When examination committees develop questions for the examination, they may write ‘sample answers’ or, in the case of some questions, ‘answers could include’. The committees do this to ensure that the questions will effectively assess students’ knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The ‘sample answers’ or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee’s ‘working document’, they may contain typographical errors, omissions, or only some of the possible correct answers.
Section I — Response to Prescribed Text
Part A

Question 1 (a)

Sample answer:
He is surprised to see two men of an educated and affluent background not being able to pay for the repairs of their bike.

Question 1 (b)

Sample answer:
To begin with, Alberto uses informal language when conversing with the mechanic. He uses friendly, colloquial language that he assumed was suitable for the poor, uneducated people of the shop: ‘Y yo tengo el traste a la miseria, hermano’. However, the mechanic’s hostile response to them not having money to pay for the repairs leads to Alberto’s reiteration of their needs with the use of more sophisticated and flowery language to impress, persuade and manipulate the mechanic into repairing their bike for no cost: ‘Disculpe que lo interrumpa caballero …’. Alberto’s use of formal language at this stage of the conversation underlines their social status and class, and is intended to powerfully stress this difference to the mechanic.

Question 1 (c)

Sample answer:
The music is used as a film technique, to create a dramatic effect and to emphasise what is happening in each scene.

In Scene A, a man playing the charango portrays a sense of inactivity and feeling at ease. The abrupt stopping of the music accentuates the mechanic’s astonished reaction, and the ambience changing and becoming hostile and aggressive.

As in scene A, the lively music ‘El Chipi Chipi’ in Scene B stops when the man’s wife falls to the floor, in order to emphasise the mechanic’s anger about his wife flirting with Ernesto.

The music is also used as a technique to also create a joyful and romantic atmosphere in the film.

At the beginning of Scene B, a happy melody ‘El Chipi Chipi’ sets the scene, creating a joyful atmosphere. The music ‘El Chipi Chipi’ is not only relevant because Ernesto is dancing, but because the ‘learning to dance’ part can be interpreted as his learning to deal with women. ‘El Chipi Chipi’ emphasises the sexual tension between Ernesto and Piedad.
Question 1 (d)

Sample answer:

Up to this point, Ernesto’s actions have been honest, considerate and thoughtful. In Extract II, the scene with Putzkammer shows that he does not put his own well-being ahead of others even if it means he needs to go without food or shelter. He insists on telling Putzkamer the truth about his life-threatening medical condition willingly risking food and shelter for himself and Alberto. In Extract III, Ernesto’s actions show a shift in his attitude, with him having learnt that sometimes there is a need to manipulate the truth in order to obtain what you need to survive. In the workshop, he actively intervenes in the conversation between Alberto and the mechanic by showing them the newspaper article about them, emphasising their social status in order to persuade the mechanic to make the repairs without charge. Ernesto’s actions also show that he is enjoying himself by behaving like any young man flirting with a married woman.