

# SPANISH

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<p><b>Paper 9719/01</b> <b>Speaking</b></p>
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## **Key messages**

For candidates:

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

For centres:

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

## **General comments**

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

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

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

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

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

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

### **Comments on specific sections**

#### **Part 1: Topic Presentation**

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

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

#### **Part 2: Topic Conversation**

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

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

#### **Part 3: General Conversation**

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

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

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

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

## Language

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

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

# SPANISH

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<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 amongst the candidates, most of whom seemed to have a native background in Spanish. The linguistic competence was generally excellent and, provided that there were no penalties for lack of comprehension, top marks for quality of language were almost always awarded. The topic of the trustworthiness of information and where best to seek it was one that all candidates were able to relate to, and comprehension was usually clearly demonstrated.

Very few candidates seemed troubled by the time constraints of the examination. Most candidates appeared to have been well coached in the techniques needed. Better candidates produced skilful paraphrasing in their answers to comprehension questions, although lifting, (the direct copying of five or more words from the text), occasionally invalidated a mark.

There was still a significant number who seemed to have misunderstood **Question 5(a)**, with many appearing to have been trained to answer this question as a general summary or comparison of the two texts rather than focusing on the question asked. Also, a small number of candidates exceeded the permitted number of words for this question which meant that part, or sometimes all, of **5(b)** could not be assessed.

## Comments on specific questions

### **Sección 1**

#### **Question 1**

The exercise worked well, with errors mostly comprising superfluous words at the beginning or ending of the answer. Very few candidates offered an incorrect phrase, although one or two disregarded the rubric and simply explained the phrase in their own words.

- (a) The majority of candidates identified this phrase. A few attempted incorrectly to answer with *expandió rápidamente*.
- (b) Most candidates were successful in identifying this phrase. Some lost the mark by adding *...con que circulan*.

- (c) This was readily identified. The answers that were not accepted omitted ...*y escribir*, and or were prefaced by *que..* or *la gente que...*
- (d) Widely well-answered, with the commonest error being omission of the initial *es...*
- (e) This proved to be very accessible and there were very few incorrect answers.

### Question 2

Two main points in this exercise are worth noting: the resulting sentences or phrases need to fit back in the text with exactly the same meaning, and linguistic knowledge is needed in order to complete the task successfully.

- (a) Candidates were familiar with this transformation to a passive construction and most answered correctly. A common error was to use *fuleron* or *han sido* instead of *son* *publicados*.
- (b) Candidates from a native speaker background had very little trouble at all in successfully forming a suitable equivalent phrase using *dejado*.
- (c) This proved to be much more of a challenge. Virtually the only way to produce an equivalent phrase incorporating *rareza* was by using *tal* or *tanta*. Answers such as *hay mentiras de mucha rareza* did not convey the same meaning as *hay mentiras de tal/tanta rareza*.
- (d) This should have been relatively straightforward although marks were carelessly lost by the omission of *específicamente* or the addition of an ungrammatical *de* after *intentando*.
- (e) Most candidates were aware of the need of a subjunctive after *es probable que...* Unfortunately there were a few cases where candidates left out the verb *es* and so the mark was not awarded.

### Question 3

The text, commenting on the rapid spread of fake news on social media, was generally well understood.

- (a) Most candidates got off to a good start with many scoring at least two marks out of three, usually for stating that residents left their homes and the authorities announcing that it was a lie. The mark for three being arrested proved more elusive, perhaps being considered too obvious to warrant inclusion. Sometimes answers such as *se desmintiera la noticia* were given without specifying who announced that the news was false. There was a lot of lifting of ...*huyeron a los cerros antes de que...*
- (b) Most candidates understood that fake news spread quickly and that it filters through to users according to their profiles. A number of candidates did not add the detail that it reached so many because of advances in technology.
- (c) The most common mark for this question was two. The majority of candidates understood that fake news is generally believed because it is spread by friends or family, and that it all depended on the level of education, (a common lift was *depende del nivel educativo de la*). The point about some lies being so absurd that nobody believes them was sometimes missed out altogether, insufficiently explained, e.g. *algunas mentiras son muy extrañas* (without the follow up that nobody believes them) or incorrectly rendered, e.g. *la gente no cree mucha información falsa*.
- (d) Nearly everyone understood the two types of false information, but some struggled to indicate how to deal with it. Either this was missed out altogether or answers were vague, such as *hay que tomar medidas*, lacking the detail that those who control social media should take appropriate steps and that users should exercise greater caution.
- (e) This presented a bit of a challenge. Candidates needed to identify what the problem was. They need to be fully aware that if they use pronouns there has to be a referent. For instance in the sentence *porque solo es un problema si la gente lo cree* there is no clear referent and so a mark cannot be given. The correct answer would have been *porque solo es un problema si la gente cree la información falsa*.

## Sección 2

### Question 4

The second text, describing how the younger generation's approach to acquiring information is changing, also appeared to be well understood by most candidates.

- (a) A score of two marks was the most common outcome. Candidates clearly understood that only a quarter of young people read printed newspapers and that they get their news from social media. Only a minority offered the third point: that they do value news. Many found it hard to avoid lifting expressions such as *solo el 25% de los jóvenes* or *16 y 30 años lee...*
- (b) A range of marks was awarded. Quite a few candidates were not specific enough and referred to the preferences of people in general rather than of young people, e.g. *el 77% de las personas se informa por las redes sociales*. Other missed the detail that this is more popular than even the television. Also some candidates only mentioned reading in general, e.g. *genera un problema porque pierden lectores*, which could be interpreted as if people were not reading books, for example. Others did not mention that it was young people who were not reading newspapers. Most candidates understood that the problem was also that there will be no newspaper readers in the future.
- (c) For many candidates the first point in this question, that it was young people who did not want to pay to read newspapers, was often missed because *jóvenes* were not referred to. Most understood that *Montes* thinks reading the news should be free, but many muddled the equation money equals less impartiality giving contrary answers such as *mientras el dinero esté involucrado habrá más imparcialidad*.
- (d) This question was generally done well, although not so many candidates picked up the first point about young people not trusting traditional media. Most candidates indicated that *Montes* is against traditional media because these only publish what they are interested in and are biased, and also that there is no freedom of the press. (A few candidates lost the final mark when they directly lifted five or more words from *que la libertad de prensa ya no existe*).
- (e) This question proved to be very accessible and full scores of three marks were not uncommon. Most candidates were successful in expressing that the press should use social media, that it should reflect young people's preferences and be readily available free of charge.

### Question 5

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. There was often a tendency for candidates to exceed the word limit by a small amount, often meaning that the final sentence or so of **5(b)** could not be considered. It is important to be aware of the need to keep to the limit of 140 words for both parts of the question. Anything in excess of 160 words is disregarded, and in extreme cases can lead to a score of zero for **5(b)**.

- (a) There was a lot of generalisation often focusing on what the press should do rather than the problems it faced. That said, although top marks were rarely awarded, a number of answers scored 7, 8 or 9. There was still a tendency to give general summaries of the texts, to point out how the two were linked, to waste words with superfluous starters such as *en el primer texto/en el segundo texto* and to make generalisations which were usually too vague to score. A very few candidates wrote a general essay with scant regard to the texts.

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, for example:

*Las noticias falsas siguen existiendo y gracias a las redes sociales ✓ su alcance es masivo ✓ y su difusión rápida. ✓ Algunas se generan para engañar ✓ y otras son producto del descuido. ✓ Muchas veces proceden de conocidos ✓ y la gente las cree...*

In about forty words over half the available marks have been scored, leaving ample room to select specific, relevant details from the second text and also for a good three or so sentences in **5(b)**. Unlike the following answer which, because of generalisation, uses many more words to score a single mark:

*Los problemas asociados con la publicación de información actualmente son complejos. Con los tiempos modernos, la forma en que la información conecta con sus receptores ha cambiado. Hoy en día son más los jóvenes que se informan a través de redes sociales ✓ que por los medios convencionales como la televisión...*

- (b) Most candidates were aware that what is required here is one or two details which answer the question, which are, whenever possible, different from anything contained in the texts, and a clear personal opinion.  
The nature of this particular question often made it difficult for candidates to come up with highly original answers to this question. Most gave a very similar response: that it was mainly the older generation who read newspapers, either from force of habit or discomfort in using technology. One or two original observations included that kiosks were closing down, and that fewer newspapers would be good for the planet as more trees would be saved.

### **Quality of Language**

The quality of candidates' written Spanish was excellent. Most candidates were native speakers of the language and, unless any deductions had been made for lack of comprehension, maximum marks were almost universally awarded.

# SPANISH

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<p><b>Paper 9719/22</b> <b>Reading and Writing</b></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 examination provided an appropriate level of challenge and discriminated well, with a wide range of marks awarded to candidates from across the ability range. The topic of tourism, highlighting very different problems being experienced in Central America and the Balearics, was one that every candidate appeared to be familiar with. There was an understandable difference in performance between the 9719 candidates, many of whom were native speakers, and those taking 8685, who were invariably students of Spanish as a foreign language.

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

## Comments on specific questions

### **Sección 1**

#### **Question 1**

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

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



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

### Question 2

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

### Question 3

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

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

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

## Sección 2

### Question 4

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

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

### Question 5

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

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

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

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

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

### Quality of language

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

# SPANISH

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<p><b>Paper 9719/23</b> <b>Reading and Writing</b></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 topic of property purchase, highlighting very different issues being experienced in Cuba and Spain, was accessible to all.

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

## Comments on specific questions

### **Sección 1**

#### **Question 1**

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

- (a) This was answered correctly by the vast majority of candidates.
- (b) Many more problems were encountered here. There were several incorrect attempts to base the answer around *...significan ciertas frases...* Those who did target the correct phrase often omitted *lo que...* or *...en realidad*.
- (c) This was more readily identified, with commonest error being the omission of *se...*
- (d) Mixed results were achieved here. A number of candidates added *...de hacerlo*.

- (e) This proved to be relatively accessible. Candidates from an English-speaking background were able to latch on to the cognate *puzle*.

### Question 2

- (a) Only a minority of candidates recognised that *no/nada más que* is an alternative way of expressing *solo*. Many attempted to use the cue word in ways which altered the meaning e.g. *más o menos*.
- (b) Many recognised the need for a subjunctive construction after *es imprescindible que*, and more success was achieved here than in any other of the manipulations. A number of candidates overlooked the fact that *entender* is an orthographical changing verb.
- (c) Only a minority of candidates appeared to be aware of the expression *tener ganas de*.
- (d) The main issue here appeared to be the formation of the adverb *permanentemente*. Many incorrectly thought their work had been done by answering *extranjeros que residen permanente*. The only acceptable way to use *permanente* was in constructions such as *de forma permanente*. A few candidates invalidated an otherwise correct answer when they wrote *permanentemente*.
- (e) Some candidates produced correct answers, while other candidates incorrectly treated *interesa* as a noun. Many who recognised it to be a verb were unable to use it impersonally with an appropriate relative pronoun prefaced by *a*.

### Question 3

The text, on the topic of house purchase in *Cuba*, discriminated well. A common trend among less able candidates was, after identifying parts of the text that they thought would answer questions, to rearrange the word order of phrases to avoid copying directly. Only when this technique produced coherent answers was it rewarded. Candidates who showed comprehension by answering in their own words fared better, especially in the mark awarded for quality of language.

- (a) Most candidates got off to a good start with many scoring at least two marks out of three. The mark scheme required answers to state that Cubans now had the opportunity to both buy and sell houses. Some difficulty was noted in using an appropriate tense to say that only house exchange had been allowed prior to 2011. Many quite legitimately borrowed the paraphrase prompt from **1(a)** to note that cheap properties were available.
- (b) Although it appeared in quotation marks in the text the six words of *vivienda cercana a hoteles y hospitales* still counted as a lift – and one that was very easily avoidable e.g. *cerca de/hospitales y hoteles*. Many picked up the mark for the importance of understanding jargon. Details were sometimes omitted from the true meaning of *Bermúdez*'s example, that the district had running water and low risk of power cuts.
- (c) Apart from the word *codiciadas* – which could be used successfully in answers without full knowledge of its meaning – understanding of this paragraph appeared to be good. The main reason why more scores of three or four marks were not recorded was direct lifting, possibly involuntary on occasions, of *casas construidas antes de la Revolución* and *casas construidas después de la Revolución*. The differences between the two types of houses were usually clearly stated.
- (d) This was one of the more accessible of the comprehension questions and, provided that full details were given – properties could be purchased by Cuban or foreign residents or through Cuban friends or partners – good marks were achieved.
- (e) Even though they may not have fully understood the meaning of *hipotecas* most candidates scored a mark for saying that these were not available in Cuba. Only more able candidates picked up the second mark for a full answer which stated that wealthy Cubans were allowed to own two houses, thereby reducing supply for outsiders wishing to invest.

### Sección 2

### Question 4

The second text, dealing with the younger generation's attitudes towards property purchase, provided a similar challenge to that of the first.

- (a) Most candidates scored at least one mark for noting that young people preferred to rent. (All that was necessary was to find an alternative to *preferen* to insert before *optar por el arrendamiento*). The verb *hipotecarse* proved harder to negotiate than the noun had been in the previous exercise, and a number were unsuccessful here. Most seemed to understand that young people didn't want to be caught out by a new economic crisis, although there was some difficulty in expressing this.
- (b) This paragraph was well understood and two or three marks were usually scored. The facts that jobs were less stable, there would be greater mobility and also marriage were readily identified. There was occasionally some confusion over whether these steered young people towards or away from property purchase.
- (c) Perhaps because of misunderstanding *una vez conseguida la hipoteca* in the question many candidates began their answer with an irrelevant sentence about savings and taxes. This sometimes led to the omission of some of the very accessible items of household expenditure – furniture, services and maintenance.
- (d) The first two details concerning young people's fears of being tied to their property – being unconvinced by the argument that they can always sell and that this can take time – were often clearly stated. Greater difficulty was encountered in attempts to express the reasons for a reluctance to rent the property out.
- (e) Most candidates availed themselves of the very accessible mark for noting that homeownership entails a great deal of stress. The example given of problems with neighbours being difficult to resolve was also often clearly stated. Many noted that repairs would have to be made to the property, but few were able to add regardless of cost.

### Question 5

The majority of candidates had been well prepared in the techniques needed to answer 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. There was often a tendency for candidates to exceed the word limit by a small amount, often meaning that the final sentence or so of **5(b)** could not be considered. It is important to be aware of the need to keep to the limit of 140 words for both parts of the question. Anything in excess of 160 words is disregarded, and in extreme cases can lead to a score of zero for **5(b)**.

- (a) To achieve a good mark it is essential to note, in the limited number of words available, details from the texts which answer the question which has been asked. In this exercise, candidates are not penalised for copying directly from the text(s). It should be remembered, however, that any copied material will not be considered in the Quality of Language mark. Candidates should also refrain from offering personal opinions in this part of the question.

Better scores were often achieved by candidates who wrote in their own words, allowing themselves to be considerably more concise than those who relied heavily on sentences from the texts. Quite a few candidates scored 5/6.

Some candidates still persisted in wasting words on unnecessary introductions and on information which did not give details of the problems relating to house purchase and ownership: *Los dos textos 1 y 2 son sobre las dificultades de la vivienda que puede afectar la vida de los ciudadanos. En Cuba la historia de comprar una casa es muy diferente. Después de 2011 la gente puede comprar una casa a precio de ganga...* This wastes forty-five words without a mark having been scored.

An example of an answer which uses the very limited number of words available far more profitably begins: *En Cuba es difícil entender la jerga del mercado. ✓ Las casas construidas después de los 50 son de calidad mixta. ✓ Solo los cubanos residentes ✓ o los extranjeros con residencia permanente pueden comprar. ✓ No hay hipotecas...* ✓ Five marks have been scored in fewer words, leaving ample room to select specific details from the second text which answer the question which has been asked, and also for a good three or so sentences in **5(b)**.

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

In the countries where most candidates lived houses were mostly owned by the older generation or foreign investors. Young people were unlikely to get on the housing ladder, especially in the cities where most jobs were to be found and prices were highest. Candidates who gave an opinion railed against the injustice of the situation and thought the government should intervene or build more houses.

### ***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

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**Paper 9719/31**  
**Essay**

## **Key messages**

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

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

## **General comments**

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

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

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

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

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



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

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

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

Examples of good use of the language included:

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

Common errors included:

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

### **Comments on specific questions**

#### **Question 1 *Las relaciones humanas***

***Tener amigos que confían en ti no es un derecho automático. Es un privilegio que hay que ganar. ¿Hasta qué punto estás de acuerdo?***

This was a popular title with candidates, perhaps unsurprisingly. Good answers were characterised by a variety of highly relevant points stating not just the reasons why trust had to be earned but also highlighting the damage caused when friends were trusted for superficial reasons such as money or trendy clothing. The best answers pointed out the difficulties of trying to achieve a balance between trust and the need to socialise. Personal examples enhanced many of the points made in this particular essay.

**Question 2 *La justicia y el orden público***

***Meter a los criminales en la cárcel es una pérdida de tiempo y de dinero. ¿Qué opinas tú?***

This was also quite a popular title and was generally well dealt with by candidates. The more convincing responses provided a degree of balance with examples of the advantages of rehabilitation as well as the need to protect vulnerable people in society. The weakest answers tended to be extremely one-sided and consisted mainly of simplistic statements (such as, by way of an example, that all criminality should attract corporal punishment) with little development of the ideas.

**Question 3 *El trabajo y el ocio***

***Las actividades de ocio siempre hacen el trabajo diario más tolerable. ¿Estás de acuerdo?***

This title also provided a variety of balanced answers with detailed examples of how leisure pursuits could actually benefit work as well as providing relaxation for employees. The weakest answers were repetitive and simply listed favourite past times. Many candidates were also keen to point out that the leisure industry itself provides many employment opportunities. A point well made.

**Question 4 *La guerra y la paz***

***¿Hay sitio para la moralidad en la guerra?***

This title proved to be slightly less popular with candidates. Most candidates who attempted to respond were inclined to agree that there needs to be a moral code of some sort that governs conflict but went on to lament the ease with which such a code can be easily ignored. There were also many impassioned pleas for war to be avoided at all costs.

**Question 5 *La contaminación***

***En el país donde vives, ¿hasta qué punto han tenido éxito las medidas tomadas por las autoridades para luchar contra la contaminación en general?***

This was also a popular title with candidates. As expected, there was a wide range of responses. Good answers were characterised by a variety of points stating not just what pollution was caused in countries around the world but also the methods adopted to combat the problem and whether or not they were successful. Some essays were critical of the efforts made by some countries to deal with pollution, in particular the larger and more economically successful countries.

# SPANISH

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<p><b>Paper 9719/32</b> <b>Essay</b></p>
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## **Key messages**

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- write a response that is clearly relevant, well-illustrated, coherently structured and well-informed
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- use sentence patterns which show some evidence of complexity in a style which is easy to follow.

## **General comments**

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

Examples of good use of the language included:

- The passive voice being used correctly.
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### **Comments on specific questions**

#### **Question 1 *Las relaciones humanas***

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

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

**Question 2 *La justicia y el orden público***

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

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

**Question 3 *El trabajo y el ocio***

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

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

**Question 4 *La guerra y la paz***

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

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

**Question 5 *La contaminación***

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

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

# SPANISH

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**Paper 9719/33**  
**Essay**

## **Key messages**

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Spanish was also prevalent in numerous essays. Utterances such as ‘...los criminales determinado...’ (sic), ‘la contaminación atmosférico’ (sic) and ‘las empresas exitosos’ (sic) were not uncommon and inevitably had an adverse effect on the marks awarded for language.

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- Confusion over the use of the verbs *ser* and *estar*.
- The dropping of the letter ‘h’ with an auxiliary verb (e.g. ‘los padres an tenido problemas con el comportamiento de sus hijos’ (sic)).

### **Comments on specific questions**

#### **Question 1 *Las relaciones humanas***

***Cuidar a los ancianos debería ser la responsabilidad de la familia. ¿Hasta qué punto estás de acuerdo?***

This proved to be a reasonably popular title. Most essays suggested that the main responsibility for looking after elderly members of the family should reside indeed with the family. There was also much discussion about the need for a fair system of social care in order to support those families where such help is difficult to offer within the family itself (in cases such as ill health or geographical separation.) Perhaps unsurprisingly, there were many personal examples drawn upon by candidates to illustrate the points made in response to this title.

**Question 2 *La justicia y el orden público***

***La falta de respeto hacia la policía es un problema muy serio hoy en día. ¿Estás de acuerdo?***

This was also quite a popular title with candidates. There was much agreement that a lack of respect for the police is indeed a problem in today's society. Many felt that this was not helped by a lack of funding in many countries for the police force. Some also pointed out that corruption within the police force in some countries did not help the cause. There was, however, widespread agreement that society in general should be more respectful towards law enforcement officers.

**Question 3 *El trabajo y el ocio***

***En cualquier empresa exitosa, el bienestar de los empleados debe ser una prioridad. ¿Qué opinas tú?***

Most candidates who responded to this title agreed that the welfare of employees should be a priority for all employers. Others were keen to point out in addition that each individual employee has a responsibility for his or her own personal welfare, both physically and mentally. Successful companies, it was suggested, tend to be the ones that look after their employees on a day to day basis.

**Question 4 *La guerra y la paz***

***Los que más sufren en una guerra son los inocentes. ¿Compartes esta opinión?***

There was very little disagreement amongst candidates that the innocent are the ones who suffer most in any given conflict. There was also much discussion about the perceived need for armed conflict in certain extreme situations but that the idea of winners and losers in war was somewhat outdated. Everybody loses in war, it was felt. An approach against which it would be difficult to argue, perhaps.

**Question 5 *La contaminación***

***La energía alternativa no va a eliminar la contaminación atmosférica. ¿Hasta qué punto estás de acuerdo?***

This was a popular title amongst candidates. Most of the essays that were written in response to the title showed an impressive clarity of thinking around the issues involved. Alternative energy sources are crucial to the planet's survival, it was argued, but they could not completely get rid of atmospheric pollution. Most felt, however, that traditional fossil fuels will soon be a thing of the past. Accordingly, it was pointed out, we need to adapt.



# SPANISH

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<p>Paper 9719/41 Texts</p>
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## Key messages

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

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

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

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

## General comments

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

## Comments on specific questions

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

The questions which attracted the most answers were **3, 4, 5, 6** and **8**.

### **Sección 1**

#### **Question 1**

#### **Emilia Pardo Bazán: *Los Pazos de Ulloa***

Answers to both options generally showed overall understanding of the novel and awareness of the issues discussed. However more detailed analysis was required for a good response to the questions.

- (a)** **(i)** and **(ii)** were well answered with few over-long responses. The theme of *deterioro* tended to focus on aspects of the lives of individual characters, such as the decline in the physical health of Nucha and the moral descent of Don Pedro rather than broader, deeper themes. The novel is permeated by the sense of decline and decay in the nobility, the Church and society in general. Some answers referred to the author's use of 'Naturalismo' which highlighted the themes presented.

- (b) This question asked candidates to consider how the author presented the Church, with reference to the theme of morality. Again, as with the first option on this text, essays largely gave fairly superficial comparisons between the characters of Julián and the abbot rather than examining the author's intention in expressing her view of the Catholic Church at the time. One approach could be to question why there should be any need to challenge the Church's morality as it should surely be setting a Christian example. This could lead in to a discussion of its collusion with the declining nobility with no sense of attempting to change the violent, debased way of life. Julián tried to bring a Christian influence into the Pazos and to make changes but he was defeated.

## Question 2

### Lope de Vega: *El caballero de Olmedo*

Answers to this question covered both options.

- (a) Most responses to (i) and (ii) were correct and brief, although some did not interpret *esposo* as Jesus/God – Inés was allegedly preparing to become a nun. Candidates then went on to give examples of deceit in the text involving most of the main characters and tended to indicate that it was important as the driver of the plot. The best answers then showed how those decisions were linked to the tragedy itself as an inevitable consequence of such behaviour.
- (b) The most successful responses to this question considered how flaws and dishonesty in the main characters, both male and female, on both sides, brought about the tragic outcome of multiple deaths and also how the elements of nobility and courtly love made Alonso's death a particular tragedy. Discussion of the irony that Alonso and Inés' scheming was largely unnecessary as Pedro would have permitted their marriage anyway was the more common theme in complicating the sense of tragedy. This was a valid argument but on its own lacked the depth required to give a full response.

## Question 3

### Laura Esquivel: *Como agua para chocolate*

This text was chosen by a large percentage of candidates. The main comments from Examiners were that candidates seemed to enjoy the novel and were able to give detailed references. The best answers went beyond this to give a more in-depth analysis, making links and drawing threads of the argument together.

- (a) **Parts (i) and (ii)** were answered correctly although many were too long. The briefest response possible is required here to give as much time as possible for **part (iii)**.

Answers to **part (iii)** tended to begin with a list of examples of the *elementos sobrenaturales / realismo mágico*, mostly focused on Tita. The most successful essays then went on to show how the novel benefited from the technique in giving an intense insight into Tita's emotions as well as introducing humour and moving the plot along. An interesting interpretation linked the apparitions of Mamá Elena and Nacha to the indigenous beliefs related to death, such as the day of the dead.

- (b) Most candidates answering this option named Mamá Elena and Tita as the characters most prone to psychological problems. The common cause for this was given as oppression and curtailing of liberty on the part of parents. Symptoms were seen as self-imposed silence in Tita's case and general acts of brutality and controlling behaviour in the case of Mamá Elena. Some also referred to Rosaura whose obedience to her mother revealed a different kind of problem and led her to complicity in the death of her son and increasing unhappiness which manifested itself in physical illness. A common misconception was that Gertrudis suffered psychological damage as a result of Tita's cooking – her sexual abandon was more an expression of liberty than suffering.

#### Question 4

##### Rodolfo Usigli: *El gesticulador*

This was another popular text. Some candidates showed sophisticated analysis of the play, especially with reference to **option (a)** and the nature of truth. Although it was inevitable that the Mexican Revolution was mentioned in most essays, more could have been made of its importance, especially in terms of national identity, heroes and post-revolutionary history.

- (a) Some of the general points made above apply to **(ii)** – Mexico needed to find a sense of purpose and revolutionary heroes made appealing leaders. In answering **(iii)** the approach most frequently seen was to consider how a number of the main characters defined truth, as exemplified in the way they behaved and why. The general consensus was that there is no single definition of truth in the play as all manipulate it for personal gain or convenience. There were some impressive essays which made a connection between the creation of heroes and the nature of truth, facts and indeed history. These were philosophically complex arguments but still firmly focused on the text.
- (b) This question gave candidates a wide scope for answers. All made the point that the whole plot depends on the fortuitous encounter between Bolton and César Rubio. The second major device was the presence of Navarro – the only person who knew the truth about the revolutionary leader, as he had killed him. Certainly, candidates knew the plot well. The most interesting essays moved from the mechanical effects of chance to consider how personality and motive influenced individuals' reaction to events.

#### Sección 2

#### Question 5

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

Candidates knew the text well, however the complexity of ideas and concepts was not always recognised in a deceptively simple and brief narrative.

- (a) Answers to this question tended to equate vulnerability to lack of financial and political power, and divided characters in the novel to rich and poor. This was a valid approach and linked in to the pre-Civil War situation and allegiances. The most interesting essays went on to analyse facets of personality, for example Paco's somewhat naïve sense of justice and increasing understanding of society and morality, or particularly nuanced social positions, such as that held by Mosén Millán, as causes of vulnerability in the characters concerned. All were vulnerable to some extent – even the apparently untouchable rich characters revealed this in organising Paco's mass and in the degree of violence they were prepared to use to protect their interests.
- (b) Most candidates answering this question agreed that characters in the novel were not simple stock figures and that there was a degree of development in response to events. Mosén Millán was a particular case for study as his role as narrator gave a unique opportunity for readers to make up their minds as to his personality and beliefs. The author allowed characters to speak for themselves and showed them interacting with a range of individuals in a number of situations. The novel presented a wide picture of society in a rural village at the time, despite its brevity and this added to its impact in presenting a political message.

## Question 6

### Federico García Lorca: *Yerma*

Most candidates answered on this text. Good answers were characterised by clear focus on the question set and careful organisation of material.

- (a) This question asked candidates to analyse the symbolism in the play, looking specifically at the positive and negative aspects of the natural world. The most common details mentioned centred on flowing, life-giving water and stagnant, fetid water or drought conditions. Images of flowers, some vibrant, others with harmful spines. All of these were successful in reinforcing the depth of emotion in the play, as well as highlighting themes and issues. Contrast was an effective means of highlighting elements such as fertility – Juan was always described as pale and dried out whilst Víctor was sunburned and full of life.
- (b) Candidates correctly identified the context of the quotation. Juan's words were the final straw for Yerma who snapped and killed her husband. It was good to note that discussion of Yerma's behaviour went beyond the simplistic assessment of madness to consider how she was driven to despair and chose to give herself closure by removing any uncertainty as to her future. Yerma had been under pressure from her own expectations and from those of society at large and there was no solution which also maintained the honour and reputation of the family and individuals. Some essays considered the deeper implications of the play in Lorca's intentions in presenting the conflict between the needs and aspirations of the individual as opposed to those of society.

## Question 7

### Brotherston (ed): *Spanish American Modernist Poets: A Critical Anthology*

This was a less popular text. Centres which choose to study poetry usually prepare candidates well in terms of the process of critical analysis.

Answers to both options are very individual. **Option (a)** asked for a focus on the presentation of the landscape and countryside, so candidates trained in critical appreciation would know how to analyse the use and choice of vocabulary, poetic techniques and indications of the author's intentions. In **(b)**, candidates were given a wide scope to identify those themes which they identified as most important and to choose poets and poems to substantiate this.

## Question 8

### Horacio Quiroga: *Cuentos escogidos*

There was a relatively small number of responses to this text. Candidates responded well to the stories and understood the themes.

Both options gave candidates the opportunity to choose the stories they felt best exemplified the focus of the question.

- (a) Most responses looked at the theme of death of vulnerable man at the hand of all-powerful nature. A few differentiated between the circumstances of the deaths as accidental, inevitable, foreseen or predicted.
- (b) It was straightforward for candidates to find examples of nature as *una fuerza bella*, but they were less convinced that it was intrinsically cruel. Most felt that characters suffered at the hand of nature because of their own ignorance, lack of preparedness and simple arrogance, believing that humans were superior.

# SPANISH

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

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

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

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

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

## General comments

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

## Comments on specific questions

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

### **Sección 1**

#### **Question 1**

#### **Emilia Pardo Bazán: *Los Pazos de Ulloa***

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

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

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

### Question 2

#### Lope de Vega: *El caballero de Olmedo*

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

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

### Question 3

#### Laura Esquivel: *Como agua para chocolate*

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

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

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

#### Question 4

##### Rodolfo Usigli: *El gesticulador*

This text was chosen by a small number of candidates.

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

#### Sección 2

#### Question 5

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

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

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

## Question 6

### Federico García Lorca: *Yerma*

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

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

## Question 7

### Brotherston, ed: *Spanish American Modernista Poets*

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

## Question 8

### Horacio Quiroga: *Cuentos escogidos*

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



# SPANISH

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Paper 9719/43  
Texts

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## Question 8

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- (b) The discussion of the importance of dramatic tension in Quiroga's stories gave candidates a wide choice of stories to analyse. Any combination was acceptable provided the argument was supported by detailed reference.