

FIRST LANGUAGE SPANISH

Paper 8665/21
Reading and Writing

Key messages

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

General comments

The two texts, dealing with the introduction of robotics in the classroom and the adaptation of schools to meet the needs of the rural community seemed to have been mostly understood by the majority of candidates – education being a topic which was certainly within the remit of their experience. With a few exceptions, responses were generally well presented, with the paper posing suitable levels of challenge to meet the varying levels of ability.

Most candidates attempted all questions and appeared to be aware that they should not copy more than four consecutive words of text in their answers to the comprehension questions. It was pleasing to note skilled attempts at paraphrase. Despite good, overall understanding, marks were lost when additional relevant details were not included in answers. (Candidates should keep a careful eye on the number of marks allocated to each question, and gauge the amount of detail to be included accordingly).

Only a very few candidates exceeded the 140 word limit in **Question 5**, thereby curtailing the number of marks they could score in **5(b)**. Summaries in **5(a)** are continuing to improve as the message seems to be getting through that relevant specific details score many more marks than vague generalisations.

Most candidates attempted all questions and there was little evidence of any difficulty with time management. As always, at the upper end of the spectrum there were many excellent papers which were a pleasure to mark. However, no less satisfying were the answers from candidates who attempted to show off more modest linguistic skills to the best advantage.

Comments on specific questions

Sección 1

Question 1

As stated in the **Key message** above, candidates should seek a phrase in the text which matches perfectly the one in the question, and take care not to omit words or to include extra words – a feature which sometimes invalidated answers which were otherwise correct.

- (a) Most candidates identified the correct expression from the start of the text.
- (b) Candidates who were able to identify the correct phrase in the text sometimes missed the mark when they did not preface *de vital importancia* with *es*. The meaning of *imprescindible* was clearly a challenge for some.
- (c) Stronger candidates correctly identified this expression in the text, including the challenging word *autodidactas*.
- (d) This target expression was successfully identified by candidates who worked out that *bondades* was a synonym of *beneficios*.
- (e) Most candidates answered this question well. However, some included *lo que* at the beginning of their answer, which invalidated the point.

Question 2

In addition to performing the language manipulations required in this question, it is important to check that answers will fit back into the original text and retain the same meaning. A line number reference is given for candidates to check quickly that this would be the case.

- (a) There were a few alternatives to this question and many candidates were successful in using a *pesar + de* with either a subjunctive form or a past tense form. Candidates who omitted *de* did not score the mark.
- (b) This grammatical manipulation was formed successfully by a pleasing number of candidates who could use the verb *estar* or *ser* in an appropriate tense which was correctly spelt in conjunction with the past participle *visto*.
- (c) Most provided a correct answer using '*Pocas personas + verb*' or '*Son pocas personas que + verb*'. However, there were some answers where the candidates wrote *pocqs* rather than *pocas* and did not score the mark. A similar fate befell those who introduced *lo* before *cuestionan*, as their answer would no longer fit back into the text and retain the same meaning.
- (d) This was the least well done of all the manipulations with only the strongest candidates being able to adapt the gerund *corrigiendo* with its radical change to the infinitive *corregir*. Many attempted to negotiate a safer alternative route by using *al + 'to be' + gerund*. A considerable number, however, incorrectly used *ser* instead of *estar*.
- (e) To their credit, a good number of entrants spotted the subjunctive required by *sin que* and gave good answers.

Question 3

Most candidates made a good attempt at answering all five questions, mostly trying to find the number of points corresponding to the number of marks for each. However it was clear that vocabulary difficulties did affect some responses. The text seemed to be well understood although a small number thought the text referred to robots being used as schoolteacher replacements rather than robotics. Better candidates were able to write in full sentences and manipulate language from the text well, using synonyms and rephrasing using verbs correctly.

- (a) Most candidates noted the fact that there were not enough specialised or robotics teachers. However, not every candidate stated that 'all' the teachers needed to be involved or that not 'only' the technology ones should be involved. Stronger candidates were able to paraphrase accurately and avoid copying more than four consecutive words from the source text. Those who overlooked this rule commonly copied *hay una escasez de profesores* or *no solo los de tecnología*.
- (b) The majority were able to state that one of the problems of the introduction of robotics was that it had been done suddenly or without much organisation. Another good scoring point was the fact that the teachers lacked training or that they were self-taught, although the subtle distinction between teachers not being properly trained (*formarse* and not just *formar*) and teachers not getting themselves ready for using it in their lessons defeated quite a number. Not as many candidates expressed the idea that the budget to introduce robotics differed from school to school,

stating that it was the general economy of the school that differed. Some common lifts were *un poco deprisa y corriendo* and *de un centro a otro*.

- (c) In this question a number of candidates were side tracked and wasted half of their answer space writing about *pizarras digitales* before mentioning why *Costas* justified the teaching of robotics. Many candidates were able to express the idea about the scientific method being used by students without their noticing, and many also mentioned students' awareness of preparing for the working world. Fewer candidates successfully expressed the idea of improvement in scientific subjects, with *el ámbito científico no es el que más se les atasca a los alumnos* often producing the opposite meaning in several answers. Common lifts included *métodos científicos de investigación sin* and *(que) el mundo laboral va por*.
- (d) This was usually well answered. Most candidates were able to score at least one point from the four available. The majority of candidates expressed the idea of students' interest being a priority, and many expressed the idea of robotics being integrated into other subjects well. Many also used clever manipulations to avoid lifting more than four consecutive words to express how they could be encouraged to see its use. Only the strongest candidates spotted the idea of students becoming more independent through robotics study. The unwary often directly copied *debe recorrer todo el currículo* or *el interés de los alumnos*.
- (e) There were some fairly straightforward marks on offer here. Most candidates were able to state the facts that two of the benefits would be that grades would improve and that creativity would be developed. Fewer scored the last point stating that robotics would help to overcome problems in other subjects. Common lifts were *una mejoría en sus calificaciones* and *el desarrollo de la creatividad*.

Sección 2

Question 4

The second text, dealing with how education is being adapted in rural Colombia proved to be slightly more demanding. The strongest candidates were able to write in full sentences and manipulate language from the text well, using synonyms and rephrasing using verbs correctly. Where candidates avoided lifting from the text by merely changing prepositions to those that did not work for those verbs, a lack of clarity sometimes crept in, and they risked losing marks both for the content of their responses and the quality of the Spanish written.

- (a) This was the most accessible question in this section, and a good number of candidates scored full marks by identifying the three ideas. Most mentioned that focusing the teaching on skills was needed in the countryside in order to ensure the students' interest, and many also picked up the next mark by stating that the agricultural industry was the most important means of employment / gave opportunities to young people / enriched life in the countryside. The final point was mostly well answered by many candidates although misunderstood by some to mean that students should not be enclosed or locked in school physically.
- (b) The four marks available in this question were achieved by better candidates who could correctly identify four distinct ideas and express them clearly. Ideas about the replacement of traditional classes were expressed well by most candidates (provided that lifts such as *por un huerto escolar*, *un laboratorio de química* and *etc.* were avoided), but fewer candidates separated the ideas about students becoming more entrepreneurial and creating and marketing products. Candidates should be reminded to look at the number of marks available for a question and ensure they mention the correct number of points.

- (c) This was a challenging question, but it was pleasing to see a large number of candidates able to adapt the source text to describe how education should be adapted to the needs of a community, and to describe how rural areas were a priority as there is less state investment. Only the few, strongest candidates correctly described how Cornejo wanted to participate in the change in Colombia and avoided the trap of saying that she wanted to change Colombia on her own.
- (d) Most candidates understood that the changes in the school were good for the local economy, although a common lift was *desarrollo económico para la región*. The next point was also well understood by candidates noting that students developed practical skills for work. Most understood that agriculture was important for the country, although many did not include that students were aware or recognised that fact. A common lift was *está basada en la agricultura*.
- (e) This was a challenging question, but it was pleasing to see that some candidates got to grips with the difficult vocabulary items such as *abastecer* and *egresados* in the source text. These stronger candidates rephrased the ideas about the school restaurant well and identified that the aim was that former (rather than current) students started businesses.

Question 5

The majority of candidates paid careful attention to the overall number of words allowed for this question. Most summaries gave specific details rather than generalisations, and the better personal responses contained opinions and original ideas.

- (a) Although improvement has generally been made in answering this part of the question, it is perhaps worth a reminder of the sort of answer which, despite scoring well for quality of language, will score very little for content:

Los dos textos cuentan de cómo el mundo educativo está cambiando en sus diferentes formas. El primer texto habla de la implementación de la robótica en la educación ✓ y los posibles beneficios que puede traer. El segundo texto habla de cómo se está mejorando la educación en Colombia en un esfuerzo de mejorar el futuro de los jóvenes en el campo ✓...

These opening lines use up nearly half the words allowed for both (a) and (b) and have scored two for content.

By contrast, the first half of the following answer scores five for content using considerably fewer words:

*La robótica ha sido implementada en los colegios ✓ y se enseña en todas las asignaturas. ✓
Prepara a los estudiantes para el mundo laboral, ✓ mejora sus notas ✓ y fomenta la creatividad... ✓*

Specific details – many of which have already cropped up in answers to comprehension questions – are required, and not generalisations.

- (b) Apart from a tiny minority who had already exhausted their word allocation by the time they reached this part of the question (and thereby scored zero), most candidates had something to say in response to the question. Many scored high marks, particularly those who brought a new idea to the table, rather than relying on ideas rehashed from the source texts. There were many independent and interesting opinions on their education, embracing those examples mentioned in the text but also going far beyond, depending on the current issues in their own countries. Most addressed the question correctly and candidates who were less able linguistically often offered some very good answers. Stronger candidates included mentioning the impact of changes, or linking changes to the development of the working world, avoiding simply mentioning that there were more computers in classrooms.

Quality of Language

The quality of candidates' written Spanish, here and throughout the paper, was generally up to the standard required by this examination. Marks were generally in the Sound to Good range. Unless they had been penalised for scoring zero in any of the comprehension questions, strong candidates who could correctly manipulate the source texts into felicitous Spanish to display clear comprehension, were awarded maximum marks in all three quality of language assessments. Less able candidates often had major difficulties with verb formation, and use of the singular or plural verb forms in particular. Their mark often improved considerably in the final question when their writing was more free-style.

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- **Language:** when preparing for the exam, make sure to revise the basic agreements, tenses and verb endings.

General comments

The paper provided an appropriate challenge to candidates across the ability range. All scripts were generally well presented, and response to the two texts, dealing with the tax on sugary drinks and measures taken to reduce food wastage, was pleasing.

Most candidates attempted all questions and appeared to be aware that they should not copy more than four consecutive words of text in their answers to the comprehension questions. It was pleasing to note skilled attempts at paraphrase. Despite good, overall understanding, marks were lost when additional relevant details were not included in answers. (Candidates should keep a careful eye on the number of marks allocated to each question, and gauge the amount of detail to be included accordingly).

Only a very few candidates exceeded the 140 word limit in **Question 5**, thereby restricting the number of marks they could score in **5(b)**. Summaries in **5(a)** are continuing to improve as the message seems to be getting through that relevant specific details score many more marks than vague generalisations.

Most candidates attempted all questions and there was little evidence of any difficulty with time management. As always, at the upper end of the spectrum there were many excellent papers which were a pleasure to mark. However, no less satisfying were the answers from candidates who attempted to show off more modest linguistic skills to the best advantage.

Comments on specific questions

Sección 1

Question 1

As stated in the **Key Message** above, candidates should seek a phrase in the text which matches perfectly the one in the question, and take care not to omit words or to include extra words – a feature which sometimes invalidated answers which were otherwise correct.

- (a) This was usually answered correctly. A few, perhaps influenced by the present perfect tense used in the cue, incorrectly offered *ha entrado en vigor*.

- (b) The commonest error here was the omission of *que*, which was needed to start the phrase.
- (c) Very few errors were made.
- (d) Again, this was almost universally answered correctly.
- (e) Apart from a few instances when answers were erroneously prefaced by *que* the phrase was usually correctly identified.

Question 2

In addition to performing the language manipulations required in this question, it is important to check that answers will fit back into the original text and retain the same meaning. A line number reference is given for candidates to check quickly that this would be the case.

- (a) This was done well, especially by native speakers. Some of the less able candidates attempted to use *es* instead of *está*, which does not work here. Others just offered *basado* without attempting to form a passive construction.
- (b) How the verb *soler* is used is something which candidates were either well aware of or not. The majority were able to form *suele conducir* correctly.
- (c) The main mistake was an incorrect preposition being used after *preocupados*. Only *por* was acceptable. One or two correct alternatives were noted: *si se ven preocupados por la salud* and *si la salud les tiene preocupados*.
- (d) The correct answer here caused a little more trouble to ascertain. Many carelessly overlooked that the subject of *ponga* needed to remain impersonal and so *se* was required. Others changed the cue word to *pongan*, which is not permissible. A few also incorrectly tried to omit *es suficiente* from their answers, which would give a change of meaning and emphasis when reinserted in the text.
- (e) A common error was for those candidates not in the habit of writing accents on their Spanish to mistake the noun *aumento* for the verb *umentó*. To score the mark it was necessary to use the noun with a verb in the present perfect e.g. *no ha habido / no se ha experimentado (un) aumento del / en el precio del azúcar* or *el precio del azúcar no ha tenido / experimentado / sufrido aumento*.

Question 3

The text about a tax on the sugar content of soft drinks imposed by Cataluña was generally well understood and candidates who gave clear, detailed answers in their own words achieved good marks.

- (a) What should have been a very straightforward first mark for noting that the tax was aimed at combating obesity and diabetes, was frequently spurned by the direct copying of *la obesidad y la diabetes*. (This lift could so easily have been avoided by changing the order of the two conditions). The two other points, that a similar tax had shown positive results in other countries and had been recommended by the WHO, were often overlooked. This led to some candidates who offered little more to their answer than the above mentioned lift scoring no marks for the question and thereby reducing their mark for quality of language.
- (b) Better marks were scored here. Nearly every candidate was able to state that the tax was part of a strategy to encourage healthier lifestyles. Some precision in wording was needed to score the other two marks for describing the anticipated effect that the tax would have on manufacturers – that they would produce drinks with a lower sugar content, and focus their publicity on such products.
- (c) This was also done well. Some candidates omitted one of the elements in the way the tax had been applied in other countries, where there was no differentiation between the sugar content of the drink and the size of its container. Most were able to state that the consumption of sugary drinks had increased in these countries as consumers realised that bigger bottles were cheaper. A common lift was *que los envases más grandes*.

- (d) Most candidates scored at least three of the four marks available, successfully converting direct speech into indirect. Many acceptable interpretations of *la información... está ahí* included 'the information is / there / available/ public / easy to see / find', etc. and were all credited. Amaya's views that she decides what she drinks, and that the authorities are using the tax as a money-raising scheme in addition to showing concern for public health, were often clearly noted.
- (e) A very accessible two marks were on offer here and more often than not it was direct copying from the text which prevented candidates from scoring them. Common lifts included *menos azúcar en las bebidas* and any five consecutive words from *una campaña de concienciación contra el consumo de azúcar*.

Sección 2

Question 4

The second text, dealing with proposals to cut food wastage and tackle hunger in Colombia proved to be equally accessible to candidates.

- (a) All three marks were commonly scored. The first point was sometimes invalidated by direct copying of *de hambre en el país*, and the second by neglecting to mention that the food was still fit for human consumption. The distribution of waste food to needy sections of the population was usually clearly stated.
- (b) Although the question was understood, sometimes a lack of precision meant that candidates did not manage to get the full two marks. The mark scheme was seeking a reference to the need for agricultural practices to be *más adecuadas* and to improvements to the *highways* infrastructure. There were some lifts of the language relating to the second point (*mejorar la infraestructura de carreteras (para)*).
- (c) This proved to be one of the more challenging questions to be answered, as the mark scheme was looking for full information to be given. Probably because of the number of figures and percentages involved, candidates often found problems in manipulating the language. Provided that a lift was avoided, most were able to state that Colombia wastes an enormous quantity (ten million tons) of food. Provided that *vive en condiciones de inseguridad alimentaria* was understood and that candidates could paraphrase this, a second mark was also added. Not many were successful in including all the details that food could be given to nine per cent of the malnourished under-fives, but more were able to pick up a mark for noting that children who were dying from hunger would be saved.
- (d) Two marks out of three was a common score here. The idea that the proposed law would offer *incentives* to reduce food wastage was often overlooked. The two points that businesses and their owners would be encouraged to donate excess food and that there would be penalties for those who wasted food still fit for consumption were usually clearly stated.
- (e) Candidates who took care managed to score all three marks here. The first point, that this is the first example of food waste legislation, needed to be qualified by *in the world*. The fact that this would save a considerable amount of money was usually successfully recorded. The final point was frequently invalidated by the direct copying of *la cultura de la solidaridad*.

Question 5

Many candidates now appear to be aware of the techniques required for this part of the examination. The vast majority paid careful attention to the overall number of words allowed for this question. Most summaries gave specific details rather than generalisations, and the better personal responses contained opinions and original ideas.

- (a) Although considerable improvement has been made in answering this part of the question, it is perhaps worth a reminder of the sort of answer which, despite scoring well for quality of language, will score next to nothing for content:

Básicamente en el texto uno se habla más de una manera la cual van a usar los catalanes para aumentar el precio de las bebidas azucaradas y rebajar el consumo. En el texto dos se comenta la nueva ley que quieren poner en Colombia, la cual...

These opening lines use up nearly one third of the words allowed for both (a) and (b) and the answer has yet to score any content marks.

By contrast, the first half of the following answer scores five for content using a similar number of words:

Cataluña introdujo un impuesto sobre bebidas azucaradas ✓ que varía dependiendo de la concentración de azúcar. ✓ Se intenta estimular que los productores fabriquen refrescos con menos azúcar ✓ y que promocionen productos menos azucarados. ✓ En Colombia la ley prohíbe la destrucción de alimentos aptos para consumir... ✓

Specific details not generalisations are what is required.

- (b) Apart from a small minority who had already exhausted their word allocation by the time they reached this point (and thereby scored zero), most candidates had something to say in response to the question. The word *nutrición* was interpreted either as meaning 'having sufficient food' or 'eating healthily'. With the former most answers did not perceive any real issues, but mentioned the existence of food banks and organisations to help those in need. Candidates taking the latter interpretation often linked obesity with the increase of fast food restaurants and prepared meals as a negative or, if positive, the Mediterranean diet and the ready availability of fresh produce.

Quality of Language

The quality of candidates' written Spanish, here and throughout the paper, was generally up to the standard required by this examination. Marks were generally in the Sound to Good range. Unless they had been penalised for scoring zero in any of the comprehension questions, some candidates were awarded maximum marks in all three quality of language assessments.

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General comments

The two texts, dealing with the introduction of robotics in the classroom and the adaptation of schools to meet the needs of the rural community seemed to have been mostly understood by the majority of candidates – education being a topic which was certainly within the remit of their experience. With a few exceptions, responses were generally well presented, with the paper posing suitable levels of challenge to meet the varying levels of ability.

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- (a) Most candidates identified the correct expression from the start of the text.
- (b) Candidates who were able to identify the correct phrase in the text sometimes missed the mark when they did not preface *de vital importancia* with *es*. The meaning of *imprescindible* was clearly a challenge for some.
- (c) Stronger candidates correctly identified this expression in the text, including the challenging word *autodidactas*.
- (d) This target expression was successfully identified by candidates who worked out that *bondades* was a synonym of *beneficios*.
- (e) Most candidates answered this question well. However, some included *lo que* at the beginning of their answer, which invalidated the point.

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In addition to performing the language manipulations required in this question, it is important to check that answers will fit back into the original text and retain the same meaning. A line number reference is given for candidates to check quickly that this would be the case.

- (a) There were a few alternatives to this question and many candidates were successful in using a *pesar + de* with either a subjunctive form or a past tense form. Candidates who omitted *de* did not score the mark.
- (b) This grammatical manipulation was formed successfully by a pleasing number of candidates who could use the verb *estar* or *ser* in an appropriate tense which was correctly spelt in conjunction with the past participle *visto*.
- (c) Most provided a correct answer using '*Pocas personas + verb*' or '*Son pocas personas que + verb*'. However, there were some answers where the candidates wrote *pocqs* rather than *pocas* and did not score the mark. A similar fate befell those who introduced *lo* before *cuestionan*, as their answer would no longer fit back into the text and retain the same meaning.
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Most candidates made a good attempt at answering all five questions, mostly trying to find the number of points corresponding to the number of marks for each. However it was clear that vocabulary difficulties did affect some responses. The text seemed to be well understood although a small number thought the text referred to robots being used as schoolteacher replacements rather than robotics. Better candidates were able to write in full sentences and manipulate language from the text well, using synonyms and rephrasing using verbs correctly.

- (a) Most candidates noted the fact that there were not enough specialised or robotics teachers. However, not every candidate stated that 'all' the teachers needed to be involved or that not 'only' the technology ones should be involved. Stronger candidates were able to paraphrase accurately and avoid copying more than four consecutive words from the source text. Those who overlooked this rule commonly copied *hay una escasez de profesores* or *no solo los de tecnología*.
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stating that it was the general economy of the school that differed. Some common lifts were *un poco deprisa y corriendo* and *de un centro a otro*.

- (c) In this question a number of candidates were side tracked and wasted half of their answer space writing about *pizarras digitales* before mentioning why *Costas* justified the teaching of robotics. Many candidates were able to express the idea about the scientific method being used by students without their noticing, and many also mentioned students' awareness of preparing for the working world. Fewer candidates successfully expressed the idea of improvement in scientific subjects, with *el ámbito científico no es el que más se les atasca a los alumnos* often producing the opposite meaning in several answers. Common lifts included *métodos científicos de investigación sin* and *(que) el mundo laboral va por*.
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Question 4

The second text, dealing with how education is being adapted in rural Colombia proved to be slightly more demanding. The strongest candidates were able to write in full sentences and manipulate language from the text well, using synonyms and rephrasing using verbs correctly. Where candidates avoided lifting from the text by merely changing prepositions to those that did not work for those verbs, a lack of clarity sometimes crept in, and they risked losing marks both for the content of their responses and the quality of the Spanish written.

- (a) This was the most accessible question in this section, and a good number of candidates scored full marks by identifying the three ideas. Most mentioned that focusing the teaching on skills was needed in the countryside in order to ensure the students' interest, and many also picked up the next mark by stating that the agricultural industry was the most important means of employment / gave opportunities to young people / enriched life in the countryside. The final point was mostly well answered by many candidates although misunderstood by some to mean that students should not be enclosed or locked in school physically.
- (b) The four marks available in this question were achieved by better candidates who could correctly identify four distinct ideas and express them clearly. Ideas about the replacement of traditional classes were expressed well by most candidates (provided that lifts such as *por un huerto escolar*, *un laboratorio de química* and *etc.* were avoided), but fewer candidates separated the ideas about students becoming more entrepreneurial and creating and marketing products. Candidates should be reminded to look at the number of marks available for a question and ensure they mention the correct number of points.

- (c) This was a challenging question, but it was pleasing to see a large number of candidates able to adapt the source text to describe how education should be adapted to the needs of a community, and to describe how rural areas were a priority as there is less state investment. Only the few, strongest candidates correctly described how Cornejo wanted to participate in the change in Colombia and avoided the trap of saying that she wanted to change Colombia on her own.
- (d) Most candidates understood that the changes in the school were good for the local economy, although a common lift was *desarrollo económico para la región*. The next point was also well understood by candidates noting that students developed practical skills for work. Most understood that agriculture was important for the country, although many did not include that students were aware or recognised that fact. A common lift was *está basada en la agricultura*.
- (e) This was a challenging question, but it was pleasing to see that some candidates got to grips with the difficult vocabulary items such as *abastecer* and *egresados* in the source text. These stronger candidates rephrased the ideas about the school restaurant well and identified that the aim was that former (rather than current) students started businesses.

Question 5

The majority of candidates paid careful attention to the overall number of words allowed for this question. Most summaries gave specific details rather than generalisations, and the better personal responses contained opinions and original ideas.

- (a) Although improvement has generally been made in answering this part of the question, it is perhaps worth a reminder of the sort of answer which, despite scoring well for quality of language, will score very little for content:

Los dos textos cuentan de cómo el mundo educativo está cambiando en sus diferentes formas. El primer texto habla de la implementación de la robótica en la educación ✓ y los posibles beneficios que puede traer. El segundo texto habla de cómo se está mejorando la educación en Colombia en un esfuerzo de mejorar el futuro de los jóvenes en el campo ✓...

These opening lines use up nearly half the words allowed for both (a) and (b) and have scored two for content.

By contrast, the first half of the following answer scores five for content using considerably fewer words:

*La robótica ha sido implementada en los colegios ✓ y se enseña en todas las asignaturas. ✓
Prepara a los estudiantes para el mundo laboral, ✓ mejora sus notas ✓ y fomenta la creatividad... ✓*

Specific details – many of which have already cropped up in answers to comprehension questions – are required, and not generalisations.

- (b) Apart from a tiny minority who had already exhausted their word allocation by the time they reached this part of the question (and thereby scored zero), most candidates had something to say in response to the question. Many scored high marks, particularly those who brought a new idea to the table, rather than relying on ideas rehashed from the source texts. There were many independent and interesting opinions on their education, embracing those examples mentioned in the text but also going far beyond, depending on the current issues in their own countries. Most addressed the question correctly and candidates who were less able linguistically often offered some very good answers. Stronger candidates included mentioning the impact of changes, or linking changes to the development of the working world, avoiding simply mentioning that there were more computers in classrooms.

Quality of Language

The quality of candidates' written Spanish, here and throughout the paper, was generally up to the standard required by this examination. Marks were generally in the Sound to Good range. Unless they had been penalised for scoring zero in any of the comprehension questions, strong candidates who could correctly manipulate the source texts into felicitous Spanish to display clear comprehension, were awarded maximum marks in all three quality of language assessments. Less able candidates often had major difficulties with verb formation, and use of the singular or plural verb forms in particular. Their mark often improved considerably in the final question when their writing was more free-style.

FIRST LANGUAGE SPANISH

Paper 8665/41
Texts

Key messages

- 1 Read the question carefully. Plan your answer and keep referring back to the question to ensure that the essay remains focused.
- 2 Justify the argument presented with references to the text which illustrate the points being made.
- 3 The essay should be entirely focused on the question, avoiding references to the author's background, life or other works.
- 4 Examiners are seeking evidence of analytical skills and understanding. A detailed narrative account of the text is not required.
- 5 Check the instructions regarding choice of questions from Sections 1 and 2. Candidates must choose one question from each section and a third from either section. If all answers are from one section only, the lowest mark will be removed from the total.
- 6 Write legibly. Examiners can only mark essays if they can read them.

General comments

Candidates generally showed detailed study and knowledge of the texts. The majority of answers were based on texts from the most popular authors (García Lorca, Esquivel, Sender).

It was encouraging to note that many candidates had adopted the pattern of 'point, example, explanation, link', using their knowledge of the text to justify the argument, analysing the point and giving coherence to the answer by linking one paragraph to another in the construction of the response. A number of answers began well but candidates were distracted by recounting the narrative and lost the thread of the argument. A good conclusion contributes significantly to the impact of a well-argued essay.

Some candidates have been tempted to interpret texts as purely reflections of reality rather than works of fiction. This made it difficult for them to present an appropriate response as there was a tendency to speculate and extrapolate beyond the text itself.

It is important that candidates have a clear understanding of specific historical events when these are an intrinsic part of the narrative and theme. For example, in the Sender text, references are made to events leading up to the Spanish Civil War of 1936–39. The nature of the conflict is reflected in the text, and candidates need to understand this without having to study the course of the war in detail.

The majority of candidates followed the instructions correctly and answered 3 questions covering both sections of the question paper. Those who chose 3 questions from the same section were credited with the two highest scores only. The same principle was applied to candidates who answered both options on the same text; the higher mark was carried forward.

Comments on specific questions

Sección 1

Question 1 Emilia Pardo Bazán: *Los Pazos de Ulloa*

- (a) (i) Giving wine to Perucho
- (ii) Bribing / encouraging Perucho to drink even more.
- (iii) The disagreement between Julián and Primitivo / the Marquis / the abbot is seen clearly in the extract, in this case over the treatment of Perucho. Most candidates enlarged on this, showing how fundamental clash of attitudes regarding the child's upbringing represented a wider issue. Julián brought a more sensitive and moral judgement to the household, more typical of urban life. The Marquis and his companions display disinterest; their actions in the episode quoted reflect their disdain for others and a dissolute, lawless and violent way of behaviour. The best essays then showed how this fundamental conflict developed, damaging Nucha and her daughter as Julián's attempt to civilise the household through the marriage of the Marquis and Nucha failed. An analysis of the final chapter of the novel was well used to draw the thematic threads together.
- (b) This was the less popular option on the text. Candidates tended to focus too much on the contrast between town and country rather than the presentation of rural life. The author included many details in portraying the harshness of the rural experience. Violence, cruelty, ignorance and excess were seen in many forms. The fact that Nucha came to the household as someone brought up in a town, with a more strict moral code, was a useful device. The political and social structures and traditions were shown in action and readers left to interpret the author's intention in the way she used both description and dialogue in particular in her assessment of society.

Question 2 Lope de Vega: *El caballero de Olmedo*

- (a) (i) Leonor and Inés
- (ii) This was the effect of his love for Inés.
- (iii) Most candidates were aware of the portents referring to the death of Alonso. They also mentioned how love was often presented as a destructive force in the play. The best essays linked these ideas and analysed how three individuals in the play died for love – Alonso, Rodrigo and Fernando. Love made Alonso reckless and he dismissed warnings; it made Rodrigo violent and behave in a way unbecoming a nobleman. The double meaning of phrases such as 'en la capilla' were discussed – it could be taken as an indication of a wedding or a funeral.
- (b) This question requires an analysis of the play as a tragicomedy, examining both elements. Many essays dealt well with the tragedy, including reference to the irony of the situation in that Alonso was killed by the man whose life he had saved and all the artifice of the Latin lessons was unnecessary as Pedro was happy for Inés to marry him. The comic elements tended to focus on Fabia, forgetting Tello's involvement in escapades. The best answers showed how the two elements worked together to enhance one another as both explored the same themes in a different way. The comic episodes served as respite to the audience from dramatic tension as the tragedy became inevitable.

Question 3 Laura Esquivel: *Como agua para chocolate*

- (a) (i) The agreement between Pedro, Tita and Rosaura to protect her reputation.
- (ii) To protect Rosaura's dignity and give the pretence of a normal family for Esperanza.
- (iii) Many candidates answered this question. The effect on all three characters of living a lie for such a long time was immense. No-one was happy – except possibly for Pedro? He did not take responsibility for his actions and lacked empathy. The best essays identified the central issue – often identified as the need for personal freedom and control and then showed how individuals suffered when forced to behave against their instincts but according to external rules. Rosaura was physically and emotionally ill; Tita was saved by John Brown and lived her life at the behest of

others, finally finding fulfilment when she dismissed her mother's spirit and influence and became free. Many used Gertrudis as a point of contrast.

- (b) There were very many answers to this question, including some excellent essays. The fire was dramatic and symbolic, reflecting the main themes of the novel. It was the pinnacle of Tita's happiness as she enjoyed Pedro's love freely then chose to move with him to her death. It was an expression of passion; it cleansed the past by destroying the ranch and all it stood for, making way for new life and allowing the family to move forward on a different path. Tita prepared the way for Esperanza and her recipe book, discovered in the ashes, was a positive legacy of the past and the basis for the novel. The circle was completed. The force of love was apparent in that Tita had been told about the matches by John Brown – his love for her helped her at that moment. Many also analysed the role of magical realism.

Question 4 Rodolfo Usigli: *El gesticulador*

- (a) (i) Rubio had lost his job in the city so the family had no money.
- (ii) They were bored and resentful at leaving their former lives behind.
- (iii) Candidates were asked to consider how the whole family dealt with their new life in the country. Many concentrated solely on César, thus not addressing the question fully. It was helpful to find a structure for the essay to avoid repetition and imbalance in the answer. This could be done by taking the issue of personal responsibility, for example, and analyse how each member of the family demonstrated this. César felt responsible for the move and was spurred by the desire to show his family he could be successful by becoming César Rubio the revolutionary and setting events in motion. Miguel's education had been disrupted, he was disgruntled and bored. However he found it difficult to support César's decision on principle and reacted to it. Julia did not have her brother's scruples. Her ambition was to be wealthy and important so Cesar's political success would become her success as she would gain status as his daughter. Elena saw her responsibility as supporting her husband even when she did not agree with him. To some extent they all became 'gesticuladores' in order to survive. Better essays also analysed how attitudes changed over the course of the play.
- (b) This was a very popular option. Most believed that virtually all characters in the play practised a form of deception in some aspect of their life. Navarro was seen as particularly guilty for disguising his 'malas intenciones' in a pretence of benevolence. The best essays did not simply list examples but analysed the author's intention in exploring that theme and assessed the effects of each individual's behaviour.

Sección 2

Question 5 Ramón J Sender: *Requíem por un campesino español*

- (a) This was the less popular option on the text but still attracted a number of answers. Some candidates incorrectly interpreted 'realismo' as magic realism, possibly from their study of Laura Esquivel. This made it difficult to address the question adequately. Most answers gave good examples of realism, referring to some of the devices used by the author such as the apparently objective accounts of Paco's baptism by Mosén, introduced by 'recordaba'. Sender made it easier for the reader to identify with both characters and society in the novel. At the same time, he introduced the concept of myth. The best essays explored this also in terms of the main themes.
- (b) Very many answers were submitted to this question. Candidates understood Paco's role in the text as both a typical Spanish worker and his almost mythical qualities as a Christ-like figure. He embodied all the positive key personal characteristics and had a certain charisma. His fate, in being oppressed by the ruling classes and betrayed by the Church, was that of the peasant classes of the time, and of course, was one of the issues behind events prior to and during the Spanish Civil War.

Question 6 Federico García Lorca: *Yerma*

- (a) Virtually all candidates answered on this text, with both options attracting many responses.

This question required an analysis of the importance of the setting of the play. This meant the place rather than the historical period. There were some very detailed answers and sensitive appreciation of the play. Some of the best noted the movement of the action from the private space of the house to the public spaces of the washing place and the 'romería', and how the themes were developed. Candidates also referred to the importance of descriptions and references to the natural world, and how these contrasted with the sterility of *Yerma* and her relationship. Those essays which recognised the power of the language used and were able to appreciate the work as a play to be watched rather than a text to be read were particularly effective.

- (b) This question focused on the themes of marriage and personal fulfilment. A sensitive interpretation analysed the concept of 'necesidad'. How was this defined and by whom? Society's view of marriage and the roles of husband and wife or Nature's? Some candidates concentrated on the idea that Juan was deliberately refusing to give *Yerma* a child; this argument did not lead to a convincing conclusion. Most essays included comparisons of the views of the *Vieja* and the *Muchacha 2* with those of the *Lavanderas* and of *Yerma* herself, and discussed the concept of 'honra / honor'. In all cases, the best answers dealt with the text itself and did not attempt to extrapolate what happened next.

Question 7 Brotherston (ed): *Spanish American Modernista Poets: A Critical Anthology*

- (a) Candidates attempting this question must show understanding of the use of form as well as theme. In this case, themes which may be explored include patriotism, presentation of landscape, tradition, religion and a sense of belonging. The best essays showed a personal reaction to the poem as well as a structured analysis.
- (b) Candidates were at liberty to agree or to contest the premise in the question. It was essential to begin by defining 'exótico', which is not simply 'foreign'. Poets which lent themselves to analysis were José Martí, Gutiérrez Nájera and Rubén Darío. Examiners accepted any choice of poems and poets provided they offered appropriate examples. The best essays limited the number of poems to enable a more in-depth study, and allow a structured argument with a conclusion.

Question 8 Horacio Quiroga: *Cuentos escogidos*

- (a) There were some very good answers on this question. Stories such as 'La insolación', 'Anaconda', 'Yaguaí' were popular choices for analysis. Most successfully addressed the issue of Quiroga writing about animals without sentimentality. Candidates understood how animals were adapted to the natural world whereas Man was attempting to change it – and usually failed. Sensitive and detailed essays showed how animals have different powers to Man. When humans attempt to control animals, they suffer and react against it; Quiroga does not seem to approve of humans making use of animals for their own purposes.
- (b) The fact that there are very few women in the stories was a valid point for discussion in itself. Effective essays considered why this was the case, then studied those female characters and the roles they played. These covered Mamá in 'Nuestro primer cigarro', La mujer in 'En la noche' and Madame Bibikoff in 'La voluntad'. Clearly the setting of the story played a part and a comparison of Mamá with one of the other two characters was a good basis from which to explore this.

FIRST LANGUAGE SPANISH

Paper 8665/42
Texts

Key messages

- 1 Read the question carefully. Plan your answer and keep referring back to the question to ensure that the essay remains focused.
- 2 Justify the argument presented with references to the text which illustrate the points being made.
- 3 The essay should be entirely focused on the question, avoiding references to the author's background, life or other works.
- 4 Examiners are seeking evidence of analytical skills and understanding. A detailed narrative account of the text is not required.
- 5 Check the instructions regarding choice of questions from Sections 1 and 2. Candidates must choose one question from each Section and a third from either Section. If all answers are from one Section only, the lowest mark will be removed from the total.
- 6 Write legibly. Examiners can only mark essays if they can read them. There are many more scripts which are extremely difficult to decipher. It is in the candidate's own interests to ensure that the work submitted can be read easily by an examiner who is not familiar with the handwriting of any individual.

General comments

Candidates generally showed detailed study and knowledge of the texts. As in previous sessions, the majority of answers were based on texts from the most popular authors (García Lorca, Esquivel, Sender).

It was encouraging to note that many candidates had adopted the pattern of 'point, example, explanation, link', using their knowledge of the text to justify the argument, analysing the point and giving coherence to the answer by linking one paragraph to another in the construction of the response. A number of answers began well but candidates were distracted by recounting the narrative and lost the thread of the argument. A good conclusion contributes significantly to the impact of a well-argued essay.

Some candidates have been tempted to interpret texts as purely reflections of reality rather than works of fiction. This made it difficult for them to present an appropriate response as there was a tendency to speculate and extrapolate beyond the text itself.

It is important that candidates have a clear understanding of specific historical events when these are an intrinsic part of the narrative and theme. For example, in the Sender text, references are made to events leading up to the Spanish Civil War of 1936–39. The nature of the conflict is reflected in the text, and candidates need to understand this without having to study the course of the war in detail.

The majority of candidates followed the instructions correctly and answered 3 questions covering both Sections of the question paper. Those who chose 3 questions from the same Section were credited with the two highest scores only. The same principle was applied to candidates who answered both options on the same text; the higher mark was carried forward.

Comments on specific questions

Sección 1

Question 1 Emilia Pardo Bazán: *Los Pazos de Ulloa*

- (a) (i) Reference to dawn not always mentioned.
- (ii) Julián was in a state of extreme anxiety, verging on hysteria over concern for Nucha in labour.
- (iii) Most referred to Julián's involvement in introducing Nucha to her husband, and his influence on the Marquis' decision. Julián and Nucha brought sensitivity and moral standards to Los Pazos. They supported one another emotionally, but were in conflict with the prevailing attitudes and way of life. Both suffered.
- (b) Most essays argued that the prevailing atmosphere was one of pessimism. Candidates were able to refer to a range of examples, often contrasting town and country. The violent and heartless treatment of Perucho, the manipulation of Primitivo, the chaotic state of the whole estate reflected the corrupt and dissolute way of life. Julián tried to improve matters by tackling the finances, intervening in the treatment of Perucho and influencing the Marquis' marriage but all attempts failed. His return to Los Pazos at the end of the novel to find Nucha dead and her daughter neglected underlined this.

Question 2 Lope de Vega: *El caballero de Olmedo*

- (a) (i) Inés' tears showed the sincerity of her feelings.
- (ii) Alonso was cowardly in using Fabia.
- (iii) Candidates were able to refer to a number of instances and quotations which pointed to a tragic end for Alonso. Many analysed Lope's poetic presentation of the relationship between love and death. Alonso made some poor decisions, such as his employment of Fabia, collusion in lying to Inés' father and ignoring clear warnings – some of which would presuppose punishment. At the same time he had many admirable qualities and was always led by feelings of love towards Inés and his parents and respect for another nobleman.
- (b) The best answers to this question recognised the King's role as the arbiter of justice, a moral example and in addition, the only individual who can stabilise society and restore order to chaos.

The King's favour was bestowed on Alonso, increasing his standing in society. Rodrigo's accident took place in the presence of the King, making his embarrassment and humiliation greater. The King is seen to be fair and acts decisively. The monarch's role in the play influenced the plot and the themes.

Question 3 Laura Esquivel: *Como agua para chocolate*

- (a) (i) Pedro was burned when a flame (caused by the ghost of Mamá Elena) caused an oil lamp to shatter.
- (ii) Pedro questioned Tita's affection for him, behaves like a spoiled child.
- (iii) Some very good answers showed Pedro's lack of sensitivity, selfishness and cowardice. He condemned both Tita and Rosaura to unhappiness by agreeing to marry Rosaura. He did not stand up to Mamá Elena, preferring to watch Gertrudis escape and being complicit in the death of his son by agreeing to go to Texas when Roberto depended on Tita. Candidates compared Pedro's behaviour with that of John Brown. The doctor displayed selfless love, only wanting Tita to be happy and caring for her with no sense of personal gratification. However Tita chose Pedro, which gave rise to analysis of the meaning of love and how anyone could be seen to deserve affection.
- (b) This question tended to attract a fairly limited treatment. The concept of change was presented in many aspects of the novel, both personal and national; few candidates dealt with both in detail. All mentioned Gertrudis as a woman choosing her own path, but not all understood what the Mexican Revolution was about. Some analysed Mamá Elena's attitude as a political statement showing how

her control affected members of her family causing unhappiness and even death in the case of Roberto. Her reaction to Gertrudis and Tita was hypocritical in that she had been denied love when young. Tita also changed in that she became more confident and finally challenged her mother's spirit and banished her malign influence for ever. Change and hope for the future was seen in the fire which destroyed the past, cleansing the area and allowing new growth. Esperanza's name and the legacy of Tita's recipes symbolise a new age, with the best from the previous generation. Other elements mentioned included the influence of the USA.

Question 4 Rodolfo Usigli: *El gesticulador*

- (a) (i) Navarro may expose Rubio as a fraud.
- (ii) Ridiculous comments.
- (iii) The audience is kept at a distance from the characters, laughing at and with them. There were relatively few answers to this question and candidates tended to list some examples without being able to analyse how the author portrayed characters' gullibility or the tragi-comic elements.
- (b) Most answers identified that the Mexican Revolution had lost its objectives, with no effective leader. Politics were mired in corruption, as exemplified by Navarro. The murder of Rubio ended any new hope of change. However this was flawed in essence as the whole premise of Rubio leading the people into a new future was based on a lie and hope of personal advancement. So he mirrored the intentions of the political class presented in the play. Essays included analysis of the theme of deception and abuse of power with the normal citizens helpless to achieve any change.

Sección 2

Question 5 Ramón J Sender: *Requíem por un campesino español*

- (a) The essence of this question was to show how although the novel is set in an unspecified village in Spain during the lead up to the Civil War of 1936–39, many of the issues and themes are universal. These cover questions such as the role of religion or the Church, family, community, society, class, violence and equality. Most answers concentrated on the theme of war and violence and showed good knowledge of the text, analysing loyalty and allegiance in particular but focused only on the Spanish experience. The best essays went beyond this to show how exploitation of the working classes, 'peasants', and the suffering of the most vulnerable in society, is both timeless and universally experienced in any unjust system.
- (b) This question attracted a large number of responses, as did (a). Most essays dealt with the key relationships where communication broke down – Paco and Mosén Millán, Paco and Don Valeriano. The best essays took the Mass as the centre of the argument and showed how the divisions in society, caused by lack of communication and the inability to see another point of view led to the personal tragedy of Paco and the national tragedy of Spain.

Question 6 Federico García Lorca: *Yerma*

- (a) Virtually every candidate answered on this text, with both options attracting many responses.

This question went to the heart of Yerma's dilemma – honra – and required an analysis of how the protagonist was torn because she was determined to live according to her ideals and be true to herself, but circumstances worked against her. In particular, the concept of 'honor', maintaining a reputation in the eyes of society. Yerma's response to the old woman who offers her son as a substitute for Juan '*¿Te figuras que puedo conocer otro hombre? ¿Dónde pones mi honra?*' and Juan's exclamation '*No quiero que la gente me señale. Por eso quiero ver cerrada esa puerta y cada persona en su casa*' show the gulf between the couple. Yerma is unable to be herself. Juan's focus is his work and his reputation. Yerma maintains her 'honra'. Both are unhappy because the marriage was not based on love but convenience. Neither can fulfil the other's needs. Yerma's murder of Juan was not to enable her to have a better life with another partner – this misinterpretation of the play is becoming more frequent – but to rid herself of the torture of uncertainty. Analysis of the forces driving characters, the poetic language and the commentary on society gave greater depth to essays. All work must be based on the text itself and not adaptations or extrapolations.

- (b) This question asked for analysis of the play which, according to García Lorca himself, has no plot. If this is the case, what gives momentum to the work? The most successful essays argued that the title was the key – the plight of a childless woman. Her despair increases as the play progresses and the other characters in the play contribute information about Juan, his family and the attitude of society at large to explain why Yerma's situation has no solution. The use of symbols, verse and prose to highlight aspects of the themes was also effective.

Question 7 Brotherston, (ed): *Spanish American Modernista Poets: A Critical Anthology*

- (a) This question required candidates to present a critical analysis of the poem 'En país extraño' by Manuel González Prada. The main themes of the natural world, the senses and universality were explored in terms of the ideas and poetic interpretation. Candidates who have been prepared for this specific type of question tend to attain a good result as they are aware of the need to pay close attention to detail and to present a focused analysis.
- (b) This question presented the view that some of the poets in the anthology seemed to be particularly influenced by ideas from other countries and took pride in reflecting these in their own work. It is difficult to give a general comment on possible responses to this question as candidates are free to choose the poets and poems which illustrate this, or challenge the premise. All valid arguments were accepted. Perhaps the best answers included examples for and against the argument posed.

Question 8 Horacio Quiroga: *Cuentos escogidos*

- (a) This question was focused on one story 'El Simún'. Quiroga puts psychological verisimilitude before sentiment in his stories, possibly creating a harsh note, but this is reflected in his economical and intense style. Essentially, Man cannot triumph over Nature. In this story, he shows how even lifelong friendships can be destroyed by experiencing extreme conditions. There are many references in the text to illustrate how Quiroga achieves such tension and drama in a crisis.
- (b) There were some interesting responses to this question, where candidates had detailed knowledge of several stories and justified the argument effectively. The dramatic nature of the stories was studied and the role of animals in showing that Man cannot dominate Nature and force human ways on to an existing system without suffering himself or causing suffering. Essays were generally well planned and showed understanding of the themes.

FIRST LANGUAGE SPANISH

Paper 8665/43
Texts

Key messages

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General comments

Candidates generally showed detailed study and knowledge of the texts. The majority of answers were based on texts from the most popular authors (García Lorca, Esquivel, Sender).

It was encouraging to note that many candidates had adopted the pattern of 'point, example, explanation, link', using their knowledge of the text to justify the argument, analysing the point and giving coherence to the answer by linking one paragraph to another in the construction of the response. A number of answers began well but candidates were distracted by recounting the narrative and lost the thread of the argument. A good conclusion contributes significantly to the impact of a well-argued essay.

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It is important that candidates have a clear understanding of specific historical events when these are an intrinsic part of the narrative and theme. For example, in the Sender text, references are made to events leading up to the Spanish Civil War of 1936–39. The nature of the conflict is reflected in the text, and candidates need to understand this without having to study the course of the war in detail.

The majority of candidates followed the instructions correctly and answered 3 questions covering both sections of the question paper. Those who chose 3 questions from the same section were credited with the two highest scores only. The same principle was applied to candidates who answered both options on the same text; the higher mark was carried forward.

Comments on specific questions

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- (ii) Bribing / encouraging Perucho to drink even more.
- (iii) The disagreement between Julián and Primitivo / the Marquis / the abbot is seen clearly in the extract, in this case over the treatment of Perucho. Most candidates enlarged on this, showing how fundamental clash of attitudes regarding the child's upbringing represented a wider issue. Julián brought a more sensitive and moral judgement to the household, more typical of urban life. The Marquis and his companions display disinterest; their actions in the episode quoted reflect their disdain for others and a dissolute, lawless and violent way of behaviour. The best essays then showed how this fundamental conflict developed, damaging Nucha and her daughter as Julián's attempt to civilise the household through the marriage of the Marquis and Nucha failed. An analysis of the final chapter of the novel was well used to draw the thematic threads together.
- (b) This was the less popular option on the text. Candidates tended to focus too much on the contrast between town and country rather than the presentation of rural life. The author included many details in portraying the harshness of the rural experience. Violence, cruelty, ignorance and excess were seen in many forms. The fact that Nucha came to the household as someone brought up in a town, with a more strict moral code, was a useful device. The political and social structures and traditions were shown in action and readers left to interpret the author's intention in the way she used both description and dialogue in particular in her assessment of society.

Question 2 Lope de Vega: *El caballero de Olmedo*

- (a) (i) Leonor and Inés
- (ii) This was the effect of his love for Inés.
- (iii) Most candidates were aware of the portents referring to the death of Alonso. They also mentioned how love was often presented as a destructive force in the play. The best essays linked these ideas and analysed how three individuals in the play died for love – Alonso, Rodrigo and Fernando. Love made Alonso reckless and he dismissed warnings; it made Rodrigo violent and behave in a way unbecoming a nobleman. The double meaning of phrases such as 'en la capilla' were discussed – it could be taken as an indication of a wedding or a funeral.
- (b) This question requires an analysis of the play as a tragicomedy, examining both elements. Many essays dealt well with the tragedy, including reference to the irony of the situation in that Alonso was killed by the man whose life he had saved and all the artifice of the Latin lessons was unnecessary as Pedro was happy for Inés to marry him. The comic elements tended to focus on Fabia, forgetting Tello's involvement in escapades. The best answers showed how the two elements worked together to enhance one another as both explored the same themes in a different way. The comic episodes served as respite to the audience from dramatic tension as the tragedy became inevitable.

Question 3 Laura Esquivel: *Como agua para chocolate*

- (a) (i) The agreement between Pedro, Tita and Rosaura to protect her reputation.
- (ii) To protect Rosaura's dignity and give the pretence of a normal family for Esperanza.
- (iii) Many candidates answered this question. The effect on all three characters of living a lie for such a long time was immense. No-one was happy – except possibly for Pedro? He did not take responsibility for his actions and lacked empathy. The best essays identified the central issue – often identified as the need for personal freedom and control and then showed how individuals suffered when forced to behave against their instincts but according to external rules. Rosaura was physically and emotionally ill; Tita was saved by John Brown and lived her life at the behest of

others, finally finding fulfilment when she dismissed her mother's spirit and influence and became free. Many used Gertrudis as a point of contrast.

- (b) There were very many answers to this question, including some excellent essays. The fire was dramatic and symbolic, reflecting the main themes of the novel. It was the pinnacle of Tita's happiness as she enjoyed Pedro's love freely then chose to move with him to her death. It was an expression of passion; it cleansed the past by destroying the ranch and all it stood for, making way for new life and allowing the family to move forward on a different path. Tita prepared the way for Esperanza and her recipe book, discovered in the ashes, was a positive legacy of the past and the basis for the novel. The circle was completed. The force of love was apparent in that Tita had been told about the matches by John Brown – his love for her helped her at that moment. Many also analysed the role of magical realism.

Question 4 Rodolfo Usigli: *El gesticulador*

- (a) (i) Rubio had lost his job in the city so the family had no money.
- (ii) They were bored and resentful at leaving their former lives behind.
- (iii) Candidates were asked to consider how the whole family dealt with their new life in the country. Many concentrated solely on César, thus not addressing the question fully. It was helpful to find a structure for the essay to avoid repetition and imbalance in the answer. This could be done by taking the issue of personal responsibility, for example, and analysing how each member of the family demonstrated this. César felt responsible for the move and was spurred by the desire to show his family he could be successful by becoming César Rubio the revolutionary and setting events in motion. Miguel's education had been disrupted, he was disgruntled and bored. However he found it difficult to support César's decision on principle and reacted to it. Julia did not have her brother's scruples. Her ambition was to be wealthy and important so Cesar's political success would become her success as she would gain status as his daughter. Elena saw her responsibility as supporting her husband even when she did not agree with him. To some extent they all became 'gesticuladores' in order to survive. Better essays also analysed how attitudes changed over the course of the play.
- (b) This was a very popular option. Most believed that virtually all characters in the play practised a form of deception in some aspect of their life. Navarro was seen as particularly guilty for disguising his 'malas intenciones' in a pretence of benevolence. The best essays did not simply list examples but analysed the author's intention in exploring that theme and assessed the effects of each individual's behaviour.

Sección 2

Question 5 Ramón J Sender: *Requíem por un campesino español*

- (a) This was the less popular option on the text but still attracted a number of answers. Some candidates incorrectly interpreted 'realismo' as magic realism, possibly from their study of Laura Esquivel. This made it difficult to address the question adequately. Most answers gave good examples of realism, referring to some of the devices used by the author such as the apparently objective accounts of Paco's baptism by Mosén, introduced by 'recordaba'. Sender made it easier for the reader to identify with both characters and society in the novel. At the same time, he introduced the concept of myth. The best essays explored this also in terms of the main themes.
- (b) Very many answers were submitted to this question. Candidates understood Paco's role in the text as both a typical Spanish worker and his almost mythical qualities as a Christ-like figure. He embodied all the positive key personal characteristics and had a certain charisma. His fate, in being oppressed by the ruling classes and betrayed by the Church, was that of the peasant classes of the time, and of course, was one of the issues behind events prior to and during the Spanish Civil War.

Question 6 Federico García Lorca: *Yerma*

- (a) Virtually all candidates answered on this text, with both options attracting many responses.

This question required an analysis of the importance of the setting of the play. This meant the place rather than the historical period. There were some very detailed answers and sensitive appreciation of the play. Some of the best noted the movement of the action from the private space of the house to the public spaces of the washing place and the 'romería', and how the themes were developed. Candidates also referred to the importance of descriptions and references to the natural world, and how these contrasted with the sterility of Yerma and her relationship. Those essays which recognised the power of the language used and were able to appreciate the work as a play to be watched rather than a text to be read were particularly effective.

- (b) This question focused on the themes of marriage and personal fulfilment. A sensitive interpretation analysed the concept of 'necesidad'. How was this defined and by whom? Society's view of marriage and the roles of husband and wife or Nature's? Some candidates concentrated on the idea that Juan was deliberately refusing to give Yerma a child; this argument did not lead to a convincing conclusion. Most essays included comparisons of the views of the Vieja and the Muchacha 2 with those of the Lavanderas and of Yerma herself, and discussed the concept of 'honra / honor'. In all cases, the best answers dealt with the text itself and did not attempt to extrapolate what happened next.

Question 7 Brotherston (ed): *Spanish American Modernista Poets: A Critical Anthology*

- (a) Candidates attempting this question must show understanding of the use of form as well as theme. In this case, themes which may be explored include patriotism, presentation of landscape, tradition, religion and a sense of belonging. The best essays showed a personal reaction to the poem as well as a structured analysis.
- (b) Candidates were at liberty to agree or to contest the premise in the question. It was essential to begin by defining 'exótico', which is not simply 'foreign'. Poets which lent themselves to analysis were José Martí, Gutiérrez Nájera and Rubén Darío. Examiners accepted any choice of poems and poets provided they offered appropriate examples. The best essays limited the number of poems to enable a more in-depth study, and allow a structured argument with a conclusion.

Question 8 Horacio Quiroga: *Cuentos escogidos*

- (a) There were some very good answers on this question. Stories such as 'La insolación', 'Anaconda', 'Yaguaí' were popular choices for analysis. Most successfully addressed the issue of Quiroga writing about animals without sentimentality. Candidates understood how animals were adapted to the natural world whereas Man was attempting to change it – and usually failed. Sensitive and detailed essays showed how animals have different powers to Man. When humans attempt to control animals, they suffer and react against it; Quiroga does not seem to approve of humans making use of animals for their own purposes.
- (b) The fact that there are very few women in the stories was a valid point for discussion in itself. Effective essays considered why this was the case, then studied those female characters and the roles they played. These covered Mamá in 'Nuestro primer cigarro', La mujer in 'En la noche' and Madame Bibikoff in 'La voluntad'. Clearly the setting of the story played a part and a comparison of Mamá with one of the other two characters was a good basis from which to explore this.