, en un momento clave en el que el pesimismo político fue compensado a veces por el deseo apasionado hacia la libertad del pueblo español. Su producción artística fue inmensa.

Francisco de Goya y Lucientes nació en un pequeño pueblo aragonés en marzo de 1746, dentro de una familia humilde. Ya tenía un talento artístico cuando viajó a Italia en 1770 y consiguió un premio en la Academia de Parma. De vuelta en España llegó a ser pintor del rey Carlos IV.

En pleno éxito sufrió una enfermedad que hizo peligrar su vida y marcó su arte y su carácter para siempre. Al quedarse sordo se aisló del mundo y comenzó *Los caprichos*, creando un mundo de monstruos, brujas, asesinos, prostitutas, y sobre todo reflejando problemas eternos del ser humano. Además, en estos grabados* atacaba a las estructuras político-sociales de la actualidad.

Napoleón decidió invadir España, creyendo que las debilidades del rey Carlos IV lo convertirían en un simple paseo militar. Pero el pueblo madrileño se rebeló el dos de mayo de 1808 y esto fue la antorcha que incendió los campos españoles. Goya reflejó este mundo apocalíptico en *Los desastres de la guerra*, y sobre todo en las dos pinturas famosas *El 2 de mayo de 1808 en Madrid* y *El 3 de mayo en Madrid o "Los fusilamientos"*. Todas estas obras reflejan su asco por los horrores de la guerra.

Después de la guerra, es importante mencionar sus *Pinturas negras*, la más desesperada pintura de todos los tiempos hasta *El grito* de Edvard Munch.

*grabados: engravings

For use with Section B, question 7

¿Un problema patrimonial como una montaña?

El Valle de los Caídos, cuyas obras comenzaron hace 75 años, continúa olvidado por la disputa entre Gobierno y oposición para ofrecer una solución política.



“¡Viajeros al autobús!”, avisa el conductor en la estación de San Lorenzo de El Escorial. Quedan cinco minutos para que su vehículo inicie su viaje hacia el Valle de los Caídos en la sierra de Madrid. Dos jóvenes llegan corriendo. “¿Este lleva al Valle de los Caídos?”, pregunta uno de ellos. Compran sus billetes (11,20 euros, entrada incluida; el acceso al monumento cuesta 9 euros) y suben. Excepto los dos asientos de estos chavales, el bus, de 59 plazas, no tiene ningún otro pasajero. “Vinimos a ver El Escorial y, como está al lado, decidimos acercarnos”, cuenta Rosenda Hernández, española de 25 años. No sabía que en 2015 se cumplen 75 años del comienzo de la obra espectacular. Tampoco que se tardó casi dos décadas en finalizarla o que en ella trabajaron miles de presos republicanos. “Me parece todo muy interesante; me gustaría saber más”, dice. El Valle de los Caídos interesa: el año pasado -la curiosidad, la historia o el morbo*- atrajo a 240.837 personas; un 7,22% menos que el anterior. Y como a Rosenda Hernández, a muchos visitantes les gustaría saber más.

El autobús llega al solitario parking. “Impresionante”, exclama Hernández al bajar del vehículo. Se trata del único servicio público que conecta, una vez al día el controvertido monumento con el pueblo. Un servicio que, los últimos años, ha continuado perdiendo viajeros: de los 13.638 de 2012 ha pasado a 11.638 del año pasado.

*morbo: morbid curiosity

For use with Section B, question 8

Las dos Españas siguen en pie

Han pasado más de 70 años desde el final del conflicto que ha marcado a la España contemporánea; una guerra que consiguió dividir a España enfrentando a vecinos, pueblos e incluso hermanos; una guerra que dejó multitud de heridas abiertas de las cuales muy pocas se han cerrado. Siete décadas después, la Guerra Civil sigue teniendo repercusiones.

La división entre las dos Españas se acentuó durante los cuarenta años de dictadura franquista, durante los cuales se sucedieron las represiones a los vencidos, lo cual no produjo una reconciliación entre las dos posturas. Tras la muerte de Franco, el Gobierno de la Transición intentó unir a las dos Españas mediante un proceso en el que, debido a su interés en no generar ningún tipo de conflicto, no investigó todos aquellos crímenes que se habían cometido durante la dictadura. A diferencia de lo ocurrido en Alemania tras la Segunda Guerra Mundial con los juicios de Núremberg, en España no se identificaron los responsables de los crímenes cometidos a lo largo de cuarenta años, lo que ha hecho que el enfrentamiento entre ambas partes haya sobrevivido.



Esta división sigue fresca, tal como lo subrayó el historiador, Javier Tusell: "nos encontramos ante un asunto que viene de lejos y que da la sensación de poder durar todavía mucho". La división a veces genera trágicos sucesos como el ocurrido el 11 de noviembre de 2007 cuando Carlos Palomino fue asesinado por el militar Josué Estébanez, hecho que no habría tenido tanta relevancia si no hubiera sido capturado por las cámaras de seguridad del metro de Madrid, pues muchos incidentes similares ocurren en la ciudad y no aparecen en los medios. Y no hay que olvidar la polémica generada por la intención del juez Baltasar Garzón de investigar a las víctimas del franquismo, algo a lo que se opuso el Partido Popular cuyo líder, Mariano Rajoy, declaró que "abrir heridas del pasado no conduce a nada". El Partido Popular fue creado por el que fue ministro de Franco, Manuel Fraga.

España sigue dividida, sigue habiendo enfrentamientos en las calles por los mismos motivos ideológicos que hace más de 70 años. Se habla de no abrir viejas heridas cuando llevan mucho tiempo abiertas; hemos llegado al siguiente siglo y la sociedad no da muestras de querer olvidar. No parece que hayamos visto a la última víctima de la Guerra Civil.

COMPONENT 2: Listening, reading and translation (100 total marks)

MARK SCHEME

General Advice for examiners

During standardising (marking conference) the Principal Examiner will give detailed advice on marking. You will then receive examples of answers that have been awarded marks by the Principal Examiner:

- You should mark the examples and compare your marks with those of the Principal Examiner.
- When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example.
- When marking answers in this component which require a written response you are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm the mark allocated is appropriate.
- You should mark positively and must consider all valid written responses. If there is any doubt whether a mark should be awarded, you must contact the Team Leader / Principal Examiner for advice.
- The marks per question or part question are given alongside each question in brackets.

Sections A and B

Listening and Reading Assessment – mark allocation

Marks	AO1	AO2	Total marks
Section A – Listening	30		30
Section B – Reading		30	30
Total	30	30	60

Section A – Listening (30 marks)

Question 1

Transcript 1

Conversación con una profesora española sobre la educación en valores

1. ¿Cree Ud. que la inexistencia de valores tradicionales en la sociedad actual es una causa del fracaso escolar en los estudiantes españoles? ¿Por qué?

Sí, creo que ciertos fracasos escolares se deben a esta situación. Podemos ver situaciones donde los padres de familia son más relajados en cuanto a marcar límites a los pequeños, provocando que los niños y después los jóvenes no estén acostumbrados a seguir las reglas de una institución educativa. También se puede observar poco respeto hacia sus maestros, donde los alumnos no los ven como una autoridad, devaluando las obligaciones y responsabilidades que el alumno tiene hacia la escuela. Si no respeta a sus profesores su rendimiento escolar se ve afectado.

2.- Para su instituto, ¿qué significa educar en valores?

Al educar en valores es muy importante ser un ejemplo de vivir con valores. Los niños aprenden desde muy pequeños a imitar a los padres, así que este aprendizaje será vital, para que cuando sean mayores tengan la capacidad de pensar y poder decidir las mejores opciones para ellos. Es muy importante el diálogo en donde se pueda analizar los diferentes puntos de vista para llegar a las mejores conclusiones basadas en los valores.

3.- En su instituto, ¿cuáles son los valores que promueven? y ¿por qué?

Los valores que principalmente enseñamos son basados en la responsabilidad y estos son: honestidad, empatía, afecto, responsabilidad y tolerancia.

4.-¿Existe un departamento responsable de la educación de valores, así como existe un departamento de matemáticas?

La institución tiene un comité de valores que se encarga de la formación y apoyo a maestros para impartir estas clases. Los maestros son los responsables de la educación, pues están más tiempo con los alumnos y son los que pueden aprovechar cualquier oportunidad para ejemplificar cualquier valor.

Texto adaptado de entrevistassobreeducación.blogspot.com/01/07/2011

Question 1

1 mark for each correct answer

Escucha la conversación con una profesora española sobre la educación en valores, y **empareja las frases de la lista A con las frases apropiadas de la lista B.** **Escribe** tus respuestas en las **casillas correspondientes.** [5]

Lista A

Ejemplo

La profesora piensa que la disciplina familiar es imprescindible

i

(a) Según la profesora española, puede ser que

n

[1]

(b) En cuanto a los padres de los alumnos españoles la entrevistada opina que

k

[1]

(c) Las charlas constructivas son de suma importancia

h

[1]

(d) Se deduce que los valores tradicionales son

m

[1]

(e) Este instituto ofrece un curso y seguimiento

o

[1]

Lista B

(f) los padres sean culpables de educar mal a sus hijos

(g) para que los jóvenes jueguen más deportes.

(h) para inculcar un sentido de responsabilidad en los jóvenes.

(i) para el buen comportamiento escolar.

(j) para el futuro éxito comercial.

(k) algunos padres dan demasiada libertad a sus hijos.

(l) todas las malas notas se deben al mal comportamiento de los alumnos.

(m) de gran importancia en el instituto.

(n) algunos casos de rendimiento escolar pobre se relacionen con la falta de valores.

(o) que ayudará a los encargados de enseñar el programa de valores.

Question 2

Escucha la grabación de la conversación con el refugiado saharauí Hassana Aalia y **rellena los espacios en blanco con la palabra correcta.** [5]

Ejemplo:

El refugiado tiene (seis / dieciséis / veintiséis) años.

Respuesta:

El refugiado tiene **veintiséis** años.

- (a) El refugiado era un **militante** (militar / negociante / militante) en su país natal. [1]
- (b) En el País Vasco le dieron **una subvención** (alojamiento / una fuente / una subvención) para estudiar una carrera. [1]
- (c) La policía española le informó a Hassana por **teléfono** (un texto SMS / un correo electrónico / teléfono) del resultado de su **pedido** (demanda / pregunta / pedido). [2]
- (d) La postura española le **desconcertó** (alegró / fulminó / desconcertó). [1]

Transcript 2

Conversación con el refugiado saharauí Hassana Aalia

P.- ¿Quieres decirnos algo sobre tu vida antes de llegar a España?

R.- Tengo 26 años. Nací en la capital del Sáhara Occidental ocupado por Marruecos en 1975 cuando España abandonó la colonia. En 2011 fui sentenciado a cuatro meses de cárcel por participar en una protesta contra la ocupación marroquí.

P.- ¿Y cómo llegaste a España?

R.- Viajé al País Vasco con una beca de estudios, donde vivo desde entonces. Ese mismo año pedí el asilo. En febrero de 2013 un tribunal militar marroquí me condenó a prisión perpetua, llamándome rebelde.

P.- ¿Y el resultado de tu pedido?

R.- El lunes pasado, tras una llamada de la policía española, conocí que mi solicitud de asilo había sido rechazada. Esto implica, además de una orden de salida obligatoria, la retirada de mi "tarjeta roja", que me permite estar legalmente en el país. Quiero destacar que en caso de ser deportado, mi ingreso en la prisión marroquí sería inminente debido a la sentencia de prisión perpetua.

P.- ¿Y cuáles eran tus sentimientos en ese momento?

R.- Pensé que cómo era posible que siendo defensor de los derechos humanos, que he sufrido el abuso de Marruecos, me negaran la solicitud... no podía creerlo. ¡Vaya Gobierno que no me da el asilo por los intereses económicos que tiene en Marruecos!

P.- ¿Y ahora?

R.- Estoy muy agradecido por todo el apoyo recibido. Esto me ha animado mucho, aunque sé que lo voy a necesitar cada vez más. Vamos a apelar al juzgado llamado la Audiencia Nacional; si eso no fuera suficiente iremos al Tribunal Supremo, y si tampoco fuera suficiente iremos hasta el Tribunal Europeo.

Texto adaptado de una conversación por teléfono realizada con Hassana Aalia por Eldiario.es, 26/01/2015

Question 3

Escucha otra vez la grabación de la *Conversación con el refugiado saharauí Hassana Aalia*, y haz un resumen de los siguientes aspectos **en español**. No es necesario usar oraciones completas. **[5]**

- Su vida antes de llegar a España **[2]**

Acceptable	Reject/Notes	Marks
nació en una antigua colonia española OR era ciudadano de una antigua colonia española OR vivía en una colonia española en África [1] AND Fue detenido/arrestado/condenado por protestar contra Marruecos OR Fue detenido por ser activista/militante (político) OR Fue detenido por oponerse a Marruecos OR Por oponerse a las acciones de Marruecos [1]	Vivía en África on its own	2

- Una explicación breve de cómo y por qué España ha rechazado su pedido [2]

Acceptable	Reject/Notes	Marks
Le quitó su tarjeta roja / Le informó por teléfono [1] AND por razones comerciales / debido a sus intereses comerciales en Marruecos / porque tiene miedo de las reacciones de Marruecos [1]	Le dijo que no on its own Porque España quiere mucho a Marruecos	2

- Un recurso que tiene para conseguir el permiso de quedarse en España [1]

Acceptable	Reject/Notes	Marks
Ir a varios juzgados / Ir a varios tribunales / Ir a varios tribunales en España y Europa [1]	Volver a Marruecos	1

Summary Question requiring a response in Spanish

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete sections lifted from the extract.
- Answers in Spanish which have a Spanish spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**.
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

Question 4

Transcript 3

Entrevista con Mario Vargas Llosa, Premio Nobel de literatura, sobre su última novela, *Cinco esquinas*

P. La realidad en sus libros tiene que ver muchas veces con su propia juventud o infancia, y también con la realidad peruana.

R. Sí, sí, los años de formación de la personalidad son los años de la juventud, esos yo los viví en Perú y son los que más me han marcado. Mis primeros 10 años los pasé en Bolivia, una época que yo recuerdo como totalmente feliz. Pero creo que las experiencias traumáticas son mucho más productivas para un escritor que las experiencias felices.

P. ¿Ese es el caso de *Cinco esquinas*?

R. *Cinco esquinas* comenzó con una imagen de dos señoras amigas. Empecé a escribirla, y se fue convirtiendo en una historia policial, casi en un *thriller*, y el *thriller* se fue transformando en una pintura de la sociedad peruana en los últimos meses o semanas de la dictadura de Fujimori y Montesinos, en un momento en que el sistema que habían construido comenzaba a colapsarse. Y en medio de la violencia de la represión policial y militar y el gran pesimismo psicológico y político que vivía Perú.

Cinco esquinas fue un barrio importante de Lima; luego empeoró brutalmente, y continuó su decadencia hasta convertirse en un barrio muy peligroso, con mucho narcotráfico y mucha delincuencia. Tanto que la última vez que estuve en Lima fui dos o tres veces a dar un paseo por el barrio y a plena luz del día me advirtieron que no debía ir por allí porque podía ser peligroso. Me pareció que en todo eso había un símbolo de la sociedad peruana y me gustó la idea de que la novela se llamase *Cinco esquinas* como un barrio que es emblemático de Lima, de Perú.

P. ¿Qué otros temas hay en el libro?

R. Si hay un tema en *Cinco esquinas* que llena toda la historia, es el periodismo, el periodismo amarillo. La dictadura de Fujimori, sobre todo con Montesinos, el hombre fuerte de la dictadura, utilizó el periodismo amarillo, el periodismo de escándalo, como un arma política para destruir moralmente a todos sus adversarios. Él contrataba a periodistas para destruir moralmente a los enemigos. Ese es uno de los temas centrales de la historia. Al mismo tiempo también está la otra cara, cómo el periodismo puede convertirse en un instrumento de liberación de una sociedad. Esas dos caras del periodismo son uno de los temas centrales de *Cinco esquinas*.

Texto adaptado de

http://cultura.elpais.com/cultura/2015/10/22/babelia/1445520280_937768.html?autoplay=1

Question 4

Use Transcript 3

Escucha la grabación de la entrevista con el famoso novelista peruano, Mario Vargas Llosa, y **responde a las preguntas siguientes en español.** [15]

Puedes utilizar palabras tomadas del texto pero **no debes copiar frases palabra por palabra**. No se requieren frases completas; **si procede, puedes utilizar palabras sueltas**

- (a) ¿Por qué no se puede decir que Vargas Llosa pasó los años más felices de su infancia en Perú, su país de origen?

[1]

Answer	Valid Alternatives	Notes/Reject	Mark
Porque los pasó en Bolivia	vivía en Bolivia	vivir en Bolivia	1

- (b) Según Vargas Llosa, ¿qué característica tienen los tiempos más productivos para un escritor?

[1]

Answer	Valid Alternatives	Notes/Reject	Mark
son los años (más) conflictivos	problemáticos / traumáticos	Ser	1

- (c) En resumidas cuentas, ¿cómo evolucionó su última novela *Cinco esquinas*? Da **tres** detalles.

[3]

Answer	Valid Alternatives	Notes/Reject	Mark
La imagen de dos señoras se transformó (1) en una novela policíaca (1) y luego en una crítica de una dictadura (peruana)(1)	para llegar a ser una crítica/ para acabar siendo / y luego llegó a ser	Do not accept infinitives or past participles as clear communication unless syntactically correct in context reject dos mujeres transformarse / dos mujeres en una novela	3

- (d) Describe el ambiente socio-político a finales de la dictadura de Fujimori. Da **dos** detalles.

[2]

Answer	Valid Alternatives	Notes/Reject	Mark
(Hubo) mucha violencia (1) por parte de la policía y los militares (1)	Las fuerzas armadas y la policía / las fuerzas del orden (1) cometieron actos de violencia (1)	policía mucho violento	2

(e) ¿Cómo se sentían los ciudadanos peruanos durante esa época? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Sin ánimos / energías / pesimistas	hartos	aburrimiento	1

(f) ¿Qué le pasó al barrio de Cinco esquinas a lo largo de los años? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Se transformó de un barrio rico en un barrio pobre y peligroso.	Se convirtió en un barrio peligroso Sufrió una decadencia	Accept imperfect tense	1

(g) En su última visita al barrio de Cinco esquinas, ¿qué consejo recibió Vargas Llosa, y por qué? Da **dos** detalles. [2]

Answer	Valid Alternatives	Notes/Reject	Mark
La gente le dijo que se marchara en seguida (1)	el consejo de que se fuera en seguida (1)	le dijo que irse	2
Debido al peligro / porque allí había mala gente (1)	podieron hacerle daño	porque del peligro	

(h) Explica el significado de estas palabras: “un barrio que es emblemático de Lima, de Perú”. [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Una zona que es típica de Lima	simbólica de Lima y Perú	An explanation must be given of <i>emblemático</i>	1

(i) ¿De qué manera corrompieron Fujimori y Montesinos al periodismo peruano? Da **dos** detalles. [2]

Answer	Valid Alternatives	Notes/Reject	Mark
Pagaron a periodistas para calumniar (1)	desprestigiar/decir mentiras de	Pagar	2
a los críticos (1)	Oponentes de la dictadura.		

(j) Según el novelista, ¿cuál es el lado bueno del periodismo? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
El fomento de la libertad	la creación de la libertad	creer la libertad	1

Listening Comprehension Question requiring a response in Spanish

- If a candidate uses English words in the response, no mark will be awarded
- No marks will be awarded for copying complete sections lifted from the extract
- Answers in Spanish which have a Spanish spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated
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Section B – Reading (30 marks)

Question 5

[5]

1 mark for each correct word or phrase

Encuentra **en el texto** sobre el *pintor Francisco de Goya* las **palabras con el significado más cercano** a las palabras de la columna de la izquierda.

Ejemplo:		
<i>muy importante</i>	<i>Clave</i>	
estar expuesto al riesgo	peligrar	[1]
mujer vieja y fea que tiene un pacto con el diablo	bruja	[1]
trozo de madera inflamable	antorcha	[1]
espantoso	apocalíptico	[1]
sentido de repugnancia	asco	[1]

Question 6

Haz un resumen de los aspectos siguientes del texto sobre Goya, **en español**. No es necesario usar oraciones completas. [5]

- Lo que afectó su vida y cómo la afectó [2]

Acceptable	Reject/Notes	Marks
Una enfermedad grave [1] AND Empezó a vivir solo / Vivía separado del mundo / Llegó a ser sordo [1]	gravedad, enfermera	2

- Las repercusiones de la invasión francesa en su obra [2]

Acceptable	Reject/Notes	Marks
Pintó dos cuadros famosos / Pintó la rebelión de los habitantes de Madrid/ Pintó el asesinato de los españoles [1] AND Pintó cuadros que condenan la guerra/ Condenó la violencia [1]		2

- El ambiente de su obra tras la guerra [1]

Acceptable	Reject/Notes	Marks
el pesimismo / el ambiente negro / la desesperanza [1]	esperanza / optimismo	1

Summary Question requiring a response in Spanish

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete sections lifted from the text.
- Answers in Spanish which have a Spanish spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**.
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

Question 7

Después de leer *¿Un problema patrimonial como una montaña?* **rellena los espacios en blanco con la palabra o frase correcta.** [10]

El texto trata de una excursión para visitar un monumento situado en un lugar **(1) montañoso**. En San Lorenzo del Escorial los viajeros se pueden **(2) subir al** autobús que les llevará al Valle de los Caídos. Además es **(3) posible** adquirir la entrada al monumento junto con el billete de autobús. El vehículo va **(4) casi vacío**. Como la joven viajera, la mayoría de los visitantes no conoce bien los **(5) hechos** históricos. Tampoco saben que el período de construcción fue más de **(6) quince años**. El monumento fue construido por prisioneros de guerra del bando **(7) republicano**. El número de visitantes de hace dos años **(8) superó** sustancialmente las cifras del año pasado. Cuando se ve el monumento por primera vez, la sensación es **(9) impactante**. Se puede llegar a la conclusión de que, dado el número total de visitantes al monumento y de los usuarios del transporte público, el futuro tanto del autobús como del monumento resulta **(10) incierto**.

Question 8

Lee el texto *Las dos Españas siguen en pie* y luego responde a las preguntas siguientes **en español**.

Puedes utilizar palabras tomadas del texto **pero no debes copiar frases palabra por palabra**. No se requieren frases completas; **si procede, puedes utilizar palabras sueltas**. [10]

(a) ¿Cómo sabemos que el texto trata de una guerra civil? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Porque enfrentó a hermanos	dividió a familias / pueblos/vecinos españoles	porque de	1

(b) ¿Qué es lo sorprendente después de setenta años? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Que todavía se ven los efectos	las consecuencias/ las repercusiones no se ha olvidado/perdonado el pasado	ver/verse	1

(c) ¿Qué acciones se repitieron durante las cuatro décadas de franquismo? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Los ataques a los perdedores	la represión al bando perdedor	just idea of violencia on its own	1

(d) Explica cuál fue la intención del Gobierno de la Transición. [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Querían unir a las dos Españas	terminar con la división		1

(e) ¿Qué error se cometió y cuál fue la consecuencia? Da **dos** detalles. [2]

Answer	Valid Alternatives	Notes/Reject	Mark
No tuvieron en cuenta los crímenes de la dictadura (1) la división continúa (1).	sigue existiendo / aún existe la separación (1) porque no se condenó a Franco (1)	infinitives for verbs	2

(f) ¿Por qué adquirió tanta importancia el asesinato de Palomino? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
Porque fue filmado por las cámaras del metro de Madrid.	porque se filmó	infinitive	1

- (g) ¿Qué obstáculo se encontró el juez Garzón cuando intentó investigar los crímenes del franquismo? [1]

Answer	Valid Alternatives	Notes/Reject	Mark
La oposición de los políticos (del PP)	la actitud de los políticos	los políticos on its own	1

- (h) Según la conclusión del artículo, ¿cuáles son las razones del conflicto que todavía existe y por qué, después de tanto tiempo, sigue dividida la sociedad española? Da **dos** detalles. [2]

Answer	Valid Alternatives	Notes/Reject	Mark
Razones ideológicas (1)	de ideología/ ideas diferentes	no olvidar	2
Los españoles no olvidan (1)	no quieren olvidar los crímenes / no recuerdan los crímenes		

Reading Comprehension Question requiring a response in Spanish

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete sections lifted from the text
- Answers in Spanish which have a Spanish spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

Section C – Translation (40 marks)

Question 9

[20]

Translate the following text into English.

The translation from **Spanish into English** is marked according to **AO2**. The translation is divided into 20 sections with one mark per section.

The table below shows an English translation which is acceptable for each section of the text. Valid alternative translations are included. Similarly, translations which should be rejected are given. If candidates offer translations which are not listed, these should be considered acceptable, if they convey the same intended meaning. Should a candidate misspell a word, provided there is no ambiguity, the mark should be awarded. It is important to mark positively. Valid alternatives will be discussed at the examiners' conference.

	Original Spanish Text	Acceptable translation	Valid Alternative	Reject
1	Esto se puede ver	This can be seen	We can see this	This can see
2	con la polémica	in the heated debate	fierce debate / ferocious debate / heated argument / controversy	talk / conversation
3	que se genera	which breaks out	which arises / is sparked off / is triggered	which generates
4	cuando se examina el pasado,	when the past is examined,	when one examines the past	when the past examines
5	representado por dos sucesos:	which is reflected in two events:	illustrated by two events	successes for sucesos
6	la insistencia de las víctimas de	the insistence of victims	persistence	
7	encontrar los restos de sus familiares	in finding the remains of family members	In discovering	the rest of familiar people
8	para poder enterrarlos	in order to bury them properly	to give them a proper burial, to bury them with respect.	inform
9	y las protestas que generó	and the protests caused by		missing the inversion in generó la retirada
10	la retirada de varias estatuas de Franco, especialmente en Madrid.	the removal of several statues of Franco, especially in Madrid.	the taking away	retirement
11	Según el historiador británico, Paul Preston	According to the British historian, Paul Preston		
12	es sorprendente que haya	it is surprising that there are		

13	españoles que aún defiendan	Spaniards who still defend		even for aún
14	que el régimen de Franco era legítimo.	the legitimacy of Franco's regime.	that Franco's regime was legitimate / had a legal basis / was based on the rule of law	for régimen do NOT accept reign, regiment, kingdom
15	Preston ha señalado	Preston has pointed out	has highlighted	has signed
16	que en Alemania nadie se atrevería	that no one in Germany would dare	that no German would dare	
17	a defender el régimen de Hitler,	to defend Hitler's regime,		
18	y que la dictadura de Franco era igualmente sangrienta.	and that Franco's dictatorship was just as bloody.	just as murderous	
19	Para volver a unir una nación	In order to reunite a nation	to unite a nation once again	to return to
20	es imprescindible comprender el pasado.	it is necessary to understand the past.	it is imperative to have an understanding	to comprehend

Question 10

Traduce al español.

[20]

The translation from **English into Spanish** is marked according to **AO3**. The translation is divided into 20 sections with one mark per section.

The table below shows a Spanish translation which is acceptable for each section of the text. Valid alternative translations are included. Similarly, translations which should be rejected are given. If candidates offer translations which are not listed, these should be considered acceptable, if they convey the same intended meaning. Should a candidate mis-spell a word, provided there is no ambiguity, the mark should be awarded. A minor slip in gender is acceptable but mistakes with common verbs are not. It is important to mark positively. Valid alternatives will be discussed at the examiners' conference.

	Original English Text	Acceptable Translation	Valid Alternative	Reject
1	A recent report on the experience of immigrants	Un informe reciente sobre la experiencia de los inmigrantes	estudio for informe	
2	in seven European Union countries	en siete países de la Unión Europea		siete países europeos / europeos (must have reference to EU).
3	has highlighted that	ha señalado que	for señalado accept subrayado / resaltado / destacado	
4	legal immigrants in Spain	los inmigrantes legales en España	inmigrantes con papeles	for legal do not accept derechos / correctos / la derecha
5	feel more integrated than	se sienten más integrados que	sienten que están / creen que están	
6	those in northern European countries.	los que viven en países europeos del norte.	los que viven en países nórdicos de la UE / países septentrionales de la UE.	
7	The majority of those interviewed	La mayoría de los entrevistados	encuestados	
8	were working	trabajaba	trabajaban	tense other than imperfect of trabajar
9	although the question was not asked	aunque no se les preguntó	no les preguntaron / no les hicieron la pregunta sobre donde trabajaban / no hubo ninguna pregunta	pedir for preguntar
10	whether this was in the	si trabajaban en la	si se trataba de la	

	black economy.	economía sumergida.	economía negra	
11	Some said that	Algunos dijeron que	Algunos afirmaron	decieron
12	they were over qualified for their work	estaban sobre cualificados para el trabajo que hacían	que tenían demasiadas calificaciones para su trabajo	
13	but it is surprising that almost no one	pero es sorprendente que casi nadie	es de extrañarse que	
14	felt discriminated against.	se sintiera discriminado	casi nadie hubiera sido discriminado / hubiera sufrido la discriminación.	se sintiera discriminado contra
15	Positive aspects were the ease	Aspectos positivos eran la facilidad.	lo fácil que era / había sido	vista for aspects
16	with which they obtained citizenship,	con la que consiguieron la nacionalidad,	consiguieron / obtuvieron la nacionalidad; papeles / tarjeta de identidad / ciudadanía	
17	succeeded in bringing their families together	lograron reunir a su familia	reagrupar a / reunirse con sus familias / traer a sus familias a vivir con ellos.	sucedier
18	and found courses to learn the language.	y encontraron cursos para aprender el idioma.	descubrieron programas / para aprender la lengua / el español / descubrieron clases de español	enseñar
19	Nevertheless, they had problems	Sin embargo, tenían problemas / dificultades	tuvieron problemas / había problemas /	
20	with temporary contracts.	con los contratos temporales	dificultades con los contratos a tiempo parcial / el trabajo a tiempo parcial.	omission of 'temporary'

Candidate Name	Centre Number				Candidate Number			
					0			



A LEVEL SPANISH

COMPONENT 3: CRITICAL AND ANALYTICAL RESPONSE IN WRITING

SAMPLE ASSESSMENT MATERIALS

2 hours



ADDITIONAL MATERIALS

You will require an eight page answer booklet in which to write your answers.

INSTRUCTIONS TO CANDIDATES

For this paper you must write **two** essays, each one of **approximately 300 words**.

One essay must be about a literary text; the second essay can be either about a film or another literary text.

Write your essays **in ink** in the answer booklet.

No dictionaries are allowed in any section of the exam.

No texts or works are allowed in any section of the exam.

INFORMATION FOR CANDIDATES

This paper carries 40 marks. The number of marks is given in brackets at the end of each question. You are advised to spend approximately 1 hour on each question.

No certificate will be awarded to a candidate found to be involved in any unfair practice during the examination.

Debes responder a una pregunta sobre **una** obra literaria y **una** película o sobre **dos** obras literarias. Está **prohibido** escribir sobre dos películas.

Debes enfocar una obra diferente a la de tu examen oral.

Cada redacción debe ser de aproximadamente 300 palabras en español.

La literatura

Federico García Lorca: *La casa de Bernarda Alba* [20]

1. Analiza esta afirmación: “En esta obra Lorca condena el abuso del poder absoluto”.
2. Analiza esta afirmación: “ La tragedia de las mujeres es que aceptan el machismo”.

Fernando Fernán-Gómez: *Las bicicletas son para el verano* [20]

3. Analiza esta afirmación: “La situación de las mujeres subraya la tragedia de la guerra civil”.
4. Analiza esta afirmación: “La supervivencia es de suma importancia en esta obra”.

Laura Esquivel: *Como agua para chocolate* [20]

5. Analiza hasta qué punto se puede decir que el destino de los personajes de esta novela se decide en la cocina.
6. Analiza esta afirmación: “La tragedia de Mamá Elena es que no se fía de nadie ni de nada”.

Luis de Castresana: *El otro árbol de Guernica* [20]

7. ¿Crees que esta novela señala la importancia de la solidaridad humana? Analiza la obra enfocando el significado de este concepto en tu respuesta.
8. Analiza esta afirmación: “Hasta cierto punto Santi **es** el otro árbol de Guernica”.

Gabriel García Márquez: *El coronel no tiene quien le escriba* [20]

9. Analiza la importancia del hijo muerto del coronel en la novela.
10. Analiza esta afirmación: “En el fondo, la mujer del coronel tiene razón”.

Ramón Sender: *Réquiem por un campesino español* [20]

11. Analiza la importancia de la visita a las cuevas en esta novela.
12. Analiza el fondo político en esta novela.

Las películas

Guillermo del Toro: *El laberinto del fauno* [20]

13. Analiza el papel del fauno en esta película.
○
14. ¿Hasta qué punto crees que esta película es un cuento de hadas? Analiza las características de un cuento de hadas en tu respuesta.

Pedro Almodóvar: *Mujeres al borde de un ataque de nervios* [20]

15. Analiza hasta qué punto esta película es una “afirmación feminista”.
○
16. Analiza el papel de los hombres en esta película.

Joshua Marston: *María, llena eres de gracia* [20]

17. Analiza el ambiente de amenaza a las mujeres en esta película.
○
18. Analiza hasta qué punto estás de acuerdo con esta afirmación: “María como ‘mula’ no es tan tonta como puede aparentar.”

Emilio Martínez Lázaro: *Las trece rosas* [20]

19. Analiza el ambiente de venganza en esta película.
○
20. Analiza el papel de la religión en esta película.

Miguel Courtois: *El Lobo* [20]

21. “El contexto histórico es de suma importancia en esta película.” ¿Estás de acuerdo? Analiza el contexto histórico en España en tu respuesta.
○
22. Analiza la situación ‘sin salida’ de El Lobo.

Enrique Urbizu: *La caja 507* [20]

23. Analiza el personaje de Modesto y su papel en la película.
○
24. Analiza la importancia del atraco al banco en la película.

COMPONENT 3: Critical and analytical response in writing (40 marks)

MARK SCHEME

General Advice for examiners

The candidate is required to write **two** essays, one each on the two works they have studied for A level. One of the works **must be a literary work** and the second can be an additional literary work or a film. Candidates **may not answer more than one question on film** for this component.

The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate Spanish accurately in written form, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of different aspects of the culture and society of countries or communities where Spanish is spoken. In addition the candidate must demonstrate that they can respond critically and analytically to different aspects of the culture and society of countries or communities where Spanish is spoken.

You will apply the mark scheme as set out in the marking grid. For AO3 and AO4 the marking grid has 5 two-mark bands. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

You should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the candidate's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the candidate's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare your marks with those of the Principal Examiner.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical and analytical response is one which will clearly demonstrate that the candidate is able to select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts related to the works studied.

The approximate number of words advised for each essay is 300. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are also provided with the mark schemes but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the additional notes but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking the essays you should have the titles to hand as the writing task requires the candidate to deal with a specific idea or ideas. The candidate is expected to answer the question as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach they will be unlikely to focus on the task as set, leading to digression and irrelevance.

Component 3: Mark scheme for essays

Two essays each marked out of 20.

For each essay the marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

	AO3	Marks	AO4	Marks	Total marks
Essay 1	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Essay 2	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Total		20		20	40

Component 3: Marking grid for critical and analytical response in writing

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
9-10	<ul style="list-style-type: none"> Consistently accurate manipulation of the language of study. Use of a wide range of lexis, grammatical structures and idiom. Style and register is appropriate for the task set. 	9-10	<ul style="list-style-type: none"> A detailed, critical appreciation and analysis of the literary work / film which is very well supported by evidence. Points of view are justified and fully developed. There is a clear and coherent analysis and evaluation of issues and themes. Clear and detailed analysis of the culture and society within the literary work / film where appropriate.
7-8	<ul style="list-style-type: none"> Accurate manipulation of the language of study, with only a few errors. Use of a good range of lexis, grammatical structures and idiom. Style and register is mostly appropriate for the task set. 	7-8	<ul style="list-style-type: none"> A critical appreciation and analysis of the literary work / film which is supported by good evidence. Points of view are justified and developed. There is a degree of analysis and evaluation of issues and themes, although it may not be in depth. An analysis is made of the culture and society within the literary work / film where appropriate.
5-6	<ul style="list-style-type: none"> Some errors in manipulation of language. Some vocabulary may be lacking or used inappropriately. Any idiomatic language used is simple. Style and register is generally appropriate for the task set. 	5-6	<ul style="list-style-type: none"> A sound knowledge of the literary work / film but some evidence is irrelevant. Points of view are expressed with some supporting evidence. There are attempts to develop arguments and main points are evaluated. Some analysis of the culture and society within the literary work / film where appropriate.
3-4	<ul style="list-style-type: none"> A high incidence of basic errors affect accuracy. Short sentences predominate. Some sentences incomplete and there is limited idiomatic knowledge. Style and register is simple. 	3-4	<ul style="list-style-type: none"> A superficial knowledge of the literary work / film with evidence which is nearly always irrelevant. Points of view expressed with little use of supporting evidence. Only a partial response to the question set. Limited analysis of the culture and society within the literary work / film.
1-2	<ul style="list-style-type: none"> Little if any understanding of grammar. Sentences often fragmented with very few correct patterns and features of language of study. Short phrases predominate. Heavy reliance on anglicised structures. 	1-2	<ul style="list-style-type: none"> A knowledge of the literary work/film which is extremely limited and there is no supporting evidence. Only a few points of view made are relevant to the question set. A minimal response to the question set. Very little attempt to analyse the culture and society within the literary work / film.
0	<ul style="list-style-type: none"> Nothing of value. 	0	<ul style="list-style-type: none"> Nothing of value.

*Please refer to the subject specific additional notes when assessing AO4.

Indicative Content

La literatura

Federico García Lorca: *La casa de Bernarda Alba*

[20]

1. Analiza esta afirmación: “En esta obra, Lorca condena el abuso del poder absoluto”.

AO4	<p>In response to the essay question the candidate may analyse:</p> <ul style="list-style-type: none"> • the autocratic power wielded by Bernarda Alba over her household • Bernarda as a controlling mother and a force to be reckoned within the village • whether she is a negative or positive influence on all those with whom she comes into contact • Bernarda’s single minded devotion to safeguarding family values • the effects on each of her daughters of her obstinate dedication to the social norms of contemporary society <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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2. Analiza esta afirmación: “La tragedia de las mujeres es que aceptan el machismo”.

AO4	<p>In response to the essay question the candidate may analyse:</p> <ul style="list-style-type: none"> • the structural ambiguity of the absence of “the omnipresent male” in the play • the perceived attitude of women towards men in Andalusian society • what the perceived ambiguity towards male and female behaviour communicates about the role of women in Andalusian society • whether the passive acceptance of their role by women condemns them to live out a tragic existence • Pepe el Romano as a catalyst in the play <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Fernando Fernán-Gómez: *Las bicicletas son para el verano*

[20]

3. Analiza esta afirmación: “La situación de las mujeres subraya la tragedia de la guerra civil”.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the domestic situation of the Spanish housewives • discuss if the women suffer more than the men or children • analyse the tragic aspects of the civil war in the play. • discuss the women’s daily struggle against domestic hunger • analyse whether there is any solidarity between the different generations of women <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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4. Analiza esta afirmación: “La supervivencia es de suma importancia en esta obra”.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • compare and contrast the selfish behaviour shown by some characters in the play • analyse whether there is any sense of altruism in everyday life, highlighting the reactions of Don Luis • analyse how individual characters respond to the threat of hunger, bombardment and death • give examples of characters who think only of themselves, especially in the episode of the lentils • discuss whether the behaviour of characters follows a basic human instinct to survive at all costs <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Laura Esquivel: *Como agua para chocolate*

[20]

5. Analiza hasta qué punto se puede decir que el destino de los personajes en esta novela se decide en la cocina.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the source of Tita's magical cooking powers • analyse her relationship to Pedro and Rosaura and how this is impacted by her culinary powers • analyse the effects on the wedding and subsequent baptism • analyse the impact of her cooking on her sister Gertrudis • analyse the serious repercussions for Mamá Elena <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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6. Analiza esta afirmación: "La tragedia de Mamá Elena es que no se fía de nadie ni de nada".

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse Mamá Elena's total control over Tita's life and shaping of her destiny • analyse her controlling treatment of Rosaura, Pedro and Gertrudis • analyse her bravery and bravado when faced with the revolutionaries • analyse her attitude to Dr John Brown • evaluate to what extent her behaviour was determined by her unfortunate experiences with her native lover <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Luis de Castresana: *El otro árbol de Guernica*

[20]

7. ¿Crees que esta novela señala la importancia de la solidaridad humana? Analiza la obra enfocando el significado de este concepto en tu respuesta.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the socio-political context of the novel • analyse the sense of exile, loss and identity in the children’s lives • analyse the significance of human solidarity in war time • analyse the exiled children’s experiences that exemplify human solidarity • compare and contrast the children’s behaviour and reactions with those of the adults <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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8. Analiza esta afirmación: “Hasta cierto punto Santi **es** el otro árbol de Guernica”.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the socio-political meaning of “El árbol de Guernica” and the meaning of the title of the novel • analyse the importance of roots and identity in the Basque children’s lives • analyse the leadership qualities of Santi in exile • analyse the attitude of Santi towards his Belgian hosts • analyse the importance of the Basque football team <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Gabriel García Márquez: *El coronel no tiene quien le escriba*

[20]

9. Analiza la importancia del hijo muerto del coronel en la novela.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the socio-political Colombian context of the novel • analyse whether the coronel and his wife are living in and for the past • analyse the connection between the dead son and the political situation • compare and contrast the coronel and Don Sabas • analyse the importance of the fighting cock <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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10. Analiza esta afirmación: “En el fondo, la mujer del coronel tiene razón”.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the unshakeable optimism of the coronel in the face of old age, poverty and the dire political situation • analyse why the coronel will not sacrifice the fighting cock • analyse his wife’s constant complaints about her struggle to put food on the table • compare and contrast the coronel’s idealism with the pragmatism of his wife • decide which, if any, of the two approaches is more likely to ensure survival <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Ramón Sender: *Réquiem por un campesino español*

[20]

11. Analiza la importancia de la visita a las cuevas en esta novela.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the living conditions of the old couple living in the cave • analyse the behaviour of the priest towards the sick man • compare and contrast Paco’s reactions with those of the priest • analyse the importance of the effects of the visit on Paco’s subsequent social and political behaviour • analyse whether Paco or the priest shows more dedication to perceived Christian values <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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12. Analiza el fondo político en esta novela.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse why only the most powerful local inhabitants attend the memorial Mass for Paco • analyse subservience of the peasants to the landowners • analyse Paco’s “rebellious” behavior • analyse power wielded by the big landowners in pre-Civil War Spain • analyse the increasing threat of violence from the right-wing landowners and their henchmen as a means of stamping out any threat to their power <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Guillermo del Toro: *El laberinto del fauno*

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13. Analiza el papel del fauno en esta película.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • compare and contrast Ofélia's first and last meeting with the faun • analyse the three tasks imposed on Ofélia by the faun • consider whether the faun is at all times helpful to Ofélia • analyse the significance of the dagger scene involving Ofélia and the faun at the end • analyse whether the faun is a good or bad character and whether he has a good or bad influence on Ofélia <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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14. ¿Hasta qué punto crees que esta película es un cuento de hadas? Analiza las características de un cuento de hadas en tu respuesta.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the main characteristics of fairy tales, taking Lewis Carroll's Alice as a model • discuss the role of fantasy in fairy tales and in the film • compare and contrast the world of fantasy and the world of reality in the film • analyse which features of fairy tales are present in the world of fantasy • analyse the meaning of the end of the film and whether this is a fairy tale or not <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Pedro Almodóvar: *Mujeres al borde de un ataque de nervios*

[20]

15. Analiza hasta qué punto esta película es una “afirmación feminista”.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the significance of making a “feminist declaration” within the historical and socio-political context of Spain • analyse the hectic life style of the working female characters in España de la Transición • analyse the motivation of Pepa to be truly free of Ivan <p>contrast the reactions of Pepa with those of her younger working friends</p> <ul style="list-style-type: none"> • analyse whether the women are truly and emotionally independent of men, and decide whether it is making a strong statement about feminism in Spain <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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16. Analiza el papel de los hombres en esta película.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the traditional Spanish concept in a socio-political and historical context • analyse whether the male protagonists in this film conform to traditional macho stereotypes • analyse whether the men have become dependent on the female characters • analyse whether Almodóvar is reflecting or advocating role reversal in the film • evaluate the film in the socio-political context of the Transition <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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17. **Joshua Marston: *María, llena eres de gracia*** [20]

Analiza el ambiente de amenaza a las mujeres en esta película.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the working environment of the women in the flower-packing factory and the boss' treatment of María • analyse María's relationship with her Colombian boyfriends • consider the underlying threats of violence if she fails as a drug trafficker, when María meets the head of the drug cartel • analyse the overt threat to the "mulas" from the Colombian drug runners in the United States • analyse how María deals with the threats to her family in Colombia once she is in America <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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18. Analiza hasta qué punto estás de acuerdo con esta afirmación: "María como 'mula' no es tan tonta como puede aparentar".

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse María's character when we first meet her – is she pragmatic with realistic expectations or an impulsive dreamer? • analyse how María gains "street credibility" when she meets Franklin • analyse how María handles herself in the meeting with the drug cartel boss and her decision to risk her health and that of the child she is carrying • analyse the cool manner with which she clears American customs • analyse how she takes on the drug runners in America and the manner in which she engineers her stay there <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Emilio Martínez Lázaro: *Las trece rosas*

[20]

19. Analiza el ambiente de venganza en esta película.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the panic among the republicans and the merciless behaviour of the fascist victors in the opening scenes of the film • analyse the systematic witch hunt for republican sympathisers • analyse the scenes of torture designed to extract information about a suspected republican counter-coup • analyse the effects of the republican assassination of the Civil Guard and his daughter • inevitable consequences of the thirst for revenge • analyse the sham trial and the nightly shooting of republicans <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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20. Analiza el papel de la religión en esta película.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse camera shots of nuns giving the fascist salute at the beginning of the film • consider/analyse the attitude of the priests cooperating with Franco's soldiers during the victory celebration Mass in Madrid • analyse the attitude of the prison governor to the behaviour of the republican during the religious ceremonies imposed on them • analyse the hypocritical attitude of the chaplain to the condemned women • analyse the chaplain's punitive attitude to their farewell letters <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Miguel Courtois: *El Lobo*

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21. “El contexto histórico es de suma importancia en esta película.” ¿Estás de acuerdo? Analiza el contexto histórico en España en tu respuesta.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the origins of ETA and the “raison d’être” of ETA members • analyse the disintegration of the Franco regime in the 1970s • analyse to what extent the Spanish secret services apparently became a loose cannon in the 1970s • analyse the evolution of El Lobo as a double agent • evaluate the role of El lobo as an agent provocateur in the volatile socio-political context of a changing Spain <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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22. Analiza la situación ‘sin salida’ de El Lobo.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the atmosphere of threats and fear in ETA in the film • analyse the concept of trust in ETA and Spanish secret services • analyse whether the secret services are any better than ETA in the way they treat people and events • analyse the role of El Lobo as a mole • analyse whether there are any winners and losers in this film <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Enrique Urbizu: *La caja 507*

[20]

23. Analiza el personaje de Modesto y su papel en la película.

AO4	<p>In response to the essay question the candidate may mention:</p> <ul style="list-style-type: none"> • analyse Modesto as an ordinary, politically uncommitted worker • analyse his initial reaction to his daughter's death in the forest fire • analyse his determination to avenge his daughter's death when he discovers the role of property speculators in her murder • analyse the development of Modesto into a cunning operator • analyse how he outwits the Mafiosi <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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24. Analiza la importancia del atraco al banco en la película.

AO4	<p>In response to the essay question the candidate may:</p> <ul style="list-style-type: none"> • analyse the attitude towards money and crime in modern Spain • analyse the role played by fate in the bank robbery • analyse Modesto's discovery that the forest fire was deliberate • analyse whether there is honour among thieves and the Mafiosi in the film • analyse the ultimate consequences of what was apparently a straightforward bank robbery <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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