



AQA qualification support

AS and A-level Spanish

Preparing to teach the new specifications

Commentaries

BOOKLET 5

Published date: Spring 2016, version 1.0

Permission to reproduce all copyright materials have been applied for. In some cases, efforts to contact copyright holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future documents if required.

Contents

Page

A-level Spanish paper 2 – commentaries on exemplar student materials	4
AS Spanish paper 2 – commentaries on exemplar student materials	7
A-level Spanish paper 3 – commentaries on exemplar student materials	10
AS Spanish paper 3 – commentaries on exemplar student materials	15
A-level Spanish paper 1 – commentaries on exemplar student materials	16
AS Spanish paper 1 – commentaries on exemplar student materials	18

Blank Page

Commentaries on A-level paper 2 exemplar essays

Student 1

Q4.2 Réquiem por un campesino español *Ramón J. Sender*

Paco es demasiado ingenuo para ser un héroe creíble. Muere por ideas simplistas y superficiales. ¿Estás de acuerdo? Justifica tu respuesta.

A04

The student achieves a mark towards the bottom of the good band as the work is usually detailed. The student explores the question set but does not convince the reader if Paco is a credible hero. Further detailed exploration of the question would have enabled the candidate to achieve a higher mark. There is good evidence of examples from the book which back up the points the student is making. There is good evaluation of the points that the student makes but the conclusion is lacklustre and short and fails to really come to a final conclusion in response to the question set.

= 13/20

A03

The language produced by the student is reasonably accurate but there a few serious errors (*conozca, arriesgando, difícil, intentar*). The mark for language is towards the bottom of the 13-16 band due to the range of vocabulary used and the ability to use and manipulate complex structures which are appropriate to the context and the task.

= 14/20

Total mark = 27/40

Student 2

Q1.1 La casa de Bernarda Alba – *Federico García Lorca*

Analiza las técnicas que utiliza Lorca para explorar el tema de la represión en *La Casa de Bernarda Alba*.

A04

The student has a concise introduction which clearly indicates to the reader the areas which will be explored in the essay; symbolism, quotes and juxtaposition. The first line of the introduction is somewhat superfluous and students are advised not to include any information that is not relevant to the question set. The student then takes each of the ideas and explores them effectively. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the play which back up the points made effectively. The essay therefore demonstrates excellent evaluation. There are a couple of occasions where the student does not clearly communicate the point and as such a mark of 19 is awarded.

= 19/20

A03

The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. For example some good uses of the subjunctive and the passive. However, there are some examples of serious errors (*está enfada, ayudan de, están visto que no está llega*) and some minor errors (*un prisión, enfatizar, símbolos usado*) which mean a mark towards the bottom end of the good band is most appropriate. The vocabulary used is also generally good (*yuxtaposición, acotaciones*) which support a mark in the 13-16 band.

= 14/20

Total mark = 33/40

Student 3

Q11.1 El laberinto del Fauno – Guillermo Del Toro

Analiza las técnicas que utiliza Guillermo del Toro para explorar el mundo fantástico.

A04

The student gives a brief introduction which does not really inform the reader of the intentions of the essay. To some extent, the student rewrites the question stating that he/she will be analysing how the fantasy world mixes with the real world: students do need to be careful with such an approach as including this material could be deemed to be irrelevant to the question set. The student proceeds to evaluate the use of colours and the camera angles which are well exemplified by the use of scenes to support the student's line of thought. However, there is an over emphasis on analysis of scenes rather than a critical analysis of further techniques which lacks a critical appreciation and rather begin to appear like a description of the fantasy world. There is also a lack of a personal reaction to the question with very few personal opinions. It is this lack of focus on the analysis of techniques, the student's decision to compare Ofelia's two worlds and detailed scene descriptions which lead to a mark of 12 as it is a reasonable critical and analytical response to the question set.

12 = 20

A03

The language produced is reasonably accurate, but there are a few serious errors particularly where the student mixes tense usage, repeatedly misspells *aperece*, misspellings of basic words eg *la mieda*, adjectival agreement errors *mundo bonita*, *humanes*. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately though to produce a flow of language which does communicate. The mark is at the lower end of the band 9-12 as the vocabulary is fairly limited given the fact that this is an essay about techniques.

10 = 20

Total mark = 22/40

Commentaries on AS paper 2 exemplar essays

Student 1

Q4.1 Como agua para chocolate - *Laura Esquivel*

Considera la relación de Tita con otros personajes en la novela. ¿La hacen feliz?

Puedes mencionar a:

- Nacha
- Mamá Elena
- Pedro Múzquiz
- John Brown

A04

The student provides a brief introduction to the essay and decides to cover all of the characters suggested by the bullet points. It is worth pointing out that the bullet points only serve as a source of inspiration for the candidate and as such not all need to be covered to gain access to the top band for content. The student's response is lengthy and does not have a conclusion. Whilst all work produced will be marked, lengthy essays can often lead to grammatical errors being introduced which can have an effect on the A03 mark. The student provides a detailed response to the question set, although at times there is an element of storytelling rather than analysis and it would have been better to be more concise when making his/her points. Also, it would have been advisable to link more to the title of how the characters make Tita happy. There are plenty of examples and opinions which back up the student's points. There is however, a lack of conclusion which would really hold the essay together. As such, the student achieves a mark at the top of the 13-16 band.

= 16/20

A03

The language produced is generally accurate, although there are some minor errors they do not prevent the reader from understanding what is being communicated. The student shows a generally good grasp of grammar and is often able to manipulate complex language. The student uses a good range of vocabulary appropriate to the context and the task.

= 15/15

Total mark = 31/35

Student 2

Q15.2 Volver – Pedro Almodóvar

¿Qué nos enseña Almodóvar sobre el papel de las mujeres?

Puedes mencionar a:

- Irene
- Raimunda
- Paula
- Sole

A04

There is a clear introduction which informs the reader of the importance of women in the film *Volver*. The student then proceeds to do an analysis of some of the characters in the film, rather than an analysis of what he is teaching us about the role of women. It is important that students ensure that they answer the question that has been set. Some good points are made and backed up by clear and relevant examples from the film. There is a lack of a conclusion to draw all the points together and tell us what Almodóvar teaches us about the role of women. The essay therefore fits at the top band of the 9-12 mark band.

= 12/20

A03

The language the student uses is very accurate with only minor errors. There is some complex language (*lo que sea posible, pase lo que pase, al ser*) along with some good vocabulary (*luchadora, fallecer, confesar, arrepentirse*). The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.

= 15/15

Total mark = 27/35

Student 3

Q13.1 Ocho-apellidos vascos – *Emilio Martínez-Lázaro*

Describe cómo cambia la relación entre Rafa y Amaia a lo largo de la película.

Puedes mencionar:

- su primer encuentro
- la visita de Rafa al País Vasco
- su 'relación'
- sus sentimientos al final

A04

The student has a very short introduction which is appropriate, students should try not to write too much for the introduction as this will deter from depth of analysis in the main body of the essay. The student then describes the relationship between Rafa and Amaia. The nature of such is rather generic and fails to really draw any conclusions and points of view are not really justified. There is very little reference to scenes in the film that provide evidence to back up points that are made. There is some irrelevant information, however some knowledge is shown with a little evidence. Therefore, the mark is placed at the bottom of the 9-12 band.

= 9/20

A03

The language is very basic with many errors which are particularly serious when attempting complex structures. Subjunctives are attempted but the student fails to conjugate them correctly. The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task. Therefore, a mark at 6 is most appropriate

= 6/15

Total mark = 15/35

Commentaries on the A-level exemplar speaking tests

Student 1

Discussion of sub-theme: La inmigración

Tarjeta G: España pierde población extranjera

AO1

This is a fluent speaker who is able to respond appropriately to most unpredictable questions and to develop most of her ideas and opinions. Some of her answers include repetition of points already made and therefore could have been developed in more detail. She fails to answer one question about the language differences between South American immigrants and those from Morocco, only replying *No sé*.

= 5/5

AO2

The student's responses show some understanding of the topic of Immigration in general. She does not refer explicitly to the information on the stimulus card (which refers specifically to trends in Spain) but makes the point that immigrants to more developed countries often accept the type of low-paid jobs that the native population reject. She shows some appreciation of the problems faced by immigrants and the attitudes they encounter in a new country.

= 4/5

AO3

The student is able to use a good variety of vocabulary and complex language. Her use of the subjunctive in subordinate clauses is usually successful with occasional exceptions such as *no creo que son tanto como...* There are some errors in the use of *gustar*: *muchas personas gustarían...*, *la gente gustaría...* She uses *para* with a noun in phrases that require an infinitive: *para un estilo de vida mejor...*, *para una mala cosa...* There are some anglicisms or invented words: *esponjar dinero*, *ser un agoto para la sociedad*, *viviendos para gratis*. Pronunciation and intonation are very good but the errors mentioned above mean that the performance cannot be placed in the top band for AO3.

= 8/10

AO4

Although the student shows some general knowledge of the sub-theme, she is not generally able to support her arguments with relevant, detailed information. When asked about the difference between immigrants to Spain from Morocco and those from South America, her response is restricted to their relative numbers and to their ability to speak Spanish. She makes a generalized comment about South America being richer than Morocco but does not refer specifically to any South American

country although these vary widely in terms of economic success. She offers only limited evidence to justify her conclusions.

= 2/5

Total mark = 19/25

Student 2

Discussion of sub-theme: Jóvenes de hoy, ciudadanos del futuro

Tarjeta J: La generación perdida de los ninis.

AO1

The student responds appropriately to most unprepared questions, needing no prompting. The delivery is mainly fluent though on occasions he hesitates while ensuring that his language is correct. He participates well in the discussion, expressing clear ideas and opinions with a good degree of development.

= 4/5

AO2

The student's responses show a very good understanding of the poor prospects of many young people in South America. He uses the information on the card to make recommendations for improving the situation described. He is able to discuss the issues raised by the material on the card namely, economic deprivation, limited educational provision and lack of opportunities for employment. His two questions to the examiner are the result of her prompting. The first refers to the perception of immigrants and it is not clear in what context he is asking the question. The second does not make sense grammatically since he appears to ask *¿Qué...?* when he probably means *¿Cómo...?* This accounts for the award of 4 not 5 marks.

= 4/5

AO3

The student uses a wide range of appropriate vocabulary and complex structures. There are frequent examples of the correct use of the subjunctive in subordinate clauses to express value judgments. He is comfortable with the use of the reflexive form to express the passive voice. The grammar is generally highly accurate with only a few minor errors and there is some evidence of the ability to self-correct.

= 9/10

AO4

The student demonstrates reasonable knowledge of the sub-theme and is able to refer to Venezuela with its political instability and economic dependence on fluctuating oil prices. He mentions the government's struggles with the *narcos* and the guerilla group *FARC* in both Venezuela and Colombia but the link with youth unemployment is assumed rather than explained. He mentions the difference between the economies of South America and Spain and how the economic crisis in the developed world has led to higher unemployment in Spain. However, in answer to the third printed question he cites the example of France which is not relevant to the purpose of this discussion.

= 3/5

Total = 20/25

Student 3

Individual Research Project: *La casa de Bernarda Alba*

Presentation of Individual Research Project

AO4

The presentation has no real focus and the student gives a fairly superficial synopsis of the play together with some limited biographical information about the author. The presentation is also short – 1 minute 35 seconds. Knowledge and understanding of the area of study are very limited.

= 1/5

Discussion of Individual Research Project

AO1

The pace of delivery is slow with regular hesitation. There is little opportunity for the student to respond to unpredictable elements but occasionally there are some ideas and opinions that are developed independently of prompts.

= 4/10

AO3

The student uses mostly unsophisticated language. There are no complex structures, only a series of main clauses linked by *pero*, *porque*, and *también*. There is some appropriate vocabulary but accurate application of grammar is limited and occasionally comprehensibility is compromised. Pronunciation and intonation are mostly intelligible but the student stumbles over some words that she is not sure of.

= 4/10

AO4

The student has acquired some knowledge and understanding of culture and society relevant to the work of Lorca. She refers to the principal themes dealt with in the play such as *opresión*, *desigualdad*, *honor*. There are a few references to the limitations placed on the daughters: *las hijas quieren ser en los espacios abiertos; las hijas no puede casarse con quien quiere* that are relevant to the theme of *opresión*. She cites the scene at the end of Act 2 in which *la hija de la Librada* is pursued by the villagers who want to kill her because she has had a child out of wedlock. The student's definition of *el honor* is limited to *[Bernarda] siempre se preocupa si los vecinos puede oír ellos*. There is some understanding of dramatic techniques used by Lorca in her mention of the monochrome staging and Bernarda's insistence on ¡Silencio!

= 4/10

Total mark = 13/35

Student 4

Exemplar Individual Research Project: *La casa de Bernarda Alba*

Presentation of Individual Research Project

AO4

In his presentation the student gives a superficial outline of the play which demonstrates only limited knowledge and understanding of the work. His misleading reference to Bernarda's daughters as *niñas* creates a false impression of the substance of the work. However, he shows some understanding of the repressive *ocho años de luto* and how jealousy is a factor in Adela's suicide.

= 2/5

AO1

The student is able to develop some of his ideas with a degree of fluency although the pace of delivery tends to be slow. He responds to the examiner's questions about the relationships between the three generations of women in the family with appropriate references to scenes in the play. He is able to comment meaningfully on the symbolic value of the church bells and the decreasing whiteness of the walls to convey the idea of approaching tragedy.

= 6/10

AO3

The language used is mostly coherent but not complex. There is no evidence of knowledge of the subjunctive in subordinate clauses e.g. *solo permite que no hacen nada*. Verb formation is mostly correct with the exception of *dijo* instead of *dije*. He uses some sophisticated vocabulary: *desenlace*, *dueña*, *acotaciones*, but there are some gaps: *prisioneros*, *fato*, *oscurir*. Accuracy is uneven. Pronunciation and intonation are fairly good.

= 6/10

AO4

Although the student is at an early stage in his study of the play, he produces a reasonable critical and analytical response. He is able to explore the theme of imprisonment with detailed reference to the scene in which María Josefa expresses her desire for freedom. He mentions *un montón de celos* when describing the relationships between the sisters but his explanation of the reasons for this jealousy are a little unclear. He refers meaningfully to the symbolism of the breaking of Bernarda's *bastón* and to María Josefa's longing for *la orilla del mar*. The discussion is, unfortunately, slightly short – 8 minutes 15 seconds – and this accounts for the lower mark in the "Reasonable" band.

= 5/10

Total mark = 19/35

Commentary on the AS Spanish exemplar speaking test

Student 1

Discussion of sub-theme: **La identidad regional en España**

Tarjeta I: **La Comunidad Autónoma de Valencia**

AO1

The pace of delivery is such that most responses are easy to follow and the response to unpredictable elements is sometimes appropriate. Ideas and opinions are often developed throughout the discussion of the card and the sub-theme but the following responses are lacking in development: the question about the *dieta mediterránea*; her reasons for wanting to participate in *Las Fallas*; the importance of a regional language.

= 4/5

AO2

The student's responses show a very good understanding of the material on the card. She participates meaningfully to the discussion about the historical and cultural differences between the different autonomous communities of Spain and mentions some other traditions and festivals. Her question to the examiner is a simple one but it is relevant in the context and can be credited.

= 5/5

AO3

She uses a variety of vocabulary appropriate to the discussion and attempts some complex structures. Her use of the subjunctive is often correct: *cuando sea mayor; es necesario que la gente beba agua; si dejaran las fiestas, se perdiera un gran parte de la cultura*. There are occasional errors in simpler constructions: *me gusta las gambas y arroz; cuando pelear con los toros*. Some idiomatic expressions have not been consolidated from GCSE, e.g. *tendría un buen tiempo* and there are some mistakes in gender and prepositions. Pronunciation and intonation are good with occasional errors in words such as *comestible; aplastados; orgullo; autónomo* that lack clarity.

= 7/10

AO4

The student offers a good critical response to the sub-theme. She demonstrates familiarity with the *Tomatina* festival and is able to offer a brief description of it. She shows good understanding of the tradition of bullfighting and its symbolic importance for many Spaniards, although her personal reaction is one of disapproval. She also demonstrates some familiarity with the festivals of *San Fermín* and *Las Fallas* but without giving much detail. She is able to discuss the historical significance of some *fiestas* that celebrate local events and the economic benefit they generate for the region through tourism. She is less successful when asked about the role of a regional language in maintaining regional identity but concludes that it is an important factor which makes certain regions different from the rest of Spain.

= 8/10

Total mark = 24/30

Commentary on A-level Spanish Paper 1 –Summary

Listening

Q1 Una entrevista con un inmigrante

Marking and commentary

AO1

In their answer to the first bullet point the student refers to the lack of medical provision [1 mark] and the difficulty in earning sufficient money to support his family [1 mark] and is awarded 2 marks.

In answer to the second bullet point, reference is made to the length of his journey and the need to travel by night because of police patrols [1 mark]; his payment of 1200 euros to be taken in a small boat to Spain [1 mark] and his four months spent in a reception centre [1 mark]. The reference to *la policía los vemos* is not rewarded because it does not communicate meaningful information. However, there is sufficient information without this to be awarded 3 marks.

For the final bullet point, the student mentions that Bertín is studying Law in order to help other immigrants [1 mark] and that he is in regular contact with his family at home via his mobile [0 marks]. This second point attracts no marks because the student has already exceeded the word limit for the summary.

Long summaries are marked for content or language only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words.

= 6/7

AO3

The mark awarded for AO3 is 3/5. All the language is marked for AO3 since the student mostly uses his own words wherever possible, (words such as *malaria* and *centro de acogida* cannot be easily paraphrased in this context). The language is judged to be “reasonably accurate” since most of the information is communicated effectively apart from the phrase mentioned above, *la policía nos vemos*. There are a few serious errors in verb forms: *estar* instead of *ser*; verbs in the wrong tense or wrongly conjugated (*durante*, *deberían*, *ven*, *llevarme*); Minor errors include vocabulary (*largo*); agreement of adjectives (*muchos oportunidades*); prepositions (*a*, *de*). There is some evidence of manipulation of verbs (*salió*, *fue*, *estudia*).

= 3/5

Total marks: 6 + 3 = 9/12

Reading

Q7 Un blog personal las experiencias de José Guerrero, un joven español

Marking and commentary

AO2

In the answer to the first bullet point, the student mentions the problems José suffered at school because of homophobia [1 mark], he was almost expelled for getting into fights [1 mark] and at the age of 15 he was the only gay person in his class [1 mark].

In the answer to the second bullet point, the student mentions Red Educación but without saying what it does [0 marks] or that he works as a volunteer talking about his experiences. [0 marks]. The student does convey some idea of the two levels of classes offered [1 mark].

For the final bullet point the student communicates that José would like to return to his old school to give a workshop [1 mark].

=5/7

AO3

The mark awarded for AO3 is 3/5. All the language is marked for AO3 since the student mostly uses his own words wherever possible, (words such as *homofobia* and *prejuicios* cannot be easily paraphrased in this context). The language is judged to be “reasonably accurate” since most of the information is communicated effectively. The final phrase *y piensa que visita ese instituto se empoderaría* makes no sense but it is not marked for AO3 because the word limit is exceeded.

Long summaries are marked for content or language only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words.

There are a few serious errors in verb forms: (*sufraba, se provee, trata*); wrong use of conjunctions (*para que, con que*) which affect comprehensibility. Minor errors include those of gender or agreement (*un parte, lo único gay, clases distintos*), and spelling (*ahorra*). There is some evidence of correct manipulation of verbs (*cuando tenía quince años, le gustaría volver*).

=3/5

Total marks 5 + 3 = 8/12

Commentary on AS Spanish Paper 1 – Summary

Listening

Q4 Whatsapp

Marking and commentary

AO1

The AO1 mark is awarded for a response which conveys the required information, regardless of whether that response is expressed in the student's own words, or is partly lifted from the recording.

In answer to the first bullet point, the student mentions that Pedro has decided to divorce his wife [1 mark], because she didn't reply to his messages [1 mark] despite having read them [1 mark].

In answer to the second bullet point, the student says that Pedro was unhappy because his wife answered all her Whatsapp message except his [1 mark], that she neglected the housework and the children [1 mark] and that she only wanted to chat to her friends [1 mark].

In answer to the final bullet point, the student mentions that Pedro sent his wife a Whatsapp message asking for a divorce [1 mark]. All these points attract marks because they remain within the word limit.

= 7/7

Marks for AO3

Lifted language will gain no credit for AO3. In this case, the language produced includes errors of tense or mood (*respondiera, tiene*), misspellings (*aberlos, mensajes, tarreas, ciudar, express*), the omission of the personal *a* before *los niños* and the use of *preguntar* instead of *pedir*. The sentence structure is simple but mostly coherent and there is one correct use of the 3rd person preterite (*mandó*). The student shows some grasp of grammar and is awarded 2/5.

= 2/5

Total marks: 7 + 2 = 9/12

Reading

Q8 Un chat en vivo con la cantante Shakira

Marking and commentary

AO2

In answer to the first bullet point, the student mentions Shakira's birthplace, her early talent for dancing and singing [1 mark] and her international success following her first album in 1996. [1 mark]

In answer to the second bullet point, the student mentions that Shakira set up the Pies Descalzos foundation to help poor children [1 mark] and that she was appointed ambassador of UNICEF for her humanitarian work [1 mark]. The student fails to mention the award she received from the United Nations [0 marks]

For the final paragraph the student mentions Shakira's earlier relationship with Antonio de la Rúa [1 mark] but the final point about having a child with Piqué is not marked because the word limit is exceeded. [0 marks].

Long summaries are marked for content or language only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words.

= 5/7

AO3

The language is "generally accurate" with some errors in the use of *ser/estar* (*era cinco años, está muy exitoso, era en relación*). The word *danzas* is used incorrectly, and also the use of *una* before *embajadora*. The personal *a* is omitted before *los niños pobres*. The manipulation of verbs in the 3rd person preterite tense is correct (*nació, mostró, vendió, casaron*). The student shows a "generally good grasp of grammar" and is awarded 4/5

=4/5

Total marks: 5 + 4 = 9/12