

Example answers and examiner commentaries: Paper 2

This resource contains an essay on each of three prescribed works for AS Spanish (7691), Paper 2. Each essay is accompanied by the relevant mark scheme extract and by a commentary to explain the marks awarded. This resource aims to exemplify to teachers the way the mark scheme is applied to students' essays.

The works covered are *La sombra del viento* and *El laberinto del fauno*.

Further marked exemplar essays can be found in Secure Key Materials on e-AQA.

Assessment criteria

A03	
13-15	The language produced is generally accurate, but there are some minor errors. 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.
10-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	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.
1-3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

- incorrect spelling, unless the meaning is changed
- accents, unless the meaning is changed
- confusion of noun/adjective, eg *peligro/peligroso*
- occasional slips in gender/ adjectival agreements.

Serious errors include:

- incorrect verb forms
- incorrect use of pronouns
- errors in basic idiomatic expressions, eg *es muy calor: soy 17*.

Complex language includes:

- subordinate clauses
 - Relative
 - Conditional

- Purpose etc
- appropriate use of Subjunctive
- formation of regular and irregular verbs
- reflexive verbs
- use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun, eg *gustar, faltar, interesar* etc
- value judgements
- verb + infinitive (+ preposition) expressions.

A04	
17-20	<p>Very good critical response to the question set.</p> <p>Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
13-16	<p>Good critical response to the question set.</p> <p>Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
9-12	<p>Reasonable critical response to the question set.</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
5- 8	<p>Limited critical response to the question set.</p> <p>Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
1-4	<p>Very limited critical response to the question set.</p> <p>A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

La sombra del viento – example essay

«La Sombra Del Viento» (LSDV) por Carlos Ruiz Zafón es una historia basada en un hijo de un librero, Daniel Sempere, que encuentra un libro por un tal Julián Carax y desde entonces se va en busca de más libros escritos por él pero acaba descubriendo una red ~~intim~~ complicada de personas, amores, y pérdidas. Vamos a explorar 4 ~~casos~~ personajes principales y ~~como se de~~ sus papeles en el desarrollo de la historia.

Es lógico empezar con Daniel porque es él que encuentra el libro «La Sombra del Viento» por Julián Carax. También, es Daniel que abre la puerta al mundo misterioso en torno de la Sombra del Viento y Carax. Años atrás de leer el libro él empieza a preguntar ~~cómo~~ hablar ~~con~~ la ~~hermana~~ de su mejor amigo Tomás Aguilar, el profesor de quien se interesaba en sus libros. Los libros de Carax y porque no existieron muchos. ~~Desde entonces~~ Así Daniel se convierte en un vínculo entre los personajes.

Extract from mark scheme

Carlos Ruiz Zafón: *La sombra del viento*

Estudia qué papel juegan varios personajes en el desarrollo de la novela. ¿Son personas buenas o malas?

Puedes mencionar a:

- Daniel Sampere
- Fermín Romero de Torres
- Julián Carax
- El Inspector Fumero.

[35 marks]

Possible content

Protagonist and hero of the novel.

A reluctant hero, does not always act heroically – for example standing by and watching Fumero beat up Fermín, does nothing to help.

A flawed hero, he makes mistakes on his quest to discover Julián Carax's story, wrong assumptions lead to the death of Nuria Monfort.

A good person though, despite the flaws in his character. Most readers will root for him.

“The moral centre of the story” (in Zafón’s own words).

A good person, he seeks to protect his friends and loved ones despite the consequences.

True and faithful to those he loves, he embraces monogamy with Bernarda.

A survivor with grit and determination, he survives torture in the years following the Civil War and withstands a savage beating at the hands of Fumero.

Support and guide for Daniel, he helps with quest to uncover the mystery of Julián Carax.

Very wise, a sage – Daniel refers to him as “*el hombre más sabio que jamás conocí*”.

Also a comedic character, he offers some light-hearted moments amid the tension that unfolds.

Obsessed with food, many scenes feature his snacks, references to food are frequent. “*Trago como una lima*”.

He is also considered the hero of the novel.

A tragic hero, he has suffered so much loss, the loss of Penélope and himself as he seeks to destroy all traces of Julián Carax.

He is essentially a good person but we see a darker, villainous side to him, personified by Lain Coubert.

The reader is likely to sympathise with his character.

Julian's own life seems to parallel Daniel's, Julián is keen to put right the mistakes he made through Daniel.

The archetypal villain.

The antagonist of the novel.

Suggestions that he may be insane.

Is Fumero's villainy due to his nature or nurture, eg events in his childhood and upbringing?

A terrifying character, his presence is feared by the characters in the book and by the reader.

He is very influential, mainly because of his violent, brutish nature. Only Palacios is able, in the end, to attempt to stand up to him.

Fumero has no particular allegiance – he switches sides frequently during the Civil War, motives behind his violent brutality are not political, but borne of his wickedness.

Commentary on *La sombra del viento* essay

Estudia qué papel juegan varios personajes en el desarrollo de la novela. ¿Son personas buenas o malas?

A03

The language produced contains many errors which are of a basic nature. The student displays incorrect verb forms describe, al visitor as seen in paragraph two. The student shows some grasp of grammar with some present tense verbs accurately conjugated such as *contribuir* and *encontrar*. There are a couple of complex structures but not enough evidence to show the reader that they can master them due to the shortness of the piece of work. Similarly, there is a limited range of vocabulary despite some nice touches. A mark of five would be appropriate here.

Mark for A03:5/15

A04

An overly long introduction and one paragraph do not provide sufficient evidence to show the student's knowledge of the text. It is a very limited critical response to the question set with little knowledge of the text being demonstrated. There is some evidence to justify his/her point of view in the second paragraph. There is very little in developing an argument and as such the essay must be placed in the bottom band. A mark of 2 is therefore awarded. It is worth reminding students that even if they are completely thrown by a question it is always better to give it a go as this student has tried to do but seemed to run out of ideas.

Mark for A04: 2/20

Total mark for the essay: 7/35

El laberinto del fauno – example essay

12-1

A lo largo de la película, podemos ver que Ofelia tiene una gama de relaciones diferentes con una variedad de protagonistas diferentes, ~~por ejemplo~~ ~~entre las relaciones de~~ ~~Hay muchas diferencias~~ entre las relaciones por ejemplo entre su madre y el capitán Vidal o su hermano y el fauno.

En primer lugar, Ofelia tiene una relación muy ~~por~~ diferente ^{con su madre} porque muchas veces cuando vemos que de hecho, es Ofelia que juega el papel de la madre y asegura que su madre es bien. Por ejemplo cuando Carmen es enferma en su cama, Ofelia se preocupa sobre su madre y su salud. Es muy triste que el nacimiento de su hermano haga su madre tan enferma. Así como esto, vemos que Ofelia desobedece a su madre a lo largo de la película, por ejemplo cuando ~~le~~ tiene que llevar el vestido verde y en vez de ir al banquete de el capitán Vidal, fue a los bosques para llevar a cabo su primera prueba y vuelve a casa muy tarde y con un vestido muy sucio

~~una persona que tiene una relación importante~~
A lo largo de la película, es muy evidente que Ofelia no le gusta el capitán Vidal, por ejemplo cuando rechaza a ^{le} se llama "mi padre". ~~Así como esto~~ Durante la película, Vidal es horrible hacia Ofelia y no le importa sobre su salud o su madre, solo su hijo. En los años treinta, los hombres tenían mucho más poder sobre las mujeres y ~~most~~ mostraban una falta de respeto hacia cada mujer. Al final de la película, vemos que Vidal asesina a Ofelia lo que muestra la brutalidad y la falta de empatía ^{que}

tiene hacia Ofelia. Aunque Ofelia solo tiene sobre 12 años, es claro que sepa que Vidal es una persona horrible y su madre ~~mercedez~~ debería ser sola.

También, podemos ver que Ofelia tiene un relación muy fuerte con Mercedes. Mercedes asegura que Ofelia es buena cuando su madre muere por ejemplo cuando canta ^{una} ~~una~~ cuna de nana a Ofelia. Así como este, Ofelia sabe que Mercedes está ayudando a los maguís en las montañas, pero Ofelia no dice nada porque no le gusta Vidal y por lo tanto no quiere ayudarlo. Si Ofelia ~~no hubiera~~ dijera Vidal sobre Mercedes, tendría matarla. Es muy ~~buena~~ ^{bueno} que Ofelia tenga Mercedes para que pueda cuidarla a Ofelia.

Finalmente, ~~vea~~ Ofelia tiene un relación muy diferente con el fauno porque nunca sabe si es una protagonista buena o mala. ~~Por~~ Durante la película, vemos el fauno se preocupa sobre Ofelia pero también, es muy ~~es~~ espantosa. Por ejemplo, le dice que no debería comer nada en la segunda prueba para salvar su vida en contra del hombre pálido, pero cuando no escucha ~~a~~ ^{al} el fauno, es muy de miedo y la dice que no pueda ~~se~~ convertirse en una princesa.

Para concluir, pienso que Ofelia es una protagonista fantástica aunque solo es un joven, y sus relaciones son muy diferentes depende de la otra protagonista. ~~Si~~ si Del Toro no mostrara tantas relaciones diferentes, la película no habría sido tan exitosa.

Extract from mark scheme

Guillermo del Toro: *El laberinto del fauno*

Compara la relación que tiene Ofelia con los otros personajes de la película.

Puedes mencionar a:

- su madre
- el fauno
- Mercedes
- el Capitán Vidal.

[35 marks]

Possible content

Ofelia's subversion of the mother/daughter role where Ofelia plays the role of mother.

Ofelia's disobedience of her mother and her various 'rebellions'.

The way Vidal disowns Ofelia and treats her with disdain.

Vidal's attempt to kill Ofelia.

The ambivalent nature of the faun with Ofelia never knowing if he is a force of good/evil.

The mothering and protective nature of Mercedes towards Ofelia.

Ofelia's protective nature towards Mercedes in keeping her secret.

Ofelia's blatant disobedience of Vidal.

The Faun as the imaginary protagonist Ofelia invents to escape the horrors of her reality.

Ofelia's lack of desire to accept Vidal as a father and to accept that her mother is married to him.

Commentary on *El laberinto del fauno*

Compara la relación que tiene Ofelia con los otros personajes de la película.

A03

The language this student uses is reasonably accurate but there are a few serious errors. The candidate makes several grammatical errors which seem to be the result of him/her trying to translate their English thoughts into Spanish. For example, the phrases *a le se llama mi padre* and *es muy de miedo* show a lack of understanding of some basic idiomatic expressions. There are frequent minor errors such as gender, *ser/estar* with serious errors occurring where he/she is too ambitious with complex structures such as *si* clauses. It is worth pointing out that use of a *si* clause will not be an automatic pass to the top band for A03. The student is successful with some complex forms such as the use of the subjunctive following *es muy triste que* and there is clear evidence of correct regular and irregular verb formations. There are also some nice subordinate clause constructions in paragraph four. However, a mark of 10 is awarded as the work is closer to the lower band rather than the upper.

Mark for A03: 10/15

A04

The essay is well structured with a concise introduction and conclusion. Knowledge of the film is detailed but is sometimes more informing the reader than drawing conclusions from what that knowledge tells us about Ofelia's relationship with the other characters. There are some good explorations of the relationship Ofelia has with her mother, Vidal, Mercedes and the faun and as such makes good use of the suggested bullet points. It is worth pointing out the candidate does not need to use the bullet points and is neither rewarded nor penalised if they choose to use them or not. They are merely a guide to stimulate the candidate's response. There is clear evidence on each point the candidate makes to justify the relationship. As such the mark of 15 is awarded.

Mark for A04: 15/20

Total mark for the essay: 25/35

La sombra del viento – example essay

Estudia que papel juegan varios personajes en el desarrollo de la novela. ¿Son personas buenas o malas?

La ^{novela} ~~novela~~ 'La Sombra del Viento' del autor Carlos Ruiz Zafón es una exploración hermosa del viaje de un niño, el protagonista Daniel Sempere, descubriendo más sobre el libro fue «el primer libro que toqué su corazón». El argumento comienza en 1948 cuando ^{el} Daniel joven y inexperto del mundo tiene apenas 8 años; sin embargo, en descubrir la verdad sobre 'La Sombra del Viento' de Cuax - el libro dentro el libro - y contada a través de flashbacks, Daniel aprende de la vida liberada antes de la Guerra Civil Española, y la persecución y opresión extrema experimentada a partir de 1939 con el inicio del régimen totalitario de Franco. A causa de la novela fue escrita después de la muerte de Franco y con la retrospectiva, Zafón puede criticar y condenar el régimen libremente, y por lo tanto personajes en su novela se emplean para simbolizar aspectos del régimen, mientras que también conducir ~~varios~~ los varios argumentos explorados a lo largo de la novela.

La primera vez que Daniel visita el Cementerio de los libros olvidados, Daniel es hecha en la magia y la vida de los libros, y se da cuenta de que «cada libro, cada tomo que ves, tiene alma». La personificación de los libros es muy significativa, ya que el cementerio «tiene alma» ~~está~~ y Daniel encuentra amistad casi humana en los libros, ~~lo~~ que es algo que siempre ha carecido. Esto también representa la inocencia de Daniel, que ha llevado una vida sin experiencia y protegida tras la muerte de su madre. Sin embargo, mientras que descubre la verdad acerca de la novela y Cuax, Daniel ~~ap~~ también aprende de la Guerra Civil Española y los horrores de lo. Al hablar con Nuria Montfort, Daniel está de acuerdo con ella cuando dice que «hay peores cárceles que las palabras», y Zafón ~~presenta aquí como Daniel se convierte el connoti~~ las connotaciones negativas de «cárceles» implica que Daniel, a través del aprendizaje acerca de la opresión de la Guerra Civil Española, ha perdido su visión inocente del mundo y ahora ve el peligro y las amenazas del mundo. Por consecuencia, el desarrollo del protagonista Daniel refleja el desarrollo del argumento de la novela, que

inicialmente era una historia alegre de la relación entre un padre, su hijo y los libros, pero pronto crecieron en espiral en una ~~oscura~~ historia oscura de peligro, la corrupción y la muerte. Aunque Daniel se convierte en un protagonista más oscuro, nunca él es un personaje mal, pero un protagonista muy real y humano que cambia a medida que aprende más del mundo. Sin embargo, tengo que confesarme que ^{Daniel se} me encontré muy molesto durante el libro, dado que se distanció de su padre, quien siempre trató de apoyarlo tanto como sea posible. Pero, si me encontraba sumergido en peligro y en verdades duras sobre la brutalidad de la guerra, tendría una visión más pesimista sobre la vida y tal vez sin querer fragmentado de mi familia.

Además, es con la bondad y el humor de Fermín que Daniel fortalece su relación con su padre, y Zafón utiliza el desarrollo de Fermín para a presentarnos amabilidad qué tan importante es. Fermín era un hombre sin hogar, a pesar de haber sido un exitoso soldado luchando contra Franco durante la guerra. Por lo tanto, Fermín ejemplifica a las víctimas del Franquismo y simboliza la muerte ~~de met~~ metafórica de la libertad. Sin embargo, ~~es un personaje que se siempre y Daniel también~~ a pesar de la mala situación que se ha encontrado en, Daniel ~~le da mejor~~ ^{quería mejorar a si mismo y encontrar amor como él dice} << Quiero volver a ~~ser~~ ser un hombre respetable... por ella >> y por lo tanto, Zafón muestra cómo amor puede motivar a ~~uno~~ uno a ser una persona mejor, sin importar la situación que se encontraron en.

Fuere

Conclusion,

Extract from mark scheme

Carlos Ruiz Zafón: *La sombra del viento*

Estudia qué papel juegan varios personajes en el desarrollo de la novela. ¿Son personas buenas o malas?

Puedes mencionar a:

- Daniel Sampere
- Fermín Romero de Torres
- Julián Carax
- El Inspector Fumero

[35 marks]

Possible content

Protagonist and hero of the novel.

A reluctant hero, does not always act heroically – for example standing by and watching Fumero beat up Fermín, does nothing to help.

A flawed hero, he makes mistakes on his quest to discover Julián Carax's story, wrong assumptions lead to the death of Nuria Monfort.

A good person though, despite the flaws in his character. Most readers will root for him.

“The moral centre of the story” (in Zafón's own words).

A good person, he seeks to protect his friends and loved ones despite the consequences.

True and faithful to those he love, he embraces monogamy with Bernarda.

A survivor with grit and determination, he survives torture in the years following the Civil War and withstands a savage beating at the hands of Fumero.

Support and guide for Daniel, he helps with quest to uncover the mystery of Julián Carax.

Very wise, a sage – Daniel refers to him as “*el hombre más sabio que jamás conocí*”.

Also a comedic character, he offers some light-hearted moments amid the tension that unfolds.

Obsessed with food, many scenes feature his snacks, references to food are frequent. “*Trago como una lima*”.

He is also considered the hero of the novel.

A tragic hero, he has suffered so much loss, the loss of Penélope and himself as he seeks to destroy all traces of Julián Carax.

He is essentially a good person but we see a darker, villainous side to him, personified by Lain Coubert.

The reader is likely to sympathise with his character.

Julian's own life seems to parallel Daniel's, Julián is keen to put right the mistakes he made through Daniel.

The archetypal villain.

The antagonist of the novel.

Suggestions that he may be insane.

Is Fumero's villainy due to his nature or nurture, eg events in his childhood and upbringing?

A terrifying character, his presence is feared by the characters in the book and by the reader.

He is very influential, mainly because of his violent, brutish nature. Only Palacios is able, in the end, to attempt to stand up to him.

Fumero has no particular allegiance – he switches sides frequently during the Civil War, motives behind his violent brutality are not political, but borne of his wickedness.

Commentary on *La sombra del viento*

Estudia qué papel juegan varios personajes en el desarrollo de la novela. ¿Son personas buenas o malas?

A03

The language this student uses is generally accurate but there are some minor errors such as the misspelling of *peligro* and a few major errors such as *los horrors de lo*. The student shows generally a good grasp of grammar and is often able to manipulate complex language accurately with some excellent *si* clauses and subordinate clauses. The range of vocabulary is impressive in this piece of work with some nice touches but there are a couple of occasions where communication breaks down due to grammatical inaccuracy. As such a mark of 13 is awarded.

Mark for A03: 13/15

A04

This student's introduction is overlong and does not really address the question that is being set. Similarly, the second part of the question is not as well argued as the first. However, the knowledge of the text is consistently accurate and detailed and the student consistently uses appropriate evidence to justify his/her point of view, develops argument and draws conclusions. This is particularly evident in the second paragraph with a thorough evaluation of the role Daniel has in the development of the novel. Due to the second half of the question not being fully addressed a mark of 17 is awarded.

Mark for A04: 17/20

Total mark for the essay: 30/35