

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 and 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.
- Remember to ask the Examiner at least two questions in both conversation sections

For centres:

- The test consists of three distinct sections:
 - Section 1: Presentation (maximum $3\frac{1}{2}$ minutes);
 - Section 2: Topic Conversation (7-8 minutes) on issues arising from the presentation;
 - Section 3: General Conversation (8-9 minutes) on themes completely different from those raised in the Topic Conversation.
- Each section should be clearly announced on the recordings, and the prescribed timings observed.
- Candidates should be reminded if necessary to 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 – 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

Overall, candidates performed well in this speaking exam. The performance of candidates covered a large range, from the outstanding to the very basic. Some very good candidates were clearly native speakers, but occasionally the Teacher/examiner allowed the candidate to ride rough-shod over the required timings and on a few occasions the presentation was not related to any Spanish-speaking country.

Most candidates, however, had been well prepared for the examination. They showed interest in their chosen topics and spoke for the required time.

The quality of the recordings was generally of a satisfactory standard with just a few suffering from low volume or intrusive background noise. A few centres did not announce a candidate's name and number clearly.

The range of samples followed correct procedure with a range from top to bottom, some centres even supplying recordings of all candidates entered by them.

Overall though, Teacher/examiners entered into the spirit of the test and helped candidates to produce the best possible outcome. However, a few teachers were not able to develop a proper conversation with the candidates or to prompt them to ask the required questions.

Most candidates produced at least one question to the Examiner, but in some cases a second or subsequent question was missing. Teacher/examiners should prompt candidates where necessary to ask questions. A few centres awarded marks for seeking information even though the candidate asked no questions. Centres

are reminded that marks cannot be awarded where no questions are asked. Questions should arise naturally from the discussion, and should be more complex than a weak “¿y tú?” A few Teacher/examiners spoke for too long in reply to a candidate’s question.

Most centres adhered to the prescribed timings for each section, though a small minority had a cavalier attitude towards these, to the detriment of candidates’ ability to access the full range of marks.

Some centres did not make a clear distinction between the Topic and General Conversations, so some candidates had insufficient opportunity to discuss sufficient variety of issues or offer a suitable range of higher-level language.

The General Conversation was the section where there was noticeable variation in standard. Although many candidates rose to the occasion fairly readily, others were less forthcoming or hesitant, especially when dealing with ideas and opinions. Some candidates could have been more encouraged or challenged to reach their potential.

The quality of language varied considerably. In many cases accuracy was very good and candidates showed their willingness and ability to handle an advanced range of structures and vocabulary. On the other hand, some weaker candidates were hampered by faulty syntax and a lack of basic vocabulary.

Pronunciation was generally good or at least acceptable. Problems with some more difficult sounds occasionally impeded communication. Over-reliance on prepared material sometimes led to flat or inaccurate intonation and stressing.

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 candidates should take care to make specific reference to this context. The content mark out of ten was halved if no specific reference to a Spanish-speaking country or context was made.

Presentations should be a formal and coherent introduction to the subject and ideally provide a personal overview of the issue to form the basis of discussion in the topic conversation. Evidence of preparation, organisation and relevant factual knowledge are all taken into account for the content mark. Pronunciation and clarity of delivery are also assessed.

Part 2: Topic Conversation

The Topic Conversation provides the opportunity to develop points arising from the presentation and should not be a further series of mini presentations. Interaction is a key criterion. Candidates are reminded that their responses should expand outside of pre-learned answers, and should be spontaneous, in order to be awarded high marks for responsiveness. Candidates should take part in a discussion, including justifying or refuting a point of view, as well as giving relevant examples or information.

There was a marked difference in candidates’ ability to deal with expected and well-rehearsed and unexpected questions

Candidates should ask the Examiner at least two substantial questions in order to gain marks for ‘seeking information and opinions’.

Part 3: General Conversation

The start of this section should be clearly announced on the recording. Please remember that it is the Teacher/examiner who determines the matters to be covered in this section. Candidates should not be asked what they prefer to talk about: this is not a second Topic Conversation and Teacher/examiners should not return to material already covered.

Subjects covered should allow debate. All conversations should go beyond the descriptive and allow scope for actual discussion of ideas and opinions. The range and style of questioning should also encourage

candidates use sophisticated language, show competence in structures at a suitably advanced level and as a result gain access to the higher range of marks.

As in the Topic Conversation, candidates should ask the Examiner questions to seek information and opinions and be prompted to do so if necessary.

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 ranges of the mark scheme, candidates needed to show competence in dealing with hypothetical and abstract situations as well as factual or descriptive areas. Accuracy continues to be a problem in some basic structures such as verb endings and tenses, use of *ser/estar*, genders and noun/adjective/verb agreements and numbers.

SPANISH

<p>Paper 9719/21 Reading and Writing</p>
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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 linguistic competence of the candidates was generally excellent and top marks for quality of language were almost universally awarded. Most candidates appeared to have been well prepared in the techniques required, although lifting, (the direct copying of five or more words from the text), occasionally invalidated a mark for comprehension. A minority of candidates still exceeded the permitted number of words in **Question 5**, which meant that part, or sometimes all, of their personal response could not be assessed.

The presentation of the papers was generally good, although there were still a number of candidates whose handwriting made their answers difficult to read. Where certain details could not be deciphered, a mark could not be given. This sometimes proved to be a problem in **Question 2** in particular, where precise grammar is essential. There was not always a clear distinction between the letters *a* and *o* which was particularly important in **Question 2(b)** where the pronoun *la* was crucial. Very few candidates seemed troubled by the time constraints of the examination. Comprehension of the two texts, dealing with causes of and possible remedies for deforestation, was usually clearly demonstrated.

Comments on specific questions

Section 1

Question 1

Most candidates scored at least three marks. A few candidates selected the wrong phrase for their answers, although the commonest reason for not scoring the mark was to add or omit words from the beginning or end of the target phrase.

- (a) This was usually done well. A few answers were invalidated by the omission of *la*...
- (b) A number of otherwise correct answers were ruled out as they were introduced by *esto*...
- (c) More cases of misidentification of the phrase were noticeable here.

- (d) The omission of ...*posible* was the commonest error.
- (e) In some instances answers included *permite...*

Question 2

This is a demanding exercise and despite their very high level of language skills candidates sometimes struggled to make the correct manipulations. Only a minority scored maximum marks.

- (a) This was done well. Most opted for *cuando no son cuidados*, although *cuando no los cuidan* and constructions using *descuidar* were equally acceptable. A few answers were not accepted when ...*de forma adecuada* was added.
- (b) Most answers were good, but quite a few were invalidated by the wrong spelling of *utilice* (with z), or the wrong pronoun (*lo*).
- (c) Again, this was done well. Candidates were not penalised for including the unnecessary *Por regla general...* in their answers, and either infinitive, *ser* or *ir*, was accepted. There were a few instances of candidates who changed the cue word *suele* to *suelen*, which is not permitted.
- (d) Many candidates were unsuccessful in this question because their answers, though grammatically correct, would not fit back in the text. Common errors included the wrong tense (present, *hacen*) or person (*haría*). A few candidates answered incorrectly by changing the cue word from *falta* to *faltarían*.
- (e) This was the least successful of all the manipulations. The vast majority of answers, despite reading as perfect Spanish, would not fit back into the text. It is important for candidates not to do these manipulations in isolation, but always to check that their answer could be pasted into the text in place of the original phrase and retain the same meaning. The majority chose a verb that did not fit back after *estos...* in the text, such as *habría*, or made *reducción* the subject: *la reducción sería notable*.

Question 3

The text on a new approach to replanting land devastated by forest fires in Spain was generally well received, and most candidates were able to demonstrate clear comprehension. Candidates appeared to be well versed in the requirements of this and the following comprehension question, with marks lost for copying more than four words directly from the text appearing to be due to oversight rather than intention. It was encouraging to see how candidates allowed themselves to be guided by the marks allocated – (2), (3) or (4) – and attempted to supply a matching number of pieces of information.

- (a) Only some candidates gave all the details necessary to score maximum marks. Most understood that large expanses of land had been devastated. Not so many added both the facts that the successful replanting was handicapped by lack of investment and traditional methods of planting. A common lift was *el tipo de plantación habitual*.
- (b) The majority of candidates scored at least three marks here for sowing many seeds, planting young seedlings, and the disadvantage of the cost of this technique. Some answers did not give specific details: ...*la tradicional y la importada. Son criticadas porque la tradicional aumenta la posibilidad de incendios y la importada un trae un costo muy alto y una forma incómoda de trabajar* (worth only 1 mark).
- (c) This was generally well answered, with candidates often scoring all three marks. Marks were sometimes dropped when the phrases *especies resistentes al cambio climático* and *se recupere en el menor tiempo posible* were copied directly from the text.
- (d) This question seemed challenging for many candidates and often no more than one mark was awarded, usually for stating that fewer seeds would be needed. It is possible that candidates did not fully appreciate the meaning or relevance of *sembradora* as, although a number mentioned that the work was made easier, they did not mention the machine. As for the third mark, it was necessary to state that the new job opportunities would be found *en las zonas rurales / pobres*.

- (e) This was also a challenging question and a number of candidates scored neither of the two marks available. It was commonly mentioned that the money was being spent on extinguishing fires, which was worth one mark. Only a minority went on to state that Vallejo considered that, if the money was directed towards fire prevention, there would be fewer forest fires and less money required for fighting them.

Section 2

Question 4

Comprehension of this second text, concerning deforestation in Colombia, was very good.

- (a) Nearly every candidate scored at least one mark by noting that large areas of forest had been devastated. Although most candidates also showed that they had understood that this had happened in the Amazon region, not so many went on to mention the significance of this. Comparisons with the deforestation which occurred in the previous decade were not commonly made.
- (b) Many candidates scored high marks on this question. Those who dropped marks did so when they gave insufficient detail, or turned the first points around by stating that the deforestation adversely affected the *ganadería* and *cultivos*, or lifted directly from the text *en la reproducción de especies de fauna* or *limita la producción de agua*.
- (c) A lot of success was achieved here and most candidates scored two, if not all three, of the marks on offer. The majority clearly understood that the lands under threat were those not covered by official protection schemes, and that it was a common error to blame local people for the damage done. To score the third point it was necessary to state that the real culprits were those engaged in the illegal timber trade.
- (d) This was also very well answered. As with the previous question, most candidates scored at least two marks, usually for pointing out that the other criminal acts included illegal mining and the deliberate starting of forest fires. A number of candidates missed out on their third mark when they omitted to add that the purpose of the fires was to hunt tortoises to be sold on the black market.
- (e) The majority of candidates successfully stated that the population should be made aware of the consequences of destroying forests. Not so many mentioned the specific details of how many hectares would be replanted or, more frequently, that the aim was to achieve this by 2020.

Question 5

There was encouraging evidence that candidates are becoming increasingly aware of the techniques required to be successful in this question. Although there were still some exceptions, the importance of adhering to the word count of 140 words for both parts of the question appeared to be understood, but not always observed. (Anything in excess of 160 words is disregarded, and in extreme cases this can lead to no marks being awarded for part (b), the personal response).

- (a) The question on the causes and remedies for deforestation offered candidates all the structure they needed for their summary. Many who picked out relevant specific details from the texts - most of which had already formed part of answers to comprehension questions - which answered the question concisely, achieved high scores. There were fewer unnecessary introductions than previous years and also very few instances of personal opinions being incorrectly offered in this part of the question.

An example of how to score 7 marks in fewer than 50 words is as follows:

Las razones por la deforestación van tanto de la falta de cuidado de los bosques ✓ causando incendios ✓ o la escasez de inversiones ✓ o por el modo tradicional de plantación, ✓ como actividades como la ganadería ✓ la siembra de cultivos ilícitos ✓ la extracción de metales ilícitamente ✓ ...

An illustration of the wrong way to answer is:

La deforestación en Colombia es un gran motivo de preocupación debido al gran impacto que puede llegar a tener si no empezamos un cambio ahora. Colombia ha desarrollado dos programas con el fin de parar este problema debido a que muchos grupos criminales se enfocan en destruir muchas hectáreas con el fin de realizar sus actividades ilícitas...
(These 57 words of generalisations score 0 marks).

- (b) Candidates who had left 40 or so words for this part of the answer were usually able to pick up another 3 to 5 marks, provided that they answered question. Higher marks were achieved by those who introduced some originality in their answers, rather than just repeating ideas that had already been offered by the texts. A few answers could not be marked as the word limit had already been exceeded.

Quality of Language

As stated earlier, the quality of candidates' written Spanish was generally excellent. Candidates were almost always awarded maximum marks in all three quality of language assessments.

SPANISH

<p>Paper 9719/22 Reading and Writing</p>
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Key messages

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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. Most candidates appeared to have been well prepared in the techniques required, although lifting, (the direct copying of five or more words from the text), often invalidated a mark for comprehension. 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.

The presentation of the papers was generally good, and very few candidates seemed troubled by the time constraints of the examination. Comprehension of the two texts, dealing with problems arising from the need to combine employment with education, was usually clearly demonstrated. The first language speakers were able to show understanding of the topic in good Spanish, and most second language speakers, although lacking the same fluency of expression, were also able to demonstrate comprehension commensurate with their ability.

Comments on specific questions

Section 1

Question 1

Good scores were often achieved for this question. A few candidates selected the wrong phrase for their answers, although the commonest reason for not scoring the mark was to add or omit words from the beginning or end of the target phrase.

- (a) Some added *de* at the end. A few thought *presa fácil de las pandillas* was the correct answer.
- (b) *Tiene...* was frequently left out.
Some candidates mixed the answers for (c) and (d).
- (e) This was successfully answered by the majority of candidates.

Question 2

This proved to be the customary demanding exercise and maximum or near maximum marks were more often the exception than the rule. A few candidates changed the cue word and, even though their answers were in correct Spanish, could not be awarded the mark.

- (a) Many candidates identified the use of *al* + infinitive. Some used *después de* or *tras* as equally acceptable alternatives. A few answers, such as *cuando terminen las navidades* or *cuando las navidades hayan terminado*, despite being excellent Spanish, were considered invalid as they no longer contained the cue *terminar*.
- (b) Answers which were unacceptable were commonly written with the auxiliary verb in the present tense: *tiene visto/ha visto...*
- (c) Only the strongest candidates were awarded the mark for this. Quite a few did not use the subjunctive form of *trabajar*. Other answers omitted the subordinate verb altogether: *prohíben que el trabajo infantil*. Some tried to use the verb *proscriben*, thus changing the meaning of the transformation: *prohíben que el trabajo infantil proscriba*. A few answers started the transformation with *que*: *que prohíben que...*, which could not be reinserted into the text.
- (d) The majority of the candidates were able to manipulate this structure successfully. Some answers which changed the order of the answers were not accepted, as they did not fit back into the text: *niños excavando arena utilizando palas (del río)*. Marks were occasionally lost for misspellings such as *excabar*. (This was also the case for *travajar* elsewhere in this exercise).
- (e) Better candidates answered successfully by identifying the verb phrase *dejar de* as having the meaning of 'stop'. Some answers, although grammatically correct, changed the meaning of the original sentence: *siempre dejarán a los niños trabajar/dejarán que los niños vayan a trabajar* ('allow the children to work'). Other answers left out (*nunca/no*): *los niños dejarán de trabajar*.

Question 3

Candidates were often successful in presenting the required information in their own words, often using more complex linguistic structures. Instances of lifting five or more words directly from the text occurred more by oversight than design. Many candidates appeared to be aware of the lifting rule and began their answers in their own words. Lifting was often more prevalent in the second part of their answers.

- (a) This was generally done well, with most candidates referring to all, or at least two, of the three points required: the many hours the children worked, the lack of masks to protect them and how they could only go to School in the afternoon.
- (b) This question was successfully answered. Some candidates did not grasp the idea of not being controlled by gangs, but this was well rephrased by many other candidates as in *no caer en las manos de las pandillas*.
- (c) Most candidates were able to show comprehension of the varying ways in which children earned money in Tegucigalpa. Those who gave sufficient details were rewarded with maximum marks, and most scored at least two for: *reciclan basura y venden comida y cigarrillos*. Less able candidates often lifted *el dinero de las extorsiones* or simply left out this detail.
- (d) Candidates tended to perform well here. They got at least two marks: one for paying for the School material and the other for paying for the transport, although a common lift was *el transporte hasta la escuela*. Not so many were successful in noting that, if children did not work, this would affect the whole family. It was not sufficient to focus only on the children themselves who would not be able to eat.
- (e) Approximately half of the answers successfully explained the vicious circle of not going to School through being poor and being poor through not being able to go to School. Most of the remainder received at least one mark for only noting the first part of the answer. A few candidates incorrectly thought that the vicious circle referred to future generations: *como no se educan de pequeños no tienen trabajo de mayores ni tampoco sus hijos*.

SECCIÓN SEGUNDA

Question 4

Comprehension of this second text, concerning the difficulties experienced by a university candidate who needed to work part-time, was equally good.

- (a) Nearly every candidate was able to express the idea that Elena had to work due to lack of family support, but only a few mentioned that she did not feel that she was either a candidate or a worker. Some who did lifted from the text *una vida de estudiante plena*. Better candidates frequently picked up a second mark for noting that it was hard for her in exam time. Less able candidates did not understand the phrase *hacérsele cuesta arriba*, or resorted to lifts from the text which were not credited.
- (b) To score both marks for this question it was necessary to give full details and it was well answered by many. Although it was more than likely that the candidate had understood, answers such as *en Europa es mas común pero en España tan solo un 4 per cent* could not be credited as they do not give a clear answer to the question, (no mention of the idea of work and study at the same time or an explanation of the 4%). A few candidates confused the idea of 4% with the age of the candidates – 20 to 24. Some answers included information from later paragraphs: *hay mucho paro juvenil/exige mayor asistencia a las clases*.
- (c) This was a more demanding question and not so many candidates were able to mention all three elements required. The fact of widespread youth unemployment was often overlooked, although the cultural barriers to working while studying were often successfully noted. There were several answers that either lifted *el mercado laboral ni el sistema educativo*, or did not mention these two areas at all: *ningún lado facilita que se compaginen los dos* (no indication of what those sides were).
- (d) This question allowed the majority of candidates to score some of the four marks available, usually for the ideas of required attendance at university or the number of hours per week that degrees involve. Only a few managed to express the idea of studying part-time and the problems posed by lengthening the study time, which resulted in lack of interest in postgraduate courses.
- (e) Many candidates picked up the mark for noting that her work commitments allowed Elena flexibility to adapt her hours. Insufficient detail often meant that only one, or sometimes neither, of the other two marks were scored. Here it was necessary to distinguish between the majority of university lecturers who made no allowances for Elena's circumstances and the few who were sympathetic.

Question 5

There was encouraging evidence that candidates are becoming increasingly aware of the techniques required to be successful in this question. Although there were still some exceptions, the importance of adhering to the word count of 140 words for both parts of the question appeared to be well understood.

- (a) There were few unnecessary introductions and most candidates appeared to be aware that, to score well, they needed to select specific details from the texts which answered the question concisely. Those candidates who still attempted to write short summaries of the situation mentioned in both texts achieved lower marks than those who considered each text in turn and selected relevant details.

Some candidates mentioned sections of the source texts that were not relevant to the question: *venden productos en la calle, recogen basura* or *el dinero extorsionado por las pandillas*. There was also a tendency among less able candidates to copy verbatim from the texts when extracting key details. Although there is no penalty for this, it should be remembered that any copied material will not be considered in the Quality of Language mark. There were very few instances of personal opinions being incorrectly offered in this part of the question.

Those who paid attention to the question asked, and picked out specific details of the impact that work can have on young people's education – many of which had already formed part of answers to comprehension questions – scored well. No introductions or conclusions are required and the recommended technique is to plunge straight in, this is a good example of how to score 5 marks in fewer than 50 words:

En Honduras los niños trabajan sin ningún tipo de protección. ✓ Es una forma de apoyar económicamente a sus familias ✓ y alejarse de las pandillas callejeras. ✓ La mayoría no puede asistir al colegio, ✓ lo que crea un círculo vicioso que no les permite salir de la pobreza... ✓

An illustration a less successful answer is:

En el Texto 1 “El trabajo infantil en Honduras” se expresa tanto la opinión de Raúl, un niño de doce años que trabaja ocho horas durante las vacaciones y cinco horas antes de ir a clase ✓ después de la temporada festiva, con la de la UNICEF y su postura en el asunto
(1 marks scored in 52 words).

- (b) Candidates who had left 40 or so words for this part of the answer were usually able to score marks. Originality in the answers was rewarded, rather than just repeating ideas that had already been offered by the texts. A few answers could not be marked as the word limit had already been exceeded.

Quality of Language

The quality of the majority of non-native speaking candidates' Spanish, here and throughout the paper, was generally up to the standard required by this examination. Marks awarded ranged from Below Average to Good, with most marks falling in the Sound range.

SPANISH

<p>Paper 9719/23 Reading and Writing</p>
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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.
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- **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 performance of candidates taking this examination was generally good, especially of those who had entered for the 9719 component. The paper provided an appropriate level of challenge, and the spread of marks awarded reflected the differing ability levels. Candidates appeared to have been well coached in the techniques required, and it was pleasing to note a widespread awareness of more complex linguistic structures, with subjunctive constructions featuring prominently. The presentation of the papers was good, most answers were easy to read, and very few candidates seemed troubled by time constraints. Comprehension of the two texts, dealing with different fashions of exercise and keeping fit was generally good.

Comments on specific questions

Section 1

Question 1

This exercise was generally done well, with many candidates scoring all or nearly all marks available. The matching phrase was usually correctly identified and errors usually consisted of adding or omitting words.

- (a) Very few errors were recorded here. Some candidates prefaced their otherwise correct answer with *con...*
- (b) Identifying *no te cuesta tanto* was a little more of a challenge for some. A few candidates began their answers with *llega un punto en que...* which was incorrect.
- (c) The correct phrase was identified by nearly every candidate. The commonest error was to invalidate the answer by adding *...correr*.
- (d) Most candidates were successful in finding the two words required for this answer.

- (e) This was a little more challenging for those who were unfamiliar with *se aprovecha* or *subir al carro*. However, bearing in mind the sequential manner in which the phrases are taken from the text, many were able to link *todo el mundo...* in the cue with *todos...* in the last paragraph.

Question 2

This is one of the more challenging exercises of the examination and it was encouraging to see the number of candidates who at least recognised the structure being tested.

- (a) Most candidates recognised the subjunctive form *quieras* and those who were successful supplied a preceding expression such as *cuando/en cualquier momento que/cuandoquiera que* which would trigger this mood.
- (b) Candidates who were familiar with the expression *acabar de* having the meaning 'have/has just' were generally successful with this manipulation. Other candidates appeared to know *acabar* only as meaning 'end' and were unable answer correctly.
- (c) Vocabulary recognition was also often the root of the problem here. Every candidate was aware of the basic meaning of *volver* but far fewer seemed familiar with *volver a + infinitive* 'to do something again'. Some otherwise correct answers were ruled out through the omission of the reflexive pronoun needed in *ponerme*.
- (d) This proved to be one of the more challenging manipulations. Many answers used the correct subjunctive ending *-as* but was later invalidated by the lack of the correct radical change to give *compitas*. Some candidates avoided this by using the more familiar *puedas* to give *es posible que puedas competir enseguida* which was still considered an acceptable answer.
- (e) The cue *citan* will not work here without the reflexive pronoun *se*. Although there appeared to be awareness of the meaning 'to make an appointment' very few candidates came up with a correct answer.

Question 3

The text on the current fashion for running in Spain was generally well received, and most candidates were able to demonstrate clear comprehension. Candidates appeared to be well versed in the requirements for this question, (and also the following one), with scarcely any marks being lost for copying more than four words directly from the text. It was encouraging to see how candidates allowed themselves to be guided by the marks allocated – (2), (3) or (4) – and attempted to supply a matching number of pieces of information.

A common strategy appeared to be that of identifying parts of the text that would answer questions, and then endeavouring to 'tweak' the word order or make minor adjustments in order to avoid copying directly.

- (a) Many candidates scored at least two of the three marks available by identifying that decreased purchasing power brought about by unemployment meant that a pair of running shoes was far more affordable than a subscription to a gymnasium. To pick up the third mark it was necessary to add that the unemployed had more time available, which was not the same as saying that running was an activity that you could do when you liked.
- (b) This was a more challenging question. Only the better candidates focused on the changes in Fabiola's attitude to running without referring to the physical effects. There was also difficulty in converting second person present tense to third person past. Most candidates succeeded in stating that running was now part of her life, not so many noted that she did not enjoy it as first and very few mentioned that she missed it when she could not do it.
- (c) Greater success was achieved here with many instances of maximum marks being scored. Most were able to state that running helps Gabriel to think more clearly and to come up with solutions to his problems. Provided that language could be manipulated with sufficient clarity, a third mark was scored by noting that running makes an important contribution to feeling good with oneself.
- (d) Many candidates were successful in noting at least two, if not all three, of the psychological benefits of running: *mejora la autoestima/aumenta la felicidad/combate la depresión*.

- (e) This question begins *Según Alberto Fuentes...* As Alberto does not start speaking until the second sentence, the preceding sentence detailing the enormous increase in sales of running shoes is not relevant to the answer. Many candidates treated it as if it was one of the three pieces of information being sought. Marks were scored for noting that running was now commonplace and that competition was fierce – as long as it was made clear that it was competition between businesses selling running gear that was being referred to. Perhaps because of lack of familiarity with *quedar en* few candidates were able to state that executives meet to discuss business while running through a park.

Section 2

Question 4

The second text about doing exercise through dance appeared to be as equally well understood as the first.

- (a) Unless full details were given this account of how exercising through dance originated became a little too vague. It was necessary to state firstly that an aerobics teacher forgot the music for his class and substituted it with songs that he liked. Although this was not typical music for aerobics his improvised class became the most popular at the gym. Marks awarded ranged from zero to maximum according to the level of detail given.
- (b) Nearly every candidate scored a mark for stating that the women were seeking enjoy themselves whilst taking part in a healthy activity. Some linguistic difficulty was experienced in noting that their children had all grown up. A few candidates were misled by *en los 90...* and attempted to relate this to the age of participants.
- (c) The slimming and de-stressing effects of exercising through dance were very successfully identified and maximum marks were commonly awarded.
- (d) Although most candidates could readily identify the areas of the brain which are stimulated by this form of exercise, only the more able candidates possessed the necessary linguistic skills to provide coherent answers. Candidates often struggled when they attempted to avoid the lift *la memoria a largo plazo*. Their more able peers found ways of doing so quite neatly: *su memoria a largo plazo* or *esas memorias a largo plazo*. All the elements of 'improving motor coordination' were required. More candidates were successful in identifying the third area: the one which responds to the emotions.
- (e) Full comprehension was not always apparent in this final question. Most scored at least one mark by saying that you could exercise through dance without the need for a partner. The point about this activity being less boring than other forms of exercise was frequently not very clearly stated. The fact that after a while patients no longer think of this as a prescription was often misunderstood.

Question 5

Most candidates had been well prepared in the techniques needed to answer this question. Very few candidates appeared to be unaware of the need to keep to the limit of 140 words for both parts of the question.

- (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 texts. It should be remembered, however, that any copied material will not be considered in the Quality of Language mark. Candidates should also avoid offering personal opinions in this part of the question.

Knowledge of the required techniques appeared to be fairly widespread, and many very good scores were recorded. Although some candidates wasted words by writing about the physical benefits of these two forms of exercise, a considerable majority were able to state clearly many of the psychological benefits.

- (b) There were some very pleasing answers to this part of the question, with many making the most of the opportunity to show off their familiarity with more complex linguistic structures. When candidates did not so score well it was often because they attempted to bring in pre-learnt material

on the topics of obesity and junk food which, although not wholly irrelevant, went off at a bit of a tangent and tended to unbalance their answers. A few candidates, perhaps through lack of familiarity with the expression *mantenerse en forma*, focused their attention solely on the two types of exercise discussed in the texts, which restricted their chances of coming up with any original thoughts other than saying that yes, this was popular or no, this was not.

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 9719/31 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

Broadly speaking, there was an extensive range of abilities demonstrated in this paper for this session. There were numerous examples of candidates who were able to demonstrate an ability to produce an articulately constructed essay that was both highly relevant to the title set, convincingly argued and coherent throughout. The levels of linguistic insight on show from many candidates were very good indeed and this made the essays a pleasure to read and to fully appreciate in terms of intellectual conviction and linguistic expertise. It would be fair to say once again that the hard work carried out in preparation for this examination both by teachers and candidates is clear for all to see.

Most candidates wrote essays that were relevant to the title. Nevertheless, there were still a few essays that were too general or too vague. Those candidates who managed to keep their focus by responding directly to the title will have been appropriately rewarded in the content section of the mark scheme. We remind candidates and centres that the answers must be directly related to the question set out in the paper. With 16 marks available for content out of 40, essays need to be clearly relevant to the title set (as the mark scheme suggests) in order to be awarded full marks.

It is worth mentioning again that the word count (250–400 words) really does need to be taken into consideration by both centres and candidates. We remind centres that answers must adhere to the specified word count.

In general terms, the quality of Spanish used by candidates in their essays was very good indeed. The more common language errors (which are unlikely to come as any surprise to centres) included the incorrect use of the verbs *ser* and *estar* and, in particular, an inclination towards the use of *estar* in sentences in the passive voice where the verb *ser* is required. Examples such as “... a la hora de comer, la moderación está recomendada por todos los expertos...”[sic.] and “...los deportes están jugados por muchos jóvenes en este país...”[sic.] were much in evidence. Examiners were surprised to note again this year the insistence from some candidates on using singular verbs with plural subjects and vice-versa. Similarly, a number of candidates managed to convince themselves that common lexical items that ‘sound’ feminine should be assigned the feminine article. Accordingly, there were many examples of “la problema”[sic.] and “la tema”[sic.] so candidates would indeed do well to bear these common words in mind and give them their correct article, especially given that this exact point has been made several times before in previous reports to centres. There were also many examples of the incorrect omission of the definite article when discussing general ideas. Examples included “...es importante considerar salud de los jóvenes...”[sic.] and “...la energía alternativa contribuye a conservación...”[sic.]. There was also a notable tendency with some candidates to use the gerund instead of a verbal noun in examples such as “jugando al fútbol es mejor que viendo la television...”[sic.] and “...la idea de estudiando en un colegio debería ser más importante en nuestra sociedad...”[sic.] However, generally speaking, many candidates were able to write sensibly structured essays and made good use of paragraphs. We recommend Centres to encourage candidates to allow for proofreading time in order to correct typographical errors in the writing.

Examples of good use of the language included:

- the consistent use of appropriate tenses.
- accurate adjectival agreement throughout the essay.
- consistently correct singular/plural subject and singular/plural verb agreements.
- the judicious use of adverbs and adverbial phrases in order to raise the register of the essay.

Further common errors included:

- confusion over the use of the verbs *ser* and *estar*
- continued misunderstanding of the differences between *hay* and *es/tiene*.
- the dropping of the letter 'h' with an auxiliary verb (eg. "la gente a decidido comprar la comida orgánica"[sic.]).
- the use of incorrectly spelt words, especially when they already appear on the examination paper itself (e.g. *el desarrollo*, *la responsibilidad*).

Comments on specific questions

Question 1 *La gastronomía*

Los expertos recomiendan que comer de todo en moderación es el mejor consejo. ¿Por qué es un consejo tan difícil de seguir para mucha gente?

This was a very popular title with candidates adopting a wide range of responses. Good answers were characterised by a variety of points stating not just the reasons why people found it difficult to eat in moderation but also highlighting the damage that excessive eating could do to an individual's health. The best answers pointed out the difficulties in adhering to a healthy diet while at the same time stating that it was not impossible. In addition, some candidates explained that poverty and a scarcity of good food in some countries exacerbated the problem.

Question 2 *La igualdad de oportunidades*

“Cada persona debería tener acceso a la enseñanza, sin importar su situación individual”. ¿Hasta qué punto se puede hacer este derecho realidad?

This was a contentious but rarely tackled title. It was, however, generally well answered. The best responses were able to provide a balanced response with examples of present day access to education in various countries and several suggestions as to how problems could be resolved. The weakest answers were somewhat one-sided and mainly consisted of personal anecdotes or vague and simplistic solutions to the problems of open access to education.

Question 3 *Los deportes*

“Damos demasiada importancia al deporte en nuestra sociedad”. ¿Estás de acuerdo?

This was a popular title with many candidates providing examples from their own experience or from that of the world of professional sport to back up their points in a very convincing manner. The best essays pointed out not just the financial benefits of sport but also the health and social implications of taking part. The weakest essays used the title as an excuse to write a biography of their favourite sports personality with scant reference to the title.

Question 4 *El desarrollo social y económico*

¿Cuáles deberían ser las prioridades de un país para mejorar el desarrollo social y económico? Puedes referirte a tu país o a cualquier otro.

This was a question avoided by many candidates but, nevertheless, those who attempted it produced well documented and intelligently structured essays that highlighted that social and economic development were prerequisites for happiness. The best essays backed up this fundamental point with specific examples of how to improve social and economic development in practical and down to earth ways.

Question 5 *La conservación*

“En realidad las fuentes alternativas de energía contribuyen poco a la conservación”. ¿Hasta qué punto estás de acuerdo?

Attempts at this title were generally well illustrated. Many candidates elected to examine the effects of humans on the environment and whether the alternative energy sources currently available to us are really effective. However, the best essays linked the use of alternative energy with the ultimate preservation of the environment, and also considered ways (with concrete examples) in which we could progress at minimal cost to the environment.

SPANISH

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

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General comments

Broadly speaking, there was an extensive range of abilities demonstrated in this paper for this session. There were numerous examples of candidates who were able to demonstrate an ability to produce an articulately constructed essay that was both highly relevant to the title set, convincingly argued and coherent throughout. The levels of linguistic insight on show from many candidates were very good indeed and this made the essays a pleasure to read and to fully appreciate in terms of intellectual conviction and linguistic expertise. It would be fair to say once again that the hard work carried out in preparation for this examination both by teachers and candidates is clear for all to see.

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- the use of incorrectly spelt words, especially when they already appear on the examination paper itself (e.g. *el desarrollo, la responsibilidad*).

Comments on specific questions

Question 1 *La gastronomía*

"Merece la pena comprar comida orgánica". ¿Qué opinas tú?

This was a very popular title with candidates adopting a wide range of responses. Good answers were characterised by a variety of points stating not just the reasons why people should eat organic food but also highlighting the health advantages of such food. The more articulate responses pointed out the difficulties in obtaining organic food while at the same time stating that it was not impossible to do so. In addition, some candidates explained that poverty and a scarcity of good food in some countries made it difficult to source organic food.

Question 2 *La igualdad de oportunidades*

"Viviremos algún día en un mundo sin desigualdad sexual". ¿Qué opinas tú?

This was a popular title with many candidates listing the achievements so far towards the elimination of sexual inequality. The best responses showed how this progress varied from country to country and how religion and culture influenced people's attitudes. The ambition referred to in the title was embraced by most candidates.

Question 3 *Los deportes*

"El deporte profesional tiene más que ver con el dinero que el deporte". ¿Hasta qué punto estás de acuerdo?

This was a very popular title on the paper, although some candidates produced superficial arguments and restricted themselves to saying that professional footballers had trained hard and therefore deserved high salaries. The best answers were more detailed and thorough, dealing with corruption in sport, how it had become a business and also providing a variety of pertinent examples.

Question 4 *El desarrollo social y económico*

“Incluso en un país desarrollado, siempre existirá la pobreza”. ¿Qué opinas tú?

This title was dealt with intelligently by most candidates who attempted it and it was clear that many had personal experience of poverty in a rich country. Again, the best answers sought solutions yet remained realistic in pointing out the inevitability of poverty for some in any monetary system.

Question 5 *La conservación*

“La conservación de la naturaleza es responsabilidad del individuo y no del gobierno”. ¿Hasta qué punto estás de acuerdo?

Candidates were obviously well informed about the environment and what could be done to improve the situation. However, only the best answers attempted to show a difference between governmental and individual responsibility and how this might work in practice.

SPANISH

<p>Paper 9719/33 Essay</p>
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- the use of incorrectly spelt words, especially when they already appear on the examination paper itself (e.g. *el desarrollo, la responsabilidad*).

Comments on specific questions

Question 1 *La gastronomía*

“Desafortunadamente la cocina tradicional de cualquier país siempre sufre como consecuencia de la globalización de la comida”. ¿Qué opinas tú?

This was a very popular title with candidates. Most responses stated clearly that there is a need to encourage traditional cuisine and to ensure that it can survive alongside the more globalised trends in eating habits. The popularity of fast food was, for many candidates, self-evident but there was also a clearly stated conviction that traditional food is very much part of every country's cultural heritage.

Question 2 *La igualdad de oportunidades*

“En una sociedad moderna, la falta de respeto hacia los ancianos es inevitable”. ¿Hasta qué punto compartes esta opinión?

This was a less popular title with candidates. Respect for older people was not called into doubt and most responses suggested that it definitely should not be an inevitable aspect of modern society. Some essays went on to suggest that there is much to be learnt from the older generation and that we should foster positive relations between the generations.

Question 3 *Los deportes*

“El deporte es un buen antídoto a la presión de la vida diaria, pero también puede traer sus propios problemas”. ¿Qué piensas tú?

This was a reasonably popular title on the paper with most responses agreeing that sporting activity can indeed be an excellent way of dealing with the stresses and strains of modern day living. Many candidates referred to the potential for serious injury as a consequence of sporting endeavour but most felt that the risk was one worth taking in the sense that the advantages were seen to clearly outweigh the disadvantages.

Question 4 *El desarrollo social y económico*

“A causa de la pobreza, el desarrollo social y económico a nivel mundial es un objetivo inalcanzable”. ¿Qué opinas tú?

This title was not the most popular one on the paper. However, those who attempted it managed, on the whole, to suggest that social and economic development is an achievable aim and one worth fighting for despite the perceived inevitability of poverty in most, if not all, countries.

Question 5 *La conservación*

“La conservación es mucho más importante que el desarrollo industrial”. ¿Hasta qué punto estás de acuerdo?

This was a very popular title with candidates, perhaps unsurprisingly. There was a clearly held belief amongst those who attempted this title that conservation is hugely important to the planet. Equally, it was suggested, industrial development and conservation should work alongside each other with mutual respect, as it were. Economic prosperity depends on industrial development but all countries should regard conservation and industrial development as equally important elements for a prosperous society.

SPANISH

Paper 9719/41
Texts

Key messages

Examiners seek thorough knowledge of the texts chosen and clear essays focussed on the questions set, with detailed references to support the argument presented. The following key messages are intended to help candidates improve their performance further.

- Candidates should read the rubric carefully, and only answer one option ((a) or (b)) for each text.
- In **Section 1**, (a) questions, candidates are instructed to answer parts (i) and (ii) very briefly. This means that no more than two or three sentences at the most are required. Answers to (iii) must make up the majority of the response. Candidates are advised to number the answers to each part of the question clearly, i.e. (i), (ii), (iii), and focus on each one separately. This should avoid any repetition.
- Candidates should read the question carefully. Note key words in the title which define the question precisely.
- Candidates are advised to avoid lengthy irrelevant introductory paragraphs with biographical details of the author.
- Candidates must address the question directly, defining terms and approach in the introductory paragraph.
- Answers should support the argument with appropriate, direct references to the text. These do not need to be long quotations. A key incident does not have to be narrated or quoted at length.
- Candidates should re-read the question or devise a plan before beginning to write to avoid going off topic after the first paragraph.
- Candidates must ensure that names of characters, places, historical context and author are accurate and that the text is described correctly as '*novela*', '*obra de teatro*' or '*poema*'.
- Candidates are reminded to write legibly. Legible presentation of a candidate's work is essential for the Examiner to be able to find evidence of the candidate meeting the descriptors in the mark scheme.
- Candidates are asked to avoid asterisks, arrows, writing in the margin (especially if at right angles to printed lines) as this is difficult to reconcile with on-line marking.
- It is important for candidates to show that there is an understanding of how to present an argument, with a relevant introduction, development and conclusion. Many candidates were familiar with the PEEL format – Point, Example, Explain, Link (to next section of essay). This was used successfully when repeated throughout the response with frequent links to the text and relevant observations or analysis.
- Candidates are advised to plan essays to show depth and breadth of knowledge and

General comments

The overall standard of answers was satisfactory, with most candidates showing knowledge of the texts studied and the ability to select examples to illustrate points or ideas.

Candidates showed good knowledge of the texts in terms of the narrative. Some essays tended to be too focussed on 'telling the story' rather than exploring the themes and ideas and analysing them. It is important to show understanding and critical awareness, which would allow candidates to reap the full rewards of their efforts in studying the texts. The whole essay must be a clear response to the question being answered.

Candidates should be aware that in writing about texts there is not a 'right' or 'wrong' answer. Questions are designed to challenge candidates to use their knowledge and understanding of the text in presenting a coherent argument in response. Examiners are prepared for varied analyses, provided they are direct responses to the question and are rooted in the text.

Comments on specific questions

Sección 1

Please note: comments made here do not constitute the 'correct' answer, but serve as examples of material submitted, and suggestions as to how to approach each question.

Comments regarding (a) options in this Sección:

These questions are all divided in three Parts: (i), (ii) and (iii). Parts (i) and (ii) are designed to be answered briefly, in one or two sentences, with reference to the extract reproduced on the examination paper. Part (iii) requires candidates to refer to the whole text, not simply the printed extract. This part of the answer should make up the vast majority of the response. It is better to answer each of the three sections separately to ensure that answers to (i) and (ii) are kept short and that part (iii) is a full essay.

Question 1 Benito Pérez Galdós: *Misericordia*

- (a) (i) Benina is outside the church with the other beggars.
- (ii) Any two details, for example, she has most of her own teeth, she has a dignified air.
- (iii) Benina, like St Rita, was always ready to help even if this caused her problems. Many examples of her kindness and selflessness to Doña Francisca, Juliana, Ponte, Almudena. Benina looks like the typical impression of a saint – dressed in dark clothes, pleasant, calm and dignified, with a superior demeanour.

Benina exemplifies Christian values and love, helping those cast out by society. Chapter XXX refers to 'Via crucis' – she has a heavy burden to bear. Compare her values to those of Doña Francisca and Juliana. Benina lies to protect Paca and is charitable to Juliana; notice change in form of address at the end of the novel when Benina is no longer a servant to Juliana. Benina is strong, brave and can cope with adversity: Juliana, Doña Francisca and Ponte cannot face reality. Benina sees hope in everything – eating bread with two sauces, hunger and hope. Juliana is surprised to see Benina looking well in the hut she shares with Almudena, even though she has nothing. What is needed to achieve happiness or contentment?

All answers presented the view that Benina was saintly in her actions. She was not perfect, however, which could be said to add to her appeal and the success of Galdós' characterisation of her. It was effective to compare and contrast Benina with other characters to analyse the values and ideas presented in the novel. Reference to religion was relevant here. Many essays simply listed examples of Benina's kindness and generosity; this did not constitute an argument or analysis and limited the marks available.

- (b) The majority of answers to this question presented the premise that Galdós' intention was to expose the scandal of poverty at the time, and that therefore money, or the lack of it, was the motivating force. However the picture could be said to be more complex. What is the value of money? Wealth was important in denoting class, as could be seen in Doña Francisca and Ponte. Those who saw themselves as superior but lacking in funds depended financially on someone poorer than they were, and were self-deluded. Doña Francisca, Ponte and Juliana expected help and displayed no sense of understanding the value of money. Antofito, gambled money away, showing the same lack of responsibility as his mother. When Doña Francisca and her family acquired wealth, through no effort of their own, they dismissed Benina as she was no longer needed and was not good enough for their new status. This emphasised the lack of charity or any true values in those who saw the acquisition of money as an end in itself. Carlos used money to buy redemption – the whole issue of begging could be discussed here. What does being wealthy mean? It does not necessarily bring happiness.

Question 2 Lope de Vega: *Peribáñez y el Comendador de Ocaña*

- (a) (i) Peribáñez has just returned from Toledo.
- (ii) He had taken a painting of Saint Roque to be repaired and believed the Saint had protected him.

- (iii) The conflict between the main characters was inevitable because they had completely different values. Examples of the values of Peribáñez and Casilda – speeches in Act I, values in action when they assist the Comendador in the bullfight. Values of Comendador quickly apparent when immediately attracted to Casilda as she assists him after his fall (symbolic) and he admits that he may be foolish. Comendador influences others to collude in his immoral behaviour. Loyalty to monarch is measure of morality – Casilda and Peribáñez go to see King and Queen from sense of duty and later to plead for justice. They respect order in society, seek to re-establish harmony. Comendador betrays King's trust in him in way behaves to townspeople; prepared to break laws for personal gratification. Peribáñez took law into his own hands when had been given status to do so legally, then presented himself to judgement of the King.

All answers used references to the text effectively. The best responses found a way to integrate examples into an argument analysing the motivation behind the actions of the main characters.

- (b) This question asked candidates to analyse the premise that each individual has a degree of responsibility in creating a stable society. It was helpful in this case to outline the hierarchical, pyramidal structure of society at the time, with the King at the pinnacle and the 'villanos' at the bottom. Peribáñez and Casilda spoke of their place in society and respect for the natural world, those in direct authority over them (Comendador) and the supreme arbiter of justice, the King. The Comendador disrupted the order by lowering himself to the level of those below him in the social structure in his pursuit of Casilda, and possibly in his rewarding of Peribáñez, who ascended society. Harmony is restored by the King, who recognised the errors of the Comendador, and the justifiable action of Peribáñez. The actions of each individual could be measured in terms of the degree of responsibility shown to the greater society, including lesser characters.

Candidates who were successful in this question understood the nature of society and were able to evaluate the effects of the behaviour of individuals on society and analyse the outcome.

Question 3 Laura Esquivel: *Como agua para chocolate*

- (a) (i) Tita had been on the patio with the hens, in a scene of chaos.
- (ii) The argument with Rosaura centred on Tita's relationship with Pedro. Rosaura felt humiliated and forbade Tita to have further contact with Esperanza.
- (iii) The original aspects of food preparation in the novel were introduced here via the 'frijoles'. Tita was reminded of the 'tamales' which would not cook properly for Nacha if there was an argument in the house. Tita had to remedy the situation by transmitting a sense of love to the food, which she did by remembering her first meeting with Pedro. This episode presented the concept that the food was permeated by the feelings of the person cooking it. Here, Tita consciously attempted to affect the cooking process. In other examples the outcome was a reflection of her state of mind or even a means of communication, but this happened without any conscious intervention on Tita's part. Most candidates interpreted this as an aspect of magical realism and discussed how this technique was integrated into the narrative. Other instances of food expressing emotion were given. Many referred to the importance of the relationship between Tita and Nacha, and emphasised that Tita was born and grew up in the kitchen. It was her spiritual home. The fact that each chapter of the text had a recipe as part of the title was mentioned as another significant element to show that food preparation was central to the development of the narrative and the themes.
- (b) This question asked candidates to analyse how the theme of revolution was presented both historically and in the family home. The best essays gave a brief overview of the Mexican Revolution, pointing out that Zapata and Villa and their followers fought to defeat Huertas' totalitarian government. The family had first hand experience of the violence when the house was attacked. The whole of Mexican society was affected by the revolution, not only those fighting as part of the organised forces. Within the family itself, most essays identified Gertrudis as the most revolutionary character as she left to join the armed struggle and became a general. This could be seen as a defiant gesture challenging Mama Elena's authority, mirroring the actual Revolution. Gertrudis was then disowned by her mother, emphasising the gravity of her decision to rebel. Tita seemed to accept her mother's authority but her challenges and self expression came through in the subconscious effects of her cooking and the way she determined that Esperanza would not suffer in the same way she had, opposing Rosaura who wished to follow the tradition established by Mamá Elena. Her love for Pedro did not dim either. At the end of the novel Tita achieved her freedom and banished the malevolent influence of her mother's ghost.

It was important that candidates understood the motivation for the Mexican Revolution but detailed accounts were not needed. In order to attain the higher mark bands, essays had to combine both historical and domestic manifestations of revolution. Some interesting subtle distinctions could be made, showing that although Gertrudis achieved high rank in the army, as a woman, she still felt vulnerable when her baby was born mixed race. Tita saved Gertrudis' relationship with the baby's father by revealing that they had a black ancestor. Tradition and conservative ideologies are difficult to defeat.

Question 4 Fernando Fernán-Gómez: *Las bicicletas son para el verano*

- (a) (i) Luis and Don Luis agreed that Luis could have his bicycle for the summer if he promised to pass his Physics examination in September.
- (ii) Luis is immature and impatient, failing to understand the practicalities of the purchase of the bicycle, losing his temper and behaving childishly.
- (iii) Luis was perhaps the character who changed the most over the course of the play. At the beginning he was 14, played like a child with his friend and behaved like one with his father. At the end, Don Luis shared a cigarette with him, treating him like an adult, and Luis accepted the fact that he would have to behave as an adult, at 17, taking his father's place in the home if Don Luis were imprisoned. Many essays focussed mostly on the prologue and epilogue and compared and contrasted his demeanour in those scenes. This was accurate as far as it went, but did not fully trace Luis' psychological development. Virtually all mentioned the move from innocence to experience – the difference in his relationships with Charo and María. There was a more complex change in his attitude, understanding and sense of responsibility to others shown in the episodes of the lentils, the bullet and his defence of Manolita when she was threatened. He attained self awareness seen in his rueful comment in the final scene when he said that the bicycle, which he had wanted to go out with girls, would then be much more useful in his job. He did not have the bicycle, however. Summer, like his lost childhood, would not return.
- (b) This question asked candidates to analyse whether the focus of the play was more rooted in the political aspects of the Civil War, or in the human experience of the conflict. All agreed that the strength of the play lay in the way the audience experienced the effects of the war alongside the family. The events of the war were in the background, communicated via the radio, stories from other characters and occasional breakthroughs, for example the sound of machine guns, the bullet entering the room and events such as the death of Manolita's partner and the air drop of bread. The political view was not neutral; the family and others benefited from laws passed by the Republic and Don Luis' involvement in trade unions pointed to a socialist viewpoint. With the exception of the prologue and epilogue, the action of the play was set inside a flat or basement, creating a sense of claustrophobia. Within the home, life went on as much as possible. Characters seemed impotent and resigned; pawns in the greater historical reality. It was dangerous to go outside and horizons were narrowed alongside opportunities for work and education. The personal stories of lack of food and education and the general struggle to survive were the most significant. War is not necessarily dramatic and those away from the front also suffer as the fabric of society collapses around them.

Most answers gave examples of the way the family coped throughout the war and the best responses analysed how the events and effects of the war were used to maintain the atmosphere of tension and loss of control. The fact that Don Luis expressed that the end of the war did not bring peace, left the audience with an overwhelming sense of the personal consequences of the conflict.

Sección 2

Question 5 Gabriel García Márquez: *El coronel no tiene quien le escribe*

- (a) This question asked candidates to analyse how the author used humour in the novel. The point for discussion was whether the author made readers cry rather than laugh, using humour as a way of highlighting the sadness of the reality described in the novel.

Candidates therefore had to focus primarily on humour, finding examples of irony and self parody. Most essays referred to humour as a release from a difficult reality, perhaps a way of surviving. At

the same time black humour served to highlight the actual situation; the violent society (el primer muerto de muerte natural); the health of the colonel (la fábrica de clarinetes); the impenetrable bureaucracy (será cuestión de siglos); the colonel's inherent optimism (sirve para contar las estrellas); the colonel's wife's point of view (ese número ha salido dos veces en la lotería). Satire was used to comment on the censorship of the media, as expressed in the conversation between the doctor and the colonel.

A number of answers showed detailed knowledge of the text, but focussed on 'tristeza' rather than 'humor', with few examples of humour, which did not fully meet the demands of the question. The best responses showed that there was a tragicomic tone to the novel. It was possible to smile while at the same time feel sympathy for the characters. The sadness of the couple's situation was somehow made more poignant as the reader appreciated their wit and resilience, even as they moved toward a crisis. The apparently light comments hid a darkness which was experienced in many parts of Latin America.

- (b) This question asked candidates to show how the author used the colonel's ill health to highlight the main themes of the novel.

The best essays gave examples of the colonel's symptoms which were mostly linked to poverty; poor housing and a deficient diet. They then went on to show how the author compared the colonel to Sabas. As a wealthy man he had access to luxury – sugar – but this had made him ill. The corruption which led to his wealth was manifested in diabetes and obesity. By contrast the colonel's honesty, which meant that he returned the funds he was in charge of, made him ill. The reader sympathises with the colonel and not Sabas.

The whole environment in which the colonel lived was challenging. The weather affected his symptoms, the tension within society and the need he had to keep hope alive was draining. The sense of constant struggle against forces beyond the control of the individual was sometimes overwhelming. The corruption and rottenness of society was reflected in the way the colonel was effectively rotting alive.

Question 6 Isabel Allende: *Eva Luna*

- (a) This question asked candidates to challenge or agree with the view that the novel is essentially superficial, like a television soap opera.

One of the keys to produce a good answer to this question was the ability to define themes or issues dealt with in the novel. The success or otherwise of the author's treatment of these themes would then lead to the conclusion. Many candidates were too tempted to narrate the events of the novel, without sufficient analysis.

An example of thorough response could be to define 'telenovela' in the first place. This is one of the most current and lively means of communication as well as entertainment seen in Latin America. Many of the series are popular in other parts of the world also. This cultural context is reflected in Isabel Allende's own approach to literature, which can be used as an agent of change, educating readers in actual history, both social and political, which is not taught in schools. The author also aimed to make literature accessible. The references made to popular culture in general contribute to this, such as radio stories, songs and even fairy tales – Eva's own story is likened to Cinderella. The novel includes melodrama, a love story and a political message. It is easy to read with a lively narrative, and colourful characters who are sometimes larger than life. It is up to the candidate to analyse whether these characteristics make the novel superficial.

The best essays showed how Eva herself saw the power of the 'telenovela' in the novel. The themes explored included social change, the acceptance of 'alternative' lifestyles, the increasing freedom and power of women, abuse of power and generally that determination and persistence will bring success

- (b) This question required candidates to analyse whether the political message of the novel is a portrayal of the time at which it was written.

As with the other option on this text, many candidates were keen to show their detailed knowledge of the story and included too much narrative without a well argued analysis. The best answers defined the key political message, usually described as the struggle for freedom by means of

revolution. It was not necessary to give a lot of historical background to respond to the second part of the question. Most essays referred to the prevalence of autocratic governments throughout Latin America with a strong military, oligarchy and church. Society was very divided by class, wealth and gender, and conservative in nature.

The answer then developed with an analysis of how the status quo was challenged within the narrative, from Eva emptying the chamber pot over the minister's head to her stand against General Tolomeo in revealing the truth about the prison breakout in her 'telenovela'. Many other examples could be included.

Question 7 Federico García Lorca: *La casa de Bernarda Alba*

As in previous Sessions, virtually every candidate chose to write on this text.

- (a) This question asked candidates to analyse the importance of the family house itself in the text.

This was a very popular question and the majority of candidates were able to respond with understanding and illustration. Most essays described the house as a prison, separating the family from the outside world. The 'muros gruesos', the heat, the closed and locked doors created a sense of claustrophobia and enclosure. Many showed how the colours of the walls subtly changed over the course of the play and analysed the effect created by the author. All details were considered, including the significance of the picture on the wall.

The outside world only intruded via sounds through the windows and the daughters had to hide in case they were seen as they watched the life outside. La Poncia brought news from the real world and ironically did not present an idyllic picture. Marriage was not necessarily happy and society was cruel to those who went against the rules. The Abuela was physically restrained as Bernarda feared humiliation if her 'mad' mother was seen. The daughters were only permitted to sew as this was an activity done inside.

Bernarda was forcibly enclosing her daughters in the house but did not recognise the danger of this, which was ironically compared to her reaction to the horse, which she ordered to be freed when it tried to break out of its stall.

This was a house of secrets and unfulfilled potential.

- (b) This question asked candidates to respond to the assertion that Bernarda was motivated by love for her daughters.

Most candidates found some truth in this but concluded that she was primarily concerned with her own reputation and status in society. The argument that Bernarda showed love for her daughters included reference to the rigid society of the time, where parents were expected to protect their children's reputation in order to secure a suitable marriage. There were few choices for women of some rank, and those who challenged society were cruelly punished, as seen in the fate of the woman who had an illegitimate child. Interestingly, La Poncia also advised Adela not to rebel, as she was concerned to protect her own reputation as a servant employed by Bernarda.

The opposing stance emphasised Bernarda's unsympathetic treatment of her daughters. Examples included the way she did not permit weeping at the funeral, informed her daughters that they would be effectively sealed inside the house for a lengthy period of mourning, physically assaulted Angustias for wearing makeup and whose only concern in finding her youngest daughter hanged was to insist that Adela had died a virgin. Other examples of Bernarda's callousness could also be included.

The best answers covered both aspects of the question, with relevant references, and came to a balanced conclusion.

Question 8 Rosalía de Castro: *En las orillas del Sar*

This text was chosen by a small number of candidates, making it difficult to comment on performance.

- (a) This option asked candidates to write a critical analysis of the poem 'A La Luna', emphasising the main theme and the use of imagery.

The central theme was likely to have been identified as Galicia, the poet's pride in her homeland and appreciation of the natural world, and the effects of emigration. Candidates have a degree of flexibility in the way the analysis of poetic imagery may be interpreted, provided the argument is fully supported by references to the text.

- (b)** This question asked candidates to analyse to what extent Rosalía de Castro could be described as a romantic poet, with detailed references to at least three poems.

It was helpful to define the characteristics of a romantic poet and the nature of the poems written by such an author. These could include romantic love and the romantic expression of religious experience. In addition, the tone may be elegiac or nostalgic. Some may refer to the search for happiness, which is elusive, and the interpretation of death as a form of liberation.

Candidates were free to choose the poems which best illustrated the argument presented. It was preferable to use only three or possibly four so that the poems could be analysed in some detail, rather than listing titles without close study.

SPANISH

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

Key messages

Examiners seek thorough knowledge of the texts chosen and clear essays focussed on the questions set, with detailed references to support the argument presented. The following key messages are intended to help candidates improve their performance further.

- Candidates should read the rubric carefully, and only answer one option ((a) or (b)) for each text.
- In **Section 1**, (a) questions, candidates are instructed to answer parts (i) and (ii) very briefly. This means that no more than two or three sentences at the most are required. Answers to (iii) must make up the majority of the response. Candidates are advised to number the answers to each part of the question clearly, i.e. (i), (ii), (iii), and focus on each one separately. This should avoid any repetition.
- Candidates should read the question carefully. Note key words in the title which define the question precisely.
- Candidates are advised to avoid lengthy irrelevant introductory paragraphs with biographical details of the author.
- Candidates must address the question directly, defining terms and approach in the introductory paragraph.
- Answers should support the argument with appropriate, direct references to the text. These do not need to be long quotations. A key incident does not have to be narrated or quoted at length.
- Candidates should re-read the question or devise a plan before beginning to write to avoid going off topic after the first paragraph.
- Candidates must ensure that names of characters, places, historical context and author are accurate and that the text is described correctly as '*novela*', '*obra de teatro*' or '*poema*'.
- Candidates are reminded to write legibly. Legible presentation of a candidate's work is essential for the Examiner to be able to find evidence of the candidate meeting the descriptors in the mark scheme.
- Candidates are asked to avoid asterisks, arrows, writing in the margin (especially if at right angles to printed lines) as this is difficult to reconcile with on-line marking.
- It is important for candidates to show that there is an understanding of how to present an argument, with a relevant introduction, development and conclusion. Many candidates were familiar with the PEEL format – Point, Example, Explain, Link (to next section of essay). This was used successfully when repeated throughout the response with frequent links to the text and relevant observations or analysis.
- Candidates are advised to plan essays to show depth and breadth of knowledge and

General comments

The overall standard of answers was satisfactory, with most candidates showing knowledge of the texts studied and the ability to select examples to illustrate points or ideas.

Candidates showed good knowledge of the texts in terms of the narrative. Some essays tended to be too focussed on 'telling the story' rather than exploring the themes and ideas and analysing them. It is important to show understanding and critical awareness, which would allow candidates to reap the full rewards of their efforts in studying the texts. The whole essay must be a clear response to the question being answered.

Candidates should be aware that in writing about texts there is not a 'right' or 'wrong' answer. Questions are designed to challenge candidates to use their knowledge and understanding of the text in presenting a coherent argument in response. Examiners are prepared for varied analyses, provided they are direct responses to the question and are rooted in the text.

Comments on specific questions

Sección 1

Please note: comments made here do not constitute the 'correct' answer, but serve as examples of material submitted, and suggestions as to how to approach each question.

Comments regarding (a) options in this Sección:

These questions are all divided in three parts: (i), (ii) and (iii). Parts (i) and (ii) are designed to be answered briefly, in one or two sentences, with reference to the extract reproduced on the examination paper. Part (iii) requires candidates to refer to the whole text, not simply the printed extract. This part of the answer should make up the vast majority of the response. It is better to answer each of the three sections separately to ensure that answers to (i) and (ii) are kept short and that part (iii) is a full essay.

Question 1 Benito Pérez Galdós: Misericordia

There were few answers on this text in this Session, so it is not feasible to comment on candidates' performance.

- (a) (i) Benina and Almodena had just been released from prison, for begging, and Benina was keen to check that Paca was well and to ask that Almodena could stay with her, in her room at Paca's as he was ill.
- (ii) Doña Francisca was shocked by Benina's appearance and could not accept Almodena in the house. She reproached Benina for abandoning her.
- (iii) The main theme seen in this extract could be 'misericordia'. Benina was not concerned about herself, even though she was in a poor state, thin and barefoot. She felt responsible for having left Paca without explanation and for Almodena, who could not manage alone. Benina showed Christian charity and selflessness throughout the novel. Paca and her family, however, were happy to take from Benina when they had no other resources and saw that as their due, but once they had wealth she was replaced and rejected. Candidates would trace the presentation of the theme throughout the novel, showing how Galdós revealed the hypocrisy in society and the suffering of the poor.
- (b) This question asked candidates to analyse to what extent characters in the novel live under false pretences to avoid facing the reality of their wretched lives.

Answers could follow a number of approaches. Perhaps the most likely would be to analyse how the main characters dealt with poverty and deprivation, comparing and contrasting. All would include studies of Benina and Doña Francisca, and then the wider range of individuals connected with them. The best arguments would show how there was an element of deception in the behaviour of most characters. Some individuals embellished the truth and colluded in the pretence while fully aware of reality. Others preferred to pretend that circumstances were very different to the reality.

Question 2 Lope de Vega: *Peribáñez y el Comendador de Ocaña*

- (a) (i) Peribáñez had just seen a portrait of his own wife, painted for the Comendador. He therefore feared that he had been betrayed by Casilda and consequently had been dishonoured.
- (ii) Antón behaves with great presence of mind. He recognised Casilda but reacted diplomatically, saying that Peribáñez must find the portrait beautiful, hinting that he knew who it was.
- (iii) The main theme presented in the extract must be that of honour. Candidates would be able to define both 'honor' and 'honra' and show how these concepts are presented and developed by Peribáñez and the Comendador, and analyse how their different attitudes to the concept determine the inevitable conflict.
- (b) This question asked candidates to analyse how the author used symbols and images to emphasise the themes of the play. This answer needed planning and careful choice of examples, first in identifying the themes, then selecting quotations or references and analysing how the author used

symbols and images. Most answers began with Peribáñez and Casilda's speeches in Act I. The Comendador's accident was seen as a symbol of the beginning of his moral fall. The main focus was generally on the move from harmony to chaos which was then resolved by the judgment of the King and Queen. The balance of society was threatened by the Comendador and although justice meted out may have seemed harsh, it was necessary to protect the system as a whole.

Question 3 Laura Esquivel: *Como agua para chocolate*

- (a) (i) The narrator is Esperanza's daughter.
- (ii) This tells the reader what has happened at the ranch – everything has been burned to ash, set on fire by Tita.
- (iii) This question asked the reader to analyse whether the novel celebrates life, even though there is so much sadness and so many deaths in the narrative.

A starting point could be a phrase from the published extract, 'bajo las cenizas floreció todo tipo de vida, convirtiendo ese terreno en el más fértil de la región'. The positive force of the love of Tita and Pedro meant that the apparent destruction of the fire resulted in renewal. It would then be possible to analyse how Tita always had a positive, life-affirming influence, even though she suffered as she could not change the underlying tradition enforced by her mother. This could be traced through her nurturing of the family in her cooking and the way she ensured that the next generation of women would not be subject to the same rules as she was. Death was also portrayed in different ways. In the case of Roberto, it was a tragedy caused by jealousy and control. Nacha, however, continued to help and influence Tita after her death and this was welcomed. Mamá Elena also attempted to interfere with Tita's life but her tormenting spirit was successfully banished. Some essays also focused on the changing role of women, seen in Gertrudis.

- (b) This question asked candidates to discuss the premise that both past and present coexist in this novel, as if in a never-ending circle.

This gives scope for a wide-ranging analysis of a number of elements of the novel. The fact that it is structured in twelve chapters corresponding to the months of the year is important. This is the way everyone moves through time. However the reader needs to examine the time scale continuing beyond the grave, in the book of recipes magically saved from the flames. Tita was born crying, in the kitchen, which could be seen as significant in foretelling the sadness of her life which would be lived out in that room. The 'pastel de boda' united past, present and future as Tita's tears caused the guests to vomit, Nacha to retreat into nostalgia and fired desire in Gertrudis, reflecting Tita's feelings for Pedro. The reaction of Pedro and Rosaura's guests could presage the failure of the marriage; Nacha was left feeling so sad remembering past loves that she died and Gertrudis escaped from the ranch to fulfil herself in a new and exciting life. Other essays referred to the use of magic realism, the presence of spirits and ghosts and the sense of continuity in tradition. Most felt that this was a fair assessment overall, but that the author also showed how small changes affected the cycle and changed the course of events. It was seen as a strength in terms of literary technique, also giving interest and originality in the presentation of the themes.

Question 4 Ferdinando Fernán-Gómez: *Las bicicletas son para el verano*

- (a) (i) Anselmo is Luis' cousin, he is an anarchist, has been at the front and in Valencia, where the Government was based.
- (ii) Anselmo is an anarchist and idealist, focusing on the freedom of the individual. His comments seem unrealistic.
- (iii) There had been little direct commentary on the possible outcome of the war. This soldier, with his colourful language, gave a picture of a libertarian society free from any constraints of morals or authority. This could be seen as an extension of the ambitions of the Second Republic, the government in place when the conservative forces led by Franco rose up and initiated the Civil War. It was however an extreme view. The play portrayed the experience of the war in the centre of Madrid. In the midst of such chaos it was impossible to understand what was happening elsewhere in the country, to what extent the events in Madrid were typical and what the eventual outcome could be. Anselmo seemed to be optimistic about a socialist victory, and that there was a rosy future near at hand. This grated with the privations suffered by the family. The description of life in

Valencia raised a number of questions also. Ironically, as Anselmo left, a bomb landed near the house, sending the neighbours to the basement. It did not seem to echo Anselmo's assertion that victory was close. Candidates generally understood the point being made but needed to organise and select material to make the strongest argument possible.

- (b) This question focused on the moral decisions which have to be made in a crisis situation, asking candidates to consider how these were explored in the play. Two scenarios were frequently chosen to analyse this, the 'lentejas' scene and the relationship between Luis and María. Essays began by showing that the main characters lived in a family where there was fairness, mutual love and respect, and that each individual seemed to be responsible in terms of their role in the family and in society. Don Luis worked hard to provide for his family and had had to forego personal ambition. There was a strong sense of moral awareness. This, however, changed as the situation became more difficult. Don Luis admitted that he should not dismiss María as Pedro was equally guilty in their relationship. María became a victim of circumstances as the situation could not be allowed to continue and there was no way of distancing the pair in any other way. The stealing of the lentils was a more powerful scene again. Here the individuals are forced by hunger to cheat other members of their own family of the only food available for them all. It was made as sad as it could be in the way the scene developed. Initially there was suspicion that a neighbour had taken the lentils, but then each person admitted their guilt, and remorse. This was a crisis and everyone had behaved in what was essentially a selfish way in order to survive. Other examples could be included, such as Manolita's decision to marry. Candidates responded well to the question.

Sección 2

Some questions were answered by a small number of candidates, so comments describe the kind of response which could be expected.

Question 5 Gabriel García Márquez: *El coronel no tiene quien le escribe*

- (a) This was a popular question. Candidates were asked to analyse the importance of the description of the town and the society depicted in the novel.

The best responses found a way to present this in terms of a theme. The town was isolated, neglected and corrupt, subject to authoritarian rule by the mayor, a soldier, and there was a gulf between rich and poor.

Candidates then proceeded to analyse the effects of the environment on those living there; violence, clandestine groups distributing uncensored news, no progress, legal system stagnant, imposition of censorship by church, corruption and inequality. Many examples could be given. Society was seen as generally unjust but with some kind individuals who showed compassion. The colonel was stoic in the face of his interminable wait, and suffered embarrassment at his plight, as did his wife who boiled stones so that the neighbours did not know they had no food to cook. At the same time Agustín's friends tried to help the couple by giving food for the cockerel, and sympathised with the colonel's determination to keep his son's memory alive by refusing to give up the bird. The doctor was thoughtful and found a way to help the couple without accepting payment. The harsh situation had not killed off human kindness all together. Many answers analysed the role of Sabas, wealthy due to corruption and collusion with the government, but ill with diabetes due to excess living and unable to be charitable. Candidates understood the text and were able to select appropriate references.

- (b) This was another popular question, asking to what degree the cockerel was a divisive force in the novel.

It was logical to explain the presence of the cockerel in the novel first, linking it to Agustín, the colonel and his wife, Agustín's friends and the wider range of townspeople. It was then possible to analyse what it represented to each group and show whether this was divisive or unifying. Candidates felt that the cockerel was a focus politically for change, uniting those opposed to the government. It was more complicated when considering the colonel and his wife. The best essays did not simply trace what had happened to Agustín, but analysed the subtleties of the feelings of responsibility for the cockerel which were expressed by the colonel and his wife, and the tension caused. Most candidates had understood and appreciated the text. There were some instances where an essay described the circumstances of the cockerel in general terms without sufficient

focus on the question set. Careful planning and noting the key words in the question could help here.

Question 6 Isabel Allende: *Eva Luna*

- (a) This option asked candidates to react to a statement about the characters in the novel. Most essays stated that there was some element of truth in the comment, and that some individuals were not fully developed, but that most of Allende's protagonists were rounded characters who drew the reader in to the narrative.

This question gave a wide scope to candidates. Responses worked best when candidates compared some of the more one dimensional characters, such as Rolf's father, with Rolf himself. Unpleasant individuals were present, but readers generally identified with the more complete characters, who changed and developed throughout the novel. It was somewhat surprising that many individuals resisted cynicism despite the problems they encountered in a reactionary society. Overall, the consensus was that the tone was more positive than negative, and that the characters were sufficiently individual, with interesting lives and the motivation to achieve change to capture the reader's interest and to maintain it through a complex narrative.

- (b) This question dealt with the theme of friendship in the novel. Candidates needed to find an argument which would be the framework for the answer. Those who listed friendships and described the nature of the relationship without analysis missed the opportunity to use their knowledge to best effect.

The majority of essays traced Eva's life, mentioning how and when she met new friends. This approach becomes a temptation to narrate unless the candidate shows what Eva learned from that relationship and how it affected her or influenced her behaviour in later. Most focused on the friendships between Eva, Humberto and Rolf, and Mimi. Candidates responded well to the text.

Question 7 Federico García Lorca: *La casa de Bernarda Alba*

Virtually all candidates chose to answer on this text. The key to a good essay was to analyse and not simply list examples. Candidates knew the text well and responded to the themes.

- (a) The sense of claustrophobia is strong in the text. Candidates were asked to show how the author created it and some essays missed this element. One effective way of demonstrating this was to separate physical and emotional claustrophobia. Colours were often analysed. All referred to the setting of the play, which is always inside the house. The stage directions and details of the set are relevant. Few mentioned the picture, however. The 'muros gruesos' are powerful symbols of incarceration and separation. Answers then included other examples which underlined the image of the house as a prison. References to locked doors, the daughters glimpsing and hearing sounds from the outside world but being careful that they were not seen were relevant. María Josefa was physically locked up but had not lost her dreams of freedom – many contrasted her situation with that of the daughters. The emotional claustrophobia was possibly more powerful than the physical. This was conveyed in many ways. The male guests at the funeral were kept away from the family so that the daughters were only allowed to mix with the women. They only knew about 'real' life from la Poncia and occasional gossip from others. This was clearly reinforcing the idea that women's lives were generally unhappy. The enclosed way of life meant that there was no escape from the rest of the family and the tensions between the daughters grew as the marriage of Angustias to Pepe el Romano was announced and jealousies caused increasingly violent and spiteful reactions. As La Poncia stated, 'hay una tormenta en cada cuarto'. This was intensified by the heat and thirst, particularly demonstrated by Adela, who was also spied on by La Poncia and Martirio, who wanted to ensure that since her suitor had been sent away by Bernarda as too common, no one else would achieve happiness. The tragic suicide of Adela was interpreted as an escape.

As knowledge of the text was sound, the quality of answers was generally determined by the way candidates selected and used examples, within an argument and with a logical conclusion.

- (b) This question asked candidates to comment on the statement that the physical absence of men in the play actually gave them a more powerful presence.

A starting point could be to define women's role in society at the time, to emphasise how dependent they were on men. A woman went from her father's house to her husband, provided a suitable match could be found by her parents, with no other options. This point could be supported by references from the text. Candidates sometimes then considered the role of the recently deceased father. He was mourned by his daughters and the Criada, with whom he had a relationship. Bernarda took on his role as head of the household but indicated that she would be more strict than he was. His absence therefore deprived the daughters of any parental affection but helped Angustias as her inheritance meant that she was an attractive option for marriage. In terms of prospective husbands, some good essays quoted María Josefa who accurately summed up the daughters' predicament 'Son mujeres sin hombre, nada más.' The irony in her exchanges was powerful, as her presumed madness revealed more sense and insight than many other characters. Lorca also used irony in the references to the 'caballo garañón', and Bernarda's comments regarding her vigilance and 'Mis hijas tienen la respiración tranquila'. Men were the only hope of escape and as they were unseen, they remained idealised. The daughters were being deprived of natural feelings and fulfilment by rigid rules set by society and those who infringed these were cruelly punished – but not the men. Forbidden fruit is always the most attractive. Candidates showed sensitivity to the themes and language. As emphasised earlier, they need to plan and focus carefully in order to make full use of their close study of the text.

Question 8 Rosalía de Castro: *En las orillas del Sar*

There were a small number of responses to this text so that comments on candidates' performance is not appropriate.

- (a) This question gave candidates a clear framework for the answer. The main focus had to be the religious references, showing how the poet used these and possibly linking them to other themes. A critical analysis must also include appreciation of poetic language and style.
- (b) This option gave candidates the opportunity to focus on their own choice of poems from the published list. The focus was on the most effective images and symbols, in the candidate's opinion. This had to be organised into an argument, most commonly following one or two themes, showing how the poet used poetic technique to express ideas powerfully. The question asked for a minimum of three poems, and candidates perform best by analysing three or possibly four poems in detail, rather than quoting from a greater number.

SPANISH

Paper 9719/43
Texts

Key messages

Examiners seek thorough knowledge of the texts chosen and clear essays focussed on the questions set, with detailed references to support the argument presented. The following key messages are intended to help candidates improve their performance further.

- Candidates should read the rubric carefully, and only answer one option ((a) or (b)) for each text.
- In **Section 1**, (a) questions, candidates are instructed to answer parts (i) and (ii) very briefly. This means that no more than two or three sentences at the most are required. Answers to (iii) must make up the majority of the response. Candidates are advised to number the answers to each part of the question clearly, i.e. (i), (ii), (iii), and focus on each one separately. This should avoid any repetition.
- Candidates should read the question carefully. Note key words in the title which define the question precisely.
- Candidates are advised to avoid lengthy irrelevant introductory paragraphs with biographical details of the author.
- Candidates must address the question directly, defining terms and approach in the introductory paragraph.
- Answers should support the argument with appropriate, direct references to the text. These do not need to be long quotations. A key incident does not have to be narrated or quoted at length.
- Candidates should re-read the question or devise a plan before beginning to write to avoid going off topic after the first paragraph.
- Candidates must ensure that names of characters, places, historical context and author are accurate and that the text is described correctly as '*novela*', '*obra de teatro*' or '*poema*'.
- Candidates are reminded to write legibly. Legible presentation of a candidate's work is essential for the Examiner to be able to find evidence of the candidate meeting the descriptors in the mark scheme.
- Candidates are asked to avoid asterisks, arrows, writing in the margin (especially if at right angles to printed lines) as this is difficult to reconcile with on-line marking.
- It is important for candidates to show that there is an understanding of how to present an argument, with a relevant introduction, development and conclusion. Many candidates were familiar with the PEEL format – Point, Example, Explain, Link (to next section of essay). This was used successfully when repeated throughout the response with frequent links to the text and relevant observations or analysis.
- Candidates are advised to plan essays to show depth and breadth of knowledge and

General comments

The overall standard of answers was satisfactory, with most candidates showing knowledge of the texts studied and the ability to select examples to illustrate points or ideas.

Candidates showed good knowledge of the texts in terms of the narrative. Some essays tended to be too focussed on 'telling the story' rather than exploring the themes and ideas and analysing them. It is important to show understanding and critical awareness, which would allow candidates to reap the full rewards of their efforts in studying the texts. The whole essay must be a clear response to the question being answered.

Candidates should be aware that in writing about texts there is not a 'right' or 'wrong' answer. Questions are designed to challenge candidates to use their knowledge and understanding of the text in presenting a coherent argument in response. Examiners are prepared for varied analyses, provided they are direct responses to the question and are rooted in the text.

Comments on specific questions

Sección 1

Please note: comments made here do not constitute the 'correct' answer, but serve as examples of material submitted, and suggestions as to how to approach each question.

Comments regarding (a) options in this Sección:

These questions are all divided in three Parts: (i), (ii) and (iii). Parts (i) and (ii) are designed to be answered briefly, in one or two sentences, with reference to the extract reproduced on the examination paper. Part (iii) requires candidates to refer to the whole text, not simply the printed extract. This part of the answer should make up the vast majority of the response. It is better to answer each of the three sections separately to ensure that answers to (i) and (ii) are kept short and that part (iii) is a full essay.

Question 1 Benito Pérez Galdós: *Misericordia*

- (a) (i) Benina is outside the church with the other beggars.
- (ii) Any two details, for example, she has most of her own teeth, she has a dignified air.
- (iii) Benina, like St Rita, was always ready to help even if this caused her problems. Many examples of her kindness and selflessness to Doña Francisca, Juliana, Ponte, Almudena. Benina looks like the typical impression of a saint – dressed in dark clothes, pleasant, calm and dignified, with a superior demeanour.

Benina exemplifies Christian values and love, helping those cast out by society. Chapter XXX refers to 'Via crucis' – she has a heavy burden to bear. Compare her values to those of Doña Francisca and Juliana. Benina lies to protect Paca and is charitable to Juliana; notice change in form of address at the end of the novel when Benina is no longer a servant to Juliana. Benina is strong, brave and can cope with adversity: Juliana, Doña Francisca and Ponte cannot face reality. Benina sees hope in everything – eating bread with two sauces, hunger and hope. Juliana is surprised to see Benina looking well in the hut she shares with Almudena, even though she has nothing. What is needed to achieve happiness or contentment?

All answers presented the view that Benina was saintly in her actions. She was not perfect, however, which could be said to add to her appeal and the success of Galdós' characterisation of her. It was effective to compare and contrast Benina with other characters to analyse the values and ideas presented in the novel. Reference to religion was relevant here. Many essays simply listed examples of Benina's kindness and generosity; this did not constitute an argument or analysis and limited the marks available.

- (b) The majority of answers to this question presented the premise that Galdós' intention was to expose the scandal of poverty at the time, and that therefore money, or the lack of it, was the motivating force. However the picture could be said to be more complex. What is the value of money? Wealth was important in denoting class, as could be seen in Doña Francisca and Ponte. Those who saw themselves as superior but lacking in funds depended financially on someone poorer than they were, and were self-deluded. Doña Francisca, Ponte and Juliana expected help and displayed no sense of understanding the value of money. Antofito, gambled money away, showing the same lack of responsibility as his mother. When Doña Francisca and her family acquired wealth, through no effort of their own, they dismissed Benina as she was no longer needed and was not good enough for their new status. This emphasised the lack of charity or any true values in those who saw the acquisition of money as an end in itself. Carlos used money to buy redemption – the whole issue of begging could be discussed here. What does being wealthy mean? It does not necessarily bring happiness.

Question 2 Lope de Vega: *Peribáñez y el Comendador de Ocaña*

- (a) (i) Peribáñez has just returned from Toledo.
- (ii) He had taken a painting of Saint Roque to be repaired and believed the Saint had protected him.

- (iii) The conflict between the main characters was inevitable because they had completely different values. Examples of the values of Peribáñez and Casilda – speeches in Act I, values in action when they assist the Comendador in the bullfight. Values of Comendador quickly apparent when immediately attracted to Casilda as she assists him after his fall (symbolic) and he admits that he may be foolish. Comendador influences others to collude in his immoral behaviour. Loyalty to monarch is measure of morality – Casilda and Peribáñez go to see King and Queen from sense of duty and later to plead for justice. They respect order in society, seek to re-establish harmony. Comendador betrays King's trust in him in way behaves to townspeople; prepared to break laws for personal gratification. Peribáñez took law into his own hands when had been given status to do so legally, then presented himself to judgement of the King.

All answers used references to the text effectively. The best responses found a way to integrate examples into an argument analysing the motivation behind the actions of the main characters.

- (b) This question asked candidates to analyse the premise that each individual has a degree of responsibility in creating a stable society. It was helpful in this case to outline the hierarchical, pyramidal structure of society at the time, with the King at the pinnacle and the 'villanos' at the bottom. Peribáñez and Casilda spoke of their place in society and respect for the natural world, those in direct authority over them (Comendador) and the supreme arbiter of justice, the King. The Comendador disrupted the order by lowering himself to the level of those below him in the social structure in his pursuit of Casilda, and possibly in his rewarding of Peribáñez, who ascended society. Harmony is restored by the King, who recognised the errors of the Comendador, and the justifiable action of Peribáñez. The actions of each individual could be measured in terms of the degree of responsibility shown to the greater society, including lesser characters.

Candidates who were successful in this question understood the nature of society and were able to evaluate the effects of the behaviour of individuals on society and analyse the outcome.

Question 3 Laura Esquivel: *Como agua para chocolate*

- (a) (i) Tita had been on the patio with the hens, in a scene of chaos.
- (ii) The argument with Rosaura centred on Tita's relationship with Pedro. Rosaura felt humiliated and forbade Tita to have further contact with Esperanza.
- (iii) The original aspects of food preparation in the novel were introduced here via the 'frijoles'. Tita was reminded of the 'tamales' which would not cook properly for Nacha if there was an argument in the house. Tita had to remedy the situation by transmitting a sense of love to the food, which she did by remembering her first meeting with Pedro. This episode presented the concept that the food was permeated by the feelings of the person cooking it. Here, Tita consciously attempted to affect the cooking process. In other examples the outcome was a reflection of her state of mind or even a means of communication, but this happened without any conscious intervention on Tita's part. Most candidates interpreted this as an aspect of magical realism and discussed how this technique was integrated into the narrative. Other instances of food expressing emotion were given. Many referred to the importance of the relationship between Tita and Nacha, and emphasised that Tita was born and grew up in the kitchen. It was her spiritual home. The fact that each chapter of the text had a recipe as part of the title was mentioned as another significant element to show that food preparation was central to the development of the narrative and the themes.
- (b) This question asked candidates to analyse how the theme of revolution was presented both historically and in the family home. The best essays gave a brief overview of the Mexican Revolution, pointing out that Zapata and Villa and their followers fought to defeat Huertas' totalitarian government. The family had first hand experience of the violence when the house was attacked. The whole of Mexican society was affected by the revolution, not only those fighting as part of the organised forces. Within the family itself, most essays identified Gertrudis as the most revolutionary character as she left to join the armed struggle and became a general. This could be seen as a defiant gesture challenging Mama Elena's authority, mirroring the actual Revolution. Gertrudis was then disowned by her mother, emphasising the gravity of her decision to rebel. Tita seemed to accept her mother's authority but her challenges and self expression came through in the subconscious effects of her cooking and the way she determined that Esperanza would not suffer in the same way she had, opposing Rosaura who wished to follow the tradition established by Mamá Elena. Her love for Pedro did not dim either. At the end of the novel Tita achieved her freedom and banished the malevolent influence of her mother's ghost.

It was important that candidates understood the motivation for the Mexican Revolution but detailed accounts were not needed. In order to attain the higher mark bands, essays had to combine both historical and domestic manifestations of revolution. Some interesting subtle distinctions could be made, showing that although Gertrudis achieved high rank in the army, as a woman, she still felt vulnerable when her baby was born mixed race. Tita saved Gertrudis' relationship with the baby's father by revealing that they had a black ancestor. Tradition and conservative ideologies are difficult to defeat.

Question 4 Fernando Fernán-Gómez: *Las bicicletas son para el verano*

- (a) (i) Luis and Don Luis agreed that Luis could have his bicycle for the summer if he promised to pass his Physics examination in September.
- (ii) Luis is immature and impatient, failing to understand the practicalities of the purchase of the bicycle, losing his temper and behaving childishly.
- (iii) Luis was perhaps the character who changed the most over the course of the play. At the beginning he was 14, played like a child with his friend and behaved like one with his father. At the end, Don Luis shared a cigarette with him, treating him like an adult, and Luis accepted the fact that he would have to behave as an adult, at 17, taking his father's place in the home if Don Luis were imprisoned. Many essays focussed mostly on the prologue and epilogue and compared and contrasted his demeanour in those scenes. This was accurate as far as it went, but did not fully trace Luis' psychological development. Virtually all mentioned the move from innocence to experience – the difference in his relationships with Charo and María. There was a more complex change in his attitude, understanding and sense of responsibility to others shown in the episodes of the lentils, the bullet and his defence of Manolita when she was threatened. He attained self awareness seen in his rueful comment in the final scene when he said that the bicycle, which he had wanted to go out with girls, would then be much more useful in his job. He did not have the bicycle, however. Summer, like his lost childhood, would not return.
- (b) This question asked candidates to analyse whether the focus of the play was more rooted in the political aspects of the Civil War, or in the human experience of the conflict. All agreed that the strength of the play lay in the way the audience experienced the effects of the war alongside the family. The events of the war were in the background, communicated via the radio, stories from other characters and occasional breakthroughs, for example the sound of machine guns, the bullet entering the room and events such as the death of Manolita's partner and the air drop of bread. The political view was not neutral; the family and others benefited from laws passed by the Republic and Don Luis' involvement in trade unions pointed to a socialist viewpoint. With the exception of the prologue and epilogue, the action of the play was set inside a flat or basement, creating a sense of claustrophobia. Within the home, life went on as much as possible. Characters seemed impotent and resigned; pawns in the greater historical reality. It was dangerous to go outside and horizons were narrowed alongside opportunities for work and education. The personal stories of lack of food and education and the general struggle to survive were the most significant. War is not necessarily dramatic and those away from the front also suffer as the fabric of society collapses around them.

Most answers gave examples of the way the family coped throughout the war and the best responses analysed how the events and effects of the war were used to maintain the atmosphere of tension and loss of control. The fact that Don Luis expressed that the end of the war did not bring peace, left the audience with an overwhelming sense of the personal consequences of the conflict.

Sección 2

Question 5 Gabriel García Márquez: *El coronel no tiene quien le escribe*

- (a) This question asked candidates to analyse how the author used humour in the novel. The point for discussion was whether the author made readers cry rather than laugh, using humour as a way of highlighting the sadness of the reality described in the novel.

Candidates therefore had to focus primarily on humour, finding examples of irony and self parody. Most essays referred to humour as a release from a difficult reality, perhaps a way of surviving. At

the same time black humour served to highlight the actual situation; the violent society (el primer muerto de muerte natural); the health of the colonel (la fábrica de clarinetes); the impenetrable bureaucracy (será cuestión de siglos); the colonel's inherent optimism (sirve para contar las estrellas); the colonel's wife's point of view (ese número ha salido dos veces en la lotería). Satire was used to comment on the censorship of the media, as expressed in the conversation between the doctor and the colonel.

A number of answers showed detailed knowledge of the text, but focussed on 'tristeza' rather than 'humor', with few examples of humour, which did not fully meet the demands of the question. The best responses showed that there was a tragicomic tone to the novel. It was possible to smile while at the same time feel sympathy for the characters. The sadness of the couple's situation was somehow made more poignant as the reader appreciated their wit and resilience, even as they moved toward a crisis. The apparently light comments hid a darkness which was experienced in many parts of Latin America.

- (b) This question asked candidates to show how the author used the colonel's ill health to highlight the main themes of the novel.

The best essays gave examples of the colonel's symptoms which were mostly linked to poverty; poor housing and a deficient diet. They then went on to show how the author compared the colonel to Sabas. As a wealthy man he had access to luxury – sugar – but this had made him ill. The corruption which led to his wealth was manifested in diabetes and obesity. By contrast the colonel's honesty, which meant that he returned the funds he was in charge of, made him ill. The reader sympathises with the colonel and not Sabas.

The whole environment in which the colonel lived was challenging. The weather affected his symptoms, the tension within society and the need he had to keep hope alive was draining. The sense of constant struggle against forces beyond the control of the individual was sometimes overwhelming. The corruption and rottenness of society was reflected in the way the colonel was effectively rotting alive.

Question 6 Isabel Allende: *Eva Luna*

- (a) This question asked candidates to challenge or agree with the view that the novel is essentially superficial, like a television soap opera.

One of the keys to produce a good answer to this question was the ability to define themes or issues dealt with in the novel. The success or otherwise of the author's treatment of these themes would then lead to the conclusion. Many candidates were too tempted to narrate the events of the novel, without sufficient analysis.

An example of thorough response could be to define 'telenovela' in the first place. This is one of the most current and lively means of communication as well as entertainment seen in Latin America. Many of the series are popular in other parts of the world also. This cultural context is reflected in Isabel Allende's own approach to literature, which can be used as an agent of change, educating readers in actual history, both social and political, which is not taught in schools. The author also aimed to make literature accessible. The references made to popular culture in general contribute to this, such as radio stories, songs and even fairy tales – Eva's own story is likened to Cinderella. The novel includes melodrama, a love story and a political message. It is easy to read with a lively narrative, and colourful characters who are sometimes larger than life. It is up to the candidate to analyse whether these characteristics make the novel superficial.

The best essays showed how Eva herself saw the power of the 'telenovela' in the novel. The themes explored included social change, the acceptance of 'alternative' lifestyles, the increasing freedom and power of women, abuse of power and generally that determination and persistence will bring success

- (b) This question required candidates to analyse whether the political message of the novel is a portrayal of the time at which it was written.

As with the other option on this text, many candidates were keen to show their detailed knowledge of the story and included too much narrative without a well argued analysis. The best answers defined the key political message, usually described as the struggle for freedom by means of

revolution. It was not necessary to give a lot of historical background to respond to the second part of the question. Most essays referred to the prevalence of autocratic governments throughout Latin America with a strong military, oligarchy and church. Society was very divided by class, wealth and gender, and conservative in nature.

The answer then developed with an analysis of how the status quo was challenged within the narrative, from Eva emptying the chamber pot over the minister's head to her stand against General Tolomeo in revealing the truth about the prison breakout in her 'telenovela'. Many other examples could be included.

Question 7 Federico García Lorca: *La casa de Bernarda Alba*

As in previous Sessions, virtually every candidate chose to write on this text.

- (a) This question asked candidates to analyse the importance of the family house itself in the text.

This was a very popular question and the majority of candidates were able to respond with understanding and illustration. Most essays described the house as a prison, separating the family from the outside world. The 'muros gruesos', the heat, the closed and locked doors created a sense of claustrophobia and enclosure. Many showed how the colours of the walls subtly changed over the course of the play and analysed the effect created by the author. All details were considered, including the significance of the picture on the wall.

The outside world only intruded via sounds through the windows and the daughters had to hide in case they were seen as they watched the life outside. La Poncia brought news from the real world and ironically did not present an idyllic picture. Marriage was not necessarily happy and society was cruel to those who went against the rules. The Abuela was physically restrained as Bernarda feared humiliation if her 'mad' mother was seen. The daughters were only permitted to sew as this was an activity done inside.

Bernarda was forcibly enclosing her daughters in the house but did not recognise the danger of this, which was ironically compared to her reaction to the horse, which she ordered to be freed when it tried to break out of its stall.

This was a house of secrets and unfulfilled potential.

- (b) This question asked candidates to respond to the assertion that Bernarda was motivated by love for her daughters.

Most candidates found some truth in this but concluded that she was primarily concerned with her own reputation and status in society. The argument that Bernarda showed love for her daughters included reference to the rigid society of the time, where parents were expected to protect their children's reputation in order to secure a suitable marriage. There were few choices for women of some rank, and those who challenged society were cruelly punished, as seen in the fate of the woman who had an illegitimate child. Interestingly, La Poncia also advised Adela not to rebel, as she was concerned to protect her own reputation as a servant employed by Bernarda.

The opposing stance emphasised Bernarda's unsympathetic treatment of her daughters. Examples included the way she did not permit weeping at the funeral, informed her daughters that they would be effectively sealed inside the house for a lengthy period of mourning, physically assaulted Angustias for wearing makeup and whose only concern in finding her youngest daughter hanged was to insist that Adela had died a virgin. Other examples of Bernarda's callousness could also be included.

The best answers covered both aspects of the question, with relevant references, and came to a balanced conclusion.

Question 8 Rosalía de Castro: *En las orillas del Sar*

This text was chosen by a small number of candidates, making it difficult to comment on performance.

- (a) This option asked candidates to write a critical analysis of the poem 'A La Luna', emphasising the main theme and the use of imagery.

The central theme was likely to have been identified as Galicia, the poet's pride in her homeland and appreciation of the natural world, and the effects of emigration. Candidates have a degree of flexibility in the way the analysis of poetic imagery may be interpreted, provided the argument is fully supported by references to the text.

- (b)** This question asked candidates to analyse to what extent Rosalía de Castro could be described as a romantic poet, with detailed references to at least three poems.

It was helpful to define the characteristics of a romantic poet and the nature of the poems written by such an author. These could include romantic love and the romantic expression of religious experience. In addition, the tone may be elegiac or nostalgic. Some may refer to the search for happiness, which is elusive, and the interpretation of death as a form of liberation.

Candidates were free to choose the poems which best illustrated the argument presented. It was preferable to use only three or possibly four so that the poems could be analysed in some detail, rather than listing titles without close study.