

SPANISH

<p>Paper 9719/01 Speaking</p>

Key messages

For candidates:

- Candidates' own interests should play a part in the choice of the subject for the presentation. Clear reference should be made to Hispanic culture or society.
- It is important to structure the presentation to fit into the allowed time, and to express not only facts, but ideas and opinions.
- Focus on the questions asked and be sure to answer what is asked.
- We remind candidates to ask the Examiner questions in both conversation sections

For centres:

- The test consists of three distinct sections: **(i)** Initial presentation (maximum 3½ minutes); **(ii)** Topic Conversation (7–8 minutes) on issues arising from the Presentation; **(iii)** General Conversation (8–9 minutes) on themes completely different from those raised in the Topic Conversation.
- Each section should be clearly identified on the recordings, and the prescribed timings observed.
- Candidates should ask the examiner questions in both conversation sections and be reminded to do so, if necessary. The examiner's replies to such questions should be concise: remember it is the candidate and not the examiner who is being marked.
- Interaction with the examiner is an important criterion in both conversation sections.

General comments

The performance of candidates covered a wide range. Some very good candidates were seemingly native or near-native speakers, but occasionally the teacher/examiner allowed the candidate to exceed the required timings. On a few occasions the general conversation became an extension of the topic conversation and there were a few presentations that were not related to any Spanish-speaking country.

Most candidates had been suitably prepared for the examination. They showed their interest in the chosen topics and could speak for the required time.

A few teachers / examiners did not strive to develop a proper conversation with the candidates or failed to prompt them to ask the required questions. This is particularly galling when an otherwise good candidate loses 10 marks because the teacher fails to prompt the candidate to ask two questions in each section. Overall though, teacher/examiners entered into the spirit of the test and helped candidates to produce the best possible recordings.

The quality of the recordings was generally of a high standard with just a few suffering from low volume or intrusive background noise. The range of samples followed correct procedure with recordings indicating performance at top, middle and bottom. Some centres supplied recordings of all the candidates entered. It is important that working mark sheets covering the marks awarded to all candidates examined are sent with the recordings.

There were instances of incorrect addition of marks or errors in transferring totals of marks from the working mark sheets to the final mark sheet; centres are reminded that it is their responsibility to check the accuracy of marks submitted.

While most centres carried out the necessary administration efficiently, a few centres failed to observe the correct timings for the separate sections as required by the specification.

Comments on specific sections

Part 1: Topic Presentation

Guidance on topic areas for the Presentation and Discussion may be found in the syllabus. Topics must relate clearly to aspects of Hispanic life or culture and it is important that candidates make this relevance clear in their Presentation. The content mark out of ten has to be halved where no specific reference to a Spanish-speaking country or context is made.

Presentations should be a formal and coherent introduction to the subject: pronunciation and clarity of delivery are assessed. It is important to show evidence of preparation, organisation and relevant factual knowledge. Presentations ideally provided a personal overview of the issue to lead to the basis of a debate in the topic conversation. Candidates who spoke in a casual or disjointed manner and who made little attempt to engage the examiner lost some credit here.

Part 2: Topic Conversation

This part of the test should not just be an invitation to the candidate to give a further series of mini presentations. The Topic Conversation provides the opportunity to develop points arising from the presentation. Interaction is a key criterion. Candidates whose responses were confined to pre-learned answers, with little evidence of spontaneity, could not be awarded high marks for responsiveness. Candidates should actually take part in a discussion by including relevant information and specific examples, and by justifying or refuting a point of view.

Candidates should ask the examiner at least two substantial questions. Such questions should arise as far as possible within the discussion itself, rather than being isolated or all-purpose questions, unrelated to the topic. Marks could not be awarded for “seeking information and opinions” where no questions were asked by the candidate, and teachers / examiners are reminded that candidates must actually ask questions to gain credit and that it is not sufficient in this mark criterion for the teacher / examiner merely to offer an opinion unbidden.

Part 3: General Conversation

The General Conversation must be a separate section from the Topic Conversation and not a continuation of the latter. The start of this section should be clearly announced on the recording. It is important that different issues from those addressed in the Topic Conversation should be discussed.

Although there are no prescribed areas for the General Conversation, topics covered should be at an appropriate level. Common areas included current affairs, a news item, the arts, sport, health and diet, the environment, the economy, local politics and social concerns. Almost any topic that allowed adequately sophisticated discussion of ideas, opinions and encouraged a range of higher-level language was acceptable.

Teachers / examiners are reminded that the level of the choice of questions and the treatment of issues in the General Conversation is important. As has been reported in previous sessions, there were still some cases of questioning at a level more appropriate to IGCSE. Although the conversation could start with some basic, personal or factual questions, candidates must be moved on to more complex issues and have the opportunity to show they can give and justify opinions on more advanced topics. All conversations should go beyond the descriptive. The range and style of questioning should also allow candidates use more sophisticated language and to show competence in structures at a suitably advanced level.

As in the Topic Conversation, candidates should ask the examiner questions to seek information and opinions and be prompted to do so if necessary. Questions should follow naturally in the course of the discussion and be phrased appropriately. At least two substantial questions should be asked by the candidate.

Language

Quality of language is assessed in all sections. Centres are again reminded to encourage candidates to use as wide a range of language as possible, and those conducting the tests should take care that candidates have the opportunity to do so. An appropriate level of vocabulary and structure is required.

To gain access to the higher levels of the mark scheme, candidates needed to show competence in dealing with hypothetical and abstract situations as well as factual or descriptive areas. As has been reported previously, accuracy was often lacking in basic structures such as verb endings and tenses, use of *ser* / *estar*, genders and noun / adjective / verb agreements. In some cases, teachers / examiners pitched questions at a low linguistic level, possibly denying candidates the opportunity to use a higher level or more adventurous range of constructions and vocabulary.

SPANISH

Paper 9719/22
Reading and Writing

Key messages

- **Question 1:** seek a phrase in the text which matches perfectly the one in the question. Candidates should take care not to omit words or to include extra words.
- **Question 2:** rewrite the phrases to include the word(s) in brackets. A grammatical manipulation will be required, and care should be taken to ensure that the answer would fit back into the original text, retaining the same meaning.
- **Questions 3 and 4:** comprehension of texts. Candidates should attempt to answer in their own words. Direct copying of five or more words from the text will usually invalidate an answer.
- **Question 5(a):** summary of relevant details from both texts in answer to the question set. Introduction, conclusions and vague generalisations are not required. Specific, relevant details attract marks.
- **Question 5(b):** personal response. Candidates should give a point of view and, if possible, offer ideas which have not appeared in the texts.
- **Language:** when preparing for the exam, make sure to revise the basic agreements, tenses and verb endings.

General comments

The examination provided an appropriate level of challenge and discriminated well, with a wide range of marks awarded to candidates from across the ability range. The topic of tourism, highlighting very different problems being experienced in Central America and the Balearics, was one that every candidate appeared to be familiar with. There was an understandable difference in performance between the 9719 candidates, many of whom were native speakers, and those taking 8685, who were invariably students of Spanish as a foreign language.

The presentation of the papers was generally good, and very few candidates seemed troubled by the time constraints of the examination. Most candidates appeared to have been well coached in the techniques required although lifting, (the direct copying of five or more words from the text), often invalidated a mark for comprehension among 8685 candidates. Better candidates produced skilful paraphrasing in their answers to comprehension questions; less able candidates often deconstructed and then reordered parts of sentences in the text with very variable degrees of success. A small number of candidates exceeded the permitted number of words in **Question 5** which meant that part, or sometimes all, of their personal response could not be assessed.

Comments on specific questions

Sección 1

Question 1

The exercise worked well, with errors mostly comprising superfluous words at the beginning or ending of a phrase.

- (a) Quite a few answers incorrectly added *quienes* at the beginning.
- (b) Most candidates were successful in identifying this phrase. A few omitted *cuando...*
- (c) This was readily identified, with commonest error being the omission of se....

- (d) Widely well-answered, although some answers were invalidated when prefaced by *por...* or by the omission of *promoción*.
- (e) This proved to be very accessible. Some answers omitted *hay*.

Question 2

- (a) Several alternatives were possible although most required the use of the subjunctive. This was often not recognised by less able candidates and, where it was, the orthographical change to produce *lleguen* was sometimes overlooked.
- (b) Only a minority of candidates recognised that *no / nada más de* is an alternative way of expressing *solo*. Many attempted to use the cue word in ways which altered the meaning eg *más o menos*. Some invalidated an otherwise correct answer by omitting the initial *de...*, and others by writing *más que*.
- (c) There was a better response to this manipulation with more candidates showing an ability to use *soler + infinitive*.
- (d) There were many possible ways of adapting this phrase to incorporate the noun *mención* in place of the verb *mencionaba*, although not many candidates were successful in doing so. Many candidates either omitted *tampoco* or were unable to use it correctly in the phrase. Some otherwise correct answers were marred by use of a verb tense other than the imperfect or preterite.
- (e) This was well done by 9719 candidates. Quite a few 8685 candidates did not supply the subjunctive after *es esencial que...*

Question 3

The text, commenting on the decline in visitors to the archaeological parks in *El Salvador*, was generally well understood. A common trend among less able candidates was, after identifying parts of the text that would answer questions, to rearrange the word order of phrases to avoid copying directly. Only when this technique produced coherent answers was it rewarded. Candidates who showed comprehension by answering in their own words fared better, especially in the mark awarded for quality of language.

- (a) Most candidates got off to a good start with many scoring at least two marks out of three. There was some misunderstanding of the distinction between *visitantes nacionales* and *extranjeros*. Five or more words were often copied from *la cultura de las antiguas ciudades de la comunidad Maya*.
- (b) Provided that they could cope with the double negative, most candidates were able to score a mark for noting *Iribas's* opinion that the parks were safe to visit. The word *ubicados* caused some confusion and fewer candidates were able to state that the problems of violence were to be found in the areas surrounding the parks. The recommendation not to walk around in the vicinity of the parks was well understood.
- (c) Understanding of this paragraph appeared to be good, although reproducing the three facts required in answer to the question – that only 150 attended and numbers had decreased when they normally increase for this type of event – was often incomplete. Several candidates insisted on using *nombre* for *número* which removed coherence from their answers.
- (d) After being sidetracked by the Ministry's lack of enthusiasm for promoting the archaeological parks, most went on to consider the *nota*, (which is what the question asked), and picked up two marks for saying that there was no mention of opening hours or programmes of activities. Only the more able candidates went on to convey the idea that the parks were only listed among other tourist destinations, with no specific focus on them.

- (e) Provided that lifts were avoided, (*no entran a los museos* was often copied directly), many were able to score all three marks here. That people treat archaeological parks like any other park, do not set foot in the museums and generally show ignorance of what they are visiting, appeared to be well understood.

Sección 2

Question 4

The second text, describing how *Mallorca* is suffering in the opposite way from *El Salvador*, with too many visitors, was well understood by most candidates.

- (a) A common outcome for this question was for candidates to score two of the three marks available. Invariably, these were in answer to the first element of this two part question: that the historic centre of *Palma* was being overcrowded with tourists, forcing local residents to move out from certain areas. Only the more able candidates were able to understand the remedy being sought: *suspender indefinidamente la concesión de licencias para alojamientos turísticos*. Many either lifted too many of these words or incorrectly stated that the aim was to stop tourists from going to the island.
- (b) Three relatively straightforward, factual answers were sought here and many scored full marks. Those who did not, perhaps in an attempt to avoid lifts, often omitted words which the mark scheme was seeking eg *privados, de alquiler*. Five or more words were commonly copied from *cortes en el suministro de agua para la población*.
- (c) Provided that lifts were avoided most candidates were able to note that the cruise ships made heavy demands on natural resources. Perhaps because of unfamiliarity with *escaso* there was some confusion over whether these ships had a positive or negative effect on the local economy. The last point – *Palma* being treated as a kind of theme park – occasionally proved a little elusive. Some candidates generalised that all ports were like theme parks.
- (d) Only more able candidates scored both the marks on offer here. To do so it was necessary to say that *Silvestre* wanted to improve infrastructure in order to alleviate the feeling of saturation experienced by local residents and that the way to do this was to extend the tourist season throughout the whole year. A number of students lost marks by lifting *a lo largo del año*.
- (e) The initial part of *Balaguer's* proposals proved to be quite challenging for the majority of 8685 candidates, who frequently resorted to lifting or unsuccessful rearrangement of the word order of his first suggestion: that tourist apartments should be regulated in order to prioritise residents' right to housing. 9719 candidates were more successful in unpicking this. The second suggestion of levying an ecotax which would be used to repair environmental damage was well understood, enabling most candidates to score at least two marks.

Question 5

The majority of candidates had been well prepared in the techniques needed to answer this question. A very few candidates wrote a general essay on tourism with scant regard to the texts. There was also a tendency for candidates to exceed the word limit by a small amount, often meaning that the final sentence or so of **5(b)** could not be considered. It is important to be aware of the need to keep to the limit of 140 words for both parts of the question. Anything in excess of 160 words is disregarded.

- (a) To achieve a good mark it is essential to note, in the limited number of words available, details from the texts which answer the question which has been asked. In this exercise, candidates are not penalised for copying directly from the text(s). It should be remembered, however, that any copied material will not be considered in the Quality of Language mark. Candidates should also refrain from offering personal opinions in this part of the question. Better scores were often achieved by candidates who wrote in their own words, allowing themselves to be considerably more concise than those who relied heavily on sentences from the texts. Quite a few candidates scored 5/6. Some candidates still persisted in wasting words on unnecessary introductions: *En el texto 1 se habla sobre El Salvador y la Ruta Maya, que son ocho parques arqueológicos que atraen a muchos turistas por su cultura y el medio ambiente...* This wastes thirty words without a mark having been scored.

An example of an answer which uses the very limited number of words far more profitably begins: *Los parques arqueológicos enseñan una disminución de turistas. ✓ Esto es porque la sociedad los ve peligrosos. ✓ El transporte público no deja a los visitantes dentro de los parques. ✓ El Ministerio no incluye muchos detalles en sus promociones. ✓ Hay desconocimiento de la sociedad ✓ al no haber promociones en las escuelas...* ✓ Six marks have been scored in fewer than fifty words, leaving ample room to select specific details from the second text which answer the question which has been asked, and also for a good three or so sentences in **5(b)**.

- (b)** Most candidates were aware that what is required here is one or two details which answer the question, which are, whenever possible, different from anything contained in the texts, and a clear personal opinion. Additionally, this is an opportunity to display familiarity with more complex linguistic structures.

The countries where most candidates lived often reaped considerable benefits from tourism and many opinions were justifiably positive. Examples of problems caused by tourism which had not featured in the texts included private beaches where local residents were not allowed, rudeness and bad behaviour, litter and drunkenness.

Quality of language

The quality of candidates' written Spanish, here and throughout the paper, was generally well up to the standard required by this examination, with most marks in the Sound, Good, or Very Good bands.

SPANISH

<p>Paper 9719/32 Essay</p>
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Key messages

In order to perform well in this paper, candidates should:

- select the title with which they feel most comfortable
- write a response that is clearly relevant, well-illustrated, coherently structured and well-informed
- use Spanish which is accurate and of a suitably advanced nature, as well as demonstrate a good use of idiom and appropriate topic-related vocabulary
- use sentence patterns which show some evidence of complexity in a style which is easy to follow.

General comments

There was a wide variety of ability levels on display in the essays for this session. Many essays were easy to read, interesting, well-structured and full of intelligently expressed thoughts and ideas in response to the title selected. As is often the case, the manner in which many candidates were able to deal with their chosen essay thoroughly as well as convincingly was a clear reflection of their linguistic ability and the meaningful preparation carried out both by centres and by learners. As always, those involved with preparing learners for this paper and indeed the learners themselves deserve much praise for the professional approach to this particular task.

Those essays where it was obvious that the candidates were properly focused on the actual title set on the paper and where great determination was shown to deal with the issues raised by the title were the essays that attracted more marks at the upper end of the mark scheme. Those candidates who elected to write in very general terms about the overall topic (as opposed to the more specific title) tended to let themselves down, especially in terms of the marks for content.

There were relatively few essays that exceeded the stipulated word count (250 – 400 words) and equally few essays that gave the clear impression that they had been pre-learnt and which had little, if indeed anything, to do with the title set and were mainly a collection of superficial thoughts on the general topic (e.g. *La guerra y la paz*) rather than on the actual title set. These messages appear to have been fully understood by candidates and their essays are all the better for it. As has been stated before on many occasions, Examiners will always award content marks in the upper sections of the mark scheme to candidates whose essays are relevant to the title set whereas those essays that are inclined to show scant understanding of the actual title or which deal vaguely and arbitrarily with the issues are highly unlikely to attract such good marks for content. The mark scheme states that for an essay to be awarded a 'very good' mark for content, it needs to be 'detailed, clearly relevant and well-illustrated' as well as being 'coherently argued and structured'. The very best essays ticked these important boxes. If candidates have a clear understanding of the mark scheme, it follows that they are far more likely to produce better essays.

In terms of the quality of Spanish used by candidates, there were many essays which showed great confidence in the use of complex sentence patterns and advanced grammatical structures. Such essays tended to show a good sense of idiom as well as an ability to draw upon extensive vocabulary that was relevant to the issues under discussion. Equally, there were plenty of essays that also read reasonably well and showed a generally sound grasp of Spanish grammar with some attempts at varied vocabulary. Again, it is worth mentioning that the mark scheme clearly states what is expected in the essays written by candidates in order to attract marks in the various language categories ranging from 'very poor' to 'very good'.

The more common issues with the Spanish language are, as always, worth highlighting in order that future candidates can be made aware of the most common pitfalls that tend to present themselves with each

examination session. We recommend to centres and teaching to pass this information on to candidates preparing for this examination.

An extremely common but nevertheless very mistaken tendency of some candidates is to use singular verbs with plural subjects and vice-versa. Examples such as '*la gente son importantes*' (sic), '*el respeto entre amigos son necesarios*' (sic) and '*muchas ciudades está contaminadas*' (sic) were not unusual. This is such a basic error that it really is worth informing candidates just how widespread the misunderstanding is in order that it can be avoided in future. The lack of understanding with regard to the need for adjectival agreement in Spanish was also prevalent in numerous essays. Utterances such as '*...los criminales determinado...*' (sic), '*la contaminación atmosférico*' (sic) and '*las empresas exitosos*' (sic) were not uncommon and inevitably had an adverse effect on the marks awarded for language.

A good number of candidates were inclined to drop the letter 'h' when using the perfect or pluperfect tenses, especially in examples such as '*el gobierno a decidido*' (sic) and '*muchas tropas abían invadido...*' (sic) and, indeed, some candidates managed to insert the same letter unnecessarily into certain lexical items (e.g. '*...el viaje ha a la ciudad*' (sic) and '*los problemas no van ha desaparecer...*' (sic). Some candidates were inclined to use a gerund instead of a verbal noun in sentences such as '*...viviendo en la ciudad es difícil*'. Equally common was the tendency of many candidates to disregard the importance and the proper application of basic punctuation, thereby rendering certain sentences almost incomprehensible. The use of the letters 'c' and 's' continues to cause confusion amongst a number of candidates with items such as '*desisión*' (sic) and '*construcción*' (sic) used liberally. For reasons unknown, the word '*consecuencia*' also caused some considerable grief for candidates with many of them spelling it with 'qu' instead of a 'c'.

Examples of good use of the language included:

- The passive voice being used correctly.
- Accents being used accurately throughout the essay.
- The use of a variety of appropriately constructed tenses.
- A clear understanding of the differences between the verbs *ser* and *estar*.
- The correct use, depending on context, of *por* and *para*.

Common errors included:

- The continued misunderstanding of the differences between *hay* and *es/tiene*.
- Poor use of punctuation and occasionally hardly any punctuation at all.
- The lack of accents seriously affecting comprehension, particularly when it came to tenses (*tomara/tomará, tomo/tomó, esta/está* and so on).
- Confusion over the use of the verbs *ser* and *estar*.
- The dropping of the letter 'h' with an auxiliary verb (e.g. '*los padres an tenido problemas con el comportamiento de sus hijos*' (sic)).

Comments on specific questions

Question 1 *Las relaciones humanas*

¿Es verdad que el dinero causa problemas en las relaciones personales?

This was a reasonably popular title. Candidates adopted a wide range of approaches, as one would expect with any essay on the theme of human relationships and money. Perhaps unsurprisingly, there were many personal examples called upon by candidates to illustrate many of the points made in response to this title. Most agreed that money does indeed the potential to cause problems in relationships with friends or family but that this need not be the case all the time.

Question 2 *La justicia y el orden público*

Algunos políticos opinan que los castigos más severos reducen la tasa de criminalidad. ¿Hasta qué punto estás de acuerdo?

This was a less popular title but it was, however, generally well dealt with by candidates. The importance of punishment being seen as a deterrent was raised as the main issue and there was some agreement that the more serious crimes do indeed need to be dealt with firmly by the justice systems around the world. There was also some discussion around the idea that tackling poverty could also be a way to reduce crime rates.

Question 3 *El trabajo y el ocio*

El ocio es el enemigo del trabajo. ¿Qué opinas tú?

This title was dealt with intelligently by candidates and it was clear that many were in a position to draw upon personal experiences in order to illustrate how free time pursuits can affect work as well as mental and physical wellbeing. The best answers provided a balanced view of the situation and talked about the importance of both work and leisure in everyday life.

Question 4 *La guerra y la paz*

Aunque es difícil aceptarlo, la guerra puede tener consecuencias positivas. ¿Estás de acuerdo?

Those candidates who wrote on this topic were able to produce essays of a good standard that provided detailed examples of the indirect positive consequences of war, such as advances in technology. They also went on, however, to point out the devastation invariably caused by the loss of lives and the destruction of property, as well as the negative impact on the economy.

Question 5 *La contaminación*

La contaminación atmosférica en nuestras ciudades no tiene solución. ¿Qué opinas tú?

Candidates who responded to this title were, on the whole, well informed about the types of air pollution and the effects that such pollution can have on the individual. The best answers were more inclined to look at how air pollution was being tackled around the world and the success or not of these efforts.

SPANISH

<p>Paper 9719/42 Texts</p>
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Key messages

Candidates should be aware of the historical and cultural context of the texts being studied. This means, for example, knowledge of when the text is set and where, and any specific historical events mentioned, such as the Mexican Revolution or the Spanish Civil War. There were essays where the geographical location was wrongly attributed and examples where literary approaches, such as Magical Realism, were applied inappropriately. This affected the assessment of the response.

The majority of scripts showed detailed study and knowledge of the texts and used references appropriately to substantiate answers.

We encourage examiners to continue reminding candidates that they must write legibly in examination conditions. If work cannot be read, it cannot be marked.

In the first section of the examination paper, candidates are reminded that answers to **option (a)** sub-questions **(i)** and **(ii)** should be as brief as possible but that a full essay is expected in response to **(iii)**.

General comments

Most candidates followed rubrics correctly. Answers concentrated on a limited selection of texts and comments on specific questions will reflect this.

Comments on specific questions

These comments are not intended to be 'model' answers, rather bring together some ideas used by candidates in approaching the questions or point to interesting aspects for analysis. Examiners do not mark answers against a list of defined content for each question. Every essay is assessed on its own merits in terms of evidence of knowledge and understanding of the text and a full response to the question set, in accordance with the published mark scheme.

Sección 1

Question 1

Emilia Pardo Bazán: *Los Pazos de Ulloa*

This text was chosen by a small number of candidates, evenly spread across the two options.

- (a)** Candidates understood the issues. The essays at the top of the mark scheme kept responses to **(i)** and **(ii)** very brief, with detailed examples and analysis in **part (iii)**.
- (i)** only required a comment to the effect that nothing has changed or improved.
- (ii)** examples could be the 'círculo de instrucción' and the shops

- (iii) this question asked candidates to analyse the theme of tradition and progress – so both elements must be present in the answer. Life at Los Pazos was frequently cited as representing tradition, maintaining the status quo to the benefit of those who lived there. Progress/civilisation existed in the town and both Julián and Nucha came into the estate to bring change but were defeated by the violent, corrupt and impenetrable way of life. Julián's visit at the end of the novel illustrated this.
- (b) This question focussed on whether it would have been appropriate to entitle the novel 'Julián Álvarez'. It is possible to support either the current or suggested alternative title and produce a good answer. Those who felt that 'Julián Álvarez' was a better title argued that he was the objective observer and commentator who attempted to influence actions, such as Pedro's marriage. He was central to the plot, and failed in his ambition because of the hostile, primitive nature of Galician society which was resistant to change. 'Los Pazos de Ulloa' was seen as the best title in essays which argued that the specific environment was central and that Julián was an outsider or intruder who neither understood nor fitted in (the hunting scene illustrated this). The house was a protagonist and would exist long after Julián.

Question 2

Lope de Vega: *El caballero de Olmedo*

This text was chosen by a fair number of candidates, with more selecting **option (b)**.

- (a) Some answers to (i) and (ii) were too long, going beyond the requirements of the question. The rubric states that the response should be as short as possible and a few words or one sentence are acceptable. Provided the candidate has shown understanding and knowledge in answering these elements, this is sufficient. Candidates then have as much time as possible to devote to **part (iii)**. Analysis of the relationship between Inés and her father, Pedro required detailed study of their interactions throughout the play. Most noted that Inés loved and respected her father and was aware of the social expectations of her position. Pedro was also a loving father. Perhaps the key element in a good essay was the analysis of irony within their relationship. Pedro agreed to Inés's proposed marriage to Rodrigo; Inés mistakenly assumed that he would be unhappy with her changing her mind after meeting Alonso and this brought about the series of deceptions which inflamed Rodrigo's jealousy. Ironically, as could be seen at the end of the play, Pedro was quite happy to agree to Inés' wishes, but this conversation was too late.
- (b) Essays in response to this question were more successful, with some very good ones. The task focused on whether Alonso was too honourable for his own good. Most candidates referred to his sense of responsibility to the King, to his parents and to Inés – he stated very quickly that his intention was to marry her. He had a fatal flaw however – he did not heed advice and made the error of returning to Inés and believing that Rodrigo lived by the same code of honour as himself.

Question 3

Laura Esquivel: *Como agua para chocolate*

This was one of the most popular texts, chosen by the majority of candidates. Both options were equally popular but the average mark for **option (b)** was slightly higher.

- (a) (i) Tita usually did not treat the problem at all
- (ii) They had guests that evening
- (iii) The characters who showed the importance of tradition were generally Mamá Elena, Rosaura, and in some cases, Pedro and Tita. The most successful essays did not simply give examples of decisions made which reflected a traditional mindset, but also analysed how the resulting situation affected the individual. Both Mamá Elena and Rosaura made themselves unhappy by accepting the traditional/acceptable way of life. Both also planned to continue the traditions they lived by to the next generation, thus continuing the misery. Pedro did not dare to challenge Mamá Elena. Importantly the Mexican Revolution formed the backdrop to the novel, challenging tradition also. Candidates knew the text well but sometimes found it difficult to select and organise effective references and maintain analysis rather than narrative.

- (b) There were some interesting responses to this essay, both arguing that it is an optimistic novel or not. Perhaps the best answers in favour of optimism analysed material from the end of the novel, referring to the cleansing effect of the fire and that new life arose from the ashes, epitomised in Alba's daughter's life. Tita's influence continued in the miraculous survival of the cookery book and in freedom for the young female members of the family. Gertrudis was often seen as a positive role model and brought an optimistic tone for the future also.

Question 4

Rodolfo Usigli: *El gesticulador*

This text was chosen by a small number of candidates.

- (a) (i) Bolton was American. Money could buy anything, even history or truth
- (ii) César wanted money and recognition
- (iii) The essential point here was probably César's need for acceptance and preparedness to disregard the truth, or at least manipulate the observer's perception of it. It was important to explain César's career prior to the events in the play as he was seen to crave more recognition than he had, which caused resentment and led him to conceal his relative poverty. This was continued in the enforced move, leading to César's apparent lifeline in the person of Bolton. The interesting aspect then was to analyse to what extent César actively behaved in an immoral way and whether he had a conscience.
- (b) Navarro was an interesting character as he was the only person to challenge César – because he knew the truth, having killed the real César Rubio himself. His role therefore formed a central part in the analysis of the nature of truth and morality. Who was the greater impostor – César or Navarro? How was Miguel affected by his involvement with Navarro? The wider picture of the legacy of the Revolution was also formed in the presentation of Navarro and his values.

Sección 2

Question 5

Ramón J. Sender: *Réquiem por un campesino español*

This was a popular choice, with most candidates answering **option (b)**.

- (a) The role of La Jerónima is interesting in that Sender used this character to represent the authentic voice of the people, popular culture and gossip. She lived outside the sphere of the Church and was often seen in the Carasol practising traditional customs and superstitions. Her regional dialect also defined her as different to Mosén Millán. Through her the reader learnt more about the village and its way of life. An effective answer could be to contrast La Jerónima and Mosén Millán in terms of their influence and understanding of the local people.
- (b) Many answers were submitted to this question. All of them agreed that Sender presented stereotypes of Spanish society and most essays gave a clear account of the different attitudes or societal groups the individuals typified. The best responses then took a wider view and analysed why those groups were chosen and what the author hoped to achieve. This tended to lead to an analysis of the political situation in Spain as Sender showed the tensions and divisions in society which led to the Civil War, and possibly indicated the outcome, which was beyond the scope of the novel, but hinted at in the strength of the establishment. There were some thoughtful and perceptive essays.

Question 6

Federico García Lorca: *Yerma*

Virtually every candidate answered on this text. There were some good answers but many responses focused on narrative or description rather than analysis. Candidates knew the text well and responded to the issues. The best essays addressed the questions directly and fully.

- (a) This was the less popular option. The most successful answers considered why characters were given proper names or not and what those names represented. María was described as the typical mother figure with religious symbolism. The image of the perfect woman who Yerma measured herself against. Was Yerma her actual name? No one referred to her as such. It can be argued that this was her fate, in the circumstances of her life, not her name. Juan could be seen as the typical male – a common name – a man who is content to fulfil the traditional role as provider, husband and upholder of his family's honour. However he failed in his role as a father and it was made clear that this was his problem, not Yerma's. If Lorca's intention was to examine the nature of society and attitudes to those who do not fit in to the normal patterns, then by not using proper names, the themes were more apparent. Víctor was not what his name implied.
- (b) This question asked candidates to identify the tragic figures as defined and analyse. Both Yerma and Juan were identified. Those who identified Yerma's fatal flaw as the murder of Juan found it difficult to sustain the argument. A more successful approach was to see her determination to be a mother as the problem but was this a flaw? Another argument was to consider whether the fatal flaw was in the attitude of society which expected all members of the group to fit in, with no allowance for individuality. This created tragic figures, who, through no fault of their own, were seen as failures. Candidates are always advised to plan their response before beginning and to refer back to the question as they progress to maintain the focus and achieve a satisfactory conclusion. Examiners welcome an individual interpretation provided it is supported by the text.

Question 7

Brotherston, ed: *Spanish American Modernista Poets*

This option generally attracts the smallest number of essays. It is difficult to suggest likely answers as there are so many varied approaches and an individual response is particularly valuable with reference to poetry. With both (a) and (b), Examiners reward knowledge of the poems and the poets' intention, with considerable attention to detail and awareness of the themes and issues. Arguments must be substantiated with references to specific poems.

Question 8

Horacio Quiroga: *Cuentos escogidos*

- (a) This question asked candidates to analyse the presentation of death in two named stories. The essential points were the nature of Quiroga's approach to death as observational, to some extent detached and certainly not voyeuristic or sensational. It could be described as part of the continuum of life/death but the circumstances of the event led to discussion of man's understanding of nature.
- (b) The discussion of the importance of dramatic tension in Quiroga's stories gave candidates a wide choice of stories to analyse. Any combination was acceptable provided the argument was supported by detailed reference.