

Caribbean Examinations Council



CAPE® Spanish

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS**

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Spanish

The syllabus emphasises the development of the four language skills (*listening, reading, speaking and writing*) and the acquisition of knowledge of Hispanic culture through the study of selected topics and contemporary writings of relevance to Caribbean society. *Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning.* While the topics have been selected to provide knowledge and understanding of issues pertinent to Caribbean people in a global context, emphasis will be on language competence rather than on *detailed technical knowledge*.

In developing this syllabus, care has been taken to ensure that it meets the knowledge, understanding and skill requirements common to post-secondary syllabuses in Modern Languages. *Completion of this syllabus* provides a foundation for further studies and development for the world of work. This approach reflects an awareness of our regional context and is geared specifically to students learning Modern Languages in the Caribbean as part of the international community.

The syllabus consists of two Units each containing three Modules.

UNIT 1: LA FAMILIA, LA SOCIEDAD Y EL MEDIO AMBIENTE

Module 1: El individuo, la familia y la vida diaria

Module 2: La sociedad y los asuntos sociales

Module 3: El medio ambiente

UNIT 2: LAS ACTUALIDADES, LA TECNOLOGÍA Y LA ECONOMÍA

Module 1: Las actualidades

Module 2: La ciencia y la tecnología

Module 3: La industria y los asuntos económicos



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®

CAPE®

SPANISH SYLLABUS

Effective for examinations from May–June 2014

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Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects, examined under CAPE, may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognised educational institutions presenting candidates for the CXC Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.



Spanish Syllabus

◆ RATIONALE

An important goal of foreign language learning is to help learners develop communicative and intercultural competence. Students develop cognitive flexibility and affective skills as they engage with foreign languages and cultures. This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government through the exploration of beliefs, values and behaviours, students develop respect for human life, cultural heritage and the environment thus enabling them to view the target culture from a perspective of informed understanding.

The syllabus emphasises the development of the four language skills (*listening, reading, speaking and writing*) and the acquisition of knowledge of Hispanic culture through the study of selected topics and contemporary writings of relevance to Caribbean society. *Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning.* While the topics have been selected to provide knowledge and understanding of issues pertinent to Caribbean people in a global context, emphasis will be on language competence rather than on *detailed technical knowledge.*

In developing this syllabus, care has been taken to ensure that it meets the knowledge, understanding and skill requirements common to post-secondary syllabuses in Modern Languages. *Completion of this syllabus provides a foundation for further studies and development for the world of work. This approach reflects an awareness of our regional context and is geared specifically to students learning Modern Languages in the Caribbean as part of the international community.*

◆ AIMS

The syllabus aims to:

1. develop an *awareness* and appreciation of aspects of the cultural and historical contexts of Caribbean society;
2. *develop an understanding of a variety of registers in the spoken and written forms of Spanish;*
3. enable students to communicate clearly and appropriately in Spanish with an educated native speaker;
4. acquire skills necessary for collection, analysis and exchange of information, ideas and opinions in Spanish;
5. enhance students' linguistic skills through the study of written discourse;

6. promote the study of modern Hispanic authors to acquire knowledge of contemporary society and institutions and encourage openness to life and culture in countries where Spanish is spoken;
7. encourage the development of techniques of literary analysis.

◆ GENERAL OBJECTIVES

Listen and Respond

On completion of this syllabus, students should:

1. understand and respond to authentic spoken language from a variety of sources such as news items, telephone messages, announcements, speeches, discussions and films;
2. communicate orally in Spanish, showing ability to choose the language and register appropriate to the context;
3. elicit and provide opinions and information in an extended conversational exchange in Spanish.

Read

On completion of this syllabus, students should:

1. understand texts written in Spanish, such as magazine and newspaper articles, reports, short stories, plays and novels;
2. select the main points of a continuous passage written in Spanish;
3. select information from literary texts *in Spanish to demonstrate understanding of specific themes and socio-cultural contexts*;
4. analyse the principal literary and structural features of literary excerpts.

Write

On completion of this syllabus, students should:

1. communicate in writing in Spanish, showing ability to choose the language and register appropriate to the context;
2. *organise* and present information in a logical manner in Spanish;
3. *organise* information from literary texts to discuss specific themes in Spanish and English;
4. analyse themes making use of literary techniques.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The assessment will test candidates' ability to:

1. understand and respond appropriately to authentic spoken language from a variety of sources;
2. understand texts written in Spanish;
3. communicate orally and in writing in Spanish.

◆ PRE-REQUISITES OF THE SYLLABUS

Any person with a good grasp of the Caribbean Secondary Education Certificate (CSEC) Spanish syllabus, or the equivalent, should be able to pursue the course of study defined in this syllabus. Successful participation in the course of study also depends on:

- (a) good verbal and written communication skills;
- (b) *prior exposure to the study of Literature.*

◆ STRUCTURE OF THE SYLLABUS

The syllabus consists of two Units each containing three Modules. Each Unit requires 150 hours distributed equally across the three Modules – 50 hours each.

TOPICS

Topics are set for the three Modules of Units 1 and 2. A list of topics is given under the Content of each Module as an **indication** of areas to be studied. **Emphasis should be placed on language competence rather than on *detailed technical knowledge*.** These topics should be studied with reference to Hispanic culture in general, and to the Spanish-speaking Caribbean in particular.

When addressing the topics, emphasis should be placed on contemporary issues, events and concerns of a socio-political nature. It is expected that, in this way, students will develop a better understanding of themselves as Caribbean people and as members of a global society.

THEMES

Two thematic areas are examined for each Unit. Teachers are expected to link the two themes to the relevant topic areas to achieve a more integrated approach.

LITERARY ANALYSIS

In Unit 1, emphasis will be placed on the student's ability to display knowledge of the basic elements of literary analysis. Excerpts from the texts listed for the themes will be used for this purpose. Students will also be required to write an essay, based on one of the texts, which will give them the opportunity to display their skills in literary analysis in a more detailed manner. In both instances, they will be expected to discuss and analyse one or more of the following literary devices: plot, setting, character, themes and narrative techniques.

In Unit 2, the prescribed texts will be studied for the purpose of literary analysis. *Students will be expected to analyse an excerpt from one of the texts and to write an essay displaying literary competence.*

An overview of the syllabus is presented below.

UNIT 1: LA FAMILIA, LA SOCIEDAD Y EL MEDIO AMBIENTE

Module 1: El individuo, la familia y la vida diaria

Module 2: La sociedad y los asuntos sociales

Module 3: El medio ambiente

Themes and Related Texts

La juventud

García Ramis, Magali

Felices días tío Sergio, San Juan: Antillana, 1986.

Cisneros, Sandra

La casa en Mango Street, United States: Vintage, 1994.

El individuo y la sociedad

Esquivel, Laura

Como agua para chocolate, New York: Anchor Books, 1989.

García Lorca, Federico

Bodas de sangre, Madrid: Alianza Editorial, 2006.

UNIT 2: LAS ACTUALIDADES, LA TECNOLOGÍA Y LA ECONOMÍA

Module 1: Las actualidades

Module 2: La ciencia y la tecnología

Module 3: La industria y los asuntos económicos

Themes and Related Texts

El mundo moderno

Allende, Isabel

Cuentos de Eva Luna, Mexico: Debolsillo, 2008.

(a) "Dos palabras" pp 15-24

(b) "la mujer del juez" pp 156-166

(c) "Un camino hacia el norte" pp 167-180

(d) "El palacio imaginado" pp 249-265

(e) "De barro estamos hechos" pp 266-277.

Ortiz, Lourdes

Fátima de los naufragios. Madrid: Planeta, 1998:

(a) "Fatima de los naufragios" pp 7-22

(b) "La piel de Marcelinda" pp 25-42

(c) "El vuelo de la mariposa" pp 43-96

(d) "Desayuno de trabajo" pp 99-108

(e) "El Farero" pp 111-117

El compromiso político y social

Carpentier, Alejo

El reino de este mundo, New Jersey: Lectorum Publications, 2010.

García Márquez, Gabriel

El coronel no tiene quien le escriba, United Kingdom: Manchester University Press, 1981.

◆ UNIT 1: LA FAMILIA, LA SOCIEDAD Y EL MEDIO AMBIENTE

MODULE 1: EL INDIVIDUO, LA FAMILIA Y LA VIDA DIARIA

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *El individuo, la familia y la vida diaria*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from sources such as news items, telephone messages, and announcements;
2. examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports and short stories;
3. express ideas and opinions in Spanish in relation to the individual, family and daily life, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative *and dramatic techniques in Spanish literary works*;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

Lifestyles:

- (a) *structure and function of the family: relationships; patterns of daily life and living conditions;*
- (b) *young people and their values;*

UNIT 1

MODULE 1: EL INDIVIDUO, LA FAMILIA Y LA VIDA DIARIA (cont'd)

- (c) *sports: benefits to the individual and society; negative aspects, for example, drug use;*
- (d) *health and fitness: healthy living choices;*
- (e) *aspects of cultural life, for example, music and dance: importance and influence on individuals and society.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Provide opportunities for students, individually and as a class, to listen to material in Spanish (for example, on television); have students identify, select and report on different issues or problems that occur in family life; have students listen to the same material and write statements about cultural differences observed.
2. Use an appropriate audio-taped or video-taped interview with an individual.
 - (a) Have students identify the person's likes and or dislikes, self-perception, future plans.
 - (b) Let students, in groups, do a similar presentation on themselves. Have other students comment on the presentation.
3. Invite a native speaker of Spanish to the classroom to be interviewed by a group of students on different subjects such as family structure in his or her country and compare with the family structure in the English-speaking Caribbean.
4. Invite a young Spanish-speaking person to respond in Spanish to questions prepared in English or Spanish by the students on topics related to the youth in his or her country. The students can present this exercise in written form.
5. Give students an assignment to research a family celebration, such as *la quinceañera*, *el santo*, a marriage or a religious ceremony. They should note the similarities and differences between their culture and the Spanish culture and write a short essay on the celebration to be presented orally to the class.

UNIT 1

MODULE 1: EL INDIVIDUO, LA FAMILIA Y LA VIDA DIARIA (cont'd)

6. *Have students view a video of a traditional Hispanic celebration focusing on:*

- (a) *time of the year of the festival;*
- (b) *preparations for the celebrations;*
- (c) *what the celebrations involve.*

As a follow-up exercise, students discuss what they have seen, making reference to festivals celebrated in their own country.

7. *Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.*

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 1

MODULE 2: LA SOCIEDAD Y LOS ASUNTOS SOCIALES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *La sociedad y los asuntos sociales*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, *news reports* and television programmes;
2. *examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports and literary texts;*
3. express ideas and opinions in Spanish in relation to society and social issues, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character and narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including prescribed literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

Socio-economic issues:

- (a) *gender roles in society;*
- (b) *employment and unemployment: causes and consequences;*

UNIT 1

MODULE 2: LA SOCIEDAD Y LOS ASUNTOS SOCIALES (cont'd)

- (c) *role of the media;*
- (d) *religion in multicultural societies;*
- (e) *education: issues related to school life and the role of education in the development of society;*
- (f) *crime and violence, for example, crime against individuals and drug trafficking.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Give students an article in Spanish to read on a given topic, such as education. The teacher discusses main ideas, asks questions to check for comprehension and explains key vocabulary and phrases.
2. Ask students to:
 - (a) design an interview in Spanish;
 - (b) interview another student about his or her perception of an issue pertinent to their school;
 - (c) write up the interview; and
 - (d) present their findings orally to the class.
3. Encourage students, for the duration of the Module, to pay keen attention to news reports on radio, television, the Internet and in the print media in Spanish, and identify social issues raised. As a follow-up activity, they can be asked to:
 - (a) discuss these issues in light of the historical background, current status and future trends;
 - (b) compare these issues with similar issues in other countries of the region;
 - (c) write a brief essay in Spanish on a chosen topic in which they attempt to analyse the issues and give their own opinion.

UNIT 1

MODULE 2: LA SOCIEDAD Y LOS ASUNTOS SOCIALES (cont'd)

4. *Have students watch videos or documentaries on crime and violence and discuss the issues in relation to:*
 - (a) *their country and region;*
 - (b) *existing policies and laws;*
 - (c) *solutions or preventative measures.*
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.
6. *Have students start a blog (online journal) in Spanish.*

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 1

MODULE 3: EL MEDIO AMBIENTE

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *El medio ambiente*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, *news reports* and television programmes;
2. *examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports and literary texts;*
3. express ideas and opinions in Spanish in relation to the environment, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish *literary works*;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

1. *Conservation of the environment and its benefits:*
 - (a) *recycling;*
 - (b) *reforestation;*
 - (c) *nature reserves including protection of endangered species.*

UNIT 1

MODULE 3: EL MEDIO AMBIENTE (cont'd)

2. *Destruction of the environment and its challenges:*

- (a) *pollution;*
- (b) *deforestation;*
- (c) *climate change.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. (a) *Have students brainstorm the reasons for, consequences of, and efforts to solve a particular conservation problem, such as destruction of the rainforest.*
- (b) *Have students view a documentary, listen to a Podcast or read a magazine or newspaper article that treats the conservation problem, then:*
 - (i) *discuss how the issue is treated in the documentary, Podcast or text;*
 - (ii) *write an essay on a particular aspect of the problem or its solution;*
 - (iii) *prepare an oral presentation or a written report on a different conservation problem.*
2. Ask students to look critically at their communities and discuss the topics listed below.
 - (a) In the urban communities, what are the specific problems relating to land pollution in general and garbage disposal in particular?
 - (b) In rural and or farming communities, what attention is paid to the use of fertilisers and insecticides?
 - (c) In both communities, how is the disposal of garbage and toxic waste being addressed?
 - (d) Write a letter in Spanish from a citizens' association to the relevant government department outlining the problems and suggesting ways of solving them.
 - (e) *In groups, students prepare advertisements/public service announcements for newspapers, television and/or radio to sensitise the public to the issue.*

UNIT 1

MODULE 3: EL MEDIO AMBIENTE (cont'd)

3. *Have students watch a film that treats the issue of endangered species. They then:*
 - (a) *discuss the issue as treated in the film;*
 - (b) *in groups, prepare a written report on the efforts being made in their own country by government and/or private agencies to preserve and protect various endangered species. The report should include information on:*
 - (i) *how the average person can help;*
 - (ii) *how the environment would benefit from these efforts at conservation.*
4. Ask students to design a public-awareness activity in Spanish, targeting the impact of climate change in their country. It can be in the form of a skit, a brochure, slogan or advertisement.
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

◆ **UNIT 2: LAS ACTUALIDADES, LA TECNOLOGÍA Y LA ECONOMÍA**

MODULE 1: LAS ACTUALIDADES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *Las actualidades*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences and television programmes;
2. *examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports, press releases and literary texts;*
3. express ideas and opinions in Spanish in relation to current affairs, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

Current Issues:

- (a) *human rights: overview of basic human rights and breaches;*
- (b) *social and political unrest: causes, methods and consequences;*
- (c) *regional alliances, for example, The Caribbean Community and Common Market (CARICOM), Association of Caribbean States (ACS);*
- (d) *relationships between Spanish-speaking and non-Spanish speaking countries.*

UNIT 2

MODULE 1: LAS ACTUALIDADES (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. *Have students listen to, or view a newsworthy event covered by different Hispanic media houses.*
 - (a) *They compare the presentations orally in Spanish in terms of content, style, impact, and later select and report a current event by pretending to be journalists representing different media houses.*
 - (b) *They can write a report, in Spanish, on a current event or give their opinion, as members of the public, in a letter to the editor.*
2. *Have students produce a role-play between visiting Heads of Government, or give speeches at regional conferences.*
3. *Have students conduct Internet research on the topic of regional integration comparing and contrasting regional alliances, for example, in Europe, the Caribbean and Latin America.*
4. *Provide students with a copy of the Declaration of Human Rights in Spanish. They discuss ways in which human rights are upheld or violated in their country, the region or Hispanic countries.*
5. *Have students source material from Spanish or English newspapers or from the Internet dealing with **social and political unrest**. They can be asked to:*
 - (a) *give a summary of the article in Spanish;*
 - (b) *participate in a class discussion on the article.*
6. *Have students research organisations that promote regional integration such as the Association of Caribbean States (ACS), and the Organisation of American States (OAS). Have students access the websites of these organisations to gain information. Students then make an oral presentation in class on:*
 - (a) *the objectives of the organisation;*
 - (b) *the composition of the organisation;*
 - (c) *any initiative undertaken to promote regional integration in areas such as trade, transport, tourism;*
 - (d) *obstacles to increased co-operation among Spanish-speaking and non-Spanish speaking countries, for example, language barriers.*

UNIT 2

MODULE 1: LAS ACTUALIDADES (cont'd)

After the oral presentations there are class discussions guided by the teacher. As a follow-up, students are asked to write suggestions for projects to promote closer ties between Spanish-speaking and non-Spanish-speaking countries of the Caribbean.

7. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 2

MODULE 2: LA CIENCIA Y LA TECNOLOGÍA

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *La ciencia y la tecnología*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences, television programmes, *Podcasts and blogs*;
2. examine the structure and content of texts written in Spanish, such as, magazine and newspaper articles, reports and *literary texts*;
3. express ideas and opinions in Spanish in an organised manner in relation to science and technology, both orally and in writing;
4. organise information from a variety of sources, including prescribed literary texts, on a specified theme;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

1. *The Impact of Science and Technology on medical practices, advances and related ethical issues:*
 - (a) *genetic practices;*
 - (b) *disease prevention and cure.*
2. *The Impact of Information and Communication Technologies (ICTs) on:*
 - (a) *social life;*
 - (b) *economic life.*

UNIT 2

MODULE 2: LA CIENCIA Y LA TECNOLOGÍA (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Have students research and discuss in Spanish the latest technological developments in medicine. Students should be encouraged to visit relevant *websites*.
2. *Have students engage in a role-play activity in Spanish demonstrating how easy it is to stay in touch with friends and relatives by means of modern technological devices.*
3. Have students write a brochure/blog in Spanish giving details of a particular disease, for example, cancer or AIDS. The brochure should include information such as:
 - (a) symptoms and transmission of disease;
 - (b) treatment and preventative measures.
4. Have students select a topic for class discussion based on a recent ethical issue in the medical field, for example, should Siamese twins be separated at birth if one is likely to die? Students present arguments in support of, or against, action taken.
5. *Have students watch a video clip of a medical procedure and:*
 - (a) *give an oral description of the procedure;*
 - (b) *write a summary of what they saw.*
6. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 2

MODULE 3: LA INDUSTRIA Y LOS ASUNTOS ECONÓMICOS

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *La industria y los asuntos económicos*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as news items, telephone messages, press conferences and television programmes;
2. examine the structure and content of texts written in *Spanish*, such as, magazine and newspaper articles, reports, press releases and *literary texts*;
3. express ideas and opinions in *Spanish* in relation to *industry and economic issues* in an *organised* manner, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including prescribed literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

1. *Importance and impact of various industries for sustainable economic development:*
 - (a) *tourism, including eco-tourism;*
 - (b) *agriculture, including genetically modified foods;*
 - (c) *renewable and non-renewable sources of energy.*
2. *New trends in business, for example:*
 - (a) *e-commerce: innovations and impact on traditional business;*
 - (b) *home office: advantages and disadvantages.*

UNIT 2

MODULE 3: LA INDUSTRIA Y LOS ASUNTOS ECONÓMICOS (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. *Have students visit on-line shopping sites, for example, www.redcompras.com, www.tiendas.centrored.com and www.lasupercompra.com. They then compare that experience with the experience of traditional shopping, highlighting the advantages and/or disadvantages of each mode of shopping.*
2. *Have students play the roles of executives of a local company. They:*
 - (a) *discuss the advantages and disadvantages of holding video-conferences and webinars rather than travelling to meetings or seminars;*
 - (b) *plan the agenda for their upcoming video-conference with their sister company in a Spanish-speaking country.*
3. Have students listen to *or watch a video of* an advertisement promoting the tourism product of a particular Spanish-speaking country. Students discuss the main points of the advertisement such as:
 - (a) what the country has to offer;
 - (b) the image of the country being presented through the advertisement;
 - (c) how convincing is the advertisement;
 - (d) whether they should visit the country, based on the advertisement.

As a follow-up activity, students create an advertisement *for television* in Spanish to sell the tourism product of their own country.

4. *Have students visit an agricultural station, farm or oil refinery and report in Spanish on its contribution to the economy.*
5. *Have students listen to a discussion and/or an interview/Podcast about the problems faced by small countries that depend on one product for export, for example, the banana producers of the Caribbean.*

They discuss in class:

- (a) *the reason for the problem;*
- (b) *what small economies can do to protect their main export;*
- (c) *how small countries can survive in a world of globalisation.*

UNIT 2

MODULE 3: LA INDUSTRIA Y LOS ASUNTOS ECONÓMICOS (cont'd)

As a follow-up activity, students write an essay on the issue with suggestions for ways in which these countries could diversify their agricultural sector.

6. *Have students investigate a successful self-employed entrepreneur, either in their country or a country in Spanish-speaking country.*

Students:

- (a) construct a profile of the business;*
- (b) find out about the use of ICTs in the business.*

As a follow-up activity, students do a role-play in Spanish simulating an interview between a journalist and the entrepreneur.

7. *Have students make an oral presentation, create a Podcast (audio or video) on genetically modified foods.*
8. *Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.*

Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.

◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The assessment will comprise two components, one external and one internal. Candidates must complete the School-Based Assessment for each Unit for which they register.

The scheme of assessment for each Unit will be the same. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit.

EXTERNAL ASSESSMENT FOR EACH UNIT

(80 per cent)

Written papers -

5 hours 10 minutes

Paper 01

(1 hour)

Listening Comprehension

Candidates are to answer six compulsory short-response questions.

30 per cent

Paper 02

(2 hours and 10 minutes)

Reading and Writing

Candidates are to answer three questions.

30 per cent

Paper 03

(2 hours)

Literary Analysis and Themes

Candidates are to answer two questions.

20 per cent

SCHOOL-BASED ASSESSMENT FOR EACH UNIT

(20 per cent)

Paper 04 - Oral Examination

This component is assessed by the teacher using School-Based Assessment criteria provided by CXC and is externally moderated by CXC.

MODERATION OF SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of marks must be submitted Online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

ASSESSMENT DETAILS

External Assessment (80 per cent of Total Assessment)

Paper 01 - Listening Comprehension (1 hour - 30 per cent of Total Assessment)

1. Number of Questions

This paper consists of six compulsory questions arranged in two sections covering all three Modules. *Two questions are based on Module 1, one question on Module 2, and three questions on Module 3.*

2. Syllabus Coverage

Knowledge of the entire Unit is required. *The aim of this paper is to test the listening skill.*

3. Question Type

In Section A, which *is based on* Modules 1 and 3, there are five short selections in Spanish and short answers are to be provided in English.

Section B, which *is based on* Module 2, consists of an extended conversation, interview, commentary or discussion in Spanish with questions in English to be answered in English.

4. Mark Allocation

The maximum number of marks available for this paper is 72. The paper contributes 30 per cent to the final assessment. Each Module contributes 10 per cent.

5. Award of Marks

Full marks are awarded for correct answers. *Partial credit is awarded for partially correct answers.*

Paper 02 - Reading and Writing (2 hours and 10 minutes – 30 per cent of Total Assessment)

1. Number of Questions

This paper consists of seven questions.

2. Syllabus Coverage

Familiarity with the entire Unit is required. The aim of this paper is to test the *reading and writing skills.*

3. Question Type

Section A consists of two passages based on Modules 1 and 3 requiring short responses. Candidates must answer ALL questions in Section A.

Passage 1

Candidates will be required to:

- (a) *respond in SPANISH, in their own words, to questions set in SPANISH;*
- (b) *express their opinion on issues raised in the passage.*

Passage 2

Candidates will be required to:

- (a) *respond in ENGLISH, to questions set in ENGLISH;*
- (b) *explain key phrases and idiomatic expressions in the text.*

Section B consists of five (5) essay questions based on Module 2. Candidates will be required to write an essay of 300 - 350 words in SPANISH on ONE of the five questions.

4. Mark Allocation

The total number of marks available for this paper is 72. The paper contributes 30 per cent to the final assessment. Each Module contributes 10 per cent.

5. Award of Marks

In Section A, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.

In Section B, marks are awarded for correctness of expression and content.

Paper 03 – Literary Analysis and Themes (2 hours – 20 per cent of Total Assessment)

1. Number of Questions

This paper consists of eight questions. Candidates are required to answer two questions, one from Section A (Literary Analysis) and one from Section B (Thematic Essays).

Candidates must use a different text to answer each question.

2. Syllabus Coverage

Knowledge of the theme(s) selected is required. The aim of this paper is to test candidates' ability to understand and analyse literary texts.

3. Question Type

UNIT 1

Section A: This section consists of four literary excerpts requiring short responses in **Spanish** to questions set on the excerpts. Candidates will be expected to describe and analyse *one or more of the following*: plot, setting, character *and* narrative or dramatic techniques related to ONE excerpt.

Section B: Section B consists of four essay questions on the set themes. Candidates are required to answer ONE question. *Questions will be set in English. Candidates will be required to refer in detail to one text for the theme of choice. Candidates must not select for Section B, the text which they used for their answer in Section A.*

UNIT 2

Section A: This section consists of four literary excerpts requiring short responses in **Spanish** to questions set on the excerpts. Candidates will be expected to describe and analyse *one or more of the following*: plot, setting, character *and* narrative or dramatic techniques related to ONE excerpt. **Candidates will also be expected to display detailed knowledge of the structure and content of the text.**

Section B: Section B consists of four essay questions on the set themes. Candidates are required to answer ONE question. *Questions will be set in English. Candidates will be required to refer in detail to one text for the theme of choice. Candidates must not select for Section B, the text which they used for their answer in Section A.*

Essays should be between 450-500 words and *be* written in **English** and **MUST** include quotations from the text. Quotations **MUST** be cited in **Spanish**.

Candidates will be allowed to bring into the examination room a dictionary and one text related to EACH theme for the purpose of answering questions in Section B. Texts that are brought into the examination room must not be heavily annotated. *Where any editor's notes appear at the beginning or end of the text, these must not be visible to the candidate.*

4. Mark Allocation

The total number of marks available for this paper is 48. These marks are equally distributed across the three Modules. The paper contributes 20 per cent to the final assessment. Each Module contributes 6.66 per cent.

5. Award of Marks

In Section A, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.

In Section B, marks are awarded for knowledge and understanding, application of knowledge and organisation of material.

School-Based Assessment (20 per cent of Total Assessment)

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are in line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities *emphasised* by this CAPE subject and enhances the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

Paper 04 - Oral Examination (15 minutes – 20% of Total Assessment)

The oral examination will be conducted by the classroom teacher. The entire examination must be taped and submitted to the Local Registrar to reach CXC no later than 31 May of the year of the examination.

UNIT 1

The prepared topic, topic conversation and general conversation MUST be based on Modules 1, 2 or 3 of Unit 1.

UNIT 2

The prepared topic, topic conversation and general conversation MUST be based on Modules 1, 2 or 3 of Unit 2.

The format of the examination is as follows:

1. PREPARED TOPIC (3 minutes) – 12 marks

Presentation by the candidate of a prepared topic of his or her choice approved by the teacher. The topic chosen must focus on a Hispanic country. Reference may also be made to the candidate's country. Candidates will be assessed on their ability to provide relevant information, and to express opinions in a coherent and logical manner.

Candidates should be natural and spontaneous in the delivery of the topic. Candidates are not allowed to bring a written version of their presentation into the examination room, but may have a cue card with no more than five (5) headings.

2. TOPIC CONVERSATION (5 - 6 minutes) – 18 marks

In this section the teacher should initiate conversation about the prepared topic. Candidates must be prepared to provide additional information, as well as express their opinions and engage the teacher in a conversation related to the topic.

3. GENERAL CONVERSATION (5 - 6 minutes) – 18 marks

- (a) This section should start with general questions on the candidate's background and move quickly to a discussion of more abstract or current issues.
- (b) Candidates should discuss current issues but are not expected to be knowledgeable on all such matters.
- (c) Candidates should express their opinions and engage the teacher in a general conversation.

GUIDELINES FOR CONDUCTING THE SCHOOL-BASED ASSESSMENT (ORAL)

1. *The entire examination should be conducted in a relaxed, quiet environment.*
2. The entire examination, including greetings and instructions, must be conducted in Spanish and should not exceed 15 minutes.
3. Before formally beginning the examination, the teacher should put each candidate at ease with one or two simple warm-up questions or comments.

Examples of warm-up questions

¿Cómo estás hoy?

¿Cómo te llamas?

¿Cuántos años tienes?

¿Vives lejos o cerca de aquí?

4. *The teacher should inform the candidate at the start of the assessment that the examination will be conducted in a specific order – prepared topic, topic conversation, general conversation. This should be done in Spanish.*
5. The teacher should encourage the candidate with positive reinforcement such as *bien, muy bien*, in appropriate places.
6. The teacher should **NOT** put off candidates by negative reactions to their responses.
7. The teacher should speak at a natural pace. The teacher should not distort the language by being too deliberate in speech.
8. The teacher should ask questions **once** only and repeat only after the candidate has paused long enough to indicate lack of understanding.
9. *The teacher should avoid talking too much, thus interfering with the candidate's production of the language.*
10. *The teacher should **NOT** end abruptly. The teacher should bring the examination to a pleasant close with some appropriate comment.*

GUIDELINES FOR PREPARED TOPIC

Time: 3 minutes

1. *Each candidate should be prepared to speak on the topic selected. Teachers must ensure that the topic selected by the candidates falls within the scope of the three Modules.*
2. During the examination, candidates are required to speak for approximately THREE MINUTES on the topic chosen. Candidates should be natural and spontaneous in their delivery of the topic.
3. Candidates are allowed to use cue cards with no more than five (5) headings as reminders of special points in their presentation.
4. During the oral examination, the teacher should only make brief encouraging comments such as *bien, muy bien*, in appropriate places.

GUIDELINES FOR TOPIC CONVERSATION

Time: 5 – 6 minutes

1. Prior to the examination, the teacher should have prepared questions on EACH topic.
2. *Questions should be formulated to elicit facts, opinions and comments.*
3. The teacher should ask EACH candidate questions based on the selected topic but should bear in mind that the examination should be conducted as a conversation between two persons.
4. Care should be taken to ensure that the conversational nature of the examination is developed and maintained throughout.

GUIDELINES FOR GENERAL CONVERSATION

Time: 5 – 6 minutes

1. *Prior to the examination, the teacher should have prepared questions on current issues.*
2. *Questions should be formulated to elicit facts, opinions and comments.*
3. *The teacher should bear in mind that the examination should be conducted as a conversation between two persons.*
4. *Care must be taken to ensure that the conversational nature of the examination is developed and maintained throughout.*

The Assessment criteria will be based on the following areas:

- (a) *Content and Presentation;*
- (b) *Comprehension;*
- (c) *Correctness of Expression and Vocabulary;*
- (d) *Pronunciation, Intonation and Fluency.*

Examples of General Questions

1. *¿Cómo se puede mejorar la relación entre hijos y padres?*
2. *¿Cuáles son los problemas que enfrentan el sistema educativo en tu país?*
3. *¿Qué pueden hacer los jóvenes para prepararse por una entrevista de trabajo?*
4. *¿Cuál es tu opinión de la pena de muerte?*
5. *¿Cómo te sentirías si tuvieras que vivir en condiciones infrahumanas?*
6. *¿Por qué hay tantas personas sin hogar en el mundo?*

MARK SCHEME FOR THE SCHOOL-BASED ASSESSMENT (ORAL EXAMINATION)

The total mark for the oral examination is 48. In the Mark Scheme below, the marks for Topic Conversation and General Conversation were doubled for marking convenience and should be divided by TWO (2) before being added to the mark for Prepared Topic to arrive at the final mark.

| Prepared Topic 12 Marks | Topic Conversation 18 Marks | | | | General Conversation 18 Marks | | |
|---|---|---|---|---|---|---|--|
| | Comprehension 6 Marks | Correctness of Expression/Range of Vocabulary 6 Marks | Pronunciation/ Intonation/Fluency 6 Marks | Comprehension 6 Marks | Correctness of Expression/ Range of Vocabulary 6 Marks | Pronunciation/ Intonation/Fluency 6 Marks | |
| 10-12 Excellent organisation and coverage of topic; includes many facts, ideas and sound opinions expressed in a very coherent and logical manner; very spontaneous delivery; excellent presentation. | Total 6 x 2 = 12 10 - 12 Responds promptly and appropriately to all questions and has no problems comprehending. | Total 6 x 2 = 12 10 - 12 Uses a wide range of structures and vocabulary appropriately and accurately; an occasional minor error. | Total 6 x 2 = 12 10 - 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation. | Total 6 x 2 = 12 10 - 12 Responds promptly and appropriately to all questions and has no problems comprehending. | Total 6 x 2 = 12 10 - 12 Uses a wide range of structures and vocabulary appropriately and accurately; an occasional minor error. | Total 6 x 2 = 12 10 - 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation. | |
| 8 - 9 Very good organisation and coverage of topic; includes many facts, ideas and opinions; opinions are coherent and logical; spontaneous delivery; very good presentation. | 8 - 9 Responds promptly and appropriately to most questions but has occasional problems comprehending. | 8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors. | 8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation. | 8 - 9 Responds promptly and appropriately to most questions and has occasional problems comprehending. | 8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors. | 8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation. | |
| 7 Good organisation and coverage of topic; fewer facts, ideas and opinions included; opinions are coherent and logical; slight hesitancy in delivery; good presentation. | 7 Responds appropriately but has some problems comprehending. | 7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors. | 7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation. | 7 Responds appropriately but has some problems comprehending. | 7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors. | 7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation. | |

| Prepared Topic 12 Marks | | Topic Conversation 18 Marks | | | | General Conversation 18 Marks | | |
|--|---|--|--|---|--|--|--|--|
| Content/Presentation | Comprehension 6 Marks Total 6 x 2 = 12 | Correctness of Expression/Range of Vocabulary 6 Marks Total 6 x 2 = 12 | Pronunciation/ Intonation/Fluency 6 Marks Total 6 x 2 = 12 | Comprehension 6 Marks Total 6 x 2 = 12 | Correctness of Expression/ Range of Vocabulary 6 Marks Total 6 x 2 = 12 | Pronunciation/ Intonation/Fluency 6 Marks Total 6 x 2 = 12 | | |
| 6 Satisfactory organisation and coverage of topic; not many facts, ideas and opinions included; opinions expressed with reasonable coherence and logic; greater hesitancy in delivery; satisfactory presentation. | 6 Understands most questions but responds after some delay. | 6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning. | 6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors. | 6 Understands most questions but responds after some delay. | 6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning. | 6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors. | | |
| 5 Inadequate organisation and coverage of topic; very few facts, ideas and opinions included; opinions lack coherence and logic; marked hesitancy in delivery; very disjointed presentation. | 5 Understands only basic questions, requires prompting and responds with difficulty. | 5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning. | 5 Generally incorrect pronunciation and intonation; marked hesitation in speech. | 5 Understands only basic questions, requires prompting and responds with difficulty. | 5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning. | 5 Generally incorrect pronunciation and intonation; marked hesitation in speech. | | |
| 3 - 4 Very poor organisation and coverage of topic; irrelevant material, incoherent arguments, no factual information; long pauses in delivery. | 3 - 4 Understands very few questions and produces limited responses. | 3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies. | 3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech. | 3 - 4 Understands very few questions and produces limited responses. | 3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies. | 3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech. | | |
| 0 - 2 Little or no production; ungradable. | 0 - 2 Understands little or nothing and produces many anglicisms. | 0 - 2 Demonstrates no grasp of essential structures; generally inaccurate. | 0 - 2 Severely distorted pronunciation and intonation; cannot be understood. | 0 - 2 Understands little or nothing and produces many anglicisms. | 0 - 2 Demonstrates no grasp of essential structures; generally inaccurate. | 0 - 2 Severely distorted pronunciation and intonation; cannot be understood. | | |

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to complete Papers 01, 02, 03 and 04.

Paper 04 comprises the oral examination.

The requirements of Paper 04 are the same as those for the School-Based candidates.

◆ REGULATIONS FOR RESIT CANDIDATES

Re-sit candidates must complete Papers 01, 02 and 03 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated SBA score [Paper 04, Oral Examination] earned in the previous sitting within the preceding two years.

Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.

Candidates re-using SBA scores in this way must register as 'Re-sit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

For CAPE Spanish, candidates can no longer transfer their SBA score from one Unit to the other Unit.

Re-sit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to Papers and Modules, and percentage contributions of each Paper to total scores.

| Papers | Module 1 | Module 2 | Module 3 | Total | (%) |
|--------------------------------|-----------|-----------|-----------|------------|--------------|
| External Assessment | | | | | |
| Paper 01 | 24 | 24 | 24 | 72 | (30) |
| Paper 02 | 24 | 24 | 24 | 72 | (30) |
| Paper 03 | 16 | 16 | 16 | 48 | (20) |
| School-Based Assessment | | | | | |
| Paper 04 | 16 | 16 | 16 | 48 | (20) |
| Total | 80 | 80 | 80 | 240 | (100) |

◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE MODERN LANGUAGES EXAMINATIONS

WORD

(Analyse) *Analiza*

TASK

Explain or interpret information by examining its constitution or structure methodically as directed. An analysis may involve identifying matters such as dialectal varieties, attitudes to language, authorial tone, elements of literary analysis, such as plot, theme, stylistic devices, narrative point of view, tone, time and setting.

This requires the careful examination of material in order to identify meaning. This may be done by identifying motives or causes, making inferences, and/or finding evidence to support generalisations.

For example: Analiza el tono del episodio. Justifica tu respuesta.

(Comment) *Comenta*

Give your views or reaction. This verb is typically used in a question that seeks the candidate's views on the effectiveness of a literary or language device and requires an examination of how the writer uses different elements of writing, for example, a literary device or diction to create effect and meaning. The overall effect on the piece of work must be provided. The effect must take into account the writer's purpose and other elements of the piece of work, for example, theme, structure, diction and tone. A judgment must be made about the level of effectiveness of the element used. A link must be made between the writer's intent and the outcome.

For example: Comenta el punto de vista narrativo del episodio.

WORD

(Compare and contrast)
Compara y contrasta

(Define) Define

(Describe) Describe

(Discuss) Discute

TASK

Express similarities and differences between at least two entities. 'Compare' refers to the similarities, while 'contrast' refers the differences. An alternative expression is 'State/Discuss similarities and differences'. Contrast expresses differences and distinction. In the act of contrasting, similarities are noted so that differences and distinctions can be highlighted. In comparing, however, only similarities are highlighted. Instead of the words compare or contrast, the words similarities or differences may be used in the examination.

For example: Compara y contrasta las versiones de Cristo y del narrador de la muerte de Santiago.

Discute las semejanzas y las diferencias entre las dos versiones.

State precisely the meaning, nature or scope of words or phrases (often with an illustration). This verb is usually used in relation to words/phrases. It may be necessary to give an example.

For example: Define el término "presagio".

Provide a detailed account, including significant characteristics or traits of the issue in question.

For example: Describe el carácter de Tita en este episodio.

Provide an extended answer exploring related concepts and issues using detailed examples but not necessarily drawing a conclusion.

For example: En un ensayo de no más de 350 palabras, discute las ventajas y las desventajas del turismo/del internet.

WORD

(Explain) Explica

(Evaluate) Evalúa

(Give /State) Da

(Identify) Identifica

(Justify) Justifica

TASK

Focus on what, how and why something occurred. State the reasons or justifications, interpretation of results and causes. Make something (usually an idea, situation or problem) clear by describing it in more detail or giving more information on it. Include evidence to support your explanation.

For example: Explica el significado de la frase “Nosotros somos huérfanos de nuestro hijo...” en el episodio y en el texto.

Judge or determine the value of material (sources of information, articles) for a given purpose with appropriate support/ examples/ evidence.

For example: Evalúa la fiabilidad de la información.

These verbs can be used interchangeably. Provide short concise answers.

For example: Da DOS razones por las cuales Casilda decide quedarse con Vidal al fin del cuento.

Extract the relevant information from the stimulus without explanation.

For example: Identifica DOS metáforas empleadas en el episodio.

In some instances the question may first ask that you identify and then justify your answer. In such a situation an explanation must be given.

Give an explanation (for a response or situation). Support your explanation with the use of examples.

For example: ¿Cómo caracterizarías al protagonista? Justifica tu respuesta.

WORD

(Relate) Relata

(Suggest) Sugiere/ Recomienda

TASK

Tell or give an account of.

For example: Relata la trama del episodio.

To provide, to give, or to put forward suggestions or recommendations.

Sugiere/Recomienda TRES maneras en las cuales los alimentos transgénicos podrían ser ventajosos para tu país.

◆ RESOURCES

- Ayerdi, P., Taberna, F. *Juventud y empleo, una aproximación descriptiva*, Madrid: Editorial Popular, 2003.
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- Dawson, L. *Dicho y hecho*, New York: John Wiley and Sons Inc., 2001.
- Read And Think Spanish (Book): The Editors of Think Spanish Magazine: Learn the Language and Discover the Culture of the Spanish-Speaking World Through Reading, McGraw-Hill Contemporary; Bilingual edition, 2005.
- Hare, T. *La polución de los mares*, Madrid: Ediciones S.M., Colección Tierra viva, 1990.
- Hare, T. *El efecto invernadero*, Madrid: Ediciones S. M., Colección Tierra viva, 1990.
- Hare, T. *Los residuos radioactivos*, Madrid: Ediciones S.M., Colección Tierra viva, 1990.
- Mee, D. and Thacker, M. *¡Al tanto!* New edition London: Nelson, 2000.
- Savaiano, E. and Winget, L. *2001 Spanish and English Idioms*, New York: Barron's Educational Series, 2002.
- Simpson, B. *Demystifying Spanish Grammar: Advanced Spanish Grammar, Clarifying the Written Accents, Ser/Estar (Verbs), Para/Por (Prepositions), Imperfect/Preterite (Past Tenses), & the Spanish Subjunctive*. Small Town Press; 2008.
- Vallecillos, R. Alonso *Practice Makes Perfect: Advanced Spanish Grammar (Practice Makes Perfect Series) [Paperback]*
"Publisher: McGraw-Hill Contemporary; Bilingual edition, 2008.

**Information pertaining to *Español Avanzado* can be accessed through Chalkboard Press, UWI, Mona, 2 Gibraltar Camp Road, Mona Campus, Kingston 7, Jamaica. Telephone: (876)977- 6451, Fax: (876)977- 5346 or email: mpu_uwi@yahoo.com

◆ AUDIO-VISUAL MATERIALS

Dictionaries

Collins: Spanish Dictionary and Grammar, Glasgow: Harper-Collins Publisher, 2008.

Collins: Spanish- English Dictionary, Glasgow: Harper-Collins Publisher, 2009.

Oxford Spanish Dictionary, New York: Oxford University Press, 2008.

Seco, M. *Diccionario de dudas y dificultades de la lengua española*, Madrid: Expase-Calpe, 1989.

Websites

www.ver-taal.com (vocabulary, grammar, and listening activities)

www.spanishprograms.com (free worksheets and classroom activities for teachers)

www.todoele.net (a site created by Spanish teachers for Spanish teacher with lesson plans, activities and many other resources)

<http://www.spanish.cl/Grammar/Games.htm>

<http://www.laits.utexas.edu/spe/siteindex.php> (listening activities)

<http://www.notesinspanish.com/> (listening activities)

<http://www.ver-taal.com/cultura.htm> (listening activities)

<http://www.ver-taal.com/anuncios.htm> (listening activities)

vocabulario.com.mx

www.bbcmundo.com

www.cnnenespañol

Audio-visual Material

Dan que hablar: actividades con anuncios de la tele para la clase de español. (CD-ROM with audiovisual clips for oral comprehension). Edinumen, 2006.

Descubrir España y Latinoamérica. (Aural comprehension) Cideb, 2008.

Español con películas (películas españolas con subtítulos en español y con explotaciones didácticas) Edinumen.

Voces de América: video. SGEL, 2003.

Please note that these materials can be accessed through: (i) Grant and Cutler Language Booksellers <http://www.grantandcutler.com>; (ii) Amazon Books - <http://www.amazon.com> ; (iii) Lectorum Bookstore – <http://www.lectorumbooks.com>

Western Zone Office



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®



SPANISH

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03

Mark Schemes and Keys:

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03



TEST CODE **02145010**

FORM 02145010/SPEC/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 1

PAPER 01 - LISTENING COMPREHENSION

CANDIDATE'S PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of FIVE selections.
3. Section B consists of an interview.
4. Answer ALL questions using the spaces provided in this booklet.
5. ALL answers are to be written in ENGLISH.

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02145010/CAPE/SPEC/2011

SECTION A

Instruction to Candidates

You will hear FIVE short selections. Each will be read twice. Listen carefully, then, in the spaces provided in your answer booklet, answer in ENGLISH, the questions that are based on each selection. You may make notes at any time during the examination.

You now have ONE minute to read the questions on the first selection.

Now, listen to the first selection.

SELECTION 1

Listen to the first selection for the second time.

You now have TWO minutes to answer the questions.

1. Place a tick (✓) next to EACH of the SIX sentences that is correct according to the selection.

| | | |
|-----|---|--|
| (a) | Peanuts contain potentially harmful chemical properties. | |
| (b) | Peanuts have similar benefits as carrots and strawberries. | |
| (c) | Peanuts have equally healthy properties as cucumbers and peaches. | |
| (d) | Peanuts are high in antioxidants. | |
| (e) | Antioxidants help to protect against heart disease. | |
| (f) | Antioxidants do not help to protect against cancer. | |
| (g) | Peanuts are high in potassium. | |
| (h) | Peanuts contain significant quantities of proteins. | |
| (i) | Peanuts contain large amounts of monosaturated fats. | |
| (j) | Monosaturated fats help to lower cholesterol. | |

Total 12 marks

You now have ONE minute to read the questions on the second selection.

Now, listen to the second selection.

SELECTION 2

Listen to the second selection for the second time.

You now have TWO minutes to answer the questions.

2. (a) In what year was Shakira born?

[1 mark]

- (b) Besides singing, what else does Shakira do professionally?

[2 marks]

- (c) What did she accomplish on MTV?

[1mark]

- (d) What was significant about the video “Suerte”?

[3 marks]

- (e) What happened to Shakira in 2001?

[2 marks]

- (f) What happened to Shakira in 2010?

[3 marks]

Total 12 marks

You now have ONE minute to read the questions on the third selection.

Now, listen to the third selection.

SELECTION 3

Listen to the third selection for the second time.

You now have TWO minutes to answer the questions.

3. Place a tick (✓) next to EACH of the FOUR sentences that is correct according to the selection.

| | | |
|-----|---|--|
| (a) | This is a home-made recipe for an insecticide made with harmful chemicals. | |
| (b) | Hot pepper, water and soap are the main ingredients. | |
| (c) | Pumpkin, hot water and sugar are some of the ingredients. | |
| (d) | The first step when making this mixture is to grind the hot pepper. | |
| (e) | Twenty litres of water are required when making this recipe. | |
| (f) | Some of the insects controlled by this insecticide are fleas, worms and ants. | |
| (g) | The Mosaico virus attacks both cucumbers and tobacco. | |
| (h) | Potatoes are also affected by the Mosaico virus. | |

Total 8 marks

You now have ONE minute to read the questions on the fourth selection.

Now, listen to the fourth selection.

SELECTION 4

Listen to the fourth selection for the second time.

You now have TWO minutes to answer the questions.

4. (a) How did Greenpeace describe the year 2008 in Spain with respect to the environment?

[1 mark]

- (b) What positive aspect of the year was highlighted?

[3 marks]

- (c) State ONE measure that Greenpeace criticized.

[2 marks]

- (d) What did Greenpeace hope that the Spanish government would do in 2009?

[2 marks]

Total 8 marks

You now have ONE minute to read the questions on the fifth selection.

Now, listen to the fifth selection.

SELECTION 5

Listen to the fifth selection for the second time.

You now have TWO minutes to answer the questions.

5. (a) What problem is identified in this selection?

_____ [1mark]

- (b) Where is this problem most acute?

_____ [1 mark]

- (c) How are people affected by this problem?

 _____ [2 marks]

- (d) According to Spain's Constitutional Court, what does this problem violate?

_____ [2 marks]

- (e) List TWO negative results of this problem.

 _____ [2 marks]

Total 8 marks

Section Total 48 marks

END OF SECTION A

SECTION B

Instruction to Candidates

In this section you will hear an interview. The entire interview will be played a first time and will then be repeated in two parts. You will be allowed THREE minutes to read the questions based on the interview before the compact disc (CD) is played for the first time.

After listening to PART 1, you will be allowed FIVE minutes to answer the questions on that part. This procedure will be repeated for PART 2.

The entire interview will then be repeated, after which you will be allowed time to check your work.

You now have THREE minutes to read the questions.

Now, listen to the entire interview.

[Entire interview is played]

Interview with Srta. Liliana Prado, a social worker in Spain, about the drug situation in that country.

Now, listen to PART 1 of the interview.

[PART 1 is played]

You now have FIVE minutes to answer the questions on PART 1.

PART 1

6. (a) According to Señorita Prado, who are the main persons with a drug problem in Spain?

_____ [1 mark]

- (b) How does Señorita Prado describe this group of persons?

[4 marks]

- (c) What is said about women and drugs in Spain?

[3 marks]

- (d) What type of persons are treated at rehabilitation centres?

[1 mark]

- (e) How are persons affected by taking more than one drug?

[1 mark]

- (f) How does Señorita Prado describe “el rebujito”?

[2 marks]

Now, listen to PART 2 of the interview.

[PART 2 is played]

You now have FIVE minutes to answer the questions on PART 2.

PART 2

- (g) According to Señorita Prado, what is the drug situation like in Europe?

[1 mark]

- (h) What details are given about the consumption of drugs in Spain?

[3 marks]

- (i) How does Señorita Prado feel about the efforts of the government?

[2 marks]

- (j) What took place in November 2002?

[3 marks]

- (k) What is significant about this event?

[3 marks]

Section Total 24 marks

Now, listen to the entire interview as it is played for the final time.

[Entire interview is played]

You may now use the time remaining to check your work.

END OF TEST

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TEST CODE **02145020**

FORM 02145020/SPEC - 2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 1

PAPER 02 - READING AND WRITING

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

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SECTION A

READING COMPREHENSION

This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.

Passage 1El secreto de la felicidad

En la isla llamada Metoma, en el extremo norte de Vanuatu, Jean Pierre John puede mirar a su alrededor y realmente decir que es dueño de todo lo que ve. Este hecho pone a Jean Pierre en un club exclusivo conformado por comerciantes millonarios, miembros de la realeza y estrellas de rock. Pero Jean Pierre no es ninguna de esas cosas. De hecho, no podría ser más diferente. En Metoma, Jean Pierre y su familia viven en chozas de paja. No tiene electricidad ni agua corriente, ni radio ni televisión, y su único medio de transporte es un bote con remos, lo que limita la capacidad de viajar a sólo la isla vecina. Encima, no tienen mucha plata y menos oportunidades para conseguirla. Pero la realidad es que la familia John realmente vive feliz. Aunque suene raro – particularmente a quienes viven en ciudades – en la isla no les falta nada.

Toda la comida que consumen se consigue en o cerca de Metoma. Ciertamente, la comida es tan fácil de conseguir que la familia parece contar con mucho tiempo para relajarse. Cuando los Johns tienen algo de dinero – quizás tras vender una de sus vacas –, compran jabón en polvo y keroseno para sus lámparas. Pero si no, se pueden apañar con lo que encuentran en casa: hay unos palitos que pueden molerse para hacer jabón y el aceite de coco reemplaza al keroseno.

A Vanuatu lo han escogido, año tras año, como el país más feliz del mundo. ¿Cuál es, entonces, el secreto de la felicidad? “No tenerse que preocupar por el dinero”, responde Jean Pierre sin dudar. Si uno hace la misma pregunta en Inglaterra o en cualquier otro país, seguramente recibirá la misma respuesta. La diferencia es que, en el caso de Jean Pierre, no preocuparse por el dinero significa no necesitar tenerlo, no querer tener millones. La felicidad de Jean Pierre es más que cuestión de dinero. Viene también de tener a su familia cerca y no hay duda de que hay un respeto enorme entre ellos.

Si se puede o no medir la felicidad es debatible, pero no hay duda de que Metoma – o Vanuatu entera – cuenta con los ingredientes para inspirarla. Los dos pilares de la clásica vida feliz – fuertes lazos familiares y la ausencia general de materialismo – son comunes en esta nación.

*Adapted from Huw Cordey, “Y el secreto de la felicidad es...”.
BBCMundo.com, 4 June 2008.*

1. **Answer the following questions, in SPANISH, in your own words.**

- (a) (i) ¿Por qué dice que el artículo que Jean Pierre pertenece a un club exclusivo? **[1 mark]**
- (ii) ¿Quiénes más pertenecen a este club? **[3 marks]**
- (b) ¿Por qué dice el artículo que Jean Pierre es diferente de los otros miembros del club? Justifica tu respuesta usando ejemplos. **[4 marks]**
- (c) (i) ¿Dónde consigue la familia John la comida? **[2 marks]**
- (ii) ¿Cómo le afecta a la familia esta práctica? **[1 mark]**
- (d) ¿Qué reconocimiento ha recibido Vanuatu? **[2 marks]**
- (e) (i) Según párrafo tres, ¿qué se considera generalmente el secreto de la felicidad? **[2 marks]**
- (ii) Explica la ironía en el caso de Vanuatu. **[3 marks]**
- (f) Según el artículo, ¿cuáles son las dos características principales de la felicidad? **[2 marks]**
- (g) En tu opinión, ¿cómo se logra la felicidad? **[4 marks]**

Total 24 marks

Passage 2Como salvar a los mamíferos

Un nuevo estudio, realizado por investigadores mexicanos y estadounidenses de la universidad de Stanford en California concluyó que la extinción de especies animales en el mundo es más grave de lo que se cree. Estos investigadores realizaron por primera vez una compilación de los mapas de distribución de las 5.000 especies de mamíferos en el mundo. Estos mapas revelaron que cerca del 25% de las especies mamíferos del planeta corren el riesgo de extinción y la mayoría habitan en la Amazonia, América Central, el Congo, el este de África y el sureste de Asia.

Los investigadores eligieron estudiar a los mamíferos porque además de ser animales carismáticos, tienen un papel muy importante en la naturaleza. Se encuentran generalmente hasta arriba de la cadena alimentaria y sus actividades determinan en gran parte cómo funcionan estos sistemas biológicos. Es por eso que la pérdida de estas especies tiene consecuencias muy importantes para la naturaleza y para los humanos.

Los investigadores concluyeron del estudio que la única forma de salvar a los mamíferos es el establecimiento de áreas protegidas en un 11% de la superficie terrestre – unos 17 millones de kilómetros cuadrados. Con las estructuras políticas que existen actualmente no será posible lograr este programa tan ambicioso. El principal problema para la conservación de mamíferos es que los países donde se encuentren estos animales no tienen los recursos para llevar a cabo esa preservación.

Actualmente ya existen en el mundo áreas protegidas para la conservación de especies, pero éstas son insuficientes. Se requiere más reservas y más áreas naturales con una conservación más estricta, pero también que muchos de estos animales puedan sobrevivir en paisajes donde hay actividad humana como agricultura, minería y silvicultura.

Se requiere de mucho esfuerzo, y sobre todo de colaboración de los países con más recursos para que apoyen a los que tienen menos recursos. Como seres humanos tenemos dos caminos – ignorar estos datos y no hacer nada y entonces la naturaleza se encargará de recordárnoslo como en el caso de los tsunamis y las inundaciones, o bien, mover a las fuerzas sociales y políticos para poder actuar ahora en la magnitud que corresponde.

*Adapted from “Como salvar a los mamíferos?”
BBC MUNDO, August 18, 2005.*

2. **Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) What is the conclusion of the study carried out by the University of Stanford? [2 marks]
- (b) (i) What did the study involve? [2 marks]
(ii) What did the study reveal? [2 marks]
- (c) Why were mammals chosen to be studied? [4 marks]
- (d) (i) How can mammals be saved? [2 marks]
(ii) Why would it be difficult to save mammals? [2 marks]
- (e) Apart from the existing protected areas, what is necessary to stop animals from becoming extinct? [3 marks]
- (f) What are possible human responses to the problem discussed in the passage? [2 marks]

Find in the text the words or phrases that are similar in meaning to the following expressions:

- (g) ...llevado a cabo... [paragraph 1] [1 mark]
- (h) ...peor... [paragraph 1] [1 mark]
- (i) ...escogieron... [paragraph 2] [1 mark]
- (j) ...encantadores... [paragraph 2] [1 mark]
- (k) ...impulsar... [paragraph 5] [1 mark]

Total 24 marks

SECTION B**ESSAYS**

Write an essay, in SPANISH, using 300 – 350 words on ONE of the following topics.

Structure of the family

3. Nunca se logrará un verdadero equilibrio entre las mujeres y los hombres. ¿Qué opinas?

[Total 24 marks]

Employment and unemployment

4. Cada persona que quiere ser empleada puede encontrar un trabajo. Discute.

[Total 24 marks]

Role of the media

5. El comportamiento negativo de los jóvenes es una consecuencia directa de los programas que miran en la televisión. ¿Estás de acuerdo?

[Total 24 marks]

Religion in a multicultural society

6. La religión es una forma de esclavitud. ¿Qué piensas?

[Total 24 marks]

Education

7. La educación no vale nada hoy en día. ¿Qué piensas?

[Total 24 marks]

END OF TEST

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TEST CODE 02145030

FORM 02145030/SPEC - 2011

CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION
SPECIMEN PAPER

SPANISH UNIT 1

PAPER 03 – LITERARY ANALYSIS AND THEMES

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of FOUR excerpts. You are to choose ONE excerpt and answer, in SPANISH, the questions based on that excerpt.
3. Section B consists of FOUR essay questions, with TWO on EACH theme related to the texts studied during the year.
4. Answer ONE question from Section B. Your answer must be in ENGLISH, but quotations must be in SPANISH.
5. You are allowed to use a dictionary and ONE text related to EACH theme to assist you in answering Section B. The text should NOT be heavily annotated.
6. You must NOT use the same text to answer both of your questions.

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SECTION A

LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in SPANISH.

EITHER1. Viajar por el mundo

Tía Ele nos contaba anécdotas de sus viajes cada vez que nos quejábamos de las clases. Era su manera de motivarnos a estudiar para graduarnos, ir a la Universidad, ser profesionales y poder viajar porque uno nunca sabía cuándo le iba a tocar vivir un momento histórico como ese.

- Yo voy a viajar a Australia —decía Quique — a ver a los canguros.
- Yo a Egipto, a ver las pirámides—apuntaba Andrés.
- Yo a Roma a ver el Coliseo y a Perú a ver Machu Pichu.
- ¿Verdad que no debe ir a América Latina, tía? — preguntaba Quique.
- Bueno, a ver a Machu Pichu y las pirámides de México y el Pan de Azúcar en Brasil sí, pero no de pasear como uno puede ir por las ciudades europeas. Es una región muy triste, donde sólo hay indios pobres, hambrientos, muy sucios. Argentina sí vale la pena, porque ahí la gente es como europea, pero el resto de continente es muy triste, y uno no viaja para entristecerse sino para distraerse — explicaba, y luego cambiaba el tema.
- Pero para viajar, ya saben tienen que ser educados, hablar otros idiomas y sobre todo, aprender a comer de todo, no pueden ser jíbaros al comer.

Esto lo decía por Andrés y por mí, que no comíamos casi nada. Quique era como el resto de la familia, y no había que rogarle que probara comida, se atragantaba de todo a la menor provocación.

Adapted from Magali García Ramis, Felices días, Tío Sergio, Editorial Antillana, 1999, pp. 62–63.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el punto de vista narrativo. Justifica tu respuesta. [4 marks]
- (c) Explica la actitud hacia Europa versus América Latina en el episodio. [4 marks]
- (d) Explica, en tus propias palabras, la última oración: “Quique era como el resto de la familia, y no había que rogarle que probara comida, se atragantaba de todo a la menor provocación.” [4 marks]

Total 16 marks

GO ON TO THE NEXT PAGE

OR

2.

Ya no vivo allí

No siempre hemos vivido en Mango Street. Antes vivimos en el tercer piso de Loomis... Ya para cuando llegamos a Mango Street éramos seis: Mamá, Papá, Carlos, Kiki, mi hermana Nenny y yo.

La casa de Mango Street es nuestra y no tenemos que pagarle renta a nadie, ni compartir el patio con los de abajo, ni cuidarnos de hacer mucho ruido, y no hay propietario que golpee el techo con una escoba. Pero aún así no es la casa que hubiéramos querido.

Tuvimos que salir volados del departamento de Loomis. Los tubos del agua se rompían y el casero no los reparaba porque la casa era muy vieja. Salimos corriendo. Teníamos que usar el baño del vecino y acarrear agua en botes lecheros de un galón. Por eso Mamá y Papá buscaron una casa, y por eso nos cambiamos a la de Mango Street, muy lejos, del otro lado de la ciudad...

Pero la casa de Mango Street no es de ningún modo como ellos la contaron. Es pequeña y roja, con escalones apretados al frente y unas ventanitas tan chicas que parecen guardar su respiración. Los ladrillos se hacen pedazos en algunas partes y la puerta del frente se ha hinchado tanto que uno tiene que empujar fuerte para entrar. No hay jardín al frente sino cuatro olmos chiquitos que la ciudad plantó en la banqueta. Afuera, atrás hay un garaje chiquito para el carro que no tenemos todavía, y un patiecito que luce todavía más chiquito entre los edificios de los lados. Nuestra casa tiene escaleras pero son ordinarias, de pasillo, y tiene solamente un baño. Todos compartimos recámaras, Mamá y Papá, Carlos y Kiki, yo y Nenny.

Una vez, cuando vivíamos en Loomis, pasó una monja de mi escuela y me vio jugando enfrente. La lavandería del piso bajo había sido cerrada con tablas arriba por un robo dos días antes, y el dueño había pintado en la madera **SÍ, ESTÁ ABIERTO**, para no perder clientela.

¿Dónde vives? preguntó.

Allí, dije señalando arriba, al tercer piso.

¿Vives *allí*?

Allí. Tuve que mirar a donde ella señalaba. El tercer piso, la pintura descarapelada, los barrotes que Papá clavó en las ventanas para que no nos cayéramos. ¿Vives *allí*? El modito en que lo dijo me hizo sentirme una nada. *Allí*. Yo vivo *allí*. Moví la cabeza asintiendo.

GO ON TO THE NEXT PAGE

Desde ese momento supe que debía tener una casa. Una que pudiera señalar. Pero no esta casa. La casa de Mango Street no. Por mientras, dice Mamá. Es temporario, dice Papá. Pero yo sé cómo son esas cosas.

Sandra Cisneros, La casa en Mango Street, Vintage Español, 2009, pp 3–5.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el punto de vista narrativo. Justifica tu respuesta. [4 marks]
- (c) ¿Por qué la palabra *allí* se escribe en letra cursiva (italics) en el quinto párrafo? [4 marks]
- (d) Explica, en tus propias palabras, el significado de la última oración:
“Pero yo sé cómo son esas cosas.” [4 marks]

Total 16 marks

OR

3.

La misión de Esperanza

Precisamente fue una tarde de las que pasaban juntas en la cocina cuando Tita se enteró de que Alex, el hijo de John Brown, pretendía a Esperanza. Tita fue la primera en saberlo. Habían vuelto a verse, después de muchos años, en una fiesta de la preparatoria donde Esperanza estudiaba. Alex ya estaba terminando su carrera de médico. Desde el primer momento se habían atraído el uno hacia el otro. Cuando Esperanza le dijo a Tita que al recibir la mirada de Alex sobre su cuerpo ella se había sentido como la masa de un buñuelo entrado al aceite hirviendo, Tita supo que Alex y Esperanza se unirían irremediabilmente.

Rosaura intentó por todos los medios de evitarlo. Desde un principio se opuso franca y terminantemente. Pedro y Tita intercedieron por Esperanza y de esta manera se inició entre ellos una verdadera guerra a muerte. Rosaura exigía a gritos sus derechos: Pedro y Tita estaban rompiendo el pacto y eso no era justo.

No era la primera vez que tenían discusiones a causa de Esperanza. Las primeras fueron porque Rosaura se empeñaba en que su hija no asistiera a la escuela, pues lo consideraba una pérdida de tiempo. Si la misión de Esperanza en esta vida era únicamente la de cuidarla a ella, su madre, por siempre, no necesitaba para nada de elevados conocimientos, era preferible que estudiara piano, canto y baile. El dominar estas actividades le sería de enorme utilidad en la vida. En primera, porque así Esperanza podría proporcionarle a Rosaura maravillosas tardes de entretenimiento y diversión y, en segunda, porque su participación dentro de las fiestas de sociedad sería de lo más relevante y espectacular. De esta forma capturaría las atenciones de todos y sería siempre muy bien aceptada dentro de la clase alta. Haciendo una gran labor, lograron convencer a Rosaura tras largas pláticas de que era importante que Esperanza, aparte de cantar, bailar y tocar el piano virtuosamente, pudiera hablar de cosas interesantes cuando se acercaran a ella y para esto era vital que asistiera a la escuela. Entonces Esperanza asistió a la mejor escuela, con el objeto de pulir su intelecto. Tita, por su parte, se encargó de enseñarle algo igual de valioso: los secretos de la vida y del amor a través de la cocina.

Adapted from Laura Esquivel, Como agua para chocolate, Grijalbo Mondadori, S.A., 1990, pp. 203–204.

- | | | |
|-----|--|------------------|
| (a) | Relata el argumento del episodio. | [4 marks] |
| (b) | Identifica y comenta el punto de vista narrativo en el episodio. | [4 marks] |
| (c) | Describe el carácter de Rosaura. Justifica tu respuesta. | [4 marks] |
| (d) | Explica el papel de Tita en este pasaje. | [4 marks] |

Total 24 marks

GO ON TO THE NEXT PAGE

OR

4.

Déme la navaja

MADRE. Hijo, el almuerzo.

NOVIO. Déjelo. Comeré uvas. Déme la navaja.

MADRE. ¿Para qué?

NOVIO. (*Riendo*) Para cortarlas

MADRE. (Entre dientes y buscándola) La navaja, la navaja ...

Malditas sean todas y el bribón que las inventó.

NOVIO. Vamos a otro asunto.

MADRE. Y las escopetas y las pistolas y el cuchillo más pequeño, y hasta las azadas y los biellos de la era.

NOVIO. Bueno.

MADRE. Todo lo que puede cortar el cuerpo de un hombre. Un hombre hermoso, con su flor en su boca, que sale a las viñas o va a sus olivos propios, porque son de él, heredados. . .

NOVIO. (Bajando la cabeza)

Calle usted.

MADRE. . . y ese hombre no vuelve. O si vuelve es para ponerle una palma encima o un plato de sal gorda para que no se hinche. No sé cómo te atreves a llevar una navaja en tu cuerpo, ni cómo yo dejo a la serpiente dentro del arcón.

NOVIO. ¿Está bueno ya?

MADRE. Cien años que yo viviera, no hablaría de otra cosa. Primero tu padre, que me olía a clavel y lo disfruté tres años escasos. Luego tu hermano. ¿Y es justo y puede ser que una cosa pequeña como una pistola o una navaja pueda acabar con un hombre, que es un toro? No callaría nunca. Pasan los meses y la desesperación me pica en los ojos y hasta en las puntas del pelo.

NOVIO. (fuerte.) ¿Vamos a acabar?

MADRE. No. No vamos a acabar. ¿Me puede alguien traer a tu padre? ¿Y a tu hermano? Y luego el presidio. ¿Qué es el presidio? ¡Allí tocan los instrumentos! Mis muertos llenos de hierba, sin hablar, hechos polvo; dos hombres que eran dos geranios. . . Los matadores, en presidio, frescos, viendo los montes . . .

NOVIO. ¿Es que quiere usted que los mate?

GO ON TO THE NEXT PAGE

MADRE. No Si hablo porque . . . ¿Cómo no voy a hablar viéndote salir por esa puerta? Es que no me gusta que lleves navaja. Es que . . . que no quisiera que salieras al campo.

Federico García Lorca, Bodas de sangre, Manchester University Press, 1996, pp. 3–5.

- (a) Relata el argumento del episodio. **[4 marks]**
- (b) ¿Cómo se caracteriza la Madre? Justifica tu respuesta. **[4 marks]**
- (c) ¿Cómo es el ambiente de este episodio? Justifica tu respuesta con DOS ejemplos. **[4 marks]**
- (d) ¿Qué tropo literario se emplea en la frase “una navaja pueda acabar con un hombre, que es un toro?” Comenta su uso. **[4 marks]**

Total 16 marks

SECTION B**THEMES**

Write an essay, in ENGLISH, using 450–500 words on ONE of the following themes. You MUST refer in detail to ONE named text. This text must not be the same one on which you wrote in Section A. All quotations MUST be cited in SPANISH.

LA JUVENTUD (*Felices días tío Sergio; La casa en Mango Street*)

5. One often suffers for being different. [Total 32 marks]
6. Young people are not as ignorant as adults believe. [Total 32 marks]

EL INDIVIDUO Y LA SOCIEDAD (*Como agua para chocolate; Bodas de sangre*)

7. Traditional values constrain the individual and must be dismantled to achieve freedom. [Total 32 marks]
8. Duty and responsibility are more important than desires of the heart. [Total 32 marks]

END OF TEST

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TEST CODE **02245010**

FORM 02245010/SPEC/2011

**CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION**

SPECIMEN PAPER

SPANISH UNIT 2

PAPER 01 – LISTENING COMPREHENSION

CANDIDATE'S PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of FIVE selections.
3. Section B consists of an interview.
4. Answer ALL questions using the spaces provided in this booklet.
5. ALL answers are to be written in ENGLISH.

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SECTION A

Instructions to Candidates

You will hear FIVE short selections. Each will be read twice. Listen carefully, then, in the spaces provided in your answer booklet, answer in ENGLISH, the questions that are based on each selection. You may make notes at any time during the examination.

You now have ONE minute to read the questions on the first selection.

Now, listen to the first selection.

SELECTION 1

Listen to the first selection for the second time.

You now have TWO minutes to answer the questions.

1. (a) Which TWO presidents are meeting?

_____ [2 marks]

- (b) Where are they meeting?

_____ [1 mark]

- (c) What is the purpose of their meeting?

_____ [3 marks]

- (d) What efforts have been made to promote integration?

 _____ [2 marks]

- (e) What image of South America does the Brazilian president want changed?

 _____ [3 marks]

- (f) How does he want South America to be known?

_____ [1 mark]

Total 12 marks

You now have ONE minute to read the questions on the second selection.

Now, listen to the second selection.

SELECTION 2

Listen to the second selection for the second time.

You now have TWO minutes to answer the questions.

2. Complete the grid below by supplying the information requested that correctly corresponds to the clues given.

| | | | |
|-----|---|--|-----------|
| (a) | Date of explosion | | [2 marks] |
| (b) | Time of explosion | | [2 marks] |
| (c) | Origin of trains | | [2 marks] |
| (d) | In what were the explosives transported | | [1 mark] |
| (e) | Location of explosions | | [3 marks] |
| (f) | Requests that were made of citizens | | [2 marks] |

Total 12 marks

You now have ONE minute to read the questions on the third selection.

Now, listen to the third selection.

SELECTION 3

Listen to the third selection for the second time.

You now have TWO minutes to answer the questions.

3. Place a tick (✓) next to EACH of the FOUR sentences that is correct according to the selection.

| | | |
|-----|--|--|
| (a) | 29.8 million tons of sugarcane were produced in Brazil. | |
| (b) | There was increase in the production of sugarcane in Brazil. | |
| (c) | The fall in the demand for ethanol and sugar has affected sugarcane cultivation. | |
| (d) | Brazil has received more aid due to increased sugarcane production. | |
| (e) | Brazil is the world's largest producer of ethanol. | |
| (f) | Brazil produces over 20 000 million litres of ethanol each year. | |
| (g) | Brazil is a major force in the drive towards the use of clean energy to replace gasoline | |

Total 8 marks

You now have ONE minute to read the questions on the fourth selection.

Now, listen to the fourth selection.

SELECTION 4

Listen to the fourth selection for the second time.

You now have TWO minutes to answer the questions.

4. (a) What is ONE question that people may sometimes consider?

[2 marks]

- (b) How lucrative is it to engage in blogging?

[2 marks]

- (c) What must one be able to do to be successful at blogging?

[2 marks]

- (d) What benefits will blogging bring?

[2 marks]

Total 8 marks

You now have ONE minute to read the questions on the fifth selection.

Now, listen to the fifth selection.

SELECTION 5

Listen to the fifth selection for the second time.

You now have TWO minutes to answer the questions.

5. Complete the grid below by supplying the information that correctly corresponds to the clues given.

| | | | |
|-----|--|--|-----------|
| (a) | ONE location where tourism has grown | | [1 mark] |
| (b) | ONE reason for growth | | [2 marks] |
| (c) | TWO countries from which the majority of tourists travel | | [2 marks] |
| (d) | Reason for choice of destination | | [1 mark] |
| (e) | TWO improvements in rural areas of Latin America | | [2 marks] |

Total 8 marks

Section Total 48 marks

END OF SECTION A

SECTION B

Instruction to Candidates

In this section you will hear an interview. The entire interview will be played a first time and will be then repeated in two parts. You will be allowed THREE minutes to read the questions based on the interview before the compact disc (CD) is played for the first time.

After listening to PART 1, you will be allowed FIVE minutes to answer the questions on that part. This procedure will be repeated for PART 2.

The entire interview will then be repeated, after which you will be allowed time to check your work.

You now have THREE minutes to read the questions.

Now, listen to the entire interview.

[Entire interview is played]

Interview with Father Juan Pérez, a catholic priest, on the topic of cloning.

Now, listen to PART 1 of the interview.

[PART 1 is played]

You now have FIVE minutes to answer the questions on PART 1.

PART 1

6. (a) According to the interviewer, what is the U.S. Senate about to do?

[3 marks]

- (b) What personal comment does Father Pérez make about the two types of cloning?

[2 marks]

- (c) How does Father Pérez explain his statement that therapeutic cloning is worse than reproductive cloning?

[3 marks]

- (d) Why do scientists NOT consider therapeutic cloning as a moral issue?

[3 marks]

Now, listen to PART 2 of the interview.

[PART 2 is played]

You now have FIVE minutes to answer the questions on PART 2.

PART 2

- (e) How does Father Pérez react to the scientists' statement?

[3 marks]

- (f) Explain Father Pérez's reaction to the statement that therapeutic cloning can help to cure serious illnesses.

[3 marks]

- (g) According to Father Pérez, what alternatives exist?

[3 marks]

- (h) (i) What comment is made about persons who seem to be in favour of therapeutic cloning?

[2 marks]

- (ii) What do these persons need to understand?

[2 marks]

Section Total 24 marks

Now, listen to the entire interview as it is played for the final time.

You may now use the time remaining to check your work.

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.



TEST CODE 02245020

FORM 02245020/SPEC/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 2

PAPER 02 - READING AND WRITING

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

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SECTION A

READING COMPREHENSION

This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.

Passage 1Los hispanos en los Estados Unidos

Según una encuesta publicada recientemente, la mayor parte de los hispanos en Estados Unidos no se sienten discriminados en este país y se muestran optimistas sobre sus perspectivas y las de sus hijos.

El sondeo realizado por la cadena de televisión *CBS* y el diario *The New York Times* también reveló que una mayoría de la comunidad hispana piensa que ejerce algún tipo de influencia en las acciones gubernamentales de este país. Ello contrasta con el índice de sólo cuatro de 10 integrantes de minorías de origen no hispano que creen que repercuten en las decisiones del gobierno.

Casi dos tercios de los hispanos encuestados indicaron que no han sentido ningún tipo de discriminación en Estados Unidos. Esto sugiere que su experiencia en este país es profundamente diferente a la minoría de raza negra de origen no hispano. Alrededor de las tres cuartas partes de ese grupo sostienen que ha sufrido discriminación.

Entre estos hispanos, el 75 por ciento considera que sus oportunidades son mejores que las que tuvieron sus padres y que las de sus hijos serán aún mayores.

Entre los hispanos que nacieron fuera de Estados Unidos, casi dos tercios dijeron que se sentían más cerca de este país que del que nacieron. Dos tercios de los inmigrantes hispanos – aquellos que nacieron fuera de Estados Unidos o en Puerto Rico – sostienen que las oportunidades económicas son la principal explicación del porqué sus vidas en este país son mejores que en sus países de origen. Así, muchos continúan enviando remesas de dinero a sus familias a pesar de que raramente visitan sus países de origen.

El optimismo sale a relucir en momentos en que los hispanos están siendo seducidos por los dos partidos políticos principales para captar su voto en las próximas elecciones. En la actualidad, los hispanos constituyen la minoría más numerosa del país, así como la de más rápido crecimiento.

Según la encuesta, entre los hispanos que nacieron en Estados Unidos, casi la mitad habla principalmente inglés en sus hogares, y cuatro de cada 10 indicaron que hablan tanto inglés como español. En cambio, entre los hispanos inmigrantes, siete de 10 hablan español en sus viviendas y cerca de un cuarto ambos idiomas.

*Adopted from “Hispanos de EE.UU. son optimistas con su futuro y no sienten discriminación.”
CCN en Español.com, 6 de agosto, 2003.*

1. **Answer the following questions, in SPANISH, in your own words.**

- (a) Según el estudio, ¿cómo se siente la mayor parte de los hispanos en Estados Unidos sobre su situación actual y futura? **[3 marks]**
- (b) ¿Cómo evalúan los hispanos su influencia en Estados Unidos? **[2 marks]**
- (c) ¿Cómo se compara la experiencia de los hispanos en Estados Unidos y los de la raza negra? **[4 marks]**
- (d) (i) ¿Cuál es la explicación principal que dan los hispanos para preferir la vida en Estados Unidos? **[2 marks]**
- (ii) ¿Cómo han beneficiado los países de origen de los hispanos en Estados Unidos? **[2 marks]**
- (e) Explica por qué los hispanos son importantes para los partidos políticos. **[3 marks]**
- (f) ¿Cuáles son las diferencias lingüísticas que se encontraron entre los hispanos nacidos en Estados Unidos y los inmigrantes hispanos? **[4 marks]**
- (g) ¿Para tu país, cuáles son las ventajas y desventajas de la inmigración? **[4 marks]**

Total 24 marks

Passage 2Comercio electrónico

Internet ha transformado al mundo. Gracias al desarrollo de las nuevas Tecnologías de la Información, el tiempo y la distancia dejan de ser obstáculos en las transacciones comerciales entre los proveedores y consumidores. Las redes mundiales de información no conocen fronteras y ello supone la expansión y diversificación de los mercados mundiales.

Los proveedores de bienes y servicios, así como los consumidores y usuarios logran tener acceso y transmisión mundial de la información tanto como diversión en forma sencilla y económica, sean con fines comerciales o sociales. La apertura de mercados es fundamental para el rápido crecimiento del uso de nuevos servicios y la asimilación de tecnologías nuevas.

En la práctica, las empresas están comenzando a usar Internet como un nuevo canal de ventas muy conveniente, sustituyendo las visitas personales, correo y teléfono por pedidos electrónicos, ya que gestionar un pedido por Internet cuesta menos que hacerlo por vías tradicionales. Nace el comercio electrónico, como una herramienta fundamental en el crecimiento de las ventas en línea.

Según la consultora estadounidense Forrester, en Estados Unidos, las ventas en línea, transacciones comerciales entre negocios y consumidores y el sector turístico, crecieron de 172 mil millones de dólares americanos en 2005 a 329 mil millones de dólares americanos en 2010. Tanto consumidores como proveedores continúan incrementando sus actividades en el contexto del comercio electrónico. Según Forrester, en tanto los consumidores aumenten sus actividades de compra y los proveedores compitan por innovar y mantener cautivo a su nicho de mercado, las ventas en línea continuarán creciendo de manera sólida en un 14% anual dentro de los próximos cinco años.

Según *El País*, en España, las ventas de las tiendas electrónicas crecen a ritmos de dos dígitos prácticamente cada trimestre desde 2000. Sin embargo, el problema del comercio electrónico en España es, básicamente, el problema del Internet. Sólo 34% de los españoles accede a la Red, cuando la media europea es del 50%, así que el comercio electrónico, en algunos países, está aún en fase de adopción. No obstante, el potencial de las transacciones en línea aún está por alcanzarse. Ello se debe a que los consumidores siguen desconfiando del comercio electrónico.

Adapted from www.profeco.gob.mx/ecomercio/ecomercio_tendencias.asp

2. **Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) How has the Internet changed the commercial world? **[4 marks]**
- (b) According to the passage, who uses the Internet and for what purposes? **[4 marks]**
- (c) What are TWO advantages that e-commerce has over other types of commerce? **[2 marks]**
- (d) What did Forrester's discoveries find out about trends in e-commerce? **[4 marks]**
- (e) Despite the success of e-commerce, what continues to be a problem in Spain? **[3 marks]**
- (f) Why has e-commerce not yet reached its peak? **[2 marks]**

Find in the text the words or phrases that are similar in meaning to the following expressions:

- (g) ...dificultades... [paragraph 1] **[1 mark]**
- (h) ...además de... [paragraph 2] **[1 mark]**
- (i) ...incremento... [paragraph 2] **[1 mark]**
- (j) ...modos... [paragraph 3] **[1 mark]**
- (k) ...realizarse... [paragraph 5] **[1 mark]**

Total 24 marks

SECTION B**ESSAYS**

Write an essay, in SPANISH, using 300–350 words on ONE of the following topics.

Genetic practices

3. La clonación humana plantea graves problemas éticos. Comenta . **[Total 24 marks]**

Disease prevention and cure

4. Los científicos tienen que prestar más atención a las curas de las enfermedades graves como el SIDA y el cáncer. ¿Qué piensas? **[Total 24 marks]**

Information communication technologies and social life

5. La red ha fortalecido la comunicación y la soledad al mismo tiempo. Discute. **[Total 24 marks]**

6. La red es un mal que contribuye a la erosión de los valores en la sociedad moderna. ¿Estás de acuerdo? **[Total 24 marks]**

Information communication technologies and economic life

7. Dado los riesgos asociados con el uso de los teléfonos celulares, se debería prohibir su uso. ¿Qué opinas? **[Total 24 marks]**

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CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 2

PAPER 03 – LITERARY ANALYSIS AND THEMES

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of FOUR excerpts. You are to choose ONE excerpt and answer, in SPANISH, the questions based on that excerpt.
3. Section B consists of FOUR essay questions, with TWO on EACH theme related to the texts studied during the year.
4. Answer ONE question from Section B. Your answer must be in ENGLISH, but quotations must be in SPANISH.
5. You are allowed to use a dictionary and ONE text related to EACH theme to assist you in answering Section B. The text should NOT be heavily annotated.
6. You must NOT use the same text to answer both of your questions.

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SECTION A

LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in SPANISH.

EITHER1. Y los sueños, sueños son

A través de la ventana penetraron a la oficina los gemidos de los animales castrados revueltos con los gritos de don Sabas. «Si no viene dentro de diez minutos, me voy», se prometió el coronel, después de dos horas de espera. Pero esperó veinte minutos más. Se disponía a salir cuando don Sabas entró a la oficina seguido por un grupo de peones. Pasó varias veces frente al coronel sin mirarlo.

Sólo lo descubrió cuando salieron los peones.

- ¿Usted me está esperando, compadre?
- Sí, compadre — dijo el coronel —. Pero si está muy ocupado puedo venir más tarde.

Don Sabas no lo escuchó desde el otro lado de la puerta.

- Vuelvo en seguida — dijo.

Era un mediodía ardiente. La oficina resplandecía con la reverberación de la calle. Embotado por el calor, el coronel cerró los ojos involuntariamente y en seguida empezó a soñar con su mujer. La esposa de don Sabas entró de puntillas.

- No despierte, compadre — dijo—. Voy a cerrar las persianas porque esta oficina es un infierno.

El coronel la persiguió con una mirada completamente inconsciente. Ella habló en la penumbra cuando cerró la ventana.

- ¿Usted sueña con frecuencia?
- A veces — respondió el coronel, avergonzado de haber dormido—. Casi siempre sueño que me enredo en telarañas.
- Yo tengo pesadillas todas las noches — dijo la mujer—. Ahora se me ha dado por saber quién es esa gente desconocida que uno se encuentra en los sueños.

Conectó el ventilador eléctrico. «La semana pasada se me apareció una mujer en la cabecera de la cama», dijo. «Tuve el valor de preguntarle quién era y ella me contestó: Soy la mujer que murió hace doce años en este cuarto.»

- La casa fue construida hace apenas dos años —dijo el coronel.
- Así es —dijo la mujer—. Eso quiere decir que hasta los muertos se equivocan.

*Gabriel García Márquez, El coronel no tiene quien le escriba,
Editorial Anagrama, 1993, pp. 77–79.*

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el ambiente del episodio. Justifica tu respuesta. [4 marks]
- (c) Comenta el punto de vista narrativo del episodio. Justifica tu respuesta. [4 marks]
- (d) ¿Qué revela este episodio y el texto *El coronel no tiene quien le escriba* sobre la personalidad de Don Sabas? Justifica tu respuesta. [4 marks]

Total 16 marks

OR

2.

Amo y esclavo

Ti Noel oyó la voz del amo que salía de la peluquería con las mejillas demasiado empolvadas. Su cara se parecía sorprendentemente, ahora, a las cuatro caras de cera empañada que se alineaban en el estante, sonriendo de modo estúpido. De paso, Monsieur Lenormand de Mezy compró una cabeza de ternero en la tripería, entregándola al esclavo. Montado en el semental ya impaciente por pastar, Ti Noel palpaba aquel cráneo blanco y frío, pensando que debía de ofrecer, al tacto, un contorno parecido al de la calva que el amo ocultaba debajo de su peluca. Entretanto, la calle se había llenado de gente. A las negras que regresaban del mercado, habían sucedido las señoras que salían de la misa de diez. Más de una cuarterona, barragana de algún funcionario enriquecido, se hacía seguir por una camarera de tan quebrado color como ella, que llevaba el abanico de palma, el brevario y el quitasol de borlas doradas. En una esquina bailaban los títeres de un bululú. Más adelante, un marinero ofrecía a las damas un monito del Brasil, vestido a la española. En las tabernas se descorchaban botellas de vino, refrescadas en barriles llenos de sal y de arena mojada. El padre Cornejo, cura de Limonade, acababa de llegar a la Parroquia Mayor, montado en su mula de color burro.

Monsieur Lenormand de Mezy y su esclavo salieron de la ciudad por el camino que seguía la orilla del mar.

Alejo Carpentier, El reino de este mundo, Compañía General de Ediciones, 1967, pp. 29–30.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta, usando ejemplos, el uso de los sentidos en la descripción del ambiente. [4 marks]
- (c) Comenta el punto de vista narrativo en el episodio. Justifica tu respuesta. [4 marks]
- (d) Explica brevemente el significado de la siguiente frase en el episodio y en *El reino de este mundo*: “Ti Noel palpaba aquel cráneo blanco y frío, pensando que debía de ofrecer al tacto, un contorno parecido al de la calva que el amo ocultaba debajo de su peluca.”

[4 marks]

Total 16 marks

OR

3.

El profeta

Yo de vez en cuando recordaba al <<profeta>> y sin querer le iba cargando con atribuciones mágicas. Aquel miserable tenía poderes y sin duda me había lanzado una maldición. Si me encontraba como me encontraba, era por culpa suya. ¡En mala hora había tenido aquel desdichado encuentro! Todos mis males se debían a él y, según iba madurando está idea, más ganas tenía de darme con él cara a cara y... No sé lo que pretendía: si darle un buen puñetazo, tirarle al mar o simplemente escupirle en el rostro, porque de algún modo le hacía responsable de todo aquel cúmulo de incidentes que me había colocado en sólo cuatro años en una situación desesperada.

Cuando uno pierde todo lo que tiene o creía tener, pierde también a los amigos y las ayudas de todo tipo, por aquello de <<a burro muerto, cebaba al rabo>>. Es verdad que empecé a beber, mucho más de lo que antes bebía, y es verdad también que en poco tiempo tenía el hígado destrozado y un aspecto lamentable que en nada recordaba al de aquel ejecutivo bien vestido que se cruzó con un paseante solitario, que estaba ligeramente apoyado en una barandilla de hierro pintada de negro, en una luminosa mañana de otoño. Había adelgazado bastante y mi pinta no era atildad precisamente. Poco dinero y falta de mujer que cuidara de mis camisas. En sueños veía —y era una obsesión— aquella flamante chaqueta inglesa de mezclilla, el chaleco de raso azul oscuro y sobre todo la raya impecablemente trazada en los pantalones del tipo aquel, cuyo nombre nunca supe. Y aquella raya planchada del pantalón se agrandaba y se agrandaba y era como un camino serpenteante que me conducía hacia una especie de acantilado donde había una barandilla de hierro y donde se apoyaba un hombre que miraba hacia abajo con los ojos fijos, contemplando cómo rompían las olas del mar contra las rocas. Era, supongo, una imagen transfigurada de aquel acantilado sobre el que se erguía el restaurante de mariscos, aquellos mariscos apetitosos que yo no llegué a probar. Y no era el <<profeta>> quien estaba con los codos apoyados en aquella barandilla, sino yo mismo, un tipo demacrado, sin afeitar, con la chaqueta deshilachada y la camisa sin planchar, que miraba con insistencia hacia abajo, un abajo muy profundo, marco, éste sí, adecuado para un suicidio y no como aquella otra barandilla de hierro fundido, barandilla de paseo marítimo donde por primera vez me di de bruces con aquel individuo que formaba ya parte de todas mis pesadillas.

Lourdes Ortiz, “El vuelo de la mariposa” en Fátima de los naufragios, Planeta, 1998, pp. 72–73.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el punto de vista narrativo en el episodio. Justifica tu respuesta. [4 marks]
- (c) ¿Cómo caracterizarías al protagonista? Justifica tu respuesta. [4 marks]
- (d) Discute brevemente el tema de la soledad en este episodio, este cuento y OTRO cuento más de la colección *Fátima de los naufragios*. [4 marks]

Total 16 marks

OR

4.

El duelo

Sólo una vez estuvo Nicolás Vidal a punto de caer en las trampas de la justicia, pero lo salvó su incapacidad para conmovirse. Cansado de ver las leyes atropelladas, el juez Hidalgo decidió pasar por alto los escrúpulos y preparar una trampa para el bandolero. Se daba cuenta de que en defensa de la justicia iba a cometer un acto atroz, pero de dos males escogió el menor. El único cebo que se le ocurrió fue Juana La Triste, porque Vidal no tenía otros parientes ni se le conocían amores. Sacó a la mujer del local, donde fregaba pisos y limpiaba letrinas a falta de clientes dispuestos a pagar por sus servicios, la metió dentro de una jaula fabricada a su medida y la colocó en el centro de la Plaza de Armas, sin más consuelo que un jarro de agua.

—Cuando se le termine el agua empezará a gritar. Entonces aparecerá su hijo y yo estaré esperándolo con los soldados—dijo el juez.

El rumor de ese castigo, en desuso desde la época de los esclavos cimarrones, llegó a oídos de Nicolás Vidal poco antes de que su madre bebiera el último sorbo del cántaro. Sus hombres lo vieron recibir la noticia en silencio, sin alterar su impasible máscara de solitario ni el ritmo tranquilo con que afilaba su navaja contra una cincha de cuero. Hacía muchos años que no tenía contacto con Juana La Triste y tampoco guardaba ni un solo recuerdo placentero de su niñez, pero ésa no era una cuestión sentimental, sino un asunto de honor. Ningún hombre puede aguantar semejante ofensa, pensaron los bandidos, mientras alistaban sus armas y sus monturas, dispuestos a acudir a la emboscada y dejar en ella la vida si fuera necesario. Pero el jefe no dio muestras de prisa.

A medida que transcurrían las horas, aumentaba la tensión en el grupo. Se miraban unos a otros sudando, sin atreverse a hacer comentarios... Llegó la noche y el único que durmió en el campamento fue Nicolás Vidal. Al amanecer las opiniones estaban divididas entre los hombres... Lo único que nadie pensó fue que pudiera faltarle el coraje, porque había dado muestras de tenerlo en exceso. Al mediodía no soportaron más la incertidumbre y fueron a preguntarle qué iba a hacer.

—Nada—dijo.

—¿Y tu madre?

—Veremos quién tiene más cojones, el juez o yo —replicó imperturbable Nicolás Vidal.

Isabel Allende, “La mujer del juez” en Cuentos de Eva Luna, Debolsillo, 2008, pp.159–160.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el punto de vista narrativo en el episodio. Justifica tu respuesta. [4 marks]
- (c) ¿Cómo caracterizarías a Nicolás Vidal? Justifica tu respuesta. [4 marks]
- (d) Discute brevemente el tema del amor entre madre e hijo en este episodio, este cuento y OTRO cuento más de la colección *Cuentos de Eva Luna*. [4 marks]

Total 16 marks

GO ON TO THE NEXT PAGE

SECTION B

THEMES

Write an essay, in ENGLISH, using 450–500 words on ONE of the following themes. You MUST refer in detail to ONE named text. This text must not be the same one on which you wrote in Section A. All quotations MUST be cited in SPANISH.

EL MUNDO MODERNO (*Fátima de los naufragios; Cuentos de Eva Luna*)

5. In love, no sacrifice is too much to bear. [Total 32 marks]
6. Those who hold true power are often the ones we least expect. [Total 32 marks]

EL COMPROMISO POLÍTICO Y SOCIAL

(*El reino de este mundo; El coronel no tiene quien le escriba*)

7. The poor and downtrodden seem fated to remain in that position. [Total 32 marks]
8. When one has great hope in the future, one will always be bitterly disappointed. [Total 32 marks]

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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02145010/CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 1 – PAPER 01

LISTENING COMPREHENSION

KEY

SELECTION 1

| | | |
|-----|---|---|
| (a) | Peanuts contain potentially harmful chemical properties. | |
| (b) | Peanuts have similar benefits as carrots and strawberries. | √ |
| (c) | Peanuts have equally healthy properties as cucumbers and peaches. | |
| (d) | Peanuts are high in antioxidants. | √ |
| (e) | Antioxidants help to protect against heart disease. | √ |
| (f) | Antioxidants do not help to protect against cancer. | |
| (g) | Peanuts are high in potassium. | |
| (h) | Peanuts contain significant quantities of proteins. | √ |
| (i) | Peanuts contain large amounts of monosaturated fats. | √ |
| (j) | Monosaturated fats help to lower cholesterol. | √ |

Total 12 marksSELECTION 2

| | | | |
|-----|--|--|------------------|
| (a) | In what year was Shakira born? | 1977 (1) | [1 mark] |
| (b) | Besides singing, what else does Shakira do professionally? | Dances (1) / plays music/is a musician (1) | [2 marks] |
| (c) | What did she accomplish on MTV? | She broke the language barrier (1) | [1 mark] |
| (d) | What was significant about the video "Suerte"? | It was the first video (1) / to be transmitted (1) / on Spanish and English channels (1) | [3 marks] |
| (e) | What happened to Shakira in 2001? | She won a Grammy (1) / for the best Latin (Pop) album (1) | [2 marks] |
| (f) | What happened to the singer in 2010? | Her song (Waka Waka) (1) / was chosen as the official song (1) / of the World Cup (1). | [3 marks] |

Total 12 marksSELECTION 3

| | | |
|-----|---|---|
| (a) | This is a home-made recipe for an insecticide made with harmful chemicals. | |
| (b) | Hot pepper, water and soap are the main ingredients. | √ |
| (c) | Pumpkin, hot water and sugar are some of the ingredients. | |
| (d) | The first step when making this mixture is to grind the hot pepper. | √ |
| (e) | Twenty litres of water are required when making this recipe. | |
| (f) | Some of the insects controlled by this insecticide are fleas, worms and ants. | √ |
| (g) | The Mosaico virus attacks both cucumbers and tobacco. | √ |
| (h) | Potatoes are also affected by the Mosaico virus. | |

Total 8 marks

SELECTION 4

| | | |
|-----|---|---|
| (a) | How did Greenpeace describe the year 2008 in Spain with respect to the environment? | A wasted/lost year [1 mark] |
| (b) | What positive aspect of the year was highlighted? | Several urban projects (1) / that were harmful (1) / to the environment were stopped (1) [3 marks] |
| (c) | State ONE measure that Greenpeace criticized. | Nuclear plants (1) / were not closed (1) OR limited use of solar power (1) / lack of a plan to close nuclear plants (1) [2 marks] |
| (d) | What did Greenpeace hope that the Spanish government would do in 2009? | They would deal bravely with climate change (1) / in Copenhagen (1) [2 marks] |

Total 8 marksSELECTION 5

| | | |
|-----|--|--|
| (a) | What problem is identified in this selection? | Noise pollution (1 mark) [1 mark] |
| (b) | Where is this problem most acute? | In cities (1) / towns (1) [1 mark] |
| (c) | How are people affected by this problem? | Reduction (1) in quality of life (1) / OR negative consequences (1) on health (1) [2 marks] |
| (d) | According to Spain's Constitutional Court, what does this problem violate? | Fundamental rights (1) of the individual (1) OR the sanctity (1) of the home (1) OR personal (1) and family intimacy (1) [2 marks] |
| (e) | List TWO negative results of this problem. | Hearing impairments/sleep disorders/neuroses/hypertension/increase in aggressive tendencies Any TWO [2 marks] |

Total 8 marks**Section Total 48 marks****END OF SECTION A**

SECTION B

SELECTION 6

| <u>PART 1</u> | | | |
|----------------------|---|--|-----------|
| (a) | According to Señorita Prado, who are the MAIN persons with a drug problem in Spain? | Men | [1 mark] |
| (b) | What does Señorita Prado say about this group of persons? | 80% (1) treated in 2002 (1) were 35 years old (1) with secondary education (1) | [4 marks] |
| (c) | What is said about women and drugs in this country? | Number of women using drugs has declined (1) There was a 10% decrease(1) in women treated in the previous year (1) | [3 marks] |
| (d) | What type of persons are treated at rehabilitation centres? | Multiple (1) drug users | [1 mark] |
| (e) | How are persons affected by taking more than one drug? | They get sick (1) | [1 mark] |
| (f) | How does Señorita Prado describe “el rebujito”? | A mixture of heroin (1) and cocaine (1) | [2 marks] |
| <u>PART 2</u> | | | |
| (g) | According to Señorita Prado, what is the drug situation like in Europe? | It is increasing | [1 mark] |
| (h) | What details are given about the consumption of drugs in Spain? | The greatest (1) consumption (1) of cocaine (1) is among young adults (1). OR They are third (1) in Europe (1) in the use of cannabis(1) | [3 marks] |
| (i) | How does Señorita Prado feel about the efforts of the government? | They are making an effort (1) but there is more to be done (1). | [2 marks] |
| (j) | What took place in November 2002? | Spanish security forces (1) seized 75 kilos (1) of cocaine (1). | [3 marks] |
| (k) | What is significant about this event? | It was the second largest amount(1) of contraband cocaine (1) seized in Spain (1). | [3 marks] |

Section Total 24 marks

END OF TEST



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C A R I B B E A N E X A M I N A T I O N S C O U N C I L

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 1 – PAPER 02

READING AND WRITING

KEY/MARK SCHEME

Passage 1

- (a) (i) Todo lo que ve/lo rodea pertenece a él. (1 mark)
- (ii) Miembros de la familia real, estrellas de rock, hombres de negocios millonarios. (3 marks)
- (b) Porque a diferencia de los otros miembros ricos, Jean Pierre no tiene electricidad ni agua potable. No hay radio ni televisión, no tiene más medios de transporte que un bote con remos. Vive en una choza. Any four (4 marks)
- (c) (i) En la isla de Metoma o cerca de ella. (2 marks)
- (ii) Tienen más tiempo para relajarse. (1 mark)
- (d) Vanuatu es reconocido año tras año como lugar más feliz del mundo. (2 marks)
- (e) (i) Generalmente se considera el no tener que preocuparse por el dinero el secreto de la felicidad. (2 marks)
- (ii) Es irónico porque son felices porque no tienen dinero y por eso no se preocupan OR Es irónico porque son felices porque no quieren dinero, así no se preocupan del dinero. (3 marks)
- (f) (i) Una relación fuerte/intima/apegada con la familia. (1 mark)
- (ii) La falta de materialismo. (2 marks)
- (g) Cualquier opinión válida del estudiante con por lo menos dos puntos. (4 marks)

Total 24 marks

Passage 2

- (a) That the extinction of the animal species throughout the world is worse than previously thought. (2 marks)
- (b) (i) The compilation of distribution maps of the 5.000 species of mammals. (2 marks)
- (ii) That about 25% of the mammals on the planet are in danger of extinction. (2 marks)
- (c) Because besides being charismatic animals, they have an important role in nature. They are at the top of the food chain and their activities determine largely how those biological systems work. (4 marks)
- (d) (i) By establishing protected areas on 11% of the world's surface. (2 marks)
- (ii) Many of the animals are to be found in countries that do not have resources to enable this type of preservation. (2 marks)
- (e) They need more reserves and more natural areas with stricter conservation/ survival of animals in areas where human activity takes place. (3 marks)
- (f) (i) Ignore the statistics and do nothing. (1 mark)
- (ii) Motivate the social and political power to act swiftly. (1 mark)
- (g) llevado a acabo [paragraph 1] realizado (1 mark)
- (h) peor [paragraph 1] más grave (1 mark)
- (i) escogieron [paragraph 2] eligieron (1 mark)
- (j) encantadores [paragraph 2] carismáticos (1 mark)
- (k) impulsar [paragraph 5] mover (1 mark)

Total 24 marks

SECTION B

| <p align="center">Content/Presentation (To be marked out of 12)</p> | <p align="center">Correctness of Expression (To be marked out of 12)</p> |
|---|--|
| <p>11-12 Excellent Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p> | <p>11-12 Excellent Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p> |
| <p>9-10 Very Good Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p> | <p>9-10 Very Good Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p> |
| <p>7-8 Good Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p> | <p>7-8 Good Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p> |
| <p>5-6 Satisfactory Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p> | <p>5-6 Satisfactory Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p> |
| <p>4 Minimal Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p> | <p>4 Minimal Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p> |
| <p>2-3 Poor Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p> | <p>2-3 Poor Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p> |
| <p>0-1 Ungradable Very poor; limited production; vague and general; ideas presented at random.</p> | <p>0-1 Ungradable No grasp of essential structures; Little evidence of grammatical awareness; very limited vocabulary.</p> |



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CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 1 - PAPER 03

LITERARY ANALYSIS AND THEMES

KEY/MARK SCHEME

1.

Viajar por el mundo

- (a) Tía Ele les hablaba a los jóvenes de sus viajes para inspirarlos a estudiar e ir la
 Universidad/portarse bien/comer bien. Los jóvenes le dijeron a dónde quisieran ir y ella
 los alentaba ir a Europa en vez de América Latina. [4 marks]
- (b) Primera persona. Es un narrador subjetivo y nos da una perspectiva limitada de la
 realidad. “Eso lo decía por Andrés y por mí, que no comíamos casi nada.”/any other
 appropriate example.
Award three marks for explanation and one for an example. [4 marks]
- (c) Tía Ele cree y les convence a los jóvenes que Europa es más civilizado y atractivo que
 América Latina donde con pocas excepciones está llena de pobreza y sufrimiento. [4 marks]
- (d) “Quique era como el resto de la familia, y no había que rogarle que probara comida, se
 atragantaba de todo a la menor provocación.” Significa que a diferencia de los otros
 jóvenes en el episodio a Quique le gustaba mucho comer de todo. Uno no tenía que
 obligarlo a comer sino lo contrario. [4 marks]

Total 16 marks

3. La misión de Esperanza

- (a) Esperanza se enamoraba de Alex pero su madre se opone a la unión porque según la tradición, Esperanza debería quedarse soltera y cuidar a la madre Rosaura. Tita y Pedro tratan de defender la posición de Esperanza y causa una discusión entre ellos y Rosaura.

Any four

[4 marks]

- (b) Tercera persona. Es un narrador objetivo y nos explica los motivos y pensamientos de los personajes/ pueden penetrar la conciencia de los personajes. “En primera, porque así Esperanza podría proporcionarle a Rosaura maravillosas tardes de entretenimiento y diversión y, en segunda, porque su participación dentro de las fiestas de sociedad sería de lo más relevante y espectacular.”

Award three marks for explanation and one for an example.

[4 marks]

- (c) Rosaura es terca/egoísta/tradicional y preocupada por la opinión de los otros.

Terca “Desde un principio se opuso franca y terminantemente.”

Egoísta “En primera, porque así Esperanza podría proporcionarle a Rosaura maravillosas tardes de entretenimiento y diversión.”

Tradicional “Si la misión de Esperanza en esta vida era únicamente la de cuidarla a ella, su madre, por siempre, no necesitaba para nada de elevados conocimientos, era preferible que estudiara piano, canto y baile.”

Preocupada por la opinión de los otros “De esta forma capturaría las atenciones de todos y sería siempre muy bien aceptada dentro de la clase alta.

Any two characteristics with relevant example valued at one mark each.

[4 marks]

- 1
- (d) En este pasaje Tita es confidente de Esperanza quien comparte sus sentimientos con Tita.
 1
 Es abogada por/defiende la felicidad y el bienestar de Esperanza. También es ella que tiene
 1 1
 que enseñar a Esperanza sobre los hechos y secretos de la vida y el amor.

[4 marks]

Total 16 marks4. Deme la navaja

- 1
- (a) El Novio le pide a su Madre la navaja para cortar uvas para comer y esto le recuerda la
 1 1 1
 muerte de su marido e hijo por un cuchillo. Está molesta y no quiere que el novio salga con la
 navaja. [4 marks]

- 1 1
- (b) La Madre está obsesionada con la muerte de su familia, está de luto/triste/ melancólica, es
 1
 pesimista /miedosa del futuro.
 1
 Obsesionado con la muerte “Cien años que yo viviera, no hablaría de otra cosa.”
 1
 Triste/de luto/melancólica “Pasan los meses y la desesperación me pica en los ojos y hasta en
 las puntas del pelo.”
 1
 Pesimista “Es que no me gusta que lleves navaja. Es que . . . que no quisiera que salieras al
 campo.”

Any two characteristics with relevant example valued at one mark each. [4 marks]

2

(c) Es un ambiente lúgubre/sombrío

2

Siniestro/ de mal agüero

1

“La navaja, la navaja ...Malditas sean todas y el bribón que las inventó.”

1

“y ese hombre no vuelve. O si vuelve es para ponerle una palma encima o un plato de sal

gorda para que no se hinche. “

1

“Pasan los meses y la desesperación me pica en los ojos y hasta en las puntas de pelo.”

1

“Mis muertos llenos de hierba, sin hablar, hechos polvo; dos hombres que eran dos geranios...

Los matadores, en presidio, frescos, viendo los montes . . .”

1

“Es que no me gusta que lles navaja. Es que . . . que no quisiera que salieras al campo.”

Two marks for atmosphere and two marks for two examples (one each) [4 marks]

(d) En la frase “una navaja pueda acabar con un hombre, que es un toro” se emplea una metáfora

1

1

que es una comparación en la cual se dice que las dos cosas son iguales. La Madre dice que el

1

1

hombre es un toro para enfatizar su fuerza y virilidad y la ironía que un arma pequeña como

un cuchillo puede matar algo tan fuerte e imponente.

[4 marks]

Total 16 marks

SECTION B

THEMES

LA JUVENTUD (*Felices días tío Sergio; La casa en Mango Street*)

[32 marks]

5. One often suffers for being different.*Felices días tío Sergio*

- Lidia and her siblings are fed with an inferiority complex for being Puerto Rican as Europe and the U.S. are presented as places of culture and wealth as opposed to their homeland.
- Lidia goes through the growing pains of having grown up around boys and acting like them and is rebuffed by the other boys and even the brother she physically defends in a fight.
- Tío Sergio for his political and sexual orientation has to seek refuge by Lidia's parents and later dies a lonely death.
- *La Margara*: the prostitute, who is also different because of her political ideas, is shunned by the neighbours and the children are prohibited from having contact with her.

On the other hand both Lidia and Tío Sergio represent strength in independence, subtle symbols of the nationalist agenda of Puerto Rico versus American imperialism

La casa en Mango Street

- Esperanza feels humiliated when she realises that the nun scorns her for living in a dilapidated house.
- She also longs to belong to the group of girls outside her barrio who eat in the refectory and begs her mother for a sandwich so that she can belong but it soon becomes apparent to her dismay that she neither lives in a wealthier zone nor does she eat the same type of food as the wealthier students.
- Her innocence of the facts of life often leaves her in the cold with her more precocious friends like Sally.
- Sally, being more mature and precocious, marries early but instead of getting the freedom she longs for, she is abused and trapped in her house.

However, it is being different that inspires the narrator to get her own home, a goal she works towards.

6. Young people are not as ignorant as adults believe.

[32 marks]

Felices días tío Sergio

- Lidia and her siblings peer into adult life planning perfectly when to rifle through their things and learn adult secrets.
- Lidia knows that only adults' authority and reasoning get respect and so longs to grow up.
- Both the boys and girls come into their own awareness of their sexuality before this is discussed with them by the adults.
- Lidia deals with her attraction to her uncle (confusion of paternal love and the development of physical attraction as she enters puberty), her witnessing of Tío Sergio with the maid and the possible homosexuality of Tío Sergio.

Yet, even when dealing with adult issues: politics, sexuality, because of the freshness and innocence of their youth the youngsters, particularly the narrator, are perturbed.

La casa en Mango Street

- Esperanza learns from an early age the discrimination and pain of being poor and living in a rundown house. While she is often engaged in play with her sister, neighbours and friends as any youngster, the scorn meted out to the poor by others does not escape her and drives her to want to have her own home.
- Esperanza discovers through her friend Alicia the horrors of parental abuse.
- When Esperanza sees her father's grief over his father's death, she reflects on the possibility of her own father's death.
- Sally, Esperanza's precocious friend, introduces her to the world of boys, kissing and the like without the knowledge of her parents.
- Esperanza learns many lessons about life through her friends' experiences e.g. Sally and marriage and abuse, boys and bullying, the facts of life.

Her reaction to adult issues: male-female relationships, abuse, social class, discrimination is that of a child or youngster i.e. confusion, lack of understanding, resentment and determination to make her future brighter and more independent

EL INDIVIDUO Y LA SOCIEDAD (*Como agua para chocolate; Bodas de sangre*)

7. Traditional values constrain the individual and must be dismantled to achieve freedom. Discuss.

[32 marks]

Como agua para chocolate

- In well-born Mexican families, tradition dictates that the youngest daughter not marry, but remain at home to care for her mother. Even though Tita falls in love, Mama Elena chooses not to make an exception, and instead arranges for Tita's older sister to marry Tita's lover.
- Pedro is unable to marry Tita because of tradition and so reluctantly marries her older sister.
- Mama Elena in her tyrannical force to uphold tradition moves Rosaura out of town with her new born son who Tita cared for thus causing the mental degradation of Tita.
- Even in death tradition holds as Mama Elena's ghost comes back to haunt Tita for ignoring/dismantling traditional values.

- Gertrudis ran off with a soldier without being married, worked in a brothel and came back years later as general of the army with fifty soldiers on her arms. She came back with individuality, freedom and independence.
- Tita's freedom to marry John Brown was only due to the death of her mother.
- Tita, by banishing her mother's spirit in forceful words declares her autonomy. She expels the ghost and as such is relieved of all guilt and even the physical symptoms of her pregnancy.
- Rosaura's death freed Esperanza from the traditional structure that had previously forbidden her.
- Esperanza's marriage and Rosaura's death give Tita and Pedro freedom to finally express their love for each other.

Bodas de sangre

- La Novia rejects her true love Leonardo because he is below her social class.
- Leonardo fights his physical attraction and urge to be with the Novia in order to be faithful to a wife he does not love.
- El Novio is bound to avenge the death of his father and brother and meets his death in a duel with Leonardo to restore his honour and that of his family after Leonardo runs off with his bride.

- Both la Novia and Leonardo dismantle tradition and run off together at the wedding in order to finally freely express their passion for each other.

8. Duty and responsibility are more important than desires of the heart.

[32 marks]

Como agua para chocolate

Society expects one to do one's duty regardless of personal feelings

- Tita's duty as the younger daughter not to marry but to take care of her mother was regarded by her formidable mother as more important than marrying the man she loves.
- Tita as the youngest child is forced to bake the cake for her sister's wedding. She has to endure the pain of preparing the cake for her sister to marry the man with whom she is in love.
- The confinement of Tita to the domestic sphere persists regardless of her desires of independence.
- Mama Elena's self-inflicted suffering from her lost love forces her to stifle her daughter's happiness.

Yet desires of the heart are sometimes so strong that duties are rejected

- Pedro denied marriage to Tita and is forced to marry her sister but did so in order to be close to Tita
- Mama Elena's hidden affair with a mulatto (Mama Elena was also constrained by tradition as she could not be with a man she really loved).

Bodas de sangre

Society expects one to do one's duty regardless of personal feelings

- La Novia is expected to marry someone of her social class. She therefore has to reject her passionate love for Leonardo, let him marry another and respond to the Novio's courtship.
- Leonardo is constrained by the duties of marriage and family to forget about the Novia and dedicate his time and energy to his wife and child.

Yet desires of the heart are sometimes so strong that duties are rejected

- Leonardo broods and sneaks away at night to get close to the Novia.
- Both Leonardo and the Novia cannot hold back their passion any longer and run off together at the wedding reception.
- Leonardo pays with his life for giving in to his passion and the Novia loses her love and her husband for her breach of duty.

SECTION B

| Knowledge and Understanding (To be marked out of 16) | Application of Knowledge (To be marked out of 9) | Organization of Information (To be marked out of 7) |
|---|---|---|
| <p>14-16 Excellent</p> <p>Candidate shows an excellent knowledge and understanding of the text and an excellent informed personal response to the themes of the text.</p> | <p>8-9 Excellent</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a highly effective manner, using accurate citations in Spanish.</p> | <p>7 Excellent</p> <p>Candidate organizes information meaningfully and communicates ideas in an excellent and effective manner.</p> |
| <p>11-13 Very Good</p> <p>Candidate shows a very good knowledge and understanding of the text and a very good informed personal response to the themes of the text.</p> | <p>7 Very Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a very effective manner, using accurate citations in Spanish.</p> | <p>6 Very Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a very good and effective manner.</p> |
| <p>9-10 Good</p> <p>Candidate shows a good knowledge and understanding of the text and a good informed personal response to the themes of the text.</p> | <p>6 Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in an effective manner. Less use of citations.</p> | <p>5 Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a good and effective manner.</p> |
| <p>7-8 Satisfactory</p> <p>Candidate shows a satisfactory knowledge and understanding of the text and an informed personal response to the themes of the text.</p> | <p>5 Satisfactory</p> <p>Candidate applies knowledge of the set text with some relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a satisfactory manner. Some citations used but are not all accurate.</p> | <p>4 Satisfactory</p> <p>Candidate organizes information in an acceptable manner and communicates ideas satisfactorily.</p> |

| Knowledge and Understanding (To be marked out of 16) | Application of Knowledge (To be marked out of 9) | Organization of Information (To be marked out of 7) |
|--|--|--|
| <p>4-6 Minimal</p> <p>Candidate shows barely acceptable knowledge and understanding of the text and a partial informed personal response to the themes of the text.</p> | <p>4 Minimal</p> <p>Candidate applies knowledge of the set text with minimal relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a barely adequate manner. Citations are not all adequately used.</p> | <p>3 Minimal</p> <p>Candidate organizes information in a less than effective manner and communicates ideas in a barely adequate manner.</p> |
| <p>2-3 Poor</p> <p>Candidate shows limited knowledge and understanding of the text and an uninformed personal response to the themes of the text.</p> | <p>3 Poor</p> <p>Candidate applies knowledge of the set text with little relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a basically weak adequate manner. Few citations in Spanish are used.</p> | <p>2 Poor</p> <p>Candidate shows basic weakness in organizing and communicating information.</p> |
| <p>0-1 Ungradable</p> <p>Candidate shows very limited knowledge and understanding of the text and an inability to respond to the themes of the text.</p> | <p>0-2 Ungradable</p> <p>Candidate shows little or no knowledge of the set text, or little or no skill in analyzing, synthesizing and evaluating information necessary to handling the question. No citations in Spanish are used.</p> | <p>0-1 Ungradable</p> <p>Candidate shows little or no skill in organizing and communicating information.</p> |



02245010/CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 2 – PAPER 01

LISTENING COMPREHENSION

KEY

SELECTION 1

- (a) The Presidents of Brazil and Peru. (2 marks)
- (b) Peru. (1 mark)
- (c) To sign a series of agreements to promote commercial exchange and the development of both countries. (Any Three) (3 marks)
- (d) There are currently 24 projects aimed at promoting integration. (2 marks)
- (e) He wants the image of poverty, misery and hunger to be changed. (3 marks)
- (f) As a developed region. (1 mark)

Total 12 marksSELECTION 2

- (a) March 11, 2004. (2 marks)
- (b) 7.30 am (2 marks)
- (c) Guadalajara y Alcalá. (2 marks)
- (d) Knapsacks (1 mark)
- (e) Train station at Atocha (3 marks)
- (f) Donate blood. (2 marks)

Total 12 marks

SELECTION 3

- (a) Correct √ (2 marks)
 (b) False x
 (c) Correct √ (2 marks)
 (d) False x
 (e) False x
 (f) Correct √ (2 marks)
 (g) Correct √ (2 marks)

Total 8 marksSELECTION 4

- (a) **1** **1** **1**
1 **1** **1** **1** **1**
 Whether they could earn money working from home/OR work their own
 hours/ OR be their own boss/OR how can they earn money working from home. **(2 marks)**
- (b) **1** **1**
 One can earn a full-time income. **(2 marks)**
- (c) **1** **1**
 Write quality blogs. **(2 marks)**
- (d) **1** **1**
 Increased visibility and more money. **(2 marks)**

Total 8 marks

SELECTION 5

| | | |
|-----|--|--|
| (a) | ONE location where tourism has grown. | <p style="text-align: center;">1 1</p> <p>Caribbean/OR Latin America</p> <p style="text-align: right;">[1 mark]</p> |
| (b) | One reason for growth | <p style="text-align: center;">1 1</p> <p>Strengthening of Euro against US dollar/ 1</p> <p>OR US citizens prefer tourist destinations 1</p> <p>where they do not lose out with the exchange rate</p> <p style="text-align: right;">[2 marks]</p> |
| (c) | TWO countries from which the majority of tourists travel | <p style="text-align: center;">1 1 1</p> <p>United States, Mexico, Canada</p> <p>Any two [2 marks]</p> |
| (d) | Reason for choice of destination | <p style="text-align: center;">1</p> <p>Direct flights</p> <p style="text-align: right;">[1 mark]</p> |
| (e) | TWO improvements in rural areas of Latin America | <p style="text-align: center;">1</p> <p>Potable/running water</p> <p style="text-align: center;">1</p> <p>Electricity Service</p> <p style="text-align: right;">[2 marks]</p> |

Total 8 marks

- (h) (i) **1** **1** **1**
They are falling into a linguistic trap OR they feel that one type of
 1
cloning is better than the other. **(2 marks)**
- (ii) **2**
There is no moral difference between the two types of cloning. **(2 marks)**
- Total 24 marks**

END OF TEST



02245020/CAPE/SPEC/K/MS/2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 2 – PAPER 02

READING AND WRITING

KEY/MARK SCHEME

Passage 1

- (a) No se sienten discriminados y son optimistas sobre su futuro
y las posibilidades/oportunidades y el [las] de sus hijos.
(3 marks)
- (b) Piensan que tienen influencia en las decisiones del gobierno.
(2 marks)
- (c) Mientras que dos tercios de los hispanos informaron que no han
experimentado discriminación, tres cuartas partes de los de
raza negra han sufrido discriminación.
(4 marks)
- (d) (i) Las oportunidades económicas son mejores que en su país
de origen.
(2 marks)
- (ii) Los hispanos en Estados Unidos todavía mandan remesas
económicas a su país de origen.
(2 marks)
- (e) Los hispanos son la minoría más grande y la que crece más
rápidamente.
(3 marks)
- (f) Casi 50% de los hispanos nacidos en Estados Unidos hablan
inglés en su casa y cuatro de cada 10 hablan tanto inglés como
español, mientras 70% de los hispanos inmigrantes hablan

1

español en su casa y un cuarto habla tanto inglés como español.

(4 marks)

- (g) Cualquier opinión válida del estudiante con por lo menos una ventaja y una desventaja.

(4 marks)

Total 24 marks

Passage 2

- (a) 1 1 1
- Time and distance are no longer obstacles for consumers or suppliers. The world wide web doesn't have barriers and that means expansion and diversification of world markets.
- (Any FOUR)
- (4 marks)

- (b) 1
- Suppliers of goods and services use the Internet as well as consumers and users who achieve access and transmission of information and entertainment.
- (Any FOUR)
- (4 marks)

- (c) 1
- It costs less to order goods via the Internet and it is more convenient than the traditional way.
- (2 marks)

- (d) 1
- That the consumers as well as the suppliers continue to increase their e-commerce activities and as such suppliers compete with one another to innovate and maintain their niche of the market.
- (Any FOUR)
- (4 marks)

- (e) **1**
 Only 34% of Spaniards have access to the Internet when the
1
 European average is 50%, therefore it is still in its
1
 introductory/adoption phase. **(3 marks)**
- (f) **1**
 This has not happened yet because some Internet users do not
1
 trust e-commerce. **(2 marks)**
- (g) dificultades [paragraph 1] obstáculos **(1 mark)**
- (h) además de [paragraph 2] así como **(1 mark)**
- (i) incremento [paragraph 2] crecimiento **(1 mark)**
- (j) modos [paragraph 3] vías **(1 mark)**
- (k) realizarse [paragraph 5] alcanzarse **(1 mark)**

Total 24 marks

SECTION B

| <p align="center">Content/Presentation (To be marked out of 12)</p> | <p align="center">Correctness of Expression (To be marked out of 12)</p> |
|---|--|
| <p>11-12 Excellent Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p> | <p>11-12 Excellent Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p> |
| <p>9-10 Very Good Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p> | <p>9-10 Very Good Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p> |
| <p>7-8 Good Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p> | <p>7-8 Good Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p> |
| <p>5-6 Satisfactory Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p> | <p>5-6 Satisfactory Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p> |
| <p>4 Minimal Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p> | <p>4 Minimal Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p> |
| <p>2-3 Poor Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p> | <p>2-3 Poor Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p> |
| <p>0-1 Ungradable Very poor; limited production; vague and general; ideas presented at random.</p> | <p>0-1 Ungradable No grasp of essential structures; Little evidence of grammatical awareness; very limited vocabulary.</p> |



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CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 2 – PAPER 03

LITERARY ANALYSIS AND THEMES

KEY/MARK SCHEME

1. Y los sueños, sueños son

1

1

- (a) El coronel va a la oficina de su compadre Don Sabas que lo hace esperar y lo ignora delante de sus peones. Mientras espera se duerme el coronel. La mujer de Don Sabas lo despierta y los dos hablan de sueños. (4 marks)

1

1

- (b) Es un ambiente infernal/de infierno/asfíxante. El calor y los gemidos de los animales contribuyen a crear un ambiente sofocante y de sufrimiento. (any three)

1

1

1

1

“A través de la ventana penetraron a la oficina los gemidos de los animales castrados revueltos con los gritos de don Sabas.”

1

“Era un mediodía ardiente.”/“Embotado por el calor.”

Three marks for explaining the atmosphere and one for example.

(4 marks)

- (c) Tercera persona omnisciente. Es un narrador objetivo que nos da una perspectiva total de la realidad/puede penetrar la conciencia, los pensamientos de los personajes.

1

1

1

1

“Embotado por el calor, el coronel cerró los ojos involuntariamente y en seguida empezó a soñar con su mujer. “/“A veces — respondió el coronel, avergonzado de haber dormido-.”

Three marks for explanation. One for example.

(4 marks)

- (c) Tercera persona omnisciente. Es un narrador objetivo que nos da una perspectiva completa de la realidad/puede penetrar la conciencia, los pensamientos de los personajes.

“Ti Noel palpaba aquel cráneo blanco y frío, pensando que debía de ofrecer, al tacto, un contorno parecido al de la calva que el amo ocultaba debajo de su peluca.”

Three points for explanation. One for example. (4 marks)

- (d) El cráneo blanco y frío representa para Ti Noel su amo blanco y los amos franceses que maltratan a los esclavos negros haitianos y esconden su maldad bajo pelucas y polvo, una máscara de la respetabilidad/ parecen inalcanzable en su mundo de poder.

Any four (4 marks)

Total 16 marks

3. El profeta

- (a) El narrador lamenta su mala suerte/ cómo le ha ido todo muy mal. Perdió su trabajo y su mujer. Está pobre y sólo y le echa la culpa al “profeta”.

(4 marks)

- (b) Primera persona. Es un narrador subjetivo. Nos da una perspectiva limitada de la realidad.

“Yo de vez en cuando recordaba al <<profeta>>”

Three points for explanation. One for example. (4 marks)

- 1 1
- (c) Es una persona que no toma responsabilidad de sus acciones. “Si me encontraba como me encontraba, era por culpa suya.”” porque de algún modo le hacía responsable de todo aquel cúmulo de incidentes que me había colocado en sólo cuatro años en una situación desesperada.”

1 1

Le echa la culpa a los otros. “Todos mis males se debían a él” / “porque de algún modo le hacía responsable de todo aquel cúmulo de incidentes que me había colocado en sólo cuatro años en una situación desesperada.”

1

Es miserable/desesperado. “Es verdad que empecé a beber, mucho más de lo que antes bebía, y es verdad también que en poco tiempo tenía el hígado destrozado y un aspecto lamentable que en nada recordaba al de aquel ejecutivo bien vestido que se cruzó con un paseante solitario, que estaba ligeramente apoyado en una barandilla de hierro pintada de negro, en una luminosa mañana de otoño.”

1 1

Está solo. “Cuando uno pierde todo lo que tiene o creía tener, pierde también a los amigos y las ayudas de todo tipo, por aquello de <<a burro muerto, cebaba al rabo>>.”

Any four (including other valid examples from texts) (4 marks)

- 1
- (d) En este episodio el narrador experimenta la soledad después de destruir su matrimonio y su

1 1

familia. El profeta también experimenta la soledad porque se retira de todos por miedo de

1

causar daño. En “El farero” el protagonista es solitario en su oficio. En “Fátima de los naufragios”,

1 1

Fátima es solitaria en la playa esperando a su hijo./Vive en la soledad por ser diferente.

Three marks for explaining solitude in the episode and story and one mark for second story.

(4 marks)

Total 16 marks

4. El duelo

- 1 1
- (a) El juez trata de captar al bandolero Nicolás Vidal encarcelando a su madre y dándole poco
 1
 agua. Espera que cuando su madre empiece a llorar de sed que Vidal se rinda pero Vidal
 1
 niega hacerlo.

(4 marks)

- (b) 1 1 1
 Tercera persona omnisciente. Es un narrador objetivo que nos da una perspectiva completa de
 la realidad/puede penetrar la conciencia, los pensamientos de los personajes.

1

“Hacía muchos años que no tenía contacto con Juana La Triste y tampoco guardaba ni un solo recuerdo placentero de su niñez, pero ésta no era una cuestión sentimental, sino un asunto de honor.”/ 1

“Ningún hombre puede aguantar semejante ofensa, pensaron los bandidos, mientras alistaban sus armas y sus monturas, dispuestos a acudir a la emboscada y dejar en ella la vida si fuera necesario. “

Three marks for explanation. One for example.

(4 marks)

- (c) 1 1 1
 Es un hombre frío y solitario. “Sus hombres lo vieron recibir la noticia en silencio, sin alterar su impasible máscara de solitario ni el ritmo tranquilo con que afilaba su navaja contra una cincha de cuero.”

1 1

Es terco/determinado. “Veremos quién tiene más cojones, el juez o yo —replicó imperturbable Nicolás Vidal.”

1 1

Es un hombre fuerte que inspira la lealtad de sus seguidores. “pensaron los bandidos, mientras alistaban sus armas y sus monturas, dispuestos a acudir a la emboscada y dejar en ella la vida si fuera necesario.”

1 1

Es valiente/atrevido. “Lo único que nadie pensó fue que pudiera faltarle el coraje, porque había dado muestras de tenerlo en exceso.”

Any four

(4 marks)

- 1
- (d) En este cuento, mientras parece que no existe el amor entre Juana La Triste y su hijo Nicolás Vidal a quien trató de abortar, la mujer del juez se sacrifica la vida y su cuerpo por sus hijos.

1

En “Un camino hacia el norte” Claveles Picero le entrega a su hijo a otros para garantizarle una mejor vida/Claveles Picero en vez de cuidar a su hijo, se lo da a otros.

Three marks for explaining solitude in the episode and story and one mark for second story.

(4 marks)

Total 16 marks

EL MUNDO MODERNO (*Fátima de los naufragios; Cuentos de Eva Luna*)

5. In love, no sacrifice is too much to bear.

[32 marks]In *Fátima de los naufragios*:

- “Fátima de los naufragios” the protagonist practically gives up her life in wait for her son to come to shore. Even though she has survived her journey to Spain, she wastes away on the beach waiting for him to arrive. When he eventually washes up on the shore she is a pathetic figure.
- In “La Piel de Marcelinda” El Chano fights for Marcelinda and gives up her life for her. When he is killed, she kills herself to join him in death.
- On the other hand in “El vuelo de la mariposa” the narrator does not love his family enough to be faithful and ends up in ruin.

In *Cuentos de Eva Luna*

- In “La mujer del juez” Casilda gives up herself and her life to save her children. She also lives in an unhappy marriage to please her husband and take care of her family. Nicolás, having fallen in love with Casilda is not afraid to die and prefers to stay with her, loving her.
On the other hand, as he does not love his mother, Nicolás does not sacrifice himself for her and lets her die.
- In “El palacio imaginado” El Benefactor does many things to please Marcia although he is prepared to give her up when he realizes his power is at stake.
- In “El camino hacia el norte” both the abuelo and Claveles sacrifice themselves. The abuelo and his wife work themselves to the bone to care for children and grandchildren and he sacrifices himself for his great grandchild. It is his love for his great grandchild that urges him to make an almost impossible journey to save him.
Claveles, on the other hand, thinks she is doing what is best for her son by giving him up to others who can better provide for him but eventually accompanies her grandfather on the arduous journey when she realizes he may have been bought to harvest organs.
- In “De barro estamos hechos” Rolf does not leave the trapped girl’s side for days to urge her on until her eventual death.

6. Those who hold true power are often the ones we least expect. [32 marks]

In *Fátima de los naufragios*:

- In “El vuelo de la mariposa”, the protagonist realizes just how powerful the words of the seemingly insignificant ‘profeta’ are, as his words unleash the havoc he predicts.
- In “El vuelo de la mariposa” the prophet seems powerless to control the possible ill consequences of his actions and forces himself into confinement because of it.
- In “La Piel de Marcelinda” the lovely and inexperienced Marcelinda yields a power of her own over her pimp Chano who desperately falls in love with her to his detriment.
- In “Fátima de los naufragios” the mysterious and dignified figure of the suffering Muslim mother enwraps the whole village whose life is changed by her fate.
- In “Desayuno de trabajo”, the maximum leader wishes to remain ignorant of many things while he leads and depends on his general to know and run things.

In *Cuentos de Eva Luna*

- In “La mujer del juez” Casilda is the strong and powerful one who takes down the bandit Nicolás with her love and saves her children in the process.
In the duel between the judge and the outlaw, it is the outlaw Nicolás who wins as he defies all humanity and leaves his mother to die in prison rather than surrender.
- In “El palacio imaginado” Marcia enchants and captivates the dictator, rendering him powerless to her love.
Yet, in the end, when he realizes how weak the woman has made him become in love, El Benefactor leaves her and his heart behind and takes back his place as leader until his death.
- In “De barro estamos hechos” the little girl trapped in the mud helps him discover himself.
- In “Dos palabras” Belisa, the lowly girl who sells words completely bewitches the colonel and El Mulato despite their strength and political power.

EL COMPROMISO POLÍTICO Y SOCIAL (*El reino de este mundo; El coronel no tiene quien le escriba*)

7. The poor and downtrodden seem fated to remain in that position.

[32 marks]

- In *El reino de este mundo*, the Haitian people seem destined to remain oppressed forever.
- The Blacks and their beliefs are repressed and looked down upon by the white rulers
- The Haitian Revolution brings no relief as Henri Christophe and the mulatto regime continue to oppress their own people
- The cyclic nature of the story shows that this repression is doomed to repeat itself regardless of to whom the reins of power belong .

In *El coronel no tiene quien le escriba*

- The colonel and his family are poor and starving despite his many years of service to the country.
- The colonel waits for years without end for a pension cheque that never comes to relieve their suffering
- Even when he seems to have a way out with his fighting cock, he is exploited by his compadre Don Sabas who tries to trick him to sell it for much less than it is worth.
- Even when there is resistance to oppression, the downtrodden like the colonel's son Agustín is killed.

8. When one has great hope in the future, one will always be bitterly disappointed.

[32 marks]

- In *El reino de este mundo*, the Haitian people (Ti Noel and others) inspired by leaders Boukman and Mackandal who fought and died for freedom fostered the hope of a free Haiti, only to be held in unending oppression.
- The Haitian Revolution was a milestone for the colonies as Toussaint and others ousted the oppressive French
- Yet even with rebellions and revolutions, Ti Noel and his people remain oppressed not by outsiders but by their own people. Cycle after cycle – Dictator Henri Christophe, the mulattoes etc bring suffering in their wake.
- Ti Noel realizes that it is due to his passivity and lack of commitment that he has found himself in this position and that he must assume his role in his countries destiny.

In *El coronel no tiene quien le escriba*

- The colonel is very idealistic, fighting for the betterment of his country and naively believing that things will get better
- The colonel waits for years without end for a pension cheque that never comes to relieve the suffering of his family
- Agustín who lead resistance to the corrupt regime is killed and leaves his mother in despair, further compounded by the seemingly never ending poverty.
- The fighting cock which is a way out of the suffering for the colonel and his wife is motive for the greed of his compadre and the sentimental value attached to the cock by the colonel may prevent him from selling or letting the cock fight, leaving his family in abject poverty.
- On the other hand, while the colonel's wife reaches the end of her rope, it is the hope and optimism of the colonel that keeps him going.

SECTION B

| Knowledge and Understanding (To be marked out of 16) | Application of Knowledge (To be marked out of 9) | Organization of Information (To be marked out of 7) |
|--|--|--|
| <p>14-16 Excellent</p> <p>Candidate shows an excellent knowledge and understanding of the text and an excellent informed personal response to the themes of the text.</p> | <p>8-9 Excellent</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a highly effective manner, using accurate citations in Spanish.</p> | <p>7 Excellent</p> <p>Candidate organizes information meaningfully and communicates ideas in an excellent and effective manner.</p> |
| <p>11-13 Very Good</p> <p>Candidate shows a very good knowledge and understanding of the text and a very good informed personal response to the themes of the text.</p> | <p>7 Very Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a very effective manner, using accurate citations in Spanish.</p> | <p>6 Very Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a very good and effective manner.</p> |
| <p>9-10 Good</p> <p>Candidate shows a good knowledge and understanding of the text and a good informed personal response to the themes of the text.</p> | <p>6 Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in an effective manner. Less use of citations.</p> | <p>5 Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a good and effective manner.</p> |
| <p>7-8 Satisfactory</p> <p>Candidate shows a satisfactory knowledge and understanding of the text and an informed personal response to the themes of the text.</p> | <p>5 Satisfactory</p> <p>Candidate applies knowledge of the set text with some relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a satisfactory manner. Some citations used but are not all accurate.</p> | <p>4 Satisfactory</p> <p>Candidate organizes information in an acceptable manner and communicates ideas satisfactorily.</p> |

| Knowledge and Understanding (To be marked out of 16) | Application of Knowledge (To be marked out of 9) | Organization of Information (To be marked out of 7) |
|--|--|--|
| <p>4-6 Minimal</p> <p>Candidate shows barely acceptable knowledge and understanding of the text and a partial informed personal response to the themes of the text.</p> | <p>4 Minimal</p> <p>Candidate applies knowledge of the set text with minimal relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a barely adequate manner. Citations are not all adequately used.</p> | <p>3 Minimal</p> <p>Candidate organizes information in a less than effective manner and communicates ideas in a barely adequate manner.</p> |
| <p>2-3 Poor</p> <p>Candidate shows limited knowledge and understanding of the text and an uninformed personal response to the themes of the text.</p> | <p>3 Poor</p> <p>Candidate applies knowledge of the set text with little relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a basically weak manner. Few citations in Spanish are used.</p> | <p>2 Poor</p> <p>Candidate shows basic weakness in organizing and communicating information.</p> |
| <p>0-1 Ungradable</p> <p>Candidate shows very limited knowledge and understanding of the text and an inability to respond to the themes of the text.</p> | <p>0-2 Ungradable</p> <p>Candidate shows little or no knowledge of the set text, or little or no skill in analyzing, synthesizing and evaluating information necessary to handling the question. No citations in Spanish are used.</p> | <p>0-1 Ungradable</p> <p>Candidate shows little or no skill in organizing and communicating information.</p> |

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2004

SPANISH

SPANISH

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2004

GENERAL COMMENTS

Three hundred candidates registered for the Spanish Unit 1 examination and 189 for Unit 2. Ninety-two per cent of candidates achieved Grades I – V in Unit 1, and 95 per cent of candidates achieved Grades I – V in Unit 2.

DETAILED COMMENTS

UNIT 1

PAPER 01- Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. The questions were set in English and candidates were required to respond in English. The topics chosen were in keeping with the experiences of the age group of the candidate. Candidates seemed to have found this paper quite challenging.

Section A - Short Selections

Section A was poorly done with many candidates scoring less than 50 per cent on each question. Syntax and clarity of expression were poor. Responses were very often vague or generalized. Selections 3 and 5, which were based on environmental matters, created some difficulty for candidates and very few were able to produce substantial responses to the questions based on these selections. Responses of candidates clearly illustrated their unfamiliarity with terms used in the Module “El medio ambiente”. Numerals in Spanish were however, generally captured.

Selection 1

Most candidates failed to give the desired response, “insomnia”, as the medical disorder mentioned in the selection. Several responses spoke of “diabetes”, “dropsy”, or “sleepy eye”. Many candidates wrote their own cultural remedies (for example, tablets, exercise, walking) and did not list what were given in the recording.

Candidates also confused “symptoms” with “effects” and answered one for the other.

Selection 2

This selection looked at the influence that television may have on the child. Many candidates failed to provide the specific responses desired, and instead gave answers from their own experiences rather than what were specifically mentioned in the selection.

Selection 3

Candidates tended to give answers which reflected their general knowledge of “Greenpeace”, rather than the facts given in the selection. Some candidates seemed to lack the level of vocabulary required on the topic ‘environment’ and therefore found the questions on this selection particularly challenging. The vast majority of candidates failed to provide the specific details required in response to questions based on this selection.

Selection 4

Low scores on this selection (on ways to save the planet) were due mainly to candidates giving answers in Part (a), “hints that could be used at home to help save the environment”, that were more relevant to Part (b), “hints that could be used outside of the home to help save the environment”. For example, they listed conserving energy and water in part (b), and proper garbage disposal in part (a).

Selection 5

This was the most challenging selection for candidates. A vast majority had a poor understanding of the concept “Greenhouse effect”. Other technical terms also seemed to have posed problems. Candidates must be encouraged to be more specific in their answers. Far too many candidates failed to provide full responses to the questions and consequently did not score as well as they should have.

Section B – Extended Interview

Selection 6

Candidates responded more successfully to this selection. Candidates demonstrated an understanding of the interview, and an ability to identify with the theme dealing with concerns of today’s woman.

There was a fairly reasonable distribution of marks on this question. The least able candidates performed satisfactorily and this is probably due to the content being

more familiar to them. However, it must again be noted that many candidates used their own knowledge to answer the questions, rather than basing their answer on the context given. In addition, they did not pay sufficient attention to detail, and therefore did not gain maximum marks.

The overall standard attained was satisfactory, with 57 per cent of the candidates scoring ten or more of the 20 marks on this question. It was pleasing to note that almost all candidates followed the instructions and responded in English. Only one candidate responded in Spanish rather than English.

Teachers should ensure that all candidates are totally familiar with the examination format.

PAPER 02 - Reading and Writing

Candidate performance on this paper was satisfactory, considering that for the most part, candidates are only one year advanced on their CSEC Spanish examination. Most candidates showed good skills in the area of comprehension, and many also showed good control of the language.

Section A – Reading Comprehension

Passage 1

This was a compulsory question testing candidates' ability to understand a passage of contemporary Spanish on a topic related to Module 1 of the Syllabus. This passage required candidates to respond in English to questions in English.

Candidates found the passage well within their capabilities, and performance was very good. Eighty-five per cent of candidates scored at least ten out of a possible 20 marks.

It appeared that while candidates were able to understand the general content of the passage, the specific items of vocabulary that were tested posed a few problems. Candidates appeared to experience particular difficulty with the following words and phrases:

ama excesivamente

idolatra

vencer / superar

al alcance de / abordables para.

Passage 2

This was a compulsory question testing candidates' ability to understand a passage and reply to questions in their own words, in Spanish, to questions in Spanish. As expected, candidates found the questions on this passage more challenging than questions based on Passage 1, as they were required to comprehend, analyse and evaluate, and then express their answers in Spanish paraphrasing elements from the passage.

Candidate performance was generally good with 70 per cent of the candidates scoring at least ten out of a possible 20 marks. While candidates appeared to have understood the content of the passage, many did not score maximum marks because they did not attempt to express the answer in their own words. Half of the marks available for each question, with the exception of (e) (ii), which required candidates to express their opinion, were awarded for showing comprehension. Half of the marks were awarded for expressing the answer according to the rubric "in your own words".

While it is not expected that candidates will be able to find synonyms for every word in the passage, or be able to paraphrase without using some of the language that appears in the passage, wholesale quoting from the passage only received half of the marks available for each question. It was heartening to see the large numbers of candidates who made genuine attempts at responding in their own words.

Although the passage was on a familiar topic and contained many cognates which would have been helpful to candidates, many of them found difficulty with words such as "ubicación", "alberga", "vida silvestre", and "superficie".

Section B – Essay

This section required candidates to write an essay in Spanish of 250-300 words on one of the five topics. This section tested candidates' ability to express themselves in Spanish in a thoughtful, reasonably mature and well structured way on a theme related to current issues as outlined in the syllabus. Examiners were looking for essays with a brief general introduction, three - five paragraphs focusing on the different angles of the topic and a brief conclusion. Sensible, thoughtful content, expressed in reasonably flowing, for the most part grammatically correct Spanish, and using an appropriate range of vocabulary, was rewarded with high marks.

Candidates were given a choice of five essays on topics related to Module 2 of the syllabus. The majority of candidates responded to the essay, "No es posible solucionar el problema de <los niños de la calle>. ¿Estás de acuerdo?" Candidates interpreted "los niños de la calle" in two ways. Some took the phrase to mean children who had

a home and family, but who were forced by adverse living conditions to go out on the streets and work or beg each day, returning home each evening. Others took it to mean “street kids” in the sense of those who have no home or family, and who are literally living on the streets. Both interpretations were accepted as valid and some very good essays were seen on this topic, which seemed to appeal to the youthful idealism of the many candidates who proposed a number of feasible solutions.

The essay next in popularity was the essay, “La religión es una institución que divide a la gente. Comenta.” While this may have seemed like a fairly easy option to some candidates, the quality of the essays was generally disappointing, with many candidates merely following the party line of whatever religion they ascribe to without really going beyond superficialities. It was felt that this was a topic for which few candidates had been prepared, as they made many errors in Spanish related to the names of the major religions.

Very few candidates attempted the other essays. Candidates’ performance on this section was satisfactory. Mean scores on essays ranged from 10.62 on essay # 5 to 14.00 on essay # 4.

A number of very good essays were presented showing that some candidates gave careful consideration to the topics. Points were well presented and argued, a range of vocabulary was used, along with relevant idioms.

However, many candidates fell into the “satisfactory” category, indicating that this type of question is one on which they need to keep practising. Candidates must also be reminded to follow the rubric related to “length”. An excessively short essay cannot really be expected to say very much, while an overly long essay suggests an inability on a candidate’s part to plan and carefully present his/her arguments.

Candidates made a number of grammar and vocabulary mistakes, suggesting that these are areas that still need extensive work:

Agreement of subject and verb (*la gente* + plural verb)

Agreement of noun and adjective (*muchas grupos*)

Negatives (a little surprising at this level) (*es no malo*)

Omission of personal ‘a’

Bien and *bueno*

Respeto and *respecto*

Padres / *parientes*

Por and *para*

Ser and *estar*

Tenses - confusion re: Preterite and Imperfect.

Use of Conditional to express should / *deber*

Deber + infinitive

Incorrect use of prepositions e.g. buscar para/ cuidar para

Errors with basic uses of the subjunctive

Vocabulary in general seems to have been a problem for some candidates, and much guessing and anglicisms of words occurred. Some candidates even provided the English word, at times in quotation marks, which is very damaging to the overall impression formed of their work, and which must be discouraged at all costs.

A possible way of providing extra practice for candidates on the finer points of Spanish grammar is to provide them with a gapped passage with two or more similar alternatives to fill the gap, only one of these alternatives being correct.

Example of a Gapped Passage

Select from the list provided the word or phrase which will correctly fill each gap, taking care to number your responses accurately.

La población hispana en Estados Unidos creció a un ritmo mayor de lo que se esperaba en los últimos 10 años,**1**.....un informe sobre el Censo 2000 publicado**2**..... el prestigioso periódico el Washington Post.

La cifra total es de 35,3 millones.....**3**..... latinos, tres millones más de lo que se esperaba, y una cifra similar a la población**4**..... , que totaliza entre 34,7 y 36,4 millones.

Con**5**.....a los latinos, se cree que el aumento tremendo se explica**6**..... los altos**7**....de inmigración y el pobre conteo de los censos pasados.

Los resultados del censo se utilizan no**8**.....para saber cuántas personas habitan EE.UU.,.....**9**.....también para establecer los distritos electorales y la distribución de millones de dólares en fondos federales.

Select from the words below the ones which will correctly fill each gap.

| | | |
|---------|--------|----------|
| Con | número | respeto |
| De | para | según |
| Negro | pero | sino |
| Negra | por | solo |
| Niveles | | respecto |

PAPER 03 –Literary Extracts and Themes

Section A – Literary Extracts

This section required candidates to read a literary extract and comment on character, plot, setting and simple literary techniques. Candidates had a choice of two extracts:

- (i) a passage entitled “Ovejón” , an extract from Ovejón , a short story, and
- (ii) a passage entitled “El Misterio de Tita” , an extract from Como Agua Para Chocolate, a novel.

Most candidates chose to answer the second passage.

Passage 1 - Ovejón

Many candidates did not know the expression “desempeñar un papel” in the question “¿Qué papel desempeña la naturaleza en el cuento?” They therefore worked with the word “naturaleza”, and hoped to answer the question asked. While several of them spoke of nature being instrumental in curing the beggar, they failed to recognize that nature had harmed him as well. Many candidates stated that nature provide a contrast. This may be accounted for by the vocabulary of the passage: “Un naragato con sus curvas y recias espinas había rasgado profundamente aquellas carnes fofas.” Candidates should be familiar with the words “espinas”, “rasgar” and “carne”. They should therefore be taught techniques of deducing meaning by using the familiar words to arrive at the meaning of a sentence.

Passage 2 - El Misterio de Tita

Most candidates who attempted this passage responded appropriately to the questions. Although some candidates were aware that the “ocurrencia extraña” which occurred in the extract was related to Tita’s nursing the baby, either they found difficulty in expressing the strangeness about the occurrence or, they were unsure of the word “extraño” in this context.

In their responses to both passages however, candidates gave literary techniques rather than the literary point of view, or answered the question without referring specifically to the passage given.

The ability of candidates to express themselves in Spanish at this level was surprisingly poor. Many candidates made errors in agreement in terms of both verb with subject, and adjective with noun. For example,

* “el hombre fui”

* “una buen mujer”

The word “gusta” was used as a preposition. For example, “gusta un niño – like a child.”

The Noun “curado” was used to describe the man in Passage 1 as a person who cures. It is to be noted that the word “curandero” is to be found in the Spanish CSEC syllabus.

Linguistic *interference* was evident in candidates’ attempts to express themselves. For example, *“Tita miraba despues de un niño” and *““El misterio de Tita” es un episodio cual es de una mujer quien se encuentra en una posición más difícil cuando cuidando por un niño’.

Although performance on this paper was much better than in previous years, it is still obvious that candidates are not getting enough practice on the question of literary analysis. This paper does not demand any deep knowledge of literary analysis. Knowledge of a plot, how to do a character sketch, and how to identify a narrative technique are questions that keep recurring. Teachers are advised to use the specimen paper as a guide in the teaching of literary analysis. Candidates should be taught to use the marks allocated as a guide to the amount of information needed in the response.

Section B - Themes

This section required candidates to explore one of three themes listed in the syllabus, making detailed reference to one literature text while providing support from other sources.

Word limit was often not respected, resulting in sketchy responses. Candidates lost marks for writing a general essay without making reference to even one main text. When they did make reference, many lost marks for not including any additional

* **Indicates a form that is grammatically incorrect**

material. Teachers should ensure that all candidates are aware of the mark scheme for this question, highlighting the fact that they cannot go beyond a certain mark on the scheme if they do not refer to additional material. If candidates are aware of this, and practise writing their essays throughout the year with this in mind, much better responses will be produced.

Most candidates chose to respond to the theme of “La mujer en la sociedad”. The second most popular theme was “El individuo al margen de la sociedad”. Very few candidates attempted the questions based on “La juventud”.

On the theme “La mujer en la sociedad”, it was astounding to see the number of candidates who misspelt the name of the protagonist in “La Casa de Bernarda Alba”. Familiarity with the texts seemed to be fleeting, as some candidates misquoted the plot; for example, they said that Martirio committed suicide, when in fact it was Adela who had done so.

The second most quoted text was “El Túnel”, on the theme “El individuo al margen de la sociedad”.

“El Camino” was the text quoted by the few candidates who attempted to answer a question on “La Juventud”.

Question 3

This question was quite well done. Candidates made appropriate references to prescribed texts and additional material. However, the aspect of the battles being “sin esperanza” was not addressed by many candidates.

Question 4

Again, this question was fairly well done. The word “hermanas” was interpreted by most candidates in the limited sense of biological sisters. This interpretation therefore limited the scope of their responses.

Question 5

This question was not competently handled by the few candidates who attempted to answer it. In quoting from “El Túnel”, many candidates failed to come to grips with the word “fugaz” in the question.

Question 6

This question was fairly well answered. Candidates quoted effectively from “El Túnel” and “La Familia de Pascual Duarte” to address the issues raised.

Question 7

Of the few candidates who attempted to answer this question, very few grasped the main issues of the question - those of time to enjoy life, identify the complexities of life, and showing how they cause young people to mature rapidly.

Question 8

A very small number of candidates answered this question. Those who did, failed to define “el ser verdadero” as required by the question. In addition, they did not deal effectively with the word “búsqueda” in the question, by quoting examples of protagonists searching, and what this search involved.

PAPER 04 –Internal Assessment

Oral Assessment

This paper required candidates to make an oral presentation on a topic of their choice, and engage in conversation with an examiner on this topic, as well as on abstract and/or current issues. Most candidates presented their topics in a coherent and logical manner. It was evident that some research was done on the different topics. However, some candidates needed to do some more investigation and prepare a more detailed and interesting presentation. Some recordings were of a poor quality making the moderation difficult.

Examiners need to remember to introduce themselves and the candidates and also to state the names and numbers of their centres. This information should be written on the cassettes and the forms provided for this purpose. Examiners should remind the candidates to speak loudly and clearly. Orals should be conducted in an environment that would minimize as much background noise as possible. Examiners should be reminded that they should not interrupt the candidates while they present their topics. The candidates should be reminded that they should speak for a minimum of three minutes in the first section of the examination (presentation of their topic) and that in the other two sections there should be some interaction between the examiners and

the candidates; not just the examiners asking questions.

Prepared Topic

These were generally well handled by the candidates, many of whom had relevant facts to substantiate their points. However, some candidates rushed through their presentation which they had learnt by rote. There were numerous errors in pronunciation and stress.

Topic Conversation

This section was more challenging since many candidates, through lack of vocabulary and expression, were unable to respond properly, or spontaneously, to the examiner's questions on the topic.

General Conversation

In the general conversation most candidates performed well, showing that they felt more at ease and related better to topics which were part of their everyday experiences. Candidates had very little problem responding to the general questions asked but were hindered by vocabulary and expression. Not many asked the examiners questions or their opinions. Candidates should be encouraged to engage the examiners in a general conversation and the examiners should be encouraged to keep their answers short and not talk too much. Generally, the pronunciation of many candidates suggests that there needs to be more authentic contact with the language, either through contact with native speakers, or a visit to a Spanish-speaking country.

Some common grammatical errors made by the candidates were:

- article/noun agreement:
**una programa, *otros culturas, *un variedad, *el idea*
- subject/verb agreement:
**los medios de comunicación es, *los políticos es, *la gente son,*
- relative pronoun:
**los cubanos quien ..., *otras razones por cual*
- *ambos* instead of *tanto... como*:
**ambos los cubanos y los jamaicanos...*
- Non-conjugation of verbs
**la mujer no respetar, *los gobiernos luchar,*
- gerund with prepositions:
**es ayudando, *como robando,*
- omission of prepositions - for example - personal 'a'
**asistir la escuela, *ayudar los niños*

* Indicates a form that is grammatically incorrect.

- *ser* with the gerund:
**son viviendo*
- Incorrect inclusion of the indefinite article (interference from English)
**un otro país*
- *mostrar, demostrar* - used interchangeably
- combining two (2) structures:
**me llamo es...*
- *ser* and *estar* with past participle
- Radical changing verbs
- Past participle for Preterite

Written Assignment

In their written assignment most candidates were able to cover the facts that were relevant to the topics.

In many instances the cover of the written assignment did not have all the needed information – Name of candidate, teacher, school, candidate’s number, school code and Topic of Study. Listed below are some suggestions as to the proper format of an assignment.

The assignment should be in sections with the main headings being:

Exposición de la cuestión /del problema
Reportaje de los resultados
Recomendaciones

Candidates may also include ‘Apéndice’.

The statement of issue should not be simply “La Deforestación” but perhaps “Para investigar los efectos de la deforestación”

An excellent assignment will have adequate content, be neatly and attractively presented; must follow the guidelines and word limit of 500 words. Candidates may enhance their assignment by including illustrations.

Assignments must be done with reference to a Spanish speaking country. Some candidates submitted general presentations, for example “ Las reservas naturales” with no reference to any Spanish context.

Language

Many candidates were allowed to submit poorly translated documents from the internet. There were numerous inaccuracies in spelling and agreement. The same grammatical inaccuracies mentioned for Paper 02 and the oral assessment were also made here.

Candidates need to be guided by teachers in their research and presentation. Teachers should make periodical checks to view ongoing work. Teachers should ensure that candidates meet their deadlines so as to allow ample time for checking and making corrections. Many errors were left unchecked by teachers.

Teachers are reminded to enter marks for the Internal Assessment when submitting samples for moderation. Some samples were not accompanied by marks.

UNIT 2

PAPER 01- Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. The questions were in English and candidates were required to respond in English. The topics chosen were in keeping with the experiences of candidates' age group. Although candidates performed well on this paper and demonstrated a high level of comprehension, there is still need for greater practice in listening for specific, detailed information.

Section A – Short Selections

Selection 1

Many candidates were able to respond satisfactorily to this selection on an exhibition on Twentieth Century Mexican Art. Candidates' weakest response related to the date and place of the inauguration.

Selection 2

This selection on human rights in Argentina was well handled by candidates. Seventy-four per cent of candidates scored more than half of the ten marks on this selection. However, many candidates in responding to the question "What happened to children who were taken from their mothers?" confused "adopted" with "abducted".

Selection 3

There was a wider distribution of marks on this selection on how astronomers' observation of the Milky Way is affected by the many lights of the world's expanding cities. Some very vague responses were given for the question "How have astronomers been affected?" The correct response was, "it has interfered with their observation". Candidates however, supplied vague statements like "They have been affected and their work has been upset."

Selection 4

Generally, candidates scored well on this question on the potential of solar energy, although the least able candidates seemed to have encountered difficulties.

Clearly, some candidates had no clue of solar power, and rendered "burning at high temperatures" instead of "high temperature burners".

Selection 5

For this selection, candidates were required to identify the product introduced by the Mexican company. Many gave responses such as "la cola" and "la empresa". The required response, "artificial skin" was rendered as "artificial wood," "artificial hair," or "artificial leg". Many candidates also interpreted "mil" as million in their responses to Questions 5 (d) and (e).

Fifty-two per cent of the candidates scored more than half of the seven marks on this question.

Section B – Extended Interview

Selection 6

This selection on the subject of equal opportunity and treatment for Mexican migrant workers was generally well done, with 63 candidates scoring more than ten of the 20 marks on this selection. However, Question 6(d), "Why is it hard for migrant workers to keep a steady job?" was often misinterpreted, and candidates' responses addressed migrant workers' qualifications rather than the conditions under which they are employed.

PAPER 02 – Reading and Writing

Section A – Reading Comprehension

Candidates performed well on this paper.

Passage 1

This was a compulsory question testing candidates' ability to understand a passage of contemporary Spanish on a topic related to Module 1 of the Syllabus. Questions and answers were in English.

Candidates found the topic and the passage well within their capabilities, and performance overall was very good. Seventy-six per cent of the candidates scored between 11 and the maximum 20 marks on this question.

Although most candidates performed well on the question, a number of them had problems with the words “miseria”, “militancia”, “supuesta falta”. In addition, candidates needed to improve their expression in English.

Candidates are advised to be selective in the material they provide in their answers, a ‘hope-for-the-best’ and ‘scatter-shot’ approach may lead to ambiguity and loss of marks.

Passage 2

This passage required candidates to answer in Spanish, in their own words, to questions posed in Spanish. Candidates appeared to have found the question interesting and well within their capabilities.

Candidates' performance on this question was generally very good. Eighty-three per cent of candidates obtained scores of between 11 and 20 on this question.

Most candidates successfully answered the questions in their own words. However, a small number lost marks for quoting wholesale from the passage. Half of the marks available for each question, with the exception of (f), which required candidates to express their opinion, were awarded for showing comprehension. Half were awarded for expressing the answer according to the rubric ‘in your own words’. While it is not expected that candidates will be able to find synonyms for every word in the passage, or be able to paraphrase without using some of the language that appears in the passage, wholesale quoting from the passage only received half of the marks available for each question. Most candidates made genuine attempts at putting the answers in their own words.

Section B - Essay

This section required candidates to write an essay in Spanish of 250-300 words on one of five topics. This section tested candidates' ability to express themselves in Spanish in a thoughtful, reasonably mature and well structured way on a theme related to "La industria, el comercio y los asuntos económicos" as outlined in the syllabus. Examiners were looking for essays with a brief general introduction, three - five paragraphs focusing on the different angles of the topic and a brief conclusion. Sensible, thoughtful content, expressed in reasonably flowing, for the most part grammatically correct Spanish, and using an appropriate range of vocabulary, was rewarded with high marks.

Candidates were given a choice of five essays on topics related to Module 2 of the Syllabus. The most popular title with candidates was that of "El turismo ha tenido consecuencias más negativas que positivas. Comenta." (Essay #6). This is a topic with which most candidates would be familiar, and was generally well handled in terms of vocabulary, positives and negatives. A number of candidates wrote on the topic, "La globalización no ha tenido un impacto positivo sobre los países tercermundistas. Discute." (Essay #3). Essays #5 and #7 had fewer takers, while only two candidates attempted essay #4.

The general conclusion was that most candidates fell into the "satisfactory" category, and that they found this question very challenging. Bearing in mind that writing is the most difficult of the four language skills this is not too surprising, but if they are to continue their studies to a higher level it is one at which they must keep working.

Candidates must also follow the rubric related to "length". An excessively short essay cannot really be expected to say very much, while an overly long essay suggests an inability on a candidate's part to plan and carefully present his/her arguments.

A number of grammar and vocabulary mistakes appeared frequently, suggesting that these are areas in which candidates still need extensive practice:

Verbs followed by prepositions - *tratar de / enfrentarse con*

Confusion over when to use *a causa de* and *porque*

Problems with *resultar* and *resultado*

Agreement of subject and verb - **la gente trabajan, *el gobierno son*

Agreement of noun and adjective - **muchos compañías*

Definite article omissions, - **Turismo es la industria más lucrativa en...*

Misuse and overuse of the Passive Voice.

Anglicizing of words - *en facto, provider*, and many others.

Problems with false cognates- *asistir* for *ayudar*; *realizar* for *darse cuenta*; *relativos* for *parientes*

* Indicates a form that is grammatically incorrect.

Desde for puesto que, ya que

Por and para

Tenses -confusion re: Preterite and Imperfect.

Use of Conditional to express should / *deber*

Deber + infinitive

Errors with basic uses of the subjunctive

Vocabulary in general seems to have been a problem for some candidates, and much guessing and anglicization of words occurred. Some candidates even provided the English word, which is very damaging to the overall impression formed of their work, and which must be discouraged at all costs.

Candidates need to practice writing as much as possible on a variety of topics in order to develop the necessary fluency required at this and the next level. There still remains scope for improvement and refinement in the areas of vocabulary and grammar. Comments made in Unit 1 on the use of gapped passages as a means of providing candidates with extra grammar practice, are also applicable to this, and any other level.

PAPER 03 – Texts and Themes

This paper consisted of two sections.

Section A – Texts

This section required candidates to choose one of the excerpts from the prescribed texts and answer questions set on that excerpt. The questions were to be answered in Spanish.

Most candidates responded to the excerpt from “El Túnel”, the majority of them doing fairly well. However, many candidates recounted events from the beginning of the passage, rather than immediately prior to the excerpt. In addition, the sense of “la lucha” between opposing forces was difficult for candidates to express. Many candidates also failed to deal with the element of fate in the words “Pero no pude” (question 1d) and confined their answers to the sentence which preceded this quotation.

“Crónica de una muerte anunciada” received the second highest number of responses from candidates. This question was well answered with candidates showing a very good understanding of the concept of “la honra”, and how this concept relates to the novel. However, many candidates were unable to explain the idea of “la fatalidad”.

Many questioned the reason for the killing of Santiago but only a few expressed his killing as his destiny/fate.

Very few candidates answered the questions on “La lluvia amarilla” but those who did, generally responded quite well. They quoted effectively from the text to support their answers. The main weakness in the responses was in candidates’ inability to express the significance of the protagonist describing himself as “perro abandonado”.

Section B – Themes

This section required candidates to explore one of the three themes listed in the syllabus, making detailed reference to one literature text while providing support from other sources. Candidates still made very careless and simple grammatical errors. Just as occurred in Unit One, there were instances where candidates made no reference to additional material and were penalized. Teachers should ensure that candidates are alerted to the fact that the mark scheme stipulates a penalty for the non referral to additional material.

Questions 4-5 were based on the theme “Conflicto y cambio en Hispanoamérica”.

Question 4

This question was fairly well answered. Many candidates quoted from “El coronel no tiene quien le escriba” to answer this question. They dealt effectively with the conflicts in the novel, but failed to address the concept of “los cambios son muy pocos”.

Question 5

This question was also well answered. Many candidates preferred to Don Sabas in “El Coronel no tiene quien le escriba”. However, there were some instances in which candidates misquoted facts from the text.

Questions 6-7 were based on the theme “La vida rural”.

Question 6

This question was satisfactorily answered by candidates. However, there was need for more references to additional material.

Question 7

This question was better handled by candidates. However, many of them did not know the word “paradisiáca”, and were therefore unable to competently answer the question.

Questions 8-9 were based on the theme “Las relaciones interracialas” but only one candidate attempted question 8 and which was poorly done. No candidate attempted Question 9.

PAPER 04 – Internal Assessment

Oral Assessment

This paper required candidates to make an oral presentation on a topic of their choice and engage in conversation with an examiner on this topic as well as on abstract and/or current issues. Most candidates presented their topics in a coherent and logical manner. It could be seen that some research was done on the different topics. However, some candidates needed to do some more investigation and prepare a more detailed and interesting presentation. The poor quality of some recordings added to the difficulty in moderating.

Examiners need to remember to introduce themselves and the candidates and also to state the names and numbers of their centres. This information should be written on the cassettes and the forms provided for this purpose. Examiners should remind the candidates to speak loudly and clearly. Orals should be conducted in an environment that would minimize as much background noise as possible. Examiners should be reminded that they should not interrupt the candidates while they present their topics. The candidates should be reminded that they should speak for a minimum of three minutes in the first section of the exam (presentation of their topic) and that in the other two sections there should be some interaction between the examiners and the candidates; not just the examiners asking questions.

Prepared Topic

These were generally well researched by candidates with relevant facts. The presentations were very lively, and showed a maturity of language and expression.

Topic Conversation

Candidates performed quite well in this section. Some candidates gave a very impres-

sive performance in both topic and general conversation. They were able to defend their views and issues raised in their presentation.

General Conversation

In the general conversation most candidates performed well, showing that they felt more at ease and related better to topics which were part of their everyday experiences. Candidates had very little problem responding to the general questions asked, and showed a maturity of language. Many asked the examiners questions or their opinions. Candidates should be encouraged to engage the examiners in a general conversation and the examiners should be encouraged to keep their answers short and not talk too much. Generally the pronunciation of many candidates suggests an improvement over the year showing that practice is very essential to improvement of oral competence.

Some common grammatical errors made by the candidates were:

- article/noun agreement:
**una programa, *otros culturas, *un variedad, *el idea*
- subject/verb agreement:
**los medios de comunicación es, *los políticos es, *la gente son,*
- relative pronoun:
**los cubanos quien ..., * otras razones por cual*
- *ambos* instead of *tanto... como*:
**ambos los cubanos y los jamaicanos...*
- Non-conjugation of verbs:
la mujer no respetar, los gobiernos luchar,
- gerund with prepositions:
**es ayudando, como robando,*
- omission of prepositions - for example, personal 'a'
asistir la escuela, ayudar los niños
- *ser* with the gerund:
**son viviendo*
- Incorrect inclusion of the indefinite article (interference from English)
**un otro país*
- *mostrar, demostrar* - used interchangeably
- *ser* and *estar* with past participle
- Radical changing verbs
- Past participle for Preterite

* Indicates a form that is grammatically incorrect.

Written Assignment

Submissions for this paper were of very good quality. In their written assignment most candidates were able to cover the facts that were relevant to the topics and there were more opinions, solutions to problems posed and the recognition of different opinions by experts on the topic. However there were many instances where it was obvious that candidates were still unfamiliar with the format of the assignment.

Content

Although performance on this paper was quite good, in many instances the cover of the written assignment did not have all the needed information – Name of candidate, teacher, school, candidate's number, school code and Topic of Study.

Listed below are some suggestions as to the proper format of an assignment.

The assignment should be in sections with the main headings being:

Exposición de la cuestión /del problema

Reportaje de los resultados

Recomendaciones

Candidates may also include 'Apéndice'.

An excellent assignment will have adequate content, be neatly and attractively presented; must follow the guidelines and word limit of 500 words; Candidates may enhance their assignment by including illustrations.

Assignments must be done with reference to a Spanish speaking country.

The statement of issue should not be simply "la Clonación" but perhaps "Para investigar las ventajas y desventajas de la clonación".

Language

Some candidates were still allowed to submit poorly translated documents from the internet. Although the level of language was much better than for Unit One there were still many inaccuracies in spelling and agreement. The same grammatical inaccuracies mentioned for Paper 02 and the oral assessment were also made here.

Teachers must guide candidates in their research and presentation. Checks should be made periodically where ongoing work on the project can be seen. Deadlines can be given to submit certain stages of the assignment for example, topic, plan, biography to be used...

Teachers are reminded to enter marks for the Internal assessment when submitting samples for moderation. Some samples were not accompanied by marks which made moderation difficult.

Teachers should ensure that candidates meet their deadlines so as to allow ample time for checking and making corrections. Many errors were left unchecked by teachers.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2005**

SPANISH

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SPANISH

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2005

GENERAL COMMENTS

Three hundred and ninety eight (398) candidates registered for the Spanish Unit 1 examination and two hundred and twenty three (223) for Unit 2.

DETAILED COMMENTS

UNIT 1

PAPER 01-Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the Modules of the syllabus, as well as with candidates' experiences in this age range. Although some questions in the Listening Component of the examination were well handled, there are still challenging areas that need to be addressed urgently.

Section A – Short Selections

There was an improvement in Section A compared with last year with more candidates managing to score at least 50 per cent on each question. Not many candidates scored marks at the top end of the scale.

Selection One

This selection which dealt with the issue of the “Telemadre” as vocabulary, seemed to be within the grasp of candidates. There were still instances where candidates' responses were vague, generalized and based on common sense which indicated that they were not listening to the extract as attentively as they should have.

Many candidates for instance in Question 1 (a) indicated that the type of client was “youngsters” as opposed to *(single) young men / people*. Candidates also lost marks especially for part 1(b) where many made up their own responses for the service that the “Telemadre” offered. Many interpreted for example, that she was an “adoptive mother” instead of one who *provided home-cooked meals*. Most of the marks were gained for parts c- f.

Selection 2

This selection which dealt with “breathing exercises” proved to be more challenging. The most popular score tended to be in the region of four to five out of 10 marks. Many candidates struggled to produce answers that resembled the recorded extract. Questions 2 (a) “How do people tend to treat life” (b) “To what Two activities should

fifteen minutes each day be devoted” and (c) “What Three negative emotions can be eliminated by these activities” proved difficult for many candidates. Hardly anyone noted in Question 2 (b) that a *breathing* exercise was one of the 15 minute activities. In 2 (c) many were not able to confidently list all three negative emotions that can be eliminated from such exercises. As a result, candidates wrote “bad humour,” “bad behaviour,” “laziness,” “tiredness” and other responses that were inappropriate. There was one instance recorded of no attempt at all for this selection.

Selection 3

This selection which highlighted oil pollution was not badly done. Many candidates scored at least half marks and many scored in the upper ranges. A large percentage of candidates had problems, however, interpreting the expression “*un barco volcado.*” This, in turn, affected how they answered Question 3 (b) “Cause of the problem.” Many thought, therefore, that the cause of the problem was due to a “volcano.”

The only other problematic area would have been Question 3 (d) “Request made by President” where clarity of expression may have hindered the possibility of gaining full marks. There was one instance recorded of no attempt at all for this section.

Selection 4

This selection was a True / False extract based on the smuggling of tarantulas and scorpions from Bogotá into Japan. This selection was reasonably well tackled by most candidates. No major problems were detected here. True / False questions asked were fair and unambiguous.

Selection 5

Candidates made a modest attempt in this selection, to deal with the question of the **Ozone gas problem** in some parts of Europe. The average mark was four to five marks out of eight marks. There were very few perfect scores.

Many candidates failed to produce full answers in Question 5 (a) (i) “What is said about the ozone gas in some parts of Europe” worthy of two (2) marks. Many did not include for instance both requirements that ozone gas was at its highest in ten years. In Question 5 (a) (ii), “What is blamed for this?” marks were lost when candidates used common sense to give answers for the reasoning behind this increase. Instead of *heat wave*, answers ranged from “industrialization,” “concentration of dangerous gases,” “air pollution” to list but a few. Candidates must, therefore, listen to the extract and not rely on guesswork or inappropriate vocabulary they may have learnt in class pertaining to the theme. Question 5 (b-c) were fairly well answered.

Section B – Extended Interview

Selection 6

Candidates' responses to this section were pleasing to the examiners. Candidates showed a general comprehension and great interest in the topic about street children. The average marks ranged from 12-14 out of 20 marks.

Some responses were, however, clearly influenced by the use of cognates which led to the decline in quality of some answers – “*violación le preocupars*” being main examples. In some instances, candidates used common sense to answer particular questions.

Many candidates did not score the maximum amount of marks for Question 6 (a) “What statistics are given on the number and ages of street children in Guatemala?”. The statistics required to answer this question successfully proved problematic. Many missed crucial elements pertaining to Guatemalan street children statistics of either *5,000 boys and girls* and age ranges from *7 – 14* in order to receive the full three marks. ‘Mil’ was sometimes taken to mean million and “*alrededor de cinco*” for 2/5.

Responses were sometimes too general in Question 6 (b) “Give Two reasons why these children live on the streets?” where some candidates barely stated “family problems” as a reason for living on the street when specific information was given in the selection.

In Question 6 (c) “What Two kinds of jobs do they perform?”, many candidates did not know the word “*parabrisas*” and some simply used “sell,” “wash,” and “clean” without stating what was washed or cleaned.

In Question 6 (d) “State Two means of survival for those who cannot find jobs.” Some candidates made up means of survival based on common sense or misinterpreted answers required for Question 6 (c) where the question asked for the kinds of jobs that street children performed.

In Question 6 (e) “ Why does Sr. Marino say that they lead risky and dangerous lives?” was done quite well, whereas in Question 6 (f) “ How do the general public feel about these street children?”, far too many candidates misinterpreted the information and stated that the children were the ones who should clean the streets as opposed to society seeing them as *social garbage*. Question 6 (g) “ Explain why the government cannot help these children” was fairly well answered by most candidates.

For Question 6 (h) “*Casa Alianza*” was stated in some instances as a home or a place that finds shelter / is made for street children. Information on this item was misinterpreted generally.

Question 6 (i) was fairly well answered whereas in Question 6 (j), candidates’

general misinterpretation of Mr Marino’s hope for street kids led to responses such as “Marino wanted to defend all the children living on the street.”

Overall, this component of the examination indicated that the candidates still need to sharpen their listening skills. There has been some improvement noted, however. Teachers need to continue emphasizing the importance of listening to native speakers as part of their overall quest for proficiency in this skill. More importantly, answers should be based on the information provided from the examination material.

PAPER 02 -Reading and Writing

Candidate performance on this paper was satisfactory. Many candidates showed a good level of skill in the area of comprehension and many also showed good control of the language.

Section A-Reading Comprehension

Passage 1 -Aumenta el número de estudiantes hispanos en las escuelas estadounidenses.

This was a compulsory question which tested the candidates’ ability to understand a passage of contemporary Spanish based on a topic related to Module 1 of the syllabus. The passage required candidates to read the passage in the target language and respond in English to questions asked in English. The responses to these questions indicated that candidates generally understood the passage. At least 80 per cent of the candidates scored a minimum 10 out of the possible 20 marks allotted.

While there was a general understanding of the passage, there were a few vocabulary items that proved problematic for many candidates and this was evident in the responses to certain questions. The items that were problematic were:

docente; ocasionado; el dominio; calificaciones; carentes de

These items were translated as cognates of English words and this led to some answers being “awkward” in many instances. For example, for Question 1 (a), “What has been the result of the increasing presence of Hispanic candidates in American schools?” many responses were read as “many important changes were *occasioned*” and for Question 1 (c) where candidates were asked to list the demands of the federal government, a large percentage of candidates stated that schools were “expected to improve the *dominion* of English in the schools.” While in some instances these direct translations did not affect the answers, in some cases, the answers were contrary to what was stated in the passage. The prime example of this was Question 1 (d) which required candidates to give reasons for concern by the federal government. Many candidates gave the response for this question as “There are many workers *with only* a basic education,” when the response was that there were “...workers *lacking* basic education.”

Candidates were able to handle the synonyms section very well with most candidates

being able to correctly identify at least four out of the five synonyms that were required. The item that was most problematic for candidates appeared to have been “educativo” since the synonym *docente* was not a term that they knew.

Candidates are reminded to pay attention to the requirements of the questions, as many marks were not awarded because candidates did not give sufficient details as required by the questions. For the questions that carried three and four marks, some candidates gave only one-point answers, when they should have given at least three.

Passage 2 - Hablemos del Estado del tiempo

This was a compulsory question testing the candidates’ ability to understand a passage and respond to questions in their own words, in Spanish, to questions in Spanish. Overall, candidates displayed a general understanding of the passage judging from the responses to the specific questions. This range of scores for this passage was generally slightly below that of the previous passage, as was expected. However, the differences between the two were not very striking. Close to 80 per cent of candidates scored 10 out of the possible 20 marks.

While the passage was reasonably understood, a large percentage of the candidates ignored the rubric regarding questions in their own words. For Questions 2 (a) to Question 2 (d) many responses were taken directly from the passage with little or no attempt made to use one’s own words. Candidates should be reminded that there are heavy penalties for ignoring the instructions given. Some candidates did attempt to put answers in their own words and they were rewarded with full marks.

Question 2 (e), (i) and (ii) required candidates to give their opinions on Global Warming. There was a misinterpretation of the questions, especially (e), (i) where instead of outlining the factors that contribute to global warming, many candidates identified the effects of the phenomena. For (e) (ii), many of the responses were too vague. Candidates are asked to be very specific in these questions that require personal opinions.

Again, it is essential that candidates recognize the importance of paying careful attention to the total marks given for each question. Many candidates lost marks for not providing sufficient details to the specific questions. Generally, the marks indicate the number of points that should be outlined in each answer.

Section B - Essay

In this section candidates were required to write an essay in Spanish of 250-300 words on one of five topics. This section tested candidates’ ability to express themselves in Spanish in an informed, analytical and logical manner on a topic related to the theme “**La Sociedad y Los Asuntos Sociales**” as detailed in Module 2 of the syllabus. Examiners were looking for essays with an introduction outlining the stance taken by the candidate on the topic presented for discussion, three to five paragraphs focusing on the various angles of the topic and a brief conclusion summarizing the essence of the views expressed by the candidate in the main body of the essay. Candidates’ performance was judged by the relevance of the essays’ content to

the specifics of the question, the organization and coverage of the facts, ideas and opinions included, the level and range of vocabulary and accuracy of grammatical structures used.

The most popular topic chosen was number 5 "**La television corrumpe la vista de la realidad que tienen los jovenes. Discute,**" perhaps because it was perceived to be the least challenging. Despite its popularity, this question was not very well answered as the majority of candidates who attempted this topic interpreted the question to be a general discussion of the impact of television and few pinpointed the issue of whether or not television distorts young people's view of reality. Some even ventured to discuss the pros and cons of reality TV.

Questions 3, 6 and 7 were also popular choices. However, it was again evident that candidates were not able to do justice to these questions due to lack of knowledge of the subject matter under discussion and misinterpretation of the questions themselves. Question 3 "**Las mujeres son las que alientan al machismo. ¿Estás de acuerdo?**" - Many candidates understood 'alienate' for 'alientan', and interpreted 'machismo' as 'men' themselves or as the concept of women assuming traditionally male roles in society due to the absence of a male figure in the home. Some of the candidates who attempted Question 6, "**La migración a la ciudad afecta negativamente la economía de muchos países latinoamericanos. ¿Estás de acuerdo?**" presented some very cogent arguments and performed quite well. Unfortunately, many others dealt with migration as moving from one country to another and those who did write on internal migration as required dealt more with the advantages of moving to the town but not emphasizing the effects on the economy of Latin American countries. Candidates who chose Question 7, "**El papel de la escuela en la sociedad contemporánea ha cambiado. ¿Qué opinas?**" tended to narrowly focus their discussion on the social aspects of the role of the school. There was little or no attempt to compare the traditional role of the school to its perceived role today perhaps due to the fact that some candidates did not understand the term "**contemporánea**". Few candidates included any mention of change to suit a rapidly advancing technological world. Very few candidates attempted Question 4, "**Al despedir a los trabajadores mayores muchas empresas se roban de sus mejores empleados. ¿Qué opinas?**" and for the most part the arguments presented were really quite superficial.

Most candidates fell into the "Satisfactory" or "Good" category with some in the "Very good" and a small number in the "Excellent". Many candidates did not take the time to identify exactly what the questions were asking them to discuss and that their responses lacked the depth of analysis and maturity of thought required by this question. Candidates must also pay closer attention to the word limit set. Poor handwriting made some essays extremely difficult to decipher.

There were a number of recurring vocabulary and grammar errors which candidates ought to try to eliminate at this level:

***Agreements** - noun and adjective, subject and verb, article and noun

***Negatives** - *hay no, es no, son no*

***Personal 'a'** - *la tele educa los ninos*

- ***Subjunctive** - *los padres quieren sus niños aprender*
- ***Conjugation of verbs** - radical changing - *mostrar ver* - 'vean' for 'ven'
- ***Accentuation** - accents missing or on wrong letter
- ***Omission of 'que'** from '*tener que*' + infinitive
- * **Use of Conditional Tense instead of Imperfect Tense**
- **derecha* for *correcta*
- **realizar* for *darse cuenta de*
- **pasar dinero* for *gastar dinero*
- **es necesita* for *es necesario*
- ***Spelling** - *programmas, proffesoras, efectos, attender*
- * *extranos* for *extranjeros*
- * *sola* instead of *unica*
- * *estes* for *estos*
- ***Anglicisms** - *la element de disguise, hacen sus bebes, no supervision adulto, como resultado, el rato alto de violencia*
- ***Coinage of words** - *el manimismo*

At this level candidates must be encouraged to broaden their scope of reading material to include several aspects of these multi-faceted topics. Exposure to relevant material in the electronic media will not only help to develop sound vocabulary and grammar skills but will provide the candidates with an extensive content base from which to formulate coherent and thought-provoking discussions in their essays. Candidates must be encouraged to give opinions on contemporary issues both orally and in written Spanish.

PAPER 03-Literary Extracts and Themes

Section A-Literary Extracts

This section required candidates to read a literary extract and comment on character, plot, setting and simple literary techniques. Candidates had a choice of two extracts.

- (i) A passage entitled “Ernesto y Paula” an extract adapted from Paula, Isabel Allende.
- (ii) A passage entitled "La visita del alcalde" from Un Día de éstos, Los funerles de la Mamá Grande, Gabriel García Márquez. Most candidates chose passage 2.

Passage 1 –Ernesto y Paula

- (a) Relata la trama del episodio.
Most candidates answered this question competently. Weaker candidates simply copied from the text, instead of recounting the plot in their own words.

- (b) (i) ¿Qué comparación se hace entre el amor y una ráfaga de viento?

Very few candidates zeroed in on the comparison between the ‘ráfaga de viento’ and ‘el amor’. They seemed to be searching in the passage for the actual words to illustrate the comparison. On the contrary, the answer was to be found in their understanding of the passage; that is to say, in the implications of both the narrative and the dialogue.

- (ii) ¿Cómo se manifiesta el tema del episodio?

Candidates seemed unsure of the theme. Weaker candidates thought that it pertained to the ‘ráfaga de viento’. Those candidates who identified the theme correctly as ‘el amor’, found it challenging to show the level of sophistication required. Many were able to deal only with the love between Paula and Ernesto.

- (c) Identifica el punto de vista narrativo y su función en el cuento.

It is evident that many candidates were not comfortable with the ‘punto de vista narrativo’. The function of the narrative point of view was answered in a general manner. No deep analysis relevant to the passage was given. Candidates also failed to recognize that there was more than one narrator.

- (d) De lo que has leído, ¿qué se aprende de Paula?

Most candidates dealt with Paula’s outlook on life; that is to say, they interpreted **de** in the question to mean **from** Paula. Those candidates who interpreted **de** to mean **about**, spoke more of her qualities than of her life, both being equally valid answers.

Passage 2 - La visita del alcalde

- (a) Relata la trama del episodio.

As with passage 1, most candidates answered competently, with weaker candidates simply copying from the text, instead of recounting the plot in their own words.

- (b) Identifica la técnica narrativa del episodio y explica su función.

This question was particularly challenging for candidates. Most were unable to answer competently. The candidates need to distinguish between 'narrative technique' and 'literary technique'.

- (c) Describe los sentimientos del alcalde a través del cuento.

This question was competently answered by most candidates.

- (d) Describe tres aspectos del carácter del dentista.

This question was very well answered by most candidates.

Section B – Themes

This section required candidates to explore one of three themes listed in the syllabus, making detailed reference to one literature text while providing support from other sources.

Three themes were presented:

1. La Mujer en la Sociedad
2. El Individuo al Margen de la Sociedad
3. La Juventud

Of these three themes, most candidates answered the two questions offered on 'La Mujer en La Sociedad' (questions 3 and 4).

Question 3

La sociedad demanda un comportamiento irrealista de las mujeres. Comenta.

Most candidates found it difficult to define "comportamiento irrealista", therefore, their argument/s did not support the thesis statement.

Question 4

La hipocresía de las mujeres es necesaria para la protección de sus hijas

Very many candidates failed to deal with 'la hipocrecía' adequately in answering this question. They dealt with control and cruelty of the mothers, as opposed to showing how in fact Bernarda and Mamá Elena were hypocritical in their actions.

On the theme 'El Individuo al Margen de la Sociedad', Question 6 was more popular with candidates than was Question 5.

Question 5

Los marginados están creados por varios factores sociales. Comenta.

Very few candidates attempted this question.

Question 6

Los marginados serán marginados: les es imposible la reintegración social. ¿Qué opinas tú?

This question was answered competently, with candidates taking different opinions, and defending them effectively.

On the theme 'La Juventud', very few candidates opted to answer either of the two questions offered.

Question 7

Los jóvenes descubren la verdad del mundo de los adultos durante su adolescencia. Discute.

Very few candidates opted to attempt to answer this question.

Question 8

Los jóvenes desean vivir una vida independiente lo más pronto posible. Comenta.

Candidates did not give many references to texts and additional material; but rather, they dealt with these topics in general terms.

GRAMMAR

In this section, grammar was allotted 33% of the total mark. On the whole, grammar was average or below average for most centres. Candidates made errors in subject/verb agreement, personal 'a', and adjectival agreement. It is hoped that in the future these basics of Spanish grammar will be grasped by candidates.

GENERAL REMARKS

Candidates often failed to answer the question asked.

Candidates are, therefore, reminded of the need to read the question carefully, plan their essays, and take care to remain relevant to the question asked/topic given. Also, they need to integrate additional material into the body of the essay, and not leave it to the last paragraph of the essay. Candidates need to stick to the rubric of the question, especially as it relates to the number of words required for a question. There was a distortion of 'El Túnel' where some candidates wrote about Juan Pablo

Castel being marginalized as a result of his mother's death when he was young. Some candidates stated that Juan Pablo was a poor struggling artist, thus a marginal character.

PAPER 04 – Internal Assessment

Oral Assessment

This paper required candidates to make an oral presentation on a topic of their choice, and engage in conversation with an examiner on this topic, as well as on abstract and/or current issues.

General Comments

Many of the tapes were very unclear. There was a lot of background noise making moderation very difficult, sometimes impossible. Examiners need to ensure that the area in which the examination is taking place is free of noise be it from street traffic or other candidates. Examiners need to ensure that they submit recordings of an acceptable standard using standard size cassette tapes and not the micro tapes that were submitted by some. There needs to be a clear introduction of each candidate before each presentation. During the moderation there was much difficulty because candidates were not identified or taped in the order in which the mark sheet was submitted. Examiners must remember that the candidates are the ones who should do most of the talking. Examiners provide the stimulus material and should not dominate the conversation.

Prepared Topic

Many candidates were well prepared and made good detailed presentations in a coherent and logical manner. It was evident that some research was done on the different topics. They had relevant facts to substantiate their points. Others memorized their work and made errors in pronunciation and stress in their rush to finish. Some candidates need to do more research on their topic in order to make it more detailed and interesting.

Topic conversation

Many candidates handled this section fairly well while others had difficulty answering questions on their presentation. It was noted that the candidates who learnt their topics by rote were unable to respond properly or spontaneously to the examiner's questions on the topic. Many had difficulties on this section through lack of necessary vocabulary and expression.

General Conversation

In the general conversation most candidates performed well, showing that they felt more at ease and related better to topics which were part of their everyday experiences. Candidates had little problem responding to general questions but were hindered by vocabulary and expression. Not many candidates asked questions of the examiner. Generally, the pronunciation of many candidates suggests that there is a

need for more authentic contact with native speakers.

Some common grammatical errors made by the candidates were:

**Ser/estar*

**Sino/pero*

**Por/para*

Ser with the gerund: for example, **es jugando* **soy estudiando*

Prepositions and gerund:

For example, **en castigando* **con ayudando* **sin haciendo*

Subject/verb agreement:

For example, **yo tiene* **la gente piensan* ** el gobierno deben*

Article/noun agreement:

For example, *la sistema* ** la problema* ** un parte*

Noun/adjective agreement:

For example, ** otro parte* ** unas compromisos* ** los leyes* **un institución*

Omission of *a/de*:

For example, *ayudar los ninos salir la casa*

Written Assignment

Submissions for the written assignments were generally good. Most candidates presented the topic for discussion clearly and included a fair amount of facts, ideas and opinions. Moreover, the solutions or recommendations put forward were sensible and candidates seemed knowledgeable about the countries studied. There were instances though, of presentations that lacked enough personal input and did not adhere to the format set out in the syllabus. Some candidates seemed to have done an internet search on their topic and printed and submitted the information. Teachers need to be vigilant of this sort of plagiarism which should be harshly penalized. Teachers should not wait until the last minute to view the student's assignment, rather the whole process should be an ongoing one with constant guidance and advice. If this is done a lot of plagiarism can be avoided.

Content

The majority of submissions contained much information about the countries chosen, general facts and statistics, maps and other relevant data and quotes from various sources. However, candidates must be careful not to bombard the reader with too much extra information in their unwillingness to leave out anything that was collected during their research. Remember that there is a word limit. In many cases topics were too broad. Instead of talking about "la polución del aire" in general the topic could have been "La polucion del aire en Mexico". In some cases it was unclear as to the main purpose of the study as well as the candidates stance on the issue. A few submissions had no structure, were poorly organized and contained no recommendations. Candidates should be advised on this. They should also be taught

how to do a proper bibliography.

Language

Many candidates were allowed to submit very poorly translated versions of their topic. Many candidates were guilty of amateur internet translations with English words. They should not be allowed to submit work that has not been checked beforehand but rather should be required to submit a first draft to be checked and commented upon before it is redone for final submission. Grammatical inaccuracies mentioned before were also made here.

UNIT 2

PAPER 01-Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the Modules of the syllabus, as well as with candidates' experiences in this age range.

Generally speaking, candidates' performance was disappointing.

Section A – Short Selections

Selection 1

This selection, which dealt with political unrest in Medellin, was done very poorly. The average mark was between 2 – 3/10. Although everyone was practically able to answer. Question 1(a) "Type of attack", vocabulary seemed to be out of reach for the candidates. Many candidates did not understand *sede de campana* which proved problematic in answering Question 1 (b) "Site of attack".

Many were uncertain as to who was hurt in Question 1 (c) and the material damage caused for Question 1(d). Question 1 (e) "Cause of violence" proved particularly challenging for candidates who gave responses that had nothing to do with the selection on cassette surrounding the cause of the violence. The word "*Campana*" seemed to be the problematic word there. For Question 1 (f) "Victims of previous violence" many did not manage to supply a full answer for victims of previous violence so as to be awarded the entire three marks. Those who did score partially, were able to pick up the number of candidates running - though no one understood "*alcaldes*" - as one of the requirements to answer this item. Vocabulary of a political nature seemed to be the major problem overall.

Selection 2

This was much better done and the average marks ranged between four to seven marks out of 10. There were a few instances of perfect scores. The topic dealt with the popular singer the late Celia Cruz, and it seemed to appeal to candidates. There

were some areas of misinterpretation and instances of invention based on common sense.

Question 2 (a) “How was Celia Cruz commonly known?” caused most problems where candidates were just saying that she was known as “salsa.” They lost marks for this seemingly simple error. Question 2 (b) “What kind of people came to pay tribute to her?” was done well but many did not pick up in Question 2 (c) “What Two qualities are ascribed to her?” that she had a powerful voice. No one noted here contagious energy at all. Questions 2 (d-e) were managed satisfactorily as well whereas many stumbled at Question 2 (f) “What measures did her fans take to enjoy her music?”. Many thought that the measures her Cuban fans took were for example to travel the world to see her, attend her concerts and buy her music and not to listen to her music secretly.

Selection 3

This extract examined the introduction of a new technological product, the Japanese SONY video camera. This selection was well done generally. Items 3 (a-b) were adequately answered as they required simple identification of product and date for responses. Question 3 (c) “Special features of product” however, posed the most challenges concerning product features. Popular errors, for example, included confusing “*gramos*” with “rams” along with mentioning the 230 g weight as “*with*” the battery included.

Surprisingly, a few candidates confused “*mil dólares*” for “one million dollars” as the suggested retail price in 3 (d). Numbers continued to prove problematic again at Question 3 (e) “Initial amount expected to be produced” and this prevented some candidates from answering correctly the 7,000-unit figure amount for the initial expectation of products to be produced.

Selection 4

This selection looked at the SARS epidemic and its impact on the world’s economy. This was another area that was quite well done with many candidates scoring close to the maximum scores for this section. Very few scored a failing mark in this category.

Many candidates continued to have challenges with numbers. For instance, in Question 4 (a) “How many persons have died so far from this disease”, some candidates mistook “*cientos*” for “100.” Although many understood Question 4 (b) “What else, apart from people’s health is affected by the epidemic?”, there were still not enough full responses which suggested that the “world’s economy” would have been affected. Many settled for the economy. A few candidates did not notice the year 2002 in item Question 4 (c) “When and where did this epidemic begin?”. Far too many received partial marks for this question. In Question 4 (d) “What is the challenge facing the scientific community?” many variables were provided concerning challenges facing the scientific community. Many candidates were able to articulate the general idea that finding a cure was the major concern at hand.

Selection 5

This section, which dealt with Space travel, was not handled very well. Vocabulary in this extract was somewhat challenging to candidates and answers suggested some unfamiliarity with the topic. There were few cases of perfect scores and the average marks were two or three out of seven.

Many did not answer number 5 (a) “Why is this flight significant?” properly. Those who did, had problems with articulation. Many did not give a full response, which would have included mentioning the Columbia tragedy.

Question 5 (b) “ Which Two nationalities are represented in this flight?” was either totally omitted, or, the nationalities represented on the flight were a fabrication - such as “Columbians” and “El Salvadorians.” A few answered correctly. Some mentioned nationalities as countries. Though Question 5 (c) “How much time will they spend at the space station?” was well done, Question 5 (d) (i) “ How many crews have inhabited the space station so far?” was not well done. Numbers indicating crews having inhabited the space station so far varied from 3 to 6 to 41. Question 5(d) (ii) was answered correctly for the most part.

Section B – Extended Interview

Selection 6

This interview examined the advances and challenges of e-commerce. This interview was challenging for the candidates. Though there were a few instances of perfect and very high scores, the average candidate mark ranged between 6 – 11/20.

Candidates generally attempted the questions in Part 1 but many made no attempt at the questions in Part 2. Most were able to attain marks in Question 6 (a)’s description of e-commerce. This was fairly well answered. Difficulties arose for Question 6 (b – c). For instance, candidates listed “million” instead of **trillion** concerning projections in earnings from e-commerce. Hardly any candidate indicated that it would exceed. Question 6 (d) “What are three disadvantages of e-commerce?” was handled quite well.

Part 2,e (i) “ What is the greatest disadvantage of e-commerce?” was challenging especially in expression. Many gave answers concerning the greatest disadvantage of e-commerce as being “that of easy access to information which decreases confidentiality level.” Question 6 (f) “ Why are some sites described as unreliable?” was by far the worst answered and the vast majority of responses were guesses. Question 6 (g) “ What measures are being taken to solve the problem of fraud?” was well answered generally, whereas, many attempted to give concrete reasons for what businesses need to do at Question 6 h (i) but alas, many were not reading the question which said “according to Sr Valaverde”. Some candidates made good attempts to answer the last part to earn the two marks allotted at Question 6 h (ii) “How do they need to do this?”.

This paper indicated that Unit 2 candidates need to review numbers and strengthen

critical areas of vocabulary. Generally, vocabulary here was not overwhelming and candidates were stumbling unnecessarily. If improvement is to be noted, more practice of the aural skill must be considered as one of the utmost importance.

PAPER 02 - Reading and Writing

Section A-Reading Comprehension

Candidate performance on this paper was generally satisfactory.

Passage 1- *Esposas de preso cubanos piden mejores condiciones para sus esposos.*

This was a compulsory question testing candidates' ability to understand a passage on contemporary Spanish on a Topic related to Module 1 of the syllabus. Questions and answers were in English.

The responses to the questions for this passage proved that there was a very good understanding of the material. At least 70 per cent of candidates scored a minimum of 15 marks out of the total 20. The responses were accurate and detailed for most of the questions.

Candidates had problems in the section that required them to give synonyms for the given words or phrases. Because of the lack of understanding of a few vocabulary terms, many candidates were not able to score full marks in this section. The words that were most problematic were: *presos and misiva*.

The only other vocabulary term that proved difficult for some candidates was the word *mercenarios* which these candidates translated as *missionaries*.

Candidates must be reminded to read carefully each of the questions and respond to all parts of the questions. A good example of this lack of attention was Question 1(e) which required a two-part answer. Many candidates did not answer "how" the prisoners protested and only focused on "why" the action was taken.

On the whole, this exercise was well handled by the majority of candidates.

Passage 2- *¿Es posible clonar seres humanos?*

This compulsory question required candidates to respond to questions in their own words, in Spanish, to questions in Spanish. The content of this passage proved difficult for a significant number of candidates. Less than 40 per cent of candidates scored 15 out of 20 marks and 60 per cent of candidates scored at least 10 out of the 20.

An overriding problem in the responses to this passage was the wholesale copying of answers. A significant number of candidates ignored the instruction of answering "in your own words." Responses that were taken directly from the passage were heavily penalized with candidates losing half the marks that were allotted for the particular

questions. In some instances, where candidates copied answers, they gave quite irrelevant details which indicated the problems with comprehension and vocabulary.

There were instances where some candidates answered questions based on their own personal knowledge and values rather than on what was contained in the text. For example, for Question 2 (f) candidates were asked to give a disadvantage of cloning. A few candidates suggested that “Habr a demasiado personas en el mundo.” There were also a large number of instances where candidates answered questions with irrelevant details, again highlighting the problems with comprensi3n.

Question 2 (g) which required candidates to give information from the passage as well as their own opinion, was quite problematic for a number of candidates. Many ignored the part of the question that asked “seg n el pasaje” and only gave their own opinions. Other candidates misinterpreted the questions and gave a moral standpoint on the issue.

Section B - Essay

In this section candidates were required to write an essay in Spanish of 250-300 words on *one* of five topics. This section tested candidates' ability to express themselves in Spanish in a balanced, coherent and analytical manner on a topic related to the theme of Module 2 - " La Industria, el Comercio y los Asuntos Econ3micos " as outlined in the syllabus. As in Unit 1, examiners were looking for essays which focused specifically on the topic presented for discussion, comprising an introduction stating the position taken by the candidate, three to five paragraphs examining the various angles of the subject and a brief conclusion summarizing the essence of the arguments advocated in the main body of the essay. Candidates' performance was judged by the relevance of the content to the specifics of the question, the organization and coverage of the facts, ideas and opinions included, the level and range of vocabulary and accuracy of grammatical structures used. Given the word limit imposed, candidates must always be mindful of expressing their views as succinctly as possible.

The general performance in this section ranged from Satisfactory to Good while some candidates fell into the Very Good and Excellent categories. In some cases the content was good but far too many essays contained irrelevant material. Candidates must read carefully and identify exactly what **aspect** of the topic they are being asked to discuss. There were also many instances where individual points were not adequately developed. Emphasis must be placed on planning the essay and care must be taken not to allow responses to be too generalized.

There was a fairly even distribution among the topics chosen by the candidates. However, the least popular was Question 5 " **El transporte aereo se ha hecho mucho mas peligroso en la actualidad. Comenta.** " Candidates who attempted this Topic treated the subject in a one-dimensional way, preferring to deal solely with advances in aerodynamics and not with other relevant issues such as terrorism, for example. Question 3 " **El transporte y la comunicaci3n moderna han transformado el mundo en una aldea mundial. Comenta.**" - There were a few good respon-

ses yet some candidates simply listed advantages and benefits of modern transport and communication without making the link to the influence on globalization. Question 4 " **La sobrevivencia de los países caribenos depende de la integración económica. Estás de acuerdo?** " - There were a number of exceptional essays among these with candidates demonstrating an indepth knowledge of the topic and a facility and ease with the relevant vocabulary and structures necessary to express their opinions. Some candidates, however, discussed the advantages of integration, not necessarily economic, and then failed to make the connection to the survival of Caribbean nations.

Question 6

" **El éxito de la industria turística se lograra por la educación de la población entera. Discute.** " - There was some ambiguity in the minds of the candidates about the word '*educación*' which was interpreted as formal education and how this would help in the acquisition of jobs in the tourist industry. Question 7 " **La oficina hogarena es la opción más practica para las madres que quieran seguir con sus profesiones. Comenta.** " - Candidates answered fairly well, though some focused on women in general and not mothers specifically while some did not link the mother being at home with actually accomplishing anything as far as her job was concerned.

A significant proportion of candidates performed well on this section, but some candidates appeared unprepared for this level of analysis and expression of thought, especially in a foreign language. Only a few candidates included evidence and facts to support their arguments indicating a lack of research and detailed knowledge of the topics presented.

Once again, basic grammatical errors marred many responses. Incorrect sentence structure showing the predominant influence of English was also evident. Accent and spelling mistakes as well as a lack of vocabulary in some instances contributed to mediocre performances in this section. These are some examples:

- * *el mundo nos vere*
- * *desarollaren*
- * *muchas paises*
- * *obtenera*
- * *por usando*
- * *dejar instead of permitir*
- * *crian por sus ninos*
- * *ir a trabajar*
- * *ser bien*
- * *desde hay aprender como hacer estos cosas*
- * *la debe educar la gente*
- * *es importante que la gente de las islas del Caribe colaborar*
- * *consequencia*
- * *cierto aspectos del economy son hecho mas mejor*
- * *como resultado*

It is evident that the following gramatical structures need to be revised :

1. *Ser vs estar*
2. Conjunctions
3. The Subjunctive
4. *Por vs Para*
5. Conditional clauses
6. Appropriate tenses
7. *Impersonal 'se'*
8. Concordance - subject/verb, noun/adjective

Finally, candidates need to gain more knowledge about topics such as these be it in the print and electronic media and formulate opinions on the topics. They must also study topics from several angles and not limit themselves to one aspect only. They also need to interface more with native speakers during class time and discussions among themselves to encourage exchange of ideas and points of view. They must also practise their writing skills more often in order to be fully prepared for this aspect of the examination.

PAPER 03-Texts and Themes

This paper consisted of Two sections.

Section A-Texts

This section required candidates to choose one of the excerpts from the prescribed texts and answer questions set on that excerpt. The questions were to be answered in Spanish.

Passage one- excerpt from El túnel

Passage two- excerpt from Crónica de una muerte anunciada

Passage three- excerpt from La lluvia amarilla

Most candidates opted to answer passages 1 and 2.

Passage 1: El Tunel

Candidates answered questions on this excerpt more competently than they did those on passage 2.

Question (a) Describe los acontecimientos que preceden este pasaje.

Most candidates answered this question fairly competently. Some candidates, instead of relating the events that immediately preceded the excerpt, gave a summary of the entire novel up to the excerpt.

Question (b) ¿Qué importancia tiene la carta de Maria para Castel?

Most candidates answered this question competently.

Question (c) Explica los diferentes emociones que experimentan Castel en este episodio.

Candidates seemed unsure whether to simply state the emotions, or to give examples of them.

Question (d) Explica el significado de las palabras “¡Ah, y sin embargo te maté!....yo tan estúpido, tan ciego, tan egoísta, tan cruel”.

Some candidates found this question difficult since they opted to define the quotation and few adequately made the link to his character.

Passage 2: Crónica de una muerte anunciada

Question (a) Relata la trama de este episodio.

Most candidates answered this question competently.

Question (b) ¿Qué indican estas palabras de la personalidad de los hermanos Vicario?: “¡A quién carajo se le podía ocurrir que los gemelos iban a matar a nadie....!”

Some candidates found difficulty in finding three points.

Question (c) “ El hermano del narrador contesta que Santiago Nasar está muerto aunque los hermanos todavía no lo habían matado. Explica el significado de sus palabras. This question was generally poorly answered. Candidates were unable to understand the technique of foreshadowing.

Question (d) Da TRES razones por el asesinato de Santiago Nasar por los hermanos. This question was competently answered.

Passage 3 : La lluvia amarilla

Very few candidates chose this option. Those who attempted it performed poorly.

Section B – Themes

This section required candidates to explore one of three themes listed in the syllabus, making detailed reference to one literature text while providing support from other sources.

Conflict and change was the most popular theme addressed by candidates. Candidates answered Questions 4 and 5 reasonably well.

Question 4

Los conflictos enfatizan lo malo del carácter humano. Discute.

Not many candidates were able to deal effectively with the bad aspects of human character.

Question 5

Las masas sacrifican mucho y ganan poco de los conflictos políticos. ¿Estás de acuerdo?

This question was competently answered.

Rural life was not a popular theme among candidates. More candidates opted to answer Question 6 than Question 7.

Question 6

La imagen exótica del campo enmascara la lucha del individuo para sobrevivir. ¿Qué opinas?

Few, if any, candidates dealt with "la imagen exótica del campo" in their essays. Nor did they deal with this image masking the struggle. Most essays were limited to man's struggle to survive.

Question 7

Es mejor vivir adinerado en la ciudad que morir pobre en el campo. ¿Qué opinas?

Most candidates did not attempt this question.

Even though a very small percentage of candidates attempted essays on the thematic area **Relaciones Inter-raciales**, it was heartening to see that there were more answers this year than in previous years.

Both Questions 8 and 9 were answered. The poems from "Songora Cosonga" were the main text chosen by all candidates. In some cases, however, candidates failed to show how these poems supported the position they took in their answers.

GRAMMAR

In this section of the examination, grammar was allotted 33 per cent of the mark for this question. On the whole, grammar was average or below average for most centers. Candidates made errors in subject/verb agreement, personal 'a', and adjectival agreement.

GENERAL REMARKS

Some candidates wrote general essays on the topic without much reference to prescribed texts or to additional material. Teachers should remind candidates of the need to quote from the prescribed texts, as well as the need to incorporate additional material into their essays.

Some candidates referred to additional material more than they did to prescribed texts.

Some candidates referred to texts by mentioning them, but failed to analyse them in any detail.

It cannot be overstated that candidates need to adhere to the rubric and keep their essay within the prescribed word limit.

PAPER 04 – Internal Assessment**GENERAL COMMENTS**Oral Assessment

Most candidates were well prepared. There were some interesting presentations in this unit. The overall quality of candidates' performance ranged from excellent to satisfactory. There was some interaction between examiner and candidate, however, candidates should be invited to ask more questions. Many examiners did not provide any positive reinforcement. Most tapings had external interference and some tapes were of such poor quality that they were very difficult to moderate.

Teachers are reminded of the following points:

- no half points are to be awarded on the mark sheets
- time limits should be adhered to. eg. 3 minutes for the presentations
- provide reinforcement, for example, "bien" "muy bien"
- identify candidates before asking them to present their topics
- record all marks in the proper spaces provided for them on the mark sheet and not where the moderator is supposed to write
- speak loudly and clearly
- avoid extraneous sounds such as cell phones
- label the cassettes properly and rewind before submitting them
- record marks in blue, not in red
- if samples are presented on the same tape, label the tape properly so that the moderator does not have to spend a lot of time searching for the right candidate
- do a preliminary run before taping to ensure the quality of the taping and the cassette.

Prepared Topic

Generally, candidates did well on this section. They made detailed and interesting presentations although some needed to do some more research. Some had difficulty with stress and pronunciation of certain words.

Topic conversation

Most candidates handled this section quite well. Some still had problems answering questions on their topic but generally performance here was much better than in Unit 01 .

General Conversation

Candidates performed well in this section. They seemed much more comfortable with everyday situations. Most candidates engaged their examiner in conversation (sometimes very lively ones) and asked the opinion of the examiner. Again a big difference was noted in performance when compared with Unit 01.

Some common grammatical errors made by candidates were:

- por/para*
- asistir/ayudar*
- subject/verb agreement
- article/noun agreement
- noun/adjective agreement
- personal 'a'
- tenses

Written assignment

Submissions for this paper were of a very good quality. In their written assignments candidates were able to cover the facts that were relevant to the topics and there were more opinions, solutions to problems posed and the recognition of different opinions by experts on the topic. However, there were still instances where candidates seemed to be unfamiliar with the format of the assignment and other instances of blatant plagiarism. Teachers need to guide candidates in their research and presentation. Checks should be made periodically where ongoing work on the project can be seen. Deadlines can be given to submit certain stages of the assignment for example, topic, plan, and bibliography.

Teachers should ensure that candidates meet their deadlines to allow ample time for checking and making corrections.

Content

Although performance on this paper was quite good, in many instances the cover of the assignment did not have the necessary information – Name of candidate, teacher, school, candidate's number, school code and topic of study. Many candidates did not divide their study into sections for example: Statement of the problem; Report on findings; Recommendations and conclusion.

Language

Some candidates were still allowed to submit poorly translated documents from the internet. Although the level of language was much better than for Unit 01 there were still many inaccuracies in spelling and agreement. The grammatical inaccuracies mentioned before were also made here.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2006**

SPANISH

SPANISH

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2006

UNIT 1

PAPER 01 - Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the Modules of the syllabus, as well as candidates' experiences in this age range.

Section A - Short Selections

Performance this year in this paper was comparable to performance in 2005.

Selection 1

This question addressed the positive news for pregnant women that eating chocolates is good for babies.

This selection on the whole was satisfactorily attempted with the majority of the candidates' (87 per cent) scores ranging between six to zero out of a possible 12 marks. There were only two indications of a 'no response' for this question.

Candidates however had the tendency to give vague or incomplete responses at times and so, lost marks in many instances. In addition, some candidates tended to give "common sense" answers as opposed to listening to the extract for the relevant material.

- 1 (a) "**The good news for pregnant women**". Many gave the correct response here. However, there were still a few who gave erroneous answers such as chocolate milk, while others indicated that pregnant women could eat chocolate.
- (b) "**Number of cases indicated**". Many heard the number 300.
- (c) "**Factors measured in the study**". Several candidates did not provide information as indicated in the extract. Those who did, failed to include "level" of stress as one of the factors measured in the study.
- (d) "**Positive reactions noted in babies.**" This question was fairly well answered. However, there was still a substantial number of misinterpretations, in particular, where mention was made of "active babies" as a positive reaction for eating chocolate. Many candidates also wrote the bare minimum and so, did not give enough of a response to merit the four marks this segment was worth.
- (e) "**Age at which positive reactions noted in babies.**" This was not a problematic question for candidates.

Selection 2

This question addressed the high literacy level in Costa Rica.

This selection was fairly well answered with 63 per cent of the candidates scoring at least average marks out of a possible 12 marks.

There was only one indication of a 'no response' for this question.

- (a) **“What is said about literacy in Costa Rica?”** There were no problems with this response on the whole.
- (b) **“What percentage of the population is literate?”** Many heard accurately the percentage, 95 per cent literacy.
- (c) **“What THREE details are mentioned about primary and secondary education in Costa Rica?”** This question proved problematic where many candidates gave incomplete responses. Some candidates were also careless with the compulsory school-age requirements, and put eight to 16 years and other numerical variations, instead of seven and 18 years of age.
- (d) **“What is the significance of the figure 500 000?”** This question seemed the most problematic and many did not express clearly that the 500 000 figure was the minimum number of students enrolled. Rather many suggested that this was the number of students currently attending classes.
- (e) **“Name THREE main centres of higher learning in Costa Rica.”** Many students mentioned these in Spanish and lost marks.

Selection 3

This question dealt with the importance and function of The Amazon Rain Forest.

This selection was well attempted. The majority of candidates, (62 per cent) scored in the higher ranges in this particular question - between four to nine marks out of a maximum total of nine.

There were two recorded cases of 'no response'.

- (a) **“Why is the Amazon described as the lungs of the world?”** There were no major difficulties in answering this segment.
- (b) **“State TWO other important functions of forests mentioned in this selection.”** Many candidates lost a mark due to incomplete or vague responses.
- (c) **“How has the burning and felling of trees affected deforestation?”** Some candidates did not interpret this question as requiring a percentage increase by 40 per cent as indicated in the extract. Rather, many gave previously learnt environmental concerns as responses.
- (d) **“How has deforestation affected the ecologists?”** This was not generally a problematic question.

Selection 4

This question dealt with the strong presence of (cigarette) smoke in a President's office which impeded his ability to work.

This question proved to be extremely challenging for the majority of candidates.

The average mark for this selection was two out of six. Responses, in general, were vague, unclear or simply totally irrelevant. However, 4 per cent of the candidate population scored in the upper ranges of four to the maximum of six marks. Comprehension was generally minimal for this question.

- (a) **“Situation faced by the President on his first day as Chief?”** Responses were generally irrelevant and had little to do with the passage. Answers were wide and varied as candidates simply attempted to make up their own stories regarding the situation faced by the President on his first day as Chief. Those who did bother to answer gave examples such as riots, workers smoking, and that he had awakened late!
- (b) **“Reason for situation faced?”** There were many instances of guesswork for the reasons why the President faced such a situation. Mention was made of up-coming elections unhappy workers and that the President was a bad leader.
- (c) **“Action taken on Thursday to rectify the situation”** Wide and versatile answers which bore little or no relevance to the extract were given.

Selection 5

This item dealt with scientists looking for ways to stop global warming mainly by throwing iron into the ocean to fertilize it or by dissolving iron sulphate.

This selection also proved to be a serious challenge to candidates.

Many candidates scored way below average grades for this section. In the zero to three band for instance, approximately 73 per cent, scored marks only as high as two out of a possible nine, while a mere 4 per cent of candidates scored in the upper ranges of seven to nine marks.

There were nine cases reported of no responses.

- (a) **“Describe the persons on the mission?”** Many candidates were able to identify that they were scientists but failed to indicate how many. Many candidates wrote German scientists instead of 49 scientists. In addition, candidates repeatedly confused scientific with scientists and failed to give correct figures.
- (b) **“From where did these persons leave and what was their destination?”** Many did not hear Germany as the country of departure nor Antarctica as their final destination. Instead, many simply assumed that everything was based in the Antarctic.
- (c) **“What was the aim of their mission?”** There was the greatest of variation of responses for this question. Many candidates seemed totally confused. Instead of the aim being to stop global warming, many candidates claimed that the scientists’ mission was to save and investigate the planet. Moreover, there were also many far-fetched responses such as “astronauts who were leaving Earth in a space ship to observe the ozone layer” - and even “to observe the amount of oxygen on the planet”.
- (d) **“How did they hope to achieve this aim?”** Many candidates did not grasp the concept of throwing iron into the ocean nor of dissolving iron sulphate into it in order to achieve their aim. Consequently, many fabricated responses that had little to do with the passage. Such responses ranged from environmental-based stereotypes such as campaigning, to ridiculous responses which embraced space travel.

Section B - Extended Interview

Selection 6

This selection dealt with the topic of The Human Borders in Arizona giving humanitarian aid to illegal immigrants in the Arizona desert.

Overall, candidates performed satisfactorily for the interview. Marks ranged from 11 to four out of a maximum of 24.

There were ten reported cases of no responses. Nine candidates in the top end band of 20 to 24 marks (maximum).

PART 1

- (a) **“Why was the organization Human Borders started?”** While some candidates answered this question correctly, many believed that ‘Human Borders’ was an organization working against illegal immigrants.
- (b) **“What are the TWO aims of the organization?”** Many candidates did not state that the organization offered humanitarian aid. Rather, financial aid was a very popular assumption. In addition, many believed that the Organization’s role was to help immigrants to gain entrance into the United States and then to protect them.
- (c) **“What explanation does Mr Hoover give for the presence of the illegal immigrants in the desert?”** Many candidates missed the answer completely. Some managed to gather the words “border” and “urban”. However, putting together sentences in a meaningful way proved somewhat challenging in order to justify the presence of illegal immigrants in the desert.
- (d) **“State FOUR conditions faced by illegal immigrants in the desert?”** This question was well done and most candidates were able to identify conditions faced by illegal immigrants in the desert readily.

PART 2

- (a) **“What is the main obstacle faced by Human Borders?”** Many candidates answered this item well.
- (b) **“How does Mr Hoover respond to the allegation that he may be committing a federal crime?”** With regards to the allegations of Mr Hoover committing a federal crime, candidates seemed unable to express themselves. Many wrote that he was not helping and not protecting. They mixed up or left out the fact that humanitarian help was being provided. Others mentioned the word passive help but omitted the human aspect.
- (c) **“How many people were arrested at the Arizona border last year?”** The number 600 000 seemed unclear as the majority of the candidates wrote 600 as the number of immigrants arrested last year.
- (d) **“State TWO measures used by the Organization to change the immigration policies.”** Many candidates lost most of their marks for this question. Candidates did not fully grasp the different measures undertaken by Human Borders to change immigration policies and so, gave incomplete answers such as “giving more American visas to families”, “start a programme of work” and “giving more visas for persons to enter the U.S.A.” Such vague responses could have been clarified with the addition of words or phrases such as “reuniting families”, “introduction of” a work programme or “legalizing Mexican” immigrants already in the USA.

Overall, this component of the examination indicated that the candidates still need to sharpen their listening skills. Teachers need to continue emphasizing the importance of listening to native speakers as part of their overall quest for proficiency in this skill. More importantly, answers should be based on the information provided from the examination material.

PAPER 02 – Reading and Writing

Candidate performance in this paper was good. Many candidates showed a good level of comprehension skills and many showed good control of the language.

Section A – Reading Comprehension

Passage 1 – Hijo, siempre estás en la luna

This was a compulsory question which tested the candidates' ability to understand a passage of contemporary Spanish based on a topic related to Module 1 of the syllabus. The passage required candidates to read the passage in the target language and respond in English to questions asked in English.

Overall, the passage seemed to be well-understood by the majority of candidates. This is evidenced by the fact that more than 80 per cent of the responses fell in the 15-24 range, and at least 40 per cent of the candidates were able to score in the 20-24 range. There were no candidates scoring in the 0-5 range and few responses scored less than 10 out of the possible 24 marks.

The expressions used in the passage were comfortably handled with candidates giving, for the most part, suitable responses to the questions asked. For the first question "What disorder is described in the passage?", the majority of candidates were able to identify the disorder and symptoms described in the passage.

When asked how the disorder affected children, most candidates were able to summarize the consequences of the disorder adequately. There were two vocabulary items that posed problems for a fair number of candidates. The words "*cursos*" and "*bachillerato*" were incorrectly understood to mean "*curses*" or "*obscene language*" and "*bachelor's degree*" respectively.

Question (c) "Explain the consequences for children if they do not get special attention at school." and question (d) "Describe THREE causes of this disorder revealed in the "new England Journal of Medicine", posed no problems with most candidates arriving at the correct answers. There were some challenges in responding to question (e), "Explain the theory given in paragraph 3" and question (f), "Describe how this disorder can be treated", where some candidates failed to provide adequate information in their responses. Candidates are to be reminded that they must pay attention to the requirements of the questions, as marks are awarded based on the details presented on the passage, and incomplete answers are not rewarded with full marks.

Passage 2 - Automóviles recalientan el planeta

This was a compulsory question testing the candidates' ability to understand a passage in the target language and to respond in Spanish to the questions in Spanish. Overall, candidates' performance in this section of the paper was fair with close to 70 per cent of candidates scoring in the 10-19 range out of the total of 24 marks. The most frequently occurring score was within the 10-14 range with 40 per cent of candidates scoring in this (range). Only a few candidates scored in the 0-5 range.

Candidates had difficulty analyzing the information and extracting the necessary points that were required. There were also problems in understanding the questions, with candidates giving irrelevant answers to questions. There was some confusion in answering questions (a) (i), “Según el pasaje, ¿de qué se preocupa ‘worldwatch’?” and (a) (ii), “Cuál es la causa de esta preocupación?”, with candidates giving the required response for part (ii) in their response to part (i). Apart from trying to understand the passage, candidates must be encouraged to analyze the questions themselves so that their responses can be more accurate.

For question (b), “Explica con ejemplos, como contribuye los Estados Unidos al problema en cuestión”, many candidates failed to provide sufficient detail in their responses. As a result, they were unable to score the full marks allotted. There was also confusion between questions (c), “¿Qué contribución ha hecho Brasil para ayudar a evitar el desastre?” and (d) (i), “Qué es Pico y Placa?”. Many candidates discussed the initiatives taken by the Colombian government in response to the question asked about the Brazilian contribution.

Question (e) Parts (i),” Además de lo mencionado en el pasaje, ¿Qué otros factores contribuyen a la destrucción del medioambiente?” and (ii), “¿Cómo podemos contribuir a evitarla?” was generally well handled. Candidates were able to provide suitable responses to the questions. However, there were a fair number of candidates who failed to follow the instruction of the question to provide information which was not already mentioned in the passage. Many responses repeated what was stated in the passage. No marks were awarded to these responses.

While there was evidence that the passage was reasonably understood, a fair number of candidates failed to follow the instruction of answering questions in their own words. Many responses were taken directly from the passage. This was a trend for all the questions based on the passage and candidates were penalized for disregarding these instructions.

Section B - Essay

In this section, candidates were required to write an essay in **Spanish** of 250-300 words on **one** of five topics. This section tested the candidates’ ability to express themselves in Spanish in an informed, analytical and logical manner on a topic related to the theme “**La Sociedad y Los Asuntos Sociales**” as detailed in Module 2 of the syllabus.

Examiners were looking for essays with -

- i) an **introduction** outlining the position taken by the candidate on the topic chosen for discussion;
- ii) **three to five paragraphs** focusing on the various angles of the topic; and
- iii) a **brief conclusion** summarizing the main points of the views expressed by the candidate in the main body of the essay.

Candidates’ performance was judged by the relevance of the essays’ content and specifics of the question, the organization and coverage of the facts, ideas and opinions. The level and range of vocabulary, and accuracy of grammatical structures used, were also taken into consideration.

The most frequently attempted question was #5 “**La ausencia de los castigos corporales en las escuelas es la causa directa de la delincuencia en la sociedad. ¿Estás de acuerdo?**” Some of these responses were contradictory; while the main body of the essay supported one side of the argument, the conclusion reflected the opposite. Many candidates did not maintain the focus of the question and often strayed from their original point of view. Many argued the pros and cons of corporal punishment with little or no emphasis on the correlation between the absence of corporal punishment in schools and the crime rate in society.

Questions 4 and 6, 7 were also fairly popular choices among the candidates. However, it was again evident that many candidates at this level lacked the maturity of thought necessary to manage these topics in more than a superficial manner.

Q4 “El aumento en los casos de abuso sexual de los menores indica que la sociedad va empeorando aun más. ¿Qué opinas?” – A small percentage of candidates dealt with this topic well. Once more, many responses basically constituted a list of ways in which minors are sexually abused but failed to show whether or not the candidate was of the opinion that this behaviour was an indication of a worsening society.

Q6 “Los empleados debieran crear nuevos tipos de trabajo en vez de esperar que el gobierno resuelva sus problemas. ¿Qué opinas?” – The candidates who chose this topic were very limited in the scope of arguments presented either for or against. They perhaps lacked knowledge of the subject matter under discussion or lacked mastery of the vocabulary required to express themselves.

Q7 “La iglesia ha perdido credibilidad en el mundo moderno. Comenta.” – Very few candidates were able to present cogent arguments either for or against this topic and many essays degenerated into sermons on faith and Christianity rather than a sensible discussion of the topic presented.

Very few candidates attempted **Q3 “Las sociedades hispanoamericanas han cambiado a causa del papel agresivo de la prensa. Discute.”** Most of those who did, appeared to have researched the topic and, therefore, had a solid basis from which to launch their discussion. Many of these candidates demonstrated a good command of the language and structures needed to express themselves at this level and were able to make the link between cause and effect vis à vis the press in Hispanic countries and the changing society.

Most candidates fell into the ‘Satisfactory’ or ‘Good’ category with some in the ‘Very Good’ and a few in the ‘Excellent’. There were also some at the lower end of the spectrum, those deemed ‘Limited’, ‘Ungradeable’ or who offered ‘No Response’. For a significant proportion of the candidates, there was some misinterpretation of the thrust of the question and simply not enough in-depth analysis of the topic. Candidates must also pay close attention to the word limit set. Some candidates put themselves at a disadvantage since poor handwriting made some essays extremely difficult to decipher.

Incredibly, a number of basic grammatical errors highlighted in last year’s report recurred with alarming frequency. These deficiencies given below need to be addressed with a view to eliminating them once and for all.

- Spelling and accent errors
- Omission of the definite article before nouns at the beginning of a sentence
- Radical-changing verbs – *mostrar, encontrar, poder, contar con, querer, pensar, perder*
- *Creer* vs *crear*
- Position of Adjectives
- *Ser* vs *Estar*
- **Realizar* for *Darse cuenta de que*
- **Porque de* for *a causa de*
- **‘La’ problema*
- Use of Direct and Indirect Object Pronouns – **no haránlo*
- Formation of Future Tense

* Indicates an incorrect grammatical form

- Subject/Verb agreements
- Noun/adjective agreements
- Correct prepositions after verbs which normally take them
- **Tener vs Haber** – **La iglesia ha la iniciativa*
- Incorrect use of **Estar** with passive when **Ser** should have been used
- Incorrect formation of the Past Participle especially the irregular Past Participles: **ha hecho, *ha morido, *ha descubierto, *ha expuesto*
- Placement of ‘no’ in a negative sentence – **es no, *son no contenta, *hay no consecuencias*
- **Bien** for **bueno**
- **Sí** for if
- **Mirar** – to look for
- **Más malas, *más buenos*
- **Un otro* for *otro*
- **Para los* for *para ellos*
- **Nunca enseñaronle*
- **No son muy éxito*
- **No es derecho*
- **Son nacen*
- **La tanta de* – the amount of
- **Alguien ellos* – some of them
- **Los profesores son muy lo siento*
- **Muchos tiempos* – often, many times
- *Sus vidas* for *la vida*
- **Todos las iglesias*
- **‘Los’ instituciones*
- *Este, Esta, aquel* for *esto*
- *Las gentes, los gentes*
- Tener que + the infinitive – **tener crear*
- **De el* for *del*
- **A el* for *al*
- Anglicisms – **expectar, *developmente*
- Use of the Subjunctive
- Conjugation of verbs
- Use of appropriate tenses

At this level, candidates should be encouraged to read more widely and gain exposure to various aspects of the topics being studied. Candidates must also be guided on what constitutes an argumentative essay which is the format that most of these essays take.

PAPER 03 - Literary Extracts and Themes

Section A - Literary Extracts

This section required candidates to read a literary extract and comment on character, plot, setting and simple literary techniques. Candidates had a choice of four extracts taken from texts studied in the syllabus. The passages were taken from the following texts: “Felices días Tío Sergio”, ‘17 Narradoras latinoamericanas”, “Crónica de una muerte anunciada” and “La familia de Pascual Duarte”. Passage one was not attempted by many candidates perhaps because this text was new to many candidates. Performance on this paper was better than in 2005 perhaps because candidates were given passages that they already would have been familiar with during their study of the various texts. However not many candidates scored at the top of the scale. Only 21 per cent of candidates scored between 13 and 16 marks, while 31 per cent scored between 9 and 12 marks, and 35per cent scored between 4 and 8 marks. Only 12 per cent scored between 0 and 4.

Passage One: La salida del Tío Sergio

Question 1 – Relata la trama del episodio.

This question was well answered, as candidates were able to relate the main elements of the passage given.

Question 2 - ¿Qué técnica se emplea para describir a los turistas en el primer párrafo?

Some candidates had difficulty with this question as they failed to see the simile in “los turistas americanos y alemanes, gorditos y rojitos como salchichitas”. Some identified the simile but failed to explain adequately the reason such a simile was appropriate.

Those candidates who saw the comparison between the hurried pace of the tourists and Tío Sergio’s slow gait were also given credit for citing comparison as the technique in use.

Question 3 – Describe las emociones del protagonista al ver salir a su tío.

This question was well answered. Most candidates saw the different emotions experienced by the protagonist. Some, however, included information from their previous knowledge of the novel instead of limiting their focus to the passage presented.

Question 4 - ¿Cómo se caracteriza el tío?

Whereas some candidates limited their characterization to how the narrator described Tío Sergio on seeing him leave “cobarde”, the majority looked at the fact that he had shared his prized possessions with his niece and nephews, and that the narrator loved him to come up with a more accurate characterization.

Passage Two: El beso tan deseado

Question 1 – Relata la trama del episodio.

Most candidates answered this question well though some failed to mention the change in the breeze from cool to dry and warm. This bit of information was seen as being important as it contributed to the protagonist’s thirst.

Question 2 – Describe el punto de vista narrativo.

Candidates did not have any difficulties answering this question.

Question 3 – Explica la técnica literaria usada en “la brisa fresca le diese en la cara y se le hundiera en el pelo con dedos finos y largos...”

The majority of students extended the quotation to the end of the sentence, thereby, including the words “y sin peso como los de una madre.” Marks were therefore awarded for being able to identify and comment on the use of either personification or simile in the expression indicated. Responses were split almost evenly between those who commented on either one or other of the two techniques.

Question 4 – Explica el significado del título.

The majority of candidates gave very good explanations of the significance of the title of the episode. However, in some cases, candidates did not limit their explanations to the episode given. They used their previous knowledge of the story in their responses.

Passage Three: Bayardo San Roman.

Question 1 - ¿En qué persona se relata el episodio y cómo funciona el narrador?

All candidates identified correctly the person in which the episode was narrated. However, many failed to see the role of the narrator as reporter as evidenced by the words: “me contó el alcalde”; “me dijo el doctor...”

Question 2 – ¿Cómo se refleja el tema de predestinación en el episodio?

Many candidates chose to use information they had about the novel as a whole to answer this question instead of focusing on the passage given. Some also erroneously identified the phrase “que había visto un pájaro fosforescente aleteando sobre su antigua casa”, as evidence of predestination. Very few focused on the use of the word “tragedia” and the phrase “habían cumplido ...que la vida les tenía señalada.”

Question 3 – Describe cómo el alcalde encontró a Bayardo San Román.

This question was well answered. In some cases, however, some candidates simply copied verbatim the description given in the passage.

Question 4 – Describe los sentimientos del pueblo hacia Bayardo.

This question was well answered, as all recognised that the town’s people sympathized with Bayardo.

Passage Four: El padre de Pascual

Questions 1 – 3 ¿Quién narra el episodio y qué tipo de narración es?

¿De qué se trata el episodio?

¿Cómo se caracteriza el papá?

All the questions above were well answered.

Question 4 – Explica el significado de las palabras “no necesitaba preguntar nada porque ... gentes hubo a quienes faltó tiempo para venir y contármelo todo.”

Even though most candidates recognized that Pascual had received information about his father’s imprisonment from the town’s inhabitants, not many commented on the sarcasm of the statement and on the malicious nature of those to whom Pascual was referring.

Section B - Texts

This section required candidates to explore one of two themes listed in the syllabus, making reference to one literature text. The themes were “La Juventud” for which the prescribed texts are “Felices Días Tío Sergio” and three short stories from “17 narradoras latinoamericanas” and “El Individuo y la Sociedad”, for which the prescribed texts are “Crónica de una muerte anunciada” and “La familia de Pascual Duarte”.

Candidates’ performance on this part of the examination was moderate. Out of a possible 32 marks 13 per cent of candidates scored between 23-32 in the category Very Good to Excellent; 73 per cent scored between 13-22 in the category Satisfactory to Good; and 14 per cent scored between 0-12 in the unsatisfactory category.

The most popular question was Question 7 “Society always demands more from women than from men”, followed by Question 8, “Societal prejudices can cause certain individuals to feel marginalized.” Questions 5 and 6 were attempted by only 30 per cent of the candidates. The two prescribed texts for these questions were appearing in the syllabus for the first time and it is possible that many schools had had difficulties sourcing them.

A few very good essays were written but most fell into the moderate to satisfactory category, despite the relatively straightforward nature of the questions. Some candidates attempted to answer the questions using the “wrong” text. For example, for question 6 “Youths are adversely affected by the actions of adults” the text “La familia de Pascual Duarte” was used by some candidates. Although they were able to make a few valid points, their comments were of necessity limited because this book’s theme is quite different from the theme of the question they tried to answer.

Another problem which arose related to “17 Narradoras Latinoamericanas”, in that some candidates referred to only ONE story, despite the fact that the Syllabus makes it quite clear that the THREE stories are to be considered as a unit. While candidates were not penalized for it this year, they will be in the future. Again their essays suffered because of a shortage of relevant points. Some candidates also misunderstood that the THREE stories taken from this text can be used to answer only one question. For example, some candidates used the passage taken from this text to answer Question 1 and again used the same text for their thematic essay.

Although some very good essays were written for Question 7 “Society always demands more from women than men” the majority fell into the moderate to satisfactory category. Many candidates actually found themselves disagreeing with the statement in question, on the basis of a very thin understanding of the demands placed on men by the notion of ‘machismo’ in Hispanic Societies. Those candidates who opted to disagree with the statement were unable to support adequately their arguments, when compared with those who agreed with the statement.

Generally, candidates showed good comprehension of the texts but fell short in terms of analysis and their own evaluation, often opting for rather obvious and simplistic comments related to differences in gender roles, sexual behaviour and double standards. Few if any comments were made relating to how variations in socio-economic status might impinge on this topic.

In answering Question 6 “ Societal prejudices can cause certain individuals to feel marginalized”, many candidates showed that they did not fully understand the meaning of ‘marginalized’, and the many possible reasons, some self-inflicted that can lead to a person feeling temporarily or permanently marginalized . There were few references to a society that can produce a family, like Pascual’s, and which is largely responsible for his, at times, inexplicable violence.

UNIT 2

Paper 01- Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. The questions were set in English and candidates were required to respond in English. The topics set were based on the Modules of the syllabus as well as on candidates’ experiences in this age range.

Performance on this paper was generally disappointing.

Selection 1

This selection dealt with the Columbian singer Shakira’s accomplishments to date.

This question was satisfactorily done as most candidates (59 per cent) were able to score marks from between four to the maximum of 12. Candidates seemed comfortable with this selection.

There were ‘no response’ cases.

- 1 (a) **“What did Shakira accomplish?”** Most candidates were able to readily identify Shakira’s accomplishments as indicated in the extract with minimum difficulty.
- (b) **“How was this accomplishment achieved?”** Candidates were able to note that her new video held some firsts; however, there were some candidates who were not explicit enough to indicate that these videos were also transmitted in Spanish *and* English. A few respondents lost marks due to this technicality.
- (c) **“Explain the significance of Shakira’s MTV concert.”** Candidates tended to be confused with their expression at this point since the response was similar to question 1b. There were many cases of answers being interchanged.
- (d) **“Why was the year 2001 significant?”** Although many candidates answered this well, a few excluded key words to justify the significance of the year 2001. For instance, many neglected to explain that she “received” or “won” a Grammy. There were also many instances where replies made little mention of the fact that her album “Suerte” had also been chosen as the best in the “pop Latin” category.

Selection 2

This selection addressed raising global consciousness in the fight against A.I.D.S.

This question was done satisfactorily where 56 per cent of the scripts processed obtained scores from four marks through to the maximum of 12.

- 2
- (a) **“Number of corporations that joined the campaign”** No one had difficulty in hearing the number 20 as the answer.
 - (b) **“Name of organizer of campaign”** The response: United Nations, proved to be dear enough and posed no major challenge for most candidates.
 - (c) **“Objective of campaign”** Many candidates heard the majority of the response required but quite a few did not indicate that part of the objective of the campaign was “the fight against AIDS.”
 - (d) **“THREE proposed means of accomplishing objective”** This item proved most problematic. Many candidates did not score marks here as their responses did not reflect what was indicated in the passage. Many gave erroneous responses such as books, magazines, notices, commentaries, commercials and documents as a proposed means of achieving the global fight against AIDS – suggesting a lack of adequate vocabulary in this instance.
 - (e) **“Names of FOUR interested participants”** Most heard two interested participants, BBC and Time Warner – maybe because they were close to the English equivalent. However, not many were able to accurately express the involvement of the South African Radiodiffusion – many translated that word to “radio studio / station”. Almost no one included the involvement of the French and very few were even aware that Russia was involved as well.

Selection 3

This question focused on the topic of Tourism.

This question was the most outstanding in terms of student performance. Fifty-seven per cent of the scripts processed indicated that candidates secured a passing grade of five marks up to a possible perfect score of ten marks.

- 3
- (a) **“THREE areas of growth for tourism”**, Most candidates answered this item with no difficulty.
 - (b) **“Reasons for growth”**, Fairly well answered. A few mentioned in error, the increase of the dollar versus the euro.
 - (c) **“TWO countries from which the majority of tourists travel”** Almost all candidates were able to list easily two countries from which tourists travel.
 - (d) **“Reason for choice of destination”** Nearly all candidates were able to accurately give the required response of “direct flights”.
 - (e) **TWO facilities responsible for development of tourism in rural areas of Latin America.”** Many candidates were able to list facilities responsible for the development of tourism in rural Latin America, whereas others were simply giving responses based on their knowledge of tourism and not according to the extract.

Selection 4

This selection highlighted the problems with e-commerce in Spain.

Candidates' responses to this item were unsatisfactory. In addition, there is evidence that candidates may not have been exposed to this concept or vocabulary – hence the guesswork.

An overwhelming 86 per cent of the candidates scored between three and zero marks. Far too many candidates received less than half of the maximum score of eight marks.

Six students scored at the very top of the range 6 – 8 marks, and there were six reported cases of 'no response.'

- (a) **“What is the main problem with e-commerce in Spain?”** This item was fairly well answered as candidates understood that trust was an issue with e-commerce.
- (b) **“What has caused this problem?”** Some candidates were aware that a lack of knowledge was the main issue with e-commerce. However, too many started their guesswork from this question onwards based on their personal knowledge about computers. Consequently, responses were wide and varied with irrelevant ideas such as insecurity with purchases via the internet, inaccessibility to the internet and computer hackers.
- (c i) **“About what must consumers be informed?”** Again, candidates focused on the shopping component of what customers should know about e-commerce. Consequently, many wrote irrelevant and at times incomprehensible responses such as “the main aspect of shopping”, “customers be informed of key aspects of shopping online” and “the ease with which one can shop online.”
- (c ii) **“How can this be done?”** Many responses suggested that candidates were not listening to the tape carefully to hear how one could check, through certification by an external agency, that the site was a safe one. Candidates gave irrelevant responses. Examples such as “informing clients of safe zones”, “significance of the products” and “granting service to these individuals” all suggest that there was little comprehension of this entire extract.
- (d) **What will make the customer trust the store?”** Almost no one knew what would make the customer trust the store and so, many just made mention of common sense ideas such as store personnel admitting that problems do occur and try to find a solution, or that the customers be entirely aware of how such a transaction is carried out.

Selection 5

This section dealt with the benefits of natural gas usage.

This question was handled well by most candidates and the results in this section were pleasing. Approximately 72 per cent of those scripts examined, earned grades between three and the maximum score of six marks.

- 5 (a) **“What goes hand in hand with saving energy?”** Most responses were concise for this item. A few candidates were somewhat vague in their expression and stated that reduction in several types of contamination go hand in hand with saving energy.
- (b) **“What are considered as maximum priorities for natural gas companies?”** Many candidates lost a mark either for not mentioning rational use of energy and the reduction of pollution as the maximum priorities for natural gas companies. Many gave lengthy responses, which highlighted only one aspect.

(c)(i) **“What is saved by using natural gas?”** Many secured a mark for this item without difficulty.

(ii) **“What does this saving lead to?”** The response required was not a challenge for the majority of the candidates.

Section B - Extended Interview

Selection 6

This interview dealt with a cure for diabetes.

This interview was poorly done by the majority of the candidates. Of the scripts examined, 78 per cent of the candidates scored BELOW 12 marks out of a possible 24.

Many candidates' responses suggested that they neither understood the interview nor bothered to complete their sentences. Also, even though candidates may have heard essential related words or phrases, their responses were jumbled, and at times important additional information was missing in their responses.

PART 1

- 6 (a) **“Describe the condition of the man who was cured of diabetes”** Many candidates did not state how long the patient had diabetes. In addition, those who had correct fact mixed up the figures for the length of time he was on insulin.
- (b) **“How was he cured?”** Many candidates simply indicated that he had a transplant but failed to indicate the number of donors that contributed to this cure.
- (c) **“What did the doctors have to say about the results of this operation?”** Many candidates incorrectly thought that the doctors had announced that there was a cure for diabetes.
- (d) **“How does Dr. Mina explain Type One diabetes?”** Far too many candidates gave their own interpretation of what Type One diabetes was, as opposed to what was indicated in the passage. There were many variations of what was said on the tape and this proved to be a very challenging question for candidates.

PART 2

- (e)(i) **“Why was more than one donor needed for the operation?”** Many candidates did not include the number of cells required or simply stated one million as opposed to more than.
- (ii) **“Where were the cells injected?”** Many candidates did not know the vocabulary for liver. Many assumed the cells were to be injected into his kidney.
- (d) **“How did the patient respond to the operation?”** Most candidates answered only partially on how the patient responded to the operation. Little mention was made that he had never felt better. There was only passing mention of his elation. There seemed to be some confusion between his current feelings of elation as compared to his previous state. Moreover, little reference was made to the fact that he had suffered from this condition and very few made mention of the fact that he felt as if he was dreaming.

- (d) **“State the reason for the patient still requiring medication.”** There were several cases of no responses for this item. Many who attempted it, believed that he needed medication to maintain a healthy body and that he would still require insulin as opposed to the prevention of a rejection of the transplanted cells.
- (e) **“What evidence indicates that the technique involved in the operation is still not perfect?”** There were many omissions to this question. Some candidates believed that there was still a need for more transplants in the future, or that similar operations on other patients were more successful. These responses contrasted sharply with the fact that two patients who received the same transplant still required insulin.

GENERAL COMMENTS

Teachers MUST remind students to listen carefully to the extracts and to base their responses only on what they hear and not on any personal knowledge they may have of a topic.

The passages should be carefully assessed for audio quality and then dubbed to hear what secondary copies sound like. Dubbing puts candidates in a disadvantageous position if not done properly.

PAPER 02 – Reading and Writing

Section A- Reading Comprehension

Candidates’ performance on this paper was generally good.

Passage 1 - Los hispanos en los Estados Unidos

This was a compulsory question, testing candidates’ ability to understand a passage on contemporary Spanish on a Topic related to Module 1 of the syllabus. Questions and answers were in English.

The responses to the questions for this passage proved that there was a very high level of understanding of the material. Almost 90 per cent of the responses scored at least 15 out of the possible 24 marks and just over 55 per cent scored in the 20-24 range.

The information required for answering questions (a) to (e) was well understood, judging from the high level of correct answers that were seen. Some candidates did lose marks for question (c) (*What comparison is made between Hispanics and Blacks?*), because they failed to provide adequate details in their responses. Candidates need to be reminded that they must pay close attention to the mark allocations in their responses as this is often a general indication of the level of detail that is required in the responses.

Question (f), “What differences were found between Hispanics born in the United States and Hispanic immigrants in terms of language?” also posed some problems because of the misinterpretation of some vocabulary items. Some candidates translated the expression “*tanto...como*” to mean “*more than*” and the word “*viviendas*” was widely understood to mean “*daily lives*”. There were also a fair number of responses (to this question) that gave the statistic “*6 out of ten*” rather than the “*7 out of ten*” stated in the passage. This misunderstanding of these items resulted in a loss of marks for many candidates.

Questions (g) to (k), which required synonyms for given expressions were very well-handled. Most candidates scored at least 4 out of the total 5 marks for these questions.

Passage 2 - Costa Rica contra el turismo sexual

This was another compulsory question that required candidates to respond to questions *in their own words* in Spanish to questions in Spanish.

The contents of this passage proved to be difficult for some candidates. Only 60 per cent of candidates were able to score at least 15 of the possible 24 marks, and just 25 per cent of candidates were able to score in the 20-24 range. The highest frequency of scores was in the 15-19 band with just over 35 per cent of candidates scoring in this category.

There was quite a lot of misinterpretation for question (a) parts (i), “¿Qué decisión ha tomado Costa Rica con respecto al sector turístico?” and (ii), “¿Por qué ha tomado tal decisión?”. It was evident that candidates misinterpreted the expression “*a cursos de entrenamiento*” as many responses stated that persons were *being sent on vacation*. Many candidates also failed to give sufficient detail for the question on why the decision was taken by the Costa Rican government. This lack of sufficient detail was again repeated for question (b), “Explica lo que se dice en el párrafo dos en cuanto a los taxistas”. Again, it is necessary to stress to candidates the importance of paying particular attention to mark allocations of questions.

Question (c) parts (i), “¿Cuál es la raíz del escepticismo sobre el éxito del proyecto de parte de los taxistas?” and (ii), “¿De qué están preocupados?” and question (d) “¿Qué se sabe de la situación financiera de Costa Rica y la importancia del turismo a su economía?”, were all well-handled with the majority of responses earning full marks for these (questions). There was also a fair attempt by candidates, to respond to question (e), “Describe DOS ventajas y DOS desventajas del turismo en un país en vías de desarrollo.” Many candidates used examples from their own countries quite effectively in their responses.

In this section of the examination, many marks were deducted because candidates failed to follow the instructions of putting responses in their own words. For quite a number of the questions, there was “lifting” of entire sentences from the passage into the responses. Some candidates also attempted to change just one or two words in the sentences. However, this was **not** considered by examiners as candidates attempting to answer in their own words. Candidates must be warned that the disregard of the clearly stated instructions results in the loss of marks.

Section B – Essay

In this section candidates were required to write an essay in Spanish of 250 – 300 words on one of five topics. This section tested candidates’ ability to express themselves in Spanish in a balanced, coherent and analytical manner on a topic related to the theme of Module 2 – ‘**La Industria, el Comercio y los Asuntos Económicos**’ as outlined in the syllabus. As in Unit 1, examiners were looking for essays which focused specifically on the topic presented for discussion, comprising -

- (i) an **introduction** stating the position taken by the candidate;
- (ii) **three to five paragraphs** examining the various angles of the subject; and
- (iii) a brief **conclusion** summarizing the essence of the arguments advocated in the main body of the essay.

Candidates’ performance was judged by the **relevance** of the content to the specifics of the question, the **organization** and **coverage** of the facts, ideas and opinions including the level and **range of vocabulary** and **accuracy** of grammatical structures used. Given the word limit imposed, candidates must always be mindful of expressing their views as succinctly as possible.

The general performance in this section ranged from Satisfactory to Good while quite a few candidates fell into the Very Good and Excellent categories. To a large extent, candidates had a more mature approach to these questions. There was evidence of research, background reading with a wide range of examples used. In many cases, there was extensive coverage of the topic under discussion. It was also pleasing to see the essays organized into a coherent package.

- Q3 **‘Los alimentos transgénicos aportan mas desventajas que ventajas. Comenta.’**- for those who chose this question it was well-done. Essays showed a high level of competence in the language and excellent manipulation of the relevant information. The majority of these essays were well-researched and included a wide range of vocabulary, excellent use of idioms with the occasional minor error.
- Q4 **‘El internet se ha vuelto en un gran peligro para los jóvenes. ¿Estás de acuerdo?’** proved to be the most popular choice this year. This question was fairly well handled by many candidates since they were quite familiar with the subject matter and had a wealth of information from which to draw. Consequently, many of these essays contained a host of relevant facts, ideas and opinions. The level reached by some candidates on this question was exceptional.
- Q5 **‘La clonación de cualquier tipo, sea para reproducción humana o para fines terapéuticos, es mala. Discute.’** This question posed problems for some candidates as there seemed to be some doubt in their minds as to what the term **‘cloning’** specifically referred to. Many essays focused on test-tube babies and the use of enhancement surgery to replace body parts for cosmetic reasons. As a result, some candidates were not able to address or sustain the argument of whether cloning was good or bad since the focus of their essays was flawed.
- Q6 **‘Con los avances técnicos, pronto los humanos serán obsoletos. ¿Qué opinas?’** Performance on this question was fair with a few exceptions. Generally, these essays contained fewer facts and opinions and in some instances mundane and redundant ideas. Clearly, candidates were not well-prepared for this topic and needed more information to answer this question adequately.
- Q7 **‘En vez de gastar dinero en el desarrollo de nuevos avances tecnológicos, ¿por qué no mejorar los que ya existen?’** - the least popular choice among the candidates since it appears that many could not decide what was meant by new advances in technology. Consequently, many of these essays lacked focus and were quite disjointed. In addition, inadequate use of the jargon appropriate to this topic led to some poorly developed essays.

An improvement in performance at this level has been noted and most candidates seem to be more aware of what is required of a good essay. However, there is still too much thinking in English then translating verbatim into Spanish resulting in awkward sentence construction and errors in vocabulary and grammar. Some noteworthy examples are:

- **muchas personas pueden sufran;*
- **la persona a que comunicamos;*
- **hay muchos desesperados sexuales lo que quieren que captan y secuestran;*
- **la presura sangría for blood pressure;*
- **un/a otra cosa;*
- **es no;*
- **un largo tiempo;*
- rampant use of **el facto* for *el hecho*.

The grammatical structures given below must be addressed.

- Subject/Verb agreement
- Noun/Adjective agreement
- Use of the Subjunctive
- Por vs Para
- Gender of nouns – eg. **la'sistema*
- Past Participles – eg. **ha ponido*, **son exposados*, **han decubriyido*
- Relative pronouns – *cual, lo que, cuyo, que*
- Use of the Passive Voice
- Radical-Changing Verbs – especially *mostrar*

Many structural problems encountered in Unit I essays not experienced at this level. Candidates seemed to be more capable of handling this type of question after two years exposure to the language at this level.

PAPER 03

LITERARY ANALYSIS AND THEMES

This question required candidates to answer questions on one of four passages. Candidates had to choose one passage from among four, based on the literary texts they had studied. The passages were taken from the texts listed below.

La lluvia amarilla
El llano en llamas
El coronel no tiene quien le escriba
Chombo

Performance on this question was satisfactory. Twenty-one per cent of candidates scored between 13-16 marks, 26 per cent scored between 9-12 marks, 47 per cent scored between 5-8 marks and 16 per cent scored between 0-4 marks.

Passage One: Los últimos días de Ainielle

Questions 1 – 3 - Comenta el punto de vista narrativo.

¿Qué tono es evidente en el episodio? Justifica tu respuesta.
Explica cómo refleja este episodio el tema de la novela.

The above three questions were well answered.

Question 4 – Identifica ejemplos de la personificación en el pasaje.

Some candidates correctly identified the last sentence of the passage as the one containing the two examples of personification. However, many others erroneously cited “la espuma de los chopos, los huertos junto al río” as personification. They failed to see that this was simply a description of the village when seen from afar.

Passage Two: Urbano Gómez

Question 1 – Comenta el modo de narración.

Most candidates provided adequate answers to this question.

Question 2 – ¿Qué se deduce de la situación socio-económica de la familia de Urbano?

This question was well answered.

Question 3 – ¿Qué se aprende de la madre de Urbano?

Most candidates mentioned the various negative things said about the mother. Few however, failed to mention that she had had money previously.

Question 4 – Según este episodio y el resto del cuento, ¿cómo se caracteriza a Urbano Gómez?

Although many candidates were able to give a satisfactory characterization of Urbano Gómez based on the information presented in the passage, most were unable to give information based on the rest of the story from which the passage was taken.

Passage Three: El coronel y su esposo

Question 1 – ¿Qué indican las primeras dos oraciones “Este es el milagro de la multiplicación de los panes ...”

Question 2 – ¿Qué se aprende de la esposa del coronel?

Question 3 – ¿Cómo se caracteriza el coronel en este episodio?

Question 4 – Explica el significado de las últimas palabras “No te preocupes ... mañana viene el correo”.

Many candidates chose this passage and the questions were generally well answered.

Passage Four: El joven y el ciego

Very few candidates opted to answer this question. Those who did answered the questions well.

General Comments

- Some candidates did not limit their comments to the passage. They allowed their knowledge of the text to interfere with their analysis of the extract they had before them.
- Teachers are reminded to give students adequate practice in literary analysis.
- It is not sufficient to simply identify a literary trope, for example, personification or simile, candidates should say how the particular trope is used.
- Candidates should remember that the passages are there for literary analysis and not reading comprehension. They should therefore make a greater effort to analyze and interpret the passages presented.
- There is still the tendency among many candidates to describe every third person narration as objective and omniscient. Candidates should be exposed to various kinds of narrations during their course of study so that they will be able to identify and comment on these when they appear in the examination.
- Teachers are reminded that in Unit Two, at least one question will relate in some way to the story or text as a whole.

Section B - Themes

This section required candidates to explore one of two themes listed in the syllabus, making reference to one literature text.

Themes for this section were “La Vida Rural” for which the prescribed texts were “El Llano en Llamas” and “La Lluvia Amarilla” and “Conflictos políticos y sociales en Hispanoamérica” for which the texts were “El Coronel no tiene quien le escriba” and “Chombo”.

Candidates’ performance overall was better on this paper than in Unit One. Twenty-eight per cent scored between 23-32, 58 per cent scored between 13-22 and 13 per cent scored between 2-12. The most popular question was question 7, “Socio-political conflicts bring out man’s worst side.” This was attempted by 37 per cent of candidates. Question 5, “Life in the country is a true reflection of traditional Hispanic life” was attempted by 29 per cent and 27 per cent attempted question 6, “Those who have a close relationship with nature, eventually grow to resemble their environment.” Very few candidates attempted question 8, “Social and racial stratification in Hispanic countries is an integral part of Spanish American culture.” This was perhaps due to the fact that this theme seemed to relate to the novel “Chombo” which is a new book, which few schools seem to have been able to source.

There were some very good to excellent essays for question 5. Most candidates referred to “El llano en llamas” and showed good comprehension of the stories. However, candidates could have referred to more of the stories since they would have had this text available to them in the exam. Some candidates referred to only two or three stories, the most popular being “Es que somos muy pobres”, “Luvina” and “Nos han dado la tierra”. The phrase ‘traditional Hispanic life’, caused problems for some candidates who seemed to have difficulty deciding whether it referred to the positive tourist-oriented aspects, or the more gritty, negative aspects of life.

Question 6 “Those who have a close relationship with nature, eventually grow to resemble their environment” used the novel “La lluvia amarilla”. Some excellent essays were received.

Question 7 seemed most appropriate for “El Coronel no tiene quien le escriba” and most of the essays fell into the moderate to satisfactory bracket. Again there seemed to be a lack of clarity on the part of candidates with regards to the meaning of ‘socio-political conflicts’, the use of power and authority and the ever present class struggle.

Question 8 - because of the phrase ‘racial stratification’ seemed to incline students towards the novel ‘Chombo’. Some candidates attempted to answer the question using ‘El Coronel’, in which there is a considerable amount of social stratification but absolutely no reference to any kind of racial stratification. This was the least popular question although very good and excellent essays were received.

RECOMMENDATIONS

1. Teachers should ensure that students are quite clear on which books relate to which theme, since far too many essays were written using the ‘wrong’ book. Students in many cases were trying to force one book into the frame of a question for which it was quite unsuited.
2. Candidates must follow the rubrics correctly. Many candidates wrote essays that were far longer than the required word limit of 350-400 words. While candidates were given the benefit of reading an extra 50 words, in many cases candidates had still made few relevant points due to introductions that were far too long. Some candidates used a lot of unnecessary supplementary material although the syllabus makes it clear that additional material is no longer required. Candidates should spend more time in planning their essays, and ensuring that their comments are relevant and not repetitious.

3. Some candidates used quotations that were far too long, while others, in order to save words gave only the first and last three words of the quote with no reference to page number or edition of the book being used. It is recommended that candidates select quotes that are short and to the point to support their comments.
1. Candidates should be encouraged to study the wording of the question closely before beginning to plan their essay. They should underline key words in the question as this will focus their thinking and allow them to check periodically that what they are writing is relevant to the question. A lot of time is wasted circling around the question and not getting to the point.
2. Since candidates are now writing in English one would have hoped that expression would not be an issue. This was not always the case and grammar and spelling mistakes were made that should not be passed over lightly if candidates are a year or two away from university entry.
3. Candidates need to do more analyzing and less summarizing.
4. Candidates could have referred to more stories in “El Llano en llamas”.
5. Some candidates used the same text for both parts of the examination. It is made quite clear in the rubric that the same text cannot be used for both questions. Candidates need to know that they will be penalized for disregarding the instructions of the rubric.

PAPER 04 – Internal Assessment

UNITS 1 and 2

Oral Assessment

This paper required candidates to make an oral presentation based on a topic of their choice, and engage in conversation with an examiner on this topic, as well as on abstract and/or current issues.

General Comments

Performance on this paper was quite satisfactory. There were fewer submissions for Unit Two since candidates who performed well in Unit One are not required to do this paper in Unit Two since their marks are carried forward to Unit Two. However, many candidates opted to do the Internal Assessment again in Unit Two and there was a marked difference in performance at the Unit Two level.

For easier moderation, Teachers and Examiners should remember -

- to send only five samples and they should be put in the same order on the tapes and on the mark sheets, and should be labeled properly (if the samples are on one tape);
- to introduce each candidate;
- to complete the mark sheets with names and marks for each sample, and to divide the total score into the three modules;
- that no half points should be awarded on the mark sheets;
- not to use microtapes;
- to use good quality tapes;
- to try to use a room free of background noise (traffic, music, talking, cell phones, etc) for the examination;
- to let the candidates do most of the talking;
- to encourage students to speak loudly and clearly;
- that the written assignment is no longer part of the internal assessment;

The following comments should be noted

- Examiners should introduce the candidates for some interaction.
- Some examiners provided positive reinforcement.
- The exam adhered to stipulated time and suggested format.
- The majority of the tapes were audible.

Prepared topic

Many candidates were well prepared and made good, interesting presentations in a coherent and logical manner. It was evident that some research was done on various topics related to the Unit. Others, however, needed to do more research and their deliveries lacked relevant facts to substantiate their points. Some candidates memorized their work and made errors in stress and pronunciation as they hurried to finish their presentations.

Topic conversation

Most candidates performed fairly well in this section while some had difficulty answering questions properly or spontaneously on their presentations, especially those who learnt their topics by rote. Most of the candidates had problems because of limited vocabulary and expression.

General conversation

Most candidates handled this section well. They seemed to feel more comfortable talking about everyday experiences. Most had less difficulty responding to questions in this section, but again, limited vocabulary and expression hindered them. Only a few candidates asked questions. It seems that candidates need to interact more with native speakers because they have problems with pronunciation.

Some common grammatical errors are given below:

- Incorrect use of tenses
- Solo/único
- Sino/pero
- Por/para
- Ser/estar: *son en la casa, *soy estudiando, *la población está grande...
- Subject/verb agreement: *la gente piensan, *yo habla, *nosotros van...
- Noun/adjective agreement: *mujeres asesinados, *muchas países...
- Article/noun agreement: *la sistema, *la colegio, *un carretera...
- Past participle: *no es uso,
- Preposition with the gerund: *después de mirando,
- Personal "A": *influir la gente, *ayuda la gente...
- Omission of preposition: *salgo la casa
- Other: *una resulta, *serioso, *mostra, *jugan, *me prefiero, *pagar la atención, efecta/afecta.

* Indicates an incorrect grammatical form

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2007**

SPANISH

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SPANISH

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2007

DETAILED COMMENTS

UNIT 1

PAPER 01

Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were based on the Modules of the syllabus, as well as on candidates' experiences for this age range. Although candidates were able to respond well to some questions in the Listening component of the examination, there are still challenging areas that need urgent attention.

SECTION A

Selection 1

This question addressed the positive value of consuming peanuts.

Candidates performed only moderately well in this selection with the majority of the candidates scoring between four to six marks out of a possible 12 marks allocated.

Part (a) (i) – most of the answers in this section were correct.

Part (a) (ii) – most candidates had difficulty naming the other foods with which peanuts are compared. Instead of mentioning **strawberries, carrots and apples** for instance, quite a few highlighted *oranges, raisins, nuts, fruits and vegetables* as responses.

Part (b) (i) – although many candidates were able to name **antioxidants** as one of the correct enriching ingredients found in peanuts, many gave incorrect vocabulary such as *oxides, oxidants* and even *vitamins* in some instances. Some candidates highlighted saturated fats (instead of **monosaturated**). **Proteins** were also accepted as a reasonable response.

In part (b) (ii), there was often a lack of logical sequence made between some responses. In other instances, **helping to reduce cancer** was almost always given, but no mention was made of **protection of the organism against ailments associated with heart disease** or **the reduction of cholesterol** (based on the answer provided initially in part (b) (i)).

Part (c) – **marks were awarded in this question for responses that did not repeat information from the previous responses at part (b)**. Unfortunately, since some candidates included all of the information in part (b), there were incorrect answers such as: *“peanuts build bones”, “peanuts are good for the brain”,* or that *“they help with muscle development.”*

Selection 2

This extract dealt with the misuse of the Internet by spouses and its effect on marriages.

On the whole this selection was not well done. Generally, candidates simply made up their own responses and also stereotyped answers based on their preexisting knowledge of the problems that Internet abuse may pose.

Many candidates scored between zero and three marks out of a possible 12. There were three cases where candidates did not attempt the question at all. The more able students, however, tended to score between seven and nine marks.

Part (a) – many candidates scored only one mark of a possible two here simply because they stated the Internet as the cause of marital conflict instead of **the misuse of the internet**.

In part (b) some candidates failed to grasp the information heard and so, wrote plausible reasons pertaining to things that can in fact cause spouses to feel abandoned. However, these were NOT mentioned in the extract.

A few examples included: “*the other being too tired to listen*”, “*lack of communication*”, “*constantly works late*”, “*travels a lot*” as opposed to **their spouses spend too much time in front of the computer**.

In part (c), far too many candidates misinterpreted this question as: ‘List four activities in which they do things together as a couple!’ As a result, many incorrect and irrelevant responses were listed.

In part (d), many candidates correctly responded that the problem was growing but were unable to say why. In other instances, answers for parts (d) (i) and (d) (ii) were reversed.

Selection 3

This selection highlighted the plight of the South American bespectacled bear.

Generally, candidates did well in this section. The average score on this question was four marks of a possible six.

In part (a), a few candidates did not seem to hear the alternative name of the bespectacled bear: the **Andean bear**. Others heard “llamado” and translated it to mean *Jamal* – as one of the names! Other erroneous responses included those such as *the “Andino” bear*; *the Panda Bear* or even *The American bear*.

The responses for part (b) were often only satisfactory. Hardly anyone understood the fear about the bear as being **in danger of extinction**. Rather, the word fear was misinterpreted to mean “afraid of.” Students wrote therefore that *people were “afraid of” the bear because it could kill them; it could become easily annoyed*; or that “*the bear was dangerous.*”

Part (c) was managed quite well. **Forest farming, hunting or any other human activities** were considered acceptable answers.

The most common response about the bear's eating habits was that it eats *bamboo* instead of **wild fruits and vegetables**. The fact that it is **90 percent vegetarian** or **10 percent carnivore** were also responses deemed to be correct.

Selection 4

This selection emphasized the importance of The World Environmental Day Conference, which focused on saving the environment instead of destroying it.

Candidates seemed comfortable with this particular environmental question. The average scores out of a possible 10 marks were in the upper band of the five to seven range.

Candidates, who did not specify that **World Environment Day** was the event being celebrated, wrote responses such as: *World Day; Middle East Day; Memorial Day; day of peace; cricket tournament; a conference* to list a few examples.

Part (b) - many heard correctly that **San Francisco** was the venue of the event. However, some heard partial information such as Francisco. Others even heard France!

Part (c) - many candidates lost marks here, due to the fact that their responses were partial. Too many were content to write that the main topic of discussion was **saving the environment**. Little attempt was made to include though that **it should not be destroyed**.

Part (d) – candidates were not familiar with the Spanish word “alcaldes” as many failed to put the translated equivalent of **mayors** in their response here. Several answers also included *world leaders, sports personalities and celebrities* instead of **environmental activists** as part of the delegates who will be attending the event.

Part (e) - in some instances exercise was interpreted as related to a sport, with *cricket* being the most popular answer here instead of **the planting of trees!**

The correct answer for part (e) was often put in the reverse order here. **The cleaning of beaches** was interpreted by some candidates as the activity carried out in the Gaza Strip in part (f).

Selection 5

The last selection in Part A was about noise pollution especially in cities and towns.

Candidates performed well on this selection. Many candidates scored an average of six marks of a maximum of eight.

In part (a) the most common answer given as the problem identified in the selection was excessive noise. Incorrect answers included pollution as a response: *land or air*. Very incorrect answers included: *drinking, intoxication, poverty or crime*.

In part (b), **Spain** was the most common answer as to where the problem was most acute. Although **cities and towns** were the correct answers, some candidates replied “night time” hence confusing the word “where” with “when”.

Part (c) – in terms of how people were affected by this problem, many were specific by stating that it *affected hearing* instead of making a general reference to health. Others made mention too of sleep disorders here instead of talking about the **reduction in the quality of life** or the **negative consequences on health**.

Part (d) - far too many candidates did not include that **fundamental rights** were violated. **Personal and family intimacy**, along with **the sanctity of the home**, was also allowed. Others, in error, made mention of the *violation of noise or acoustic laws*.

Part (e), was accessible for most candidates.

SECTION B

Extended Interview

Selection 6

Interview with Drs. Mariana Martinez on the topic of alcoholism.

The candidates generally performed satisfactorily as the majority of the candidates scored between 5 and 11 of a possible 24 marks. Still, a fair number managed to score in the 12 to 19 marks range. Candidates scoring in the upper bands (20 to 24 marks) in this section continue to be disappointingly low. There was one candidate who gained a perfect score.

However, there was a marked increase of candidates this year who attempted to answer the questions in this section. This was a positive development. Every effort must be made for students to practice listening to extended selections on selected topics in order to improve this skill.

In Part 1 (a), some candidates used their own definition of who an alcoholic is in order to answer the question. Responses included “*a person who drinks a lot*” or “*all the time*” and “*by the amount the person drinks*”. While some candidates mentioned that the person experiences “negative effects”, they were not clear in specifying that **it was NOT the amount that they drank, but rather the fact that they continued drinking** even when these said effects were noticeable. Many candidates lost marks here due to the lack of clarity in expression.

For question (b), almost all candidates answered the question without difficulty.

Question (c) – there was some measure of misinterpretation. In their responses, some candidates stated who a social drinker is rather than indicating why such a person would not be considered a social drinker **if he constantly exceeds limits**.

Question (d) (i), previous knowledge of the topic was evident in many of the candidates’ responses. Many suggested that alcohol kills *brain* cells versus the fact that it was a poison that **affects all cells**.

Part (d) (ii), those who did not correctly mention **mental problems** as the effect of long term drinking wrote answers such as “death”, liver damage or brain and heart defects. Although these may be true, they were NOT discussed in the passage at the time.

Part 2 (e), many candidates answered this question with minimal challenges.

Part (f) (i) was fairly well answered. However, some did not quite express the quote correctly and so, said things such as “I/we will help you get through this”.

For reinforcement some candidates said that they could try to be an example to the person instead of **giving examples of how he/she is ruining his/her life** in part (ii).

Many answered parts (g) to (h) correctly. However, some used their own knowledge to answer some of the questions.

In part (h) (ii), many gave *35 years* instead of since **1935** as the length of time the programme had been in existence.

Teachers will have to continue to stress the importance of the Listening Skill in order for their students to master this area without significant challenges. Practice makes perfect!

PAPER 02

Reading and Writing.

Candidates’ performance on this paper was good. Many candidates showed a good level of skill in the area of comprehension and many showed good control of the language.

SECTION A

Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond to the material in Spanish to questions asked in English and for Passage 2, candidates were asked to respond in Spanish.

Passage 1: *Los amigos ayudan a vivir más*

This was a compulsory question which tested the candidates’ ability to understand a passage in contemporary Spanish based on a topic of interest related to Module 1 of the syllabus. Questions a to f, for this passage, were asked in English and candidates were required to respond in English. Questions g to k required candidates to provide synonyms taken from the passage to the items given.

Overall the passage was well understood with close to 40 percent of candidates scoring in the 20 to 24 range and 80 percent in the 15 to 24 band. Less than 10 percent of candidates scored under 12 out of the possible 24 marks.

The expressions used in the passage were comfortably handled, evidenced by the responses given to the questions. There was almost universal success in the responses for question (a) which required candidates to identify three benefits of having friends. Candidates were able to identify the benefits quite easily and some candidates gave even more than the required “three” benefits.

There were some problems with question (b) which dealt with the findings of scientists regarding elderly people and friends. Many candidates failed to observe the mark allotment for the question and, therefore, did not provide sufficient details. Many candidates failed to make the link between “elderly people and friends” and focused on the relationships between the elderly and their family members. Question (c) was also a bit problematic with candidates failing to “explain the study” as the question required, giving only the findings of the study.

Question (d), relating the conclusion of the scientists ten years later was comfortably handled by most but some candidates had problems with the vocabulary items “*un bajo impacto*” translating this to mean, “a short impact” and “*supervivencia*” meaning “super-living”. There were also problems with the word “*psicológico*” translated as “physical” in some cases and “physiological” in others.

Question (e) asked why friends are so important to the elderly. According to the investigation this proved to be the most problematic question as quite a number of candidates repeated their answer for question (a) in their response to this question. Candidates must be encouraged to keep in mind that questions on a paper would require different information and while the response produced may have some meaning for a particular question, the required responses must be given in the correct context.

Question (f) asked for other factors mentioned in the last paragraph about having friends. This question was well done by most.

The section with the synonyms was well done with most candidates scoring the maximum of 5 marks and the only word that seemed to be problematic for students was the word “*índices*”.

Passage 2: *El clima amenaza a especies*

This was a compulsory question testing the candidates’ ability to understand the passage in the target language and to respond in Spanish to questions asked in Spanish. Overall this paper was a bit more problematic for candidates than was Passage 1. Less than 40 percent of candidates scored in the 15 to 24 range and almost 35 percent scored in the 0 to 12 range or less than 50 percent of the total marks. The most frequently occurring range was the 12 to 19 band with 55 percent of candidates scoring here. The loss of marks in this section resulted from candidates’ not adhering to the question requirements and therefore provided insufficient details for the questions.

There was a far greater attempt this year by candidates to respond to questions in their own words. This effort should be continued, however, it should be noted that in the effort to answer in their own words, many candidates had great difficulty producing correct language. There were many instances of poor grammar and use of many anglicisms. It should also be noted that grammar is not the focus for this section of the Reading and Writing paper. However, candidates will be penalized if comprehension is impeded because of poor grammar or vocabulary. There were a small number of candidates who answered the questions in English, rather than the stipulated Spanish. Candidates are asked to pay very special attention to the instructions that are given.

While the attempts to answer in one's own words were indeed laudable, there were some instances where responses were taken directly from the passage. Candidates are reminded that failure to observe the instruction of answering in one's own words is heavily penalized.

Question (a) asked for the results of the scientific study and was well answered with the majority of candidates giving sufficient details.

Question (b) asked who would be affected by climate change and several candidates spoke about "plants" and "animals" but failed to mention "humans". Many candidates who did mention humans, failed to identify that it would be those who are "dependent on nature for their survival". As a result, these candidates were not awarded full marks for this question. Candidates should be reminded that they need to be very specific in answering questions.

Questions (c) and (e) were well answered.

For question (e) (i), again many candidates did not describe the details of the study and only gave conclusions. There were some instances of candidates using prior knowledge to respond to this question rather than detailing what the passage contained.

Question (e) (ii) was an open question where candidates were asked to suggest ways of saving the planet. The phrase "*además de lo mencionado en el pasaje...*" was not understood by a great number of candidates and the responses given were taken directly from the passage. Responses to this question were repeats of what candidates responded for question (d). Candidates are reminded to analyze each question carefully before answering. The candidates who did understand what was required by the question gave quite a good range of responses to the problem and there were even some excellent attempts at detailing the actions that can be taken in the efforts to save the planet.

SECTION B

Essay

In this section candidates were required to write an essay in Spanish of 250 to 300 words on *one* of five topics. This section tested the candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme "**La Sociedad y Los Asuntos Sociales**" as outlined in Module 2 of the syllabus.

Examiners were looking for essays with the following:

- An introduction outlining the position taken by the candidate on the topic chosen;
- Three to five paragraphs focusing on the various angles of the topic;
- A brief conclusion summarizing the main points of the views expressed.

The candidates' performance was judged by the way in which they were able to show organization and coverage of the topic; relevance and inclusion of facts, ideas and opinions. Correctness of expression was measured by how well the candidates were able to use a wide range of vocabulary and idioms as well as the accuracy of grammatical structures.

The most frequently attempted question was **Question 3 "El comportamiento negativo de los jóvenes es causa directa de los programas que miran en la televisión. ¿Estás de acuerdo?"** Many of the essays were well written as this topic seemed to be one that was

thoroughly researched. The points were relevant, ideas and opinions interesting and well argued. Although the grammar presented a challenge for some candidates, this did not affect the meaning. The majority of the scores were within the 'Very Good' category.

Question 4. “Son los políticos los que fomentan los problemas raciales en la sociedad. Comenta”. This was not a very popular choice and those who attempted this question seemed to have difficulty in expressing the few points they presented.

Question 5. “Los deportes violentos han contribuido al aumento de la violencia en la sociedad. ¿Qué opinas?” The candidates who chose this topic did not make the distinction with respect to what sports were considered violent. As a result the essays degenerated into simple expressions of sports being good for people to be involved in so as to reduce violence in society.

Question 6. “Dado que a mujeres trabajan fuera de la casa, los maridos deberían compartir igualmente los quehaceres. ¿Estás de acuerdo?” The candidates who chose this topic performed very well with the points being relevant and well expressed. However, some essays only explored the idea of equality between men and women.

Question 7 “Una sociedad sin religión no puede tener éxito. ¿Qué opinas?” Some candidates made a brave attempt to deal with the requirements of this topic. Generally the responses were mainly a description of religion and its ills.

The overall performance of candidates in this section ranged from satisfactory to excellent with approximately 25 percent performing at a satisfactory level. Although there was some degree of misinterpretation, the candidates' inability to analyze in depth was more evident. This resulted in some essays being very short of the word limit set. Some essays were very long and as a result there was a repetition of the same points made earlier in the essay. Handwriting styles also made some scripts difficult to read and decipher in terms of the spelling of some words.

The inability to master basic grammar structures was a feature that is cause for great concern. The same errors were repeated from centre to centre and many scripts were filled with invented words. Some of the errors are noted below and should be addressed.

- Spelling and accent errors
- Incorrect placement of object pronouns
- Mirar a / buscar por
- Incorrect position of negatives e.g. Es no
- Acuerdo/ me acuerdo for estoy de acuerdo
- Subject / verb agreement
- Incorrect use of ser / estar
- Incorrect formation of the Past Participle
- Use of por qué / porque
- Use of que / cual / quien / lo que
- Confused use of mal / malo; solo / sólo
- No use of gerund after seguir, continuar
- Inappropriate use of vocabulary and creation of words.

The following are some of the expressions found in some of the essays:

- *Poner serán las personas

- *En el salvaje de muchas vidas
- *Los jóvenes no sèn de los peligros
- *Son preparando por viven, tienen no tiempo por t.v.
- *Hay no otra choisi pero un hombre
- *Son no totalmente aptitud

Every effort should be made to encourage students to read widely and to master the grammatical structures many of which are taught in the first year of instruction. At this level, students must also be guided on how to approach and manage different types of essays.

PAPER 03

SECTION A

Literary Analysis and Themes

This section required candidates to answer one question based on a literary extract taken from four passages based on texts studied - Felices días Tío Sergio, 17 narradoras latinoamericanas, Crónica de una muerte anunciada and La familia de Pascual Duarte. Candidates were required to read a literary extract and comment on character, plot, setting and simple literary techniques. This question was marked out of 16.

Popularity of questions

The most popular choice among candidates was question 1 (38 percent) which was closely followed by question 3 (31 percent). Only 17 percent of candidates opted to answer question 2 and the least popular question, number 4 was chosen by 14 percent of the candidates who wrote the exam.

Passage 1: *Mi habitación nueva (17 Narradoras Latinoamericanas)*

Marks awarded for this question were 13 percent scored between 13 to 16 marks; 39 percent scored between 9 to 12 marks; 32 percent scored between 5 to 8 marks and 16 percent scored between 0 to 4 marks.

1. *Identifica y comenta el punto de vista narrativo empleado en el episodio.*

Many candidates were unable to identify that it was the main character narrating in this extract. Performance in this question was poor although the text was popular. Many candidates were unaware of the meaning of narrative point of view. Spanish grammar used to answer the question was quite poor.

2. *Describe con ejemplos, DOS de las emociones que experimenta la protagonista*

This part was well done by most candidates who opted for this question. Students easily identified emotions and supported their views with examples from the extract.

3. *¿Cómo se caracteriza el papá de la protagonista?*

Most candidates saw the Father as a dreamer or simply a bad man who misleads his daughter. Justifications used to support these views were generally apt. This part was well done.

* Indicates an incorrect grammatical form

4. *¿Qué revela la composición que piensa escribir la muchacha?*

Although most candidates responded appropriately to this part of the question, many did not score full marks because their focus was solely on the present circumstances of the family rather than the narrator's hopes for their new life. Some candidates simply retold the story in their attempt to answer the questions, thereby failing to focus on the specific section of the story that shows the protagonist writing a composition.

Passage 2: *La confesión (Felices Días Tío Sergio)*

Marks awarded for this question were as follows, seven percent scored between 13 to 16 marks; 24 percent scored between 9 to 12 marks; 35 percent scored between 5 to 8 marks and 38 percent scored between 0 to 4 marks.

1. *Describe la trama del episodio.*

Some candidates who opted to answer this question did not respond accurately to this part because they did not explain the plot of the extract. They included rather, many references to the rest of the text which were quite irrelevant.

2. *Explica el significado de estas palabras de Andrés: "yo soy hombre..."*

Even though candidates noted the differences between the sexes, responses did not reflect references to both sexes. Responses were too general and not well supported.

3. *¿Cómo se siente la narradora al fin del episodio? Da un ejemplo.*

Very few candidates identified the depression felt by the narrator.

4. *Identifica y explica el tema del episodio.*

Generally this part was well done. A few candidates did not mention a specific theme but went on to give examples from the extract.

Passage 3: *Ángela y Bayardo (Crónica de una muerte anunciada)*

Among those candidates who chose this question, one percent scored between 13 to 16 marks; 13 percent scored between 9 to 12 marks; 29 percent scored between 5 to 8 marks and 57 percent scored between 0 to 4 marks.

1. *Identifica y comenta el punto de vista narrativo de este episodio.*

Few candidates were able to identify the third person narration. Many candidates were unable to identify the third person narrator who was not an omniscient narrator.

2. *¿Qué se aprende de Ángela de lo que dice ella en el primer párrafo? Justifica tu respuesta.*

Though some candidates responded that Ángela was honest because she refused to deceive her husband, other candidates wrote that Ángela tricked Bayardo, which was untrue. Few candidates wrote that she was not a virgin, but these responses were poorly supported.

3. *¿Qué comunica las siguientes palabras... "estaba resuelta a morir"?*

Some candidates wrote that this quote referred to the fact that Santiago was going to be killed. Other candidates who earned partial marks did not mention Ángela's attitude of resignation to her situation.

4. *Da ejemplos de como siente Angela hacia Bayardo San Roman.*

Most candidates were able to identify that Angela fell in love with Bayardo but many didn't distinguish between her feelings at the beginning of the relationship and at the point of her return to her mother's home. Many candidates indicated that she felt pity towards Bayardo and supported their response with quotations from the text.

Passage 4: Reflexiones de un criminal (La Familia de Pascual Duarte)

Among those candidates who chose this question, 9 percent scored between 9 to 12 marks; 35 percent scored between 5 to 8 marks and 56 percent scored between 0 to 4 marks.

1. *Relata la trama del episodio.*

Instead of relating the plot of the extract, many candidates gave general information on the plot of the book. Many candidates did not grasp that, in Pascual's view, if he had spent more that the allotted three years in prison he would have come out a better person.

2. *¿Qué relación tienen las siguientes palabras, "Esa fatalidad, esa mala estrella..." al tema del relato?*

Most candidates were able to identify the role of destiny in Pascual's life. Some candidates explained the quote without identifying the specific theme.

3. *Explica los sentimientos que provocan en el lector, estas palabras "y yo – este pobre yo, este desgraciado derrotado que tan poca compasión en usted y en la sociedad es capaz de provocar".*

Most candidates were able to identify that the reader felt pity towards Pascual. This part of the question was well done with many candidates scoring full marks.

4. *¿Qué indican las palabras en la última línea del relato?*

Most candidates did not give a very clear explanation of the meaning of the last sentence. Many related it to destiny but did not mention Pascual's return to his bad ways.

SECTION B

Themes

Candidates were required to answer questions on two Themes; "La Juventud", for which the prescribed texts were "*Felices días, tío Sergio*", and three short stories from the collection "*17 Narradoras Latinoamericanas*"; as well as the theme of "El Individuo y la Sociedad", with prescribed texts "*Crónica de una muerte anunciada*" and "*La familia de Pascual Duarte*".

Candidates' performance on this section of the exam was generally satisfactory. Five percent of candidates scored between 24 to 32, or *75 percent* or more; 41.5 percent scored between 16 to 23, or *50 to 74 percent*; 48.5 percent scored between 8 to 15, or *25 percent to 49 percent*; and 5 percent scored between 0 to 7, or less than *25 percent*.

Overall candidate performance was considered satisfactory, although there seemed to be a number of candidates entered this year who were very weak and lacked interest in Spanish.

Question 5 was chosen by *15 percent* of students; question 6 was chosen by nine percent; question 7 was chosen by *61 percent* and question 8 was chosen by *15 percent*.

Examiners were looking for well-structured, balanced essays, generally consisting of a brief introduction, in which some comment might have been made about the geographical, historical, social or cultural context in which the novel was either written or set, followed by four to six brief points or paragraphs supported by either short quotations from the novel or references to particular scenes or incidents, and then brought to closure by a brief conclusion, which was not simply a repetition of the introduction. The best essays tended to follow this pattern with candidates well acquainted with the content, characters and events of the novel, focusing on the main points of the question or referring back to the question periodically, and showing not merely knowledge and comprehension, but the ability to apply same to the question through careful analysis, synthesis and their own evaluation or interpretation as it related to the question.

The best essays also followed the rubric of the question in terms of word limit, (as opposed to some extremely long essays which could not be read beyond about 10 percent of the stated word limit in the rubric, (450 words)), the language in which the answer was to be written,(English), and the use of quotations.

Questions 5 and 6 were chosen by 24 percent of students and the quality of answers was varied greatly. While some good answers were received most fell into the below 50 percent category. For Question 5, “Youth is a carefree period”, most candidates simply agreed outright with the proposition in the question, leaving out the utter dependence of the young on adults, some of whom are not really sensible and responsible themselves, the turmoil and confusion of adolescence, the search for self, for identity, the pressures of societal and familial expectations.

In their answers to questions 6, “Adults do not understand the concerns of the young”, some students strayed from the point by writing about what young people *were concerned with* instead of sticking to the question and commenting on whether adults *understand* the *concerns* of youths. Candidates had difficulty focusing on the question and on what was required.

The most popular question by far was question 7, “Man is a product of the society in which he lives. Do you agree?”

Most of the essays written on this topic fell into the good to very good category, so students appeared to have been well prepared for this topic. The book that would have seemed most appropriate for this question would have been *‘La familia de Pascual Duarte’*, with candidates commenting on Pascual’s family, community, the difference in Pascual when he is in a town or city or even prison. The word *product* can be used positively or negatively, but when candidates started to use the word *victim* they moved into the negative aspects of Pascual’s socialization, or lack thereof. Better candidates also made the point that while the effects of one’s upbringing and society can be very powerful, the outcome is not always carved in stone, that people have choices, (few in Pascual’s case), and that even some people with the worst possible start in life are still able to progress and improve their lot and themselves.

Some candidates made a fair attempt using *‘Crónica’*, in answering this question when concentrating on what the question was asking and not answering a question which they had prepared, and for which *‘Crónica’* might have been more appropriate.

Examiners thought that '*Cronica*' would have been more appropriate for question 8, "Whatever a man sows he will reap". 'Discuss the validity of this statement in the context of the works you have studied'.

We cannot overstate the importance of candidates thinking carefully before they commit themselves to a particular question and start writing. In some cases, for example, the questions on the theme of '*La juventud*', either text would have provided material for a good answer to either Questions 5 or 6, but this was not the case with questions 7 and 8.

'*Cronica*' describes a situation, in which there is a great variety of 'sowing' and 'reaping', with some characters getting what they deserve and others not. Even minor players cannot escape, for example, Page 98 Longman Edition ...*Hortensia Baute...cayó en una crisis de penitencia, y un día no pudo soprtarla más y se echó desnuda a la calle. Flora Miguel... se fugó por despecho con un teniente de fronteras que la prostituyó entre los caucheros de Vichada. Aura Villeros...sufrió un espasmo de la vejiga...Don Rogelio de la Flor... que era un prodigio de vitalidad a los 86 años, se levantó por última vez para ver como desguazaban a Santiago Nasar contra la puerta cerrada de su propia casa...* and these are minor characters who have hardly been mentioned previously. If it was not so tragic, it would be comical.

It is to be noted that candidates must use the relevant texts to answer their questions. There were cases where candidates of unit one used a text from unit two and vice versa. Most times the text was not relevant and candidates tried to force them into the theme. Candidates are warned that they will be penalized severely for not using the correct text. There were a few instances where candidates used texts that were no longer on the syllabus. Teachers are advised to be aware of requirements in the syllabus.

In the case of '*17 narradoras hispanoamericanas*', teachers are advised that all three stories must be studied and not just one. When answering a question on this text reference must be made to the three stories.

UNIT 02

PAPER 01

Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were based on the Modules of the syllabus, as well as on candidates' experiences in this age range. Although candidates were able to respond well to some questions in the Listening component of the examination, there are still challenging areas that need urgent attention.

SECTION A

Short selections

Selection 1

This extract dealt with the International Poetry Festival scheduled to take place in Bogotá Colombia.

The question was very well done with the majority of the candidates scoring on the higher end of the scale ranging from eight marks to the maximum of 12.

Part (a) - several candidates only gave partial responses. “*Policy*” was used instead of poetry or poem. Candidates giving “fuller” responses went on to incorrectly speak of a *police award ceremony* or *a meeting or conference to discuss policies affecting South America* instead of the correct response **International Poetry** or **Poem Festival**.

In part (b) many candidates indicated *Chile* as the venue and not **Bogotá, Colombia** as mentioned in the extract.

Parts (c) to (d) answers were sometimes interchanged.

Part (e) was answered well by candidates.

Part (f) - many were able to give at least two of the names mentioned (**Harold Alvarado Tenorio**) or at least they attempted to do so. Those who gave no name, generalized with items such as ‘an author’ or ‘a Colombian’.

Part (g) - many accurate responses were given, pertaining to two details about the person mentioned. However, a few candidates guessed information such as: ‘*smart*’, ‘*must be a good poet.*’

Selection 2

This passage emphasized the promotion of South American integration.

This selection was somewhat more challenging. The average score fell in the four to six range of a possible 12 marks.

There were a few good scores of candidates scoring in the seven to nine mark range.

Part (a) was generally well answered, correctly relating the Presidents arriving from Brazil and Peru.

In part (b) many candidates gave the incorrect country for the meeting place. Candidates made mention of locations such as: *South America, Canada and the Dominican Republic* instead of Peru.

For parts (c) to (d) responses were interchanged and information intertwined. Candidates tended to confuse their answers. In some instances, candidates made references to South

America and not to the two countries mentioned in the passage. Confusion was also noted between the terms ‘developed’, ‘developing’ and ‘development’ when answering part (d).

In part (e) ‘Poverty’ was almost always given in the candidates’ response, as well as ‘hunger’. Most, however, omitted ‘misery.’

In part (f) many responded that the Brazilian president wanted South America to be known as great *or famous* instead of as a developed region as indicated in the extract.

Selection 3

This selection was about home businesses.

It was not well done. The general score in this area was two to four of a possible eight marks.

In part (a) some responses were not specific. For instance, some mentioned that it can *help economically, socially, personally*. Some said it could help you *learn English, use the internet, help with your housework*.

Part (b) - answers here were generally accurate as the simple figure of 25 years was the only response required to express how long this company had been in existence.

Part (c) - many candidates omitted the idea of wealth. Some stated that you could *go to the website and see the testimonies of some of the people*. Some stated too that it was *100 people* who benefited versus hundreds of persons.

In part (d) many were able to supply the answer here while some said *follow your dreams, do not give up, buy the system*.

Selection 4

The passage mentioned the future of natural gas reserves in Bolivia.

Once again, this question was unsatisfactorily answered. Many candidates scored only half of the marks to be awarded or less, in most instances. Overall, candidates seemed to have misunderstood this passage.

Very few candidates gained perfect scores of eight marks.

In part (a) candidates gave a partial response which included the future of natural gas. Not many though were able to give the complete response of the future of natural gas. Remote responses even included *the future of indigenous people*.

In part (b) *exploitation of gas reserves* was a popular response. Many did not mention that the reason for the furious reaction of the indigenous groups was due to the plan to export natural gas.

In part (c) some candidates gave more information than was needed for two results of protest by indigenous groups. For instance, *deaths which happened the previous year in the month of October; renouncement or denouncement of the President* while others stated *the death of the president*.

The complete answer was rarely given in part (d). When an answer was provided it was invariably incomplete. Many misinterpreted the question and spoke of *unfair treatment of the indigenous people, their marginalisation and / or the government taking away their land*.

Selection 5

This item addressed the United States continuing to face the fact that many Argentines were remaining illegally there.

A moderate performance overall. Candidates on average scored five marks of a possible eight.

In part (a), instead of mentioning that Argentines will now have to get a visa to visit the USA, many gave *extension of visa, illegal migration and taxes* as responses to the measure the USA was taking with respect to Argentines.

Part (b) - answers here were confused with the answers to be provided at part (c). Many responses were not specific regarding who was staying illegally.

In part (c) many responses were correct but did not include that the crisis was in Argentina. Many, for instance, thought that the crisis was actually in the USA.

In part (d) most candidates responded accurately here. Those who did not gave responses that indicated either that the *Argentines will be punished* or that *the authorities will arrest any illegal immigrants captured*.

SECTION B

Extended Interview

Part A - Selection 6

Interview with Father Juan Perez, a catholic priest, on the topic of cloning.

A disappointing performance generally. On the whole, candidates scored in the bottom range of the scale from seven marks or lower of a possible 24. There were a few cases of no responses.

There were instances of some very good candidates nonetheless who scored 15 marks or more but this was the exception rather than the norm this year.

Part 1

Question (a), most candidates scored well on this question. However, some tended to be incomplete in their response. For instance, many said that that *a bill was passed* and that *they included both types of cloning*.

In question (b) most candidates correctly responded that there is no difference in morality between the two types of cloning.

Far too many candidates did not explain in detail Father Perez's comments in question (c). Several candidates satisfied themselves for instance by stating that *therapeutic cloning destroys cells*.

In question (d), generally, candidates were unable to make the link that scientists believe that an embryo is not a human life but a set of cells.

Part 2

Question (e) was fairly well answered. Quite a few candidates were able to express satisfactorily that there was no difference between an embryo and a child, only in the level of development.

Question (f), many candidates only produced half a response here or no response at all.

In question (g), many candidates did not answer this question either. Answers such as using cells from adult tissue, umbilical cord or placenta were expected.

In question (h) (i), many candidates used their personal experience and said that therapeutic cloning was immoral as opposed to the fact that this, along with reproductive cloning was all a linguistic trap into which many were falling.

In question (h) (ii), many stated that it was immoral, or that there was no moral difference between the two types of cloning.

Greater care, attention and revision of relevant vocabulary must be emphasized at all times.

More practice with the extended interviews is also needed since this is a very important skill. Too many 'no responses' were noted, causing candidates to lose a significant number of marks.

PAPER 02

Reading and Writing

SECTION A - Reading Comprehension

In the reading and writing section of Paper 02, candidates are presented with two passages, both in Spanish and are required to respond to questions based on the material. For Passage 1, candidates are asked to respond to the material in Spanish to questions asked in English and for Passage 2, candidates were asked to respond in Spanish

Passage 1: *La necesidad de reformas sociales en Centroamérica*

This was a compulsory question testing the candidates' ability to understand a passage in Spanish on a topic of interest taken from Module 2 of the syllabus. Questions and answers were in English. The responses to the questions for this passage proved that there was a fair level of comprehension of the material. Over 70 percent of candidates scored in the 15 to 24 range with almost 30 percent scoring in the 20 to 24 range. Only 15 percent of candidates scored less than 12 out of the possible 24. The loss of marks was as a direct result of lapses in vocabulary.

Question (a) asked for the author's view on issues like terrorism and Human Rights and the reason for this. There were some problems with this question as many candidates did not know the vocabulary terms "*Un secuestro*", "*...una célula identificada...*" and "*los grupos subversivos*". Some candidates got around answering the question by stating that the writer was an "*object of a crime*" but went on to explain that he was targeted via "*a cell phone*" and that the people responsible belonged to a "*submissive*" group. Candidates need to be reminded that an extensive knowledge of vocabulary is needed for the Reading and Writing paper.

The other questions were fairly well-answered by the majority of candidates. There were some signs of a lack of comprehension of certain vocabulary items when candidates attempted to reuse some of the Spanish terms in their answers. For example, when asked "*which groups are accused of violating the Human rights of the masses*" (question (c) some candidates answered "*...and the respective oligarquias...*" and "*...the oligarquía who live in a plenitude of privileges*".

Candidates performed well in the section with the synonyms. There were a couple of instances where candidates took entire phrases and in some cases, an entire sentence as a synonym for the phrases provided. Candidates are requested to limit their responses to the phrases provided. Candidates are also asked to pay attention to the tense of the words that are given. There was a problem with the first synonym item: *para mí tiene una gran importancia...* Many candidates gave the synonym as *me afectó mucho*, when the response that was required was *me afecta mucho*.

Passage 2: *Intentan reactivar el turismo en el turismo en el sudeste asiático*

This was a compulsory question testing the candidates' ability to understand the passage in the target language based on the content of Module 3, and to respond in Spanish to questions asked in Spanish. Overall, the candidates performed fairly well in this section of the paper, with just under 50 percent of candidates scoring in the 15 to 19 range. There were not too many scores (under 10 percent of the total number of candidates) falling into the top range, that is, the 20 to 24 band. Only 20 percent of candidates scored under 12 marks out of a possible 24.

Both parts of question (a), asked about the great challenge faced by places affected by the tsunami and the reason why the situation is so critical for them. This question was very well answered with the majority of candidates correctly identifying the situation outlined. This was also the same for question (b), the repercussions in these areas. There were problems with question (c) part (i) about the situation in India. Many candidates spoke about India being negatively affected by the tsunami, clearly using their previous knowledge of the topic rather than using the information from the passage. It was clear too, that many candidates did not understand the term "*divisas extranjeras*".

Question (e) (i), asked how places like Hong Kong and Singapore have been affected, was very poorly handled by the majority of candidates. Very few candidates knew the term "*escalas*". The responses that were seen showed a clear misinterpretation of the paragraph. The responses produced for this question were, in many instances, direct quotations from the passage with no attempt to answer in one's own words. These answers could not be awarded any marks because they did not outline the problems that these countries are facing after the tsunami.

Question (e) (ii), requiring a personal contribution from candidates about possible effects of a natural disaster in their country, was answered very well by many candidates. Many candidates spoke about how their countries have already been affected by natural disasters and outlined the social and economic impacts that these have had in their respective countries.

In Unit 1, Passage 2, there was a greater effort this year for candidates to answer in their own words for this section of the paper. They used a fair range of vocabulary in their answers. It must be pointed out, however, that there were problems with grammar and vocabulary, in some of these responses. While in this section of Paper 02, grammar and vocabulary are not the main focus in allocating marks, responses that are unclear will be penalized. All candidates need to be reminded of the importance of answering in their own words and to ensure that they use the appropriate language in their responses.

SECTION B - Essay

In this section candidates were required to write an essay in Spanish of 250 to 300 words on *one* of five topics. This section tested candidates' ability to express themselves in Spanish in a balanced, coherent and analytical manner on a topic related to the theme of Module 2 – “**La Industria, el Comercio y Los Asuntos Económicos**” as outlined in the syllabus. As for Unit 1, examiners were looking for essays which focused on the topic with the expectation that there would be a more mature and concise approach in the way the issues were presented.

Candidates' performance was again judged by the **relevance** of the **content** to the specific topic, the **organization** and **coverage** of the facts, **ideas and opinions** including a **range of vocabulary and idioms** used, as well as **accuracy** of **grammatical structures** used.

This section of the paper presented quite a challenge for the candidates as many of the candidates displayed a lack of preparedness to cope with the topics. There was a general lack of mastery of basic grammatical structures and the use of relevant vocabulary. Although there were marked inaccuracies in the use of some vocabulary and grammar structures, the meaning was not usually affected. There were several very good essays but the candidates who performed at the lower end of the range did so because of misinterpretation or misunderstanding of the question. The candidates also encountered difficulty in making linkages and developing their ideas.

Question 3 “La edad informática ha fomentado lo flojera intelectual. ¿Cuál es tu opinión?” This was the least popular choice. Many candidates who attempted to write on this topic interpreted “**flojera intelectual**” as intellectual development and proceeded to write about the technological age and its development. “Flojera” was interpreted to mean strengthening. The word was even changed to “flujo” and the entire essay addressed globalization and its link to the information age. The majority of marks for this question fell in the 8 to 11 range.

Question 4 “La decisión de terminar la vida de los pacientes terminales es una decisión caritativa. Se pone fin a su sufrimiento. Estás de acuerdo?” Candidates who attempted this question argued and developed their points well, covering both the religious aspect as well as the human consideration needed for coverage. This was one of the few topics where candidates clearly took a stand and developed their essay accordingly and expressed their ideas in a coherent manner.

Question 5 “Los avances tecnológicos en el campo de la producción de alimentos hace inválido el término ‘comida saludable’. ¿Qué opinas?” This question was also a challenge for even those who seemed to know the topic. They were unable to structure their responses well and concluded by contradicting themselves.

Question 6 “A pesar de los avances tecnológicos, nunca eliminarán las enfermedades.” ¿Qué opinas?” This question was the second most popular choice. Many candidates displayed a wide knowledge of the topic but there were many inaccuracies in expression and grammar. The marks gained covered the full range from Poor to Excellent. Quite a few candidates wrote most of the essay detailing the advances in technology but failed to link it with the elimination of diseases or give reasons why they may not be eliminated despite technological advances.

Question 7 “Dado los riesgos asociados con el uso de teléfonos celulares, se debería prohibir su uso. ¿Estás de acuerdo?” This was the most popular question attempted. There were some essays where the ideas were clear and the points relevant. However, the majority of candidates misinterpreted the question and wrote on the advantages or disadvantages and uses of the cell phone. Many did not explore the risks associated with the use of cell phones nor did they indicate whether or not they supported a ban on its use. A few candidates made one point in an essay of 250 words and as a result the scores for the majority of the candidates ranged between 8 to 11 marks in the Satisfactory to Good category.

The most problematic aspects of the performance of the candidates in this section were the inaccuracies displayed in the manipulation of the basic language structures and the literal translation of ideas and expressions. The following are a few examples:

- *El teléfono puede sender y recibir no es unica texto pero pictura
- *Podemos video nuestro actividades diario y miran le
- *Hay no la cura
- *No expensivos
- *Podemos hablamos
- *Aceso a telaraña mundial
- *Para cada dia uso
- *Desportes
- *No acuerdo / no puedo ser de acuerdo
- *Enfermedades como el canzero
- *Para preventen la transmición de pornografía
- *Un vida es fin
- *Conduciendo
- *Maturan más rápido
- *Es derecho
- *Es un facto
- *La gente puede consumir cáncer
- *Un gas llamado radiation
- *Puede estar usó

Common grammatical errors were:

- Misuse of the past participle / incorrect formation e.g. descubrido
- Personal a
- Use of the definite article - la problema / tema / programa
- Por / para
- Relative pronouns
- Use of este and esta for abstract ideas
- Si and the subjunctive
- The use of the subjunctive generally
- Future of poder, salir, prevenir
- Subject / verb agreement
- Adjective / noun agreement
- Position of adjectives
- Realizar to express realize

The performance of the candidates of Unit 2 needs to be improved with respect to accuracy of expression and use of relevant vocabulary.

PAPER 03

Literary Analysis and Themes

SECTION A - Literary Analysis

This section required candidates to answer one question out of a possible four. Passages were taken from the texts: La lluvia amarilla, El llano en llamas, El coronel no tiene quien le escriba and, Chombo. Candidates were required to read a literary extract and comment on character, plot, setting and simple literary techniques.

Popularity of questions

The most popular choice among candidates was question 2 (63 percent) which was followed by question 4 (25 percent). Only nine percent of candidates opted to answer question 3 and the least popular question, Passage 1 was chosen by three percent of the candidates who wrote the exam.

Passage 1: *La situación panameña (Chombo)*

Among those candidates who chose this question, 4.6 percent scored between 13 to 16 marks; 10 percent scored between 9 to 12 marks; 59 percent scored between 5 to 8 marks and 26 percent scored between 0 to 4 marks.

1. Relata la trama del episodio.

Few candidates were able to narrow their explanation of the plot to the episode presented.

2. ¿Cuáles son dos adjetivos que se puede usar para describir a Litó? Justifica tu respuesta.

Generally this question was well answered with good justification.

* Indicates an incorrect grammatical structure

3. (i) *¿Para qué sirve el relato del incidente en el aeropuerto?*

Some candidates were unable to identify the value of the conversation at the airport. They had the tendency to write in general terms about social issues in the novel as a whole.

(ii) *¿Cómo está relacionado el incidente en el aeropuerto al tema general de la novela?*

Candidates identified poverty and social stratification and not racial discrimination as the theme in the novel.

4. *¿Qué vínculo hay entre el relato del incidente en el aeropuerto y el en la biblioteca de la Universidad?*

Most candidates misinterpreted this question. They did not make a link between the occurrences in the library and the airport. Analysis of the episode was lacking.

Passage 2: *Conversación con el médico (El coronel no tiene quien le escriba)*

Fourteen percent of the candidates who chose this question, scored between 13 to 16 marks; 42 percent scored between 9 to 12 marks; 33 percent scored between 5 to 8 marks and 10.2 percent scored between 0 to 4 marks.

1. *Relata la trama del episodio.*

Candidates encountered problems describing the plot. Many candidates narrated instead of highlighting the salient points of the excerpt. Some points that were not present in the extract under consideration were also included.

2. *Explica cómo la venta del gallo está relacionado al tema general de la novela.*

A variety of themes were highlighted but many candidates were unable to adequately link the sale of the rooster to a specific theme.

3. *Según el médico, ¿cómo es Don Sabas? Da ejemplos.*

Candidates were generally able to give apt descriptions of Don Sabas but encountered difficulties in justifying their responses.

4. *Explica el significado de estas palabras, “ese animal se alimenta de carne humana”.*

This was generally well handled with most candidates scoring full marks. A few candidates misinterpreted the questions and referred to Don Sabas as the animal instead of the rooster.

Passage 3: *La respiración misteriosa (La lluvia amarilla)*

Among those candidates who chose this question, 9 percent scored between 13 to 16 marks; 24 percent scored between 9 to 12 marks; 45 percent scored between 5 to 8 marks and 22 percent scored between 0 to 4 marks.

1. *Describe el punto de vista narrativo del episodio.*

Generally candidates performed well on this part. A few candidates were not aware of the meaning of narrative point of view and this was seen in their responses where they outlined the plot instead. Others did not identify the narrator as the protagonist of the text or that the narrator was subjective.

2. *Relata el incidente extraño que ocurre en el episodio.*

Most candidates were not able to identify the strange incident that occurred and link it to the theme of death.

3. *Identifica y comenta el uso de un tropo literario del segundo párrafo.*

Generally candidates were able to identify and comment on the literary device used in an effective manner.

4. *Comenta el tema del episodio en el contexto del resto de la obra.*

Some candidates were unable to identify death as the theme of the extract and related it to the novel. A popular theme which was used and for which some credit was given was ‘Solitude’. It should be noted that even though solitude is one of the main themes of the novel, it is not the only theme and it was not seen as the best choice of theme for the extract under consideration.

Passage 4: Natalia y Tanilo (El llano en llamas)

Among those candidates who chose this question, 3 percent scored between 13 to 16 marks; 36 percent scored between 9 to 12 marks; 36 percent scored between 5 to 8 marks and 25 percent scored between 0 to 4 marks.

1. *Relata la trama del episodio y su relación con el tema general de la obra.*

Some candidates related the plot of the entire story rather than explore the plot of the extract. Others omitted some important details from the extract. Very few were able to identify the role of “blind faith” and link it to the episode.

2. *Explica la técnica narrativa empleada.*

A majority of candidates were not able to identify that both the first and third person narrator was present. They only identified one of the two.

3. *¿Cómo se caracteriza a Tanilo? Explica.*

Many candidates mentioned Tanilo’s illness but only a minority addressed the role of blind faith in their responses.

4. *Identifica y explica el uso del símil en el segundo párrafo.*

There were two similes in the second paragraph and candidates were able to easily identify them both. However, attempts at explaining their use were very limited.

General Comments

- Many candidates allowed their knowledge of the text to interfere with their analysis of the extract and presented references from the text in inappropriate circumstances.
- Teachers are reminded to give students sufficient practice in literary analysis (including identification of literary devices, narrative technique, narrative point of view, characterization).
- Candidates should be able to justify their responses with references to the extract before them.
- These passages are **not** reading comprehension exercises and should not be approached as mere comprehension. Literary analysis of these extracts is a requirement.

- There is the tendency among candidates to identify all third person narrators as omniscient narrators, when this may not in fact be so. Candidates should be exposed to a variety of narrative technique over their course of study to better equip themselves with the skill in identifying these nuances in narration.
- Teachers are reminded that in Unit 2, at least one question will relate in some ways to the story or text as a whole.

SECTION B - Themes

Candidates were required to answer questions on two Themes: (1) “Conflictos políticos y sociales en Hispanoamérica”, for which the prescribed texts were ‘*El coronel no tiene quien le escriba*’ and ‘*Chombo*’; and (2) “La vida rural”, with prescribed texts ‘*La lluvia amarilla*’ and ‘*El llano en llamas*’.

Candidates’ performance on this section of the exam was considered satisfactory to good. Five percent of candidates scored between 24 to 32, or *75 percent* or more, 56 percent scored between 16 to 23, or *50 percent to 74 percent*, 36 percent scored between 8 to 15, or *25 percent to 49 percent* and 3 percent scored between 0 to 7 or less than *25 percent*.

Question 5 was chosen by *25 percent* of students; question 6 was chosen by seven percent; question 7 was chosen by *63 percent* and question 8 chosen by five percent.

For Unit 1, examiners were looking for well structured, balanced essays, generally consisting of a brief introduction, in which some comment might have made about the geographical, historical, social or cultural context in which the novel was either written or set, and possibly brief definitions of important terms in the question. This would be followed by four to six brief points or paragraphs, supported by either short quotations from the novel or references to particular scenes or incidents, and then the essay brought to closure by a brief conclusion, which was not simply a rehashing of the introduction.

The best essays tended to follow this pattern with candidates well acquainted with the content, characters and events of the novel, focusing on the main points of the question or referring back to the question periodically, and showing not merely knowledge and comprehension, but the ability to apply same to the question through careful analysis, synthesis and their own evaluation or interpretation as it related to the question. The best essays also followed the rubric of the question in terms of word limit (350 to 400 words).

Questions 5 and 6 were chosen by 34 percent of students and the quality of answers was generally good to very good. Question 5, “The ordinary citizen is always hurt by the decisions made by politicians. Discuss.” ‘Always’ would have been a key word to comment on, and the better candidates expanded on the various possible uses of *hurt*, that is, oppression; repression; exploitation; misinformation. They pointed out that since in the books studied politicians do not emerge from the ranks of the ‘ordinary citizens’ then we should not be too surprised if they attempt to further the interests of the social class from which they do come, rather than the interests of the ‘masses’. ‘*El coronel no tiene quien le escriba*’ provided candidates with enough material required to construct an adequate response. ‘*El coronel*’ was also used for answers to question 6.

“Discrimination is an integral part of Spanish American society. Do you agree?”

Question 6, this question was selected by only seven percent of candidates, and while six good to very good essays were received, the others struggled to cope with the issues involved in discrimination using this book. '*Chombo*' would have been the more natural choice for this question, and since the author Carlos Guillermo Wilson has given permission for '*Chombo*' to be used in photocopied form, it is hoped that next year, and thereafter more candidates will use this very interesting novel.

The most popular question by far was question 7: "Contrary to what is generally felt, life in rural areas is very difficult. What is your opinion?"

Most of the essays written on this topic fell into the good to very good category, so candidates appear to have been well prepared to deal with this topic. The book that seemed most appropriate for this question would have been '*El llano en llamas*'. While there are a few idyllic descriptions of natural phenomena in '*El llano*', generally life in the country is very hard work, there is much lawlessness, violence, disorder, revenge killings, macho behaviour, one is constantly at the mercy of natural phenomena, and education is, to all intents and purposes, non-existent. Rulfo paints a gritty, harsh picture, and from the short stories emerge all the issues that are problem areas in Latin America today, although some attempts are now being made to redress some of them, for example, in Venezuela, Bolivia and a few other left leaning countries.

'*La lluvia amarilla*' was the more appropriate book for question 8 "Migration from rural areas has had a negative effect on Hispanic societies." Discuss this view with reference to the *works* you have studied.

Only five percent of candidates attempted this question, even though the issue of internal migration is quite a straightforward issue and migration generally, from the time of Columbus' '*Encuentro*' with '*los indios*' has had a draining effect on Hispanic societies in Europe and the Americas.

As for Unit 1, we cannot overstate the importance of candidates thinking carefully before they commit themselves to a particular question and start writing.

RECOMMENDATIONS

1. Summarizing and story telling will not be rewarded. Examiners are already familiar with the texts and are looking for points that are relevant to the question and that show analysis and evaluation on the part of the candidate.
2. It was clear from some scripts that candidates had relied heavily on a translation of the set text. This was evident for instance, when candidates used translations of names of characters in their answers ("Stretch" instead of El Estirao). In some cases there was even the suspicion that this may have been the text that candidates had taken into the examination. This is not permitted. If candidates cannot cope with the text in the original Spanish then they should not enter the examination.
3. Candidates must adhere to the word limit (350 to 400 words). Some scripts were thousands of words long, and while they may have contained many valid and relevant points, the word limit must be observed 450 words.

4. Candidates should be concise, succinct and to the point.
5. Quotations should be short, relevant and complete. Candidates must avoid referring to the first three words and last three words of a quote, and citing page and edition. Also accuracy of quotes is vital. All a candidate has to do is copy from his/her text, so there is no excuse for inaccurate or mistake riddled quotes.
6. A few candidates wrote compositions, making no reference to a text at all. This will not gain any marks in this examination paper.
7. Some candidates used up scarce 'word-space' by referring to movies, books and incidents in their countries. Again this is not required and will only result in a lower mark than if they had closely followed the rubric and the question.

PAPER 04

INTERNAL ASSESSMENT

UNITS 1 AND 2

Prepared Topic

Generally, the topics chosen by candidates for the Unit 1 were related and appropriate to their level. In Unit 2, candidates seemed to have made the decision to carry forward their Unit 1 topics instead of researching a new topic based on the Unit 2 syllabus.

The candidates for Unit 1 seemed to be well organized and prepared and were quite *au courant* with their topics, whereas the candidates for Unit 2 (even though most appeared to be repeat students) still did not seem too comfortable with their topics. Their presentations were disjointed, lacked clear and relevant ideas and information and there was marked hesitancy in their delivery.

There were, however, quite a number of outstanding Unit 1 candidates.

Topic and General Conversation

Candidates generally performed well in this section, especially in terms of their comprehension. Most candidates lost marks for their correctness of expression and their lack of use of a wide and varied range of vocabulary and idiomatic expressions. Some candidates were outstanding in their pronunciation, intonation and fluency while few were quite distorted with long pauses in their responses. The main problem appeared to be a lack of accuracy in grammatical structures and correctness of expression.

General Comments

- Please adhere to the revised SBA sample guidelines and submit only five samples as requested.

- Ideally, candidates should be recorded on separate cassettes, or at least on different sides of the same cassette. It is extremely time-consuming to search a tape for different candidates.
- Please set (rewind) the cassettes to the start of each candidate, and not to the end.
- Sometimes teachers are not very fluent and lack accuracy.
- Be careful with calculating the module scores. It is very simple to calculate but a high number of teachers make errors in calculations or simply omit them.
- Some cassettes are recorded too low and as a consequence cannot be moderated.
- Please introduce each candidate before their presentations either by name, student id number, or both.
- Half marks are not permitted. Mark allocation will reflect this.
- Please double check CD's or tapes to ensure that they have actually been recorded and that they are sufficiently audible.
- Candidates' total score should be arranged in descending order.
- Please do not send micro-cassettes (smaller than standard size) for moderation.

Common Mistakes

- Subject-verb agreement
 - *Muchos personas
 - *Un estudiante van
 - *Mi madre puedo
 - *Yo me gustaría
 - *La gente creen
 - *Las personas puedo
- Adjective-noun agreement and position
 - *Románticas novelas
 - *Otras países
 - *Algunos iglesias
 - *Lugares públicas
- Inappropriate verb tense
 - *Para mi tema hablando del crimen
 - *Es creciendo
 - *Me gusta a visitar
 - *Queers estudio
 - *No están reconocieron

*Indicates a structure that is grammatically incorrect.

- Literal translations
 - *Porque de criminalidad
 - *Mi madre puedo digame cuando ella quiera me volver a tu casa
 - *Cada a otro
 - *Justicia es no igualdad
 - *Estudio la Caribe
 - *Es recomiendo que
 - *Pagar atención
 - *En la otra mano

Others

- Mucho/muy – *estoy mucho nerviosa,
- Tiempos/veces
- Bien/bueno –* mi escuela es bien
- Asistir/atender
- Omission of a/de – *ayudan la gente, *salen la casa
- Omission of que – *tengo estudiar
- *Son afectas
- * Serioso
- *Igualdad
- *Es necesita
- *Yo me gusta/se gusta
- *Es no grande

Pronunciation, Intonation and Stress

Some candidates had difficulty pronouncing certain words:

decada
 industria
 dolares
 farmacia
 tecnologia

These are just a few samples of the errors made by candidates, amongst many others. Teachers need to give more guidance to students in the preparation of their prepared topic. Also topics chosen must be relevant to the Unit studied. A Unit 1 student should not present a topic based on the content of Unit 2 or vice versa.

*Indicates a structure that is grammatically incorrect.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

**SPANISH
(TRINIDAD AND TOBAGO)**

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2008

UNIT 1

PAPER 01

Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the Modules of the syllabus, as well as with candidates' experiences in this age range. Although some questions in the Listening Component of the exam were well handled, there are still challenging areas that need urgent addressing.

Section A

Selection 1

This section dealt with the benefits of coffee consumption. Generally, candidates did not perform creditably on this selection. Several candidates fell within the zero to three category of a possible twelve marks. Very few candidates were able to accurately express the number of more than one hundred thousand as the amount of persons interviewed in the study of coffee consumption and its effects on the body.

Part (b) was well done whereas Part (c) proved to be challenging. With respect to Part (d), many candidates were not able to state the effect of coffee on the cardiovascular system. Many were satisfied by stating that coffee increased blood flow to the brain while the greater majority did not hear the more important point of stimulation of the central nervous system.

In Part (e), many candidates failed to identify that drinking at least five cups of coffee reduced the risk of contracting Parkinson's disease. However, attempts to answer the item saw candidates relying on common sense or what they may have heard from individuals in wider society as opposed to what they heard in the selection.

Selection 2

Candidates performed better on this selection which focused on the cerebral nature of chess and the unfortunate fight/altercation that broke out at one of the championships amongst a couple of players.

In Part (a), many candidates thought chess was considered a cerebral sport because it required clinical analysis, or, they gave a literal translation of "cabeza fria" as a cold head. Candidates also did not always include information about the ability to analyse the opponent's move. Parts (b) and (c) tended to be well answered though at Part (b) many candidates did not seem to understand the word "*celos*". In Part (d), many candidates equated "dance" with "party" when expressing the special event that was put on for the participants.

In the majority of responses for Part (e), many candidates failed to include the reason for the fight, or, there was a mix up in expression that Pablo's girlfriend was Juan's girlfriend.

Selection 3

This selection was done quite satisfactorily with many candidates gaining on average between three and five marks of a possible eight. This selection examined harmful elements that could affect the health of the mother and even her new born. In Part (a), "mercury" was the more popular response and sometimes "dirt" was given as one of the harmful elements mentioned. The vocabulary "*plomo*" seemed unfamiliar to many candidates and so responses very varied.

Part (b) was best answered by candidates and the majority of marks were scored on this part. Part (c) proved to be the most challenging. Pesticides, insecticides and household sprays were some of the most popular answers given as chemicals in which harmful elements could be found. The vocabulary "*disolvente*" was also frequently translated as solvent.

Selection 4

Candidates performed satisfactorily on this selection. The mean score was _____ out of a possible eight.

Selection 5

This selection proved the most challenging for candidates. A significant number of them scored between zero and three marks of a possible eight. In Part (a), the most frequent translation of "*primates*" was primeapes. In Part (b), candidates generally did not include that the monkeys needed to be saved from extinction.

In Part (c), candidates made desperate attempts to answer the question. However, many irrelevant and illogical responses indicated guesswork. For instance "primeapes are demons" was an example for what has happened in some regions. Part (d) saw answers which suggested that the candidates did not understand the question. An example given for the best way to provide protection for the monkeys was to "hunt the people that hunt the animals".

In the last item in this section, many candidates thought that monkeys were protectors of the world.

Selection 6

This interview with Miss Liliana Prado, a social worker in Spain, addressed the drug situation in that country.

Generally, this question was well attempted though there were a few generalisations provided in some of the answers based on existing knowledge on drugs and their effects on humans.

Part (a) was generally well done.

Part (b) seemed a little challenging. Generally, candidates selected the correct age. However, some failed to identify the level of education the persons had achieved.

In Part (c), many candidates recognised the number of women using drugs had declined but they did not reflect the 10 per cent mentioned in the selection. Some candidates were clueless and offered off beat answers such as: "women in Spain relax and also go to New York in order to gain respect" and "women do less drugs than men".

In Part (d) generally, correct responses were provided but some candidates did not highlight the multiple component.

In Part (e), a wide cross section of reasons was supplied to explain how persons are affected by taking more than one drug such as:

- experiment with their mental state
- a state of molestation
- sexual hormones are affected
- they don't think straight and act crazily

Part (f) "*Rebujito*" proved difficult to define for many candidates. Many guesses were offered here such as:

- the state one reaches when mixing drugs
- loss of three or more body functions
- various problems affecting many patients
- a mixture of cocaine and rum

Part (g) was the least challenging to answer.

In Part (h), many candidates were able to identify at least three segments in this answer which allowed them to score at least three of the possible four marks.

Part (i) was well managed.

In Part (j), the majority of the candidates were able to give the idea of the seizure of cocaine by the authorities in one form or another. However, the figure given in the selection was misrepresented by many who used sixty-five kilos in lieu of the correct figure seventy-five kilos of cocaine that was seized.

In Part (k), a significant number of candidates gave the response that the seizure was the largest drug bust instead of the second largest.

It is to be noted for both Units 1 and Unit 2 that candidates who chose to use the individual listening do not know how to manage their time properly. There were cases of candidates who did not even attempt the last selection, most likely because they ran out of time. This will happen if candidates spend too much time rewinding for the other selections. They need to be able to manage their time to enable them to have sufficient time for all selections.

PAPER 02

Reading and Writing

Candidates' performance on this paper was good. Many candidates showed a good level of skill in the area of comprehension and many showed good control of the language.

SECTION A

READING COMPREHENSION

In this section, candidates were presented with two passages, both in Spanish and were required to respond to questions based on the material. For passage 1, candidates were asked to respond to the material in English to questions asked in English and for passage 2, candidates were asked to respond in Spanish, in their own words.

Passage 1: *Los padres trabajadores chilenos.*

This was a compulsory question which tested the candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a) - (e) in this passage required candidates to respond in English to questions asked in English. Parts (f) - (j) required candidates to provide synonyms taken from the passage to the items presented.

Overall the passage was well understood with the majority of candidates scoring at least twelve of the twenty-four marks possible. The topic and vocabulary of this passage were familiar to candidates and as such the questions were comfortably handled.

While the responses to Part (a) were generally good, some candidates spoke of the benefits to parents rather than the benefits to fathers as explained in the passage. There were many instances of candidates attempting to respond by translating the sentences word-for-word, rather than attempting to make sense of the material and writing coherent responses. The translation of certain phrases was quite haphazard as in the case of *descanso del trabajo* which many translated as "work rest".

Part (b) was fairly well handled by many candidates. Some candidates, however, gave generalized answers without referring to the information presented in the passage. There were some cases of incomplete answers where candidates were able to talk about combining the interest and needs of the family but omitting the "job obligations" from their answers. In some cases where candidates did mention this, there was again literal translation of the term. Candidates wrote "laboral compromises" instead of job obligations. There was some level of confusion for Parts (c) and (d). Some candidates gave the response for Part (d) as their response for Part (c). Candidates may be reminded that careful analysis of each question is required to determine the appropriate responses.

Part (e) was handled quite well by most candidates, although some candidates again used some level of general knowledge to respond to questions rather than using the information in the passage. Some candidates continued to answer the question by translating the sentences from the passage word for word. This led to unclear responses and candidates may be advised to ensure that their responses make sense to the reader. Literal translations of sentences may not always give clear understanding of what the writer wants to say.

The synonyms section of the questions was problematic for candidates. There were instances of candidates giving the wrong spelling for the synonyms. A prime example of this was in Part (g) which required candidates to give the response *es preciso*. Many candidates wrote *es precioso* or *es precio*. Candidates should be reminded to be very careful with the spelling of the words.

Passage 2: *Los edificios también se enferman*

This question was well done. It is to be noted that there was an excellent attempt by candidates to respond to questions in their own words. Only a few candidates were seen "lifting" answers directly from the passage. The effort of putting answers in one's own effort clearly reflected in the scores as penalties for copying was not a common occurrence. Overall, candidates followed the instructions given although there was an instance of a candidate responding in English to the questions asked in Spanish.

Part (a) was generally well done. Most candidates were able to show that the '*síndrome*' referred to the building and not the persons in the building. However there were still some candidates who said that it referred to the fact that people got sick in the building. Most candidates were able to state the causes of this phenomenon.

Part (b) posed some problems for some candidates. Many did not mention benefits but rather spoke of characteristics only.

Part (c)(i) did not elicit the expected response in many cases. Candidates focused on the condition that prevailed that caused the buildings to be constructed as they were, rather than giving the reason that they have a lot of windows and good lighting. Most were able to get the correct response for Part (c)(ii).

Part (d)(i) seemed to pose the most challenges in terms of putting ideas in their own words. Many examples were seen of simply lifting material from the passage. For Part (d)(ii), responses were inadequate in that candidates were hesitant to express their views.

Some phrases and items of vocabulary were not understood by the candidates and they ended up giving responses that conveyed the opposite of what was required. For example, in paragraph four some candidates said that the use of artificial light was recommended.

SECTION B

ESSAY

In this section candidates were required to write an essay in Spanish of 250-300 words on *one* of five topics. This section tested the candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme "**La Sociedad y Los Asuntos Sociales**" as outlined in Module 2 of the syllabus.

Examiners were looking for essays with –

- An introduction outlining the position taken by the candidate on the topic chosen
- Three to five paragraphs focusing on the various angles of the topic
- A brief conclusion summarizing the main points of the views expressed.

The candidates' performance was judged by the way in which they were able to show organization and coverage of the topic, relevance and include facts, ideas and opinions. The correctness of expression was also a factor to be considered.

Question 3

“La religion causa más divisiones que motivos de unidad en la sociedad. ¿Cuál es tu opinion”.

This question was the second most popular with candidates and was handled well. Many candidates were able to show the benefits of religion for individuals and the society as a whole, as well as the tensions and disunity it can create. However, some candidates were unable to support their point of view and did not seem to understand the meaning of "**motivos de unidad**".

Question 4

“La combinación del poder y el racismo es muy peligrosa. ¿Qué opinas?”

Not many candidates attempted this question. Their essays were not, generally, well discussed, lacking facts and a developed argument. Candidates did not seem clear on what was power and in some cases racism. For those who attempted this question it was a task to show how the combination of power and racism is or can be dangerous. There were, nonetheless, a few candidates who handled the question well.

Question 5

“Se dice que, ‘La única manera de lograr la paz mundial es por la guerra.’ ¿Estás de acuerdo?”

This question was the least popular. Some candidates stated ways in which peace can be achieved without resorting to war. Candidates who chose this topic performed relatively well, outlining the present volatile political environment worldwide. Some also made reference to past wars and their inability to create peace. They were also able to offer other possible solutions for world peace.

Question 6

“La delincuencia juvenil está relacionada directamente con la creciente libertad de los adolescentes. ¿Qué opinas?”

This was by far the most popular among candidates, who generally performed well they stated how the family, the media, and even the government have failed in their duty to protect young people who are still in need of guidance. A few also noted that each person has the capacity to analyze situations and determine whether or not they should carry out delinquent acts. Candidates had problems with defining juvenile delinquency and growing freedom and were unable to link the two.

Question 7

“La educación debe ser gratis, universal, y libre de influencias políticas y religiosas. ¿Cuál es tu opinión?”

Very few candidates attempted question 7. The majority of those who attempted this essay offered a fairly well-balanced discussion of the topics, showing a good understanding of what was being asked. However, the areas that needed to be discussed in this question proved a bit much for some of the candidates to cover in the required word limit.

Overall, the standard of writing was good for candidates at this level, as many displayed a flair for the language and were able to communicate their ideas. While many candidates wrote fairly good essays, their use of the language showed evidence of weakness in grammar and vocabulary.

Several errors in structure, grammar and vocabulary include:

- *hay es las programmas*
- *pueden ser influencia*
- *porque de (instead of ‘a causa de’)*
- *es acuerdo por la hija a salir*
- *cuando algo malo ocurrir jentes olvides...*
- *ellas tenga no respect*
- *más (instead of ‘mucho’)*
- *la hora se revolver a casa*
- *un otro causa*
- *cada persona derechos*
- *hay existe*
- *hay no uno religion, así, hay no pude unidad en sociedad.*
- *tienen sufren las consecuencias*
- *no hay nadie demostrar ellos*
- *poder es relatado*
- *uno otro*
- *envolver/involver- used to mean involve*

Some candidates did not use accents well. This was particularly evident with words such as *'religión, más, jóvenes'*.

Many also failed to use the 'personal "a"'.

Where words were not known, candidates sometimes created their own, for example:

To prevent – *preventer*

Some – *somo*

A few candidates failed to use the infinitive after prepositions as with *'consecuencias de bebiendo'*.

There were also errors of agreement, use of the passive and the subjunctive.

Every effort should be made to encourage the candidates to read widely and definitely to master the grammatical structures many of which are learnt in the first year of instruction. At this level, candidates must also be guided on how to approach and treat different types of essays.

PAPER 03

Literary Analysis and Themes

Section A – Literacy Analysis

Candidates were required to answer questions from 1 (one) of 4 extracts, for which the prescribed texts were *"Felices Dias, Tío Sergio"*, 3 short stories from the collection *"17 Narradoras Latinoamericanas"*, *"Cronica de una muerte anunciada"* and *"La familia de Pascual Duarte"*.

Candidates' performance on this section of the exam out of a possible 16 marks;

9 per cent of candidates scored between 13 - 16

29 per cent of candidates scored between 09 - 12

42 per cent of candidates scored between 05 - 08

20 per cent of candidates scored between 00 – 04

Overall, candidate performance was considered moderate to satisfactory

Questions 2 (17 narradoras latinoamericanas) and 3 (Crónica de una Muerte Anunciada) were the most popular choices and in both, the majority of candidates scored an average of 30 – 50 per cent

Question 1: Felices Días Tío Sergio

Question 1 was selected by 9 per cent of the candidates.

In Part (a), most candidates did not indicate that the narrator participated in the story. As a result, most of them did not score 4 marks on this question.

Part (b) of this question was generally well answered. The majority of candidates were able to clearly outline the difference between the personalities of the narrator and her mother with sufficient support from the passage. Examiners were looking for the use of descriptors such as *amistosa, extrovertida, sociable* for the narrator's mother and *anti social* or *reservada* for the narrator.

In Part (c), candidates did not score high marks on this question. Marks were only awarded for an affirmative answer, which meant that those who negated the appropriateness of the title were unable to score any marks for this question.

Part (d) of this question was not well handled. Candidates were unable to adequately explain how the dialogue functioned in the extract. Many limited their responses to stating that it helped them to understand the narrator and the events of the story. Examiners were looking for **more specific** answers that showed that there was negative criticism from the narrator's relatives whilst her friends complimented/gave her positive criticism.

Question 2: 17 narradoras latinoamericanas

This question was selected by 37 per cent of candidates.

Part (a) of this question was fairly well handled even though there was some element of story-telling and reference to the entire story as opposed to relating the **plot of the extract**.

In Part (b), candidates missed the connection between Analia's falling in love with her cousin because of the letters. Most were not able to see beyond the literal meaning and stated that she kept his letters in a box.

Part (c) of this question was well done. Candidates were able to fully explain the importance of the narrative point of view in the extract, (**third person**) and gave a lot of details on the relationship between Analia and her cousin. Very few stated that the narrator was **omniscient**.

In Part (d) although examiners were expecting candidates to describe Analia as imaginative, because she was able to create an image of her cousin and fall in love with him, candidates were very creative and gave a wide variety of descriptors. Candidates gave answers such as kind, naïve, strong with support from the passage. A few candidates gave support that was from the rest of the novel, but could not be awarded as they were expected to use examples from the excerpt.

Question 3: Crónica de una Muerte Anunciada

This question was selected by 36 per cent of candidates.

In Part (a), candidates gave a wide variety of responses for this question. Some of them described Angela's mother as selfless, determined and dedicated to her family. Very few candidates said that she was an **educated woman** because she was a teacher before she got married.

In Part (b), the majority of candidates correctly focused on the role of tradition in the excerpt, mentioning among other things that tradition helped the Vicario family to maintain appearances in public. Most candidates cited the example that the Vicarios gave the impression that they were in mourning while in public. Some candidates were also able to explain that because of tradition there was a code of conduct. Other examples were that the boys were trained to be men... "*los hermanos fueron criados para ser hombres*" and the sisters were trained in the traditions of housekeeping. Some candidates were unable to score full marks because they did not state what the role of tradition was but merely gave examples of the traditions that the family kept.

In Part (c), the responses to this question were satisfactory. Most candidates did not explore the element of hypocrisy seen in the Vicario family who rigidly upheld the traditions of mourning in public but lessened it when at home. Some students spoke in very general terms of the hypocrisy of the Vicario family without specifically stating why they could be considered as such.

In Part (d), most candidates were able to identify the theme of the passage as **tradition** while a few mentioned **inequality** between men and women. There was not enough explicit distinction between men

and women and very few were able to relate it to the theme. Some mentioned irrelevant details about the role of women in society but did not link it to any theme.

Question 4: *La Familia de Pascual Duarte*

This question was selected by 18 per cent of candidates.

In Part (a)(i), although examiners were looking for the simile “*agachado sobre una carretera lisa y larga como un día sin pan...*” a few candidates identified the literary technique as flashback. Quite a few were unable to give a literary technique that was used in the passage.

In Part (a)(ii), few candidates were able to give a full explanation of the simile. Candidates were expected to link the long road to the monotony of Pascual’s life in jail, or to the fact that he felt his life was going nowhere.

Part (b) of this question was generally well answered. The majority of candidates were able to identify the theme as ‘*el destino*’ and use examples from the passage such as “*el destino se complace...*”, “*...en destinarnos...*” and “*se les ordena marchar por el camino de las flores...*”

In Part (c), candidates identified Pascual’s attempt to show that he was not bad by nature but failed to use specific examples to show that the circumstances of his life justified his behavior. Candidates were expected to use examples of his poverty and his unstable family life as his motives for being bad.

In Part (d), candidates had problems distinguishing between author and narrator and as a result, most answers focused on Pascual’s intentions as narrator. No one was able to score full marks on this question. Candidates were expected to make mention of

- Pascual’s desire to apologise and explain the circumstances of his life that led him to commit his crimes
- The fact that the author wanted the reader to note the difference between free will and destiny.

Recommendations

1. Candidates should use the amount of marks awarded for each question to gauge the length of their responses. Many candidates tend to write one example for a question worth 4 marks. They should be advised to give at least two or three examples to support answers.
2. Teachers need to place greater emphasis on identifying the themes of set texts. Many candidates had problems with questions that asked for a theme.
3. Candidates **must limit their examples to the extract**. Examples given from the rest of the novel to support an answer to a question based on an excerpt are not considered. Many candidates lose marks because of this.
4. When writing the plot of an excerpt, the information must be limited to what happens in the excerpt. Candidates get carried away with the story line of the entire novel and leave out more relevant facts from the excerpt itself. While it shows that they are knowledgeable of the set text, it suggests that they may not have understood what happened in the excerpt to give a summary of it.
5. Some candidates still confuse narrative perspective with summary of the story. A few gave an explanation of the novel and what was their perspective of the events of the story. It is important to revisit this aspect of literary analysis so that candidates understand that narrative perspective deals with the type of narrator used in the novel/passage.

6. There should be some sort of differentiation between mood and characterization of a person. Candidates sometimes confuse the two. A person who feels happy because of particular circumstances is not necessarily a happy person by nature.

Section B - Themes

Candidates were required to answer questions on two Themes; “La Juventud”, for which the prescribed texts were “*Felices Días, Tío Sergio*”, and 3 short stories from the collection “*17 Narradoras Latinoamericanas*”; as well as the theme of “El Individuo y la Sociedad”, with prescribed texts “*Cronica de una muerte anunciada*” and “*La familia de Pascual Duarte*”.

Candidates’ performance on this section of the exam of a possible 32 marks:

5.3 per cent of candidates scored between 25 - 32 marks
 43 per cent of candidates scored between 17 - 24 marks
 49.7 per cent of candidates scored between 09 - 16 marks
 2 per cent of candidates scored between 00 - 08 marks

Overall candidate performance was considered moderate to satisfactory.

Question #5 was chosen by 21.5 per cent of candidates
 Question #6 was chosen by 1.9 per cent of candidates
 Question #7 was chosen by 44.6 per cent of candidates
 Question #8 was chosen by 32 per cent of candidates

76.6 per cent of candidates chose the theme, **El Individuo y la Sociedad**.

COMMENTS

Question 5

(According to psychologists, youth is the most important phase in the life of an individual. Do you agree?)

The great majority of candidates used “*Diecisiete Narradoras Latinoamericanas*” to answer this question. “*Felices Dias, Tío Sergio*” is not a popular text of choice among candidates from Trinidad and Tobago. Many candidates did not address the question of “most important” and tended to comment instead on youth as “an important phase”. Some discussed only one story although all three stories could have been used

Question 6

(The mysteries of life and death unfold in the experiences of youth. Comment.)

This question seemed to hold no interest for candidates. Very few attempted the question with relatively little success.

Question 7

(The individual is a victim of himself; he should not blame society for his actions. Do you agree?)

This was the most popular question. Candidates who did this question were easily the most successful. However, some essays lacked balance. There was a tendency to relate the story.

Question 8

(Those who do not conform to the norms of society can never truly belong to it. Comment.)

Many candidates failed to establish the link between “those who do not conform” and the fact that “they do not belong”.

GENERAL COMMENTS

There continued to be a blatant disregard for the 350 - 400 word limit especially among potentially good candidates. Essays were often padded with long quotations. Candidates wrote quotations and retained only key words and phrases thereby creating very disjointed quotations that had lost their effectiveness.

A few candidates continued to use texts that were not on the syllabus. In one isolated case, candidates used a copy of the “Despertad magazine”.

A few candidates made no mention of any text in the essay.

UNIT 02**PAPER 01****Listening Comprehension**

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the Modules of the syllabus, as well as with candidates’ experiences in this age range. Although some questions in the Listening Component of the exam were well handled, there are still challenging areas that need urgent addressing.

Section ASelection 1

This selection dealt with a series of explosions on board a train.

Candidates did quite well on this item with most of them scoring at least six marks of a possible of twelve.

In Part (a) most heard some part of the date and were awarded marks to suit.

Part (b) was generally well answered.

In Part (c), the response *Guadalajara* was more popular than that of *Alcala*. Interestingly though, there was one candidate who thought that the origin of the trains was from the moon!

In Part (d) many candidates did not indicate knapsacks but rather book bags.

In Part (e) the three key words were not always found in candidates' responses. “Train station” was the most popular response. Madrid was often cited incorrectly as the place where the explosion occurred. Hardly anyone heard or at least understood the word *Atocha*.

In Part (f) responses for this item were generally well done.

Selection 2

This selection looked at The United States of America's generous donation of aircraft to Colombia in order to assist with search and rescue operations as well as to provide medical support.

This selection proved more challenging for candidates.

In Part (a), candidates were generally able to identify the two countries.

In Part (b), candidates responded well to this item.

In Part (c), no responses indicated that the equipment was going to be used for searching though many did hear the rescue and medical support.

In Part (d), candidates did not respond to this part.

In Part (e) the public was generally incorrectly stated as those who will benefit.

In Part (f), most candidates did not mention the country of origin.

Selection 3

This selection examined the problem of lack of electricity that affects a quarter of the world's population. Response was generally satisfactory.

In Part (a), the number 1.6 million was very difficult for candidates to process and so, there were many variations ranging from 1,600 to 1,600 000 000.

In Part (b), candidates were generally able to give the quarter fraction correctly.

Part (c) was generally well answered.

In Part (d), few candidates gave the correct response here. Far too many indicated that the other resource used by 2,400 million people was "wood" and some even expressed "animal excrements".

In Part (e), many candidates identified United Nations correctly though a few put the United States.

In Part (f), many erroneous responses surfaced for the cause of death of women and children each year such as: diseases; starvation; malaria.

In Part (g), many candidates failed to state the number correctly.

Selection 4

This selection dealt with the contraction of the Mexican economy.

Response was satisfactory.

In Part (a), once again, the numbers, posed problematic for candidates to analyse. Many chose to answer this question in words and cited "very severe" as an acceptable answer to the severity of the contraction. Those who did in fact state a number did so incorrectly and mentioned figures such as 16 per cent, 3 per cent and 1.6 per cent.

Part (b) was generally well answered.

In Part (c), responses to this item were poorly done. The mentioning of the USA was often the only point.

Part (d) was easily the best response.

In Part (e), many understood the concept of the firing of employees. However, a greater number of candidates thought that the number was only a hundred.

Selection 5

This selection focused on the financial situation, especially the inflation rate, in China.

Generally, candidates did somewhat better on this selection and scores fell between the five to eight category of a possible eight marks

In Part (a), most candidates identified inflation but not the highest level.

Part (b) was generally well answered.

In Part (c) although generally well answered, a few candidates gave varying responses such as: “some years”; “eleven years” and “since November”.

In Part (d), “freezing” was often not mentioned. “Fixed” was more common. However, most responses had “control” or “lower prices on some goods”.

In Part (e), candidates tended to score at least one mark here. The mentioning of rice was more common than that of vegetables.

Selection 6

This interview with Carlos Suarez of the University of South Carolina looked at the use of the Internet among Hispanics.

Generally, candidates did not do as well as was anticipated.

Although candidates made a fair attempt to answer the questions, too many were content to rely on pre existing knowledge and so, ended with distorted answers.

Part (a) (i) was generally well answered.

Part (a) (ii) of this item proved to be challenging for candidates. Many were able to identify 60 per cent and 35 per cent. However, the comparison was lost. A variation to the response was “45 per cent of them are uneducated and cannot speak English”.

In Part (b) appropriate responses were duly awarded for this question which was generally answered correctly.

In Part (c) (i) there were variations in the age ranges. Some had 14 - 20; 18 - 44 and many more only provided one age such as 18 or 44.

In Part (c) (ii) many candidates tended to give a range here as opposed to the required 20 per cent. Not many candidates got this correct.

In Part (d), many candidates gave their own reasons as opposed to what was provided in the passage.

Part (e) of this item was particularly difficult for candidates to answer. Many offered explanations of Hispanics' attraction to the Internet that they would not have heard on their compact disc such as:

- They associate themselves with groups in society;
- They are fascinated by it.

Part (f) was generally very well answered. However, quite a few candidates tended to list as part of the activities carried out over the Internet as learning to drive instead of renewing one's driver's license; chatting with friends online; servicing banks and purchasing electronics and electronic items.

Part (g) was undoubtedly the poorest scoring item in the interview. Many answers were distorted when candidates were asked the reason for the increase of Hispanic Internet users. Such answers included:

- many have friends over the Internet thus the Internet provides communication;
- specific sites were recommended by friends;
- they chat with others easily.

In Part (h), most candidates were able to score on this question. Responses were generally satisfactory.

PAPER 02

Reading and Writing

Section A - Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish and were required to respond to questions based on the material. For passage 1, candidates were asked to respond to the material in English to questions asked in English and for passage 2, candidates were asked to respond in Spanish, in their own words.

Passage 1: *La influencia china en America Latina*

This was a compulsory question which tested the candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a) - (f) in this passage required candidates to respond in English to questions asked in English. Parts (g) – (k) required candidates to provide synonyms taken from the passage to the items presented.

Part (a) was generally well done although some candidates did not understand the meaning of the word '*fundada*' and interpreted it to be 'funded'. Therefore many said that the city of Mexicali was funded by the Chinese.

Part (b) was very well done. Most candidates were able to give at least two pieces of information on the Chinese community in Peru.

Parts (c), (d) and (e) were very well done.

Part (f) was generally well done except that many candidates mentioned that Mexico had suffered economically but did not mention that they had also learnt from the Chinese new ways of improving their economy.

Parts (g) to (k) were very well done.

Passage 2: *El turismo en Costa Rica.*

This was a compulsory question testing the candidates' ability to understand the passage in the target language and to respond in Spanish to questions asked in Spanish. Overall this paper was quite well done. Just under 40 per cent of candidates scored in the 20-24 range and 75 per cent scored in the 15-24 range. Less than 15 per cent of candidates scored less than 12 marks out of the total possible 24.

It is to be noted that there was an excellent attempt by candidates to respond to questions in their own words. Only a few candidates were seen "lifting" answers directly from the passage. The effort of putting answers in one's own effort clearly reflected in the scores as penalties for copying was not a common occurrence. Overall, candidates followed the instructions given, although there was an instance of a candidate responding in English to the questions asked in Spanish.

There was almost universal success in the responses to Part (a). A few candidates however failed to heed the marks awarded and gave fewer details than was required. Candidates may be advised that the total marks is generally a good guide in terms of the number of points that are needed for a particular answer. In the case of Part (a), some candidates gave only three points when there were four marks being awarded. Very few candidates included the response *es dinámico*.

Part (b) was not a challenge to candidates as the majority of them were able to identify at least four of the activities listed in the passage. Part (c) was also well handled by most candidates, even though some of them omitted the fact that tourists can take advantage of the different ecosystems *en el mismo país* for Part (i).

Part (d)(i) was fairly well handled by candidates. There were some, however who misinterpreted some of the material presented. This was especially true for the phrase *están planeado construir otro especialmente dirigido al turismo de playa y de naturaleza*. Many candidates misunderstood this to mean that the new beaches were going to be built for tourists, rather than there being a plan to build another airport. There seemed to be some level of confusion for Part (d)(ii). While many candidates were able to give very coherent responses to the question, others failed to note that it was a question that deals with tourism in their own country. These candidates gave responses based on tourism in Costa Rica and what the government is doing there. Candidates are again reminded to read the question carefully to determine the required answer.

Section B - Essay

In this section candidates were required to write an essay in Spanish of 250-300 words on *one* of five topics. This section tested candidates' ability to express themselves in Spanish in a balanced, coherent and analytical manner on a topic related to the theme of Module 2 – "**La Industria, el Comercio y Los Asuntos Económicos**" as outlined in the syllabus. Examiners were looking for essays which focused on the topic with the expectation that there would be a more mature and concise approach in the way the issues would be presented.

Candidates' performance was again judged by the **relevance** of the **content** to the specific topic, the **organization** and **coverage** of the facts, **ideas and opinions** including a **range of vocabulary and idioms** used as well **accuracy** of **grammatical structures** used.

Generally, candidates performed fairly well in this section, with most scoring between 9 and 24 points. Essays were for the most part well organized and discussed, with appropriate vocabulary and correct structures used.

Question 3

“La clonación humana plantea graves problemas éticos. ¿Cuál es tu opinion”.

Some candidates did not perform well as they spent too much time detailing the negative consequences (deformities, early death...) of cloning in its experimental stage. While some salient points were made, a direct link was, at times, not made with the essay topic . Many issues put forward were not about ethical issues but more about the advantages of cloning. There were, however, some excellent essays on this topic.

Question 4

“La red ha fortalecido la comunicación y la soledad al mismo tiempo. ¿Qué opinas?”

Overall, candidates wrote about the benefits of using the internet. In many cases **soledad** was misinterpreted or misunderstood. Candidates spent more time to show how extensively the internet has strengthened communication. Not enough effort was expended on linking the two aspects. Again, the candidates who were spot-on did a good job.

Question 5

“Los adelantos tecnológicos aportan más a la destrucción de la sociedad que a su desarrollo. ¿Estás de acuerdo?”

This was the most popular choice among candidates. Some responses to the question were somewhat limited as those candidates focused more on the usefulness of the internet and/or the telephone, although responses were expected to encompass or include other types of technology and their role in the development and/or destruction of the society. Very few mentioned how destructive advanced technology can be on the society as a whole. Those who mentioned their damaging effects focused more on their social effects. Candidates were at times unable to make the link with the destruction of society. There were a few excellent essays that were a joy to read because of the expression and fluency of the language and the flow of ideas.

Question 6

Los científicos tienen que prestar más atención a las curas para las enfermedades graves como el cáncer y el SIDA. ¿Qué opinas?

Although there were few responses on this topic, those who attempted this essay were able to discuss the effects of cancer and AIDS on individuals and families and state why it is important for scientists to search for cures. Some were able to show the work being done by scientists in other areas as well as the attention being given to research for cures for AIDS and cancer. Candidates pointed out the urgency needed because of the effect on the society as a whole. Unfortunately, candidates did not always argue their points well.

Question 7

“El uso de alimentos modificados es clave para acabar con el hambre mundial. ¿Cuál es tu opinión?”

Many candidates who attempted this question performed fairly well. Some quite ably identified the present problem of world hunger and said what modified foods are and were able to discuss the topic well. They gave good examples of how modified foods can or may not eliminate world hunger. Some were however, unable to adequately say why modified foods could be the key to eliminating world hunger. To their merit, some candidates were quite engaging in their discussion, showing their knowledge on the topic as well as the research done.

Use of grammar continues to be a challenge for some candidates who use English words and word-for-word constructions in their writing. Some of their errors include:

- *habré no fatta de comida*
- *a hoy* (today)
- *ahora día*
- *somos* (some) *las actividades es no productive*
- *cada día situación*
- *tienen hacer un clónico pero de un Dolly*
- *tienen causado*
- *pero/sino*
- *en los años venir*
- *según a*
- *llamas un poco* (to name a few)
- *La sistema*
- *la technologic*
- 'ser' with the gerund
- *por/para*
- *providan una grande distracción*
- *los celulares son mucho más mal*
- *los muertes*
- *disprotectado*
- *sin los* *los países tercer mundial*
- *juvenil, juventud, jóvenes / tecnología,tecnológico* (often used interchangeably)

Candidates need to pay greater attention to reading the question and understanding the main point of focus. It is evident that some failed to do so which was reflected in a misinterpretation of the question and the repetition of one point throughout the essay.

More research needs to be carried out on some of the topics.

Candidates need to be cautioned to practice writing essays on several topics but to, nonetheless, remain focused on the actual question being asked in the examination, as there have been candidates who used relevant information but were unable to integrate it into specific essays.

Generally, candidates performed at a high standard. Every topic provided a variety of answers with some very mature thought and analysis. The candidates displayed great dexterity as they manipulated idiomatic expressions with appropriate vocabulary and correct grammatical structures. Some essays could well be made available to future candidates as examples of good writing skills.

PAPER 03

LITERARY ANALYSIS AND THEMES

SECTION A

LITERARY ANALYSIS

This section required candidates to answer one question out of a possible four. Passages were taken from the texts: La lluvia amarilla, El llano en llamas, El coronel no tiene quien le escriba and, Chombo. Candidates were required to read a literary extract and comment on character, plot, setting and simple literary techniques.

Candidates' performance on this section of the exam;

7 per cent of candidates scored between 13-16

36 per cent of candidates scored between 09-12

46 per cent of candidates scored between 05-08

10 per cent of candidates scored between 00-04

Overall, candidate performance was considered moderate to satisfactory

Question 1: *El Llano en Llamas*

Question 1 was selected by 38.5 per cent of the candidates.

In Part (a) candidates correctly identified the repeated words in the passage choosing either '*caer*', '*llover*', '*caminar*' or '*no hay*'. Answers lacked detail of the function of the repetition in the passage. Candidates were expected to mention that the repetition placed emphasis on the lack of rain or the futility of the land for '*caer*', '*llover*' or '*no hay*'. For the use of '*caminar*' candidates could have mentioned that it shows the lack of progress even though they were walking for hours.

In Part (b) there were few detailed responses and hardly any candidates focused on the idea of plain in the story representing desolation and desperation. Many mentioned the fact that it meant opportunity but this was insufficient as the plain was really useless to the people.

Part (c) while examiners were looking for the negative aspects of the lack of rain, the majority of candidates concentrated on the positive effects of rain, stating that it meant hope or life to the arid plain and opportunity for betterment for the people.

Part (d) most candidates correctly identified the theme of the passage as the hostility of nature against man but fell short of a proper link to the theme of the majority of the stories in the collection. This part of the responses was very vague with candidates mentioning rural life as the theme or just speaking in generalized terms about poverty. Also there were hardly any specific titles of other stories in the collection that had the same theme. There were a few who stated that the theme was rural life or poverty and were not rewarded because the excerpt itself focused on the harshness of nature.

Question 2: *La Lluvia Amarilla*

In Part (a) very few candidates scored any marks on this question. Generally, candidates had problems making distinctions between the protagonist and his memory. Examiners were looking for answers such as the fact that the protagonist no longer felt that his present life was real, his memories were real to him, or, that he could no longer face himself so he turned to his memories, which have become very important to him.

In Part (b) the similes in the excerpt were identified quite easily but the explanations were lacking. The two similes were “*como la luz del sol cuando se abre la ventana...*”/“*Como el viento de Francia cuando se aparece de repente...*” Very few candidates were able to give correct explanations of these similes. Examiners expected answers such as the fact that his memories were covered, in the dark for a long time and suddenly it is unexpectedly illuminated by something and everything comes back to him like the light illuminates a room that has been dark for a long time and brings everything to light. For the second simile candidates were expected to mention that his memories come back to him lack a strong wind that drags everything away. All of his memories accumulated from his past are brought into view by a sudden blow. Candidates who opted for the second simile were able to give better explanations of its use.

In Part (c) candidates had no difficulty identifying the words associated with death in the passage. There was a wide variety of answers such as ‘*hojas muertas*’, ‘*exhumación*’, ‘*fantasmal*’, ‘*el fin*’, ‘*adios*’, ‘*viaje sin retorno*’. Candidates fell short in the analysis of the use of these words and were unable to properly link them to death.

In Part (d) the explanation of the link between theme and tone tended to be flawed. Most candidates were able to identify the theme as solitude but were unable to give the tone which was pessimism/abandon/hopelessness. Very few were able to see the link between the protagonist’s solitude and the fact that he is in an ambience of abandon and melancholy.

Question 3 – *El Coronel No Tiene Quién le Escriba*

Part (a) while most candidates were able to give the key elements of the plot, some resorted to storytelling and omitted the key issues. Some candidates also regurgitated long quotes from the passage. Candidates must remember that when asked for the plot, they are not to give a synopsis of the novel and that they must use their own words.

Part (b) candidates acknowledged that the colonel and his wife were poor and made many sacrifices for the rooster. However, few candidates noted that the colonel was an idealist and that they were suffering because of his dreams. Very few highlighted that the quote showed the difference in the personality of the colonel and his wife.

Part (c) this question was well handled by most candidates. They gave very good descriptions of the colonel’s wife with support from the passage. Some of the acceptable answers were practical, realistic, pessimist, caring, authoritative and someone with a sense of humour. Some candidates used examples from the novel and were not awarded marks for doing so as the question specifically asked for examples from the passage.

In Part (d) few candidates linked the mail to the political injustices as the theme of the novel. The majority of responses dealt with the false hope in which the colonel lives due to the fact that he has been waiting for the mail for a very long time. Others mentioned that the mail was a sign of hope because it represented a better life for the colonel and his wife.

Question 4: *Chombo*

This question was selected by 1 per cent of candidates. It seemed that the candidates who chose this question did not study the set text as they were unable to make references to the rest of the text where necessary. The questions were poorly done and all who attempted it scored below average.

RECOMMENDATIONS

1. Candidates should use the amount of marks awarded for each question to gauge the length of their responses. Many candidates tend to write one example for a question worth 4 marks. They should be advised to give at least two examples to support answers.
2. Teachers need to place greater emphasis on identifying the themes of set texts. Many candidates had problems with questions that asked for a theme.
3. Candidates **must remember** to limit their examples to the extract. Examples given from the rest of the novel to support an answer to a question based on an excerpt are not regarded. Many candidates lose marks because of this.
4. When writing the plot of an excerpt, the information must be limited to what happens in the excerpt. Candidates get carried away with the story line of the entire novel and leave out more relevant facts from the excerpt itself. While it shows that they are knowledgeable of the set text, it suggests that they may not have understood what happened in the excerpt to give a summary of it.
5. Some candidates still confuse narrative perspective with summary of the story. A few gave an explanation of the novel and what was their perspective of the events of the story. It is important to revisit this aspect of literary analysis so that candidates understand that narrative perspective deals with the type of narrator used in the novel/passage.
6. There should be some sort of differentiation between mood and characterization of a person. Candidates sometimes confuse the two. A person who feels happy because of particular circumstances is not necessarily a happy person by nature.

SECTION B

Themes

Candidates were required to answer questions on two themes; “*Conflictos políticos y sociales en Hispanoamerica*”, for which the prescribed texts were “*El coronel no tiene quien le escriba*” and “*Chombo*”; as well as the theme of “*La vida rural*”, with prescribed texts “*La lluvia amarilla*” and “*El llano en llamas*”.

Candidates’ performance on this section of the exam was considered satisfactory.

5.2 per cent of candidates scored between 25 - 32
 45.8 per cent of candidates scored between 17 - 24
 45.2 per cent of candidates scored between 09 - 16
 3.8 per cent of candidates scored between 00 - 08

Question 5 was chosen by 10.4 per cent of candidates
 Question 6 was chosen by 36.3 per cent of candidates
 Question 7 was chosen by 30.2 per cent of candidates
 Question 8 was chosen by 23.1 per cent of candidates

Question 5

(The exotic image of the country hides the individual’s fight for survival. Do you agree?) Some candidates failed to identify the exotic image of the country and focused on the fight for survival. Those who took the

time to identify and define “exotic” produced much better essays. A few candidates used “*El coronel no tiene quien le escriba*” to answer the question and as a result failed to identify the relevant issues.

Question 6

(Man finds it hard to survive in the country because of Nature’s hostility towards him. Discuss.) Most candidates were able to make the connection between the hostile forces of nature and the hardships in life.

Question 7

(Only a limited group receives the benefits for those who fought for the masses. Comment.) 48.4 per cent of answers fell in the 17 - 32 bracket. Many candidates failed to identify the “limited group” and “those who fought for the masses”. Many limited their responses to Don Sabas and the Colonel. No one used “*Chombo*” to answer this question.

Question 8

(Socio-political conflicts reveal the most animalistic instincts of human beings. Discuss.) Most candidates addressed the “socio-political conflicts” but failed to address “the animalistic instincts”. A few candidates misinterpreted the word “animalistic” and thus, saw its meaning in a favourable light.

COMMENT

“*El coronel no tiene quien le escriba*” was the only text used in answering Question 7 and Question 8. To all appearances, “*Chombo*” is not a being used in Trinidad & Tobago.

PAPER 04

INTERNAL ASSESSMENT

UNITS 1 AND 2

GENERAL COMMENTS

Some of the tapes were recorded too low and a few CDs were blank which made moderation difficult or impossible. There was some interaction between examiners and candidates; however, the latter should be encouraged to ask more questions. Some topics were interesting and detailed, while others need more research and organization of details. Most examiners provided positive reinforcement.

Examiners should remember to:

- ❖ introduce each candidate before each presentation;
- ❖ rewind tapes;
- ❖ not to use ½ marks;
- ❖ divide the total score in the three modules;
- ❖ to submit recordings of acceptable standard using standard-sized cassettes and not micro-cassettes;
- ❖ to speak loudly and clearly and encourage candidates to do the same;
- ❖ to ensure that the examination is free of background noise;
- ❖ submit only five samples and label them in the same order on the tapes and moderation sheets;
- ❖ try to adhere to stipulated time of examination;
- ❖ not to interrupt candidates during their presentations and let them do most of the talking;
- ❖ that written SBAs and visual aids are no longer part of the current syllabus.

Prepared Topic

Most candidates were prepared and made good presentations in a coherent and logical manner. It was evident that some research was done on some topics; however, some candidates need to do more research in order to make their topics more detailed and interesting. A few had difficulty with stress and pronunciation of certain words.

Topic Conversation

Many candidates handled this section fairly well while others who may have learnt their topics by rote were unable to respond appropriately to questions related to their topics. Many had difficulty because of limited vocabulary and expression.

General Conversation

Many candidates performed well in this section as they felt more at ease and related better to topics related to everyday life. However, some were hindered by limited vocabulary and expression. Only a few candidates asked questions of the examiner. It must be noted that the pronunciation and stress of expressed by most candidates suggest that there is a need for more contact/interaction with native speakers.

Some Common Grammatical Errors:

- *Ser/estar*
- *Ser* with the gerund – *soy estudiando*,
- prepositions with the gerund – *en haciendo*
- Subject/verb agreement – *la gente creen, las personas puedo*
- Article/noun agreement – *un gran cantidad, las países*
- Noun/adjective agreement – *muchas casos, otro gente*
- *Bien/bueno*
- *Haber/tener*
- Omission of *a/de* – *educar las personas, termino estudiar*
- Omission of *que* – *tengo estudiar*
- *Ambos/tanto...como...*

Pronunciation, Intonation and Stress:

Some candidates had difficulty with certain words:

fauna, teléfono, propósito, ganancias,

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

**SPANISH
(REGION EXCLUDING TRINIDAD AND TOBAGO)**

SPANISH
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008
DETAILED COMMENTS

UNIT 1

Paper 01 – Listening Comprehension

Section A – Short Selections

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the Modules of the syllabus, as well as with candidates' experiences in this age range. Although some questions in the Listening Component of the exam were well handled, there are still areas which proved challenging for candidates and which they need to address urgently.

Selection 1

This selection dealt with a young but famous Mexican bullfighter, Rafael Mirabal who captivated his audience from his very first public appearance in Plaza Monumental. Generally speaking, this selection was not done as well as one would have hoped. The mean score out of a possible twelve marks was six, although there were a few candidates who nevertheless secured perfect scores or at least managed to reach the upper ranges of at least ten or eleven marks.

In part (a), many candidates were able to give Rafael's age of nine years correctly. There were a few cases however where "*nueve*" was mistaken for 19 or 99 or 90.

In part (b), Rafael was famous for being the youngest bullfighter in Mexico. However, many candidates lost a mark where "*matador*" was translated as killer. Others even equated Rafael to being a murderer, a chef and even a novelist in some instances.

The response to part (c), was that Rafael was "discovered" in a bullfighting school in the centre of Mexico. Many candidates were able to provide a partial answer to the question. Others gave answers which included school of "*torero*" or a school in Torreo.

In part (d), Rafael's love and dedication to the sport made him stand out in terms of his qualities. Several candidates misunderstood "*dedicación*" and so made education one of his qualities.

The response to part (e) was that his career began at age seven and most candidates answered this item correctly.

Part (f), at Rafael's first public appearance, he received an ear for his success and captivated his audience. However, a very small minority of candidates seemed to have heard the word "*oreja*", which suggested a lack of cultural awareness on the part of the students. The general response was that he got a prize or an award.

Selection 2

This selection dealt with six British experts who seemed to have found the essential ingredients to happiness. Generally speaking, the performance on this selection was barely satisfactory with the majority of candidates scoring fewer than six marks out of a possible 12 marks.

In part (a), many candidates interpreted “*expertos británicos*” for “*expertos botánicos*”. Consequently, this spawned a series of totally irrelevant answers for the rest of the extract.

In part (b), several candidates were unclear as to what the claim was. They did not know what were the “*ingredientes esenciales*”.

With respect to part (c), the three-month duration of the experiment was not interpreted correctly. Many heard “*tres*”, but often went on to give incorrect answers such as “weeks” or “years”.

In part (d), the experiment was carried out in a typical British town. A satisfactory number of candidates were able to understand and answer appropriately.

In part (e), many candidates had the general idea, though not everyone answered fully to the question of successful strategies used in the experiment. The most popular response was taking care of a plant and smiling with strangers, whereas talking with a friend and not watching so much television were often misinterpreted or omitted.

Selection 3

This selection dealt with the Adjuntas community in Puerto Rico trying to fight against mineral exploitation as well as the destruction of the village through various types of pollution. This selection was quite well done, with several candidates scoring full marks or at least a solid passing grade. There were also a few cases, nonetheless, of no responses and low performance but these were not as evident for this item.

In part (a) (i) most candidates answered that Casa Pueblo was a community organization.

In part (a) (ii), with the exception of the no responses candidates, those who answered this item noted that it was located in Adjuntas or Puerto Rico.

Part (b) generally appropriate responses were given.

In part (c), the response proved to be a bit more challenging. Candidates tended to state that the threat posed to the community was to protect the environment or to fight against exploitation as opposed to the threat of the destruction of the village or pollution of land, air or rivers.

With respect to part (d), most of the answers provided were appropriate. In some cases, candidates incorrectly listed that two sectors which contributed to the community's success in 1995 were from among educational, church and government as opposed to religious, cultural, environmental and student.

Selection 4

This selection looked at the marine turtle's plight particularly in the Oaxaca area of Mexico.

The candidates' performance was generally unsatisfactory, with a general trend of no response to a minimum score of three marks of a possible eight. There were a few high flyers in the seven to eight marks category. Unfortunately, scores in this region were more of the exception rather than the norm.

In part (a), many candidates were able to mention correctly the number eighty as the amount of the particular species killed. However, several more were unclear as to what exactly the species were.

In part (b), most candidates were able to identify a beach in Mexico as the place where the species were killed.

However, in part (c) the responses were generally distorted. Several candidates were unclear as to why the species were killed. Consequently, examiners saw responses such as “people play on the beaches that turtles inhabit”; “species were killed because of people destroying the marine habitat”; “they were harmful to the marines”. Not many candidates seemed to have heard “*huevos*” in order to even remotely state that marine turtles' eggs are said to have aphrodisiac qualities.

In part (d), the promise made by the government which was to increase protection of the marine turtles, was only partially answered since many candidates failed to express the sense of the verb “*reforzar*” in order to give a complete response. Many just talked about protection.

In part (e), although several candidates recognised the word “*barcos*”, too many of them mistakenly thought that the boats were forbidden to go into the area, that persons were fined or that boats were banned from entering. The more acceptable response was that the Government sent two boats to Escobilla beach.

Selection 5

This selection made mention of meeting plans for World Environment Day - organized by the United Nations, and to be held in the United States on this particular occasion. This selection was answered fairly well by most candidates.

In part (a), most candidates answered this question correctly by stating that the UN program will take place in 30 Latin American cities.

In part (b), most candidates gave the acceptable response of Governments, citizens and non governmental agencies as who will be involved in these meetings.

In part (c), the aim of the meetings seemed to pose some difficulty to candidates. The quality of responses was mostly unsatisfactory. Sample responses included “they planned to develop the environmental situation” or “to plan strategies to take care of the mental state of the old”.

Most candidates responded correctly to part (d), indicating that World Environment Day is celebrated in a different city every year.

Part (e) of this question posed the greatest difficulty and there were several no responses. The importance of the meeting being held in the United States this year was mostly misinterpreted and so, examiners saw many cases of guesswork such as: “it is important to plan for the development of the environment”, “it is a memorandum on the start of the UN programme” or “The United States is a significant country”.

Section B – Extended Interview

Selection 6

Candidates performed satisfactorily on this question which had a mean score of nine out of a possible twenty-four with only eleven candidates scoring in the upper bands of the 21 - 24 range. The interview with Maribel Dominguez, a Mexican footballer, dealt with the topic of women in football.

PART 1

In part (a), many candidates were able to give reasons for Maribel's initial interest in football. Where candidates failed to gain the full three marks, it was mainly due to the omission of the fact that “she didn't have any one to play with, so she played with her brothers”.

In part (b), only a few candidates were able to state accurately the two tricks that she used in the beginning to be able to play on the team. These were to call herself Mario and her pretending to be a boy. Many candidates wrote about Maribel following in the footsteps of Ronaldinho or that she was a good goal keeper.

In part (c) (i), a significant portion of candidates were unable to state correctly the initial reaction of Maribel's mother to her playing football. This question was misinterpreted for the most part as was evidenced in the popular response that her mother believed or thought that football was a male sport as opposed to her being afraid that she would get kicked, hit or hurt.

With respect to part (c) (ii), there was further misinterpretation, in that candidates believed that Maribel's mother discouraged her from playing football by “feeding her with a lot of chicken” as opposed to hiding her football boots.

In part (d), many candidates simply stated that Maribel arrived at the competitive level by playing with men. The majority of responses for this item were insufficient and incomplete to warrant the full three marks.

PART 2

The response to how Maribel was treated differently by the men on her team, part (e), was answered vaguely at times by a few candidates. Several simply said that the men did not want to play with her.

In part (f), almost all candidates were able to attribute “*machismo*” as one of the main factors for men's negative reaction towards feminine football. However, many stopped at this explanation and did not elaborate in order to gain maximum marks for this question.

In part (g) (i), the answer to Maribel's secret to her success which was simply “a desire to excel” was often interchanged with answers more suitable for part (g) (ii). In other instances, candidates tended to construct their own interpretations.

In part (g) (ii), many candidates either restated the answer destined for part (g) (i), “a desire to excel”, as opposed to indicating that she achieved success by “always training harder to be one of the best”.

With respect to part (h), many candidates acknowledged correctly that Ronaldinho inspired her the most. However, there were several instances where Ronaldinho's skill and charisma (both on and off the field) were not highlighted when additional information was required.

In conclusion, students continue to need more practice in this area of language proficiency. There are still many instances where candidates are fabricating responses or providing answers based on common sense. Happily, there were only four candidates who did not attempt this section at all.

Paper 02 – Reading and Writing

Candidates' performance on this paper was good. Many candidates showed a good level of skill in the area of comprehension and many showed good control of the language.

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish and were required to respond to questions based on the material. For passage 1, candidates were asked to respond to the material in English to questions asked in English and for passage 2, candidates were asked to respond in Spanish in their own words, questions posed in Spanish.

Passage 1: *Las divorciadas se unen.*

This was a compulsory question which tested the candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a) – (f) for this passage required candidates to respond in English to questions asked in English. Parts (g) – (k) required candidates to provide synonyms taken from the passage to the items presented.

Overall, the passage was well understood with close to 40 per cent of candidates able to score in the 20 - 24 range and 80 per cent in the 15 - 24 range. Less than 15 per cent of candidates scored under twelve out of the possible twenty-four marks. The vocabulary of the passage was fairly well understood by the majority of candidates, evidenced by the level of accuracy in the responses given to the questions. However, there were some problems with specific phrases and expressions.

While the responses for part (a) were generally adequate, some candidates had problems with the number 15,000. Many candidates did not understand the Spanish equivalent to this number, because of the point (.). Some responses that were given were “15 per cent”, “15 couples” and “1500” couples. Some candidates also translated *parejas* as “birds”. Also, many candidates did not know the meaning of the word *casamiento* and incorrectly translated it to mean “housing” or “houses” and in quite a few instances, “buildings”.

Part (b) was quite well handled by the majority of candidates. Marks were lost in some instances, however, because of insufficient details taken from the passage. Part (c) was fairly well-answered, although there was a fair number of candidates who translated *ayuda psicológica* as “physiological” or “physical” help. Part (d) was also quite well understood although there were a few instances where candidates translated *deprimida* as “deprived”, rather than “depressed”.

Part (e) also was handled quite well by most candidates. Part (f) proved to be most problematic for candidates. Some of them translated the expression *desdramatización* as “desdramatization” and while many were able to say that “humour was used”, they were unable to state that it was used in the “improvisation sessions to overcome painful situations”.

The synonyms section of the questions was fairly well done with the majority of candidates being able to identify at least four out of the five synonyms. However, there were instances where candidates gave English translations for the expressions presented, and, in some cases, giving longer expressions than what were required. Candidates need to be reminded to read the instructions carefully for each section of questions and also to give only the phrase or expression that would be similar in meaning to that given.

Passage 2: *Cómo salvar a los mamíferos.*

This was a compulsory question testing the candidates' ability to understand the passage in the target language and to respond in Spanish in their own words, to questions asked in Spanish. Overall this passage was a bit more challenging for candidates than passage 1. Less than 15 per cent of candidates scored in the 20 - 24 range and just over 45 per cent scored in the 0 - 11 range.

It is to be noted that there was a fair attempt by many candidates to respond to questions in their own words, but there were a great number of instances where this was not the case. In some cases, wholesale lifting of answers from the passage was seen in all of the responses, especially in part (f) (ii), which required candidates to provide other measures of solving the problem outlined in the passage. Candidates are to be reminded that failure to observe the instruction of answering in one's own words is heavily penalized.

While the attempts to respond to questions in their own words were quite commendable, there were instances in which candidates experienced great difficulty in manipulating the language. There were many examples of poor grammar and use of many anglicisms. It is to be noted that in the marking of the Reading and Writing, grammar is not the focus. However, if the comprehension of responses is impeded because of grammar or vocabulary, candidates will be penalized.

There was also a small number of candidates who answered the questions in English, rather than the stipulated Spanish and these candidates were also penalized for disregarding the instructions. Candidates are asked to pay very special attention to the instructions that are given.

There were also instances where candidates did not identify the questions that they were answering. Some candidates did not use letters to indicate the question they were answering and in instances where questions had a part (i) and (ii), responses were given as a single answer. In other instances, candidates mislabeled their responses. Candidates are to be reminded that such oversights do have an impact on the marking process and marks can only be awarded to the identifiable responses.

While the majority of candidates were able to identify correctly the answer for part (a), the problem was that a great number of responses were taken directly from the passage, with little attempt to use “one’s own words.” For part (b) (i), many candidates seemed confused by the study carried out and said that scientists “*encontraron 5000 especies de animales en el mundo...*”, rather than “*utilizaron los mapas para ver la distribución de los mamíferos...*”

Part (b) (ii) was well understood, although there were some problems with direct copying of answers. Part (c) was quite well answered with most candidates giving all the relevant details from the passage. In part (d), (i) and (ii) were well handled by candidates, which was also the case for part (e).

Candidates also seemed to be confused in the answering of part (f) (i). The question asked for “*una decisión*” that needs to be taken. Many candidates ignored this and spoke about what needs to be done, for example “*se requiere colaboración ...*”, “*mover a las fuerzas...*” and failed to outline the decision. There was also a high level of plagiarizing of the final paragraph as an answer to this question.

There were some interesting answers provided for part (f) (ii). Candidates were able to write very specific answers for the problem. Candidates should be advised that lengthy answers are not necessary for this question; rather, succinct points are quite adequate. There continued to be the problem where some candidates did not understand the expression *además de lo mencionado*, and these candidates outlined the ways discussed in the passage.

Section B – Essays

In this section candidates were required to write an essay in Spanish of 250-300 words on *one* of five topics. This section tested the candidates’ ability to express themselves in Spanish in an analytical and logical manner related to the theme “*La Sociedad y Los Asuntos Sociales*” as outlined in Module 2 of the syllabus.

Examiners were looking for essays with –

- An introduction outlining the position taken by the candidate on the topic chosen
- Three to five paragraphs focusing on the various angles of the topic
- A brief conclusion summarizing the main points of the views expressed.

The candidates’ performance was judged by the way in which they were able to show organization and coverage of the topic, relevance and include facts, ideas and opinions. The correctness of expression was measured by how well the candidates were able to use a wide range of vocabulary and idioms as well as the accuracy of grammatical structures.

At this level, there was a high incidence of anglicisms, faulty grammar, and literal translations. Many of the essays presented showed evidence of an inability of candidates to write a structured, well planned essay.

Question 3

Las madres que trabajan fuera del hogar no pueden cuidar bien a sus hijos. Comenta.

This question was answered well and was clearly understood with the majority of candidates scoring above twelve marks. However, some who attempted this question failed to show the negative impact on children if they agreed with the statement. Some of those who disagreed did not give clear examples of how mothers managed to work and take care of their children.

Question 4

Los inmigrantes deben quedarse en sus propios países y trabajar para lograr su desarrollo. ¿Qué opinas?

Some candidates did not understand the difference between migration and immigration and therefore were not able to explain how immigrants can stay in their country to help its development. In some instances “*su desarrollo*” was taken as their personal development and not that of their country. However, overall performance was in the “satisfactory to good” range.

Question 5

El hogar, la escuela o la comunidad, ¿Cuál es más responsable de la violencia en la sociedad? Discute.

Clearly the most popular choice, many candidates made a fairly good attempt although there were those who fell short in their ability to develop their ideas and give examples.

Question 6

Los medios de comunicación pueden afectar la percepción que se tiene de un país. ¿Estás de acuerdo?

This question was not a popular choice. Many of the candidates who attempted this question were unable to define the role of the media and perhaps the expression “*se tiene*” may have been misunderstood. However, there were a few very good essays in which excellent examples were given of worldwide events where the media played an important role in the perception created for that country.

Question 7

La educación moral es la única forma de frenar la difusión del VIH y el SIDA. Discute.

This question was the least popular. The term “*educación moral*” was misunderstood and the verb “*frenar*” seemed to have caused a problem for some candidates.

The overall performance of the candidates was satisfactory.

Generally there was a high incidence of grammatical errors that reflected an overall weakness in very basic structures. There were at times prolific use of anglicisms and literal translations. There was a lack of structural organization in the essays and an obvious lack of appropriate vocabulary. Some notable errors are given below.

Errors in Grammar and Vocabulary

Ser / Estar
Pero / Sino
Más / muy
Un otro
Por que / porque
Agreement –subject/verb
Use of the passive
Use of the negative
Es necesita que
Use of the subjunctive

Errors in Expression

Salvar dinero
al corazon del problema
es verdaderamente se hacienda peor
formar fuerzos apoyos de red
attender escuelas
son no dan valores
un nuevo a cinco trabajo
la familia hace dysfunctional
no tontería debería soportado
en los días viejos

Every effort should be made to encourage the candidates to read widely and to master the grammatical structures, many of which are learnt in the first year of instruction. At this level, candidates must also be guided on how to approach and treat different types of essays.

Paper 03 – Literary Analysis and Themes**Section A - Literary Analysis**

This section required candidates to respond to one of four excerpts taken from the texts studied - Felices Días Tío Sergio, 17 narradoras latinoamericanas, Crónica de una muerte anunciada and La familia de Pascual Duarte. Candidates were required to analyze the extract and comment on character, plot, setting and simple literary techniques. This question was marked out of 16.

1. Felices Días Tío Sergio

Part (a) *¿Qué ocurre en este episodio?*

While most candidates understood that the passage referred to an attack on Andrés, few of them stated that the sister intervened.

Part (b) *¿Cómo se caracteriza la narradora?*

Clear adjectives were not always given. Many candidates gave lengthy explanations but often did not specify the trait they were describing.

Part (c) *Comenta el punto de vista narrativo del episodio.*

Candidates rarely used the term “*narradora protagonista*”. Most stated that first person narration was used but did not fully explain the function of this type of narrator.

Part (d) *Explica la emoción que resalta en las siguientes palabras:*

“[...] tiré una piedra, también [...] yo me acerqué con un palo a Chiquí, quería darle en la cara, quería, intensamente, verlo sangrar.”

Most candidates recognised the emotion rage/anger. There were some cases when candidates mentioned violence as a character trait and not an emotion. Candidates need to read questions carefully to ensure that they understand what is required.

2. 17 narradoras latinoamericanas

Part (a) *Relata la trama del episodio.*

This question was not always well answered since many candidates did not mention Analia's relationship with her son. Many candidates narrated the entire story rather than highlight the key elements of the plot.

Part (b) *Comenta el punto de vista narrativo del relato.*

Most candidates identified the narrator as third person but did not mention anything about the omniscient narration.

Part (c) *¿Cuáles son DOS adjetivos que describen la personalidad de Analia? Justifica tu respuesta.*

Some candidates answered this question very well with specific adjectives and support. Most responses were adequate but candidates must be mindful of the need to support their responses with quotations or illustrations from the text.

Part (d) *Explica el cambio de emociones que experimenta Analia por lo largo del relato.*

This was generally well answered but a few candidates failed to show the changes in the emotion of the character.

3. Crónica de una muerte anunciada

Part (a) *¿De qué se trata el relato?*

Candidates were able to sufficiently respond that the passage described the house and showed preparations for the wedding and the family's traditions.

Part (b) *¿Qué tipo de narrador hay en el episodio? Justifica tu respuesta.*

Some candidates were confused about the type of narrator. Some indicated that it was first person narration while others pointed out it was third person. Few managed to point out that the narrator was a character in the novel. Explanations and support were not well justified.

Part (c) (i) *Explica estas palabras: "nuestras hijas se casan en nuestro chiquero o no se casan."*

(ii) *¿Qué se aprende de los padres Vicario de esas palabras?*

This was generally well answered with adequate support.

Part (d) *¿Cómo refleja este pasaje la situación socio-económica de la familia Vicario?*

The examples used by candidates to show support were not sufficient to demonstrate the family's socio-economic status.

4. La familia de Pascual Duarte

Part (a) *¿Qué tipo de narrador hay en este episodio? Justifica tu respuesta.*

Most candidates mentioned that the narrator is first person but did not state that he participated in the events of the novel.

- Part (b) (i) *¿Qué recurso literario se emplea con las palabras “La mujer que no llora es como la fuente que no mana”?*
 (ii) *¿Qué function tiene en el episodio?*

Most candidates were able to identify that a simile was used but many responses were lacking in proper explanation.

- Part (c) *¿Qué contraste hace el narrador entre él y su hermana por un lado y su madre por otro?*

Very poor responses were given in many cases. Where there was an attempt to describe the relationship between Pascual and his sister, there was little attempt at comparison between the two of them and their mother.

- Part (d) *¿Qué sentimiento resalta en este episodio? Explica.*

This was well answered generally, except that some explanations were too vague. More specific reasons were needed to show why hate existed.

Section B – Themes

Candidates were required to write one essay in English based on one of two themes – “La Juventud”, for which the prescribed texts were “*Felices dias, tio Sergio*”, and 3 short stories from the collection “*17 Narradoras Latinoamericanas*”; as well as the theme of “El Individuo y la Sociedad”, with prescribed texts “*Cronica de una muerte anunciada*” and “*La familia de Pascual Duarte*”.

Candidates’ performance on this section of the exam follows:

- 6 per cent of candidates scored between 24-32
- 36.5 per cent of candidates scored between 16-23
- 50 per cent of candidates scored between 08-15
- 8 per cent of candidates scored between 00-07

Overall candidate performance was considered moderate to satisfactory.

Question No. 5 was chosen by 27.5 per cent of candidates.

Question No. 6 was chosen by 14.5 per cent

Question No. 7 was chosen by 31 per cent

Question No. 8 was chosen by 26.5 per cent

In 2007 the majority of candidates used the Theme “El individuo y la sociedad”, but this year there was a closer correspondence between the numbers using each theme.

Examiners were looking for well-structured, balanced essays, that is, a brief, relevant introduction, followed by 4-6 brief points/paragraphs supported by either short quotations in Spanish, from the novel or references to particular scenes/incidents, and then brought to closure by a brief conclusion, which was not simply a rehashing of the introduction.

The best essays followed this pattern with candidates showing familiarity with the content, characters and events of the novel, focusing on the main points of the question or referring to the question periodically, and showing not merely knowledge and comprehension, but the ability to apply same to the question through careful analysis, synthesis and their own evaluation/interpretation as it related to the question. The best essays also followed the rubric of the question in terms of word limit.

For Questions 5 and 6 candidates could have used either text, *Felices Días Tío Sergio* or *17 Narradoras* to answer either question, although it would have been difficult, if not impossible to refer to “*El primer beso*” to answer question 5. The quality of answers was very mixed. Approximately half of the responses scored sixteen and above.

Some candidates ‘re-worded’ question 5 so it became ‘Adults **do things** without thinking’ which tended to lead them astray and away from the main focus of the question.

The most popular question was number 7, (*Poverty is the major cause of problems for individuals in the society. Do you agree?*) chosen by 31 per cent of candidates. Again, the quality of answers was mixed, with approximately half scoring sixteen and above.

The text that would have been most appropriate for this question was ‘*La familia de Pascual Duarte*’. Good responses from candidates spoke to the effects of poverty, its outward signs and the links between it and other social problems, for example, marginalization, ignorance, aggression, violence, appropriate behaviour, a fatalistic belief that there is nothing an individual can do to change his/her destiny, also to a certain extent Pascual’s desire to justify his conduct, as if he had no choice other than to do the things he did. The weaker candidates tended to agree with the proposition in the essay title and were merely repetitive and lacking in balance.

A number of candidates used ‘*Crónica de una muerte anunciada*’ to answer this question, and so long as they bore in mind what the question was asking they were able to write a reasonable essay. However, if they agreed wholeheartedly with the question then they got themselves into difficulties. In ‘*Crónica de una muerte anunciada*’ poverty is only one of **many** issues that cause problems for individuals in that society. Yes, there is a grossly unequal distribution of wealth and resources, but candidates could have drawn attention to the outdated honour code, that can still be used to justify murder, a Church that is portrayed as a joke, widespread hypocrisy, double standards for men and women, exploitation of women and the poor, general immorality, violence and class conflict seething under the surface.

Question No. 8

(*Individuals always have their own selfish motives for rebelling against society. What is your opinion?*).

Most responses scored below sixteen marks, and it was felt that candidates generally were not clear in their minds as to what was meant by ‘selfish motives’ and ‘rebelling against society’, and that they would have given themselves an advantage if they had defined their terms early in their essay. While it is possible to see many examples of anti-social behaviour in ‘*La familia de Pascual Duarte*’, we can only infer Pascual’s motives because he is a walking contradiction, and as to whether his motives are selfish (and whose are not?), even he does not understand why he does things.

In ‘*Crónica de una muerte anunciada*’, although there are many social conventions that deserve to be rebelled against, generally no-one does. Maybe Angela Vicario, but then she never imagined that she would ever marry someone so far out of her social class as Bayardo San Roman, to whom loss of her virginity would be such a life or death issue. There is an almost unthinking acceptance of what should be socially indefensible, and as with all of his novels, García Márquez shows us a society that is so self-absorbed with the trivia of existence, that were it not so tragic it would be comic.

Comments and Recommendations

- Summarizing and story telling will not be rewarded. Examiners are already familiar with the texts and are looking for points that are relevant to the question and which show analysis and evaluation on the part of the candidate.

- It was clear from some scripts that candidates had relied heavily on a translation of the set text. In some cases there was even the suspicion that this may have been the text that candidates had taken into the exam. **In no way is this to be condoned or permitted.** If candidates cannot deal with the text in the original Spanish, then they have no right entering the exam.
- Candidates **must adhere to the word limit.** Some scripts were thousands of words long, and while they may have contained many valid and relevant points, examiners do not have the time to read beyond 450 words at the most. The tone of many essays was also too **informal**, and this also led to excessive use of words and produced an impression of deliberate padding and, to a certain extent, rambling.
- Poor handwriting and spelling continue to be problems and cause for great concern, especially with regards to the spelling of common words. Given that these essays are written in **English** this is cause for concern.
- Quotations should be short, relevant, **complete** and in Spanish. Candidates must avoid referring to the 1st 3 words and last 3 words of a quote, and citing page and edition. Also accuracy of quotes is vital. All a candidate has to do is copy from his/her text, so there is no excuse for inaccurate or mistake riddled quotes.
- We cannot overstate the importance of candidates thinking carefully before they commit themselves to a particular question and begin to write. In some cases, candidates used books related to one theme to answer a question on the other theme. Surely they knew during the course of the year that they were studying 'La Juventud', so why use the text for this theme to answer the question on 'El individuo y la sociedad'? and vice-versa?

UNIT 2

Paper 01 - Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the Modules of the syllabus, as well as with candidates' experiences in this age range. Although some questions in the Listening Component of the exam were well handled, there are still areas which proved challenging for some candidates and which they need to address urgently.

Section A – Short Selections

Selection 1

Candidates performed creditably on this question with the majority scoring at least eight of a possible twelve marks.

The passage dealt with a guitarist with the Rolling Stones who was vacationing in Fiji, suffered an injury to his head and was taken to hospital as a precautionary measure.

The majority of the candidates easily identified Keith Richards as a guitarist with the Rolling Stones (part (a)).

In part (b) (i), most candidates accurately identified Fiji as the place where he was injured. The odd candidate misinterpreted the question and identified a part of the body instead, such as the head.

With respect to part (b) (ii), most candidates were able to explain that he was on vacation.

Although in part (c) most candidates were able to identify that he was taken to a hospital after his injury, the location of the hospital saw varying responses such as "Canada", "Ruwanda", and even "Yulanda" as opposed to "New Zealand".

Part (d) (i) was generally well answered. Some candidates offered "percussion", "contortions", "light convulsion" as possible answers instead of a slight concussion or even an injury to his head.

In part (d) (ii), there were varying responses to how his injuries occurred. Very few candidates were able to answer correctly that he fell from a palm tree but rather, made mention of "climbing Mount Fiji", falling off a stage or snow board", "skiing", or even that "one of the stones hit him in his head" to list but a few examples.

Although candidates answered part (e) quite reasonably, some of them thought that he was taken from his current location "for an operation", "to recuperate", "or to get away from the crowd", instead of as a precautionary measure.

Most candidates correctly answered that it was his upcoming world tour in which he was expected to participate.

Selection 2

This selection was not as well understood as selection 1. There were several areas of misinterpretations on the part of candidates.

This selection made mention of a controversy of a Spanish version of the U.S national anthem.

Many candidates did not know the cause of controversy, part (a), and provided responses such as:

- (i) A Spanish woman that speaks both Spanish and English
- (ii) A quarrel between the French and English in the USA
- (iii) Latin Americans migrating to the USA

For part (b), although many candidates recognised that the controversy had to do with the rights of the immigrants, there were more who thought that it had to do with:

- (i) Issues in Latin American music
- (ii) Similarity of instruments
- (iii) Use of many different instruments

With respect to part (c), quite a few candidates provided partial responses, as they did not manage to capture that the music was basically the same. However the better candidates did seem to grasp all of the details about the music. Almost everyone however, managed to score at least one mark for this item.

Part (d), proved to be very challenging. Candidates only grasped that the President saw no justification, but not much more than this.

In part (e), several candidates seemed not to realise that would-be US citizens would also have to learn English and sing the anthem in English as well. Many candidates only responded to the first part of the question.

Selection 3

Far too many candidates scored poorly on this question. Fifty-nine per cent of candidates scored between the zero and three range out of a possible eight marks.

This selection dealt with the issue of e-commerce.

In part (a), many candidates erroneously offered as a response to this item: "an electronics company"; "some commercial electronics"; "electronic business that sells electronics"; or "commercial electronics", as opposed to the type of company being advertised there as one dealing with e-commerce.

Although many candidates were able to score at least one mark in part (b), the majority of the responses suggested that they did not clearly understand the services offered by the company.

An array of incorrect responses was provided for part (c) to answer the question on what was said about the company's staff. Some of these responses included

- (i) they were friendly and knew a lot
- (ii) customers could ask them for assistance
- (iii) they have a rich knowledge in the field

Only a few were able to state that they have high credentials or that they were highly qualified.

In part (d), several candidates misinterpreted the reference made to the company's view on winning and gave answers such as:

- (i) win win or
- (ii) the company was not competitive and does not believe in winning

Selection 4

This question was quite well done with the mean being six out of a maximum nine marks.

This selection focused on Buenos Aires' success in the tourism sector.

Many candidates were unable to correctly identify the findings of the report, part (a). Many did not get the idea of "breaking historical records" and in fact provided answers such as:

- (i) Buenos Aires looks good from outside
- (ii) Buenos Aires has a good image.

Part (b) was very well answered in general. The majority of candidates correctly identified three attractions in Buenos Aires.

For part (c), while some candidates offered at least one correct reason for Buenos Aires' success, others were not able to capture the idea of it promoting the country outside of its borders.

Part (d) was another well answered question. Most candidates were able to give as positive results "the impact on economic activity" and "the creation of employment".

Selection 5

This question was well done by most candidates. The mean mark was five out of a maximum of seven.

The selection examined the topic of the increase in oil prices on the international market scene.

Candidates responded well to all of the questions asked on this selection. Part (b) proved to be most challenging to candidates and although performance was generally good, some candidates gave varying cities and even countries that were affected such as " Madrid", " Morrocco", U.S.A", and "England".

The main problem for part (d) was the fact that many candidates did not respond in the future tense in order to capture who will be the winners and losers.

Section B – Extended Interview

Selection 6

Selection 6 was an interview with Dr Manuel Arbeláez on the topic of alternative medicine. Candidates performed reasonably well on this question. The mean mark was twelve out of a possible twenty-four.

Responses to part (a) tended to be vague as many candidates ignored the "non" traditional/ unscientific aspect and preferred to say that alternative medicine is based on traditional and scientific methods.

In part (b), there were some instances of misunderstanding of the question. Those who were somewhat misguided, tended to say that there were secondary effects, or, they only provided one factor to be considered when taking natural medicine into consideration. Expression tended to be the main problem here.

However, in part (c), most candidates were able to express why so many people believed in alternative medicine.

Again, candidates were able to correctly respond to part (d) on the three alleged benefits of alternative medicine. However, a few variations were listed such as: "sexual potential"; "singing", "heaches" and "arthritis".

Part (e) was easily answered as candidates had many options to choose from the extract.

On the other hand, part (f) tended to confuse candidates somewhat in terms of the numerical content. There were quite a few candidates who confused "fifty" with "fifteen" and "million" with "billion".

Very few candidates answered part (g) correctly. Most candidates were only able to convey what medical insurance companies were doing now, but failed to acknowledge what happened in the past.

In part (h), the majority of candidates were able to identify pressures brought on by politicians. Very few mentioned "lawyers" and in some cases, they only made references to politics or government rather than to politicians.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In the reading and writing section of Paper 02, candidates were presented with two passages, both in Spanish and were required to respond to questions based on the material. For passage 1, candidates were asked to respond to the material in English to questions asked in English. For passage 2, candidates were asked to respond in Spanish, in their own words, to questions posed in Spanish.

Passage 1: China “vende órganos” de presos

This was a compulsory question testing the candidates' ability to understand a passage in Spanish on a topic of interest. Questions and answers were in English. The responses to the questions for this passage proved that there was a fair level of comprehension of the material. The mean mark on this paper was twenty out of a possible twenty-four. The loss of marks was as a direct result of lapses in vocabulary.

For part (a), candidates were generally able to give correct responses, but some stated that “organ transplants were taken from prisoners” rather than “organs for transplants”.

There was almost universal success in the responses for part (b). There were some candidates who gave information from the passage that was irrelevant to the question. While there were no penalties for including additional information, candidates should be encouraged to give only relevant information in their responses.

Many candidates correctly responded to part (c), but there were some responses that showed that there was a misinterpretation of the word *ejecución*. This was translated by some as *injection* and *ejection*. Some candidates also failed to identify correctly the different parts of this question, answering both parts (i) and (ii) together. Candidates are to be reminded to correctly label each question and its different parts.

There was excellent level of responses to parts (d) and (e). However, a fair number of candidates understood *negocio* to mean *negotiation*. Also, many candidates referred to *foreign countries* rather than the *Western Hemisphere*.

In the section with the synonyms, candidates generally performed well. There were a couple of instances where candidates took entire phrases and, in some cases, an entire sentence as a synonym for the phrases provided. Candidates are to be warned to limit their responses to the phrases provided. Candidates are also asked to pay attention to the part of speech of the given words. Some candidates gave verbs as synonyms when adjectives were provided. An example of this was *escogidos*. Candidates gave *seleccionaron* as the synonym, rather than *seleccionados*.

Passage 2: Una nueva arca de Noé

This was a compulsory question testing the candidates’ ability to understand the passage in the target language and to respond in Spanish in their own words, to questions asked in Spanish. Overall, the candidates’ performance can be classified as fair in this section of the paper. Just over 15 per cent of total responses scored in the 20-24 band while approximately 30 per cent scored in the 15-19 band. Another 30 per cent, however scored in the 0-11 band.

Overall, there was a commendable effort by candidates to respond in their own words. However, there were still many responses that were taken directly from the passage. Candidates are to be reminded that there are penalties for disregarding the instructions of answering in one’s own words. There were also a number of instances of candidates responding in English to the questions. Though the responses that were given by these candidates showed very clear and accurate understanding of the passage, however, these candidates were also penalized for disregarding the clearly stated instructions.

The main challenge that faced candidates in part (a) was that far too many of them took the answers from the passage without any attempt to put into their own words. While there were some phrases and expressions found in the passage that were accepted in student’s responses, when it was found that entire sentences were copied, marks were deducted. This was especially the case for part (a).

Some candidates also had problems with part (b). Instead of explaining the project, many candidates merely identified it as “*un banco para guardar la información de los especies amenazadas*”. Candidates are asked to pay special attention to the marks awarded to each question and ensure that enough details are given in their responses in order to earn the maximum mark.

Part (c) was quite well understood, judging from the responses given. Although many candidates lifted their responses wholesale from the passage, most candidates who used their own words, did so successfully. There were a few candidates however, who failed to make the distinction between the durability of the *ADN en condiciones naturales* as opposed to *condiciones ideales*. This was an important distinction and therefore the responses that failed to mention it did not receive the total mark.

With respect to part (d), it appeared that many candidates did not understand the vocabulary from the paragraph. Many answers were copied from the passage, and the candidates who did attempt to respond showed that they did not understand the phrase *no descartan hacerlo en el futuro*.

Part (e) was also problematic for candidates.

There was also a high level of copying for part (f) (i). Many candidates simply copied the final paragraph of the passage, with no attempt to put any of the information in their own words. Again, it is important to remind candidates to be mindful of what the question asks. In the case of this question, candidates were asked to give details of the selected candidates and merely listing them would not have given the total mark.

Part (f) (ii) was an opinion question. This was quite well handled by most candidates. Responses showed that candidates took a clear position on the matter and were able to successfully justify their positions.

As for Unit 1, passage 2, there was a greater effort this year for candidates to put answers in their own words for this section of the paper. Candidates used a fair range of vocabulary to convey their answers. It must be pointed out, however, that there were problems with grammar and in some cases, vocabulary in these responses. While grammar and vocabulary are not the main focus in the marking exercise, responses that are unclear will be penalized. All candidates need to be reminded of the importance and answering in their own words and to ensure that they use the appropriate language in their responses.

Section B - Essays

In this section candidates were required to write an essay in Spanish of 250-300 words on *one* of five topics. This section tested candidates' ability to express themselves in Spanish in a balanced, coherent and analytical manner on a topic related to the theme of Module 2 – "*La Industria, El Comercio y Los Asuntos Económicos*" as outlined in the syllabus. As for Unit 1, examiners were looking for essays which focused on the topic with the expectation that there would be a more mature and concise approach in the way the issues would be presented.

Candidates' performance was again judged by the **relevance** of the **content** to the specific topic, the **organization** and **coverage** of the facts, **ideas and opinions** including a **range of vocabulary and idioms** used as well **accuracy** of **grammatical structures** used.

At this level there was generally a better understanding of what was required. However there were still quite a few lapses with regards to sentence structure, grammatical and spelling errors.

Question 3

En el future cercano no podremos vivir si la computadora. Comenta.

This was the most popular question chosen and candidates who attempted this question handled the topic well.

Question 4

Vivir por medio de un sistema de respiración artificial no es vivir. ¿Estás de acuerdo?

This question was least popular. Many candidates misunderstood the question. Euthanasia was discussed for the most part. Students need to be trained to read and interpret questions correctly.

Question 5

Los avances en la producción alimentaria resultan más dañinos para la salud de los consumidores. ¿Qué opinas?

This question was generally well handled by candidates, with most of them scoring at least fifteen marks.

Question 6

Clonar es querer ser Dios. ¿Qué te parece?

Some essays showed a very clear understanding of what the question required and the topic was well treated. However, while many agreed with the statement, some were unable to support their point of view.

Question 7

Muchos avances tecnológicos pueden tener efectos adversos para la salud. ¿Estás de acuerdo?

This question was a very popular choice. Many candidates produced good to excellent essays. There were clear definitions of “avances tecnológicos” and “efectos adversos”. There were good supporting points and opinions expressed. However many candidates cited only the use of cell phones.

Although candidates for Unit 2 showed a greater understanding and interpretation of the questions posed, the inability to manipulate grammatical structures and show command of the language was evident. Few candidates showed mastery of the subjunctive and some essays were littered with incorrect spelling. Even though instances of incorrect spelling did not affect meaning, it is expected that at this level, written expression should be of a higher standard.

While some candidates used a wide range of vocabulary and expression, others lifted elements from other questions in the same section and tried to adapt the material to pad their essay. This resulted in some candidates digressing from the topic.

Notable errors in grammar and expression are given below.

Errors in Grammar

Ser / Estar

Use of *que* for *ese, esa*

Use of the subjunctive

Use of the Past Tense

Use of the negative (position)

Object pronouns (position)

Use of word, for example, *tecnológica/tecnológicos* as a noun

Errors in Expression

un otro/ cada otro

son crecimiento

no pueden tener una vez buena

There was rampant use of anglicisms and literal translation.

Apart from the proper use of the elements of grammar and appropriate vocabulary or idioms, it is obvious that students need to be taught the format of writing essays. Some essays were written in one paragraph.

Paper 03 - Literary Analysis and Themes

Section A - Literary Analysis

This section required candidates to respond to one of four excerpts taken from the texts studied. La lluvia amarilla, El llamo en llamas, El coronel no tiene quien le escriba and, Chombo. Candidates were required to describe and analyse character, plot, setting and simple literary techniques. They were also expected to display detailed knowledge of the structure and content of the text.

1. El coronel no tiene quien le escriba

- (a) *¿Qué importancia tiene la siguiente frase?*

<<Es una illusion que cuesta caro>>, dijo la mujer. <<Cuando se acabe el maíz, tendremos que alimentarlo con nuestros hígados>>.

Responses focused on the sacrifices that were made to maintain the rooster with very few candidates dealing with the question of the colonel's empty illusion.

- (b) (i) *Describe el punto de vista narrativo de este pasaje.*
(ii) *¿Qué efecto tiene en este episodio?*

Most candidates indicated that the narration was third person. Very few wrote that omniscient narration was used. Explanations were weak at times.

- (c) *Explica el significado del gallo en el contexto de la novela.*

Candidates mentioned hope with very few indicating the rooster represented faith also. Very few drew a link between the colonel and his dead son.

- (d) *¿Qué revela el pasaje de la personalidad del coronel?*

Characteristics about the colonel came from other parts of the novel. Candidates disregarded the part of the question that read "¿Qué revela el pasaje" and wrote about other aspects of the colonel's personality not reflected in the passage they were given to analyse.

2. Chombo

- (a) *Relata la trama del episodio*

Candidates generally related the story rather than give details about the plot.

- (b) *Describe el ambiente que predomina en el episodio.*

Candidates noted the tension/confrontation but explanations were poor.

- (c) *¿Qué diferencia es evidente entre la negra joven y Fulabata de sus diferentes maneras de hablar?*

Candidates' answers were one-sided as they focused on the young woman's speech and did not refer adequately to Fulabata.

- (d) (i) *Identifica el tema del episodio.*
(ii) *¿Cómo se relaciona al tema de la obra de donde se saca el episodio?*

There were not many substantial responses. Candidates identified the theme but did not refer adequately to the reflection of Antilleans as well as the other elements of discrimination in the novel.

3. El llano en llamas

- (a)
- Describe el punto de vista narrativo y el efecto que tiene.*

Well answered generally but few candidates mentioned that the narrator was omniscient.

- (b)
- ¿Qué se aprende del protagonista de este relato?*

Many candidates were unable to identify the basic facts about the protagonist regarding his imminent death. Most mentioned that he killed Don Lupe and his reason for doing so.

- (c)
- Comenta el tono del primer párrafo.*

Not well answered. Candidates' explanation of the tone was poor.

- (d)
- ¿Cómo se relaciona el tema de este relato con el resto del cuento "Diles que no me maten"?*

Few candidates identified the theme of the passage but referred to the theme of the text "rural life". There is the need to read the question with more attention to the key words used.

4. La lluvia amarilla

- (a)
- Comenta el punto de vista narrativo de este episodio.*

Candidates identified first person narration but only few mentioned that the narrator was the protagonist.

- (b)
- ¿Cómo se crea el ambiente del episodio?*

Candidates focused more on the physical environment/setting rather than the ambience.

- (c)
- ¿Por qué piensas que el protagonista decidió "andar en dirección contraria a la del humo" en vez de volver a casa?*

Not many candidates responded adequately. Candidates narrated the story rather than gave reasons for the actions of the character.

- (d)
- Comenta (i) La relación entre la perra y el protagonista
(ii) ¿cómo refleja esta relación, el tema de la novela?*

Comments and Recommendations

- Many candidates allowed their knowledge of the text to interfere with their analysis of the extract and presented references from the text in inappropriate circumstances.
- Teachers are reminded to give students sufficient practice in literary analysis (including identification of literary devices, narrative technique, narrative point of view, ambience/setting).
- Candidates should be able to justify their responses with references to the extract before them.
- These passages are not reading comprehension exercises and thus literary analysis is a requirement, not merely comprehension.

- There is the tendency among candidates to identify third person narrators as omniscient narrators, when this may not in fact be so. Candidates should be exposed to a variety of narrative technique over their course of study to better equip themselves with the skill in identifying these nuances in narration.
- Teachers are reminded that in Unit Two, at least one question will relate in some way to the story or text as a whole.

Section B – Themes

Candidates were required to answer questions on Two (2) Themes; “Conflictos políticos y sociales en Hispanoamérica”, for which the prescribed texts were *El coronel no tiene quien le escriba* and *Chombo*, as well as the theme of “La vida rural”, with prescribed texts *La lluvia amarilla* and *El llano en llamas*.

Candidates’ performance on this section follows:

- 8 per cent of candidates scored between 24-32
- 40 per cent of candidates scored between 16-23
- 48 per cent of candidates scored between 08-15
- 3.5 per cent of candidates scored between 00-07.

Question No. 5 was chosen by 9.5 per cent of candidates;

Question No. 6 was chosen by 24 per cent of candidates;

Question No. 7 was chosen by 23 per cent of candidates;

Question No. 8 was chosen by 43 per cent of candidates;

As for Unit 1, Examiners were looking for well-structured, relevant to the question, thoughtful and balanced essays.

The best candidates showed that they were well acquainted with the content, characters and events of the novel. They were focused on the main points of the question, and showed not merely knowledge and comprehension, but the ability to apply same to the question through careful analysis, synthesis and their own evaluation/interpretation.

Question 5

(Injustice in society has nothing to do with racism. It is simply a result of human nature. What is your opinion?) was chosen by 9.5 per cent of candidates and the quality of answers was mixed, with approximately half scoring at least sixteen marks. The number of scripts was small as this question related more to *Chombo*, which many schools may still not have accessed. Although the novel is out of print the author Carlos Guillermo Wilson has very kindly given us written permission to use it in photocopied form. A few candidates tried to use *El Coronel* to answer this question but got into difficulties as racism is not presented in this novel.

Question 6

(Most societal problems arise as a result of the adverse effects of political decisions. What is your reaction to this statement?) was chosen by 24 per cent of candidates and again the quality of answers was mixed, approximately half scoring at least sixteen marks. The better candidates were able to identify certain societal problems and link them to political decisions, while the weaker candidates simply produced a list of the problems.

“La vida rural” was the most popular theme and Question 7 was chosen by 23 per cent of candidates while Question 8 was chosen by 43 per cent. The text chosen was invariably *El llano en llamas*. Question 7 was quite well done, with the better candidates producing balanced essays, and referring to appropriate stories to support their points. It was felt that in a number of stories the beauties of nature were referred to, if briefly, but usually it was nature in its raw, uncontrollable state and often despoiled by Man. Some candidates only referred to the horrific side of nature – drought, floods, wind, fire, but we felt that this may have been because they had not studied enough of the book, as many candidates only referred to the **same** three or four stories.

The most popular question by far was number 8, (*The key to survival in a harsh environment is hope. Discuss this statement.*) Most candidates used *El llano en llamas*, but the use of the word ‘hope’ in the question opened the door for some students to use *El Coronel*, which worked quite well for them in this particular case. Candidates should remember, however, that questions on a particular theme should be answered using the prescribed text(s) for the given theme. Answers were generally good, as most candidates were able to identify the harsh environment and show how hope helped the characters survive. Many of the stories in “El llano” actually begin on a note of hope, which is then dashed as the story progresses. A number of candidates, however, chose stories that did not lend themselves to answering this question. And again the comment is made that perhaps they had not studied enough of the book to get the broad picture.

Comments and Recommendations

- Summarizing and story telling will not be rewarded. Examiners are already familiar with the texts.
- It was clear from some scripts that students had relied heavily on a translation of the set text, for example, ‘*The burning plain*’. In some cases there was even the suspicion that this may have been the text that candidates had taken into the exam. In no way is this to be condoned or permitted. If candidates cannot deal with the text in the original Spanish, then they have no right entering the exam.
- Candidates must adhere to the word limit. Some scripts were thousands of words long, and while they may have contained many valid and relevant points, examiners do not have the time to read beyond 450 words at the most.
- Candidates must be concise, succinct and to the point. Some introductions were extremely long, rambling, unnecessary and contained irrelevant material.
- Quotations should be short, relevant, **complete** and in Spanish. Candidates must avoid referring to the first three words and last three words of a quote, and citing page and edition. Also accuracy of quotes is vital. All a candidate has to do is copy from his/her text, so there is no excuse for inaccurate or mistake riddled quotes.
- Candidates must be familiar with the whole of *El llano en llamas*. While it contains 17 stories, many of them are very short.

Paper 04 - Internal Assessment

Units 1 and 2

Some of the recordings were too low and a few CDs were blank which made moderation difficult or impossible. There was some interaction between examiners and candidates; however, the latter should be encouraged to ask more questions. Some topics were interesting and detailed, while others need more research and organization of details. Most examiners provided positive reinforcement.

Examiners should remember to:

- ❖ introduce each candidate before each presentation;
- ❖ rewind tapes;
- ❖ not to use ½ marks;
- ❖ divide the total score in the three modules;
- ❖ to submit recordings of acceptable standard using standard-sized cassettes and not micro-cassettes;
- ❖ to speak loudly and clearly and encourage candidates to do the same;
- ❖ to ensure that the examination is free of background noise;
- ❖ submit only five samples and label them in the same order on the tapes and moderation sheets;
- ❖ try to adhere to stipulated time of examination;
- ❖ not to interrupt candidates during their presentations and let them do most of the talking;
- ❖ that written SBAs and visual aids are no longer part of the current syllabus.

Prepared Topic

Most candidates were prepared and made good presentations in a coherent and logical manner. It was evident that some research was done on some topics; however, some candidates need to do more research in order to make their topics more detailed and interesting. A few had difficulty with stress and pronunciation of certain words.

Topic Conversation

Many candidates handled this section fairly well while others who may have learnt their topics by rote were unable to respond appropriately to questions related to their topics. Many had difficulty because of limited vocabulary and expression.

General conversation

Many candidates performed well in this section as they felt more at ease and related better to topics related to everyday life. However, some were hindered by limited vocabulary and expression. Only a few candidates asked questions of the examiner. It must be noted that the pronunciation and stress of expressed by most candidates suggest that there is a need for more contact/interaction with native speakers.

Some Common Grammatical Errors:

- Ser/estar
- Ser with the gerund – soy estudiando
- Prepositions with the gerund – en hacienda
- Subject/verb agreement – la gente creen, las personas puedo
- Article/noun agreement – un gran cantidad, las paíes
- Noun/adjective agreement – muchas casos, otro gente
- Bien/bueno
- Haber/tener
- Omission of a/de – educar las personas, termino estudiar
- Omission of que – tengo estudiar
- Ambos/tanto...como...

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2009**

SPANISH

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SPANISH**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2009****GENERAL COMMENTS**

Overall candidate performance was generally satisfactory on both Units of this year's examination. However, in Unit 1 candidates performed better on Paper 01 than on Papers 02 and 03. Performance remained consistent on Paper 04, the Internal Assessment. In Unit 2, candidates performed better overall on Papers 01, 02 and 04.

DETAILED COMMENTS**UNIT 1****Paper 01 – Listening Comprehension**

The Listening Comprehension component in Unit 1 was fairly well done by the majority of the candidates. This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the modules of the syllabus, as well as with candidates' experiences in their age range.

Section A – Short SelectionsSelection 1

This selection dealt with some of the characteristics and accomplishments of Tito Beltrán, a young operatic singer who was born in Chile.

- (a) Many candidates responded correctly to this question which asked who this individual was.
- (b) There were varying incorrect responses for this item which requested the reason for Beltrán's travel to Europe in the 1980's. These included: "he went to study vocals", "he wanted to live and study in Europe" as well as "he went to open a music studio".
- (c) Many of the candidates were able to list three words to describe Beltrán. Some misguided answers such as "intelligent, sincere, tenor" were given. There was even a case where one candidate misinterpreted Beltrán as "an extremely hot and technical city".
- (d) Several candidates were unable to correctly state what was his approach to music. Instead of indicating that "he was very careful with his technique", many opined that "he was diligent in studying music", "he sang according to his feelings", or that "he collaborated with Mario Lanza to do Techno". In some cases, candidates chose not to attempt this particular question at all.
- (e) Many candidates were able to confidently state that Tito's intelligent and sincere interpretation of each song was the most impressive aspect of his CD.

Selection 2

This selection focused on a study carried out on the positive effects that pure oxygen can have on cuts and wounds when applied briefly by bag for ninety minutes on a daily basis.

- (a) While there were many candidates who were able to state the importance of oxygen according to the extract, others gave “general knowledge” responses which bore no relevance to the selection. For instance, many stated that “oxygen helps you to breathe better”, “it helps the respiratory system for effective breathing” or “without oxygen, the body could not work”. In addition, many candidates substituted “wound” with “liver”.
- (b) This question was very well answered by most candidates.
- (c) A few candidates confused the number of patients involved in the study with the total number of wounds they had and so, mistakenly wrote the number 56 instead of 30.
- (d) This particular question posed the most difficulty for candidates who were expected to supply all of the necessary details concerning how the treatment was administered. For instance, many claimed that the “treatment was administered to the patient” and so, did not specify the word “wound”. Moreover, many responses either saw the exclusion of the word “bag” or, interpreted “*bolsa*” to mean “ball”, “bottle” or “tank”.
- (e) This question was generally well answered. However, incorrect responses exhibited a high degree of guesswork. Included among the types of wounds treated in this manner were “asthma patients”, “people with problems with the alphabet”, “burns”, “respiratory ailments” and “stabblings”.

Selection 3

This selection discussed the planting of plastic trees in various countries in the North African desert so as to mimic the natural function of the forest. Consequently, the problem of deforestation would be solved as these would not be destroyed for wood; and there would be no need for irrigation.

- (a) This question was poorly interpreted resulting in answers that were unclear. Many responses suggested that “North Africa will now turn into deserts due to deforestation”.
- (b) This question posed little difficulty.
- (c) Candidates attempted to state the function of the product concisely but expression proved challenging. Some examples included: “it allowed to better the quality of the rain” and “it is used to make paper”.
- (d) Although several candidates answered correctly, there were still others who gave unclear responses. One advantage of the product was given as: “they don’t depend on regulators” and “there will be some dangers trees normally face”.

Selection 4

This selection which required candidates to tick the correct answer was done very well by the vast majority of candidates.

Selection 5

This selection highlighted the importance of ecotourism and its effects on the environment.

- (a) The majority of the candidates gave good responses to this item which requested the reason for ecotourism being described as a contemporary phenomenon.
- (b) Many candidates gave vague responses to this question which asked for two problems arising from failure to take care of the environment. Given responses such as “the environment will be affected negatively”, “there will be much rain” and “the rivers will overflow”, all indicated that candidates did not refer exclusively to the extract for their responses.
- (c) Many candidates were able to correctly state the best way to recycle garbage.
- (d) This question required candidates to state one negative effect on a country’s economy of a failure to pay attention to environmental matters. It posed the greatest difficulty for candidates. Instead of indicating that one negative effect would be “no investment in the tourism industry”, many made mention of “the economy losing money” or that “the tourism industry will be affected negatively”.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with the President of Mexico about the housing problems in his country.

Part 1

Many candidates were able to state at least two of the three benefits derived from citizens owning their own home.

- (a) Many candidates correctly provided the number 800,000 as the amount of homes that the government will have to build each year in order for citizens to own their own homes. A few inaccurate figures such as 80,000 and 8 million were given.
- (b) In describing the housing programme, the President stated that it was the most widespread and ambitious in the country’s history, yet, some candidates described the programme as “restoring the history of Mexico” and “raising the ambitions of the world”, to give two examples.
- (c) This question attracted a wide range of responses, some being accurate while others were totally irrelevant. Some candidates believed that the main purpose of the programme, according to the President, was “to give man a chance to be in charge of a household” or “to restore the history of the country”, instead of giving families the opportunity to improve their well-being or lifestyle.
- (d) Very few candidates were able to clearly state that the banks were involved in making the programme a success by offering financing at low interest rates. Rather, some candidates believed that “the banks gave government money thus making it easier to buy materials”; “banks involved in the programme work with them and are allowed to charge a tax” or that “their role was to help the poor in the society”.

Part 2

- (e) This question was not well answered. Many candidates, instead of stating how the lifestyles of those who received houses would improve, seemed confused by the use of *no* and *sino* in the selection and decided instead to list what would not happen to these recipients.
- (f) For persons in Mexico who could not access loans, many candidates were of the opinion that “persons received subsidiaries”, “people needed somewhere to live in winter” or that “loans were subsidized”. Very few understood that the Government would provide subsidies to pay their rent or that they would sell them land at very low prices so that individuals with scarce means could build their own houses.
- (g) Many good attempts were made regarding the international organizations that will assist and the form of assistance that they would give. However, many were still unable to gain full marks because they mentioned the organization but not the type of assistance given.

Paper 02 – Reading and Writing**Section A – Reading Comprehension**

In this section of Paper 02, candidates are presented with two passages, both in Spanish, and are required to respond to questions based on the material. For passage 1, candidates are asked to respond to the material in English to questions asked in English. For passage 2 the questions are in Spanish and they are required to respond in Spanish.

Passage 1 - *Los españoles cuidan cada vez más su dieta.*

This was a compulsory question which tested the candidates’ ability to understand a passage in contemporary Spanish based on a topic of interest. Questions (a) to (e) for this passage required candidates to respond in English to questions asked in English. Questions (f) to (j) required candidates to provide synonyms taken from the passage to the items presented.

Judging from the responses given, the topic of this passage appeared to be of interest to candidates. Overall, candidates were able to gain reasonably good scores, with 52 per cent of candidates scoring at least 14 out of the maximum 24 marks. There was evidence that, generally, the vocabulary presented was fairly well understood.

- (a)(i) While most candidates were able to correctly identify the *type* of diet asked for in this question, there were quite a few instances where candidates listed the features of the diet, rather than identifying the type. Candidates are reminded to pay special attention to the requirements of the question and respond appropriately.
- (ii) This was also well done by most candidates. Many candidates were able to identify the four reasons that were required. In some cases, candidates incorrectly translated the words *grasa* (given as *grass* in quite a number of responses) and *peso* (translated as *money* in a few responses). On the other hand, there were candidates who gave these reasons as their answer for Part (i), and, as a result, provided unnecessary information for Part (ii).
- (b)(i) This question was also well handled by the majority of candidates who were able to identify the *lack of time* as the reason for the choice of prepared or semi-prepared

foods. There were a few cases where there was a misunderstanding of the vocabulary needed to correctly answer this question, especially the words *falta* and *tiempo*. These were translated as *fault* or *falt* and the word *tiempo* was used in the English. An example of such an answer was "...because of the fault of tiempo...". This obviously showed a lack of understanding and no marks were awarded to such an answer.

- (b)(ii) Generally, candidates were able to give complete answers for Part (b)(ii). Some candidates, however, answered by attempting a word for word translation of the material and while the answers were identifiable, not enough care was given to the wording of the answers. Candidates should be asked to ensure that the answers that they provide are coherent to the reader.
- (c) This was the most poorly answered question by many candidates. The responses indicate that candidates were not sure what a paradox was, and as such, were unable to explain it. As was the case of Part (b)(ii), candidates attempted to answer this question by translating the sentences in the passages. A fair number of candidates were unaware that the comma in the percentages given is the way the English decimal point equivalent is written in Spanish, and as such gave statistics of 3 and 7 per cent and even in some cases 37 per cent.
- (d) The misunderstanding of the comma in percentages was also evident in the response to question (d) where 3,5 per cent and 3,2 per cent were seen often. Candidates also misinterpreted the phrase "...su presencia en la cesta de la compra se incrementó...". Some candidates translated this to mean that there was more milk on the market rather than the fact that consumers were buying more milk. The statistics given for this question were also misused in some instances, with candidates saying that ...3.2 per cent more people are buying milk and the cost rose by 3.7 per cent.
- (e) The majority of candidates were able to state that cakes or pastries were the products that consumers were unable to resist. However, some candidates gave bread and pastelles as the answer.
- (f)-(j) The synonyms section of the questions was fairly well handled, with the majority of candidates correctly identifying at least 4 out of the 5 synonyms. The items that were most problematic were (f) *a pesar de* which some candidates gave as *su peso* and (j) *subió*, to which a surprising number of candidates gave the synonym as *perdió*.

Passage 2 - Cuestionado, pero al rescate del Amazonas

This question presented challenges to some candidates. It was not as well done as Question 1. As noted in previous reports, candidates continue to disregard the instruction to respond in their own words. Also, too many responses were weak in terms of expression and grammar, specifically in the use of tenses, subject verb agreement and vocabulary usage. While many candidates included all of the relevant points in their responses, there were some who did not mention the environmental groups, but merely stated that 'people' doubted the new minister's ability to stop deforestation in the Amazon.

- (a) This question was well answered by most candidates.
- (b) This question was also well answered by most candidates.
- (c) This was the least challenging question for almost all candidates who were able to provide four reasons why the applicant was best suited to the post.

- (d) This question was one of the more challenging ones. Some candidates simply rewrote excerpts from the passage. The use of the Imperfect Subjunctive (*disminuyera*) seemed to confuse some candidates who did not understand that the levels of deforestation had decreased prior to the recent increases. However, most candidates were able to indicate why the producers of soya were angry with the new minister.
- (e)(i) Several candidates either rewrote excerpts from the passage or provided very vague responses such as "*se ve que la economía es una prioridad para el gobierno el boom económico en las exportaciones*". In other words, they responded by repeating key words from the question and then quoted parts of the text.
- (ii) The majority of candidates provided adequate responses but again these were plagued by many grammatical errors such as inappropriate use of tenses, subject-verb agreement and noun-adjective agreement.

Additional Comments

1. Teachers are asked to encourage their students to use blue or black ink in the examination and to write legibly. In some instances candidates wrote their answers in pencil. This caused much difficulty for examiners who marked these scripts.
2. The final question for Passage 2 is usually an opinion question. Some candidates are not expressing their opinions adequately. In some instances they simply regurgitate information from the passage. While examiners are not looking for extensive answers, many times those that are given are too superficial. One way in which teachers could guide their students in answering this question is by telling them to make a point and support the point with some level of detail.

Section B – Essays

In this section candidates are required to write an essay in SPANISH of 250 - 300 words on one of five topics. This section tests the candidate's ability to express himself/herself in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus: "**La Sociedad y Los Asuntos Sociales.**" The candidates' performance is judged by the way in which they are able to show organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions. The essays are expected to be well argued and structured. The correctness of expression is measured by how well the candidates are able to use a wide range of vocabulary and idioms as well as demonstrate accuracy of grammatical structures.

Candidates who performed well were those who interpreted the questions correctly. In the excellent essays there was also very good expression and an easy flow of the language with appropriate vocabulary. The weaker candidates were unable to express themselves clearly, which resulted in many contradicting themselves. The language was expressed in a form of literal translation with only a satisfactory grasp of essential structures.

Question 3. "*La religión ha perdido credibilidad en el mundo moderno.*" *Discute.*

This question was not well done. Few candidates were able to give valid examples like sex scandals in the church, or Christians living a life contrary to what they are preaching. In the majority of the responses, candidates stated that people did not have time to go to church because they were too busy and only made an attempt during Christmas and special days. There were very few essays that really tied in the credibility aspect or made any comparison in the modern world.

Question 4. "*La discriminación social y racial son dos caras de la misma moneda.*" *¿Estás de acuerdo?*

Although those who attempted this question made a fair attempt, it was not a popular choice. The essays indicated that the candidates misunderstood what was required. The two types of discrimination were discussed but the candidate's position was not always clear.

Question 5. “*Si no se hacen cambios drásticos al sistema jurídico no se podrá resolver el problema del crimen en la sociedad.*” ¿Qué opinas?

This was a very popular question, although many candidates simply stated the problems and explained why they exist. The candidates who performed well on this question argued that not only must there be changes in the system but also that the home (family unit), school and community must work together for the problem to be resolved, together with government spending on eradicating some social ills, for example, poverty. Expressions in Spanish were often a literal translation, for example, “*el penalty de muerte*” : **“influido personas llegar a cabo tal acciones ellos resultan a crimen.”*

Question 6. “*La solución de la drogadicción es simplemente la abstinencia.*” ¿Estás de acuerdo?

This was a very popular choice among the candidates. The majority defined what drug addiction was and why people use drugs or become addicts. Some even made the point that there may be addiction to legal over-the-counter or prescribed drugs. Few responses explained how abstinence may or may not be the answer to drug addiction or offered alternative solutions. Expression in Spanish was a major hurdle for these candidates.

Errors noted in some scripts were:

- *Claro ver en sociedad que util de drogas es todo /como adictivo realmente son
- *Gustan el sientidad cuando util drogas / usan les /amigos son usas
- *cuando la gente comenzar a fumar es duro s'arreter

Question 7. “*Si los gobiernos gastan más dinero en la educación, se resolverá el problema del fracaso escolar.*” ¿Qué piensas de esta declaración?

Many candidates attempted this question with quite a few focusing on why education is important and what were the benefits to be derived. There was a general agreement that the government should spend more on increasing the number of schools, provide transport and access to schools as well as provide technology in the classroom and training for the teachers. Smaller classes meant greater attention to individual students and less failure. However, many candidates made the point that in spite of government's increased spending, there are many reasons why there may still be failure. This question provided a wide range of scores but a lack of mastery of essential grammatical structures was a major shortcoming in the responses.

In addition to a notable lack of structured essays, areas of general weakness were:

1. Inappropriate vocabulary for example, *el facto*; *derecho* for “correct”; *están pregnante*
2. Agreement: Subject/verb; noun/adjective especially with *gustar/gente*
3. The use of negatives for example, *es no practican* / *hay no/ ninguno*(with accent)
4. Spelling - double letters for example, “ss” “dd”
5. Accents - lack of accents or multiple accents on one word.

*-Indicates a form that is grammatically incorrect.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

This section requires candidates to answer one of four question based on the following prescribed texts:- *Felices Días Tío Sergio*, *17 narradoras latinoamericanas*, *La familia de Pascual Duarte* and *Crónica de una muerte anunciada*. Candidates are required to read a literary extract and comment on character, plot, setting and simple literary techniques.

Question 1. *Felices Días Tío Sergio*

This passage was attempted by 23 per cent of the candidates. Although only 6 per cent of candidates scored between 14-16 marks, the mean score was 8.53 out of a possible 16.

- (a) This part of the question was well done. Candidates mentioned adjectives such as *sucio*, *despintado* *abandonado*, *viejo*. The second part of the question which required candidates to explain the function of these adjectives was poorly done. Most candidates merely gave a generic explanation of the function of adjectives. Very few realized that these adjectives showed abandonment/decay. Some stated that they showed the narrator’s feelings about her city.
- (b) Although this question was generally well done, a few candidates still do not understand the concept of narrative point of view. It is often mistaken for their personal point of view of the extract. Those who scored full marks on this question were able to recognize that the narrator was first person. Very few stated that the narrator was subjective.
- (c) This question was generally well done. Candidates recognized that the questions demonstrated the protagonist’s feelings about her country in comparison to other countries. Very few candidates stated that the question showed a lack of patriotism. Candidates also accurately explained the fact that the protagonist’s country was limited and lacked values.
- (d) Many candidates related that she felt angry, frustrated and sad about the state of her country. They supported this with the use of appropriate quotes which gave an idea of the country’s lack of values.

Question 2. *La casa nueva (17 narradoras latinoamericanas)*

This passage was attempted by 39 per cent of the candidates but only 3 per cent scored in the 14-16 category, with 25 per cent scoring 4 or fewer marks out of a possible 16 marks.

- (a) Although many candidates correctly identified the adjectives/descriptions which demonstrated contrast, they compared the area of Gutemberg to the narrator’s house and not the general area of San Rafael. Few candidates mentioned that there was a contrast of emotions and not a contrast in the physical environment as anticipated.
- (b) Most candidates made reference to the entire novel and failed to give adequate support from the passage as asked. Teachers are encouraged to remind their students that they must refer to the passage before them, and not to the entire novel, when answering questions for Section A Paper 3 Unit 1.
- (c)(i) Most candidates adequately explained the tone correctly.

- (c)(ii) Very few candidates used appropriate quotations, most gave general generic explanations. Only a few candidates were able to identify that the narrator was first person and as such the reader was able to get an idea of her feelings from that narrative perspective.
- (d) Candidates generally were able to identify that “la” referred to “*la ropa*”, and mentioned the protagonist’s hopes for a better future with a new house.

Question 3. *La familia de Pascual Duarte*

This passage was attempted by 11 per cent of the candidates and was poorly answered, resulting in a mean score of 5.60 out of a possible 16 marks.

- (a) Few candidates mentioned the narrator’s intentions of ultimately going to the Americas. Many candidates gave a general synopsis of the novel and did not limit their responses to the extract.
- (b) This question was generally well done. Candidates were able to identify the first person narrator, but few mentioned he was also the protagonist.
- (c) Many candidates were able to identify qualities that Pascual exhibited but few supported these with citations/quotations from the text.
- (d) Many candidates correctly identified the literary device used. However, explanations of its use lacked analysis.

Question 4. *Crónica de una muerte anunciada*

This passage was attempted by 27 per cent of the candidates and was also poorly answered with a performance similar to Question 3.

- (a) Although candidates understood the plot of the passage, there were too many allusions to the novel as a whole. Some candidates mentioned that Santiago Nasar was already dead. Candidates must be reminded that the plot refers to the main events in sequential order.
- (b) Explanations given by candidates in their answers to this question did not adequately highlight why Santiago Nasar was controversial. A lot of irrelevant information was given by some candidates. Few candidates explained that the character in question was liked by some, and disliked by others, thus making him controversial.
- (c) (i) Candidates scored high marks on this question, with in-depth explanations.
- (ii) This part was poorly done. Even though candidates were able to identify the mood, it was not well explained. Some stated that Santiago Nasar knew he was going to die.
- (d) In this question few candidates demonstrated comprehension of the quotation. The expression was translated literally by many which inevitably led to incorrect responses. Few candidates were able to identify the loss of courage on the part of Indalecio Pardo.

Section B – Themes

Candidates are required to choose one essay topic from the thematic areas: “La Juventud”, for which the prescribed texts are *Felices Días Tío Sergio*, and three short stories from the collection *17 narradoras latinoamericanas*; and “El Individuo y la Sociedad”, with prescribed texts *Cronica de una muerte anunciada* and *La familia de Pascual Duarte*. They are required to write an essay of 350 - 400 words on the topic chosen.

Overall candidates’ performance was considered satisfactory.

Examiners were looking for well-structured, balanced essays, for example, a brief, relevant introduction, followed by 4-5 brief points/paragraphs supported by either short quotations from the novel or references to particular scenes/incidents, and then brought to closure by a brief conclusion, which was not simply a rehashing of the introduction.

The best essays followed this pattern with candidates showing familiarity with the content, characters and events of the novel, focusing on the main points of the question or referring to the question periodically, and showing not merely knowledge and comprehension, but the ability to apply the same to the question through careful analysis, synthesis and their own evaluation/interpretation as it related to the question. The best essays also followed the rubric of the question in terms of word limit.

Question 5. “Adult issues are of no concern to youths. They are too busy trying to negotiate the hurdles of adolescence.” Comment.

Candidates could have used either text, *Tío Sergio* or *17 narradoras* to answer this question. The better answers came from candidates who used *Tío Sergio* as there are simply more examples to refer to in this novel. Candidates using *17 narradoras* soon ran out of relevant material. A number of candidates had difficulty identifying ‘adult issues’ and the ‘hurdles of adolescence’, and some candidates ignored the part of the question related to the said ‘hurdles’.

Question 6. “Even though adults may try to pass on their prejudices to children, the latter ultimately make their own decisions.” Do you agree?

Candidates did not use enough material to sustain a discussion for the required number of words. These same candidates also had difficulty identifying prejudices and showed few links between prejudices and children making their own decisions.

Question 7. “The individual creates his/her own destiny.” Discuss.

The book that would have seemed most appropriate for this question would have been *La familia de Pascual Duarte*, although many candidates merely focused on Pascual’s violent behaviour. Many candidates did not seem too sure about how to interpret the word ‘destiny’ and again ran into problems. It appeared to examiners that there are at least four factors operating in an individual’s life. Over some of these factors the individual has no control, over others he has limited control: “fate” in the form of birth and childhood/ethnicity/parents and the like; “circumstances”, the historical and social context of one’s life; ‘what one makes of the circumstances’ (how you play the hand you are dealt); and “luck”. “Destiny” also conjures up ideas related to “destination” which implies one’s journey through life. So the question seems to come down to “how much control do individuals have over their journey through life? Both texts for this theme would have provided many examples appropriate for a balanced answer to this question. One protagonist starts life with nothing and the other seemingly with all he can desire. Both meet an unpleasant end.

Question 8. “The goal of most individuals is to be accepted by society.” Discuss.

Both set books are appropriate for answering this question, which was quite well done. Most candidates had a clear idea of what was meant by social acceptance and were able to relate it to the question set.

Recommendations

1. Summarizing and story telling will not be rewarded. Examiners are already familiar with the texts and are looking for points that are relevant to the question and that show analysis and evaluation on the part of the candidate.
2. It was clear from some scripts that candidates had relied heavily on a translation of the set text. In some cases there was even the suspicion that this may have been the text that candidates had taken into the examination. In no way is this to be condoned or permitted.
3. Candidates **must adhere to the word limit**. Some scripts were thousands of words long, and while they may have contained many valid and relevant points, examiners do not read beyond 450 words at most. The tone of many essays was also very informal. This led to excessive use of words which produced an impression of deliberate padding and, to a certain extent, rambling.
4. Poor handwriting and spelling continue to be problems and cause for great concern, especially with regards to the spelling of common words.
5. Quotations should be short, relevant and complete. Candidates must avoid referring to the first three words and last three words of a quote, and citing page and edition. For example, “*El autobús de excursión ... la sierra*” is not a complete quotation. Teachers are also encouraged to remind their students of the importance of ensuring that the quotes they use are accurate.
6. We cannot overstate the importance of candidates thinking carefully before they commit themselves to a particular question and start writing. Candidates should take time to decide which book they are going to use for Literary Analysis (Section A), and which for Themes (Section B). Some candidates seemed to do a very good Literary Analysis but were bereft of ideas when it came to Section B.
7. Given that candidates are expected to refer to the three stories from *17 narradoras* in their thematic essays it may be more advisable for candidates to focus on this text for Section A (Literary Analysis) and *Tío Sergio* for Section B (Themes).

UNIT 2

Paper 01 – Listening Comprehension

The Listening Comprehension component in Unit 2 was fairly well done by the majority of the candidates. This paper required candidates to respond to a series of questions based on five short selections and one extended interview. These questions were set in English and candidates were required to respond in English. The topics were set in line with the modules of the syllabus, as well as with candidates’ experiences in their age range.

Section A – Short Selections

Selection 1

This selection dealt with problems faced by users of online communities.

- (a) Although this question was generally well answered, some candidates seemed confused by the terminology “online communities” and made reference to “neighbourhoods” and “districts”.
- (b) Most candidates understood what effect the contacts had on those who made them such as making them feel more popular. However, some believed that the effect was one of being “traumatized”.
- (c) When listing examples of three types of dangerous people one may encounter in online communities, candidates tended to show their knowledge of what could happen on the internet rather than what was indicated in the extract. Some candidates therefore made mention of “stalkers”, “rapists”, “criminals”, “hackers” and “psychopaths”. Teachers are encouraged to remind their students to focus only on the information they are listening to and not to their knowledge of a particular topic.
- (d) Many candidates understood fat persons as the ones who were mostly harassed. However, many more seemed unclear about the other groups of individuals and so, applied their own logic such as: people with “recessed” and “balding hair”, “physically and mentally challenged people” and those with “bodily disadvantages”. Others interpreted the expression “*las de baja estatura*” as people with “low economic status”.
- (e) The majority of the candidates answered this question very poorly and did not adequately state the basic problem of the victims. For instance, one response was that the “victims are very emotional and due to this problem, often become fat over a period of time”.

Selection 2

This selection focused on Latin Americans now being able to seek Spanish citizenship as a result of migration reform in Spain.

- (a) A significant number of candidates were able to state clearly what Latin Americans were now able to do.
- (b) This question was also well interpreted though a few misunderstood “*migratoria*” as “immigration”. Some also thought that there was a U.S reform in Spain or that travel to Spain and Latin American countries was now possible.
- (c) This question posed the most problems for candidates. Many candidates thought that the group which could have benefited from the programme would have been “children of Spaniards who had been abandoned in Europe”; as opposed to Spanish children whose parents left the country because of economic hardship.
- (d) Many candidates were able to mention the persecution and violence during the Civil War and Franco’s regime as the reason why Spaniards had to leave their country between 1936 and 1955. There were a few cases nonetheless, where candidates gave incomplete responses and so failed to include the portion of the answer dealing with

the regime. In other cases, candidates even made reference to the “genocide of the Jews” as a possible motive.

Selection 3

This passage made mention of Cuba’s desire to increase the number of British tourists travelling to the island.

- (a) Many candidates clearly understood that tourist numbers were to be increased and several specified British tourists.
- (b) Confusion arose here as many candidates believed that the Ministry of Tourism and the Ministry of Finance (incorrect interpretation of “*confianza*”) were the two groups solicited to assist with this venture.
- (c) Many were able to indicate that Cuba was trying to promote a positive image of itself.
- (d) Most candidates were content to say that it was necessary to encourage tourists to come to Cuba. Others thought that it was “necessary to create a good image for tourism to the world”.

Selection 4

This selection dealt with opposing views between the University of Yale and Peru concerning the return of archaeological pieces from Machu Picchu.

- (a) Candidates were generally confused or unsure of the two parties involved. Consequently, examiners saw examples of “Colombia and the Incan Matthew Picchu”.
- (b) Many candidates lost at least one mark as they misinterpreted “*piezas arqueológicas*” to mean “ecological” pieces.
- (c) Most candidates recognized the number ninety. However, others confused “noventa” with “veinte” and so wrote the number “twenty”.
- (d) This question was either inadequately handled or omitted altogether. Few candidates understood that the contention was between whether or not the pieces were on loan or if they were donated. The remainder of the candidates wrote responses such as: “too much violence versus lack of protection” or that “one party claimed that the pieces belonged to them because of history and the other claimed that they found them and they will not give it back to them unless they were compensated”.

Selection 5

This passage focused on UNESCO’s report about the sustainability of agricultural practices.

- (a) Many candidates seemed unclear as to what was contained in the report.
- (b) Several candidates seemed to have grasped the concept of a “third” of the world’s land having deteriorated. Others however, interpreted “*una tercera parte de la tierra del mundo*” as three quarters of the Earth or even thirty per cent of Third World countries having done the same.
- (c) Most candidates answered this item successfully.

- (d) There were many instances of confusion in responses which showed that candidates were unsure as to the two groups that should be included in this type of system. For instance, candidates' responses included information such as: "eco-friendly productions", "new producers", "indigenous groups" and "other productive groups in agriculture".

Section B – Extended Interview

Selection 6

This interview explored a new computer programme called "Menéame" – created by Mr Ricardo Galli.

Part 1

- (a) Many candidates were able to state the purpose of the second server.
- (b) This question proved quite challenging. The majority of candidates were unable to give a good account of the term "complete connectivity" based on Mr Galli's interview. Examiners therefore saw wide and varied responses with an example being "it permits us to use equal parts that are compatible".
- (c) Again, a high number of candidates were unable to answer the question confidently and so could not explain the MAIN problem of Menéame. Many were only able to grasp the idea of it dying out but added that it would be "for a short while". Others suggested that "it costs little" or that Menéame could not "think for itself".
- (d) The majority of candidates provided accurate answers to this question.

Part 2

- (e) Many varied responses were offered concerning challenges that the product faced, but few captured fully the professionalizing of the software as one of them. Additionally, while many grasped the idea of publicizing, they did not include "in the media" in their responses.
- (f) This question was answered relatively well.
- (g) Several candidates heard the number six million euros, but far more did not specify that there were several offers made in excess of that figure.
- (h) Many candidates were unable to answer this question correctly. This was mainly because of misinterpretation of words used in the selection, for example, "*ingresos*".

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates are presented with two passages, both in Spanish, and are required to respond to questions based on the material. For passage 1, candidates are asked to respond to the material in English to questions asked in English. For passage 2 the questions are in Spanish and they are required to respond in Spanish.

Passage 1 – *Atentado en Colombia*

This was a compulsory question which tested the candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Questions (a) to (d) for this passage required candidates to respond in English to questions asked in English. Questions (e) to (i) required candidates to provide synonyms taken from the passage to the items presented.

This question was generally well done by most candidates, there being a mean score of 18.27 out of a possible 24 marks.

- (a)(i) Most candidates gave correct responses, stating that the attacks occurred on Sunday morning. However, there was a very small percentage whose answers were the same as those given for (a) (ii), indicating perhaps that the opening lines of the passage were not well read.
- (ii) The majority of candidates understood that the bars and clubs were closing and people were returning home. A small number of candidates were too general in their responses, stating that a night of partying had just finished, ignoring the fact that people who were on their way home would have been in the streets at the time.
- (b)(i) There were several misinterpretations of the name of the group. Several candidates interpreted "fuerzas armadas" as "strong armed".
- (ii) Most candidates provided appropriate responses to this question.
- (c)(i) The majority of candidates understood that a motorcycle and a bomb were involved in the attack. There were some creative responses referring to suicide bombers and motorcycle riders setting off bombs.
- (ii) Most candidates provided correct responses to this question.
- (d)(i) This question was generally well answered. A small percentage of candidates made no reference to a small community.
- (ii) This question was generally well answered.
- (e)(i) This question proved to be the most challenging for many candidates, demonstrating an overall weakness in vocabulary.

Passage 2 - *Costa Rica - un modelo del ecoturismo.*

This was a compulsory question testing the candidates' ability to understand the passage in the target language and to respond in Spanish to questions asked in Spanish. Overall this paper was understood by most candidates and judging from the responses seen, the material was interesting.

This year more candidates attempted to answer questions in their own words. There were only a few instances where candidates had to be penalized for lifting answers from the passage. It must be noted, however, that in the attempts to answer in their own words, some of the answers were quite unclear, with instances of Anglicism and often poor choice of synonyms. Grammar was also quite problematic in some instances. It is to be noted that while candidates are not penalized for language, if the responses impede understanding of the answers, marks cannot be allotted. Overall, candidates followed the instructions given, although there was an instance of a candidate responding in English to the questions.

- (a) This question was very well handled by the majority of candidates. Generally, all the details from the passage were cited in the responses. A small number of candidates omitted one of the points and as a result, full marks were not awarded, but this was not the norm. Candidates should again be reminded to heed the marks allotted to each question as they often reflect the number of points required in the answer.
- (b) This question also was fairly well answered, with the majority of candidates giving the three details from the passage. Some candidates, however, showed a lack of understanding of the phrase “...su excelente ubicación geográfica...” This phrase was translated as the geography of the land, rather than the geographical location.
- (c) Most candidates answered this question correctly although this was the question that was most frequently lifted directly from the passage.
- (d) This question proved a bit problematic for candidates. It required that candidates make comparisons between Costa Rica and countries such as Colombia and Brazil. Many candidates gave information without making the necessary comparisons. Candidates also omitted the essential point of the *kilómetros cuadrados*. The responses gave the detail of *especies cada kilómetro* rather than *kilómetros cuadrados*. There was also some level of confusion with the number of species. Candidates interpreted the information that Costa Rica has *295 especies de árboles mientras que Colombia y Brasil tienen 35 y 6 especies*. The number of species per square kilometre was not understood by these candidates.
- (e) In their answers to this question, many candidates gave too few details. Many left out the fact that Costa Rica has been...*pionero y líder en la implementación de estrategias de ecoturismo*. Candidates concentrated on the number of national parks and reserves that exist in the country. Again, attention to marks allotted per question is vital when answering, as marks reflect the number of points needed.
- (f) Candidates did a good job in answering this question. Answers given were quite coherent and appropriate to the topic.

Additional Comments

- 1 Teachers are asked to encourage their students to use blue or black ink in the examination and to write legibly. In some instances candidates wrote their answers in pencil. This caused much difficulty for examiners who marked these scripts.
- 2 The final question on Passage 2 was an opinion question. Some candidates did not express their opinions adequately. In some instances they simply regurgitated information from the passage. While examiners are not looking for extensive answers, many times those that are given are too superficial. One way in which teachers could guide their students in answering this question is by telling them to make a point and support the point with some level of detail.

Section B – Essays

In this section candidates are required to write an essay in SPANISH of 250 - 300 words on one of five topics. This section tests the candidates’ ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus: “**La Ciencia y La Tecnología.**”

Candidates are expected to show organization and adequate coverage of the topic. Their essays should also include facts, ideas and opinions and be well structured. The correctness of expression is measured by how well the candidate is able to use a wide range of vocabulary and idioms, as well as demonstrate accuracy of grammatical structures. General comments on the performance by candidates of each question are given below.

Question 3. *“Todos tienen el derecho de nacer...y de morir.” ¿Qué opinas?*

Generally, candidates who attempted this question were unable to write a balanced essay. Many essays focused on euthanasia, the right to take the life of someone who has killed another person, or the right to commit suicide. The right to be born was discussed in the light of cloning and abortion. Points of view were not well developed with irrelevant facts affecting coherence. “Morir” was often interpreted as “matar”. Most candidates scored in the satisfactory category.

Question 4. *“Hasta que las enfermedades como cólera y el tuberculosis ya no maten a gente, la medicina es un fracaso.” ¿Estás de acuerdo?*

This was not a very popular choice. Those candidates who did not perform well, did not seem to understand the question nor did they have any base for their viewpoint which was often unsupported. The candidates who performed well were able to present examples of success in medical research in treating previously untreatable diseases, in spite of the fact that people still die from cholera and tuberculosis. Some candidates focused on cholera and tuberculosis and not on the failure of medicine.

Question 5. *“Los productos alimenticios modificados no son ni seguros ni útiles.” ¿Qué piensas de esta declaración?*

Many candidates chose to write on this topic. However, it proved to be quite a challenge for some of them. Candidates seemed to have contradicted themselves, maybe because of misunderstanding the use of negatives in the topic’s wording “...no son ni...ni...” The better argued essays cited examples of higher quality and abundant food production which facilitated feeding the hungry the world over. Its durability also ensures that food supplies could withstand the rigors of travel to distant lands. It was emphasized that enriched foods, even though they provided better nutrition, may have adverse effects unknown until further research is done. The vocabulary and command of the language required to score well on this topic was certainly a test for those candidates who still have not mastered the required skills.

Question 6. *“Ya no es necesario salir de casa para conocer el mundo.” ¿Estás de acuerdo?*

This was a topic that seemed familiar to many candidates and it was therefore a popular choice. On one hand, candidates simply entered into a discussion on the advantages and disadvantages of the Internet and the global village. It was explained at length how the technology was used in today’s world. Many candidates gave several examples of people being able to buy anything online, work from home, and engage in teleconferences. The use of chat rooms and MSN were also cited as reasons why it was not necessary to “leave” home. The important part of the question “para conocer el mundo” was missed by many. Although history and culture could be researched online, the better candidates concluded that experiencing real life and meeting people face to face was an appeal to the senses that the Internet did not facilitate. There were some excellent essays written on this topic with solid arguments and relevant facts.

Question 7. *“Debido al Internet, la gente sabe más y piensa menos.” ¿Qué opinas?*

This question, though simply stated, was not handled very well by candidates. Many failed to explore sufficient points and their work displayed poor organization and a misunderstanding of what was required. Candidates for the most part discussed that there is a lot that one can learn through the Internet. There was evidence that many candidates did not think through the topic. There were,

however, some brilliant essays that explored the idea of people being able to use the material supplied on the Internet to foster independent thought. Others claimed that apart from the Internet, there are reliable avenues open to man, for example, access to newspapers and television that provide enough stimulation for thought.

Additional Comments

The general performance of candidates was satisfactory. Competency with respect to grammatical correctness was very low for candidates of this level. The inability to master basic grammatical structures and a lack of adequate and appropriate vocabulary affected meaning in many cases. Teachers need to continue to encourage their students to read a wider variety of material and discuss with them all aspects pertaining to each topic. The candidates' views were very limited and this did no justice to the depth of thought the question may have required. Some time should be spent in the classroom on practising structured essays and on improving handwriting.

This year's performance showed a startling lack of grammatical proficiency, logical thinking, and skill in writing structured essays. There were too many basic and often repeated errors made, suggesting rampant carelessness. There was often literal translation into Spanish.

Examples of the more common grammatical errors made are given below:

1. Numerous spelling errors including use of double letters as. "ss", "tt" "dd"
2. Use of the infinitive after certain verbs
3. The use of the subjunctive especially after "es necesario que"
4. The negative. Excessive use of "es no" "hay no" "tiene no"
5. Accents were placed on the wrong syllable or were placed on more than one syllable of the word.
6. Gender of nouns. Switching of *el / la* with the same noun
7. Use of the preterite instead of the past participle and vice versa
8. *Por / para*
9. *Saber / conocer*
10. *Ser /Estar*
11. Agreement : subject / verb; noun / article ; noun / adjective
12. Incorrect conjugation of the irregular future, for example, "*salirá"
13. Incorrect expressions that reveal a dependence on literal translation from English:

**Son hacienda menos*

**Alto el sufrimiento*

**Derecho aquí (right here)*

**No único (not only)*

**no comprenden el nivel de tecnología usó*

**aprende mano de primera (learn first-hand)*

**muchos tiempos ("veces" required instead.)*

*- Indicates a form that is grammatically incorrect.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

This section required candidates to answer one of four questions based on the following prescribed texts: *El coronel no tiene quien le escriba*, *Chombo*, *El llano en llamas*, *La lluvia amarilla*. Candidates were required to read a literary extract and comment on character, plot, setting and simple literary techniques.

Question 1. *El coronel no tiene quien le escriba*

This passage was attempted by 58 per cent of the candidates. It was generally well answered and provided a mean score of 10 out of a possible 16 marks.

- (a) Some candidates misinterpreted the question. Some answers were very limited and only stated that the clock was ‘old’ like the colonel. Very few candidates mentioned that the clock, like the colonel, was controlled by the curfew bell.
- (b) This question was generally well answered. Most candidates understood that it was an act of desperation, with quite a few mentioning it as an act of survival. Candidates also indicated that the wedding rings were sacred, thus suggesting that to sell them was an act of desperation.
- (c) Most candidates indicated that the colonel was proud. They correctly explained that he did not want people in the town to know of their economic situation.
- (d) The majority of candidates who attempted this question answered this part well. They were able to recognize that the wife was frustrated and angry and was merely attempting to alleviate their situation.

Question 2. *Chombo*

This passage was not popular among the candidates and was also poorly answered by them. Very few candidates were even able to identify the main theme of discrimination in the extract and thus answered the questions inappropriately.

Question 3. *El llano en llamas*

This passage was attempted by 28 per cent of the candidates with the majority of them not being able score as many as 8 marks out of a possible 16 marks.

- (a) A few candidates still do not understand narrative perspective and so gave a summary of the extract instead of answering the question. Those who managed to explain narrative perspective did not realize that the narrator was third person and omniscient. The majority of candidates stated that he was a first person narrator because of the father’s monologue. Some indicated that there were two narrators – third and first person.
- (b)(i) This question was generally well done. Candidates understood that he was bad, ungrateful, and violent. These points were well supported from the extract.
- (b)(ii) Very few candidates stated that the characterization is indirect. Most candidates understood that we see the son’s character through the father’s words. A few candidates stated that his character is seen through his actions.

- (c) This question proved challenging for the majority of candidates. They did not state that language is used to create the element of uncertainty. Most stated that the questions that the son did not answer were used to show this uncertainty. Few candidates mentioned the darkness of the setting as an indication of uncertainty.
- (d) Candidates generally performed poorly on this question. Irrelevant themes were used. Those who managed to identify the correct theme did not explain it adequately and made reference to the rest of the compilation for support rather than the extract itself.

Question 4. *La lluvia amarilla*

This passage was attempted by 14 per cent of the candidates. The marks of most candidates ranged between 6 and 9.

- (a) A number of candidates stated that the sun brings a new beginning. Not many candidates were able to recognize that it revealed the decay or the growing insanity of the protagonist. Responses demonstrated a literal interpretation of the significance of the snow.
- (b) Most candidates recognised that personification was a possible literary device used, but explanations were lacking in depth. Many candidates gave a definition of personification but did not relate it to the extract. Few candidates recognised it as a metaphor, and when they did, were unable to provide the appropriate justification.
- (c) Candidates generally repeated the information from the quotation and did not adequately explain the images used. Very few mentioned that the imagery was post war and most mentioned that solitude and abandonment were central examples of imagery in the extract.
- (d) The majority of candidates who answered this question used solitude and abandonment as opposed to decay and ruin. Adequate examples were given.

General Comments

- Many candidates allowed their knowledge of the text to interfere with their analysis of the extract and presented references from the text in inappropriate circumstances.
- Teachers should be reminded to give students sufficient practice in literary analysis (including identification of literary devices, narrative technique, narrative point of view, ambiance/setting, plot and types of characterization).
- Candidates should be able to justify their responses with references to the extract before them.
- These passages are not reading comprehension exercises and therefore literary analysis is a requirement, not merely comprehension.
- There is the tendency among candidates to identify third person narrators as omniscient narrators, when this may not in fact be so. Candidates should be exposed to a variety of narrative techniques over their course of study to be better equipped with the skill in identifying these nuances in narration.

- Teachers are reminded that in Unit Two, at least one question will relate in some way to the story or text as a whole.

Section B – Themes

Candidates were required to choose one essay topic from the thematic areas: “Conflictos políticos y sociales en Hispanoamérica”, for which the prescribed texts were *El coronel no tiene quien le escriba* and *Chombo*, and “La vida rural” with prescribed texts *La lluvia amarilla* and *El llano en llamas*. They were required to write an essay of 350 - 400 words on the topic chosen.

Examiners were looking for essays that were well structured, relevant to the question, thoughtful and balanced. The best candidates showed that they were well acquainted with the content, characters and events of the novel. They were focused on the main points of the question, and showed not merely knowledge and comprehension, but the ability to apply the same to the question through careful analysis, synthesis and their own evaluation/interpretation.

Candidates’ performance on this section of the examination was considered satisfactory.

Question 5. “Discrimination prevents an individual from achieving his/her full potential.” Discuss.

Candidates who used *El coronel* to answer this question soon found themselves in difficulties as it is a serious challenge to construct a decent essay on this topic about a man who is approximately 75 years old. Although the Colonel does appear to be experiencing a kind of political discrimination, the novel is really about political repression and the devastating effect that it can have on an elderly couple, and by extension many other members of the society.

On the other hand, candidates who used *Chombo* to answer this question stood on much firmer ground and were able to make many relevant points. For instance, they could have agreed with the proposition in the question and for which there are many examples:

Social and ethnic discrimination - different pay scales for the same work
Gold Roll- Silver Roll/ differing treatment of white and black workers in the hospital
Denial of educational and employment opportunities to ‘afro-antillanos’
Victimization and lack of recourse to justice/stereotypical responses to outsiders.

They could have disagreed by showing the indomitable spirit of the ‘afro-antillanos’ and their refusal to buckle under this pressure, and in fact succeed despite all the odds. Many candidates gave examples of Lito and his siblings; Luisa, and the turning of the tables that occurs in the train towards the end of the novel.

Question 6. “To survive socio-political conflicts successfully one has to be opportunistic.” Discuss

El coronel was the obvious reference book in order to answer this question. The better essays showed that the candidates understood the key words in the question, *to survive ...successfully* and *opportunistic*. A number of candidates began writing about opportunism, but then slipped into optimism, which is another of the sub-themes of the book, and the Colonel’s outstanding character trait. Unfortunately, this threw them off track and many of these remarks were irrelevant to the question. There are characters to whom the question applies, the obvious ones being Don Sabas and the Mayor, but there is also the Doctor, who is ‘*medio revolucionario*’ and who, although he is doing quite well economically, does not need to stoop to corruption and exploitation, and who is positively generous towards the Colonel and his wife. A number of candidates pointed to the lawyer as an opportunist, but if he is, he is a very unsuccessful one as is made evident by various examples in the novel.

Question 7. “The individual who lives in the countryside resembles the environment.” Discuss.

This seems to have been quite a challenging question and many candidates seemed to have difficulty ordering their thinking about it. Many candidates focused their essays on the environment, but did not discuss how individuals resembled this environment. Most candidates focused on the physical environment, while a few mentioned aspects of the environment caused by people, for example, violence, exploitation and extreme poverty.

There is always the suspicion that candidates have not read the entire text '*El llano en llamas*' because, regardless of the question asked, the same stories are referred to by candidates - ("*Nos han dado la tierra*" / "*La cuesta de las Comadres*" / "*Es que somos muy pobres*" / "*Macario*".) While some decent points can be scored using these stories there are also the very relevant "*Luvina*" and, "*El hombre*", in which violence and revenge turn two men into predator and prey, hunter and hunted, and '*El llano en llamas*' in which years of poverty and exploitation turn into an orgy of destruction.

A number of candidates ascribed human qualities to the environment and then tried to make a link with the human characters. In "*Nos han dado la tierra*", the land is poor and stripped bare. Hence, the men are poor and stripped of their horses and rifles. Candidates need to be careful in their choice of stories to answer a question. Knowing all of the stories ensures that one can choose the best examples to support one's argument and not try to forcibly make a story applicable even if it is not.

Question 8. “The peace and solitude of rural life are beneficial to the rural inhabitant.” Discuss.

Many candidates used *El llano en llamas*, but *La lluvia amarilla* was more appropriate for this essay. This essay also required a balanced approach on the part of the candidate, as rural life as presented in the texts studied has its pros and cons. Many candidates who referred to *El llano* failed to adequately address the issues of peace and solitude, merely regurgitating the plot of the stories and failing to show how rural life was beneficial, if indeed it was, and to whom.

Comments and Recommendations

1. Summarizing and story telling will not be rewarded. Examiners are already familiar with the texts. Analysis should be the candidate's aim.
2. Candidates must adhere to the word limit. Some scripts were thousands of words long, and while they may have contained many valid and relevant points, Examiners do not read beyond 450 words at the most.
3. Candidates must be concise, succinct and to the point. Some introductions were extremely long, rambling, unnecessary and containing irrelevant material. Handwriting should be legible.
4. Quotations should be short, relevant and **complete**. Candidates must avoid referring to the first three words and last three words of a quote, and citing page and edition. Also, accuracy of quotes is vital. Candidates must be familiar with the whole of *El llano en llamas*. While it contains 17 stories many of them are very short.
5. A couple of cases of plagiarism were noted; where candidates had quoted word for word from the Introduction to the Manchester University Press edition of *El coronel no tiene quien le escriba*.
6. Spelling, grammar and punctuation in some cases are still cause for concern.

Paper 04 – Internal Assessment

This paper requires candidates to (i) make an oral presentation on their topic of choice within the framework of the three modules, (ii) engage in conversation with the Examiner on the topic, as well as on current issues.

Irregularities

Inclusion of written assignments - Teachers are reminded that there is no longer a written component to the internal assessment. There was at least one instance of a centre that submitted folders with written assignments along with the oral samples.

Use of microcassettes - Once again teachers are reminded to desist from using microcassettes to record students' work as these cannot be moderated by CXC Examiners.

Poor quality of recordings - Teachers are reminded to check the quality of the recordings before submitting them to CXC for moderation.

Rewinding of cassettes - The general tendency on the part of teachers was to submit cassettes instead of CDs. Unfortunately several cassettes became unravelled thereby resulting in the slowing down of the moderation process.

Discrepancies in marks - In addition to samples where teachers were too severe or too lenient in their marking, Moderators had to address situations from schools where candidates' marks had to be lowered significantly. At one centre the conversation between the teacher and candidates lasted a total of two minutes instead of ten to twelve minutes. Teachers are reminded to follow closely the guidelines given by CXC for conducting the Internal Assessment.

Prepared Topic

Quite a few candidates achieved high scores in this section of the Internal Assessment showing quite clearly that they had done the necessary research on their topic of choice and were comfortable with the presentation that they had to make. Topics were chosen from all three modules.

Topic Conversation

Generally appropriate questions were asked. Some candidates gave impressive performances where they were able to defend their views on the issues raised. Others, while they showed understanding of the questions asked, were often unable to sustain discussion beyond a few words.

General Conversation

Questions asked by the teachers were generally relevant and well chosen. However, in some cases, teachers asked questions that were better suited to the CSEC oral examination. Such questions did not allow candidates much room for elaboration. Candidates also need to ask more questions of the examiners in order to carry on the conversation.

Notes for Teachers

- (1) Remember to put your initials on the Moderation Sheet.
- (2) Do not use fractional marks in the conversation columns.
- (3) Put marks as required in **ALL** sections of the Moderation Sheet.
- (4) Submit recordings on standard-sized cassettes or CDs and **NOT** on microcassettes.
- (5) Add marks correctly.
- (6) Adhere to the stipulated time of the examination in fairness to all candidates.
- (7) Submit **ONLY** five samples per school.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2010**

SPANISH

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GENERAL COMMENTS

Candidate performance improved on both units of this year's examination. In Unit 1, this improvement in performance was seen on all the papers and modules. In Unit 2, improvement was seen on all the papers and modules with the exception of Paper 02.

DETAILED COMMENTS

UNIT 1

Paper 01 – Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. The selections were in Spanish, but questions and responses were in English. The topics were set in line with the modules of the syllabus, as well as with the candidates' experiences in their age range. Overall performance was satisfactory.

Section A – Short Selections

Selection 1

This selection compared a large market in Madrid, Spain, with a small market in Guatemala. Candidates were supposed to (a) identify the two locations, (b) mention three articles sold at each market and (c) indicate days and time of their operations. Performance was generally excellent.

For Part (a), most candidates were able to identify the two locations. For Part (b), many candidates wrote games instead of toys, indicating misunderstanding of the word *juguete*. Other common incorrect responses included 'slippers', instead of 'shoes', 'dresses' instead of 'clothing', 'sporting goods and medicines' instead of 'medicinal herbs'.

For Part (c), a significant number of candidates wrote that the market was open for 'two hours' or 'from 2 p.m.' instead of 'until 2 p.m.' Also, several wrote that the Chichicastenango market was open from 'Thursday to Sunday' or 'Saturdays and Wednesdays'.

Selection 2

This selection dealt with the significance of a girl attaining the age of 15 in Mexico. Candidates had to respond to questions on (a) the significance of turning 15, (b) how this is celebrated and who celebrates, (c) what was specific to celebrations in small towns and (d) how celebrations in small towns are different from those in big towns. Performance was generally good.

The majority of candidates correctly answered Part (a). For Part (b) (i), many of the responses stated that there was a dance/celebration at the church. Many answers also mentioned only one activity: either the church mass or the dance instead of both of these activities. For Part (b) (ii), almost all candidates answered correctly.

With respect to Part (c), several candidates duplicated responses given for Part (b) (i). Other common incorrect responses included 'the party was at the verandah', 'they walked behind the church', and 'they drove to the party'. Candidates did not realize that emphasis should have been placed on the manner in which the girl got to the party.

For Part (d), many candidates hazarded educated guesses. Stereotypes of countryside activities were mentioned. For example, candidates wrote ‘more family and friends were able to come to celebrate’, ‘country persons do not celebrate as much as city folk’, ‘persons in the city do not have church celebrations’, ‘persons in the city go to the cinema’, ‘in the city the party is a further distance than in the small towns’, ‘they have courts in small towns’ the latter a misinterpretation of the phrase *un corto viaje*.

Selection 3

This selection was on the Ministry of the Environment in Peru putting in place a penal code for persons who harm the environment. Candidates were supposed to tick four correct sentences which related to the selection from among six that were given. Some candidates did not tick four responses as required. By ticking five or six responses they lost marks. Others wrote ‘T’ or ‘F’ instead of ticking. This is a clear indication that the instructions were not properly read and followed. However, performance was still good.

Selection 4

This selection focused on the reaction of the non-governmental organization, Greenpeace, towards the policy of the Spanish government on projects affecting the environment.

Generally, candidates were very vague in their responses to the questions asked on this selection.

For Part (a), many correct responses were given. However, common incorrect answers included ‘it was a good year for the environment’, ‘it was a polluted year’, and ‘it was the year of the environment’.

With respect to Part (b), in many cases candidates wrote the answer for Part (c) instead. Quite a few candidates read the words ‘positive aspect’ in the question and tweaked their responses to reflect positive environmental activities. For example, they wrote ‘various projects that aid the environment were held’, when they should have responded that ‘environmentally harmful urban projects were stopped’.

For Part (c), very few candidates responded correctly. Many seemed not to understand *cierre* so they did not fully understand that there was no plan to close nuclear plants. It was obvious that candidates did not understand this part of the extract properly so their responses were very generalized for example, ‘loss of nutrients in the environment’. In addition, *potencia* was interpreted as ‘potency’ rather than ‘power’ in many cases.

Part (d) also was not very well done by candidates whose responses included ‘change political climate’ and ‘must use political force’.

Selection 5

This selection looked at volcanic activity in the Andes region. Candidates were required to (a) state the location of a specific volcano, (b) indicate how many earthquakes were registered and how they were described, (c) give two other details of volcanic activity, and (d) outline the pattern of activity since 1999. Performance was generally in the ‘satisfactory’ range.

For Part (a), while there were a number of candidates who gave the correct response, many only gained half the marks by giving ‘The centre of Ecuador’ as the response. Of note was the inability of many candidates to correctly spell ‘Ecuador’.

With respect to Part (b), a few candidates responded correctly that there were nine earthquakes, while most said there were 24. However, few candidates used the correct adjectives ‘long’ and ‘light/mild’ to describe the earthquakes. *Leve* was not generally understood.

For Part (c), the majority of candidates were able to provide two details, but a surprising number of them referred to ‘acid/acidity’ regarding volcanic activity.

For Part (d), a significant number of candidates mentioned that volcanic activity was calm, but few mentioned the alternating pattern of high volcanic activity followed by periods of calm. A small number of candidates misinterpreted ‘patterns’ and referred to ‘paths’.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Dr Romero Rodríguez, Uruguayan historian and expert on slavery in the Latin American and Caribbean context. Performance was, in the main, satisfactory.

Part 1

For Part (a), many candidates correctly responded that the doctor spent his life defending the rights of blacks in Uruguay. However, several said he was defending a black ‘town’ or ‘village’. This indicates their mistranslation of the word *pueblo*. Others, however, did not mention Uruguay. In addition, many candidates overcompensated by including information that was not required.

Part (b) required candidates to explain why Dr Rodríguez says that there is a need to get to know the history of his people. This question was not well done. Most candidates lifted parts of the dialogue that had little relevance to the question. Many also referred to ‘American medicine/medical’ which had no relevance to the question. Additionally, several misinterpreted the doctor’s reference to (Latin) America to mean (North) America.

For Part (c), candidates had to respond to a question that asked what it is that many young people of African descent do not realize about their roots. This was, by far, the part where candidates performed the worst. Only a small number responded that the African continent was the place where humanity originated. The term *género humano* caused many candidates to write about the continent being the source of ‘the general hand’, ‘Roman genes’ ‘Roman Empire/Civilization’, ‘hand gender’, ‘Germans’, ‘human gender’, and ‘Roman hand’. Candidates must be reminded that their answers must make sense and be related to the context of the selection.

For Part (d), most candidates only provided one of the two correct responses to the question on who defined people of African descent as ‘Blacks’. The word ‘colonizers’ was given in most cases as ‘colonists’. Other candidates simply wrote the Spanish word *colonizadores*, gaining no marks for this response. Only a limited number wrote ‘slave masters’ as the other correct response.

Part 2

Part (e) asked candidates to indicate what Dr Rodríguez says about political division in Africa. This part was well done for the most part, although some candidates wrote ‘colonism’ instead of ‘colonialism’.

Part (f) asked of Dr Rodríguez’ suggestions as the alternative ways of classifying the origins of African descendants. While elements of the correct response were generally provided, sentence structure left much to be desired; for example, ‘they must be classified based on linguistic and ethnical’. A large number of candidates used ‘linguists’ and ‘ethics’ as the two classifications instead of ‘linguistic and ethnic groups’.

Most candidates responded correctly to Part (g) on the links made between slavery and racism and racism and poverty, and to Part (h) on three areas where evidence of African influence in culture is noticeable.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond to the material in English to questions asked in English. For Passage 2, the questions were in Spanish and candidates were to respond in Spanish.

Passage 1 – *El secreto de la felicidad*

This was a compulsory question which tested candidates’ ability to understand a passage in contemporary Spanish based on a topic of interest. Questions (a)–(f) required candidates to respond in English to questions asked in English. Questions (g)–(k) required candidates to provide synonyms taken from the passage for the items presented.

Overall, performance on this question can be deemed as fair as 52 per cent of candidates scored at least 15 out of the maximum 24 marks.

Some candidates were able to give the correct response for Part (a). However, a sizeable percentage was not familiar with the word *dueño* and as a result was unable to correctly answer the question. Many candidates misinterpreted the information and stated that Jean Pierre is part of an exclusive club because he was a rich rock star.

On the other hand, Part (b) was well done by most candidates. A fair number were able to score the full five marks allotted for describing how Jean Pierre is different from rich businessmen, royalty and rock stars. However, because there was misinterpretation of Jean Pierre’s status, many candidates omitted the fact that he was poor, thereby not earning the full marks. There was a high level of mistranslation of the word *plata*. Some candidates used it to mean silver, and to a far lesser extent, it was also translated as ‘plate’.

Part (c) was also fairly well handled by many candidates. However, there was some confusion with the issue of Jean Pierre’s family making do with what they have. Some candidates talked about Jean Pierre’s family selling their cow and buying kerosene without mentioning how this

relates to their happiness. There were also many candidates who did not know the meaning of the word *jabón*, translating it to mean ‘ham’.

There was almost universal success in candidates’ responses to Part (d). Most candidates were able to state that Vanuatu has repeatedly been recognized as the happiest country in the world. Some candidates, however, who simply stated that Vanuatu is a happy country were not awarded full marks.

For Part (e) (i), most candidates were able to identify that the key to happiness was money. However, there was some confusion in the answering of Part (e) (ii). It was evident from the responses that candidates did not know the meaning of ironical. As a result, the responses were very clumsily stated. Very few candidates linked happiness to the fact that people in Vanuatu did not have money so they did not worry about it. Only a few candidates were able to give coherent responses to this question.

The responses for Part (f) indicated that most candidates were able to understand the information in the passage. Some candidates, however, had problems with the expression *ausencia general de materialismo*. Some candidates simply wrote the exact words from the passage, that is, the Spanish version, while some wrote that ‘general materialism’ was important. Many candidates failed to observe that this question had two parts and failed to say how the elements they listed were reflected in the John family. This resulted in only two of the four marks being allotted.

Parts (g)–(k), the synonyms section, proved somewhat problematic for candidates. The average mark scored for this section was three out of the total of five. Candidates need to be reminded to use the context of the word when searching for the synonyms.

Passage 2 – Tala amenaza a tribu aislada

The questions posed on this passage presented challenges to many candidates. The major problem was that candidates disregarded the instruction to respond in their own words. A significant number of candidates took their answers directly from the passage, and as a result they lost considerable marks. Also, too many responses were weak in terms of expression and grammar, specifically in the use of tenses, subject-verb agreement and vocabulary usage.

This passage seemed more problematic for candidates than Passage 1.

For Part (a), the correct answer was given by most candidates. Unfortunately it was lifted directly from the passage, with no attempt made by candidates to put it in their own words.

The responses of candidates for Part (b) seemed to be general miscomprehension of the material. Many candidates attempted to deal with this by simply copying the second paragraph as their answer. Many candidates even copied the third paragraph as part of their response.

Again, significant lifting of material was seen in the responses for Part (c). Very few candidates attempted to put the information in their own words. However, for Part (d), while some candidates were able to identify that a tribe may become extinct, many failed to include what the consequences would be for Paraguay, as stated in the passage.

Part (e) (i) was generally well answered, with most candidates indicating that members of the tribe would have to seek jobs with the company. Again, many candidates simply repeated verbatim what was in the passage.

For Part (e) (ii), only a few candidates were able to say why it was necessary for the members of the tribe to seek jobs with the company.

Part (f) (i) required that candidates provide their opinions in a coherent manner. Because of the challenge of comprehension of the question itself, a fair number of candidates simply copied information from the passage. Some candidates attempted to answer by simply writing points, some of which were irrelevant to the topic of deforestation in one's country. Quite a few candidates insisted in their responses that their countries were not affected by deforestation. However, they did not offer any explanation. While these responses were considered, full marks could not be allotted because no level of detail was provided.

Comments

The final question for Passage 2 is usually an opinion question. Too many candidates simply use the information from the passage, some even copying entire sentences. In most cases, the question requires that candidates write about issues that are not already mentioned in the passage. Some candidates are not expressing their opinions adequately. While examiners are not looking for extensive answers, many times those that are given are too superficial. One way in which teachers could guide their students in answering this question is by telling them to make a point and support the point with some level of detail.

Section B – Essays

In this section candidates are required to write an essay, in Spanish, of 250–300 words, on one of five topics. The section tests candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Students are evaluated on content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures). Performance was satisfactory.

Question 3

Los problemas del VIH y el SIDA no terminarán porque la gente nunca va a cambiar sus actitudes. ¿Estás de acuerdo?

This was the second most popular choice among candidates. Responses drew reference to the fact that because of people's sexual promiscuity, the disease will not be eradicated. The lack of education of the public, the poor use of protection and even exposure to some television shows were reasons advanced to explain why people contracted AIDS. A change in attitudes, however, was not widely explored.

Question 4

Los gobiernos tienen la responsabilidad de proveer casas para sus ciudadanos. Discute.

Seven per cent of the candidates attempted this question. Valid points were put forward in favour of both sides of the argument although many could not justify whether or not the government

should make housing free of charge or available for purchase. The question was understood by those who attempted it but there was a lack of structure, vocabulary, organization and coverage.

Question 5

Los programas de televisión norteamericanos han afectado negativamente a los jóvenes caribeños. Comenta.

This was the most popular question, attempted by 72 per cent of the candidates. Candidates discussed the negative impact of North American television programmes on the youths of the Caribbean but also pointed out many positive programmes that were educational. Many responses focused on violence and pornography on television and the negative effects on the youths who acted out the behaviour in real life. Apart from a lack of basic grammatical structures, spelling was also a common error. Many words were invented and literal translations of idiomatic expressions used at will. Candidates could not render the object pronoun ‘them’ as well as recognize the difference between the adjective and noun form for the words ‘Caribbean’ and ‘North America/North American’.

Other common errors made by candidates were:

- *No escuchan los* / they do not listen to them *han afectado los* / have affected them
- *Algunos no ha* / some do not have *con no informacion* / with no information
- *A gordo* / too fat *yo sere discutir* / I will be discussing
- *En la Caribena* / In the Caribbean *la vida en Norteamericano* / Life in North America
- *Es no* / it is not *tienen no* / do not have

Question 6

El narcotráfico es una de las maneras más rápidas de asegurar el desarrollo de un país. Discute.

This question was not very popular and accounted for seven per cent of the responses. Some candidates misunderstood the question and merely discussed the negative effects of drug trafficking without linking it to assuring the development of the country. The word *asegurar* seemed to have confused many candidates.

Question 7

Si los padres educan bien a sus niños en casa se verá un mejoramiento en las relaciones raciales. ¿Estás de acuerdo?

This was the least popular of the essay questions and was selected by three per cent of the candidates. Most of them understood the question but some limited their discussion to the fact that children who were of mixed race were able to better understand about different races and therefore this led to an improvement in race relations. Others expressed the view that agencies in society, for example, the school, church and the government should play their part. As with all other questions, candidates were unable to score in the higher range under grammar and expression.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In this section, candidates were required to answer questions from one of four extracts, for which the prescribed texts were *Felices Días*, *Tío Sergio*, three short stories from the collection *17 Narradoras Latinoamericanas*, *Crónica de una muerte anunciada* and *La familia de Pascual Duarte*. Candidates were required to comment on character, plot, setting and simple literary techniques. Performance was generally less than satisfactory.

Question 2, on *17 Narradoras Latinoamericanas*, and Question 3, on *Crónica de una muerte anunciada*, were the most popular choices. Fifty-eight per cent of candidates responded to Question 2 while a further eighteen per cent answered Question 3.

Question 1

Felices Días, Tío Sergio

This question was selected by ten per cent of the candidates.

In relating the plot of the excerpt, Part (a), candidates did not pick up the element of surprise, but generally recognized that dancing is never done in the family. The contrast between the title of the music and the melody was not identified. Many candidates thought that the ‘Mama’ referred to was the narrator’s mother. There was little focus on details.

Most candidates scored at least two of the four marks on Part (b) because they simply characterized Tío Sergio as a happy person. Few candidates indicated that his mother was occupied with her chores when he started dancing with her.

Performance on Part (c) (i) was generally good. Candidates mentioned the absence of dancing and the narrator’s surprise. In Part (c) (ii), which was also well done, most candidates recognized the difference between the song and the family.

In explaining the effect that the specific scene in the second paragraph had on the narrator, Part (d), candidates mainly stated surprise, but not necessarily *maravillada/encantada*. The jealousy felt by the narrator was identified by few candidates. As a result, most scored only half of the marks. Some candidates also wrote *alegre/contenta* instead of *encantada*.

Question 2

17 Narradoras Latinoamericanas

This question was selected by 59 per cent of candidates.

Part (a) was fairly well handled even though there was some reference to the entire story as opposed to relating the *plot of the extract*. Some candidates thought the letters came from the Uncle. Most scored full marks on this question.

For Part (b), many candidates recognized that the narrative point of view in the excerpt was that of third person narrator. However, there appeared to be some confusion over terms. Some candidates wrote that it was the third person limited, on the grounds that nothing is seen of Luis. *Omnipresente* appeared several times.

Few candidates scored the maximum four marks on Part (c). Most candidates got the idea of freedom from boredom at the convent. Candidates generally did not realize that Analía was able to use her imagination to experience new things. Many wrote that the letters were a sign of hope, happiness or love.

With respect to Part (d), the term *narradora* misled some candidates, yet they were still able to score marks by considering either protagonist or narrator. One candidate rightfully explained that the narrator could not be characterized because she was simply narrating the story. Many candidates described Analía as profound, intelligent, wise, mature and not superficial. If candidates tried to deal with the narrator, they were able to say that she was third person, omniscient and objective.

Question 3

Crónica de una Muerte Anunciada

This question was selected by 18 per cent of candidates.

For Part (a), most candidates did not understand that *honor* is a private matter, and simply said that people did not want to get involved. There was generally poor performance on this part with many candidates earning just two marks out of the maximum four.

Part (b) was also not well answered. A lot of irrelevant information was provided. General information from the text was provided leading to the award of no mark. Candidates did not capture that the cause of anxiety was the crime. A few candidates recognized guilt and remorse, but did not say that people's lives had changed.

For Part (c), very few candidates indicated *narrador testigo* as the narrative point of view, although some wrote *narrador investigador*. Candidates stated either first or third person narrator but not both. Many wrongfully stated that the narrator was omniscient. Few candidates indicated that the narrator participates in the story.

In responding to Part (d), the most popular example given by candidates was *esclarecer misterios*. In addition, explanations were not well done, or the explanation was given, but not the phrase to which it seemed to refer.

Students need to be taught about the *narrator* of this story, because sometimes it is a first person and sometimes a third person. Teachers need to review what is meant by ‘point of view’.

Question 4

La Familia de Pascual Duarte

This question was selected by 13 per cent of candidates.

Most candidates were unable to relate the plot of the excerpt, Part (a). Their relating of the plot was poorly done, suggesting a lack of comprehension on their part. The main response was that Pascual was going to kill someone (either his wife or himself).

Part (b) was also poorly done. Candidates did not understand the word *presagio*.

Candidates who attempted this excerpt scored most of their marks on Part (c). Most of them knew it was a first person narrator, and that it was Pascual’s point of view.

For Part (d), candidates did not understand *ambiente* and some talked about the physical setting. However, many candidates did not know the difference between (physical) setting and ambience/atmosphere.

Comments

- Teachers need to revisit and give more practice in outlining the plot.
- Candidates need to focus on the main events of a passage, and leave analysis for later.
- Candidates need to be taught to differentiate between characterization and emotion (*Felices Días, Tío Sergio*).
- Candidates need to explain their points better or use appropriate citations.
- Students need to recognize the usefulness of the dictionary they are allowed to carry into the exam.
- No English is allowed for Section A.
- The language candidates used in their answers was generally poor.

Section B – Themes

Candidates were required to write one essay, of 350–400 words, in English, based on one of two themes: (i) *La juventud*, for which the prescribed texts were *Felices Días, Tío Sergio*, and three short stories from the collection *17 Narradoras Latinoamericanas*, and (ii) *El individuo y la sociedad*, with prescribed texts *Crónica de una Muerte Anunciada* and *La familia de Pascual Duarte*. Candidates' performance on this section was satisfactory.

Question 5

‘Adults and adolescents live in two separate worlds. It is impossible to bring them together.’ Discuss.

Some candidates failed to distinguish the ‘two separate worlds’ (physical, emotional, experiential) mentioned in the question in their responses. Some did not attempt the second part

of the question. Candidates who used *17 Narradoras Latinoamericanas* in their response had difficulty as only *Cartas de amor traicionado* was truly applicable to the question. In *Felices Días, Tío Sergio* we do see a situation in which these two worlds overlap for a time. Overall, performance was satisfactory.

Question 6

‘One is most idealistic during youth.’ Do you agree?

Many candidates misinterpreted or failed to identify the meaning of the term ‘idealistic’ (seeing or hoping for the best in a person or situation; opposite of cynical, realistic), and so could not have written an excellent response. Candidates who attempted this option did not perform as well as those who attempted Question 5.

Question 7

‘It is society which limits the freedom of the individual.’ Do you agree?

This was the most popular question and there were several commendable scripts. Some candidates' responses reflected practice of essays dealing with ‘marginalization’ and ‘destiny’ which were tested in prior examinations and were not evaluated in this year's examination. Some essays would have remained more focused if the candidates had briefly defined their understanding of society and freedom. In many cases, little reference was made to the individual's choices. This was the best answered of the essay questions.

Question 8

‘One crime leads to another.’ Discuss.

Some candidates merely provided a list of crimes committed by Pascual Duarte without establishing how or why each crime was provoked and how one crime/murder led to another. Performance was satisfactory.

Comments

- In far too many cases, candidates did not adhere to the word limit (350–400 words).
- Some candidates made poor question choices and answered a question that was not the best one for the book they had prepared.
- Some candidates wrote general essays without drawing reference to any of the prescribed texts.
- Some scripts revealed that candidates studied the English translation of the texts, as citations, names of characters and the titles were written in English.
- A number of scripts showed that candidates were familiar with the text at the level of comprehension but were unable to deal analytically with the issues.

- Some candidates merely agreed or disagreed with the question and made no attempt to produce a counter-argument.
- A few candidates wrote on texts that were NOT on the prescribed list, for example, *La casa de Bernarda Alba*. They were penalized.
- A few candidates used texts from Unit 2 to respond to questions on Unit 1, for example, *El coronel no tiene quien le escriba*. They were penalized.
- Some scripts were padded with very lengthy citations thereby limiting analysis.
- Some essays were mere summaries of the texts with limited relevance to the questions asked.
- In a few cases, candidates used the same text to respond to both sections of the exam. They were penalized.

UNIT 2

Paper 01 – Listening Comprehension

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. The selections were in Spanish, but questions and responses were in English. The topics were set in line with the modules of the syllabus as well as with the candidates' experiences in their age range. Overall, performance was satisfactory.

Section A – Short Selections

Selection 1

This selection focused on a study on poverty that was carried out by the National Institute of Statistics in Costa Rica. Candidates were supposed to (a) identify the body responsible for the study, (b) indicate the focus of the study and which group was studied (c) state where the study was carried out, (d) describe the situation under which the subjects lived, (e) state the number of university students in the particular country and (f) mention how individuals feel about living in such conditions. Performance was generally satisfactory.

Part (a) was generally well done, but there were some candidates who wrote Institute of National Statistics instead of National Institute of Statistics. Others wrote International Institute of Statistics.

For Part (b) (i), many candidates gave long definitions of poverty or the circumstances under which poor people live. Very few gave the word 'poverty' as their response. The correct answer for Part (b) (ii) was given by most candidates. However, it must be noted that some responded only to Part (b) (i) and not to Part b (ii).

Most candidates answered Part (c) correctly, identifying Costa Rica as the place where the study was carried out. Candidates generally answered Part (d) correctly, but some variations included 'poverty', 'poor people' and other definitions of poverty.

For Part (e), many candidates responded correctly, but there was a surprising number of candidates who interpreted *mil* as million. Other common responses included ‘22’, ‘156000’ and ‘150000’.

Many candidates gave only partial responses for Part (f) on how individuals feel about living in such conditions. Many wrote about the sacrifices that are made, but only few mentioned that being poor was not necessarily an obstacle.

Selection 2

This selection looked at different aspects of soap operas. Overall performance was satisfactory.

Part (a) enquired of the length of time that soap operas existed. Correct responses were common, but other popular, though incorrect, responses included ‘mid-centuries’, ‘middle ages’, ‘medieval times’ and ‘thousands of centuries’.

Many candidates gave long-winded responses to the question on who generally watch the soap operas, Part (b). Various responses included ‘housewives’, ‘men and women in love’, and ‘women all over the world’.

For Part (c), while many candidates understood that the plot was usually about a young girl who suffered, several of them assumed that she suffered until she found wealth, instead of love.

Many candidates did not know that the shows originated in Cuba, Part (d). Common answers included ‘America’, ‘Europe’ and ‘Couva’.

Part (e), on the popularity of the genre, posed a challenge for several candidates. They were able to mention the correct countries but their responses did not necessarily answer the question. Many candidates failed to include the ‘Middle East’ in their response.

Selection 3

This selection looked at how the financial crisis affected the price of crude oil in two Latin American countries. Performance was relatively good.

For Part (a), for which candidates simply had to state that the financial crisis affected the price of crude, most responses were correct. Almost all candidates correctly identified Venezuela and Mexico as the Latin American countries which produced the most oil, as the answer to Part (b).

For Part (c), most candidates were not able to provide a correct response to the question of what these countries do on a yearly basis. Many candidates wrote that the governments had to ‘*proportionate*’ the income.

Many candidates were unable to correctly respond to Part (d) on what would happen in the two countries if the price of oil falls too low. Many candidates wrote that the governments would have to sell more gas.

Selection 4

This selection looked at blogging and its benefits, including as a means of increasing one's income. Candidates seemed to have difficulty with this selection. Performance was less than satisfactory.

Part (a), which asked for one question that some people may sometimes consider, was generally well answered by candidates.

For Part (b), while many candidates said that blogging was lucrative, they failed to say why. Some said that people can make money in 'complete time' (as a translation for '*hace ingresos a tiempo completo*').

Part (c) required candidates to indicate what one must be able to do to be successful at blogging. Only a small fraction of candidates gave completely correct responses, for instance, being able to write quality blogs. Many wrote that one should be able to write well or one should have access to the web.

Candidates understood that increased income could be a benefit of blogging for Part (d) but most did not understand 'visibility' as another benefit. Common responses included 'civility/civilization/sensibility would be increased'.

Selection 5

This selection focused on how the decline in demand for ethanol and sugar has affected sugar cane cultivation in Brazil. Candidates were supposed to tick four correct sentences which related to the selection from among seven that were given. Some candidates did not tick four responses as required. By ticking five or six responses, they lost marks. However, performance was still good.

Section B – Extended Interview

Selection 6

The sixth selection was an interview on cloning with Dr Sánchez. Performance was relatively good.

Part 1

Part (a), which required candidates to state the special announcement made by Dr Sánchez' company, was well responded to by candidates. There were some, however, who lost a mark for not mentioning that it was a 'human embryo' used.

There were many correct responses for Part (b), on what is a clone. Nevertheless, an alarming number of candidates combined the answers for Part (b) and Part (c), so that in responding to Part (c), they either repeated the answer or wrote something that was completely irrelevant.

Most candidates provided favourable responses to the primary purpose for cloning humans, Part (d). For Part (e), many candidates were unable to name three parts of the body from which the

cells for cloning can be extracted. Most candidates interpreted *piel* as leg or foot. Other incorrect responses included ‘pancreatic conducts’ and ‘head follicles’.

Part (f), on the concern voiced by the interviewer, was generally well answered.

Part 2

Candidates had no difficulty with either Part (g) or Part (h) and responses to both were generally excellent.

However, for Part (i), several candidates wrote that Dr Wilmut is against ‘cloning’ as opposed to ‘human cloning’. Many did not mention that he was responsible for cloning Dolly, the sheep. Many candidates could not produce a suitable response for Part (j) which asked for two reasons politicians are opposed to cloning; however, they responded well to the final question, Part (k).

Recommendations to Teachers

Teachers need to remind students of the following:

- Their answers do not necessarily have to be full sentences but they should make logical sense.
- They should listen for general sense of the audio clip and not zoom in on specific words.
- They should not give responses based solely on what they know about a particular topic, but instead focus on what is said about that topic in the audio clip and answer accordingly.
- Where cognates are used, they must be careful with their interpretation of these words. They should use the general context of the clip as a guide to meaning, as using random, loose translations do not necessarily make logical sense.
- The marks allocated for each question should be used as a rough guide to the ideas included in their responses.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond to the material in English to questions asked in English. For Passage 2, the questions were in Spanish and candidates were required to respond in Spanish.

Passage 1 – *El nuevo orden*

This was a compulsory question which tested candidates’ ability to understand a passage in contemporary Spanish based on a topic of interest. Questions (a)–(e) required candidates to respond in English to questions asked in English. Questions (f)–(j) required candidates to provide synonyms taken from the passage for the items presented. Candidate performance was relatively good.

Part (a) was fairly well answered by most candidates. Most were able to recognize that the United States’ relationship with the rest of the world had suffered. Many candidates, however,

were unfamiliar with the word *mando* and added that ‘the (US) capacity and ability’ have suffered. This incomplete answer was not accepted.

Part (b) was poorly answered. From the types of responses that were given, it was evident that candidates did not understand the vocabulary presented. To deal with the lack of comprehension, many candidates attempted a literal translation of the paragraph. The result was responses that were quite incomprehensible to the reader. Many other responses attempted to justify that capitalism had indeed succeeded in the United States because of steps that the government had taken.

Part (c) looked at changes the United States need to make to restore confidence in its economic system. This question was well done by most candidates. Responses generally showed comprehension of the matter. However, many candidates did not give all the details required for the answer, generally omitting that change in the relation to the rest of the world has taken place. Unfortunately, this meant that while there was comprehension, only three out of the four marks could be allotted.

Part (d), on the positives of the capitalist system, was also well handled by many candidates. Nevertheless, there was a general miscomprehension of the word *competencia*. Many candidates translated this as ‘competence’.

For both Parts (e) (i) and (e) (ii), most candidates were able to provide the correct answers. There was a bit of confusion by some of them over the word *demás*. Some candidates translated this to mean ‘developing’, ‘third world’, or ‘less fortunate’. Some candidates argued that the strategy that was to be adopted would ‘not ignore the needs of the people’, rather than ‘not ignore other countries’.

Parts (f)–(j), on identifying the synonyms, were fairly well answered. Many candidates were able to identify at least four out of the five synonyms. The item that proved most difficult was *desafío*. The incorrect responses given were *será*, *cambio*, and *ha habido*.

Passage 2 – Comercio Electrónico

This was a compulsory question testing candidates’ ability to understand the passage in the target language and to respond in Spanish to questions asked in Spanish. Overall, candidate performance on this paper can also be deemed as relatively good.

This year, there was once again the issue of lifting answers directly from the passage. Many candidates disregarded the instruction of answering in their **own words**. There were even cases where candidates copied the entire passage as their answers. These attempts were penalized and in the case of wholesale copying of the entire passage, penalties were even harsher. Candidates are to be again reminded that it is viewed as an offence to use the author’s words as their own and responses that are not in their own words will receive the maximum penalty.

While examiners rewarded the efforts of those who followed the clearly stated instruction of answering in their own words, there were too many instances where the answers were quite unclear, with instances of Anglicism and often poor choice of synonyms. Grammar was also quite problematic in some instances. It is to be noted that while candidates are not penalized for language, if the responses impede understanding of the answers, marks cannot be allotted.

While many candidates understood the requirements of Part (a), there was a high level of lifting of the answer from the passage. As a result, these responses were penalized. There was

miscomprehension by some, and these candidates attempted to answer the question by making general statements, that is, they spoke about what they know rather than what was in the passage.

There was evident confusion related to Part (b) as very few candidates were able to score the maximum four marks. Far too many candidates took their answers directly from the passage. However, they failed to provide all the information required.

Again, for Part (c), there was widespread copying of answers. In addition, there were many attempts to use background knowledge to answer the question rather than what was stated in the passage.

While there were many creditable attempts by candidates to answer Part (d) in their own words and to great success, there was also a high level of lifting done by others. Candidates generally understood the paragraph which provided the response to this question.

The majority of candidates were able to correctly answer Part (e). However, there was still significant lifting. For Part (f), while many candidates were able to understand what was being asked, many opted to answer by once again copying from the passage.

Parts (g) (i) and (g) (ii) required that candidates give their personal opinions on the matter presented. There were some commendable attempts to answer and many of these were rewarded with full marks. However, some candidates seemed confused by the topic and gave responses that were general to the benefits and disadvantages of the Internet rather than of e-commerce. There were also instances where candidates copied sections of the passage as their answer. These responses were once again penalized.

Section B – Essays

In this section, candidates were required to write an essay, in Spanish, of 250–300 words, on one of five topics. The section tested the candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Students were evaluated on content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures). Performance was satisfactory.

Question 3

El hombre pronto no dependerá de la naturaleza para proveer su comida. ¿Qué opinas?

This question was satisfactorily done. Most of the responses addressed genetically modified foods and their advantages and disadvantages. Many other responses pointed out that one does not need to depend on crops planted to provide food. It was easier to go to a fast food outlet. Yet some candidates were able to make the link between the development of cities which led to less land space to plant crops. The development of technology was advanced as an avenue to generate food in a laboratory and this information was linked to answer the question.

Question 4

La medicina alternativa es tan eficaz como la medicina científica. ¿Cuál es tu posición?

This was the least popular of the essays. Responses showed limited knowledge about both types of medicine. There was not much evidence of research by some who attempted this topic.

Question 5

La computarización no causa el desempleo sino crea nuevos empleos. ¿Estás de acuerdo?

This question was the second most popular and was generally interpreted correctly. Many candidates, however, showed wide knowledge about computerization but were unable to establish how it may or may not cause the loss of jobs or even create new jobs. Candidates also discussed the advantages and disadvantages of computers. The lack of appropriate vocabulary, linguistic competence and writing skill limited the number of marks that was awarded.

Question 6

La presencia de la violencia y la pornografía en el Internet representa la libertad de expresión. ¿Cuál es tu opinión?

This question was not only the most popular but also the most misunderstood. Many candidates wrote about the uses of the Internet with its advantages and disadvantages. The question was treated in light of how pornography leads to the exploitation of young children or how violence affected young people. Few candidates were able to incorporate the idea of freedom of expression into their responses or showed how pornography and violence on the Internet could represent freedom of expression. A well-argued essay presented the social responsibility needed in spite of having freedom of expression. The lack of appropriate vocabulary hindered candidates' ability to express their ideas clearly. There was also evidence of 'lifting' of sentences taken from the comprehension passage (Passage 2) which candidates used as their own.

Question 7

Debido a los adelantos médicos, el mundo sufre mucho menos. ¿Qué opinas?

This question was not very popular among candidates. Some candidates were able to express their ideas well but many more wrote about the advantages of modern medicine without stating how people may suffer less as a result, or, show whether in spite of modern advances people continue to suffer. Statistically, however, the candidates who attempted this question generally gained more marks than those who attempted any other question.

Comments

Overall, candidates failed to show the linguistic competence required and expected at this level. Several essays were too short and many candidates were unable to develop their ideas and express their opinions in the required number of words. In many cases, there was an absence of relevant vocabulary, and, as a result, there were many instances of Anglicism, Spanglish and a pure fabrication of words. **Students need to be taught how to interpret questions.** Many essays were replete with weak structure and an absence of good grammar. It is noted that many of the

grammatical errors were the same as those recognized in previous years. Common errors in grammar were as follows:

- Incorrect spelling
- The passive
- Wrong placement of/omission of accents
- The subjunctive
- Agreement/: adjective/noun, subject/verb
- The participle
- *Por/para*
- *Ser/Estar*
- The object pronoun especially in rendering ‘them’
- The perfect tense

Generally, the response to this question by both Unit 1 and Unit 2 candidates indicates that a greater effort must be made to teach basic grammar rules/structures. Many candidates showed disregard for word order and sentence structure. Essays lacked organization and candidates appeared hard pressed to fulfil the requirements of the word limit. Candidates often contradicted themselves and their poor handwriting made it even more difficult to understand what they tried to express. Language competence must be made a priority at this level.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In this section, candidates were required to answer questions from one of four extracts, for which the prescribed texts were *El coronel no tiene quien le escriba*, *Chombo*, *El llano en llamas* and *La lluvia amarilla*. Candidates were required to comment on character, plot, setting and simple literary techniques. Overall candidate performance was satisfactory.

Question 1

El coronel no tiene quien le escriba

Question 1 was selected by 57 per cent of the candidates.

For Part (a), candidates’ responses tended to over-analyze the allusion to the weather, mentioning literary techniques such as pathetic fallacy and the change in the colonel’s mood. Such responses were not rewarded. Most candidates did not recognize that the colonel did not need to open the window to know what month it was.

Part (b) was generally well answered. However, there were a few responses that used descriptors not supported by the passage. The wife was described as *práctica* and *realista*, even though these traits are not seen in this passage. Some candidates misinterpreted characterization and simply mentioned how the couple was portrayed with regard to their relationship and physical attributes, for example, *viejo*, and economic status, *pobres*.

Part (c) was also well answered, with candidates giving a variety of responses showing the importance of the fighting cock. Some of the weaker responses merely stated that the cock is important without specifying in what ways.

For Part (d), few candidates were able to identify the type of language used in the dialogue, for instance, *corto, franco, directo, jugueton, indiferente*. However, the majority were able to explain what the dialogue showed about the characters.

Question 2

Chombo

This question was the least popular and was selected by just fifteen candidates (three per cent).

The few candidates who attempted this question generally did it well, making it the best answered of the four questions in this section.

Question 3

El Llano en Llamas

This question was selected by 26 per cent of candidates.

Part (a) was well done. Though few candidates mentioned that the peasants/poor people were given the land, they showed understanding of the plot.

Candidates accurately stated, for Part (b), that the tone of the passage was one of despair on the part of the peasants, but few understood the indifference on the part of the *Delegado*. Some candidates mentioned disbelief on the part of the peasants. Generally, candidates were able to explain what the tone showed and why the peasants were angry.

For Part (c), most candidates recognized the narrator as first person but few stated that he was also the protagonist. Candidates supported their answer with quotes from the passage but gave little information regarding the usefulness of the first person narrator. Such information should have included that they are part of the action, have limited viewpoint, are partial, or even subjective.

Though most candidates recognized that nature is man's enemy, they fell short in explaining how. Many referred to other stories stating that the experience was similar but failed to show specifics.

Question 4

La lluvia amarilla

This question was selected by 14 per cent of candidates.

In responding to Part (a), very few candidates stated that the atmosphere of the first paragraph was mysterious. Most defined it as sad, sombre. Support from the passage was generally accurate.

Part (b) was not well done. Most candidates spoke of a contrast between the past and present and not on the fact that the man does not appear to be alone in Paragraph 1, whereas in Paragraph 2 the dog and the protagonist are alone. Candidates did not seem to understand that the noises/shadows suggested that he was not alone.

Many responses to Part (c) were too abrupt and not specific enough about detail.

Candidates performed well on Part (d). Most stated that it was similar to the tone of the rest of the novel.

Section B – Themes

Candidates were required to write one essay, of 350–400 words, in English, based on one of two themes: (i) *Conflictos políticos y sociales en Hispanoamérica*, for which the prescribed texts were *El coronel no tiene quien le escriba* and *Chombo*, and (ii) *La vida rural*, with prescribed texts *La lluvia amarilla* and *El llano en llamas*. Candidates' performance on this section was generally satisfactory.

Question 5

‘Those holding economic and political power are not responsible for discrimination in society’. Discuss.

Most candidates who used *El coronel no tiene quien le escriba* did not use relevant examples of those holding ‘economic’ and ‘political’ power to show that they are indeed responsible for discrimination. Some candidates did not even highlight discrimination. As a counter-argument, the colonel may be contributing somewhat to his own problem by his attempts to keep up appearances, and to some extent by his refusal to accept the seriousness of his situation. This question was not a popular choice for those who had studied *Chombo*.

Question 6

‘Justice and equality are illusions.’ Discuss.

Some commendable responses were received from candidates who used *Chombo*. Candidates who responded to this question using this text generally wrote very good essays. Candidates who chose *El coronel no tiene quien le escriba* did not all show a good understanding of ‘illusions’. Some discussed either ‘justice’ or ‘equality’ when they should have made reference to both terms.

Question 7

‘Those who live in rural areas must resort to violence in order to survive.’ Discuss.

La lluvia amarilla was not the more appropriate choice for this question. Candidates struggled to make even one salient point by linking any instance of violence to survival. While *El llano en llamas* was ideal for this question, candidates did not always choose the most suitable short stories to respond to this question. Candidates highlighted incidents of violence without establishing the necessary link to survival. It would seem that though the text contains 17 short stories, candidates are not being exposed to many of them.

Question 8

‘Nature is often portrayed as man's enemy.’ Discuss.

Candidates responded best to this question. However, there were those who misunderstood the meaning of ‘nature’ as it related to the theme. Those who chose to discuss *El llano en llamas* needed to use at least three stories so as to generate a substantial response to the question.

Recommendations

- Students must respect the word limit of 350–400 words.
- Students should not use citations that are too long.
- Essays must make reference to a prescribed text. No marks are awarded for general essays.
- Students who use *El llano en llamas* need not list in the introduction the short stories that they intend to discuss, since inevitably these will appear within the body of the essay.
- Titles of texts/stories and characters must be written in Spanish.

UNITS 1 AND 2**Paper 04 – Internal Assessment**

This paper required candidates to (i) make an oral presentation on their topic of choice within the framework of the three modules, and (ii) engage in conversation with the examiner on the topic as well as on current issues.

Recordings

The tendency was to use CDs instead of cassettes. This was an advantage as the CDs were less cumbersome. However, it would help if all samples were placed on one CD or as the case may be, one or two cassettes. Teachers should familiarize themselves with the proper operation of the CD player so as to minimize distortions and interference. Teachers are reminded to check the quality of the recordings before submitting them as some of the recordings were either too low or had nothing recorded which made moderation difficult or impossible.

Prepared Topic

Almost all the topics chosen were related to the relevant unit. For the most part, the topic presentations were well researched and presented. However, too often there was a marked disconnect between the quality of the presentation and the quality of the topic and general conversation. Hence, consideration should be given to the pervasive use of the Internet for research and how it affects the weighting of the topic presentation. While the presentations were generally good, there were still some infelicities that needed the attention of the teacher such as the pronunciation of the 'h', the open 'i', the 'g', as examples.

Topic Conversation

Candidates who had done the necessary research on their topic of choice were able to achieve high scores. Most examiners were conversational in their tone and encouraging; some were interrogative. Some examiners adhered to the time allotted while others allowed the candidate to continue talking and then had little time for the general conversation.

General Conversation

Examiners need to ensure that the interview covers more than just the topic discussion by widening the scope of their questioning. In several cases, very few questions were asked because time had run out. Candidates need to ask more questions of the examiner.

Examiners should remember to do the following:

- Introduce each candidate before each presentation.
- Avoid the use of half marks.
- Divide the score in the three modules as stipulated.
- Fill out ALL the necessary information on the moderation sheet.
- Ensure that the interview is free of background noise.
- Submit ONLY five samples and label them in the same order on the CDs/tapes and Moderation sheets.
- Try to adhere to the stipulated time of the assessment.
- Let the candidates do most of the talking.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2011

SPANISH

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GENERAL COMMENTS

Candidate performance improved in both Units of the 2011 examination. This improvement was especially noticeable on Paper 02 in both Units. With respect to the other papers, candidate performance was comparable with that of 2010.

DETAILED COMMENTS

UNIT 1

Paper 01 – Listening Comprehension

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond to questions based on the material in short-answer format.

Section A – Short Selections

The results were generally satisfactory. Unlike previous years, most candidates completed the entire paper. However, some responses indicated that candidates needed to take greater care in reading questions. Moreover, many candidates relied heavily on previous knowledge instead of paying careful attention to the details of the passage.

Candidates' expression reflected many literal translations from Spanish to English, which at times led to ambiguity. A range of grammatical errors often posed challenges to examiners to determine the accuracy of the response. Additionally, vocabulary recognition was a major shortcoming of several candidates. Many of them did not understand the following words: *papel, escocesa, paloma, antebrazos, catorce, desocupación, guerra, pantalla, pariente, burla, contra, avaricia, mil*.

Selection 1

The performance on this selection, which looked at the significance of tattoos, was unsatisfactory. While many candidates understood the major elements of the question and provided the correct response, several of them did not realize that for Part (a), the tattoo was a *very old tradition* and that the significance varied *from time to time and place to place*. A rather common response was '...the significance of the tattoo from place to place'.

For Part (b), many candidates interpreted *el paso a la madurez* to mean 'passing or death of a loved one'. Also, candidates understood that tattoos were used as protection but gave varied responses with respect to what tattoos protected against. For example, some candidates said it protected against 'evil', 'diversity' or 'other countries'. Several candidates stated that tattoos signified 'a rite of passage', which was accepted as a correct response.

Part (c) asked candidates to indicate what usually brings about an important change in many persons. While some of them correctly referred to 'pain' in their responses, many did not give detailed enough responses. They did not know *soportar* and *vencer* and therefore were unable to state that people had *to bear* and *overcome* pain. A few other candidates interpreted the word *dolor* as 'dollars' and 'money'.

Part (d) was generally well done. Many candidates identified that people with tattoos in Japan ...*were dangerous criminals*. The vast majority of candidates did not score the full four marks on Part (e), as their responses were not detailed enough. Many candidates did not recognize that Jews *were tattooed with a number*. Their responses indicated that 'Jews got numerous tattoos' willingly. Several references to general knowledge about Jews (sometimes stereotypical) were made. Responses also showed that candidates did not understand the word *antebrazo*, as many of them interpreted it to mean 'arm', 'chest', 'biceps' and 'behind the arm', instead of 'forearm'.

Selection 2

The performance on this selection was very good with the majority of candidates scoring at least eight marks.

In response to Part (a), the majority of candidates were able to say that Brenda was 14 years old. However, far too many of them stated that she was 40 years old. The vast majority did not recognize her nationality (*escocesa/Scottish*) and rather, gave responses such as 'Unesco', 'Costa Rica', 'Glasgow', 'Soviet Union' and 'Pakistan'. There were other illogical responses, such as: 'Kelapadria', 'la padre echo', 'the coast of Cleopatra' and the 'Gulf of Paria'.

Part (b) was well done as many candidates correctly identified *insecurity* and *poverty* as factors responsible for the speaker's parents having to leave their country. However, many candidates did not know *desocupación* and therefore very few of them correctly responded with *unemployment*, but rather referred to 'jobs'.

Although most candidates identified Israel as the country to which the speaker migrated, Part (c), several spelt the word incorrectly.

For Part (d), very few candidates were unable to give the correct response *one year and one month* as the time that the speaker had been in her new country.

Part (e) was also well answered as the vast majority of candidates gave the correct responses to the question on 'three things the speaker misses about her country of origin'.

While performance on Part (f) was satisfactory, candidates' expression was generally not clear and many of them lost marks as a result. Many candidates misunderstood the idea that Brenda disagreed with her parents because she felt her parents *escaped from their problems*. Several candidates said that 'they are facing some of the same problems in Israel' or, 'they did not listen to her'.

Selection 3

The majority of candidates performed well on this selection, many of them earning full marks. Part (a) provided the most difficulty for candidates. Many of them failed to describe the people of Vauban as *living a good quality life*. Several of them stated that Vauban was a 'German village', which was irrelevant to the question asked.

However, almost all candidates provided the correct answer for Part (b), on the decision made by inhabitants, and Part (c), on what the inhabitants are doing instead. Responses were generally satisfactory for Part (d) as many candidates gave the correct response to the question on why some countries are following Vauban's model. Nevertheless, some candidates relied on their general knowledge of global warming to respond to this question.

Selection 4

This was the worst answered of the selections. Performance was generally poor. Most candidates scored three or fewer marks out of a possible eight.

Vocabulary recognition was a major challenge with respect to Part (a). Many candidates did not know the meaning of *paloma migratoria*. Many of them inferred that the entire passage was about the migration of people, polar bears, sheep, snakes, palm trees and deer. Other candidates inferred that people migrated to Paloma, USA for survival. Several candidates also interpreted *extinción* as meaning ‘extinguished’.

However, most candidates correctly responded to Part (b) by giving North America as the location of the phenomenon. For Part (c), understanding numbers proved to be problematic for a number of candidates. Very few candidates correctly responded to the question on what the population was two centuries ago.

For Part (d), while many candidates gave *man’s ambition* as the correct response, few of them identified *man’s greed*. The most common, but incorrect, responses referred to ‘cheap bird meat’ and ‘ministries and parliament’.

Part (e) was poorly done, mainly as a result of general misunderstanding. The most common response was that ‘man was vulnerable to attacks’, as opposed to *the pigeon being vulnerable to man’s attacks*.

Selection 5

Candidates performed fairly well on this selection. Most candidates scored one of the two marks allocated to Part (a), as they were generally not able to identify ‘environmental education’ as the role of the BEJA programme. Many of them felt that the programme was an academic university programme. On the other hand, Part (b) was poorly done. The majority of candidates interpreted *papel* as *paper* instead of as *role*. Few candidates referred to *the role of industry in the protection of the environment*.

Part (c) again provided evidence that numbers were a problem for candidates. Several candidates did not identify *dieciocho* (18) or *veinticuatro* (24). Also, many candidates failed to say that participants should have been *University students*.

While Part (d) was generally well done, some candidates did not realize that what participants had to do was to propose *an idea* as opposed to literally ‘fight global warming’.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with the psychologist, Dr Enrique Salas, on the topic of domestic violence. Performance was generally good.

Part 1

Most candidates provided the correct response for Part (a). However, several candidates had problems with numbers. The number, ‘six’, (*seis*), was interpreted as ‘16’ or ‘26’. Candidates also misinterpreted *pariente* as ‘parent’.

Here are two sample responses:

‘A 16-year-old child was violently abused by a parent.’
 ‘Domestic violence has increased over the last 6 years.’

For Part (b), most candidates correctly explained why Dr Salas ‘feels sad’.

Part (c) was satisfactorily done. Many candidates simply stated that domestic violence was ‘common’ and ‘serious’. Many of them failed to say that it was *more common* and *more serious than people imagined*. On the other hand, Part (d) was well done.

Part 2

For Part (e), just as with Part (d), the skill of listing was required. Candidates performed well on this question.

For Part (f), most candidates were able to provide at least two early signs (insults/taunts/blows/punishment) of domestic violence. However, many candidates relied on their general knowledge of domestic violence and gave responses such as ‘cursing’, ‘quarrelling’ and ‘boyfriend beating girlfriend’.

While for Part (g) many candidates gave a response which was not completely accurate, they were awarded marks for the ideas present. Such responses included ‘Organization for Domestic Abuse’, ‘Association for Domestic Violence’ and ‘Society Against Domestic Violence’.

For Part (h), most candidates provided the correct response: *Call or visit the office*. However, for Part (i), as seen in previous questions, vocabulary recognition was a problem. Many candidates did not know *pantalla*, and thus said that the interviewer would put the telephone number on the ‘pamphlet’, ‘website’, ‘radio’ and ‘newspaper’.

Recommendations for Teachers

- Provide students with more listening practice with timed exercises
- Give students vocabulary recognition exercises and word association exercises as part of listening comprehension training
- Have students practise listening for gist to improve overall comprehension skills rather than simply listing information

Recommendations for Candidates

- Read questions before listening to the audio
- Consider the mark scheme in providing responses
- Proofread responses to ensure logic and coherence
- Write concise and precise responses to avoid ambiguity

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For passage 1, candidates were asked to respond to the material in English to questions asked in English. For passage 2, the questions were in Spanish and candidates were to respond in Spanish.

Passage 1 – *Sexo, música y juventud.*

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a)–(f) required candidates to respond in English to questions asked in English. Parts (g)–(k) required candidates to provide synonyms taken from the passage for the items presented.

Overall, the performance on this question can be deemed as excellent as 70 per cent of the candidates scored in the 19–24 range. From the responses given, it was evident that candidates found the topic interesting and could relate to it.

While many candidates were able to give full answers for Part (a), there were a few problems with vocabulary items. There were problems with the words *letras* and *tempranas*. Candidates translated these items as 'letters' and 'temporary'. The answers given, therefore, were quite awkward. A very common answer was '... found that songs with the letters "sexual and degrading" caused adolescents to have temporary sexual relations'. Another problem that was noted was that many candidates used information from the entire passage to answer this first question. Candidates should be advised to refrain from summarizing the entire passage for any one question and to pay close attention to what is being asked in each question.

Part (b) was well answered by most candidates. Most of them gave complete answers to this question. What was unfortunate, however, was that many candidates translated the entire paragraph as their answer to this question, thereby providing information that was not required. Candidates need to be aware that giving unnecessary information takes additional time and this could affect the rest of the paper.

Part (c) (i) was also well handled by many candidates. However, there were some candidates who used their knowledge of Sociology to respond to the question. While it is commendable that candidates are able to transfer their knowledge to other areas, they must be informed that in a reading comprehension activity, answers can only be taken from the passage.

While most candidates understood the requirements of Part (c) (ii), in many instances, they did not provide full answers. Many of them were able to correctly interpret the statistical findings but failed to state what was found about young males and females. For those who attempted, it was found that the expression *tanto... como* was unfamiliar. Responses for this were at times contradictory, for example, some candidates stated that '... the same proportion was found more in men than women'.

There were some incomplete answers to Part (d). The question asked candidates to identify the advice that was given to parents. In many cases candidates responded, as it appeared in the passage, that 'parents need to be conscious of **this** ...', and in so doing were not specific about what 'this' referred to. Many candidates also misinterpreted the phrase *No están diciendo que los padres prohíban esta música* and said that parents 'should ban this music'. More careful attention needed to be paid when reading the passage.

While there was almost universal success in the answering of Part (e), on the result of sexual promiscuity among adolescents, in some cases candidates failed to provide the statistics.

Part (f) was also very well answered. Most candidates were able to say that *good sexual education* was needed to address the problem of sexual promiscuity. However, there were some cases where candidates only stated that ‘good education’ was needed.

Parts (g)–(k), the synonyms section of the questions, was fairly well handled. Most candidates were able to score at least four out of the total of five. While most candidates were able to find the synonym for item (g), a fair number failed to provide the complete phrase, writing *llevado* instead of *llevado a cabo*. However, for items (h), (i), (j) and (k) most candidates were able to identify the synonyms.

Passage 2 – *Reserva de Monteverde en peligro*

The questions on this passage posed challenges to many candidates. The major problem in correctly answering the questions was the apparent lack of vocabulary and the continued disregard by candidates of the instruction to respond in their own words. While it is important to note that candidates generally made a greater and very commendable attempt to put answers in their own words, there was still a significant number of candidates who took their answers directly from the passage. From the responses seen, it was clear that candidates were not as comfortable with this passage as they were with the first passage. Many of the responses were weak in terms of expression and grammar, specifically the use of tenses, subject/adjective/verb agreement and vocabulary usage. Approximately 35 per cent of the candidates scored in the 15–24 range.

For Part (a), most candidates were able to identify the three details given about the reserve. However, there was a lot of lifting from the passage. Many candidates appeared to be unfamiliar with the word *cuáqueros*, and dealt with this by not using the word at all. While this was disregarded in the marking, where only *norteamericanos* was accepted, candidates must be advised that specific information is often required in the answers for full marks to be awarded. It was not expected that such a term be defined in any way. Many candidates interpreted the word *fundado* to mean ‘funded’ and, as a result, gave responses such as *Los norteamericanos apoyan con dinero* and *Los norteamericanos dan dinero*.

Part (b) posed problems for many candidates. While many of them understood the requirements of the question, they attempted to answer by rephrasing the Spanish. Because of the lack of vocabulary, many of the responses were haphazard and barely comprehensible. Candidates were unable to gain full marks because of this.

There was the problem of a lack comprehension evident in candidates’ responses to Part (c). Many candidates were unable to express what the attraction of the ‘Tour Canopy’ was. For those who attempted to put the information in their own words, misinterpretation was obvious. Many others lifted the answer as their solution to the problem.

Part (d) appeared to pose few problems for candidates. Most of them were able to provide the correct response and many attempted to rephrase the response. On the other hand, Part (e) was also problematic for candidates. There was a general trend of lifting the answer from the passage. Misrepresentation was evident among those who attempted to put the response in their own words.

For Part (f) (i), most candidates were able to identify the measures that needed to be taken to protect the tropical forest. Part (f) (ii) required candidates to provide their opinions in a coherent manner. Many candidates failed to state how tourism affected the ecology of their country and instead talked about the effect on the country’s economy and its social impact. For those who did attempt to discuss the ecological

impact, the responses were often too minimal and therefore not adequately discussed. Some candidates simply took their information from the passage, not paying attention to the question which required them to discuss the effect *en tu país*. Some candidates simply stated that ‘*el turismo no ha afectado mi país*’. These responses were not accepted. Candidates were expected to discuss the points made in some detail.

Section B – Essays

Candidates were required to write an essay, in Spanish, of 250–300 words, on one of five topics. This section assessed candidates’ ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Candidates were assessed on content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

The level of competence ranged from excellent to poor with candidates unable to master basic grammar structures. Vocabulary, spelling, accentuation, adherence to literal translation and improper word order made it a challenging exercise for candidates to master. Many essays lacked structure. Candidates simply applied their knowledge on a theme and paid little attention to interpreting the questions correctly. They often did not state their position or support the points made, but used the wording of the question as their conclusion even though they may have made points to the contrary. There were a few excellent that clearly demonstrated that the candidates understood the question, showed reasoning and essays analysis and were able to write coherently.

Question 3

Es la responsabilidad de cada ciudadano de tratar de reducir las actividades criminales. ¿Estás de acuerdo?

This was the most popular choice among candidates. Candidates stated the different types of criminal activity that existed in society and tried to explain why it was each citizen’s responsibility to try to reduce crime/criminal activities. Candidates often repeated the same point in all paragraphs. Some attempts at analysis degenerated and became illogical and incoherent. However, those candidates who scored in the 19–24 range argued that it was everyone’s duty to help, if citizens as a community or world wanted to curtail criminality. They then proceeded to explain each group’s impact in a very structured and logical way.

Below are some errors in expression that were produced by candidates:

- *La enculcacion de “Barrel families” puede developer*
- *Las pugnans del mundo*
- *Las actividades criminals puede ser de contaminacion de tierra a robando*
- *El mundo puede ser gratis de actividades criminals*
- *Podrean ayudar por no se involucieron escogiendo los derechos direccion*
- *En sus jovenes anos*

Question 4

El desempleo es la raíz de unos de los problemas más graves de la sociedad. Discute.

Many candidates correctly interpreted this question, although they were limited in their use of grammar and vocabulary. Candidates generally agreed that unemployment was the root of some of the most serious problems in society. They also emphasized that crime, poverty, disintegrated families and illiteracy also caused some of society's problems. Many candidates were able to make the link between unemployment and problems in society and argue their point of view very well.

Examples of difficulties with the candidates' expressions were:

- *Copar con estas problemas*
- *Por tan mas anos*
- *Perro como perro mundo que vivimos en*
- *Gente hace cualquier cosa para dolor rapido*
- *Lo depende – it depends on*
- *Nos gentes – our people*

Question 5

La emigración pone en peligro la vida familiar. Comenta.

This was the least popular question. Candidates linked emigration to the cause of many broken families and the increase in serious challenges in society. Usually it was claimed that the family benefited and there were many positive aspects to emigration. The money earned as a result usually ensured that economic and educational needs were met. Grammatically correct expressions suffered at the expense of efforts to make relevant points and expand ideas. Some common errors made by candidates included:

- *Cuando una persona mova trabajar*
- *Es importante provecer dinero para ciudad*
- *En una familia unico uno padre*
- *Menos personas probabilidad no simpatia la resultado conflictado*
- *En la familia son no presente los funciones*

Question 6

La televisión sirve principalmente como fuente de entretenimiento. Discute.

This was the second most popular question attempted and was handled quite well in some cases. Candidates understood the question and were basically able to discuss the issue as presented. Many of them saw the television mainly as a source of entertainment and were able to show how different age groups used television as entertainment, for example, older citizens may see news as entertainment because that was what they were interested in. The same rational was used for young children, for example, *Dora the Explorer*. On the other hand, many candidates explored the negative effects of bad programming and violence on the television. Others merely stated the advantages and disadvantages of tele-viewing, without linking the points to answer the question as stated. Again, candidates were limited in their expression and correctness in the use of grammar as listed below.

- *La television es utiliza hacer estresa llega*
- *No es cabo dudar que es un facto*
- *Los padres permiten sus ninos*
- *Desde los puntos de colocarse delante la tema*

Question 7

Lo más importante en el proceso de aprendizaje es ‘tener un buen profesor’. Comenta.

In most cases the essays were well done. Many candidates explained the vital role a good teacher has to play in the learning process and were able to show how other stakeholders were equally important. The teacher’s positive attitude, ability to offer good advice and encouragement to students, were valued aspects of a good teacher that facilitated the learning process. So too was the role of the family, love and support. A good environment was key in the learning process with the student’s effort and desire to excel, and the use of resources such as the Internet and the library were also factors that supported the learning process. These responses led to many balanced essays. However, the use of incorrect grammar with the prevalence of literal translations affected the award of marks in the higher range as the following examples show.

*Un pupil que es determinado
 Un major funcional, una estudiante necesitare
 Yo acuerdo que uno
 No solo hace el professor hace el clase
 La dia escuela es terminado no es dificil por que
 Les sale hacer que ellos quieren hacer
 El estudiante sera querer sacar buen notas*

It is important for teachers to stress the grammar. The examiners also needed to read the essays several times in order to decipher what candidates were trying to express. Structure was also sacrificed with many candidates not making their position clear or not drawing a proper or definite conclusion.

Some essays were written as one very long paragraph. It was also noted that candidates who attempted the essay as their first question performed better than those who left the essay for last. Candidates also need to guard against not answering the question that is asked in the examination and in fact writing a previously practised essay with no relevance to the task at hand. Examination strategy and techniques in answering questions can and should be taught.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts (a,b,c,d). These questions focused on a literary analysis of given passages and asked candidates to relate the plot, analyse characters from the extract, and identify literary devices and themes found in the given passage. Required responses in this section were limited to the given extract and not the entire text. All answers were required in Spanish and candidates were allowed the use of the text and a dictionary.

Question Popularity

| QUESTION # | POPULARITY |
|------------------------------------|------------|
| 1. La familia de Pascual Duarte | 11 % |
| 2. Crónica de una muerte anunciada | 22 % |
| 3. Felices Días, Tío Sergio | 10 % |
| 4. 17 narradoras latinoamericanas | 57 % |

Candidates generally demonstrated a clear knowledge of the texts studied, as they were able to recall facts from the entire text. However, some of these facts were not pertinent to the given extract and as such were considered unnecessary and were not awarded any additional marks.

Question Performance Breakdown

| RANGE | QUES 1 | QUES 2 | QUES 3 | QUES 4 |
|-------|--------|--------|--------|--------|
| 15-16 | 5% | 2% | 2% | 2% |
| 12-14 | 15% | 11% | 6% | 27% |
| 9-11 | 26% | 15% | 23% | 33% |
| 6-8 | 28% | 19% | 34% | 23% |
| 3-5 | 18% | 36% | 27% | 11% |
| 0-2 | 8% | 17% | 8% | 4% |

Question 1: *La familia de Pascual Duarte*

In Part (a), candidates often confused the theme with the plot. As such, instead of responding to the *trama* of the extract, they wrote about the theme of the entire book. Some candidates gave an analysis of the extract rather than the sequence of events. The level of violence in the fight between Pascual and his mother somehow was missed by many candidates. Some candidates also missed the fact that, at the end of the extract, Pascual fled to escape. They seemed to think he just went outside to get some fresh air — *El campo estaba ... corrió las venas*.

In response to Part (b), most candidates identified the narrative point of view as first person narrator. However, they were often unable to justify their responses; their justification was simply that ‘yo’ was used. Also, in some cases, where the first person was clearly identified, the justification for the third person was given instead. Candidates could not identify why they had selected that response; they failed to mention that it was subjective and clearly gave the protagonist’s perspective.

Many candidates did not demonstrate a clear understanding of what was meant by the *ambiente* in Part (c). Many of them failed to capture the violence and brutality of the scene. Candidates did not highlight the animal-like behaviour. Some candidates took the term ‘*oscuro*’ quite literally in describing the atmosphere and said that it was *oscuro* because it was nighttime. On a positive note, most candidates were able to recognize the atmosphere as being tense.

For Part (d), most candidates could clearly describe Pascual as a character (*sin corazón, cruel, con odio* ...). However, they had great difficulty explaining why they would describe him in that way; justifying their answers proved problematic for many. Very few candidates picked up on the concept of remorse.

Question 2: Crónica de una muerte anunciada

Similar observations can be made for Part (a) of this question, as for Part (a) of Question 1. Candidates readily identified that Ángela was not a virgin. However, they showed some degree of difficulty in relating the exact sequence of events in the extract. Some candidates even mentioned the death of Santiago as a part of the plot, even though this was not a part of the extract selected. Also, many candidates seemed to confuse the aspect of the plot of the extract where Bayardo wanted to postpone the wedding to coincide with the Bishop's visit with Bayardo returning Angela to her parents after realizing that she was not a virgin.

Candidates described Ángela's character with reasonable accuracy. They noted that she was religious and that she was fearful of the consequences of persons discovering her secret. Some candidates correctly identified *taimada* as being one of her characteristics. This was justified by noting that in spite of the strict upbringing by her mother, she was still able to become intimately involved with someone and lose her virginity. However, the inaccuracies were seen for example, in candidates' description of Ángela as a 'liar'. This differs from the fact that she may have felt forced to lie on this occasion, as opposed to being a habitual liar. The extract clearly underlined her original intention to tell the truth. Another example of a similar inaccuracy was found in candidates' description of Ángela as a 'deceiver', as though she deliberately set out to deceive everyone. They missed the fact in the extract that she wanted to do the right, but unpopular, thing, which was to admit to her mother that she had lost her virginity.

For Part (c), while candidates did not actually identify the theme as *the importance of appearances*, many of them identified 'honour' as the theme. They felt that both Ángela and Bayardo pretended in order to maintain the illusion of being honourable to the society. They saw Ángela as taking the decision to conceal her loss of virginity in order to maintain her family's honour before society. Also, rich Bayardo was seen as having to maintain his family's honour in society's eyes, in having a lavish wedding blessed by the Bishop and so making it a social highlight. So the idea of the characters displaying certain actions and exhibiting certain behaviours in order to satisfy society's expectations was still conveyed.

The concept of 'honour' was often highlighted by candidates in response to Part (d). They understood that Ángela was worried because she didn't want her family put to shame or dishonoured because of her actions. Yet, they did not explain why this honour was so important. Some of them missed the fact that the realization of the absence of virginity came just before the wedding. The timing of the revelation was critical. Very little focus was placed by candidates on Bayardo and the fact that on the wedding night, he would need evidence to prove Ángela's 'virginity'.

An example of a good response would be *En su sociedad, da mucho vergüenza no ser virgen al casarse. Entonces, ella sabe que si alguien averigua la verdad de su secreto, su familia perdería todo, ...*

Question 3: Felices Días, Tío Sergio

Part (a) was reasonably well done by candidates who seemed to have grasped the main concepts. The facts that the uncle had died, the protagonist had gone to New York to bring the body back accompanied by an aunt, they met some of the uncle's friends and learned more about his life, then they brought the body back to Puerto Rico to bury it in the family plot, all seemed to have been well understood.

In Part (b), candidates confused the explanation of the narrative point of view with the identity of the point of view. Where they were able to identify the point of view as first person, a third person explanation was given.

Most candidates were able to identify the atmosphere as sad — *triste* — in response to Part (c). However, they hardly noticed the solemnity of the occasion. What they often did was to write the same adjectives used in the extract, *opaco* and *callado*, without explanation, to show that they clearly made the link between the news received and the type of day it was.

For Part (d), the most popular response given was *amor*. Some candidates took their answers, not from the ending of the passage, but from the main body of the extract. This led to wrong suppositions about feelings expressed. Rather than state a specific adjective, some candidates bundled the answer into a sentence to give the idea of the adjective. Many candidates gave a supporting statement but did not state the adjective that related to the support.

Question 4: 17 narradoras latinoamericanas

The majority of candidates who attempted Part (a) made inferences based on their knowledge of the rest of the story in relating the plot. These inferences were not needed to answer Part (a) and therefore their focus was more on sexual awakening and manhood, than on the sequence of events. Many of them omitted the last major point which was that his thirst was quenched.

In response to Part (b), the focus of candidates was more on sexual awakening/arousal, than on the fact that the water revived the boy. The ‘kiss’ suggests that he had to put his mouth to the mouth of the statue to drink and the water refreshed/revived him, and made him feel alive again. It was just a mere sexual reference that was made ‘at this point’ and it was not intended to be understood solely at that level.

Based on the responses to Part (c), there appeared again to be some confusion in the minds of candidates, although the response was better. Teachers need to remind students that the narrative point of view not only conveys the feelings of the protagonist, but also his/her thoughts.

In response to Part (d), although *el sentido de tacto* was identified in many cases, some candidates gave all five senses as answers or, in some instances, listed two or three senses. There was often no explanation of the phrase, and some candidates lifted words from the excerpt and used these as their sole explanation. Many candidates substituted the sense *tacto* with ‘*sensación*’ or ‘*toque*’. Candidates also used *sentido* and *sentimiento* to convey the meaning of touch.

Recommendations

- No English is allowed in Section A; candidates should therefore refrain from using English.
- Candidates need to make *good* use of the dictionary. Poor dictionary usage can easily throw an answer off; for example, ‘*El hombre fue satisface por la brisa fresco porque es fieltro bueno*’. The candidate was trying to indicate that the breeze felt good. This is a clear example of wrong context.
- Candidates should avoid using the citations to give the sequence of events. These should be used to support answers, not just lifted out and written back as answers themselves.
- Candidates should try to keep the length of the response commensurate with the amount of marks awarded for the question. Some candidates wrote an entire page to respond to one part of a question and yet there was very little information for which marks could be awarded.
- A plot entails recounting the sequence of events outlined in the extract. Candidates need not make quotations relating to each event, unless specifically asked to do so.

Section B – Themes

Candidates were required to write an essay, of 350–400 words, in English, on one of the questions relating to the theme *El individuo y la sociedad* or *La juventud*. They were also required to use one of the prescribed texts for the theme selected and to evaluate issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks).

Question 5

It is nurture, not nature that makes a person who he/she is. Discuss.

This was the most popular question and was attempted by 47 per cent of candidates. Performance was generally satisfactory. In this question, candidates were expected to define nature and nurture in relation to the plot and theme of the prescribed text and discuss, using relevant examples, whether it is one or a combination of both factors that determines who an individual becomes in life. Some candidates confused nature in this context to mean ‘natural environment’ and therefore presented a contradictory response. Others presented evidence of nature and/or nurture in the texts studied but failed to mention how they influenced the characters’ behaviour and decisions. Candidates who used *Crónica de una muerte anunciada* to answer this question wrote better essays.

Question 6

Society avenges the rebellious individual. Discuss.

This was the second most popular question and was attempted by 30 per cent of the candidates. Performance was generally satisfactory. Candidates were expected to define ‘rebellious’ in the context of the chosen text, identify such individuals, explain why they were considered rebellious and how society responded to these individuals. Some candidates were not able to identify more than one rebellious individual especially in the case of *La familia de Pascual Duarte* and therefore their responses were, for the most part, superficial and stilted. Some of the better essays were written on *Crónica de una muerte anunciada*, where candidates identified and discussed how society dealt with the rebellious individuals, Santiago Nasar, Ángela Vicario, María Alejandrina Cervantes and the Vicario twins who, although they conformed to societal conventions, were subjected to the penal code.

Question 7

The experiences of adolescence can cause much emotional turmoil. Discuss.

This question was attempted by 21 per cent of the candidates. Similar to Questions 5 and 6, performance was satisfactory. Candidates were required to identify adolescent experiences as they related to the text studied, showing how each of these caused emotional turmoil, for example, confusion, disillusionment, solitude, resentment, anger, fear and betrayal. Better responses were written by some candidates who chose *Felices Días*, *Tío Sergio*. Some candidates who used all three stories from *17 narradoras latinoamericanas* wrote fairly good responses. However, some candidates used examples from the texts which did not relate to the experiences of adolescence.

Question 8

“Blood is thicker than water.” Young people eventually learn the truth of this statement as they grow up. Discuss.

This was the least popular question and was attempted by only one per cent of the candidates. Responses to this question were very superficial and candidates struggled to relate the question to the text studied. Candidates needed to demonstrate an understanding of the above statement which should have then been related to issues encountered in the text studied.

Candidates’ Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills.
- In some instances, quotations were very appropriate and well integrated into the essay.

Candidates’ Weaknesses

- Some candidates exceeded the word limit.
- In some instances, candidates engaged in storytelling and summarizing instead of analysis.
- Some essays were padded with quotations.
- Some candidates were not explicit and direct in their responses, especially given the word limit.
- Some candidates presented inaccurate information. For example, Ángela was raped by Santiago/ Estirao was Mario’s father/ Pura Vicario forced Ángela to lose her virginity and then attempted to deceive her betrothed.
- There were misinterpretations of the questions. For example, nature vs. nurture (Candidates interpreted nature as the physical environment, nurture as destiny).

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination.
- Refrain from primarily training students based on past essays as students seek to regurgitate information, regardless of the question set ‘Generic’ essays).
- Advise students to take their time in reading and selecting questions carefully as some texts are more appropriate than others for certain questions.
- Advise students to stay within the word limit as examiners do not read beyond the word limit.
- Cultivate practices of proper essay writing — Introduction/Body/Conclusion.
- Advise students that an excellent response should include
 - (i) a brief introduction with a clear thesis statement
 - (ii) four or five solid points, supported by concise, appropriate, brief and complete quotes, and an informed personal opinion, each in a new paragraph
 - (iii) at least one counterpoint that shows balance in the response
 - (iv) a brief conclusion

Irregularities

- Responding to two essays
- Responding in SPANISH
- Using texts that are not on the syllabus
- Writing general essay instead of thematic essays
- Using the same text in Sections A and B
- Using the wrong text for a stated theme

UNIT 2

Paper 01 – Listening Comprehension

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond to questions based on the material in short-answer format.

Section A – Short Selections

Performance of candidates on this paper was fairly good. The vast majority of candidates completed the paper so that sections with no responses (NR) were notably low.

Selection 1

The general performance was good. Vocabulary recognition was the downfall of candidates on this selection which looked at traditional Christmas meals in Spain and Mexico.

In response to Part (a), candidates understood that the meal was not eaten before midnight. However, many of them did not specify that it was a Christmas meal. A few candidates even stated, 'Christmas Eve never comes before midnight' and referred to Christmas in 'Mexico'.

For Part (b), the vast majority of candidates were not able to identify stuffed turkey as the traditional dish that is served at Christmas in Spain. Many of them wrote 'turrón', 'pao', 'pow', 'regional rice', 'paella', 'porridge'.

Candidates did not respond well to Part (c) which asked what the *turrón* was made of. Few among them knew the word for almond (*almendra*) and gave vague/incorrect responses, such as 'nuts' and 'sweets'. Candidates generally understood that caramel was involved, but some still gave responses such as 'salad' to mean '*salsa*'.

Most candidates knew how Mexicans spent Christmas Eve, Part (d). However, a few of them incorrectly stated that the Mexicans 'assisted in church' instead of *attended church*, indicating that they did not comprehend the word *asistir*.

For Part (e), most candidates were able to name at least two food items served in Mexico on Christmas Eve. However, many of them wrote 'fruit' instead of *fruit tea*, '*telefruta*' for *té de fruta* and 'tomatoes' for *tamales*.

Selection 2

This selection looked at poverty in Ecuador. Overall, performance was good.

Part (a) asked candidates about the statement made of the majority of people in Ecuador. Most candidates correctly responded with answers that were clear and to the point.

For Part (b), candidates were able to understand that the Ecuadorians earned less, but were not specific enough with respect to the amount of money earned — \$40, as against the amount of money needed, \$200.

Part (c) was generally well done. Most candidates were aware how many children were affected.

Most candidates obtained the two allotted marks for Part (d), which asked to what other social ills the situation in Ecuador contributes. However, many of them did not know the word *mendicidad* and translated it as ‘mental illness’ and ‘madness’.

Part (e) asked how Ecuadorians viewed their situation. Although most candidates were able to give the correct response, there were a few who wrote, ‘There was a lack of hope for possible alternatives’ which served as one idea instead of the two distinct ideas of *a lack of hope* and *a lack of possible alternatives/options*.

Selection 3

This selection looked at the dependence of the United States on foreign oil and the need for petroleum companies to work with environmentalists. This selection was well handled by candidates, most of whom understood the ideas and content matter.

For Part (a), some candidates were unable to point out that President Obama warned of the danger associated with the dependence on foreign oil. Instead, they wrote of ‘the danger of foreign oil’, ‘dangers of extraction of oil’ and ‘dangers of extinction of oil’. Several also interpreted *petróleo* as ‘petrol’ or ‘gas’.

Part (b), which asked about whom the energy companies were beginning to work, was exceptionally well answered by candidates.

Although many candidates correctly responded to Part (c) on what the goal of the White House has been for many years, there were a few candidates who incorrectly responded ‘every Saturday, it was a ritual to clean the White House’ and ‘clean energy’ instead of *to be independent of foreign oil*.

For Part (d), the vast majority of candidates were able to list three of the main oil providers to the United States.

Selection 4

This selection discussed some of the advantages and disadvantages of working from home and optimizing working conditions at home. Candidates performed satisfactorily on this selection.

For Part (a), very few candidates fully answered that the advantage of working at home was a combination of private and professional life. Candidates used general knowledge and educated guesses such as ‘less traffic’, ‘get to work at your own pace’, ‘to earn an extra income’, and ‘working at your own time’.

While most candidates mentioned that the ‘the small space’ was a disadvantage of working at home, Part (b), many of them were unable to highlight the inability to optimize the space. Instead, they wrote about not being ‘optimistic’.

Part (c) was well done, with almost all candidates identifying that the room should be *comfortable, quiet*, and away from *human traffic*. Quite a number of candidates lost marks for interpreting ‘*tráfico humano*’ as ‘human trafficking’.

In responding to Part (d), candidates repeated answers from Part (c). Some wrote ‘a separate room’ but did not specify that the room or space needed to be underutilized.

Selection 5

This selection was on shopping in markets of Andean countries. Candidates generally performed satisfactorily on this selection. In many instances, the responses were not specific enough to obtain optimum marks.

Candidates did not respond well to Part (a), which queried the high level of interest shown in shopping in Andean markets. Many candidates gave vague responses. They did not seem to understand that *artesanía* referred to craft items/handicraft and gave vague responses. Nevertheless, candidates understood that these different craft were made by native/indigenous people.

With respect to Part (b), candidates were able to comprehend that the designs on the materials were connected to the towns in which they were made. Unfortunately, they did not specify exactly what they reflected, for example, culture, character, nature of the town.

Part (c) asked candidates to name three items displayed in the markets. Many candidates mentioned ‘bags’ but did not state that the bags were woven. Some answers included ‘tissue bags’, and ‘handbags’. Where candidates wrote ‘traditional items’, the mark was not awarded because this response was not precise enough.

Part (d), on a negative aspect of tourism, was very well answered. However, a few candidates wrote ‘very difficult to buy from another business’, instead of *it was difficult to buy at a good price*.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Dr Duque on the topic of nanotechnology. Performance was generally good.

Part 1

For Part (a), most candidates were able to comprehend that atoms and molecules were involved in defining nanotechnology, but did not specify that it was a science that manipulated these atoms and molecules. Many candidates thought that a scale was involved, instead of identifying *nanoscale*.

Most candidates were able to show how nanotechnology was linked to modern life, Part (b). This question was very well answered. On the other hand, Part (c), on what nanoparticles are, was not well answered. *Similar to powder* was not specified, or heard incorrectly.

Excellent responses were received for Part (d), on naming the industry which uses nanotechnology. However, some candidates wrote ‘industry of elements’, ‘industry of ingredients’ and ‘health industry’.

Candidates also responded well to Part (e), on uses to which nanoingredients are put. However, some candidates did not write *creating consumption products* but wrote instead ‘creating products’. In addition, *Genetic characteristics* was misinterpreted as ‘energetic characteristics’.

Part 2

The performance on Part (f) was fair. Some candidates spoke of the development of nanotechnology as ‘a science of the future’, not realizing that it was already present in many foods. ‘It was used in the kitchen’ was written instead of *consumed daily*.

Candidates had no difficulty responding to Parts (g) — (i). For Part (g), most candidates were able to name four products in which nanoparticles were found. Part (h) asked about the benefits of the nanoingredients and Part (i) enquired about the safety of the nanoingredients. However, some candidates wrote, ‘It is harmful to one’s health’ in response to Part (i).

Candidates’ Strengths

- Candidates showed excellent skills in recalling items from a list.
- Some candidates were able to make accurate, educated guesses for the translation of certain Spanish words, for example, mendicity (*mendicidad*).

Candidates’ Weaknesses

- Many responses were unclear. The expressions used showed misuse of conjunctions prepositions and punctuation marks, which caused ambiguity and consequently, a loss of marks.
- Candidates relied heavily on general knowledge/ideas and created their own words when unsure of the English translation. As such there were a lot of padded responses and incorrect educated guesses.
- It seemed as though many candidates did not analyse and read over their responses, as this was evident in the incoherent grammatical structures, which often were not logical.
- There was a lack of comprehension with respect to what was required in some questions.

Suggestions for Teachers

Teachers should:

- Encourage their students to pay attention to the weighting of questions.
- Encourage students to make sense of their responses before they write them.
- Teach their students proper time management for this exam and other exam techniques specific to listening competency.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For passage 1, candidates were asked to respond to the material in English to questions asked in English. For passage 2, the questions were in Spanish and candidates were to respond in Spanish.

Passage 1 – *Se acusan los medios venezolanos de ser parciales*

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a)–(e) required candidates to respond in English to questions asked in English. Parts (f)–(j) required candidates to provide synonyms taken from the passage for the items presented. This question was well answered by candidates. Approximately 60 per cent of the candidates scored in the 19–24 range.

For Part (a), most candidates were able to adequately discuss the controversy between the different media. However, it was noted that the expression *hacer crítica injusta* posed problems for many candidates. Many wrote 'doing critical injustice' or 'critically unjust'.

Part (b) was generally well answered. Many candidates were able to state that the aim of the law was to promote the responsible use of the media.

Part (c) (i) was well answered by most candidates. However, there was some misinterpretation by candidates of the expression *no se cumplieron*. A few candidates thought the expression referred to 'birthday' so many variations of this term were seen in the response. Other candidates also attempted to rephrase the Spanish word, *fiasco*, but did so incorrectly. Responses such as 'it was a fraud', '... failure', '... fake' and '... joke' were used by candidates. With respect to Mr Trapiello's criticism of official channels, asked in Part (c) (ii), most candidates were able to state that there was a *violation of Article 14*. However, a few candidates misinterpreted *violación* to mean 'rape' and provided answers which contained variations of this word, which were not in context with what was being stated in the passage. The second part of this answer also revealed a level of misinterpretation of the phrase *al menos* as it was used in the passage. Many candidates wrote '... less than 7 hours had to be aired' as opposed to *at least*. Many candidates also stated that it was '6 hours', rather than the *7 hours* as stated in the passage. Overall, however, the question was well handled by most candidates.

Candidates responded well to Part (d), on what a recent study revealed about the state media. However, there was a general miscomprehension of the word *oficialismo*. Some candidates completely ignored it in their answer and, as a result, were unable to earn full marks.

Most candidates could not earn full marks for Part (e), which looked at how government spokespersons defended state channels. Some candidates interpreted *única* to mean 'unique' and other candidates had difficulty with the word, *difunden*. As a result of this, the second part of the question, based on the private media's response, was not well answered.

Parts (f)–(j), on identifying the synonyms, were fairly well answered. Most candidates were able to identify at least three out of the five synonyms. Two items that proved difficult were (f), where many candidates failed to give the complete answer of *en torno a*, only giving 'torno', and (g), which was identified as '*promulgó*'. Some candidates completely left out (h).

Passage 2 – *Las calles de Chile sienten la crisis*

This was a compulsory question assessing candidates' ability to understand the passage in the target language and to respond in Spanish to questions asked in Spanish. Overall, performance on this paper can be deemed as satisfactory. This question presented challenges to many candidates. The major problem in the answering of this question was that *candidates disregarded the instruction to respond in their own words*. A significant number of candidates took their answers directly from the passage and as a result of this, were heavily penalized. Too many responses were weak in terms of expression and grammar, specifically in the use of tenses, subject/verb agreement and vocabulary usage.

While examiners rewarded the efforts of those who followed the clearly stated instruction of answering in their own words, there were too many instances where the answers were quite unclear, with instances of Anglicism and often poor choice of synonyms. While candidates are not penalized for language, if the responses impede understanding of the answers, marks cannot be allotted.

While many candidates understood the requirements of Part (a), there was a high level of lifting of the answer from the passage. As a result, these responses were penalized. Some candidates only changed one word, *enfrentar*, from the sentence taken from the passage.

Just as they did for Part (a), far too many candidates took their answers directly from the passage in responding to Part (b). Sometimes only the word *aumento* was changed. Some candidates wrote the entire paragraph directly from the passage. Candidates are to be reminded of the need to rephrase.

There was also widespread lifting of answers for Part (c). For candidates who attempted to answer in their own words, there was some confusion as to the unemployment figure in Chile. Many candidates interpreted the rate of unemployment as 8.5 per cent rather than a growth of 8.5 per cent. A few candidates also did not understand the use of the comma in the figure and stated that the figure was 85 per cent.

Because of a lack of knowledge of the vocabulary items, Part (d) posed significant problems for candidates. Many candidates chose to simply lift the answer from the passage while others gave irrelevant information from other parts of the passage.

Part (e) also proved to be a challenge for the majority of candidates. Many of them were able to identify that Chile exports 60 per cent of its products, but some of them misinterpreted the first part which stated that Chile had to be affected because of the fact of exporting such a high percentage of their products. Many candidates lifted their answer but in the lifting left out important phrases such as *era imposible que el país*. Their responses started with *Chile no se viera afectado*, hence their answers were incorrect.

For Part (f) (i), the majority of candidates lifted sections from the passage and those who attempted to rephrase only changed *montones* to *muchos* and *recesión global* to '*recesión mundial*'.

Part (f) (ii) required that candidates give their personal opinions on the issue presented. There were some commendable attempts to answer and many of these were rewarded with full marks. However, some candidates disregarded the instruction *Aparte de lo mencionado* and focused on what was presented in the passage. Other responses were not well discussed and as a result full marks could not be awarded.

Section B – Essays

Candidates were required to write an essay, in Spanish, of 250–300 words, on one of five topics. This section assessed candidates' ability to express themselves in Spanish in an analytical and logical manner

related to the theme as outlined in Module 2 of the syllabus. Candidates were assessed on content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

The questions for the essay component were in line with the syllabus objectives. The themes required candidates to be well read and knowledgeable on varying topics on science and technology and to be able to express their ideas and opinions showing the necessary skills in analysis and organization, and using correct grammatical structures. Generally, the majority of candidates displayed good organization skills in their essays evidenced by their ability to give an introduction, proper sequencing of points and a conclusion. Most candidates were able to use idiomatic expressions to introduce each point. Candidates generally were able to make valid points although they had some difficulty to developing their points fully. Their competence at correct grammar structure was however disappointing for this level. The most popular question chosen was question five with the least popular being question three. Many candidates stated their position, developed their points but in their conclusion restated the question, whether or not it was contrary to what was discussed.

Question 3

Poder elegir el sexo del feto es una opción atrayente. Discute.

This question prompted candidates to discuss whether being able to choose the gender of the foetus is a good thing or not and to support their ideas. Candidates should have given reasons supporting their arguments as to benefits/advantages of choosing the gender of the foetus in relation to the need of the family, couple or mother, or should have made reference to the following points:

- Desirability of a preferred gender: parents can plan
- Prevention of hereditary illnesses specific to the gender of a child
- As a guarantee to have a small family: one male and one female
- Traditional reasons: better to have a child of one gender to carry on cultural ties/family name/inheritance.
- To save a couple unnecessary pregnancies while trying to have a child of a particular gender

On the other hand, candidates could also have argued the following points:

- Ethical grounds/tampering with nature.
- Scientists assuming the role of God

Candidates who answered this question barely developed points to support the statement or to reject the statement. Some of the essays lacked depth in content as candidates did not seem to know how to develop the few points they made. Some candidates provided irrelevant details and did not score well. This question was the least popular and accounted for two per cent of the responses. Although this was not a popular choice, candidates performed satisfactorily.

Question 4

La piratería en la red es un crimen imposible de resolver. ¿Cuál es tu opinión?

For this question, candidates were expected to state whether piracy was indeed a crime and to support their point of view if they considered this act as a crime impossible to solve. There was a high level of

misinterpretation. In many responses, candidates merely explored the advantages and disadvantages of using the Internet or saw piracy as identity theft, hacking and virus creation. Some candidates commented on international laws, intelligence of pirates to breach security codes to gain access to the personal data of third parties and cyber terrorist organizations attempting to control or steal information from companies for their benefit or for the demise of others. Not many considered intellectual property or royalty issues such as music/film, plagiarism, or suggested attempts at preventing piracy by imposing laws, preventing the sale of pirated videos/DVDs or music on the street and in video clubs. Candidates also made little effort to explore freedom of expression, unwillingness of countries to enforce laws, the lack of resources and the availability of new technology as things that made the crime difficult to solve.

This question was not as well answered as the other essays.

Question 5

El internet es una importante herramienta educativa. Comenta.

This question aimed to test the validity of the Internet serving the role as an educational tool. The following points should have been covered:

- The Internet serves as a source of global information, resource tool for research/the media/news...
- It is a vehicle to access e-learning connectivity and classes among teachers, professors and pupils.
- It provides access to online programmes and courses at all levels which can be done in the comfort and convenience of one's home anywhere in the world.
- The Internet provides access to a database as resources, links, articles, e- books and e-journals. There is no need to search for books and articles in a library.
- It also allows the general public to explore cultures and languages in learning resource sites, for example hello-hello.com

Candidates provided several negative aspects of the Internet, stating that it is not an educational tool because

- it encourages intellectual laziness as people lack originality of ideas and do not present personal opinions due to plagiarism.
- there is exposure to paedophiles, pornographic sites, violence, mental demise, school failure, mismanagement of time on social networking sites.

Candidates attempting this question demonstrated both strengths and weaknesses in understanding the importance of the Internet as an educational tool. This was the most popular choice and accounted for the widest distribution of scores, from poor to excellent, 70 per cent of candidates attempted it. Candidates were able to draw from their personal experiences of the use of the Internet and its importance as a learning tool. However, many candidates misinterpreted what the question required and presented ideas and opinions on the disadvantages or negative impact using the Internet.

Some candidates were also able to produce well-argued, structured essays that displayed excellent coverage and organization of topics. Candidates also demonstrated a wide range of structures and vocabulary including good use of idioms. Candidates who performed poorly displayed little grasp of essential grammar, limited vocabulary, limited use of idioms, and numerous inaccuracies which often affected meaning. Their writing style seemed more like putting words together randomly and for the most part very literally. There was an overall weakness in grammar.

Examples of common vocabulary errors made by candidates included:

- *en facto* (in fact)
- *educación tercera* (tertiary education)
- *el necesito* (the need)
- *el tónico* (the topic)
- *muchos tiempos* (many times)
- *sanitario* (health)
- *no solo pero* (not only but)
- *es no* (it is not)
- *en mi modo de ver la tema*
- *una problema, la sistema*
- *pasando horas lentas en el internet*
- *pero/sino*
- *hay son* (there are)
- *esa for the relative pronoun,*
- *hacer/tener*
- *prestar/pedir*

Marked inaccuracies and errors entailed missing accents, accent insertion in wrong places and spelling errors, for example, *tecnologia*, *tecnología for tecnológica*, *comunidades*, *possible*, *comunicacion*, *bebes*, *area*, *pais*, *jovenes*, *accessar*.

Question 6

Es imprescindible tener un teléfono móvil. Discute.

This was the second most popular question, attempted by 13 per cent of candidates. Overall performance was satisfactory. Candidates were expected to discuss why it is/is not necessary to have a cellular phone. Possible reasons that could have been explored include the following:

- Smart phones enable users to access the Internet, social networking and messenger applications — there is the ease of finding information, chatting with contacts and updating one's status from the phone instead of sitting in front of a PC desktop or laptop.
- Cellphones allow users to keep in touch with family and friends both locally and abroad, anywhere, any time.
- Cellphones are useful in cases of emergency, for example, accidents.
- Cellphones allow users to save time and to utilize the convenience of telebanking transactions.
- The connectivity of cellphones facilitates business.
- Cellular phones are relatively affordable.
- Availability — cellphone users can be reached at any time.

On the contrary, candidates should have been able to discuss:

- Mismanagement of one's personal budget in maintaining pre-paid/post-paid cellular phone plans.
- Road hazard — cellphones can be a major cause for accidents as users text/talk while driving.
- Cellphones take away from face-to-face interactions in social settings.
- Cellphones may intrude upon one's personal space and time.
- Cellphones can sometimes be a public nuisance.

Although many candidates did not seem to understand the meaning of the word *imprescindible*, (necessary or indispensable), candidates generally provided some relevant examples to support their argument. Many candidates focused on the use of mobiles in school, work and for safety reasons. However, essential grammar structure and mastery of expression tended to be weak and affected the quality of their essays.

Question 7

Los médicos que practican la fertilización in vitro deberían pensar en las consecuencias de sus acciones. Comenta.

The focus of this essay was that doctors should consider the consequences of their medical practice in relation to the procedure, in vitro fertilization. Some considerations are:

- Doctors and nurses should consider their oath in the practice of medicine to uphold/save lives. In vitro fertilization involves the loss of possible lives through the destruction of unwanted fertilized eggs.
- Ethical, religious and moral objections
- In unsuccessful IVF cases, children are more than likely to have birth defects. Examples: cleft lip, cerebral palsy, heart defects, oesophageal atresia
- There may be deformities/malformation in foetal development after the IVF procedure which can cause abortion
- The associated risks to the mother such as hyper stimulation, ectopic pregnancy, multiple births and lower birth rate.

Most candidates made mention of the possible violation of the ethical code of conduct by doctors where they do not make patients aware of the health risks associated with in vitro fertilization. Candidates discussed some of the negative consequences such as risks to the woman, social stigma, and the lack of respect for the authority of God. Justification for going through this procedure was also useful. Candidates also mentioned that doctors were mainly focused on the medical aspect of in vitro fertilization thereby not paying too much attention to other issues.

Candidates handled this question well with many scoring in the 15–18 range even though it was not a popular choice. Overall weakness in grammar, with marked inaccuracies hampered the attainment of higher scores. Responses to this question accounted for six per cent of the total.

Recommendations

The essay component requires candidates to be well read and knowledgeable on the CAPE syllabus. Candidates need to take into consideration the format/presentation of the essay, structure of the language and improvement of expression. Teachers need to help facilitate the learning process and stress correct use of grammatical structures, vocabulary and idioms. Students must be guided in the use of relevant facts, ideas and opinions on themes of the modules which must be researched prior to the sitting of this examination. This component requires higher order writing and thinking skills therefore candidates must practise writing essays in order to develop this skill.

It is recommended that students be trained in writing using the standard essay-writing structure. They should learn to start with an introduction with a thesis statement or position taken, at least three supporting points and a conclusion restating the thesis and giving a summary. Teachers should guide

students in correctly analysing requirements of questions in order to reduce the occurrence of rehearsed essays.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts (a,b,c,d). These questions focused on literary analysis of given passages and asked candidates to relate the plot, analyse characters from the extract, comment on narrative technique and setting, and identify literary devices and themes found in the given passage. All answers were required in Spanish and candidates were allowed the use of the text and a dictionary.

Question Popularity

| QUESTION # | POPULARITY |
|--|------------|
| 1. <i>La lluvia amarilla</i> | 7 % |
| 2. <i>El llano en llamas</i> | 30 % |
| 3. <i>Chombo</i> | 3 % |
| 4. <i>El coronel no tiene quien le escriba</i> | 60 % |

Candidates generally demonstrated a clear knowledge of the texts studied, as they were able to recall facts from the entire text. However, some of these facts were not pertinent to the question given and as such were considered unnecessary and were not awarded any additional marks. Candidates needed to show greater care in selecting support material for their responses. Grammatical accuracy continued to be an area of great concern, especially at the level of Unit 2. Anglicized Spanish continued to surface in candidates' responses.

Question Performance Breakdown

| RANGE | QUES 1 | QUES 2 | QUES 3 | QUES 4 |
|-------|--------|--------|--------|--------|
| 15-16 | 3% | 2% | 0% | 3% |
| 12-14 | 3% | 16% | 13% | 10% |
| 9-11 | 11% | 33% | 25% | 19% |
| 6-8 | 63% | 31% | 13% | 35% |
| 3-5 | 14% | 10% | 19% | 25% |
| 0-2 | 6% | 8% | 30% | 8% |

Question 1: *La lluvia amarilla*

This question was selected by seven per cent of candidates. Overall performance was satisfactory. For Part (a) (i), many candidates seemed to have read more into this question than was actually asked. A clear indication that the future tense was being employed to show that the event had not yet occurred was what was needed, whereas candidates either felt that they ought to relate the plot or explain the feelings and thoughts of the protagonist. Therefore, although this part of the question was awarded two marks, many candidates did not earn the full two marks.

In response to the second part of the question, Part (a) (ii), candidates seemed to have missed the reaction of the men referred to by the protagonist. They understood that he anticipated the return of the men, but could not explain how the men would react.

Part (b) was generally better answered. While most candidates clearly identified the literary device as a simile, others failed to see the inevitability of the advancement of the shadows. Similarly, Part (c) on nature, was well answered by most candidates. Their use of adjectives was precise, and the observation of the village being in ruins was well made.

For Part (d), most candidates realized that the use of the negatives was an indication of the abandonment of the town and that the theme of abandonment was one of the main themes of the novel.

Question 2: *El llano en llamas*

This question was attempted by 30 per cent of the candidates. Overall performance was good. In response to Part (a), candidates were generally able to identify the tone of the episode with ease. However, adequate support for the tone was not always forthcoming.

For Part (b), while most candidates understood that the narrative point of view employed in the excerpt was first person point of view, they were unable to see that it was a narrator/witness. Not many were able to capture the authenticity and vividness of the lack of hope. Far too often, candidates regurgitated a learned generic response to questions on the narrative point of view based on a simplistic definition of first or third person. They used as their evidence words such as ‘yo’ or ‘ella’.

Part (c) was satisfactorily answered. Most candidates were able to use good descriptive words to describe the river and establish the link between that and Tacha’s tears.

Responses to Part (d) were poor. Very few candidates were able to develop the concept of destiny and of it being linked to Nature. Their references to other stories in the novel were very vague or poorly made.

Question 3: *Chombo*

This question was attempted by three per cent of the candidates. Overall performance was satisfactory. For Part (a), most candidates confused literary technique and theme. Therefore, they were unable to identify ‘irony’ as being employed in this episode. They missed the fact that the students in the episode knew the reality of the Panamanian situation, but the teachers did not. A few candidates recognized the repetition of time.

With respect to Part (b), not enough candidates seemed to recognize the fact that Litó’s teacher was of African descent. However, they understood that Litó was proud of his Afro-Panamanian identity. Therefore, they missed the fact that Litó’s teacher rejected her origins, to the point of *relaxing/straightening* her hair.

For Part (c), while most candidates identified the main difference between the teachers as the fact that one teacher expelled Chabela and the other humiliated Litó, they did not identify that Chabela’s teacher was white and Litó’s was black.

Candidates did not perform well on Part (d). Most candidates recognized the racial discrimination against the West Indians. However, the deeper meaning was not clearly identified. They failed to highlight that the discrimination was not only of whites against black West Indians, but of colonial Panamanian blacks against black West Indians.

Question 4: *El coronel no tiene quien le escriba*

Sixty per cent of the candidates attempted this question. Overall performance was satisfactory. Candidates responded well to Part (a). They clearly recognized the sequence of events and the fact that the colonel hesitated in making his decision to sell the rooster.

However, Part (b) was very poorly done. It was misinterpreted by most candidates who seemed to have major difficulty in correctly analysing the saying, *La cara del santo hace el milagro*. Those who understood the point that if Don Sabas saw the rooster, he would buy it, missed the fact that he wouldn't be able to deny the real value of it on seeing it. Many candidates saw the saying as just a religious statement or as an example of sarcasm.

In response to Part (c), most candidates seemed to know enough about the colonel and his wife to be able to accurately identify aspects of their personality. However, they did not always provide support for their findings. For example, when they identified the colonel as *orgullosa*, they had difficulty citing an appropriate example.

With respect to Part (d), candidates often misunderstood the theme of the episode. Many candidates identified it as '*pobreza*', '*el gallo*', '*esperanza*', '*pelea contra la pobreza*' and even the theme from the syllabus '*el conflicto social y político*'. They missed that the main theme *in the given extract* was exploitation which is further developed in the novel.

Recommendations

- No English is allowed in Section A, candidates are therefore advised to respond in Spanish only.
- Candidates need to make *good* use of the dictionary.
- Candidates should avoid using the citations to give the sequence of events. These should be used to support answers, not just lifted out and written back as answers in themselves.
- Candidates should try to keep the length of the response commensurate with the amount of marks awarded for the question. Some candidates wrote an entire page to respond to one part of a question and yet there was very little information for which marks could be awarded.

Section B – Themes

Candidates were required to write an essay, of 350–400 words, in English, based on one of two themes: *La vida rural*, for which the prescribed texts were *La lluvia amarilla* and *El llano en llamas* and *Conflictos políticos y sociales en Hispanoamérica*, with prescribed texts *El coronel no tiene quien le escriba* and *Chombo*. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks). Candidates performed satisfactorily on all the essays.

Question 5

Rural life is as simple as it is difficult. Discuss.

This was the most popular question, attempted by 44 per cent of the candidates, and was the best answered of the essays. Candidates were expected to define the terms 'simple' and 'difficult' as they relate to rural life. They were then required to identify examples from the chosen text which demonstrated simplicity and difficulty and to show whether there was a correlation. Candidates who chose *El llano en llamas* did not always select the appropriate stories, whilst other candidates limited 'difficulty' to merely

acts of nature. Some candidates produced generic type essays focusing mainly on difficulties without referencing the other part of the question — simplicity. Nevertheless, candidates were generally able to produce responses which ranged between satisfactory and good using both texts: *El llano en llamas* and *La lluvia amarilla*.

Question 6

Those who want to make progress have no option but to leave the countryside. Do you agree?

This question was attempted by 16 per cent of the candidates. Candidates were expected to provide, from the chosen text, examples of individuals who migrated from the countryside in search of material progress, compared to those who remained. Candidates who chose *La lluvia amarilla* generally provided better responses than those who chose *El llano en llamas*.

Question 7

In Spanish American societies, equality of opportunity is a myth. Discuss.

This question was attempted by 26 per cent of the candidates. Candidates were required to define the term ‘equality of opportunity’. In doing so, they needed to explain if the ‘playing field’ was level, and if not, why. They were also required to state whether they believed equality of opportunity to be an attainable goal in relation to the studied text. Some candidates misinterpreted the term ‘equality of opportunity’, and most of them who used *El coronel no tiene quien le escriba* struggled to show how equality of opportunity could not be achieved in light of the events of the text. Those who used *Chombo* were able to provide better responses.

Question 8

In the midst of political and social conflict, doing what is right is never easy. Discuss.

This was the least popular question, attempted by 14 per cent of the candidates. Candidates were required to identify instances of political and social conflict in the text studied and show how they impacted on the choices made by individuals. Most candidates failed to address the issues related to the question asked and generally produced poor responses.

Candidates’ Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills.
- In some instances, quotations were used appropriately and well integrated into the essay.

Candidates’ Weaknesses and Errors

- Some candidates exceeded the word limit.
- Some candidates wrote general essays and others made references to films.
- Some candidates chose the wrong text for a stated theme.
- Some candidates studied the English translation or viewed a film on the chosen text and therefore wrote the title of the text/stories and quotations in English. Those who viewed a film wrote inaccurate information.
- In some instances, candidates engaged in storytelling and summarizing instead of analysis.

- Some essays were padded with quotations, historical and philosophical perspectives.

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination.
- Refrain from primarily training students based on past essays as students seek to regurgitate information, regardless of relevance ('generic' essays).
- Advise students to read and select questions carefully as some texts are more appropriate than others for certain questions.
- Advise students to stay within the word limit as examiners do not read beyond the word limit.
- Cultivate practices of proper essay writing — Introduction/Body/Conclusion.
- Ensure that students use Standard English and avoid making up words.
- Advise students that an excellent response entails:
 - (i) a brief introduction with a clear thesis statement
 - (ii) four or five solid points, supported with concise, appropriate quotes and an informed personal opinion, each in a new paragraph.
 - (iii) at least 1 counterpoint that shows balance in the response.
 - (iv) a brief conclusion.

UNITS 1 and 2

Paper 04 – School-Based Assessment

This paper required candidates to (i) make an oral presentation on their topic of choice within the framework of the three modules, and (ii) engage in conversation with the examiner on the topic as well as on current issues.

Candidates produced varying degrees of performance. Some candidates went beyond merely sharing information based on their research; they also analysed the information and gave their perspectives and opinions on the topics, which is what is required in the syllabus. Opinions were for the most part logical and coherent with the information presented.

Many of the outstanding candidates chose issues that were affecting Spanish-speaking countries. They included current findings and discussed the impact of those issues on aspects of life such as education, job opportunities, young people and the development of countries, comparing and contrasting with the home territories.

Overall, candidates selected topics within the units of study and their performance was generally quite good.

Most candidates generally appeared to have done their research and most presented their topics very well. Many of them were quite fluent and expressed many facts and ideas, although there was less proffering of opinions. The use of vocabulary and expressions corresponding to their academic level is also commendable for the most part. The inevitable structure and grammatical flaws did not impact significantly on meaning.

On the other hand, there were a number of cases where the performance did not live up to expectations:

- The topics were too general, or were not based on a specific country or module
- Presentations were mainly expository and were simply a summary of statistics
- Presentations were primarily opinions with little or no facts to support the points of view
- There was marked hesitancy in delivery
- The presentation was too long with a myriad of findings unrelated to the topic

Also, some of the predictable structural and pronunciation mistakes were a bit too prevalent:

- Lack of agreement between subject-verb, noun-adjective, noun-article (gender)
- Grammar, (use of subjunctive), pronunciation of *h*'s, open *i*'s and closed *a*'s.

General Comments

Although the topics selected were generally consonant with the units, there were some cases where candidates seemed to have lacked the necessary guidance and so chose unsuitable topics.

- Questions posed by the teacher were at times long and leading.
- Some teachers did not develop a conversation on the topic.
- Sometimes no questions or only one or two questions were posed. Also, some teachers asked only lower level questions thus denying candidates the opportunity to expound further on their topics.

Recommendations for Teachers

- Teachers need to distinguish between the topic and general conversation.
- Teachers need to allow students to engage them in conversation.
- Some teachers need to be more familiar with the marking scheme.
- Teachers should pose a wide range of questions in the general conversation.
- Teachers should try not to overly penalize students for grammatical mistakes.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2012

SPANISH

GENERAL COMMENTS

While candidate performance declined in Unit 1 of the 2012 examination, there was improved performance in Unit 2, with an increase in the number of candidates at the highest grade.

DETAILED COMMENTS

UNIT 1

Paper 01 – Listening Comprehension

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond to questions based on the material in short-answer format.

The majority of candidates performed better in Section A than Section B. While it is evident that the listening component may be challenging at this level, there was a general weakness in English expression, which, in many cases, reflected a lack of thought in some of the responses. Far too many answers lacked logic and coherence and many had poor spelling. Several candidates did not complete the entire paper. Many of them relied on previous knowledge to respond to the questions instead of paying attention to specific details given in the selections.

Section A – Short Selections

The results were generally satisfactory. The majority of candidates completed the entire paper. However, some responses indicated that candidates needed to take greater care in responding to questions instead of translating.

A range of spelling errors and weaknesses in expression often posed challenges to examiners to determine the accuracy of responses. Additionally, vocabulary recognition was noted as a major shortcoming. Many candidates did not understand the following words: *mil*, *trece*, *psicológica*, *access*, *anticonceptivos*, *incertidumbre*, *noroeste*, *raíz*, *numerous* and *semillas*.

Selection 1

Performance on this selection, which looked at the excessive viewing of television by adolescents, was generally good.

While many candidates understood the major elements of the question and provided the correct response for Part (a) on the number of participants in the study, several of them misinterpreted *mil* as 'million'.

For Part (b), many candidates were able to correctly give the findings of the study. However, many of them misinterpreted *psicológica* as 'ecological'.

Most candidates got Part (c), on the ages of participants in the study, correct. However, the word *trece* was translated as 'three' or 'thirty' and some candidates even gave 'fifteen' as their response.

The majority of candidates gave the correct response for Part (d) (i). They knew the type of instrument that was used in the study. However, many unusual responses such as 'television' 'thermometer' 'guitar' 'survey' 'observation' were also given, the most common being 'television'.

For Part (d) (ii), on what the instrument examined, many candidates were unable to identify all three required components; only a few were able to identify the expressions ...*others in the same age group* or indicate that *hyperactivity* was part of the study. This resulted in many of them earning only two out of three marks.

The majority of candidates performed fairly well in Part (e), which asked for the recommendation of the study. However, many of them omitted the second part of the response. Instead of *psychological health* some gave 'health' or 'ecological health' as the answer.

Selection 2

Performance on this selection that examined some of the everyday issues in Spanish society, was unsatisfactory. The majority of candidates scored between five and seven out of a possible twelve marks.

In response to Part (a), the majority of candidates indicated the phenomenon that was noted in Spain in 2009. They were also able to provide the two main causes of the phenomenon, as required by Part (b). However, a few of them failed to provide a full response, but rather wrote 'economic or social factors/issues/problems'.

However, their response to Part (c), on other factors that have had an impact on the phenomenon, caused some difficulty for candidates. There were variations in the responses and many of them were incomplete. Among these incorrect responses was the misinterpretation of *anticonceptivos* to mean anti-contraceptives and 'consecutives'. Some candidates also misinterpreted *acceso* and gave 'excess contraceptives' as their response instead of *access to contraceptives*. Other incorrect responses were 'legislation against abortion' 'forced abortion' and 'women in the police force.'

Part (d) asked about the policies that are lacking in Spain. This was the worst answered question in this selection. Many of the candidates interpreted *la maternidad* to mean 'maternity leave' and many did not know the word *incertidumbre* and as a result lost marks.

Part (e) was well answered as the vast majority of candidates stated what was mentioned about foreign women. However, there were some unusual responses, for example, 'foreign women having a lot of children' and 'foreign women are coming to take away all the jobs'.

Selection 3

The performance on this selection, on measuring the demand on the earth's resources, was very good. However, quite a few candidates did not follow the given instructions and ticked more than four responses. This resulted in penalization.

Selection 4

Overall, this selection which looked at the discovery of plant fossils in Argentina, was generally not well done. At least half of the candidates scored four or fewer marks out of a possible eight.

Part (a) was fairly well done. Most candidates specified that the scientists who discovered the fossils were Argentinian. However, many candidates misspelt the word *Argentinian* and wrote 'Argentia' while a few wrote 'scientific Argentinians' and 'anglocientifico.'

Only a small number of candidates gave north-west of Argentina as the location of the discovery, for Part (b). The majority of candidates interpreted *noroeste* as ‘north-east’. Some simply stated ‘north’ or ‘east Argentina’.

Understanding numbers proved to be problematic for a number of candidates responding to Part (c), for which they had to state two characteristics. Not many candidates were able to state how old the plants were (472 million years). However, the majority correctly stated that they were *simple*. Unfortunately, many candidates provided the responses for Part (d) as their answer for Part (c) and described the plant fossils as ‘multicellular’ and ‘hepatic’, which they misspelt as ‘epatic’ ‘empatic’ and ‘empatetic.’ Some candidates also misinterpreted *raíz* as ‘rice’.

For Part (d), which asked about the origins of the fossilized plant spores, the responses were satisfactory. Many candidates gave the literal translation of *agua dulce* as ‘sweet water’ instead of *fresh water*. Nevertheless, marks were awarded for sweet water because it is a term used in a few Caribbean territories and was therefore accepted on cultural merit. Most candidates were able to state that they were multicellular and a few mentioned algae. However, some candidates also described it as a green water plant.

Selection 5

This selection, which was poorly done, looked at the challenges faced by the environment as a result of the introduction of certain agricultural ingredients.

Most candidates were able to answer Part (a) correctly. However, although they were able to mention the disadvantage of high-yielding crops, there were some incorrect responses mentioned. These included ‘nutrients are lacking’, ‘reduction of nutrients in the soil’, ‘destruction of nutrients’ and ‘minimal production of nutrients’.

Most candidates were able to identify at least one of two methods being used to increase the production of high-yielding crops, as asked in Part (b). The most popular response was ‘synthetic fertilizers’. Some candidates gave the response ‘synthetic materials and products’. Marks were awarded to candidates who gave the responses ‘artificial fertilization’ and ‘genetically modified or engineered seeds’. Many of the candidates were unable to comprehend the term *semillas híbridas* — *hybrid seeds*.

Many candidates also performed well on Part (c), which required them to state two adverse effects of this type of production on a person’s health. However, some candidates stated ‘death to babies’ and ‘miscarriages’ instead of *death during pregnancy*. Some also interpreted *retardo en el crecimiento* as ‘mental retardation’.

Part (d), how the problem can be solved, was poorly done with the majority of candidates writing ‘using fertilizers’, ‘eating healthy foods’ and ‘using local products’ as their response.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Ana Rodríguez about women in society. Performance was less than satisfactory. In this section especially, there were numerous weaknesses in expression, as well as a lack of logical and coherent responses.

Part 1

The vast majority of candidates were able to identify Ana Rodríguez' profession. Part (a). However, a few of them lost marks for the responses 'industrial worker', 'industrial worker in the petrol industry', 'body builder', 'police woman' and 'engineer.'

Part (b) was very well done. Almost all candidates responded that the popular view of Spaniards regarding professions like Ana's was that these are considered to be a man's job.

Part (c) proved to be problematic for some candidates. Some stated that the major challenge for Ana Rodríguez in her profession was that she experienced some type of discrimination/disrespect on the job, but did not specify what type. Others mentioned her treatment as a woman on the job, but were too vague. Far too many explanations were marred by poor expression. Therefore, markers were challenged in deciphering answers. Only a small number of candidates combined the ideas that she had to *fight for respect on a professional level*.

Several candidates correctly answered Part (d) (i), which asked for Ana's explanation of the general mistrust regarding the potential of women as professionals. They stated that women can get married and have children. However, many paraphrased the answer as 'housewife', 'a woman's place is in the home' and 'women should not work'.

While several candidates were able to correctly answer Part (d) (ii), on how this mistrust can be harmful to women, some instead gave the answer for Part (d) (i).

Part 2

Few candidates were able to answer Part (e) fully. Many stated that women can change men's negative perception of women in the workplace since women 'have the capacity to do what men do and even better'. Others stated that women 'must work hard in what they do' or that they 'must be professional'. Again, expression was weak and difficult to interpret.

Part (f) was poorly done. A number of candidates appeared to be unfamiliar with the expression *double-edged sword*. A few candidates gave the correct answer that *a woman's dress code can be both an advantage and a disadvantage to her*. Many responses centred on a woman's sense of fashion and its impact on her job environment (distracting men and bosses). Examples include 'it can take away from her professionalism', 'it can make her turn like a hurricane', 'she can be juicy or mild', 'looking scruffy on the job but nice outside'. Some others were able to give explanations or examples of one side of the response: either the negative or the positive, and as such gained half of the marks.

Part (g), what does Ana consider to be the most satisfying aspect of her job, was also poorly handled. Candidates seemed to rely heavily on previous/general knowledge about women in the workplace. The majority of responses here were far-fetched or badly expressed. Only a small minority gave the answer that *she proved that she was right when she completed a task that was challenging to her or that she demonstrated through practice that others who criticized her were wrong*.

For Part (h), almost all candidates missed the element of Ana's early frustrations being *managerial issues*. For the most part, *gerencial* was misinterpreted as 'general' or 'generalized'. Overall, the vast majority of candidates scored only one mark out of three for stating that the issues she faced did not relate to her condition as a woman.

Recommendations for Teachers

- Provide students with more listening practice with *timed exercises*, allowing them to use their own equipment rather than teacher-controlled equipment.
- Give students vocabulary recognition exercises and word association exercises as part of listening comprehension training.
- Have students practise listening for gist to improve overall comprehension skills rather than simply listing information.
- *Where possible* try exercises that focus on students refining the structure of their responses, rather than just providing a correct response.
- Try short transcription exercises with students on topics from all three modules from very early in the CAPE programme.

Recommendations for Candidates

- Do as much independent listening as possible using online and other audio resources to hone listening skills (music, podcasts, music videos/videos, documentaries widely available). Make listening to the language part of your daily existence.
- Remember that responses must be clearly expressed and make logical sense in English.
- Read questions before listening to the audio.
- Consider the mark scheme in providing responses.
- Proofread responses to ensure logic and coherence.
- Write concise and precise responses to avoid ambiguity.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond to the material in English to questions asked in English. For Passage 2, the questions were in Spanish and candidates were to respond in Spanish, using their own words.

Passage 1 – *La importancia de dormir bien*

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a)–(e) required candidates to respond in English to questions asked in English. Parts (a)–(k) required candidates to provide synonyms taken from the passage.

Overall, performance on this question was satisfactory. From the responses given, it was evident that candidates had a good knowledge of this topic.

Part (a) required candidates to describe two main functions of sleep. The responses were, in most instances, complete with full marks being awarded. Only a small number of candidates misinterpreted the passage and as such their responses were haphazard and incorrect. These candidates referred to the digestive processes rather than sleep.

Part (b) asked candidates to explain how the homeostatic system in the brain works. Generally, this question posed problems. Many candidates were able to identify the homeostatic system as an indicator and that it regulates sleep but only a few were able to explain how the process works. As a result, only

partial marks were awarded. Candidates need to be reminded of the importance of paying attention to the exact requirements of the question.

Part (c) (i) required candidates to state one shortcoming of the Carcadian System. This was the most problematic question for candidates. While they were able to identify that the Carcadian System was an *alert system*, there were difficulties in explaining how the system affected sleep. The vocabulary seemed to have posed a challenge for candidates as many were unable to provide an adequate explanation in their responses.

Part (c) (ii) asked candidates to say what can be done to overcome this shortcoming. Many candidates were able to correctly state that one can adapt one's lighting to one's daily routine.

Part (d) asked candidates to provide details about light and its effect on sleep. While this question was fairly well answered, there were many instances where candidates attempted to answer by translating the entire paragraph. This resulted in candidates giving irrelevant information. For quite a number of candidates, basic vocabulary posed problems. Quite a number of candidates translated *luz* as 'moon', and, as such, erroneously interpreted the entire response. There were instances of candidates interchanging the details about light and its effects.

For Part (e) candidates were required to give two possible dangerous consequences of sleeping too much. There was almost universal success in the answering of this question. However, there was quite a high rate of misspelling of the words *obese* and *obesity*. While spelling was not penalized, candidates must be especially careful at this level.

Parts (f)–(j) required candidates to provide synonyms taken from the passage for given words. This part of the question was well handled by most candidates. Most candidates were able to identify four out of the five synonyms. The most problematic item in this section was Part (g), *equilibrio*, where many candidates gave the word *cansancio* as the synonym. There were also some instances of candidates giving complete phrases as synonyms rather than a single word. Candidates must be reminded that the synonyms that they give must match the given word.

Passage 2 – *Animales en peligro de extinción*

Candidates were required to respond to questions in Spanish based on a passage in Spanish.

The questions on the passage posed challenges to many candidates. The major problem encountered was candidates' disregard of instructions to answer in their own words. Far too many responses, in some cases entire paragraphs, were copied directly from the passage. Candidates seemed to have bare knowledge of the topic and dealt with this by reproducing the passage in their responses. Those who attempted to rephrase responses in their own words did so with great difficulty.

Many responses were cluttered. Only 30 per cent of candidates were able to score in the 16–24 range. There were a few responses given in English when the specific instruction was to answer in Spanish. These responses were not considered and candidates scored no marks.

Part (a) required candidates to identify *el problema, según el pasaje*. Most candidates were successful in their responses. However, far too many of the responses were lifted directly from the passage.

Part (b) asked candidates to say what *contribución ha hecho el hombre al problema*. The responses for this question were too often copied from the passage. Many candidates could not understand the information given and as a result proffered details that were not in the passage.

Part (c) required candidates to say *qué ocurriría si la desaparición continuara*. This question also posed problems for candidates. While many understood that the outcome would be the gradual and eventual loss of biodiversity, many candidates had problems rewording their responses and as such copied the entire sentence ... *lleva a la pérdida gradual de la biodiversidad, un proceso imparable y progresivo*.

Part (d) asked *¿cómo afecta la biodiversidad la calidad de vida para la gente?* This was undoubtedly one of the better answered questions. Many candidates were able to identify the different ways in which biodiversity affected the quality of life. However, many responses were lifted from the passage.

Very few candidates were able to rephrase the answer for Part (e) which required candidates to name *DOS cosas de interés que revelan los estudios*. Many candidates simply copied the entire third paragraph as their response. Those candidates who did attempt to respond in their own words did so well and were awarded the full marks for this question. This question required that candidates give the statistical data in the responses; however, a fair number of candidates only gave general data rather than the specific.

Part (f) asked candidates to give *DOS motivos por la desaparición del perriquito*. There was much confusion in answering this question. Some candidates copied the last sentence of the passage as their response for this question. Other candidates gave responses about the *ballenas, rinocerontes y elefantes*, when the question asked specifically about the *perriquito*. It was clear that candidates did not understand key words and this was responsible for the misinterpretation of the question.

Part (g) was an opinion question. Some candidates made a creditable effort in providing the information required and as such were rewarded with full marks. Other candidates gave incomplete responses. In some instances, there seemed to be a lack of comprehension of the question and as such candidates copied paragraphs from the passage as their response. In some instances, the responses copied did not even address the issue of conserving biodiversity.

Section B – Essays

Candidates were required to write an essay, in Spanish, of 250–300 words, on one of five topics. This section assessed candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Candidates were assessed on content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

It is noteworthy that most candidates were able to answer the questions. There were very few scripts where there was no response. The level of competence ranged from excellent to poor with candidates unable to master basic grammatical structures. Vocabulary, spelling, accentuation, conjugation of verbs and improper word order made it a challenging exercise for candidates to master. Some candidates used the wording of the question as their introduction and conclusion, while a minority lifted expressions from the reading passages in Section A. It was noted, however, that candidates had proper essay format as was evidenced by their introduction, their clearly stated points and conclusion. There were a few excellent essays that clearly demonstrated that candidates understood the question, showed maturity of thought, reasoning and essay analysis and were able to write coherently. There were also very few scripts that excelled with use of expression and vocabulary and good control of information.

Question 3

Una población sana es una población productiva. ¿Estás de acuerdo?

Candidates were able to explain what it meant to be healthy and how that impacted on the productivity of a nation. Such candidates spoke about the value of being physically, mentally and emotionally healthy. Excellent answers stressed the need for a holistic society and how it can be linked to the productivity of a country. Some candidates misunderstood the word *sana* to mean *safe* or *clean*, and this led to the misinterpretation of the question. Some candidates created erroneous words and Anglicisms.

Some common errors in expression that were produced by candidates included:

- *Handlar* (to handle)
- *Ailimentos* (ailments)
- *Addrasar* (to address)
- *Un mal salud*
- *Psychología*
- *Populación*
- *La vida estilo*

Question 4

El desempleo no desaparecerá hasta que todo el mundo tenga una buena educación. ¿Qué opinas?

This was the second most popular question attempted by candidates and was handled quite well in some cases. Performance varied between weak and excellent. Outstanding candidates displayed excellent organization and coverage of topic and produced essays that were well argued and structured. The essays included facts, ideas and opinions. There was a wide range of structures and vocabulary and excellent use of idioms. In general, candidates were able to see that a good education is vital to a successful life and steady employment. They were able to argue that there were less educated persons who fulfil roles in jobs that were necessary for the upkeep of our society, for example, garbage collectors. They indicated that a good education does not necessarily translate into a job because of reasons such as the economy of the country and the world recession.

Some common errors in expression that were produced by candidates included:

- *El gobierno eliminar*
- *El gobierno*
- *La país*
- *Es un tema caliente*

Question 5

La violencia es el mayor peligro de nuestros días. ¿Qué piensas?

This was the most popular choice among candidates. However, it was the least well done. The majority of candidates stated the causes and effects of violence without establishing how it was the greatest danger of our time. They often repeated the same point in all paragraphs. Barely adequate discussion coverage of the topic and irrelevant facts and ideas affected coherence at times. Candidates have the general knowledge but a misunderstanding of the question and a lack of proper application of knowledge resulted

in low scores. Candidates who scored in the 19–24 range were able to give a global outlook on other major dangers such as environmental issues, diseases and the economy thus showing that violence was not necessarily the greatest danger. Those who did show that violence was the most serious danger, demonstrated this by highlighting the impact on different aspects of the country for example, family and social life, economic and security issues. They then proceeded to explain what authorities and individuals could do to alleviate this problem.

Some common errors in expression that were produced by candidates included:

- *Mal padres*
- *Mal influencias*
- *El gobierno eliminar*
- *Nuestras dias*
- *Los individuos quien una victim*
- *Es cará con una taza alta de crimé*
- *Ensear vs aprender*
- *La violencia es un tema mucho calor*
- *La violencia juvenil*

Question 6

La libertad de la prensa debería ser limitada. ¿Cuál es tu opinión?

This was the least popular question. Responses ranged from satisfactory to excellent. Candidates who attempted this question said that the freedom of the press should be limited to a certain extent because of the effects on the family and youth and invasion of privacy. However, at the same time some argued that it should not be limited and supported this by saying that there is more transparency when it is not. They also said that citizens were able to know what is happening in the country and issues are not covered up with the freedom of the press. In a few cases, candidates veered away from the topic and included other media (television, Internet) in their discussion when the focus was supposed to be solely on the print media (publications, newspapers, magazines).

Some common errors in expression that were produced by candidates included:

- *Ellos son haciendo*
- *Los jovenes son abre a materials explicito*
- *Son afectado*
- *Hay sexuales advertismo*

Question 7

Los inmigrantes deberían tener los mismos derechos que los ciudadanos. ¿Qué opinas?

The range of marks was similar to that of Question 6. For the most part, the question was handled fairly well. There were some exceptions with candidates who just did not know how to handle the question or how to bring their ideas across on the topic. Those who argued for immigrants having the same rights spoke about their contribution to society, culturally and financially, and basic human rights. Those who argued against found that immigrants took away jobs from citizens and some of them added to the crime situation of the host country.

Some common errors in expression that were produced by candidates included:

- *Mientras que permitiendo que los habitantes son pasados*
- *Personas quien son haciendo*
- *Estoy no de acuerdo*
- *Tener tan muchos personas*
- *Se cuenta que la libertad*
- *Inigualdad*

Recommendations for Students

- Read from a variety of different sources.
- Be aware of current issues.
- Read questions properly and create an essay plan.
- Underline the key words and link arguments to the key words, so as to ensure correct interpretation of questions.
- Use statistics and factual information to support positions taken.
- Pay attention to key areas such as spelling, agreement, negatives, position of words, accentuation, grammatical structures, conjugation of verbs, the subjunctive mood and omission of the definite and indefinite articles.

Recommendations for Teachers

- Stress grammatical correctness.
- Review the mark scheme.
- Discuss with students the topics in each module.
- Expose students to sample or authentic material to show the quality of work that is required of them.
- Develop writing skills of students.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts (a,b,c,d). These questions focused on a literary analysis of given passages and asked candidates to relate the plot, analyse characters from the extract, and identify literary techniques found in the given passage. Required responses in this section were *limited to the given extract* and not the entire text. All answers were required in Spanish.

Question Popularity

| QUESTION # | POPULARITY |
|---|------------|
| 1. <i>La familia de Pascual Duarte</i> | 11 % |
| 2. <i>Crónica de una muerte anunciada</i> | 20% |
| 3. <i>Felices Días, Tío Sergio</i> | 10 % |
| 4. <i>17 narradoras latinoamericanas</i> | 59 % |

Candidates generally did not demonstrate a clear knowledge and understanding of the texts studied, particularly of *La familia de Pascual Duarte*, and *Crónica de una muerte anunciada*. Facts included were

often not pertinent to the given extract and as such were considered unnecessary and were not awarded any additional marks.

Question Performance Breakdown

| RANGE | QUES 1 | QUES 2 | QUES 3 | QUES 4 |
|-------|--------|--------|--------|--------|
| 16 | 0% | 0% | 0% | 0% |
| 14–15 | 3% | 1% | 5% | 8% |
| 12–13 | 9% | 1% | 3% | 11% |
| 9–11 | 16% | 10% | 28% | 28% |
| 7–8 | 16% | 23% | 17% | 18% |
| 4–6 | 27% | 28% | 25% | 20% |
| 1–3 | 29% | 33% | 16% | 13% |
| 0 | 0% | 4% | 6% | 2% |

Question 1: *La familia de Pascual Duarte*

Performance on this question was generally disappointing. In Part (a), candidates often gave an overview of the text rather than of the extract. The majority of candidates were able to identify that the women were in mourning. However, some candidates focused mainly on Pascualillo's death which was not referred to in the extract. An example of a candidate's clear misunderstanding of the plot of the extract was the reference made to a wolf being responsible for many deaths in the village. This was probably as a result of the student misinterpreting the line *...con su paso de lobo cauteloso...*

In response to Part (b), most candidates identified the narrative point of view as first-person narrator. However, many candidates failed to give adequate support from the extract. Many candidates were unable to identify the subjectivity of this type of narration. Candidates also failed to recognize the narrator's impatience with the three women.

In response to Part (c) (i), most candidates were able to correctly identify the literary technique as being comparison or simile. Instead of using their own words to state what they inferred about the women in Part (c) (ii), candidates simply lifted the first line of the extract, '*...calladas como muertos, hurañas, serias como carabineros*'.

For Part (d), some candidates were able to identify the sadness of the episode. However, they had greater difficulty recognizing the sense of foreboding (*presagio*) conveyed by *El mal aire traidor andaba aún por el campo*. Those who were able to recognize the ill omen made the error of stating the effect on Pascual and not on the reader.

Question 2: *Crónica de una muerte anunciada*

Performance on this question was not good. In Part (a), candidates were able to identify that there was a third-person narrator but did not recognize that the narrator was not totally omniscient (*omnisciente limitado*). Some candidates successfully identified that it was an investigative narrator, or chronicler, (*narrador investigador*). Valid examples of third-person narration were rarely included.

Some candidates were unable to comment on the narrative point of view, providing instead elements of the plot. For example, '*el punto de vista de este episodio es que Santiago Nasar es no bueno hombre y tenía motivos para sentirse defraudado*'.

In Part (b), some candidates confused the two characters, Santiago and Bayardo. This confusion led to incorrect justification of the responses as they wrongfully thought that the entire extract was about Santiago's wedding and that it was Santiago who had provided everything. Candidates who were able to successfully characterize Santiago gave responses such as *bello, generoso, feliz, deseable, rico...*

Performance on Part (c) was much better than on the other parts. Many candidates were able to recognize that a great deal of money had been spent on the celebrations and that there was an abundance of food and drink. However, some candidates still persisted in identifying Santiago as the provider of the feast. Few candidates were able to recognize that the lines also indicated the social status of Bayardo's family.

The most popular responses to Part (d) were happiness and disappointment, whereas few candidates were able to identify the joyous abandon and sense of togetherness generated within the community. Candidates did not manage to successfully support their answer with appropriate citations from the text.

Question 3: Felices Días, Tío Sergio

Performance on this question was fair. Part (a) was reasonably well done by candidates. Most candidates identified Lidia and the boys and stated that they were rummaging through the adults' belongings. However, no candidate made mention of the fact that two boxes had arrived. Some candidates mistakenly identified the items as belonging to Tío Sergio and not to the adults of the family such as Mamá Sara.

In Part (b), some candidates were able to identify a first-person narrative point of view. However, where they were able to identify the point of view, a third-person explanation was given. Candidates failed to mention the subjectivity of such a perspective.

For Part (c), candidates made good use of the dictionary to identify appropriate adjectives to characterize the narrator. They were also able to adequately support and justify their responses. For example, the narrator is described as *curiosa* and this was supported by *Nosotros usualmente nos metíamos en los roperos de la gente grande de mi familia...*

Based on the responses for Part (d), it was evident that candidates still do not understand tone. The most popular responses to this question included '*felicidad*', '*aventura*' and '*intriga*', clearly showing that candidates confused tone with the prevailing atmosphere. More appropriate adjectives to describe the tone of this extract would have been *alegre, informativo*.

Question 4: 17 narradoras latinoamericanas

The majority of candidates attempted this question. In Part (a), candidates 'lifted' heavily from the text to summarize the plot instead of writing in their own words. There was a general misunderstanding of what the *trama* really is; it is simply the series of events that occurs in the extract and it requires the candidate to show nothing more than comprehension. An analysis or overview of the story is not required. Candidates tended to focus more on the sexual awakening of the protagonist, than on the sequence of events. Candidates also failed to see that it was only the protagonist who was affected by *una sed enorme*. Many stated that it was the group of boys on the bus. Candidates need to be reminded that the protagonist is a young boy and not a man.

For Part (b), several candidates inexplicably identified the narrative point of view as a feminine one and a few even linked it to the statue of the woman that appears later in the story. Many candidates confused first-person and third-person narrative perspective and stated that it was the young boy who was relating his story.

Candidates appeared to have difficulty identifying literary technique for Part (c) and most of them incorrectly stated that a metaphor was used. Those who did understand were able to identify it as *personificación* or *hipérbole*. Candidates who could not state *hyperbole* still managed to recognize that there was exaggeration. Most candidates were able to select the appropriate citation from the text but several candidates did not take the example from the fourth paragraph but used ‘...*la brisa fresca le diese en la cara...*’. Candidates did not adequately elaborate on the technique used. They stated the technique but did not aptly justify their answer.

In response to Part (d), a range of emotions was identified. However, identifying specific emotions still posed a challenge to many candidates. Many candidates misinterpreted *esperar* in the line *La cuestión era esperar, esperar...* as meaning ‘hopeful’ when he was really anxiously waiting. Successful responses included *alegría, tranquilidad, ansiedad* and *alivio*.

Recommendations

- No English is allowed in Section A; candidates should not write any words in English as no marks will be awarded.
- Candidates should avoid using the citations to give the sequence of events. Citations should be used to support answers, not just lifted and written as answers themselves.
- When outlining the plot of the extract, candidates should use their own words, and facts should be sequenced logically.
- Candidates should be familiar with vocabulary related to literary analysis such as *relata* and *trama*.
- Candidates should try to keep the length of the response commensurate with the number of marks awarded for the question.
- Teachers should review plot, narrative point of view, tone, emotions, atmosphere and literary techniques.
- Grammar needs to be reviewed, for example, subject/verb agreement and tenses.

Section B – Themes

Candidates were required to write an essay, of 350–400 words, in English, on one of the questions relating to the theme *El individuo y la sociedad* or *La juventud*. They were also required to use one of the prescribed texts for the theme selected and discuss issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks).

Overall, candidate performance in this section was satisfactory.

Question 5

Societal norms curb one’s individualism. Do you agree?

This was the most popular question and was attempted by 54 per cent of the candidates. Responses were generally satisfactory with a few candidates scoring in the very good to excellent range. In this question, candidates were required to identify societal codes/expectations and show how they place a check on one’s individualism. In other words, they were expected to show that societal norms control one’s behaviour as they can restrict the characters in the text from doing what they would like to do, in terms of pursuing their own interests, making their own decisions etc. Some candidates however misconstrued the term *curb* to mean ‘shaped or influenced’ and therefore their essays did not respond to the question set.

Some candidates who used *Crónica de una muerte anunciada* were better able to show how the identified characters were prevented from behaving as they wanted than those who used the text *La familia de Pascual Duarte*. Some candidates who chose the latter text generally submitted essays that were constructed around destiny and marginalization or in many cases, essays that showed how man is a product of the society in which he lives, all issues that were not relevant to the question posed.

Question 6

Society must protect the common good above all. What is your opinion?

Twelve per cent of the candidates attempted this question, the majority of them scoring in the weak to minimal range. Candidates were required to show an understanding of the term *common good* which refers to that which is beneficial to all of a community, for example, order, justice, security and honour. They were further required to show how it must be protected by all, using examples from the text studied. The concept of the common good remained vague to the majority of candidates who attempted this question and their responses were limited in many cases to a mere summary of the text. A few candidates who used *Crónica de una muerte anunciada* were able to identify honour as an aspect of the common good supporting it with analysis and relevant examples from the text.

Question 7

Youth is a time of disillusionment with the adult world. Do you agree?

This was the second most popular question chosen and was attempted by 24 per cent of the candidates. The majority of responses earned marks in the weak to satisfactory range. Candidates were expected to demonstrate an understanding of disillusionment as loss of ideals or illusions, an eye opening experience or even disappointment on realizing that someone or something is not what one believed it to be. They were also required to link their understanding of disillusionment with issues or behaviours of adults. Candidates who scored in the minimal to weak range generally wrote summaries of the short stories or texts studied instead of analysing of the issues relevant to the question.

Some candidates also misinterpreted disillusionment to mean confusion, fantasy and unhappiness. However, some candidates who used the three short stories from *17 narradoras latinoamericanas* were generally able to identify Analía's disillusionment with the actions of Tío Eugenio and Luis, in "*Cartas de amor traicionado*". They also correctly showed the young narrator's disappointment due to her father's lies and deception in "*La casa nueva*." A few candidates attempted to use "*El primer beso*" to answer this question but failed to realize it was not the most appropriate story except if it were used as a counterargument: a period of enlightenment. Some candidates who used *Felices días, Tío Sergio* were able to identify Lidia's disappointment with the double standards among the adults within their household, their prejudices, Tío Sergio's departure as well as the hypocrisy of him becoming intimate with the black maid. However, some candidates misinterpreted Lidia's disillusionment with her unhappiness with the rules and regulations imposed by her family.

Question 8

Adolescent girls seek idealistic love while adolescent boys are more interested in sexual experience. What is your view?

This was the least popular question, attempted by ten per cent of the candidates. Responses varied from weak to excellent with the majority of candidates scoring in the weak to satisfactory range. As the question stated, candidates were expected to show how a desire for idealistic love — interest in romance,

lofty love and marriage, is associated with adolescent girls while desire for sexual experience is more prevalent among boys, in the text studied. Some candidates who used *Felices Días, Tío Sergio*, correctly identified Lidia's interest in idealistic love and Andres' interest in the sexual experience. As counterarguments, they correctly showed that girls may be interested in the sexual experience, for example, Lidia reading books about sex at puberty, and Andres' and Manuel's interest in idealistic love and not the sexual experience. Some candidates who used the three short stories from *17 narradoras latinoamericanas*, were able to identify Analía's interest in idealistic love in “*Cartas de amor traicionado*” via her letters to Luis and falling in love with him. They also used “*El primer beso*” to show boys' interest in sexual experience via the young man's sexual awakening. A few candidates attempted to use “*La casa nueva*” but failed to realize that it was not appropriate for the question.

Candidates' Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills. They were able to identify the issues in the text relevant to the question posed and discuss them using solid supporting details.
- Good or excellent essays included a brief introduction with a well-constructed thesis, three to five well-supported points with a counterargument, and a brief conclusion.
- Some candidates made appropriate use of quotations. Quotations generally supported the points made and were well integrated into the essay.

Candidates' Weaknesses

- Some essays were mere summaries of the text instead of analyses.
- Some essays exceeded the word limit of 350–400 words.
- Some essays were padded with long quotations as well as rambling historical and philosophical perspectives.
- Some responses were riddled with factual inaccuracies related to the text.
- Some candidates misinterpreted key words/phrases in the questions and therefore did not address the relevant issues, for example, *curb* in Question 5, *common good* in Question 6 and *disillusionment* in Question 7.

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination.
- Refrain from primarily instructing students based on past essays as students seek to regurgitate information, regardless of the question set.
- Advise students to take their time to read and carefully select questions as some texts are more appropriate than others for certain questions.
- Advise students to stay within the word limit as examiners do not read beyond the stipulated word limit.
- Help students to cultivate practices of proper essay writing — Introduction/Body/Conclusion.
- Advise students that an excellent response should include

- (i) a brief introduction with a clear thesis statement relating to the text;
- (ii) four to five solid points, supported by concise, appropriate, brief and complete quotes, and an informed personal opinion, each in a new paragraph, one of which should be a counterpoint to show balance in the response;
- (iii) a brief conclusion.

Irregularities

- Writing general essay instead of thematic essay
- Using the same text in Sections A and B
- Using the wrong text for a stated theme, for example, *Felices Días, Tío Sergio* to answer a question on *El individuo y la sociedad*.

Paper 04 – School-Based Assessment (SBA)

This paper required students to (i) make an oral presentation on their topic of choice within the framework of the three modules, and (ii) engage in conversation with the examiner on the topic as well as on current issues.

The SBA for Unit 1 was favourable. Out of a possible 48, the majority of students scored between 29 and 45. In almost every case, the topic chosen was relevant to the unit and appropriate for the level of the student. In general, there seemed to be a preponderance of topics related to drugs and crime. At some centres, these same areas of concern were overly repeated.

Except for a very few exceptions, examiners complied with the guidelines of the syllabus that relate to the format of the examination and the length of time stipulated for it. One or two examiners, perhaps caught up in the flow of conversation, surpassed the fifteen-minute time limit.

Most examiners endeavoured to maintain a conversational tone and provide positive reinforcement to the students. However, there were times when the entire exercise sounded like a question and answer exercise and not nearly enough students took the initiative to engage the examiner in conversation.

Also, there were a few instances when the questions were rather simplistic, more applicable to the CSEC format and some where the teachers were too deliberate in speech, almost to the point of distorting the language.

Further Comments

By and large the marking was acceptable in quality as teachers generally adhered to the marking criteria. In only a few instances was there a significant variance between the teacher's mark and that of the moderator.

Recommendations for Teachers

Teachers should ensure that

- students speak to a 'thesis' and not just a 'topic'; thus giving impetus to the better development of a conversation rather than a regurgitation of facts and statistics
- there is enough class discussion on topics in the syllabus so students can become used to expressing their opinions in the foreign language using the appropriate vocabulary and structure

- enough attention is paid to the articulation of the discrete sounds to promote pronunciation, intonation and fluency
- in the flow and excitement of the conversation sight is not lost of subject-verb agreement, correct usage of articles and tenses
- students engage them in conversation and do not simply reverse a process of interrogation
- all samples are contained on one CD, with details of the programme used for recording. This would go a long way to reducing the time it takes to moderate
- every effort is made to render the recording environment as hermetic as possible — free of distracting noises
- recorded samples be checked for quality before submission to CXC.

UNIT 2

Paper 01 – Listening Comprehension

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond to questions based on the material in short-answer format.

The majority of candidates performed better in Section B than Section A. There was a general weakness in expression more so in Section A than Section B. Some candidates' responses lacked logic and coherence and many had poor spelling. Only a few candidates did not complete the entire paper.

Section A – Short Selections

The results were generally satisfactory. The majority of candidates completed the entire section. However, some responses indicated that candidates needed to take greater care in responding to questions instead of using literal translation.

A range of spelling errors and weakness in expression often posed challenges to examiners to determine the accuracy of the response. Additionally, vocabulary recognition was a major shortcoming of several candidates. Many of them did not understand the following words: *ventanilla informática, europea, entrenamiento, regularidad, endurecimiento, conjunta, inversiones, superfluos, funcionarios, 13 mil millones, mineros, 11:15, tubo, sirvió, de ambas partes, se suicidó, se enfrentó a*.

Selection 1

The performance on this selection, which looked at the European Space Agency, was fairly good. However, numbers as well as vocabulary recognition continue to pose problems for candidates.

Most candidates provided the correct response to Part (a), on the name of the organization seeking applications. However, there were a few glaring responses such as 'Rope Agency', 'The Ropel Agency', 'Agency of Outer Space', 'the European Agency of Outer Space', 'Clothing Agency' and 'NASA'. These responses showed that some candidates had difficulty understanding the word *Europea*.

Part (b) asked for the location where application forms will be available. This was the least attempted of all the questions, and of those who attempted it only a very small number of candidates got the correct response — *online*. Amongst some of the incorrect responses given were: 'near the moon', 'on the moon,

hospital', 'information window', 'Africa, at the information desk', 'at the agency' and 'at the organization'.

Part (c) was fairly well done. However, many candidates were unable to give both parts of the response as to who may apply; a few candidates were able to identify *both men and women*.

For Part (d), the majority of candidates gave the correct number of applications the organization is hoping to receive. However, numbers continue to pose problems for candidates. Some candidates were only able to identify one side of the range correctly either '20 000' or '50 000'.

The majority of candidates performed well on Part (e), which asked for the total number of persons to be chosen by the organization. Some candidates gave the number 'four' instead of 30 as their response.

Part (f), on who is responsible for the final decision, was well done.

Part (g) proved to be the most troubling for candidates. Many candidates opted to put the age range rather than the qualifications required of candidates. In identifying the required qualifications the applicants must possess, many candidates used vague expressions such as 'medicine' instead of *doctor* and 'pilotry' instead of *pilot*. Some glaring responses were: 'have disciples as pilots', 'engineers or doctors'; 'must be a disciple'; 'deciple in doctor or pilot'; 'a degree in pilotry'; 'superior studies/education'.

Selection 2

This selection, which looked at the effects of sleep deprivation, was well done by the majority of candidates. Many of them were able to score at least ten marks, with quite a number of them scoring the maximum twelve marks. However, there were still several unacceptable responses.

The majority of candidates provided the correct response to Part (a), on the cause of the rise in illnesses in the society. However, there were a few incorrect responses such as 'dreaming'; 'reduction in the hours of dreaming'; 'lack of sleep'. Candidates who had the phrase 'lack of sleep' were awarded a mark.

Part (b) was fairly well done. Most candidates were able to identify both illnesses mentioned in the selection. However, a few gave incorrect responses such as 'Parkinson's disease'; 'insomnia'; 'arthritis'; 'anxiety'; 'heart attack'. Some candidates were unable to recognize that hypertension means high blood pressure and gave both responses.

Part (c) caused some difficulty for candidates. Many of them were unable to indicate what was said about one third of the Western world's adult population. One difficulty stemmed from being unable to relate the illness with the lack of sleep or illness related to sleep. In addition, many of them understood the translation of the word *patología* but confused 'pathology' with 'pathological'. *A lo largo de la vida* also caused a lot of difficulty for the candidates, as they interpreted this expression as 'longevity of life'; 'long length of life'; 'to lengthen one's life'.

Part (d) asked for three requirements that are essential for sleeping well. This question was fairly well answered. However, some candidates translated *la regularidad* as regular exercise. This showed that many of them used previous knowledge in responding to this question.

Selection 3

Performance on this selection was generally good. Once again some candidates did not follow the instructions and used ticks instead of writing *True* or *False*. Many candidates were unable to give the correct responses for Parts (a), (b) and (f).

Selection 4

This selection looked at how business/financial trends impact on governmental policies. This question was satisfactorily done.

Part (a), on one factor that has caused government spending to be put on hold, was poorly done. The majority of candidates could not identify the word *endurecimiento* (worsening), hence they were unable to obtain full marks. Few candidates were able to identify the response *financial market*. Among some of the incorrect responses were: ‘persons in a plane crash’; ‘industrial crisis’; ‘economic crisis’; ‘financial crisis’; ‘crisis’; ‘stock market’.

Part (b) was well done. Most candidates correctly identified the government that was mentioned as being affected. However, a few of the incorrect responses were: ‘Spain’; ‘The US government’; ‘the Francis government’; ‘the government in the Health Ministry’.

Part (c) was generally not well done. Candidates were unable to correctly identify two measures that the government has implemented. Many candidates used the expressions ‘inversions’, ‘imbunctions’, ‘superflux’, and ‘the elimination of superfluous gases’ as part of their response. This indicated that *inversions* and *gastos superfluos* were misunderstood. Most candidates did not understand the word *funcionarios* (civil servants) and instead only responded with ‘jobs would be cut by 5 per cent’.

Part (d) also posed some challenges for many candidates. While many of them were able to identify the aim of the new measures, many candidates focused on the amount of money to be spent. Once again numbers proved to be challenging.

Selection 5

Overall performance on this selection was satisfactory. It was evident that many candidates did not understand the selection on the group of miners who were rescued from a mine in Chile.

Responses to Part (a) were satisfactory. However, many candidates did not understand the word *mineros* (miners) thus giving incorrect responses to the question of who are the persons mentioned in the passage. Incorrect responses included: ‘Chilean shoemakers’; ‘trespassers’; ‘hikers’; ‘passengers on a ship’; ‘boaters’; ‘people held hostage/kidnapped’; ‘a camera crew’; ‘documenters’; ‘persons from (North of) Chile’; ‘photographers’; ‘climbers’; ‘minors’.

Part (b) was fairly done. Candidates were generally able to explain what happened to the group of persons mentioned in the selection. However, among some of the responses were: ‘trapped in North Chile’; ‘trapped in a whole cave of pepper’; ‘trapped in the heart of the jungle of Chile’; ‘they were arrested by the government’.

Many candidates were able to reveal some information about Florencio Avalos, in response to Part (c).

Part (d) was not well done. While a few candidates were able to say when Avalos was rescued, there were many incorrect responses such as: ‘he was rescued with a camera in a straw’; ‘15 of November’; ‘the day of the day’; ‘15 days after Tuesday’; ‘11–15 days’; ‘he was rescued when he paid his sum of \$1,500’; ‘he was rescued in 1815’; ‘he was rescued at 11:55/1:15 p.m.’; ‘11 of 15’’. Many candidates gave the answer for Part (c) — *he was rescued first*.

Part (e) was also poorly done. Only a few candidates were able to say how Avalos was rescued. Some incorrect/alarming responses were: ‘he escaped through a window’; ‘with a camera in a straw/like a

chicken'; 'by breaking his feet'; 'he was rescued by a crane/bulldozer/catapult'; 'Silvio rescued him' (misinterpreted for *servió como la vía de escape*); 'someone whistled and rescued him and he heard it'; 'a turbo vehicle was attached to a rope and pulled Avalos out of the trench'; 'they were rescued one by one' (which was the most common correct response); 'they jumped on a trampoline until they reached high enough to reach the surface'; 'they stood on each person's shoulders until they formed a human ladder'.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Dr Teresa Balcón, psychologist with the University of Wisconsin, on *sexting* among teens. Performance was generally good. Most of the candidates scored between 16 and 24 out of a possible 24 marks.

Part 1

The vast majority of candidates correctly defined *sexting*, Part (a). However, many candidates did not specify that it was a nude picture of oneself/himself/herself and used 'boyfriend and girlfriend' instead of *adolescent, teenager or young people*.

Part (b) was very well done, with most candidates responding to the widespread nature of *sexting* among teenagers in the United States. Only a few candidates used incorrect statistics, such as 'every one of five'; 'one out of four'; 'five out of twenty per cent'. Some candidates opted to use other statistics: 'one fifth (1/5)' and '20 per 100', which worked out to the correct response: *20 per cent*.

Most candidates performed well on Part (c). While most were able to explain why *sexting* was dangerous, a few were unable to identify that there were *negative consequences*.

Part (d) was fairly well done. Though most of the candidates stated that *sexting* was illegal, they failed to acknowledge that the illegality was linked to the sexually explicit photos of a minor — *...es ilegal enviar o distribuir fotos sexualmente explícitas de un joven menor de 18 años*, rather than 'the distribution of explicit pictures *by or to* minors'. Many candidates had difficulty with the expression *incluso con el consentimiento de ambas partes*. Some said 'without the consent of the parents'; or 'without the consent of both parts'.

Part 2

Part (e) was well done. Candidates were able to suggest how *sexting* can be stopped.

Part (f) asked candidates to indicate who was Jessica Logan. This posed a great deal of problems for many candidates. Some of them did not specify that the nude photo sent to her boyfriend was of *herself*. Many candidates also had difficulty with the expression *terminó en manos de cientos de adolescentes*, with many of them stating that 'the pictures were sent to MySpace and Facebook'; 'to others'; 'to adults'; 'to everyone in Ohio/Hawaii'. There were also responses such as: 'she was a young detective that terminated the exchange of nude photos in Ohio'; 'she is the head of the campaign against sexting'.

Part (g) was very well done. Candidates were generally able to explain what Jessica Logan did and why. However, a few candidates stated that 'she felt insulted' instead of stating that *she was insulted*. Many candidates also incorrectly stated that: 'the pictures were sent to MySpace and Facebook'; 'she closed her MySpace and Facebook account'; 'she started an organization against sexting'.

Part (h), on the description of the campaign being run to help young people avoid the dangers of *sexting*, was well done.

Recommendations for Teachers

- Provide students with more listening practice with timed exercises and allow students to use their own equipment rather than teacher-controlled equipment.
- Give students vocabulary recognition exercises and word association exercises as part of listening comprehension training.
- Have students practise listening for gist to improve overall comprehension skills rather than simply listing information.
- Where possible, try exercises that focus on students refining the structure of their responses, rather than just providing a correct response.
- Try short transcription exercises with students on topics from all three modules from very early in the CAPE programme.

Recommendations for Candidates

- Do as much independent listening as possible using online and other audio resources to hone listening skills (music, podcasts, music videos/videos, documentaries available). Make listening to the language part of your daily existence.
- Remember that responses must make logical sense in English.
- Read questions before listening to the audio.
- Consider the mark scheme in providing responses.
- Proofread responses to ensure logic and coherence.
- Write concise and precise responses to avoid ambiguity.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond to the material in English to questions asked in English. For Passage 2, the questions were in Spanish and candidates were to respond in Spanish, using their own words.

Passage 1 – La cultura de Bolivia

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a)–(f) required candidates to respond in English to questions asked in English. Parts (g)–(k) required candidates to provide synonyms taken from the passage for the items presented. This question was well answered by candidates. Approximately 60 per cent of the candidates scored in the 19–24 range.

Part (a) required candidates to identify two factors which account for Bolivia's mixed culture. This question was generally well answered. There were, however, those who misinterpreted the phrase *amerindios originarios*. As a result of the misinterpretation, responses were in some instances clumsy and inaccurate.

Part (b) asked candidates to say how geography influences the style of dress in Bolivia. The requirements of this question were understood but some candidates disregarded the influence of geography in their response. Many candidates simply attempted to translate the entire paragraph as their response. There were issues with vocabulary. Words giving problems were *ligera* (translated by many as ‘cotton’ or ‘linen’), *abrigadas* (translated as ‘abridged’, or ‘long’) and *confeccionados* (translated as *‘confeccioned’).

Part (c) required candidates to describe the hats worn by men. This question was also problematic as many candidates did not know the words *ala* and *ancha*. As a result, the description of the hat being ‘broad-brimmed’ was left out in the majority of cases. Most candidates were able to give the other two descriptions of the hat being made of *wicker* and *leather*. It was disheartening to see that even though the English equivalent for *mimbre* was given, some candidates omitted this detail. Some candidates failed to note that the question required a description of the hat and provided details on when it was worn. These additional details were deemed irrelevant and as such were disregarded by examiners.

Part (d) (i) required candidates to describe one cultural form that has not changed. There was almost universal success in the answering of this question.

Part (d) (ii) asked candidates to say why the cultural form has not changed. While most candidates were able to identify that geography was the reason for this, in many instances, the word *aislamiento* was unfamiliar. Some candidates translated the word as ‘location’ and ‘position’. Examiners accepted these interpretations. In other instances, however, the interpretations made no sense in the response. Some of the words seen were ‘aislanding’, ‘islanding’, ‘island-like’ and ‘ailment’.

Part (e), which asked candidates to say how music developed in Bolivia, was fairly well answered. Most responses were complete. In some instances, candidates provided information that was irrelevant to the question.

Parts (f) required candidates to identify four types of festivals celebrated in Bolivia. While this was generally well done, many candidates simply listed the actual festivals and celebrations rather than the type. Some candidates even provided celebrations that were not mentioned in the passage for example Valentine’s Day and Christmas. A few candidates wrote the Spanish terms in their answers, and because this passage required answers to be in English, these responses were not credited with marks.

Parts (g)–(k) required candidates to provide synonyms taken from the passage for given words. Most candidates were able to identify only three out of the five synonyms. The most problematic items in this section were Part (i) *diseños* which candidates gave as *tejidos* and Part (k) *como resultado de* which candidates gave as *a partir de*. There were also some instances of candidates giving complete phrases as synonyms rather than a single word. Candidates must be reminded that the synonyms they give must fit the given word. In a few cases, candidates wrote multiple words as their responses.

*An asterisk indicates an incorrect form, spelling or structure.

Passage 2 – *La avaricia y el hambre*

This was a compulsory question assessing candidates' ability to understand the passage in the target language and to respond in Spanish to questions asked in Spanish. Overall, performance on this paper was deemed satisfactory. Most candidates attempted to provide answers using their own words with some successfully manipulating the vocabulary to give coherent and complete answers. This question presented challenges to many candidates. There were, however, issues for some candidates in the answering of this question in their own words. These candidates took their answers directly from the passage and as a result of this, were heavily penalized. Many responses were weak in terms of expression and grammar, specifically in the use of tenses, subject/verb agreement and vocabulary usage.

While examiners rewarded the efforts of those who followed the clearly stated instruction of answering in their own words, there were instances where the answers were quite unclear, with instances of Anglicisms and often poor choice of synonyms. While candidates are not penalized for language, if the responses impede understanding of the answers, marks cannot be allotted.

Part (a) required candidates to respond to the question on *noticias recibió el mundo el 22 de octubre*. Many candidates responded well to this question. A commendable attempt was made to put the answer in one's own words. The question required candidates to give the number that showed the gravity of the problem. *Mil millones* was the response. However, some candidates used words such as *muchedumbre* and *muchas personas* which did not reflect the severity of the problem. Examiners disregarded these as suitable synonyms.

Part (b) asked candidates to say why the news *son sorprendentes*. Most candidates were able to give the correct response but far too many candidates took their answers directly from the passage. In some cases, only the verb *ha aumentado* was changed and in the majority of cases the replacement word was grammatically incorrect.

Part (c) required candidates to explain the *aumento del precio de granos*. This question posed the greatest challenge for candidates. While most of them were able to say the prices were affected by the *sequía* and *escasez*, many candidates misinterpreted the phrase *la tendencia de utilizar los alimentos como un vehículo financiero especulativo*. Many candidates used *carro* and *coche* to substitute for *vehículo* but the interpretation of the point was wrong. There was a very high incidence of lifting of the response from the passage.

Part (d) asked candidates to say how *han afectado las acciones de los especuladores financieros el precio de trigo*. In many instances, the entire fourth paragraph was lifted, thereby giving many unnecessary details. For those candidates who were able to zero in on the response, the answer again was lifted. Only a few candidates attempted to rephrase their answer.

Part (e) required candidates to say *qué declara Las Naciones Unidas para la Alimentación y la Agricultura*. Many candidates were able to provide the full answer for this question. Despite this, however, there was a still a high rate of lifting.

Part (f) asked why *se pone énfasis en Bolivia*. This was well handled by candidates. The majority of candidates were able to identify the three points of the answer.

Part (g) asked candidates to give their opinion on *qué se podría hacer para acabar con el hambre mundial*. Many gave answers that were well thought out and well expressed. Those who were not awarded with full marks were those who did not give enough explanation or information on the topic.

Careful attention must be paid to the marks allotted and responses given must be more than a sentence or two.

Recommendations

- Candidates need to pay attention to the instructions given for each passage. Answers must be in the specified language. If this is disregarded, their response to the question will not be considered.
- Candidates need to pay attention to the specific requirements of the question. In too many instances candidates are failing to do what the questions ask. For example, if the questions ask the candidates to *explain*, many candidates may simply list points without giving an *explanation* of the point.
- Candidates need to pay attention to the mark scheme. Generally, marks are based on the number of points required for a response. Many times, candidates lose marks for not providing enough information.
- Students need to be taught to zero in on the points for their responses. Many times, students give too many additional details in their responses. While these responses are not marked down for irrelevant details, students are to be reminded that this would take a lot of additional time that could be used in other sections of the paper.
- A recurrent problem in Passage 2 of this paper is the disregard of the instruction of answering in one's own words. Candidates are heavily penalized for these responses. Candidates must be encouraged to provide answers in their own words.
- Candidates must be encouraged to give suitable responses for the final question in Passage 2. This can only be achieved through practice. Too many times, the problem with the answers for this question is that the responses are very inadequate. In other cases, the responses are copied directly from the passage and these will not be credited with many marks.

Section B – Essays

Candidates were required to write an essay, in Spanish, of 250–300 words, on one of five topics. This section assessed candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Candidates were assessed on content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

It is noteworthy that most candidates were able to answer the questions. The level of competence ranged from excellent to weak. For the most part, candidates were able to master the grammatical structures and vocabulary. Accentuation and spelling where the words were similar to the mother tongue made it a challenging exercise for some candidates to master. A few candidates used the wording of the question as their introduction and conclusion. It was noted however, that candidates generally had proper essay format as was evidenced by their introduction, their clearly stated points and conclusion. There were several excellent essays that clearly demonstrated that candidates understood the question, showed maturity of thought, reasoning and essay analysis and were able to write coherently.

| Question | Percentage of candidates attempting question |
|----------|--|
| 3 | 21 |
| 4 | 32 |
| 5 | 04 |
| 6 | 05 |
| 7 | 38 |

Question 3

Hay más desventajas que ventajas asociadas con los alimentos modificados. Discute.

This question was quite straightforward and candidates were able to handle the question extremely well and were well informed. Candidates' performance ranged from satisfactory to excellent. They were able to show both sides of the argument and show numerous examples and facts concerning genetically modified foods. Such candidates showed evidence of thorough research from recent studies.

Some common errors in expression that were produced by candidates included:

- *Genética*
- *Contenta* (content)
- *Los humanos*
- *Las vidas*
- *Las gentes*
- *Muchos ventajas*
- *Hambriento*
- *El nivel de cosecha producida*
- *Comida modificado*
- *Diete* (diet)
- *Beneficial*
- *Plaguicidas* (pesticides)
- *Aliemiento / ailmentos*

Question 4

Los avances tecnológicos no han mejorado nuestra vida. ¿Estás de acuerdo?

This was the second most popular question attempted by candidates and it was handled quite well in some cases. Outstanding candidates displayed excellent organization and coverage of topic and produced essays that were well argued and structured. The essays included facts, ideas and opinions and candidates were able to show a plethora of examples of technological advances and how they have improved our lives. There was a wide range of structures and vocabulary and excellent use of idioms. However many candidates confused *Haber* with *Tener* in the formation of the perfect tense. In general, candidates were able to show how technology has improved our lives in every facet: *communication, education, recreation, business and health*. Some candidates were also able to show that technology did not necessarily improve our lives in terms of *obesity, physical and mental laziness and lack of socialization*.

Some common errors in expression that were produced by candidates included:

- *Hay muchos beneficiales de los tecnologicos*
- *Las sistemas de communication son amables*
- *Todo información pueden ahorrar en la computadora*
- *Ayudo con economizando tiempo*
- *Las mujeres son puede mejorar ten cuidado su familia y ha tiempo dormir*
- *Las programmas*
- *Ayudar preventa morir*
- *La dia diaria*
- *Son buen para nosotras salud*

Question 5

La obesidad es una enfermedad genética. ¿Estás de acuerdo?

This was the least popular question among candidates. The performance of the four per cent who attempted this question ranged from satisfactory to excellent. Candidates were able to balance the arguments and show that the causes of obesity were both genetic and as a result of lifestyle choices.

Some common errors in expression that were produced by candidates included:

- *Son muy muy muy grandes*
- *Mucho grandes*
- *En sus proporcionales derechos*

Question 6

El clonaje humano es moralmente legítimo. ¿Qué piensas de esta afirmación?

This was not a popular choice of candidates but performance ranged from satisfactory to excellent. Candidates who attempted this question disagreed with the statement that cloning is morally legitimate, stating that humans should not play God and create a life in order to give life to someone else. They also indicated that cloning is economically wasteful since there are other aspects of humanity that can be addressed. However, candidates displayed problems with direct and indirect object pronouns.

Some common errors in expression that were produced by candidates included:

- *Jugar dios*
- *Es egoísta de producir los humanos les asesinar*
- *Inmoral*

Question 7

La tecnología no ha contribuido significativamente a la vida humana. ¿Cuál es tu opinión?

This question was the most popular question. Marks ranged from minimal to excellent. Many candidates who attempted this question used information that overlapped from question four. Most of these candidates however did not make the link between *contribuido significativamente a la vida humana* (in Question 4) and *mejorado nuestra vida* (Question 7). Examiners expected to see more of the medical and scientific advances as well as the educational advances which have contributed to making human life better.

Some common errors in expression that were produced by candidates included:

- *La tecnología juega un papel importante*
- *Porque de la tecnología*
- *Hay muchos tipos de aeroplanos*
- *El viaje ha fui más fácil*
- *La tecnología ha hecho la vida menos difícil para nos*
- *La introducción de tecnología ha causa no trabajados*
- *Las machines es más rápido*
- *Ya no hacemos tener esperar en su carro*

Recommendations for Students

- Read questions properly and create an essay plan.
- Underline the key words and link arguments to key words, so as to ensure correct interpretation of the question.
- Use statistics and factual information to support the positions taken.
- Pay attention to key areas such as spelling, agreement, negatives, position of words, accentuation, grammatical structures, conjugation of verbs, the perfect tense, the subjunctive mood and omission of the definite and indefinite articles.
- Practise more essay writing.
- Stay within the word limit.

Recommendations for Teachers

- Stress grammatical correctness, in particular the perfect tense and the subjunctive mood.
- Review the mark scheme.
- Discuss with students the topics in each module.
- Develop writing skills of students.
- Find different ways to approach topics, for example, do more debates in the classroom.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts (a,b,c,d). These questions focused on literary analysis of given passages and asked candidates to relate the plot, analyse characters from the extract, comment on narrative technique and setting, and identify literary devices and themes found in the given passage, with one question asking candidates to relate aspects of the extract to the rest of the prescribed text. All answers were required to be in Spanish.

Question Popularity

| QUESTION # | POPULARITY |
|---|------------|
| 1. La lluvia amarilla | 5 % |
| 2. El llano en llamas | 21 % |
| 3. Chombo | 4 % |
| 4. El coronel no tiene quien le escriba | 70 % |

Candidates generally demonstrated a clear knowledge of the texts studied, as they were able to recall facts from the entire text. However, some of these facts were not pertinent to the question given and as such were considered unnecessary and were not awarded any additional marks. Candidates needed to show greater care in selecting support material for their responses. Grammatical accuracy continued to be an area of concern, especially at the level of Unit 2. There was marked improvement, however, in candidates' expression.

Question Performance Breakdown

| RANGE | QUES 1 | QUES 2 | QUES 3 | QUES 4 |
|-------|--------|--------|--------|--------|
| 16 | 0% | 3% | 0% | 1% |
| 14-15 | 0% | 9% | 11% | 11% |
| 12-13 | 7% | 12% | 6% | 17% |
| 9-11 | 34% | 20% | 22% | 30% |
| 7-8 | 19% | 18% | 22% | 19% |
| 4-6 | 23% | 23% | 17% | 17% |
| 1-3 | 7% | 13% | 22% | 4% |
| 0 | 7% | 2% | 0% | 1% |
| NR | 3% | 0% | 0% | 0% |

Question 1: *La lluvia amarilla*

This question was not popular. In Part (a), candidates were able to identify first-person narration but were not always able to clearly justify their response. In a few cases, candidates confused narrative point of view with plot. Candidates need to be more aware of the fact that with a first-person narrative point of view, the story is being told from the perspective of the narrator and is therefore a more subjective one.

In response to Part (b), most candidates understood the fear factor but some felt that the protagonist was afraid of someone else; another person. Some seemed not to have understood that he was afraid of himself and of going crazy in his solitude. A few candidates mistakenly assumed that the protagonist had already succumbed to madness.

Part (c) was generally better answered. Most candidates were able to identify the tone of sadness and provide accurate citations from the text.

For Part (d), not many candidates were able to explain the link between the environment and the protagonist's state of life. While they were able to identify his solitude, they were unable to connect *el río encharcado* to the stagnation of his life.

Question 2: *El llano en llamas*

In Part (a), candidates were generally able to identify the first-person narrative point of view and the subjectivity of such a perspective. They were also able to accurately justify their response with the most popular citation being *Yo sé ahora...* Candidates continue to provide generic, possibly learned by rote, explanations of narrative point of view without paying particular attention to explaining how it is used in the extract given.

Performance on Part (b) was quite good. Most candidates were able to identify that Natalia and the narrator were remorseful, guilty, deceitful and selfish. Explanations given were appropriate and accurately justified the responses given. Candidates were also able to recognize why Natalia and the narrator wanted Tanilo dead.

Part (c) was well answered. The majority of candidates were able to identify a tone of remorse or guilt and provided accurate examples from the text.

For Part (d), Nature was seen as facilitating the deceit of Natalia and the narrator. Because of their general knowledge of the story, some candidates identified Nature as hostile and contributing to the suffering of

Tanilo. They were able to aptly illustrate the role of Nature in other stories such as ‘*Nos han dado la tierra*’ and ‘*Es que somos muy pobres.*’

Question 3: Chombo

Although few candidates attempted this question, those who did, performed very well. For Part (a), candidates were able to identify a third-person narrator who is omniscient and objective. Some candidates are still not aware of the term *omniscient*. Candidates were able to justify their responses with an appropriate explanation.

In Part (b), candidates were successful in identifying the senses and provided appropriate examples. Candidates are reminded to read questions carefully to ensure that examples are taken from the stipulated paragraph.

For Part (c) (i), the majority of candidates correctly identified the literary device as a simile.

In Part (c) (ii), most candidates were able to identify the comparison made between the people and the ants, in terms of numbers and movement. However, many failed to recognize the *anonymity of the people*.

In Part (d), candidates were generally able to identify the discrimination faced by the black West Indians but explanations given were superficial. Candidates failed to explain the fact that the blacks had contributed significantly to the development of the country, yet the Panamanian people ignored them and rejected their black heroes and symbols.

Question 4: El coronel no tiene quien le escriba

This was clearly the most popular question attempted by candidates. Overall performance was very good. In Part (a), the majority of candidates identified a third-person narrator and recognized that he was omniscient and objective. However, many candidates simplistically felt that the use of *el coronel* and *el médico* was enough justification for a third-person narrative point of view, and therefore could not be awarded marks.

For Part (b), most candidates were able to identify the main events of the plot. Some candidates engaged in storytelling which did not outline the plot of the given extract. Candidates need to be more succinct when outlining the plot of the excerpt.

In response to Part (c), the most popular responses were *paciente* and *optimista*. Candidates, however, need to be more careful when selecting the supporting quotations, ensuring that they relate to the particular quality identified.

With respect to Part (d), candidates either regurgitated the plot of the extract or the qualities of the colonel identified in Part (c). Where candidates were able to recognize the contrast between the colonel and his wife, it was explained simply as opposites. For example, where the colonel was described as *optimista*, his wife was simply described as *pesimista*. Not many candidates were able to recognize the injustice and corruption of the government in punishing the veterans by not paying the agreed upon pension.

Recommendations

- No English is allowed in Section A. Candidates are therefore advised to respond in Spanish only.
- Candidates should avoid using the citations to give the sequence of events. Citations should be used to support answers, not just lifted out and written back as answers in themselves.

- Candidates should try to keep the length of the response commensurate with the number of marks awarded for the question. Some candidates wrote an entire page to respond to one part of a question and yet there was very little information for which marks could be awarded.

Section B – Themes

Candidates were required to write an essay, of 350–400 words, in English, on one of the questions relating to the theme *La vida rural* or *Conflictos políticos y sociales en Hispanoamérica*. They were also required to use one of the prescribed texts for the theme selected and discuss issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks).

Overall, candidate performance in this section was considered satisfactory to good.

Question 5

Nature is a test of one's strength and will to live. Discuss.

This was the most popular question; it was attempted by 59 per cent of the candidates. Performance on this section was generally satisfactory. Candidates were required to show how elements of nature presented challenges to man's quest for survival and how the characters responded to these obstacles. The majority of candidates chose *El llano en llamas* to respond to this question, referring to appropriate stories. Although most candidates were able to identify the extremities of nature, some neglected to state how they threatened man's existence. Candidates who responded to the question using *La lluvia amarilla* fell into two general categories:

- Candidates who gave summaries of the text
- Candidates who identified specific elements of nature and showed how the characters' life was made intolerable.

Question 6

Improvement in rural life can only come through innovations. Discuss.

This was the least popular question; it was attempted by seven per cent of the candidates, the majority of whom scored in the weak range. Candidates were required to demonstrate an understanding of the term *innovations* as new ideas or ways of doing something and how they are essential to improving the quality of life in rural areas. Most candidates who responded to this question used *El llano en llamas* and the majority of responses focused on the harshness of nature rather than showing evidence to respond to the question posed. Candidates found it difficult to identify instances of innovations in the stories where applicable. Some candidates, however, cleverly opted to show that improvements were not only possible through innovations but through other ways such as solidarity/removal of the human conflict (for example, "*La cuesta de las comadres*"), government investing in its citizens. *La lluvia amarilla* was found to be more challenging to candidates who responded to this question.

Question 7

The socioeconomic policies of Latin American governments have ensured a better quality of life for all. Discuss.

Fifteen per cent of the candidates attempted this question, 45 per cent of whom scored above the satisfactory range. In this question, candidates were required to determine what the socioeconomic policies of the government were and how these either made life better or worse for the citizens. Candidates should have also noted the word *all* in the question as they may have been able to show that these policies benefited some and not all. Candidates who used *Chombo* wrote significantly better responses. They were able to identify government policies or lack thereof, in relation to housing, employment, citizenship, health care and education and how these policies discriminated against Afro Antilleans, thus denying them an improved quality of life.

Some candidates who used *El Coronel no tiene quien le escriba* were clear in identifying governmental policies like martial law (curfew/restriction of movement), decision not to pay veterans like the colonel a pension, social inequalities and so on which denied the citizens basic rights. However, some candidates were unable to identify socioeconomic policies and wrote on the life of the colonel.

Question 8

Laws and regulations are mechanisms used by governments to repress their citizens and deny them true justice. Discuss.

This was the second most popular question. It was attempted by 19 per cent of the candidates, of whom 42 per cent scored above the satisfactory range. Candidates were required to identify laws and regulations enforced by the government and their impact on the citizens. Candidates who used *Chombo* generally wrote better responses. They were able to identify laws and regulations in relation to employment, education, health care and migration. They also showed how these discriminatory laws repressed the Afro-Antillean migrants and their descendants, denying them justice. Candidates using *El Coronel no tiene quien le escriba*, were able to identify governmental regulations such as the various aspects of martial law and censorship which oppressed the majority of the citizens. Candidates were also able to show the bureaucracy that hindered the colonel from receiving the pension that was rightfully due to him. However, they failed to make the distinction between the state and the church regarding censorship of the movies.

Candidates' Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills. They were able to identify the issues in the text relevant to the question posed and discuss them using solid supporting details.
- Good or excellent essays included a brief introduction with a well-constructed thesis, three to five well-supported points with a counterargument, and a brief conclusion.
- Some candidates made appropriate use of quotations. Quotations generally supported the points made and were well integrated into the essay.

Candidates' Weaknesses

- Some essays were mere summaries of the text instead of analysis.
- Some essays exceeded the word limit of 350–400 words.
- Some essays were padded with long, incomplete or irrelevant quotations as well as historical and philosophical perspectives.
- Some responses were riddled with inaccuracies in content, structure, expression, spelling or grammar.
- Writing a general essay instead of a thematic essay

- Using the same text in Sections A and B
- Writing the essay in Spanish
- Not responding to Section B

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination
- Refrain from primarily training students based on past essays as students seek to regurgitate information, regardless of the question set.
- Advise students to be more analytical in their responses instead of using quotations to express their points.
- Advise students to take their time in reading and selecting questions carefully, and identifying key words within the question, as some texts are more appropriate than others for certain questions.
- Advise students to stay within the word limit as examiners do not read beyond the stipulated word limit.
- Cultivate practices of proper essay writing — Introduction/Body/Conclusion.
- Advise students that an excellent response should include
 - (i) a brief introduction with a clear thesis statement
 - (ii) four or five solid points, supported by concise, appropriate, brief and complete quotes, and an informed personal opinion, each in a new paragraph, one of which should be a counterpoint to provide balance in the response
 - (iii) a brief conclusion.

Paper 04 – School-Based Assessment

This paper required students to (i) make an oral presentation on their topic of choice within the framework of the three modules, and (ii) engage in conversation with the examiner on the topic as well as on current issues.

As in Unit 1, the majority of students scored between 29 and 45.

Topics chosen were generally related to the unit and covered a fairly wide range. The presentations for the most part, showed that individual work was done by students themselves and were appropriate for the level and for creative development.

However, in a few cases topic statements were too general; for example, *‘El Terrorismo’*, *‘La obesidad’*, *‘El Turismo en Venezuela’*. One topic that came closer to the mark spoke to *‘¿Cómo se usa la ciencia y la tecnología para combatir la obesidad en España?’*

In most cases examiners adhered to the stipulated time. Sometimes, however, the presentations were too long, and this resulted in the interview going over the allotted time of fifteen minutes or if the time were adhered to, the conversation was truncated.

Examiners, generally, spoke at a natural pace, maintained a conversational tone and provided the students with positive reinforcement. The questions allowed for students to use a wide range of vocabulary and

addressed a variety of themes. Students were found to be generally prepared and to have researched their presentations well. Statistics were given and the topics referred to Spanish-speaking countries. Their responses, in conversation, were mostly satisfactory.

There were some instances where students had difficulty expressing their views in Spanish. They obviously knew what they wanted to say but were not able to find the right words or phrases.

Also, there were some inconsistencies in expression, pronunciation and use of vocabulary and limitations in students' grasp of essential structures that affected the meaning of what they wanted to say.

Nevertheless, the language was quite good for the most part and, in a few cases, even excellent.

Further Comments

Overall, there seems to be a need for further practice in the classroom to give students an opportunity to express opinions on the various topics in the programme.

All examiners need to adhere to the allotted time; especially for the topic and general conversation, which carry more weight.

Again, examiners need to refrain from prompting during the examination and avoid being too deliberate in articulating their questions, thus distorting the language.

Recommendation for Teachers

- Examiners should avoid asking too many questions that would most logically elicit a 'yes' or 'no' answer.
- Examiners should encourage students to take the initiative in meaningful exchanges in the conversation.
- Examiners should resist the temptation to extend themselves in the conversation and give priority to the student expressing his or her point of view.
- Examiners should familiarize themselves with the stipulations and recommendations of the syllabus and should be quite clear on the parameters of the marking scheme.
- Examiners should seek to enhance the level of objectivity in their marking.
- Examiners should make their sample submissions on a single CD and indicate the programme used for recording.
- Examiners should make a concerted effort to reduce extraneous noises and double-check the quality of the recordings.
- Examiners should be vigilant as to the security and accuracy of the moderation sheets before submission.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2013

SPANISH

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GENERAL COMMENTS

Candidates' performance on the 2013 Unit 1 examination improved over that of 2012.

There was improvement in performance on all the written papers. However, there was a slight decline in candidates' performance on the School-Based Assessment, the oral paper.

The examination papers were comparable in content and difficulty with those of previous years. All major areas of the syllabus were covered by the three written papers and a relatively high degree of reliability was displayed in all of them.

There was a slight decline in performance on Unit 2 when compared with 2012. There was a decline in performance on the written papers, with the exception of Paper 03, where candidates' performance was sustained. The decline was particularly noticeable on Paper 02. On this Paper, a lack of paraphrasing in Section A (Reading Comprehension) and difficulty in the application of knowledge to essay topics, coupled with a lack of mastery of basic grammatical structures adversely affected candidates' performance.

UNIT 1

Paper 01 – Listening Comprehension

DETAILED COMMENTS

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond in short-answer format to questions based on the material.

The majority of candidates performed slightly better in Section A than Section B. While it is evident that the listening component may be challenging at this level, there was a general weakness in English expression. Many answers seemed to lack logic and coherence and many had poor spelling. Only four per cent of candidates did not complete the entire paper. A few candidates relied on previous knowledge to respond to the questions instead of paying attention to specific details given in the selections. In addition, it was noted that although a few candidates showed understanding of the content of the recording, their responses did not address the specific questions, which invariably led to unnecessary loss of marks.

Section A – Short Selections

The results were generally satisfactory. Seventy per cent of candidates scored above the pass mark. However, a range of spelling errors and weaknesses in expression posed challenges to examiners to determine the accuracy of responses.

Selection 1

Performance on this selection, which highlighted poverty in Mexico, was generally satisfactory. Sixty nine per cent of candidates scored above the pass mark.

Many candidates answered Part (a) correctly. However, many lost marks for defining poverty, when they stated that ‘Poverty is defined by the daily lives of many Mexicans’, instead of *The daily life of Mexicans is defined by poverty*. In addition, many candidates defined poverty but not according to the selection, thus relying on previous knowledge.

Many candidates were able to correctly give the findings of the poverty index for Part (b). Many had a reversal of dates, by assuming that poverty was worse in 2011 than 2010, whilst some failed to make a comparison between the two years.

Most candidates got Part (c), on the trend evident with regard to poverty, correct. The word ‘recuperation’ was mentioned in many responses.

In Part (d), the majority of candidates failed to recognize that Nuria is a woman. In addition, many failed to score full marks for this question due to poor interpretation of the pronunciation of the acronym ‘FAO’. Many interpreted ‘FAO’ for ‘FAU, FUA, FAOW, FOWL, FAWE. Many candidates incorrectly stated that Nuria is the ‘Prime Minister, President, mayor of Mexico, representation of the poor, a poor man of Mexico’.

The majority of candidates failed to respond correctly to Part (e) (i), which asked for Nuria’s description of poverty in Mexico. Many failed to understand the word *circumstantial*, stating that it was constant, substantial, inconsistent.

Many candidates failed to show that there was a decrease in poverty in 2009 for Part (e) (ii). Candidates interpreted the verb *baja* as the adjective, thus stating that poverty was low instead of stating that it had decreased. In addition, quite a few stated that a revolution took place during that year, as they heard *la evolución en el tiempo*.

The majority of candidates answered Part (f) correctly, getting full marks in responding to what is making poverty worse.

Selection 2

Performance on this selection was very good. Seventy-seven per cent of candidates scored more than the pass mark.

In response to Part (a), the majority of candidates was correct with their responses. However, there were several variations of the spelling of the word *Phillipines*.

Many candidates scored full marks in Part (b). However, many scored two out of three marks for mentioning the ministry/minister (*su ministro*) instead of the government. Many also stated that *vitamin A complements were distributed*.

Almost all candidates answered Part (c) correctly, with just a few stating 2009 instead of the beginning of 1990 as the period when the promotion began.

For Part (d) (i), almost all candidates had the correct response of ‘90%’.

Quite a few candidates failed to identify an age group for Part (d) (ii) (age 6 instead of 6 and under). Many stated ‘16 and under’ instead of *6 and under*.

Many candidates failed to score full marks for Part (e) because they only indicated that the area (poor) and not that children also were affected by illness. This seemed to result from a misinterpretation of the word *sector*.

For Part (f), quite a few candidates scored full marks. However, many omitted that the vaccines saved lives. ‘Health care’ was widely mentioned, but many failed to stress that ‘*vaccines were easily available*’.

Selection 3

Forty four per cent of the candidates scored at least four marks out of eight. Performance on this selection was the least outstanding.

For Part (a), many candidates were able to correctly identify the animal with the exception of a few, who gave responses such as ‘sea cow’, ‘whale’, ‘sea reptile’, ‘reptilian alligator’, ‘crocodile’, ‘manatee’, ‘jaguar’, and ‘tortuga’ instead of *sea turtle*.

The majority of candidates correctly responded to Part (b) on the significance of the animal mentioned in the selection. However, a few stated that the turtles were extinct and also mentioned this happened on the coast of Nicaragua, which is the answer for Part (c).

For Part (c), many candidates did not recognize the word for *nest*, stating that the turtle formed ‘groups’, ‘units’ and ‘communities’. Nicaragua was grossly misspelt so many times that at times the candidates did not earn any mark for their version of Nicaragua. Many candidates also stated that the turtles communicate with other reptiles (*comunicado que esos reptiles*). The Pacific Coast of Nicaragua was omitted by many candidates.

Part (d) was not well done. Many candidates omitted the *military presence* and there was a tendency to state that the number of turtles was reduced instead of the fact that the destruction of turtle nests was reduced. Quite a few candidates stated that they were destroyed by garbage. Other incorrect responses were: ‘the animal is replacing the turtle on the beach’, ‘the turtles were attacking the army’, ‘the turtles were attacking the army’s ships in the ocean’ and ‘the army claims that the reptile is killing the army members’.

Selection 4

Eighty three per cent of candidates scored at least four out of eight marks. Candidates performed best on this selection.

Recuperation in Part (a) was misspelt by many candidates. Many of them also stated ‘fever’ (*fibra*) instead of *fibre*. However, many candidates were able to score full marks for this question on the type of technology developed by the Yucatan farm.

The majority of candidates answered Part (b) well. Quite a few candidates stated *foreign national markets, medical centres, American markets*, whilst others gave redundant responses such as ‘foreign and international markets’, instead of *national and international markets* to indicate where cellulose is used.

Almost all candidates answered Part (c) correctly on how Mexico gets its cellulose. A few misinterpreted *la tala* as the type of tree that is used to make paper.

Part (d) was mostly well done. A few candidates failed to mention that recycling of paper promotes conservation through *less consumption* but stated ‘consumption’ instead.

Selection 5

Seventy two per cent of the candidates scored four or more out of eight marks.

Part (a) was well answered. A few candidates failed to include the aspect of *minimal impact* in their definition of ecotourism and instead stated ‘impact’. The word *ambiente* was translated for ‘ambience’.

For Part (b), the vast majority of candidates failed to mention that ecotourism provides income, thus failing to secure full marks for this question.

The majority of candidates correctly named the country for Part (c). However, it was noted that several candidates wrote ‘Costa Rico’.

The majority of candidates could not state two reasons for Costa Rica being mentioned, Part (d). Most mentioned that Costa Rica receives thousands of visitors each year but failed to mention that it has the highest level of success/it is the country where ecotourism began.

For Part (e) several candidates stated *mari poppins*, ‘space’, ‘flowers’, *mariposas, marsupials*, instead of *butterflies*, in response to what the country had more in abundance than Africa.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Carmen Point, nutrition specialist, on the subject of obesity in children. Seventy two per cent of candidates were able to score 12 marks and above.

Part 1

For Part (a), the vast majority of candidates was able to identify the type of diet that Carmen recommends. It was noted that many stated ‘variable’ instead of *varied*.

Part (b) was very well done. Most candidates knew how many meals were recommended for children each day.

Part (c), how obesity develops in young children, proved to be problematic for the majority of candidates. Candidates seemed unable to fulfil the higher order skills of synthesizing all the information and responding in a logical manner. Some examples of responses are: ‘genetic imbalance’, ‘genetic energy’, ‘genetic energy more than ingested energy’. Most candidates correctly responded that *excess energy turns into fat*. In many cases the answer for Part (d) was incorporated in this section.

Many candidates responded correctly for Part (d) on how children could avoid obesity. A few mentioned the answer in Part (c) and complete answers were not given.

Part 2

Few candidates were able to answer Part (e) fully. The majority could not name two factors that are taken into consideration when obesity is being diagnosed.

Part (f) was satisfactorily answered. Many candidates stated ‘sugars’ instead of *sugary drinks*, ‘pastries’, ‘bread and fish’, ‘Italian food’, ‘food with a lot of carbohydrates’, ‘saturated in bread’ instead of *saturated fats*. All in all, candidates knew the types of food to be avoided to eliminate obesity in children.

Part (g) was well done. Some stated ‘ecological development’ instead of *psychological development*, and listed some common ailments associated with obesity.

Part (h), how adults can ensure that children eat healthily, was fairly well done. Some candidates did not specify that parents need to *educate by example* and instead stated that they ‘should give an example’ thus making their responses vague.

Recommendations for Teachers

- Provide students with more listening practice with *timed exercises*, allowing them to use their own equipment rather than teacher-controlled equipment.
- Give students vocabulary recognition exercises and word association exercises as part of listening comprehension training.
- Have students practise listening for gist to improve overall comprehension skills rather than simply listing information.
- Where possible, try exercises that focus on students refining the structure of their responses, rather than just providing a correct response.

- Try short transcription exercises with students on topics from all three modules from very early in the CAPE programme.
- Teachers should discourage students from writing out a transcript of what was heard as an exam technique. It encourages poor time management and is not reflective of real world listening.

Recommendations for Candidates

- Do as much independent listening as possible using online and other audio resources to hone listening skills (music, podcasts, music videos/videos, documentaries widely available). Make listening to the language part of your daily existence.
- Remember that responses must be clearly expressed and make logical sense in English.
- Read questions carefully before listening to the audio.
- Consider the mark scheme in providing responses.
- Proofread responses to ensure logic and coherence.
- Write concise/precise responses to avoid ambiguity.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond to the material in English to questions asked in English. For Passage 2, the questions were in Spanish and candidates were to respond in Spanish, using their own words.

Passage 1 – *El deporte y la salud*

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a)–(e) required candidates to respond in English to questions asked in English. Parts (f)–(g) required candidates to provide synonyms taken from the passage.

Overall, performance on this question was satisfactory. From the responses given, it was evident that candidates had a good knowledge of this topic.

Part (a) required candidates to state four ways in which physical exercise affects humans. The responses were, in most instances, complete with full marks being awarded. A number of candidates did not readily understand the word *mejora*, hence they failed to state specifically how exercise *improved* aspects of people's lives. They simply listed how it affects human beings, so they did not receive any score. Many candidates confused *autonomía* with the English word *anatomy*. However, the wide range of responses allowed many candidates to score full marks on this question.

Part (b) asked candidates to state why participation in sports was encouraged by a Spanish nutrition society. Generally, this question posed no problems. The most popular response was the

importance of sports in the prevention of sicknesses, such as diabetes, hypertension and obesity. Candidates were not awarded any marks if they did not list the diseases mentioned. A few candidates also identified the role sports played in one's physical, psychic and social development. Predominantly, candidates used *psychological* as the translation for *psíquico*, which was accepted. As in the previous question, the variety of options offered as a correct response allowed candidates to be awarded full marks.

Part (c) (i) required candidates to state the outcome of a sedentary lifestyle. Most candidates answered the question correctly. Candidates were not awarded marks if they did not state specifically the percentage of deaths that were caused by the sedentary lifestyle in developed countries. A number of candidates confused 'developed' with 'developing' so they were not awarded the mark. A small number interpreted *muerte* as 'women'. Others were too vague in their responses and were not awarded any mark.

Part (c) (ii) required candidates to identify three other factors that affected a person's health. Most candidates handled this question well. Those candidates who gave 'lifestyle' as a factor were not awarded a mark.

Part (d) asked candidates to state how sports positively affect cardiac health. Most candidates identified the response in the passage, but attempted to translate the section, which resulted in clumsy responses. This showed that they did not fully grasp the meaning of the content presented in that section. A few candidates did not give sufficient response for the number of marks allocated for the question. They are reminded to be guided by the mark scheme for each question.

For Part (e), candidates were required to say why people feel good after exercising. Many candidates did not readily identify the correct answer and so wrote very padded responses hoping to capture the answer. A number of them actually missed the correct response completely. Many candidates presented very literal (and often inaccurate) translations and the meaning was lost in the complexity of the sentence structure. Focus should have been put on *sentirse bien* as a guide to the answer. Candidates are reminded that they should not present translations of the passage, but rather seek out the relevant information required to answer the question and give an answer that is logical and coherent.

Parts (f)–(j) required candidates to provide synonyms taken from the passage for given words. These parts of the question were not well handled. Most candidates only identified two or three of the five synonyms. The most problematic were *impulsa*, *contribuye*, and *enriquece*. Many candidates used words such as 'expulsa' and 'latido' for *impulsa*, and 'le da' for *contribuye* and 'produce' for *enriquece*.

Passage 2 – *Dispositivos solares y el consumo de energía*

Candidates were required to respond in their own words to questions in Spanish based on a passage in Spanish.

The questions on the passage posed challenges to many candidates. A significant problem was that far too many of the responses were lifted directly from the passage. Candidates are reminded to read instructions carefully as there is a penalty for disregarding this guideline.

Part (a) required candidates to identify Mexico as one of the countries in the world with the highest levels of solar radiation. Many candidates scored two out of a possible three marks because they simply stated that Mexico had high levels of solar radiation.

Part (b) asked candidates to identify the advantages of solar energy found in paragraph 2. The responses for this question were too often copied from the passage. Many candidates could not identify the main reason.

Part (c) required candidates to say why solar energy could not totally replace the traditional means of generating electricity. Many candidates did not include *night* and *cloudy day* as factors that inhibit full exploitation of sunlight and were not awarded full marks. Some others did not state that sunlight had to be *exploited* to produce solar energy.

In Part (d) candidates were asked to describe four characteristics of solar energy. Not many candidates could identify the response as they confused it with the response for Part (e). Candidates used the word ‘Internet’ as a synonym for *red* and it was not accepted.

Part (e) asked why the solar technology was so attractive. Most candidates confused the response for Part (d) for this answer.

Part (f) asked candidates to identify a consequence of the growing number of electronic devices. Candidates answered correctly for the most part but did not include the concept of an increased usage of energy and lost half the mark.

Part (f) (ii) asked candidates to express an opinion on how best to handle increased energy consumption in their country. A number of candidates lifted elements of their response from the passage, ignoring the fact that it was an opinion answer. Many also did not give responses related to the topic ‘energy’, and several others did not respond with sufficient content. Candidates should note that the last question of this section presents an opportunity for them to be creative and detailed, as well as to present personal insights on the topic.

Section B – Essays

Candidates were required to write an essay in Spanish of 250–300 words, on one of five topics. This section assessed candidates’ ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Candidates were assessed on content and presentation (organization and coverage of topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

Candidates showed great interest in the topics of this unit. The level of competence ranged from poor to excellent with the majority of candidates falling within the satisfactory to good category. Unfortunately, candidates were still unable to master basic grammatical structures such as agreement, spelling, articles, accentuation, conjugation of verbs and proper word order.

Question Popularity

| Question | Popularity |
|--|------------|
| Cada sociedad debe proteger a los niños porque son el futuro del país. ¿Cuál es tu opinión? | 21.8% |
| Fumar es más dañino para los no fumadores que los fumadores. ¿Estás de acuerdo? | 2.6% |
| Los hombres y las mujeres nunca serán iguales. ¿Qué opinas? | 17.9% |
| Los niños callejeros tienen el derecho de una educación básica para mejorar el modo de vivir. ¿Cuál es tu opinión? | 10.9% |
| Los medios de comunicación tienen un impacto negativo sobre los jóvenes de la sociedad hoy en día. ¿Qué piensas de esta declaración? | 46.8% |

A small percentage of candidates (0.4%) provided no response for either of the questions.

Question Performance Breakdown

| Range | Question 3 | Question 4 | Question 5 | Question 6 | Question 7 |
|-------|------------|------------|------------|------------|------------|
| 24 | 0% | 0% | 0% | 0% | 0% |
| 20–23 | 0.4 % | 5.8% | 11.2 % | 6.6 % | 10.9 % |
| 16–19 | 1.7 % | 23.5 % | 28.2 % | 22.6 % | 27.7 % |
| 12–15 | 32.6 % | 23.5 % | 29 % | 26.6 % | 32.4 % |
| 9–11 | 31.3 % | 23.5 % | 20.1 % | 33.3 % | 17.7 % |
| 5–8 | 11.3 % | 23.5 % | 8.06 % | 8 % | 10.2 % |
| 1–4 | 2.6% | 0 % | 3.2 % | 2.6 % | 1.1 % |

Question 3

Cada sociedad debe proteger a los niños porque son el futuro del país. ¿Cuál es tu opinión?

This question required candidates to discuss how society should protect children, as they represent the future of the country. Candidates were expected to look at aspects such as abuse and poverty and how education and health can be used to secure and ensure that young people can live to see a future and live to make a positive impact on society.

Most candidates scored in the satisfactory to good range which shows that they were generally able to handle the question in a satisfactory manner.

Excellent answers stressed the need for education as the hope for survival and a source of improving the quality of life for the country. Candidates were able to link what society puts in place and how this would be able to secure the future. Excellent responses described the role that the church, the home, the family, the government, the community and the individual play in the development of a child.

Some common errors in expression that were produced by the candidates included:

- *No tienen una mano amiga*
- *Desruptir* — to disrupt
- *Providar* — to provide
- *Esto lidera to muchos problemas* — this leads to many problems.

Question 4

Fumar es más dañino para los no fumadores que los fumadores. ¿Estás de acuerdo?

This was the least popular of all the questions. Responses ranged from satisfactory to very good. The question required candidates to show the dangers involved for both the smoker and the non-smoker and then determine whether or not smoking is more perilous to a non-smoker. Candidates were required to present specific facts as to how smoking affects a person.

Excellent answers showed that research was done and gave a general synopsis of effects of smoking on the smoker, and then went on to the trickling effects on a non-smoker.

Some common errors in expression that were produced by the candidates included:

- *La fumo*
- *La fuma*

Question 5

Los hombres y las mujeres nunca serán iguales. ¿Qué opinas?

This question required candidates to show both sides of the argument and then to take a stand and discuss ways in which men and women are equal or not equal. Candidates scored in the range of satisfactory to very good.

Excellent responses showed that candidates were able to show the equality as well as the inequality between men and women. Candidates were expected to write about issues in the home, on the job, in society, in the church, in politics and in sports. Candidates had to give specific examples and show facts.

Most candidates were able to list most of these but some did not develop many points. Education was one of the main issues that arose in the essays.

Some common errors in expression that were produced by candidates included:

- *Esta en el derecho dirección*
- *Esto liderá a muchos problems.*
- *Tienen lazo*
- *Las mujeres no trabaja gusta los hombres*

Question 6

Los niños callejeros tienen el derecho de una educación básica para mejorar el modo de vivir. ¿Cuál es tu opinión?

This question required candidates to show and look at education as a basic human right of the child as a means out of poverty. Candidates should have been able to answer the questions: Why are there street children? Who should provide the education for these street children? Responses should have looked at the importance of education in children's improvement. How would education help exactly?

Responses ranged between satisfactory and very good. Many responses suggested that education would help these children to get jobs. A few candidates spoke of other rights of the child, such as a home, love, food and basic necessities.

Some common errors in expression that were produced by candidates included:

- *Un mejor oportunidades*
- *La sociedad no buen otra vez*
- *Hay una reducción y menos crime*

Question 7

Los medios de comunicación tienen un impacto negativo sobre los jóvenes de la sociedad hoy en día. ¿Qué piensas de esta declaración?

This was by far the most popular question attempted. Candidates showed comprehension of the topic.

The performance of the majority of candidates ranged from satisfactory to very good.

This question required candidates to show both the negative and positive aspects of means of communication. Negative aspects such as the breakdown of family life, health issues such as obesity and diabetes, lack of interpersonal skills, promiscuity, decline of schoolwork, degradation of moral values should have been highlighted. Some positive impacts would be academic progress, exposure to other cultures and availability of information.

Some candidates chose to argue that some of the positive aspects were also negative aspects, for instance, availability of information which could be construed as both good and bad. Many

candidates spoke about just one medium, for instance, the television or the Internet. Some spoke about *medios* in general and did not specify. Many spoke about the advantages and disadvantages without delving into the impacts.

Some common errors in expression that were produced by candidates included:

- *Los contentos*
- *Nosotros somos a en stage cuando son influencia muy fácil*
- *Si información negativas son advertismo*
- *Hacer decisiones*
- *Las ideologías que...*

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts (a,b,c,d). These questions focused on a literary analysis of given passages and asked candidates to relate the plot, comment on the narrative point of view, analyse characters from the extract, and identify literary techniques found in the given passage. Required responses in this section were *limited to the given extract* and not the entire text. All answers were required in Spanish.

Question Popularity

| Question | Popularity |
|------------------------------------|-------------------|
| 1. La familia de Pascual Duarte | 11 % |
| 2. Crónica de una muerte anunciada | 22% |
| 3. Felices Días, Tío Sergio | 11 % |
| 4. 17 narradoras latinoamericanas | 56 % |

Candidates generally did not demonstrate a clear knowledge and understanding of the texts studied, particularly of *La familia de Pascual Duarte*. Facts included were often not pertinent to the given extract, but rather, were related to the entire text and as such were considered unnecessary and not awarded any additional marks.

Question Performance Breakdown

| Range | Question 1 | Question 2 | Question 3 | Question 4 |
|-------|------------|------------|------------|------------|
| 16 | 0% | 0% | 3% | 1% |
| 14–15 | 3% | 1% | 8% | 6% |
| 12–13 | 7% | 1% | 4% | 16% |
| 9–11 | 26% | 21% | 21% | 29% |
| 7–8 | 10% | 13% | 10% | 25% |
| 4–6 | 26% | 35% | 35% | 16% |
| 1–3 | 24% | 23% | 19% | 7% |
| 0 | 4% | 6% | 0% | 0% |

Question 1: *La familia de Pascual Duarte*

Performance on this question was disappointing. Very few candidates attempted this question. In Part (a), candidates often gave an overview of the text rather than of the extract. However, some candidates focused mainly on Pascual's memory of his brother's Mario's death causing him sadness at Pascualillo's birth. Where the focus shifted fully to the extract, candidates mainly highlighted that there was a celebration of the birth and did not give much attention to the fact that the birth was overshadowed by a sense of foreboding on Pascual's part. Furthermore, they seemed not to have recognized that there was a conscious shift in Pascual's emotions; from his joy at the beginning of the extract to his tears of sadness towards the end of it as he watched his son. There were also too many examples of candidates 'lifting' chunks of the extract and writing them back to relate the plot.

In response to Part (b), most candidates identified the narrative point of view as first-person narrator. However, many candidates failed to give adequate support from the extract, in terms of their quotations or finding the appropriate example in the extract. Many candidates were unable to identify the subjectivity of this type of narration. Candidates often wrote identification as *narrador primera* or as *punto de vista primero*.

In Part (c), most candidates had great difficulty commenting on *el presentimiento* and did not perform well. They were able to identify the quotation that showed foreshadowing, but were unable to explain it adequately.

In Part (d), most candidates successfully characterized Pascual as *pesimista*, but then failed to identify the appropriate quotation to support the characterization.

Question 2: *Crónica de una muerte anunciada*

Performance on this question was disappointing. In Part (a), there was often reference to events that occurred in the book, before and after the extract, which did not allow them to benefit from the full number of marks to be awarded for this section. Almost all candidates clearly recognized that Angela's mother had beaten her and that her brothers pressured her to give the name of her partner.

Even though some candidates ‘lifted’ from the extract, the majority of them successfully earned the full number of marks for this section, by clearly identifying several facts to relate the plot. There were also examples of candidates who wrote brief (2/3 line) summaries, rather than give the facts that created the plot.

In Part (b), many candidates identified the third person as the narrative point of view, but incorrectly added that it was omniscient. They failed to see that it was limited and that this narrator was relating what others had told him. This resulted in those candidates missing the point that the narrator did not penetrate the motives and emotions of the characters. Not many of them mentioned that the narrator was *investigador*. Rather, some of them wrote that the narrative point of view was both first and third person. A few thought that Angela was being interviewed by Gabriel Garcia Márquez, himself.

Generally, there was insufficient support for the narrative point of view chosen; they simply wrote *él* or *ella*.

In Part (c), most candidates were able to identify that the rhetorical figure was a simile. However, they failed to clearly explain its use.

Some wrote that the pinned butterfly was being compared to Angela, who felt trapped into naming Santiago; rather than that Santiago’s fate was sealed by Angela’s naming of him as the one who ‘dishonoured’ her.

In Part (d), several candidates characterized Angela from the entire novel and not from the extract given. They therefore wrote that she was ‘*mentiroso*’, ‘*injusto*’, ‘*deshonesta*’, ‘*cruel*’ and generally launched a moral attack on Angela. Some candidates correctly characterized her as *fuerte*, *sumisa*, *obediente*.

Question 3: Felices Días, Tío Sergio

This question was popular but the performance was disappointing.

In Part (a), candidates recognized that a storm was coming and that there were several natural signs of its nearness, which they could identify. Generally, this section was well done; with candidates clearly stating the facts. However, a few candidates felt that the family was in the process of making preparations for the storm; this is **not** evidenced in the extract.

In Part (b), again, where candidates correctly identified the first person narrative point of view, they often failed to provide the appropriate quotation from the extract to support their choice.

In Part (c), performance was generally good. Candidates cited the appropriate examples, after correctly identifying the three senses used in the extract. The majority identified *el oído* and quoted *...todos los animales están callados...* as well as *el olfato* and quoted *... y huele a lluvia...* Even if they did not use the correct word, they were able to clearly explain what they meant.

In Part (d), there was misinterpretation of *ambiente* as the physical setting instead of the mood, candidates quoted ‘...no hay mucha luz...’ and so on, rather than seeing it as *ominoso* or recognising the *calma perturbadora*.

Question 4: 17 narradoras latinoamericanas

This question was, by far, the most popular question and performance was generally good.

In Part (a), rather than stating the facts, a few candidates ‘lifted’ heavily from the extract. The majority, however, clearly stated the sequence of events.

Some candidates wrote that the family was going to live in the house or that it was theirs, stating it as fact, rather than expectation.

In Part (b), a few candidates mistook narrative point of view for characterization. Many candidates gave the definition, but not supporting the definition of the point of view with the appropriate quotation cost them marks. Some of them were able to identify the subjectivity of the first-person narrative point of view, or that it is limited.

In Part (c), most candidates were able to show that the conditional was used because it represented the future or to show the girl’s wishes, hopes or desires and were able to clearly identify a quotation to support that fact. However, this question proved to be the most challenging one. No one recognized that the use of the conditional tense creates doubt in the mind of the reader and prepares the reader for the realization that the dream did not come to pass.

In Part (d), several candidates characterized the girl as ‘*cariñosa*’, because she wanted her family to be happy; instead of *animada* or *incrédula*. In the latter part of the extract, she could be described as *desilusionada* or *confundida*. Many of them recognized that she was *optimista* or *esperanzada*.

Recommendations for Teachers and Students

- Encourage students to make good use of their dictionaries and to use words with which they are familiar.
- Review literary devices (simile, metaphor) early in Term 1. Students should be taught to understand term such as *trama*, *ambiente* and *punto de vista narrativa*.
- Teachers should remind students not to use English. No English is allowed in Section A; candidates should **not** write any words in English as no marks will be awarded.
- Students should not use the citations to give the sequence of events in the plot. Citations should be used to support answers, not just lifted and written as answers themselves.
- When outlining the plot of the extract, students should use their own words, and facts should be sequenced logically.
- Students should be familiar with vocabulary related to literary analysis such as *relata*, *demuestra*, and *explica*.
- Students should try to keep the length of the response commensurate with the number of marks awarded for the question.

- Grammar needs to be reviewed, for example, subject/verb agreement and spelling.
- For practice with students, teachers are advised to use short extracts from the texts for familiarization of plot, narrative technique, setting and characterization.

Section B – Themes

Candidates were required to write an essay, of 350–400 words, in English, on one of the questions relating to the theme *El individuo y la sociedad* or *La juventud*. They were also required to use one of the prescribed texts for the theme selected and discuss issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks).

Overall, candidate performance in this section was satisfactory.

Question 5

“A man’s fate is determined by his socialization. He has no control over what he does.” Discuss.

This was the most popular question and was attempted by 61.4 per cent of the candidates. Responses were generally satisfactory with some candidates scoring in the good to excellent range. Candidates were required to discuss to what extent socialization influences an individual’s destiny, showing whether the individual has or does not have control over his/her actions. Even if the term *socialization* was not defined, candidates’ responses ought to show understanding of its significance.

Many candidates misinterpreted the term *socialization*, believing it to be social interaction. Moreover, in some cases, using the text, *La familia de Pascual Duarte*, some candidates discussed themes of marginalization and nature and nurture, which were elements of past paper questions. Others focused on *machismo* and *marianismo* in this question as well. Some candidates did not analyse in depth that Pascual also made his own decisions, thereby giving balance to their essay and showing that they knew their text intimately. They also neglected to show the cause and effect between the way in which one is socialized and the decisions that one makes or is forced to make. Candidates who used *Crónica de una muerte anunciada* seemed better able to apply this text to the question and analyse their information in relation to the question.

Question 6

“One good turn deserves another. Should the contrary also be possible?” Discuss.

Approximately ten per cent of the candidates attempted this question, the majority of them scoring in the very weak to satisfactory range. Candidates were required to show that the same way in which good deeds are rewarded so too bad deeds may earn other bad deeds. Candidates could have approached the latter part of the question in different ways. They could have shown that one bad deed may have resulted in another bad deed but this is not advisable as it could end in destruction and perpetuate the cycle of evil and misfortune. Also, candidates could have said

that in order to restore balance, evil was necessary to cancel evil and therefore eventually leading to good.

Most candidates showed that bad actions lead to bad consequences. However, they failed to capture the scope of the question and could not justify why the two bad incidents occurred. The aspect of one action deserving another was not explored in its entirety.

Candidates who responded to the question using examples from *La familia de Pascual Duarte* were able to show that one bad action lead to another bad action but found difficulty justifying why one bad action deserved another. Most candidates who used *Crónica de una muerte anunciada* were able to write better responses to answer this question. For example, they showed that Angela lost her virginity before marriage (one bad action according to the moral code) which resulted in the brothers' killing of Santiago Nasar (another bad action according to the penal code). This happened to regain the family's honour (thereby showing why one bad deserves another bad action).

Question 7

“Youth is a period of experiment and frolic.” Comment on this statement.

This was the second most popular question chosen and was attempted by 18.4 per cent of the candidates. The majority of responses earned marks in the satisfactory to excellent range. Candidates were required to demonstrate a clear understanding of the terms *experiment* and *frolic*. Moreover, they were expected to justify the extent of the veracity of this statement citing appropriate examples from the chosen text.

Firstly, the majority of candidates who used the three short stories from *17 narradoras latinoamericanas* disregarded the question and attempted to answer it by using a predetermined response from a past paper. However, some candidates were able to cite the young man's self-discovery in *El primer beso* and the little girl's initial glee while experiencing the new house in *La casa nueva* as evidence of experiment and frolic respectively.

On the other hand, most candidates who used *Felices dias Tío Sergio* generally were able to write better responses showing that the experience of the main characters was one of experiment and/or frolic. These candidates answered the question well using sound examples such as the children's exchange of sex books and listening to music that was prohibited in the home as evidence of experiment. Moreover, as evidence of frolic in the novel, students cited the children's participation in childhood games and the reading of comics.

Question 8

“Youth, though under adult supervision, ultimately make the decision on what to do.” Comment on this statement.

Approximately ten per cent of the candidates attempted this question, the majority of them scoring the satisfactory to excellent range. Candidates were required to show that children make

their own decisions and challenge adult authority despite being under imposed restrictions. Some candidates wrote their responses neglecting to make reference to adult supervision. Additionally, candidates who used the short stories from *17 narradoras latinoamericanas* made reference to the main characters and cited examples outside of their period of youth. For example, they erroneously stated that Analía made her own decision to avoid her son being sent to a new school in the city despite the fact that she was already an adult when she did so. Moreover, they stated that the young lady, in *La casa nueva* decided not to trust anyone and be cynical because her father had disappointed her as a child. However, when she stated this she was already an adult.

Most candidates who used *Felices días Tío Sergio* dealt with this question well. They were able to identify examples where the children in the novel made their own decisions despite being under the supervision of adults. For example, candidates made reference to the children's decision to call out to Margara, something forbidden by the adults, despite being under Mama Sara's supervision.

Candidates' Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills. They were able to identify the issues in the text relevant to the question posed and discuss them using solid supporting details, all within the word limit.
- Good or excellent essays included a brief introduction with a well-constructed thesis, three to five well-supported points with a counterargument, and a brief conclusion.
- Some candidates made appropriate use of quotations. Quotations generally supported the points made and were well integrated into the essay.

Candidates' Weaknesses

- Some essays were mere summaries of the text instead of analyses.
- Some essays exceeded the word limit of 350–400 words.
- Some essays were padded with long quotations as well as rambling historical and philosophical perspectives.
- Some responses were riddled with factual inaccuracies related to the text.
- Some candidates misinterpreted key words/phrases in the questions and therefore did not address the relevant issues, for example, *socialization and fate* in Question 5, *experiment and frolic* in Question 7.

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination.
- Refrain from primarily instructing students based on past essays as students seek to regurgitate information, regardless of the question set.

- Advise students to take their time to read and select questions carefully according to the prescribed text studied for the theme.
- Advise students to stay within the word limit as examiners *do not* read beyond the stipulated word limit.
- Help students to cultivate practices of proper essay writing — Introduction/Body/Conclusion.
- Advise students that an excellent response should include
 - (i) a brief introduction with a clear thesis statement relating to the text
 - (ii) four to five solid points, supported by concise, appropriate, brief and complete quotes, and an informed personal opinion, each in a new paragraph, one of which should be a counterpoint to show balance in the response
 - (iii) a brief conclusion.

Irregularities

- Writing general instead of thematic essays.
- Using the same text in Sections A and B.
- Extremely short responses.
- Lengthy quotations and limited informed personal opinion.
- Using the wrong text for a stated theme, for example, Felices *días*, *Tío Sergio* to answer a question on *El individuo y la sociedad*.
- Created quotes – ‘*El amor es aprendido*’. Candidates are encouraged not to read the English version of texts as this hampers their ability to quote accurately in Spanish.

Paper 04 – School-Based Assessment (SBA)

The SBA was generally well done. For the most part, students chose topics that were related to the unit. Most of the topics chosen were appropriate for creative development by the students. There were some excellent presentations that epitomized the use of the target language accurately, fluently and spontaneously.

Presentations submitted were relevant to the unit and were well prepared in general. Students’ responses to both topic and general conversation questions were mostly fluent and well-constructed. Many students presented their topic on social areas such as divorce, crime and violence, drugs, unemployment and abortion. More popular topics for this year, 2013, were: *El Crimen y La Violencia*, *El narcotráfico*, *Los callejeros* and *La música*.

However, in some instances, the presentations lacked statistical data and/or information from credible sources such as newspapers and magazine articles. There were also some instances where the nature of the topic chosen was expository and did not lend itself to much creative development by students. For example a presentation which detailed the different types of music, the instruments used and the genre to which the music belongs, limits students’ ability to express opinions on the topic.

There were also some presentations that were not based on a Hispanic country and this is of paramount importance. Belize, for example, is officially an English-speaking country.

This year more students, about 24 per cent, scored over 40 out of a possible 48, and the majority, about 40 per cent, were between 29 and 40. Still too many, however, received a mark below 24, and too few, between 46 and 48.

It is commendable that the majority of teachers ensured that the exam adhered to the suggested format and the stipulated time. Marking done by teachers was acceptable with only a few discrepancies arising between the marks of the examiners and the moderators.

However, it is important that teachers use the rubric provided. There were still many instances of teachers being overly lenient and many teachers who exceeded the fifteen-minute stipulated time.

On the other hand, there were instances where the exam was too short and lasted for 10 minutes or less which was inadequate for a valid assessment of students' performance.

Some students needed greater guidance in the preparation of their interview; be it in the choice of topic, choice of country, length of presentation or conversational exchanges with the teacher.

There were instances where students sounded rehearsed and not as if they were giving a presentation or having a conversation.

There were centres where students had problems with the discrete sounds of the language. There were several cases where silent H's were pronounced, G's were pronounced as an English G, and there were confusing vowel sounds.

Some students had difficulties with:

- Subject/verb agreement
- Subject/adjective agreement
- Inappropriate use of time frames
- Difficulty constructing very basic structures.

Most teachers took the time to ensure that the quality of the tape/cassette being submitted was satisfactory (and that the SBAs submitted were recorded on a CD or cassette which was audible and easily read).

In other cases, teachers submitted CDs or cassettes on which a part of, or an entire interview was missing.

Much of the audio material submitted had some amount of interference. In some centres it was so greatly affected it was difficult to hear the student.

Some questions were too simple for this level, more applicable to the CSEC format and at other times, teachers were overly deliberate in speech.

There were a few cases where teachers did not allow students enough opportunity to provide an answer before repeating the question or offering a suggestion.

There were instances where teachers appeared to be insensitive to a students' personal situation which was obvious to moderators. There were instances where the teachers could be heard laughing at the students' responses which was unacceptable and inappropriate. There were also instances where the questions asked by the teachers were too personal.

However, in the majority of cases, teachers were professional, patient and provided positive reinforcement.

By and large the marking was acceptable in quality as teachers *generally* adhered to the marking criteria. In only a few instances was there a significant variance between the marking and the moderation.

Similarly, moderation forms were included and in a few instances only, were the 1-3 and/or 1-5 forms missing.

Recommendations

Teachers should ensure that

- their students engage in conversation on both the prepared topic and the general topics covered in the syllabus, for *at least* five minutes *respectively*. As the rubrics show, these two components have far greater weighting than the topic presentation
- students speak to a 'thesis' and not just a 'topic'; thus giving impetus to the better development of a conversation rather than an interminable regurgitation of facts and statistics
- there is enough class discussion on topics in the syllabus so students can become used to expressing their opinions in the foreign language using the appropriate vocabulary and structure
- enough attention is paid to the articulation of the discrete sounds to promote pronunciation, intonation and fluency
- in the flow and excitement of the conversation sight is not lost of subject-verb agreement, correct usage of articles and tenses.
- the students engage them in conversation and do not simply reverse a process of interrogation
- all samples are contained on one CD, with details of the programme used for recording
- every effort be made to render the recording environment as hermetic as possible — free of distracting noises
- that the recorder is neither too close to, or too far away from, both the examiner and the student
- recorded samples are checked for quality before submission to CXC
- a move be made to utilize the various technological facilities economically available for recording the interviews on video, thus greatly reducing efforts at moderation.

UNIT 2

Paper 01 – Listening Comprehension

The results were better in Unit 2 than Unit 1 of the 2013 examination. The majority of candidates performed better in Section A than Section B. There was some weakness in expression which in many cases reflected a lack of thought more so in Section B than Section A. Many candidates' responses seemed to lack logic and coherence and many had poor spelling. Seven candidates (1.5 per cent) did not complete the entire paper.

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond to questions based on the material in short-answer format.

Section A – Short Selections

The results were generally satisfactory. The majority of candidates completed the entire section. However, some responses indicated that candidates needed to take greater care in reading instructions carefully and responding to questions instead of using literal translation.

A range of spelling errors, poor handwriting and weaknesses in expression often posed challenges to examiners in determining the accuracy of responses. Additionally, vocabulary recognition was a major shortcoming of several candidates. Many of them did not understand the following words: *guerrillas*, *somnolientas*, *viceministro*, *adquirir artículos*, *pago en efectivo*, *dirrección de correo electrónico*.

Selection 1

The performance on this selection was satisfactory. Sixty three per cent of candidates scored six and above.

For Part (a), many candidates failed to provide the correct meaning for *guerillero* and *Ejército de Liberación Nacional*. There were many variations such as 'exercise of national liberation', 'national freedom group' and 'international army'.

Part (b) was fairly well done. A few candidates did not specify that the girls were sisters and sometimes wrote vague or erroneous responses such as 'children' or 'women'. Some also did not specify that the girls were kidnapped.

Part (c) was well done. A few candidates did not identify the correct numbers and mixed up the ages for the girls.

Performance was satisfactory for Part (d). Many candidates were able to identify that the girls were playing in the garden. However, many of them did not give the detail that two men captured/kidnapped them. For those candidates who did not know the meaning of *raptar*, translations included: raped, killed, attacked, trapped, disappeared, shot.

Part (e) was not well answered. The words *hambrientas* and *somnolientas* were problematic for the majority of candidates. Many candidates responded that when the girls were taken to hospital they were malnourished, in critical condition, unconscious and bleeding, injured, dehydrated, in a horrible state, one covered and one was naked, smelly and shocked. Many candidates gave a list of adjectives, hoping that at least one would have been right.

Selection 2

Performance on this selection was good. Eighty-three per cent of candidates scored six and above.

For Part (a), the majority of candidates provided the correct response. However, a few stated 'lucrative' for Part (i), instead of *educational crisis*, because they misinterpreted *la crisis educativa*. Many candidates gave the correct response of *students and government* for Part (ii).

Part (b) was undoubtedly well done as candidates were able to pinpoint that 'Chile' was the country where the crisis took place.

Most candidates understood that five months was the length of time of the crisis in Part (c).

Many candidates did not handle Part (d). Many did not respond and those who responded were in most cases incorrect. They did not know what occurred at the end of the crisis period.

Part (e) was fairly well done. However, the word *gratuita* was misunderstood by many. As such, many candidates left out the important detail that *the students'* main demand was to initiate a reform to guarantee *free education*.

Part (f) was fairly well done. Many candidates lost marks for stating the answer in the past tense and not specifying that they will lose the academic year.

Selection 3

Performance on the selection was satisfactory. Sixty two per cent of candidates scored four and above.

For Part (a), the majority of candidates did not state that Tomás Suarez was the Vice/Deputy Minister of Tourism. Many stated that he was 'the Minister of Tourism', 'the tourism photographer', and 'the future of European tourism'.

For Part (b), the majority of candidates failed to score full marks due to the improper use of prepositions. Many stated that tourism increased *by* 3 million and not *to* 3 million. Many also stated that the increase was three thousand and three million.

Part (c) was fairly well done. However, many candidates misunderstood *mayor emisor*, and stated that France has the majority of tourists per year.

Many candidates misunderstood Part (d), stating that ‘water was used to make hydroelectricity’ and that ‘tourism was sustainable development’, instead of stating that *sustainable development was the balanced consumption of resources (water and electricity)*.

Selection 4

This section was well done. Eighty five per cent scored 4 and above.

Part (a) was well done. However, many candidates failed to score full marks due to *adquirir artículos*. Many stated that one can read articles online and access articles. Many wrote vague responses such as ‘online transactions’ for ‘bank transactions’. The word ‘plane’ was grossly misspelt.

Performance on Part (b) was excellent. Most candidates realized the advantage of doing activities, identified in (a), online.

Part (c) was fairly well done. However, lack of knowledge of *dirrección* and *correo electrónico*, was obvious, as many candidates responded: ‘working in an electronic store’, ‘electronic direction’, ‘electronic story’, ‘knowledgeable in electronics and ‘personal mailing address’, among others. Also, many of the responses were for Part (d) and not Part (c).

Although Part (d) was also fairly well done, *en efectivo* proved to be difficult for candidates. Many of them stated ‘to pay effectively’ and ‘effective payment’. Many candidates combined the ‘bank transfer’ with the ‘credit card’, for example, ‘use a credit card to effectively transfer money to the bank’, thus they were awarded only one mark.

Selection 5

Eighty nine per cent of candidates scored four and above. This was the best performing question. Once again, some candidates did not follow the instructions and ticked more than four responses and were penalized as such. ‘A’ was a common wrong answer.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Dr Margarita Cooper about the transplants of animal tissue in humans. Performance was satisfactory. Sixty six per cent scored 12 and above. However, knowledge of technical/biological vocabulary was problematic for many candidates.

Part 1

For Part (a), the vast majority of candidates did not know the word *cerdo* opting to respond ‘modified animal’. A few had modified cattle, lamb, limbs and plants. Some candidates did not understand that the modification was done to the pig and not the process. Many candidates who

did not know the word *tejido* left out that the animal tissue was modified. Due to these inaccuracies, many candidates did not obtain maximum marks for this question.

Part (b) was not well done. Many candidates took for granted that the xenotransplants would begin in two years' time. Many of them did not understand *clinical trials* and responded clinical essays, and that the xenotransplants would take place in clinics.

Most candidates performed well on Part (c). However, again, a few were unable to identify the word *tejido*, which cost them one mark.

For Part (d), candidates generally knew how xenotransplants would help human beings. However, many candidates lost a mark due to the fact that they stated that the waiting list for organs existed in the UK or omitted that xenotransplants would help all around the world.

Part 2

Part (e), on one major concern about xenotransplants, was well done. However, quite a few candidates failed to state *human body* and instead stated 'human organ' or 'human organization'. A few failed to mention that the tissue was strange or foreign.

Part (f) posed a lot of problems for candidates. Many of them were unable to explain effectively what exactly was Dr Cooper's concern. Many mixed up the details stating that the gene was created to protect the immune system. Some stated that equipment was created. The scientific terminology proved to be difficult for many of them.

Part (g) was very well done. However, a few candidates failed to specify that the diabetics were type one.

Performance on Part (h) was satisfactory. Many candidates did not specify *1 in 500 diabetic type 1 patients* and stated '1500' or '500 diabetic patients' instead.

Recommendations for Teachers

- Provide students with more listening practice with timed exercises.
- Give students vocabulary recognition exercises and word association exercises related directly to topics from each module in the syllabus as part of Listening Comprehension training.
- Have students practise listening for gist to improve overall comprehension skills rather than simply listing information.
- Inform students to be mindful of the marks allocated for each question.
- Ensure that students provide details instead of general, vague responses in practice exercises and that they provide full, coherent explanations, especially for the interview.

Recommendations for Candidates

- Remember that responses must make logical sense.
- Read questions before listening to the audio recording.
- Consider the mark scheme when providing responses.
- Proofread responses to ensure logic and coherence.
- Write concise/precise responses to avoid ambiguity.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond to the material in English to questions asked in English. For Passage 2, the questions were in Spanish and candidates were to respond in Spanish, using their own words.

Passage 1 – *Los edulcorantes versus el azúcar*

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a)–(e) required candidates to respond in English to questions asked in English. Parts (f)–(j) required candidates to provide synonyms taken from the passage.

Overall, performance on this question was good. However, use of English expressions in many cases was poor. Candidates are reminded that their expression in English must be coherent and logical.

Part (a) required candidates to state why people are opting for sugar substitutes. The responses were, in most instances, complete with full marks being awarded.

Part (b) asked candidates to state two advantages and disadvantages of saccharin use. While most candidates were able to state both, many did not say that saccharin is 400 times *sweeter* than sugar. Several said that it was 50 times sweeter than sugar. Several candidates did not understand the words *gusto* and *metálico*, therefore giving answers like 'metallic liking'. Many others interpreted *metálico* very literally and said that the saccharin contained metals. In the case of the *contraindications* of saccharin use, quite a few candidates wrote about the 'contradictions' of its use.

Part (c) was well done. The main problem was that some candidates wrote that it was 'addictive' rather than having no *additives*.

Part (d) asked candidates about the relationship between natural sweeteners and heat. This question posed a bit of a challenge. Many candidates could not distinguish between artificial sweeteners and natural sweeteners. Many answers referred to the effect of heat on artificial sweeteners with bare reference to the effect of heat on natural sweeteners.

Part (e) presented a wide range of possible answers, allowing the majority of candidates to score full marks. Yet many candidates' English expression was confusing.

Parts (f)–(j) required candidates to provide synonyms taken from the passage for given words. This part of the question was well handled. Most candidates identified four of the five synonyms. The most problematic was Part (j), with many candidates incorrectly selecting *exhorta* or *inclina* instead of *percibe*.

Passage 2 – *El gas de pizarra es “más contaminante que el carbón”*.

Candidates were required to respond, in their own words, to questions in Spanish based on a passage in Spanish.

The questions on the passage posed challenges to many candidates. Many seemed unfamiliar with the topic. A significant problem was that far too many of the responses were lifted directly from the passage. Candidates are reminded to read instructions carefully as there is a penalty for disregarding this guideline. The responses to Parts (d), (e) and (f) were somewhat similar and some candidates were unable to distinguish information solicited.

In Part (a), most candidates earned only one out of two marks. They failed to state that shale gas has *more negative effects* than carbon in terms of climate change.

Part (b) was generally well answered but there was quite a bit of lifting. Many of those who answered in their own words did not state that methane escaped *from the mines*.

Part (c) was poorly done. Candidates seemed to have difficulty answering in their own words. Many who lifted from the passage presented responses that were poorly structured and confusing. Many reworded *por lo menos* as *por lo bajo*.

In Part (d), there was again a lot of lifting, with only a few candidates attempting to change one word (*perjudical*). Those candidates who did answer in their own words did so quite well.

Many answers to Part (e) were also lifted.

In Part (f), many candidates incorrectly said that the methane escaping from the wells is *three times* higher than conventional wells.

Part (g) required candidates to state their opinion on the importance of finding clean combustibles. Most candidates scored two or three marks and were able to use the content of the passage to shape their responses.

Section B – Essays

Candidates were required to write an essay in Spanish of 250–300 words, on one of five topics. This section assessed candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Candidates were

assessed on content and presentation (organization and coverage of topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

It is noteworthy that most candidates were able to answer the questions. There were only three scripts where there was no response. The level of competence ranged from poor to excellent with the majority of candidates falling within the satisfactory to good category. It was noticed that the level of vocabulary and idiomatic expressions used were better this year. However, candidates were still unable to master basic grammatical structures such as agreement, spelling, articles, accentuation, conjugation of verbs and proper word order.

Question Popularity

| Question | Popularity |
|--|------------|
| 3. La cirugía cosmética conlleva más inconvenientes que beneficios. ¿Qué opinas? | 5.7 % |
| 4. Los médicos no tienen el derecho de acabar con una vida. ¿Qué piensas? | 13.4 % |
| 5. La seguridad tiene que ser prioritaria para los alimentos transgénicos. ¿Estás de acuerdo? | 13.6 % |
| 6. Las redes sociales promueven valores negativos entre los jóvenes. ¿Cuál es tu opinión? | 61.6 % |
| 7. La informatización hace redundante el trabajo del ser humano. ¿Qué opinas? | 5.7 % |

A small percentage of candidates (0.2%) provided no response for either of the questions.

Question Performance Breakdown

| Range | Question 3 | Question 4 | Question 5 | Question 6 | Question 7 |
|-------|------------|------------|------------|------------|------------|
| 24 | 4.2 % | 0 % | 3.3% | 0% | 0% |
| 20–23 | 16.7 % | 4.4 % | 16.7 % | 11.1 % | 12 % |
| 16–19 | 29.2 % | 22 % | 30 % | 15.9 % | 24% |
| 12–15 | 25 % | 29.4 % | 30 % | 28.1 % | 16 % |
| 9–11 | 4.2 % | 19.1 % | 10 % | 24.4 % | 16 % |
| 5–8 | 8.3 % | 19.1 % | 8.3 % | 17.4 % | 20 % |
| 1–4 | 8.3 % | 5.9 % | 1.7 % | 3% | 8 % |
| 0 | 0 % | 0 % | 0 % | 0.04 % | 4 % |

Question 3

La cirugía cosmética conlleva más inconvenientes que beneficios. ¿Qué opinas?

This was the least popular question attempted. Most candidates scored between the good and very good range. This question required candidates to discuss the disadvantages and benefits of plastic surgery.

Few candidates misinterpreted *La cirugía cosmética* and wrote an essay on *la clonación*. However, for the most part candidates performed well on this question.

Excellent responses would include the emotional, psychological, physical and financial effects. However, candidates could have indicated that it was a personal decision and despite the disadvantages, there are some positives, such as plastic surgery, which could also help with people's self-esteem and confidence as well as it could be beneficial with injuries or physical reconstruction.

Question 4

Los médicos no tienen el derecho de acabar con una vida. ¿Qué piensas?

Most candidates scored within the range of satisfactory to good.

This question required candidates to show an understanding of the pros and cons of euthanasia. Excellent responses discussed both sides of the issue and these candidates were able to show that even though there are negative aspects to a doctor taking the life of a patient into his hands — such as man playing God, the role of the family, the right of the patient, and religion — there are also instances where the patient's suffering should be taken into account, as well as the financial cost of keeping a patient on life support.

Some common errors in spelling and expression that were produced by candidates included:

- *Scientíficos*
- *Díos*
- *Tomar la vida*

Question 5

La seguridad tiene que ser prioritaria para los alimentos transgénicos. ¿Estás de acuerdo?

Candidates scored in the range of satisfactory to good.

Candidates needed to have very specific information on GM Foods. This question required candidates to show a clear understanding that security is the main issue here. Candidates needed to discuss what has been put in place to ensure that these products are secure with the help of product labels or reverse testing. However, candidates would demonstrate a good understanding of the topic by describing some of the other priorities such as providing an abundance of food for the poorer people in the world.

Quite a few candidates misinterpreted the question and spoke about the advantages and disadvantages of GM Foods without relating it to security. If candidates thought critically, they would have been able to use this and apply it to the question.

Some common errors in expression that were produced by candidates included:

- *Están seguros* instead of *son seguros*
- *A la mano obra larga*

Question 6

Las redes sociales promueven valores negativos entre los jóvenes. ¿Cuál es tu opinión?

This was by far the most popular question attempted. It required candidates to focus on the social networks and to identify some of them and show how they promote negative values. Negative values such as bullying, sexting, laziness, deterioration in use of language and family and human relations, lack of creativity and motivation to excel and various health issues like obesity needed to be highlighted.

The best essays showed both points of view, highlighting that social networks would improve interaction and positive relationships which could help against cyber bullying, allow young people to learn about new cultures and help with schoolwork. However, a number of candidates were too general and spoke generally about the Internet when they needed to focus on social networks. Additionally, some candidates spoke about the negative and positive effects of social networks but they did not relate it to the values.

Most candidates scored in the range of satisfactory to good.

Some common errors in expression that were produced by candidates included:

- *Los jóvenes son muy pronto en a muy technological mundo*
- *Photo*
- *Websites*
- *Zonas tiempos*

Question 7

La informatización hace redundante el trabajo del ser humano. ¿Qué opinas?

This proved to be the most difficult question for candidates as well as the second least popular. Most candidates scored in the range of satisfactory to good.

This question required candidates to show an understanding of the word *la informatización*, any kind of information technology that is used by man and how it impacts on different aspects of modern life. Candidates needed to use specific examples to show how much computerization has made man's work redundant.

Several candidates did not understand the question and their interpretation of the word *informatización* proved to be problematic.

Excellent responses would take a definite stance and show specific examples. Man's work has become much less as a result of this computerization and this has even replaced some people, but we cannot say that man will become totally obsolete since we are needed for specific roles, and, as a matter of fact, in some cases jobs have been created because of computerization.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts, (a)–(d). These questions focused on literary analysis of given passages and asked candidates to relate the plot, analyse characters from the extract, comment on narrative technique, and identify literary devices and themes found in the given passage, with one question asking candidates to relate aspects of the extract to the rest of the prescribed text. Candidates were required to answer all questions in Spanish.

Question Popularity

| Question | Popularity |
|---|------------|
| 1. La lluvia amarilla | 7 % |
| 2. El llano en llamas | 22 % |
| 3. Chombo | 5 % |
| 4. El coronel no tiene quien le escriba | 66 % |

Question Performance Breakdown

| Range | Question 1 | Question 2 | Question 3 | Question 4 |
|-------|------------|------------|------------|------------|
| 16 | 0% | 1% | 0% | 0% |
| 14–15 | 3% | 0% | 4% | 8% |
| 12–13 | 3% | 6% | 9% | 11% |
| 9–11 | 7% | 23% | 30% | 26% |
| 7–8 | 23% | 25% | 22% | 13% |
| 4–6 | 48% | 22% | 22% | 23% |
| 1–3 | 13% | 20% | 4% | 15% |
| 0 | 3% | 3% | 9% | 4% |

Question 1: *La Lluvia Amarilla*

This question was not popular. In Part (a), most candidates correctly stated what could be learned from the first two statements. They recognized that the narrator was remembering when he was a child, living in the town and who were the persons who left the town first.

In Part (b), several candidates characterized the narrator as *triste* and noted that he was nostalgic, but missed the point that the narrator expected or anticipated his own death. They were even able to explain why he was sad, but still missed the aspect of death.

In Part (c), most candidates recognized that Ainielle's inhabitants had left it, but failed to mention that it was a village in the countryside in the Pyrenees. A popular response was that the town was abandoned, but the responses did not include at least four valid points about the town.

In Part (d), candidates correctly noted the pessimism or sadness, as the town had been abandoned; but the explanation was inadequate. Very few candidates commented that the tone suggested or hinted at the death of the narrator.

Question 2: *El Llano En Llamas*

In Part (a), almost all candidates clearly identified the narrative point of view as *primera persona* and many of them were able to highlight the subjectivity of this point of view. As support, many of them utilized the quotation *mi hermano y yo...* or *...allí fue donde supimos...* Candidates generally offered better explanations this year, but some of these explanations erroneously included the words 'limited' and omniscient'.

In Part (b), the tone of sadness was the most popular response, and a few candidates identified the tone as 'frightful'. However, the linking of the cow in the river with the loss of money or even of a secure future for Tacha was not often made. They were often unable to justify the tone of sadness adequately.

In Part (c), most candidates identified the force of the river. However, the supporting level of analysis that was required was not forthcoming. For example, they failed to link the river rushing through the streets of the town with it sweeping away the current livelihood of folks like *tía* Jacinta (the chickens) as well as the futures of people like Tacha (the cow). Several of them erroneously thought that the superlative was used with reference to the size of the tamarind tree.

Part (d) was not well done. Although the theme of *the destructive force of Nature* was often identified, connecting the theme to the other stories in the text was not properly done by most candidates. Many simply wrote the theme as *naturaleza* and were therefore unable to benefit fully from all the marks for the question.

Question 3: *Chombo*

Although very few candidates attempted this question, those who did performed fairly well.

For Part (a), candidates correctly (but separately) identified the couple's roles as working and caring for the children respectively.

In Part (b), the character of Nenén was well outlined and most candidates explained how hard she worked alongside Tidam to care for her children and make the best possible life for them.

In Part (c), candidates were able to identify the narrative point of view as third person, but commenting on it and giving a suitable quotation to support their position proved to be too challenging for several candidates.

In Part (d), the majority of candidates correctly identified the meals as West Indian and that there was a wide variety of that food, but not many were able to connect that to the idea of the preservation of their West Indian culture in a foreign country.

Question 4: *El coronel no tiene quien le escriba.*

This question was by far the most popular and was fairly well done.

In Part (a), many candidates performed very well in this section. They captured the most important points. However, many of them referred to events before and after the extract, which were irrelevant. Also, some of the information was inaccurate; since some candidates thought that the letter had come from Agustín or they confused the letter the colonel was expecting with this letter that contained political information.

In Part (b), most candidates were able to correctly identify the third person narration and were also able to explain and support this narrative point of view. However, using 'el' and 'ella' alone, does not provide enough support for this point of view. Some candidates demonstrated a level of indecision, as they initially identified the third person narration, then later in the response referred to the narration as first person.

In Part (c), most candidates were able to identify the rhetorical figure as the simile. However, there were several misspellings of the word. Too many candidates wrote that there was a comparison being made, but could not fully explain the comparison. Some candidates inadvertently wrote that the comparison was being made by the colonel, rather than by his wife. They also offered several erroneous responses to explain to what the comparison referred. Some felt that the colonel's wife was so old her brain was like a stick. Others wrote that she was resilient, like a stick. Several candidates seemed unable to show that the pain of colonel's wife was linked to their poverty-stricken state.

Part (d) was done reasonably well. However, the quality of the responses was not as good as in previous years. Most candidates were able to identify the characteristic traits of the wife. The most popular responses were *ingeniosa*, *creativa*, *trabajadora*, *realista* and *religiosa*. The support for these characteristics was accurate and quite valid.

Recommendations

- A review of literary devices and literary terms at the beginning of Unit 2 would be very beneficial.
- *No English* is allowed in Section A. Candidates are therefore advised to respond in Spanish *only*.
- Candidates should avoid using the citations to give the sequence of events. Citations should be used to support answers, not just lifted and written back as answers in themselves.
- Candidates should try to keep the length of the response commensurate with the number of marks awarded for the question. Some candidates wrote an entire page to respond to one part of a question and yet there was very little information for which marks could be awarded.
- Candidates need to be reminded that in Unit 2, their references must be made to the entire text, unlike in Unit 1 where the focus is on the extract.
- Candidates also need to be reminded not to use the same text to answer both sections of the paper.

Section B – Themes

Candidates were required to write an essay, of 350–400 words, in English, on one of the questions relating to the theme *La vida rural* or *Conflictos políticos y sociales en Hispanoamérica*. They were also required to use one of the prescribed texts for the theme selected and discuss issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks).

Overall, candidate performance on this section was considered satisfactory to good.

Question 5

“Life in the countryside is far from ideal.” Discuss.

This was the most popular question; it was attempted by 55 per cent of the candidates. Performance on this question was generally good. Candidates were required to explore elements of rural life that either make it difficult or on the contrary, pleasant for the inhabitants. The majority of candidates used *El llano en llamas* to answer this question. Most of them were able to respond appropriately to the question not solely by giving examples but by making definitive statements that showed the impact of rural life on the inhabitants. For example, in *Es que somos muy pobres*, the flood waters destroyed the rye harvest and la Serpentina, therefore compromising the family’s income and Tacha’s future. In *La lluvia amarilla*, the solitude and abandonment that pervaded Ainielle contributed significantly to the mental degradation of the protagonist, proving that rural life was not ideal. A few candidates merely identified problems faced in rural areas but did not link them to the question asked. Candidates who used *La lluvia amarilla* answered creditably.

Question 6

“In rural areas, man is his own worst enemy.” Discuss.

This was the least popular question. It was attempted by 10 per cent of the candidates, the majority of whom scored in the good to excellent range. Candidates were required to discuss to what extent human or other factors (for example, nature) have challenged man’s existence. Most candidates were able to explain that not only does man contribute to his own demise, but that nature also plays a major role. Candidates who used *El llano en llamas* did not always make the most appropriate choice of short stories, thus rendering their arguments less convincing.

Question 7

“Hard work and dedication never pay off.” Discuss.

This was the second most popular question. It was attempted by 25 per cent of the candidates, of whom 69 per cent scored in the minimal to satisfactory range. Candidates were required to discuss the consequences faced for being diligent and committed, and determine whether these have been beneficial or detrimental to the characters in the text studied. The majority of candidates used *El coronel no tiene quien le escriba* to answer this question, however, their responses were limited, in most cases identifying only the government’s failure to recognize and reward the colonel for his years of service to his country. Although *Chombo* was not the more popular text, candidates who used it wrote very good responses. They were able to show that although the West Indian migrants made a significant contribution to the construction of the Panama Canal, they were denied equal payment and recognition and suffered discrimination.

Question 8

“It is impossible to hold on to one’s values in the face of victimization.” Discuss.

Ten per cent of the candidates attempted this question, 56 per cent of whom scored above the satisfactory range. In this question, candidates were required to discuss instances of injustice and adversity (whether personal or communal) and the characters’ decision to either uphold their values or compromise them. However, in many cases, candidates discussed instances of victimization with no link to values or how they were compromised. Other candidates showed how characters compromised their values but neglected the victimization aspect of the question. Some candidates misconstrued the meaning of values and others failed to identify what these values were.

Candidates’ Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills. They were able to identify the issues in the text relevant to the question posed and discuss them using solid supporting details.
- Good or excellent essays included a brief introduction with a well-constructed thesis, three to five well-supported points with a counterargument, and a brief conclusion.

- Some candidates made appropriate use of quotations. Quotations generally supported the points made and were well integrated into the essay.

Candidates' Weaknesses

- Some essays were mere summaries of the text instead of analysis.
- Some essays exceeded the word limit of 350–400 words.
- Some essays were padded with long, incomplete or irrelevant quotations as well as historical and philosophical perspectives.
- Some responses were riddled with inaccuracies in content, structure, expression, spelling or grammar.
- Some candidates wrote a general essay instead of a thematic essay.
- Some candidates used the same text in Sections A and B.
- Some candidates did not write any response in Section B.

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination.
- *Refrain from primarily training students based on past essays as students seek to regurgitate information, regardless of the question set.*
- Advise students to be more analytical in their responses instead of being narrative. Students are rewarded for an informed, personal response to the question.
- Reinforce the appropriate use of quotations.
- Advise students to read and select questions carefully, and identify key words within the question.
- Advise students to stay within the word limit as examiners do not read beyond the stipulated word limit.
- Cultivate practices of proper essay writing — Introduction/Body/Conclusion.
- Advise students that an excellent response should include
 - (i) a brief introduction with a clear thesis statement
 - (ii) four or five solid points, supported by concise, appropriate, brief and complete quotes, and an informed personal opinion, each in a new paragraph, one of which should be a counterpoint to provide balance in the response
 - (iii) a brief conclusion.

Paper 04 – School-Based Assessment

There was, for the most part, commendable evidence of preparation and guidance from the teachers. Topics covered were generally relevant to the unit although there were a few based on Unit 1.

The overall quality of students' performance in Unit 2 was satisfactory. The majority of responses—50 per cent of the students' scores—were in the range of 32–39 out of 48. The presentation scores on average fell in the category of very good.

Students also did well on comprehension in the topic conversation and general conversation. The main challenges for the students were use of vocabulary, accuracy of grammar and expression and pronunciation.

At this unit level, pronunciation was average. Students continued to struggle with discrete sounds, and stressed on the wrong parts of some words. Many students did not use a wide range of structures and vocabulary.

Sometimes, the grammar was not up to the level required. Students had difficulty constructing even basic sentences. In some instances, articles and verbs were left out of the sentences, conjunctions were used incorrectly and there were difficulties with subject/verb/adjective agreement. Some of the sentences were greatly disjointed, affecting meaning.

On the other hand, there were some very good students who had a good grasp of the essential structures of the language and were able to express themselves accurately and engage in interesting conversations.

It is commendable that the majority of teachers ensured that the exam adhered to the suggested format and stipulated time, the marking was generally acceptable. However, some assessments averaged 10 minutes or less and some teachers appeared to have difficulty formulating questions.

Teachers must be mindful that they need to prepare themselves for the *conversation* with the students and ensure that they have enough information to prolong the conversation so that it lasts for at least 5 minutes in each section.

Furthermore, it cannot be overly emphasized that the *interview* is to be conducted as a *conversation*.

Recommendations for Teachers

- Teachers should give priority to the student expressing his or her point of view.
- Teachers should familiarize themselves with the stipulations and recommendations of the syllabus and should be quite clear on the parameters of the marking scheme.
- Teachers should always seek to be objective in their marking.
- Teachers should make their sample submissions on a single CD and indicate the programme used for recording.
- Teachers should make a concerted effort to reduce extraneous noises and double-check the quality of the recordings.
- Teachers should be vigilant as to the security and accuracy of the moderation sheets before submission.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2014

SPANISH

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GENERAL COMMENTS

Unit 1

Candidates' performance this year was comparable to 2013 with some 92 per cent of candidates achieving acceptable Grades I – V, compared with 93 per cent in 2013. This year, 12.35 per cent of candidates achieved Grade I; this compares with 17.58 per cent in 2013 and 12.58 per cent in 2012.

There was a decline in performance on Paper 01, performance on Paper 02 was comparable and there was a slight improvement on Paper 03. There was also a marked improvement in candidates' overall performance on the School-Based Assessment as well as their performance at the highest level.

Unit 2

In Unit 2, a similar percentage of candidates (93 per cent) achieved acceptable Grades I – V in 2014 and 2013. In 2014, 26 per cent of candidates achieved Grade I compared with 25 per cent of candidates in that grade band in 2013.

There was some improvement in performance on Paper 01 at Grades I-III, and some overall improvement on Paper 03. There was also a marked improvement in candidates' overall performance on the School-Based Assessment as well as their performance at Grades I-III.

DETAILED COMMENTS

UNIT 1

Paper 01 – Listening Comprehension

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond to questions based on the material in short-answer format.

The results were satisfactory in Unit 1, Paper 01, of the 2014 examination. The majority of candidates performed better in Section A than Section B. There was a general weakness in expression which in many cases reflected a lack of thought and a failure to review responses. Quite a number of candidates' responses lacked logic and coherence and many reflected poor spelling. A few candidates did not complete the entire paper. Many of them relied on previous knowledge to respond to the questions instead of paying attention to specific details given in the passages. In addition, it was noted that although a few candidates showed understanding of the content of the recording, their responses did not address the specific questions, which invariably led to unnecessary loss of marks.

Section A – Short Selections

The results were generally satisfactory with the exception of Question 3. The majority of candidates completed the entire paper. However, some responses indicated that candidates needed to take greater care in responding to questions instead of translating.

A range of spelling errors and weakness in expression often posed a challenge to examiners in determining the accuracy of the response. Additionally, vocabulary recognition was a major shortcoming of several candidates. Candidates generally were not mindful of the use of false cognates. Some candidates also responded with a translation of the Spanish instead of responding to questions in English. Candidates' responses also showed that they are good at lower order skills but are less proficient at higher order skills; this was quite apparent in responses to questions requiring the listing of data in contrast to those requiring more analysis and synthesis of the content.

Selection 1

Performance on this selection, which looked at financial planning for a family vacation, was satisfactory.

While many candidates understood the major elements of the question and provided the correct response, in Part (a) several of them lacked the vocabulary necessary to synthesize the response. For example, many candidates did not understand the word '*viaje*', whilst others misinterpreted the whole idea of planning for a trip.

For Part (b), many candidates got all the elements of this question correct; however, many of them were too specific with their responses, for example, 'cost of flight' and 'cost of accommodation' instead of *travelling expenses*. Literal translations and lack of vocabulary were also evident, for example, *gastos* — *gas*, *alimentos* — illness/ailments/sickness/health plan, admission — administration.

Most candidates did not get full marks for Part (c) due to lack of detail. The majority of candidates stated 'save wisely', or 'contribute' rather than to save towards the event/goal/objective.

For Part (d), the majority of candidates gave the correct response; however, a few candidates equated *generic products* with 'cheaper products'.

For Part (e), almost all candidates were able to give the precise response to this question which was *to start now* in order to achieve success towards the venture.

Selection 2

Performance on this selection was satisfactory for the majority of candidates with 34.6 per cent scoring between five and seven, and 31.4 per cent scoring between eight and nine out of a possible twelve marks.

The majority of candidates provided the correct response for Part (a).

For Part (b), the majority of candidates scored full marks. However, a few of them failed to provide a full response, but rather wrote ‘chocolate cake’ for “*una taza de chocolate*” and translated *galletas* as ‘chicken/poultry’ and *panecillos* as ‘pancake’.

Part (c), caused some difficulty for the candidates. There were many errors in the organizers’ names which resulted in candidates not receiving full marks, for example, ‘Hermanez’, ‘Hernandez’ for Jiménez and ‘Orlando’ and ‘Ronaldo’ for Rolando. Also, the majority of responses were incomplete as candidates did not realize that they needed to include the profession of these individuals.

Part (d) was generally well answered. However, a few candidates were unable to identify the exact location of the event — *The front of the church*. A few answered, ‘Orlando Florida’, ‘California’, ‘San Martin’.

Part (e) was also well answered as the vast majority of candidates gave the correct response to the question which was *the mothers of the children*. There were a few imprecise responses such as ‘the mothers of the organizers’.

Part (f) was also well answered as the vast majority of candidates gave the correct response to the question, that the occupation of Ricardo Rios was *the pastor of the church*.

Selection 3

Performance in this selection was very poor. Seventy per cent of candidates scored between one and three out of eight marks.

Many candidates were able to identify the number but the majority failed to include what they did for Part (a). Many stated that they ‘protested/lived in protected lands’ instead of *they invaded protected lands*.

For Part (b), it was evident that there was lack of vocabulary knowledge. Many candidates were able to identify that he was an *ex-candidate* but failed to correctly complete the answer. The word *alcaldía* was unfamiliar for many candidates who thought that he was linked to Al-Qaeda.

Responses to Part (c) were very poor. A few candidates stated the word ‘denounced’, but also incorrectly stated that he was a ‘reporter/journalist’, instead of stating that *he denounced the act in the press/media*. Some candidates even supplied misconstrued statements, for example, ‘Arce denounced the media’.

Responses to Part (d) were also very poor as many candidates did not pinpoint that the present mayor was accused of *allowing the intrusion*.

Selection 4

This was fairly well done. Forty-one per cent of candidates scored between four and five and 41 per cent scored between five and six marks out of a possible eight.

Many candidates were able to identify the number but not tonnes in Part (a). The word *mil* was also interpreted for ‘million’.

Responses for Part (b) were good. A few candidates stated that it was five/50 per cent instead of *15 per cent*.

Responses for Part (c) were good. However, many candidates were unfamiliar with the word *vidrios* and stated that ‘videos’ were recycled.

The majority of candidates failed to score full marks on Part (d) because they did not state what should be reused. The words *envases* and *recipients* were not familiar to them.

Selection 5

This question was well done. Forty per cent of candidates scored between four and five marks and thirty-five per cent scored between six and seven marks out of a possible eight.

The majority of candidates answered Part (a) correctly. Candidates understood that *the bar owners were arrested by the police*.

Most candidates scored full marks on Part (b).

Many candidates performed well on Part (c). However, a few candidates did not include *the disturbance of the neighbours’ rest*.

Part (d) (i) was handled well by many; however, quite a few candidates failed to interpret the data correctly. Many of them failed to state that the *volume was measured* and a few stated that ‘52 were arrested’.

Due to lack of detail the responses to Part (d) (i), many candidates failed to score the mark awarded to Part (d) (ii) because they only stated the number ‘32’ and not the unit of measure.

Part (e) was well done. Candidates knew that *the bar owners were also condemned for disobedience*.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Christina Mars, a journalist, on the topic of social networks. Performance in this section was fair. The majority of candidates (44 per cent) scored between 9 and 15 marks while three per cent of the candidates received full marks.

Part 1

The vast majority of candidates performed well on Part (a). A few of them lost marks for stating ‘free’ instead of *almost free* and for not including all the details necessary to receive full marks.

Part (b) was done satisfactorily. *Inconsciente* was interpreted as ‘unconscious/insensitive’. *unaware and uninformed* were accepted as the correct response. There were Creole interpretations of *ignorante* which was translated as ‘foolish/stupid’ instead of *lacking knowledge*.

Part (c) was well done. However, some invalid responses were ‘private and public’, ‘social and digital identity’, instead of *personal and professional*.

In Part (d), several candidates provided irrelevant details. Many included sex, age, preferences and location instead of the required response which resulted in loss of marks. It was evident that the majority of candidates did not know the word *las huellas*.

For Part (e), several candidates were able to identify two of the latest trends. However, many lost marks for stating ‘localization’ for *localización*, ‘communication’ for *comunidad*, and ‘instant messaging’ for *instantaneidad*.

Part 2

For Part (f), many candidates did not pay attention to the question which asked for details according to the interviewer. Many gave erroneous details given by the interviewee (Christina), which included the use of telephones long ago by business versus the use of social networks of today. However, many candidates were able to state that social networks help in advertising.

For Part (g), the majority of responses were very good. At times, candidates’ expression was problematic for examiners. Nevertheless, after intense analysis of responses, candidates were awarded the appropriate marks.

Part (h) was also well done. A few candidates only included the ages and not women.

For Part (i), most candidates were awarded full marks. However, there was a problem with expression in some responses as in Part (g).

Recommendations for Teachers

- Provide students with more listening practice with *timed exercises*, allowing them to use their own equipment rather than teacher-controlled equipment.
- Give students vocabulary recognition exercises and word association exercises as part of listening comprehension training.
- Have students practise listening for gist to improve overall comprehension skills rather than simply listing information.
- Where possible, try exercises that focus on students refining the structure of their responses, rather than just providing a correct response.
- Try short transcription exercises with students on topics from all three modules from very early in the CAPE programme.
- Teachers should discourage students from writing out a transcript of what was heard as an examination technique. It encourages poor time management and is not reflective of real world listening.

Recommendations for Candidates

- Do as much independent listening as possible using online and other audio resources to hone listening skills (music, podcasts, music videos/videos, documentaries widely available). Make listening to the language part of your daily existence.
- Remember that responses must be clearly expressed and make logical sense in Standard English.
- Read questions carefully and underline key words before listening to the audio.
- Consider the mark scheme when providing responses.
- Proofread responses to ensure logic and coherence.
- Write concise/precise responses to avoid ambiguity and erroneous responses.
- Familiarize oneself with the content of the syllabus and structure of the examination.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For Passage 1, candidates were asked to respond in Spanish, using their own words, to questions asked in Spanish. For Passage 2, the questions were asked in English and candidates were asked to respond in English.

Passage 1: *La influencia de la música en los jóvenes*

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Candidates were required to respond in their own words to questions in Spanish.

Performance on this question can be deemed as fair. Only a small percentage of candidates were able to score 20 or above. Generally, the questions on the passage posed challenges to many candidates. A significant problem was that far too many of the responses were lifted directly from the passage. Candidates are reminded to read carefully and follow all instructions given as there are penalties for disregarding the guidelines.

Question 1

Part (a) required candidates to state: *¿Por qué se considera la música tan poderosa?* The question was universally well answered with most candidates giving the required details to score the maximum four marks. A few candidates gave unnecessary details in response to this question. While giving additional details was not penalized, candidates are asked to keep responses as concise as possible to maximize the time allotment.

Part (b) required candidates to give *dos razones por las cuales la música puede influir más que la televisión en los jóvenes*. This question was satisfactorily answered by most candidates. Some candidates, however, centred their responses on television watching without drawing a comparison to music. This was insufficient to gain the score allotted for this question. It was noted, too, that many candidates lifted the entire second passage as their response.

Part (c) required candidates to state *¿Cómo se manifiesta la identificación de un joven con un cierto tipo de música?* The responses to this question were quite often lifted from the passage.

Four marks were allotted for this question which generally indicates that four points were expected in the answer. Most candidates were only able to identify three points.

Part (d) asked candidates to identify *¿Qué revela la investigación de K. Roe?* Many candidates were able to give the required details for this question to earn the full marks. However, there was a fair amount of lifting from the passage.

Part (e) (i) required candidates to *Nombra los riesgos que corren los jóvenes que escuchan ciertos estilos de música.* Most candidates were able to provide the two risks. Many candidates, however, copied the responses from the passage. Others attempted to answer in their own words; however, they had difficulty with the word *toxicómanos*, incorrectly restating it as ‘*alcohólicos*’. A few candidates went on to give details on how to avoid the risks, responses that were to be given in Part (e) (ii). Additional responses are not awarded any marks, even when the responses are expected for another question.

Part (e) (ii) asked candidates to say *¿Qué sugiere el artículo para evitar tales riesgos?* Many candidates were able to score the full marks for this question by giving the required detail. In many instances, however, responses were taken verbatim from the passage.

Part (f) required candidates to express their opinión on *¿Cómo se podría controlar la influencia negativa de la música en los jóvenes?* Many candidates simply answered this question by lifting excerpts from the passage. The practice of copying responses for opinion questions from the passage is to be discouraged. In the majority of cases, the responses are not appropriate for the questions. Candidates should be trained to discuss at least two valid points for this opinion question. Responses are not expected to be lengthy, but discussed in such a way that the writers’ opinion is clear. It is also here that marks are awarded for correct use of grammar.

Passage 2: *El debate sobre cambio climático*

This was a compulsory question which assessed candidates’ ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a) to (e) required candidates to respond in English to questions asked in English. Parts (f) to (j) required candidates to provide synonyms taken from the passage.

Overall, performance on this question was satisfactory. From the responses given, it was evident that candidates had a good knowledge of this topic.

Most candidates scored in the range 16–19. A few candidates scored 23–24. In many responses, candidates attempted to answer by giving word-for-word translations. Some candidates went on to give an entire paragraph of information for each question.

Consequently, they failed to be concise in their answers and missed the main points.

Question 2

Part (a) required candidates to identify *what was discussed at the Brilliant Minds Congress.* This question was fairly well answered with candidates giving sufficient details to score the full mark. However, there was some misunderstanding of the vocabulary by some candidates. Responses such as ‘the responsibility of human action’ rather than whether human beings or the sun were responsible were frequently given. Some identified the ‘sun and carbon dioxide

being a beneficial contaminate'. In many instances, responses were lifted directly from the passage.

For Part (b), candidates were required to state: *Why does Pablo Palacios believe that current civilization is in its final stages?* Most candidates were able to get the marks for identifying *the imminent collapse of the use of fossil fuels as the main source of energy*. There was a high level of confusion, however, as candidates associated the answer to this question with motor vehicles, resulting in a literal translation for example, 'principal motor', 'vehicular motor', 'main source of fuel'. Furthermore, there was a high level of confusion with the word *inminente*, with candidates using the word 'eminent' rather than *imminent*.

For Part (c), candidates were asked: *What does Palacios see as our only hope of survival?* Most candidates were able to score full marks on this question. However, some were unable to interpret the smart use of buildings which are green/energy efficient. They provided answers such as 'intelligent/smart buildings' and 'green energy/green plants', 'green energy from plants'.

In Part (d), candidates were required to state, according to Mario Molino, *what issue 90 per cent of scientists agree on*. Candidates generally did well on this question. Some of them switched the answer though stating that the composition of the atmosphere changed the temperature. Some candidates did not mention that it was an increase in the temperature.

Candidates were required to state how Piers Corbyn's opinion differed from others at the conference in Part (e). The majority of candidates failed to mention the first part about economic interests. They were able to mention the second part about climate change, CO2 and the growth of plants. A few variations were noted, for example, 'rebirth of plants', 're-creation of plants', 'increase in plants', 'sustaining plants'.

For Part (f), candidates were required to give words or phrases from the passage that were similar in meaning to *prestigiosos*. Most candidates were successful on this question.

Candidates were required to give words or phrases from the passage that were similar in meaning to *enfaticó*, for Part (g). Many of them were not successful in this question as they provided the word '*señaló*' instead of '*subrayó*'.

For Part (h), candidates were required to give words or phrases from the passage that were similar in meaning to *contratar*. Most candidates were able to correctly identify this response.

Candidates were required to give words or phrases from the passage that were similar in meaning to *constitución* for Part (i). This question was well done by candidates.

For Part (j), candidates were required to give words or phrases from the passage that were similar in meaning to *posiciones*. Many candidates were able to identify the correct response.

Section B – Essays

Candidates were required to write an essay in Spanish of 300–350 words, on one of five topics. This section assessed candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Candidates were assessed on content and presentation (organization and coverage of topic, relevance and

inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

Candidates showed great interest in some of the topics of this unit, in particular Questions 3 and 4. The level of competence ranged from very weak to excellent with the majority of candidates falling within the satisfactory to good categories. Candidates used appropriate vocabulary pertaining to the themes; however, there was little use of idiomatic expressions. Unfortunately, candidates were still unable to master basic grammatical structures such as agreement, spelling, articles, accentuation, conjugation of verbs and proper word order.

Question Popularity

| | Topic | Question | Popularity |
|----|-------------------------------------|--|------------|
| 3. | Structure of the Family | <i>La familia tradicional está pasada de moda. ¿Qué opinas?</i> | 23% |
| 4. | Employment and Unemployment | <i>Tener una buena educación no garantiza lograr un buen trabajo. ¿Estás de acuerdo?</i> | 43% |
| 5. | Role of the Media | <i>La libertad de los medios de comunicación es sagrada. ¿Qué piensas?</i> | 6% |
| 6. | Religion in a multicultural society | <i>La religión divide más que une. ¿Cuál es tu opinión?</i> | 14% |
| 7. | Education | <i>La mejor época de la vida es la vida escolar. ¿Qué piensas?</i> | 14% |

Question 3

La familia tradicional está pasada de moda. ¿Qué opinas?

This question required candidates to discuss the types of families and the structure of a traditional family as compared to modern family structures. Candidates were expected to look at the morals and values of a traditional family and show how those have changed or remained the same over time.

Most candidates scored in the satisfactory to good range which showed that they were generally able to handle the question in a satisfactory manner.

Excellent answers stressed a link between the changing structure of the family and how it has impacted upon new value systems. New types of modern structures were identified, for example, same sex families, single parent families and blended families. Students were able to show how these new structures have replaced traditional families. Students also indicated that even though new structures exist, traditional values still remain.

A few candidates thought that *pasado de moda* referred to fashion.

Question 4

Tener una buena educación no garantiza lograr un buen trabajo. ¿Estás de acuerdo?

This was the most popular question. Responses generally ranged from minimal to very good.

The question required candidates to show what exactly a good education is and what a good job is and how one impacts upon the other. Excellent responses showed that a good education is definitely an asset in getting a good job, but was not the only factor. Factors included the economic situation of a country, prejudice, nepotism and lack of availability of jobs, and work ethic. Some candidates were also able to make reference to relevant statistics and examples in the Caribbean and elsewhere.

Candidates who did not perform well on this topic lacked vocabulary that pertained to this theme.

Question 5

La libertad de los medios de comunicación es sagrada. ¿Qué piensas?

This was the least popular question.

This question required candidates to examine the freedom and rights of journalists within ethical boundaries. Depending on the type of society, freedom had to be looked at in a different light.

Some candidates misinterpreted this *freedom* and so a few weaker responses showed the functions of the media rather than the sanctity of their freedom. These weaker responses focused mainly on one form of the media only. Excellent responses were able to show that freedom comes with responsibility and hence the sanctity of freedom of the media had to be examined. A few excellent responses also included the notion that we are all journalists in today's society and in light of this, we all need to be responsible and ethical in what we express via the different forms of media.

Question 6

La religión divide más que une. ¿Cuál es tu opinión?

This question was quite straightforward and required candidates to take a stance with the necessary support. They needed to establish that religion unites more than it divides or that it divides more than it unites. In addition, they could have argued that it divides as much as it unites.

Responses generally ranged between satisfactory and good. Excellent responses included different factors that are divisive elements such as politics, education, social discrimination and employment and the role these play in religion by either dividing or uniting people.

Question 7

La mejor época de la vida es la vida escolar. ¿Que piensas?

Candidates were very general in their responses to this question.

The performance of the majority of candidates ranged from weak to very good.

Generally, candidates were expected to identify factors which contribute to making school life the best stage of their life, such as friendships, learning, tolerance, skill acquisition, and self-identity. The reverse is also true, so that for some children, school life was not the best stage of their life due to bullying, failure, economic status and inability to cope with the rigours of school life.

General Errors

Some common errors in expression that were produced by candidates included:

- *Escolar* instead of *escuela*
- Using *mejor* after the noun
- Uses of *por* and *para*
- Using *nunca* as a verb — *nuncamos*
- *Mejor* vs *mayor*
- Past participles
- The passive voice
- Use of English instead of Spanish words
- *La tema* instead of *el tema*
- Misspelling of *tecnología*

Paper 03 –Literary Analysis

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts (a, b, c, d). These questions focused on a literary analysis of given passages and asked candidates to relate the plot, analyse characters from the extract, and identify literary techniques found in the given passage. Required responses in this section were *limited to the given extract and not the entire text*. All answers were required to be written in Spanish and candidates were allowed the use of the dictionary.

Question Popularity

| Question # | Popularity |
|---|-------------------|
| 1. <i>Felices Días Tío Sergio</i> | 18% |
| 2. <i>La Casa en Mango Street</i> | 30% |
| 3. <i>Como Agua Para Chocolate</i> | 24% |
| 4. <i>Bodas de Sangre</i> | 28% |

Generally speaking, the most popular question was Question 2, from *La Casa en Mango Street*. Even though it was the most popular question, it became evident that some candidates confused the facts in the extract. Responses given often did not reflect a clear understanding of the story and there was some character confusion. Far too often, candidates pulled information from the entire text which was considered unnecessary and as such were not awarded any additional marks.

Question Performance Breakdown

| Range | Question 1 | Question 2 | Question 3 | Question 4 |
|-------|------------|------------|------------|------------|
| 16 | 5.8% | 0% | 0% | 0.6% |
| 14–15 | 14.6% | 4.6% | 1.4% | 3.1% |
| 12–13 | 11.7% | 12.6% | 8.5% | 5% |
| 9–11 | 19.4% | 28% | 19% | 18.8% |
| 7–8 | 8.7% | 18.9% | 24.6% | 23.7% |
| 4–6 | 14.6% | 17.7% | 28.2% | 36.3% |
| 1–3 | 19.4% | 16.6% | 16.2% | 10.6% |
| 0 | 1.9% | 1% | 2.1% | 1.9% |
| NR | 3.9% | 0.6% | 0% | 0% |

Question 1: Felices días Tío Sergio

Performance on this question was generally good. Yet, very few candidates attempted this question.

In Part (a), most candidates adhered to the extract. However, where the focus shifted fully to the extract, some candidates even confused the names of the places about which Tío Sergio and Lidia were speaking. Most candidates were able to find four main points to identify the plot.

In response to Part (b), most candidates identified the narrative point of view as first-person narrator. However, many candidates failed to give adequate support from the extract, in terms of their quotations or finding the appropriate example in the extract, substituting it for simply saying 'yo' or 'mi'. Many candidates were able to clearly identify the subjectivity of this type of narration.

In Part (c), many candidates were able to characterize Lidia as *curiosa* or *sola*, and even *con autoestima baja*. They were also able to give adequate support for these characterizations.

In Part (d), most candidates were able to successfully recognize the contrast in feelings towards Puerto Rico, by Lidia and her uncle. That is, that Tío Sergio loves Puerto Rico so much that he wants to be buried there; whereas Lidia dreams of escaping from Puerto Rico.

Question 2: La casa en Mango Street

Performance on this question was generally good.

In Part (a), candidates performed generally well by identifying the main points of the extract. The one outstanding irregularity was that *la monja* was not distinguished from *la Madre*

Superior as the one who sent Lidia to the office, whereas *la Madre Superior* was the one who caused Lidia's humiliation and sadness.

In Part (b), candidates handled this question well. Most of them correctly acknowledged that it was a first-person narrative and that it was subjective with a limited point of view. They were able to provide appropriate examples.

In Part (c), some candidates were able to identify the appropriate adjectives like *decidida* or *curiosa*, but most of them missed the trait of *sensible*. Too many of them had difficulty characterizing the protagonist, and therefore described her as '*triste*' or '*tímida*', which are not character traits, *but* emotions. Some candidates went so far as to identify themselves personally with the protagonist, which was not required. For example, "*La protagonista y yo tienen algunas características en comun.*"

In Part (d), most candidates were able to identify the shame and sadness, which the protagonist felt because of the comments made by *La Madre Superior*. However, the justification they gave highlighting both reactions, was somewhat limited.

Question 3: Como agua para chocolate

In Part (a), candidates failed to read the question carefully, which asked them to identify and comment on the narrative point of view. Instead, they presented the plot. Those who were able to correctly identify the point of view, had difficulty explaining and supporting their positions.

In Part (b), most candidates were able to characterize Mama Elena as *seria*, *fuerte*, *determinada*, or *valiente*, with the adequate support from the extract.

In Part (c), responses varied quite a bit. Some candidates described the captain as *irrespetuoso* initially, but then went on to say that he became '*intimidado*' after he realized that Mama Elena was '*seria*'. The better responses would have indicated that the captain was respectful and that he recognized that Mama Elena was serious in maintaining her position; therefore, he did not want to provoke her.

In Part (d), again there was a mixture of responses. Some candidates interpreted the question as the impression the soldiers had of Mama Elena, while others interpreted it as their impression of the soldiers. The latter interpretation produced a better response which reflected that the soldiers were disrespectful to any type of authority and did not see Mama Elena as a threat.

Question 4: Bodas de sangre

Part (a) was handled reasonably well. Most candidates understood that the maid wanted to see the wedding gifts, and that she had heard the horse and seen Leonardo in the night. Therefore, they were able to clearly identify four main points to outline the plot.

For Part (b), most candidates recognised that the maid was '*curiosa*'; some candidates even used '*entrometida*' which was a good word. They also provided the adequate support. The stronger responses also included the very observant nature of the maid. The weaker responses however, described the maid as caring and motherly.

In Part (c), too many candidates misinterpreted the *ambiente* to mean the physical setting. However, many of them were able to identify the very tense atmosphere, but did not provide enough support. They simply stated that there was an argument between ‘*la Novia*’ and ‘*la Criada*’ or simply resorted to quoting *la Novia*’s exclamations “*¡Mentira! ¡Mentira!*” Unfortunately, most candidates did not recognise the suspense or intrigue that stands out in the latter part of the extract.

For Part (d), most candidates simply stated that the horse symbolized Leonardo or his arrival. Many responses were vague (“*El caballo representa la fuerza*”), or were just inaccurate. Candidates also missed the concept of foreboding that overshadowed the latter part of the extract. Too often, candidates’ responses reflected that they were projecting into the rest of the novel rather than focusing on the extract.

Recommendations for Teachers and Students

- Students should be encouraged to read the questions carefully, before attempting to write their responses.
- Teachers should encourage students to make good use of their dictionaries and to use words with which they are familiar.
- Teachers should review literary devices (simile, metaphor) early in Term 1. Students should be taught to understand terms such as *trama*, *ambiente* and *punto de vista narrativo*.
- Teachers should remind students not to use English. *No English is allowed in Section A*. Candidates should *not* write any words in English as no marks will be awarded.
- Students should not use the citations to give the sequence of events in the plot. Citations should be used to support answers, not just lifted and written as answers themselves. Citations should be complete.
- When outlining the plot of the extract, students should use their own words, and facts should be sequenced logically.
- Students should be familiar with vocabulary related to literary analysis such as *relata*, *demuestra*, *comenta*, *compara*, *contrasta*, *caracteriza* and *explica*.
- Students should try to keep the length of the response commensurate with the number of marks awarded for the question.
- Grammar needs to be reviewed, for example, subject/verb agreement and spelling.
- For practice with students, teachers are advised to use short extracts from the texts for familiarization of plot, narrative technique, setting and characterization.

Section B – Themes

Candidates were required to write an essay, of 450–500 words, in English, on one of the questions relating to the theme *La juventud* or *El individuo y la sociedad*. They were also required to use one of the prescribed texts for the theme selected and discuss issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks).

Overall, candidate performance in this section was satisfactory.

Question 5

“Youth is a time of curiosity and discovery.”

This was the second most popular question and was attempted by approximately 28 per cent of the candidates. The majority of responses earned marks in the satisfactory to excellent range. Candidates were required to demonstrate a clear understanding of the terms *curiosity* and *discovery* and discuss the extent to which young people have a keen interest in, and make discoveries about what is happening to them, those around them and their environment. There was an almost even distribution of responses between the two prescribed texts. Many candidates who used *Felices días Tío Sergio* were able to examine Lidia and Andrés’ interest in sex and sexuality, forbidden people and places, and the adult world among other pertinent points. As it relates to discovery, most candidates highlighted the children’s discovery of their national identity and the hypocrisy of society. Candidates who used *La casa en Mango Street* generally explored Esperanza’s curiosity about sexuality and the stark discoveries made about boy–girl and marital relationships, the fragility of life and discrimination based on social class among other salient points. However, a few candidates referred to one vignette in their response and therefore were unable to score above satisfactory. There were also instances where candidates focused on one aspect of the question, for example, youth as a time of curiosity, and failed to explore the discoveries that young people make about themselves and the world.

Question 6

“Young people all long for a sense of belonging.”

Approximately twelve per cent of the candidates attempted this question, the majority of them scoring in the satisfactory to very good range. Candidates were required to show the extent to which young people want to be accepted by their family, peers and social groups. The majority of candidates used *La casa en Mango Street* to respond to this question. Most of these candidates generally explored Esperanza’s desire to fit in with society and the ways in which she attempted to achieve this goal. However, some candidates focused on the protagonist, Esperanza, and ignored other characters who also wished to belong to society. Some candidates mentioned characters that were not young people and gave examples such as Mamacita and her husband thus rendering these points irrelevant. Most candidates who used *Felices días Tío Sergio* mentioned Lidia’s desire to be more civilized, the children’s formation of the *Apaches of the night club* and their quest to find their own national identity as examples highlighting the characters’ need to belong.

Question 7

“A strong individual is better able to serve others.”

Approximately seven per cent of the candidates attempted this question, most of them scoring in the satisfactory to excellent range. Candidates were required to examine the extent to which people who possess strength of character and admirable qualities are better able to assist those around them. The majority of candidates used *Como agua para chocolate* to respond to this question. Many candidates emphasized the protagonist, Tita, and did not highlight other characters who demonstrated strength such as Mamá Elena, Gertrudis, Nacha, Dr Brown and his grandmother, the Kikapu Indian. Some candidates examined the notion of *strong* but failed to show how the characters were able to serve others. Some candidates also attempted to portray

Rosaura and Pedro as weak characters thus being unable to serve others. Most candidates who used *Bodas de sangre* generally struggled to meet the requirements of the question, resorting to summaries of the play instead of exploring how in the cases of *Leonardo*, the *Novia* and the *Novio* showing strength of character by choosing the good of society instead of selfish passion served to propagate order and social justice rather than when *Leonardo*, the *Novia* give in to passions to serve their own interests and hurt others.

Question 8

“Social responsibility is a higher cause than personal happiness.”

This was the most popular question and was attempted by approximately 53 per cent of the candidates. Responses were generally satisfactory with some candidates scoring in the good to excellent range. Candidates were required to discuss the extent to which one’s commitment to duties as outlined within the societal norms takes precedence over the desire for personal gratification. The majority of candidates used *Como agua para chocolate* to answer this question. Most candidates generally highlighted Tita’s commitment to the tradition of serving her mother thus forsaking her desire to be with Pedro, the man she loved. Superior responses also included a range of characters such as Mamá Elena, Nacha and Rosaura to demonstrate that despite their personal desires for happiness, social responsibility was always of greater importance. Some candidates effectively used Gertrudis, as a counterargument, emphasizing her pursuit of personal happiness as taking precedence over conformity to societal expectations. However, most candidates were unable to link the character, Pedro, to the question convincingly. Candidates using *Bodas de sangre* generally identified social responsibility as marrying within one’s class, having children, caring for one’s family and defending family honour. They were able to highlight *la Novia*’s decision to marry *el Novio* despite her passion for Leonardo. They were also able to identify that personal happiness when put before social responsibility ends in tragedy and social chaos. A few candidates were unable to link the question effectively to the play studied and therefore resorted to summary and storytelling.

Candidates’ Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills. They were able to identify the issues in the text relevant to the question posed and discuss them using solid supporting details, all within the word limit.
- Good or excellent essays included a brief introduction with a well-constructed thesis, three to five well-supported points with a counterargument, and a brief conclusion.
- Some candidates made appropriate use of quotations. Quotations generally supported the points made and were well integrated into the essay.

Candidates’ Weaknesses

- Some essays were mere summaries of the text instead of analyses.
- Some essays exceeded the word limit of 450–500 words.
- Some essays were padded with either long or irrelevant quotations.
- Some essays included lengthy introductions with irrelevant details.
- Some responses were riddled with factual inaccuracies related to the text.
- Some responses only focused on one character, thus limiting analysis.
- Some responses were general instead of thematic essays.

- Some responses were extremely short.
- Some responses included lengthy quotations and limited informed personal opinion.
- Some candidates used citations in English. Candidates are encouraged not to read the English version of texts as this hampers their ability to quote accurately in Spanish.

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination.
- Advise students to take their time to read and select questions carefully according to the prescribed text studied for the theme.
- Advise students to stay within the word limit as examiners *do not* read beyond the stipulated word limit.
- Help students to cultivate practices of proper essay writing — Introduction/ Body/Conclusion.
- Advise students that an excellent response should include
 - (i) a brief introduction with a clear thesis statement relating to the text
 - (ii) four to five solid points, supported by concise, appropriate, brief and complete quotes, and an informed personal opinion, each in a new paragraph, one of which should be a counterpoint to show balance in the response if required
 - (iii) a brief conclusion.

Irregularities

- Using the wrong text for a stated theme, for example, *Felices días, Tío Sergio* to answer a question on *El individuo y la sociedad*.

Paper 04 – School-Based Assessment (SBA)

Generally, there was evidence of preparation by students and guidance by teachers in this School-Based Assessment.

The samples that were moderated reflected that the students performed creditably on the SBA. An estimated 66 per cent of students who were moderated scored either in the very good or excellent category. Only four per cent scored below the halfway mark.

Prepared Topic

Students should be well guided to choose topics that are appropriate to the unit for which they are registered and which allow them to develop and elaborate on the ideas presented. The majority of the students chose appropriate topics from the three modules in Unit 1. However it was evident that the popular modules were 1 and 2.

Umbrella topic examples include:

Module 1 — *El divorcio, Asuntos familiares, Los estilos de la vida, La copa mundial*

Module 2 — *El narcotráfico, El crimen, La violencia, La prostitución, El tráfico humano, El papel de las mujeres*

Module 3 — *La contaminación del medio ambiente, La Deforestación*

Students are strongly advised to refrain from delivering purely expository speeches and should endeavour to provide more informed opinions on the selected topic. Expository presentations may allow for excellent coverage of the topic and facts but it does not satisfy the need for ideas and opinions as mentioned in the rubric. There were a few students who delivered an expository speech with little or no analysis or opinion.

Students should also be well guided to practise their presentation on several occasions before the examination, so that they can produce a natural delivery in the examination. Students should pay attention to the quality of their delivery with regard to intonation, pronunciation, stress and accentuation.

Examples of topics that allowed students to develop their facts and ideas creatively:

1. *La drogadicción*
2. *La delincuencia juvenil*
3. *El delito*
4. *La familia*
5. *La educación*

Topic Conversation

Generally, students responded appropriately to the topic questions asked and relevant vocabulary was used.

Some students provided excellent responses with a few of them taking the initiative to engage in a conversation by posing questions to the teacher. Students may be encouraged to engage the teacher in questions relevant to the topic as it is a conversation and not an interrogation; however, the teacher *must not* dominate the conversation with too many/verbose responses.

There were some isolated cases where students were unable to formulate basic sentences to respond to questions. Examiners should avoid asking too many close ended questions, thus preventing the students from elaborating on the questions.

General Conversation

In order to reflect students' mastery of the language, examiners might want to consider asking questions from all three modules and not just one or two. There were some cases where the general conversation overlapped with the topic conversation; the questions of which were based on the prepared topic. Maintaining the same topic throughout the exam may have prevented students from displaying a wider variety of vocabulary.

There should be a better transition between the topics in the general conversation. Students need to build wider range of vocabulary related to the themes to ensure better performance during the examination.

Students seem to have challenges with basic grammatical structures such as subject and verb agreement and the proper use of articles.

Teachers should note that the rubric does not demand perfection from the students, but allows even the best students to have an occasional minor error. Exemplary examinations showed the following characteristics:

- Students, although they had rehearsed, spoke at a pace which was neither robotic nor disjointed.
- Prepared topics reflected research through facts as well as critical thinking skills through the discussion of these facts.
- Students considered aspects like solutions/recommendations/how the government is addressing the problem/how society (family) is affected by the topic raised.
- In the general conversation, teachers engaged students in a range of topics which they answered well, showing that they had wide and varied vocabulary.

Recommendations for Teachers

- Ensure that the student's name, identification number and title of the prepared topic are clearly indicated at the start of the recording.
- Adhere to the stipulated time of the exam.
 - Prepared Topic 3 minutes
 - Topic Conversation 5-6 minutes
 - General Conversation 5–6 minutes

Ideally therefore no examination should be under 13 minutes or above 15 minutes.

- Students should be given as much opportunity as possible to practise all the components of the entire examination in advance. It was clear that students had practised both conversations to a lesser extent than the prepared topic.
- Teachers are advised to give students ample time to produce responses. They should be cautious when prodding students along as it may be construed as prompting with answers.
- Both students and their teachers should familiarize themselves with the stipulations and recommendations of the syllabus and should be quite clear on the parameters of the marking scheme.
- Teachers should prepare themselves for the *conversation* with the students and ensure that they have enough information to prolong the conversation so that it lasts for at least five minutes in each section.
- *Teachers should make their sample submissions on a single, well-labelled CD. The tracks should be recorded/converted to .wav, .mp3, .wma or .mp4. Other formats like .amr and .voc are **not** supported on the devices used to moderate the SBA.*
- Teachers should make a concerted effort to reduce extraneous noises and to double-check the quality of the recordings before submitting for moderation.
- *Teachers should be vigilant about the accuracy of the moderation sheets before submission and ensure that a complete package, with **all forms**, is submitted.*

UNIT 2

Paper 01 – Listening Comprehension

This paper assessed candidates' ability to respond in English to stimuli in Spanish, and covered topics from all three modules of the syllabus. Candidates were presented with five short selections and one extended interview in Spanish and were required to respond to questions based on the material in short-answer format.

The results were better in Unit 2 than in Unit 1 of the examination. The majority of candidates performed better in Section B than in Section A. There was some weakness in expression which in many cases reflected a lack of thought. A few candidates' responses seemed to lack logic and displayed poor spelling. Twelve candidates (two per cent) did not complete the entire paper.

Section A – Short Selections

For this section, results were generally good. The majority of candidates completed the entire section and responses showed evidence of their understanding of the content of the passages as there were few cases of literal translations. A few candidates scored full marks in this section.

Poor handwriting and weaknesses in expression often posed a challenge to examiners in determining the accuracy of responses. Additionally, vocabulary recognition was a major shortcoming of several candidates. Many of them did not understand the following words: *tortura*, *ONU*, *ciudadanía regional*, *ampliación del comercio regional*, *integración energética*, *patrimonio cultural*, *infraestructuras*, *los empresarios*, *compromiso del Ejecutivo*.

Selection 1

Performance on this selection was very good. Seventy-six per cent of candidates scored five and above and the majority scored within the 10–11 range.

For Part (a), many candidates failed to provide the correct meaning for *tortura*. Several candidates responded 'turtle', 'human rights' and many failed to identify what was the norm in Mexico .

Part (b) (i) was fairly well done. A few candidates gave the responses 'the federal secretary' and 'the secretary of governance/government' instead of *the Federal Government of Mexico*.

In Part (b) (ii), the abbreviation ONU caused great difficulty for most candidates. Common erroneous responses were *ONO*, the Spanish abbreviations *ONU* and the response for Part (i); *Mexican Federal Government*.

Part (c) was well done.

Performance on Part (d) was quite good. Many candidates were able to identify the improvement of the protocols. However, some of them faced some difficulty in expressing themselves in relation to the *use of force by federal authorities*.

Part (e) was very well answered as most candidates received full marks for this question.

Selection 2

Performance on this selection was good. Seventy-six per cent of the candidates scored six and above out of a possible 12, with the 10–11 range being the most popular one.

For Part (a) (i), the majority of candidates provided the correct response. Part (a) (ii) was undoubtedly well done as candidates were able to pinpoint that *Santiago, Chile* was the venue for the meeting.

Part (b) posed many challenges for candidates due to lack of vocabulary. The expression *la construcción de la ciudadanía regional* was often translated as ‘the construction of regional cities’ and ‘broadening of regional’. The phrase *ampliación del comercio regional* was often interpreted as ‘regional mall’ ‘application’, ‘amplication’ and ‘ampliation.’

Part (c) was well done. However, the expression *patrimonio cultural* was often misinterpreted; some variations were ‘patriotic culture’, ‘cultural patriotism’ ‘cultural marriage’ and ‘patriarch.’

Many candidates were able to provide the correct response for Part (d). However, a few candidates wrote ‘precedents’ instead of *presidents*.

Selection 3

Performance on the selection was satisfactory. Sixty-four per cent of candidates scored four and above out of a possible eight, with the scores six to seven being the most popular score range.

Part (a) was fairly well done. Many candidates’ responses lacked detail and *la prensa* and *los empresarios* caused some difficulty for them.

For Part (b), the majority of candidates scored full marks. However, many variations of the word *acuerdo* were given such as ‘document’, ‘bill’, ‘petition’ and ‘treaty’.

Part (c) was well done. However, expressions were at times problematic for examiners.

The majority of candidates failed to score full marks in Part (d) due to lack of detail. Many failed to include *coordination* or *strategies* along with *communication*. The term *esfuerzos* was often translated as *forces*.

Selection 4

This section was poorly done. Thirty-six per cent of candidates scored four and above with the majority of candidates scoring in the range one to three.

Performance on Part (a) was not satisfactory. Many candidates failed to state that *the government of Peru approved a ruling to stop the entry and production of GM foods*. Many failed to state that the organisms were *modified genetically* as they literally translated *organismos vivos modificados* as ‘modified living organisms’.

Part (b) was not well done. Most candidates failed to score full marks as the expression *compromiso del Ejecutivo* was often misinterpreted as ‘compromise’ and most candidates did not include *executive* in their response. *Cultivos nativos* was also misinterpreted as ‘native cultures’ and ‘to preserve diversity’ was written instead of the specification — *to preserve biodiversity*.

Part (c) was fairly well done; most candidates scored full marks as they understood that there was still room *to strengthen control mechanisms*.

Part (d) was not well done. Many candidates were able to identify that the accreditation of laboratories was trying to determine the *existence* of something in the product, but as in Part (a), failed to state that it was a *genetically modified organism* in the product. The same variations of GMO occurred as in Part (a).

Selection 5

Seventy-three per cent of candidates scored four and above. Performance on this question was the best in Section A.

Part (a) was generally well done. Most candidates received full marks in this question, as they correctly stated, *the expansion of the Internet*.

Part (b) was also well done. Most candidates were able to score full marks on this question. Part (c) was satisfactory. Most candidates failed to state that the skill was *fluency in another language* and many candidates simply stated that the person needed to be ‘fluent’.

Part (d) was well done. However, many candidates failed to translate *tareas del hogar* as *house chores*.

Section B – Extended Interview

Selection 6

The sixth selection was an interview with Dr Buero, medical practitioner and researcher, about a common health issue: osteoporosis. Candidates performed well. This was the most well done question on the paper. Eighty per cent of the candidates scored 12 and above with most of them scoring between the range 20–23. However, knowledge of the vocabulary items *los huesos*, *ajustarse* was problematic for many candidates.

Part 1

Part (a) was well done with the exception of a few candidates who did not know the word *huesos* opting to translate it as ‘ovaries’ and ‘waist.’

Part (b) was well done. However, a few candidates were unable to explain that the progress of the disease was *gradual*.

Most candidates performed well on Part (c). For Part (d), candidates generally received full marks, as they comprehended that osteoporosis is considered a silent disease because *it doesn't produce symptoms until the first fracture appears*. Part (e) was also well done.

Part 2

Part (f) was generally well done by most candidates. However, a few candidates failed to mention that *steps can be taken to reduce the risks* thus failing to score full marks. A few also translated *pasos* as ‘passes’ thus rendering their response incomprehensible.

Part (g) was not well done. The majority of candidates translated *ajustarse al tratamiento* as ‘adjusting the treatment’ instead of *adhering to the treatment*. Many also stated that *the treatment* was ‘medication’, and failed to include *following strict living*. Due to these inaccuracies, many candidates did not obtain maximum marks for this question.

Part (h) (i) was well done with a few incorrect exceptions: ‘vitamin A’ and ‘vitamin B’, instead of *vitamin D and calcium*.

Part (h) (ii) was fairly well done. However, expression proved problematic in the examiners’ understanding of responses.

Part (i) was well done. The majority of candidates were able to identify *exercise* but a few of them left out *healthy living* thus they were not able to receive full marks.

Recommendations for Teachers

- Provide students with more listening practice with *timed exercises*, allowing them to use their own equipment rather than teacher-controlled equipment.
- Give students vocabulary recognition exercises and word association exercises related directly to topics from each module in the syllabus as part of listening comprehension training. Also, teachers should ensure that students are aware of popular synonyms related to the topics from the different modules.
- Have students practise listening for gist to improve overall comprehension skills rather than simply listing information.
- Where possible, try exercises that focus on students refining the structure of their responses, rather than just providing a correct response.
- Try short transcription exercises with students on topics from all three modules from very early in the CAPE programme.
- Teachers should discourage students from writing out a transcript of what was heard as an exam technique. It encourages poor time management and is not reflective of real world listening.
- Inform students to be mindful of the marks allocated for each question.
- Ensure that students provide details instead of general, vague responses in practice exercises and that they provide full, coherent explanations, especially for the interview.

Recommendations for Candidates

- Do as much independent listening as possible using online and other audio resources to hone listening skills (music, podcasts, music videos/videos, documentaries widely available). Make listening to the language part of your daily existence.
- Remember that responses must be clearly expressed and make logical sense in Standard English.

- Read questions carefully and underline key words before listening to the audio.
- Consider the mark scheme in providing responses.
- Proofread responses to ensure logic and coherence.
- Write concise/precise responses to avoid ambiguity and erroneous responses.
- Familiarize yourself with the content of the syllabus and structure of the examination.

Paper 02 – Reading and Writing

Section A – Reading Comprehension

In this section of Paper 02, candidates were presented with two passages, both in Spanish, and were required to respond to questions based on the material. For passage 1, candidates were asked to respond to the material in Spanish to questions asked in Spanish. For passage 2, candidates were required to respond in English to questions asked in English.

Passage 1 – *Los derechos humanos se deterioran en México y Brasil*

This was a compulsory question which assessed candidates' ability to understand a passage in contemporary Spanish based on a topic of interest. Parts (a) to (f) required candidates to respond in Spanish using their own words to questions asked in Spanish. Part (g) required candidates to provide ideas or opinions on the given topic. Many candidates scored in the 12–15 range.

Part (a) required candidates to identify the situation of Mexico and Brazil according to the passage. The majority of candidates understood the question. However, many failed to provide all the details to attain maximum marks. In addition, many candidates did not answer the question in their own words and were penalized accordingly.

Part (b) asked candidates to say why the Mexican army has a terrible reputation. The majority of candidates scored 1 out of 2 for this question. Many responses were very limited.

Part (c) required candidates to *describe the Brazilian police and state why they are like that, according to Vivanco*. This question was problematic as many candidates did not provide a description of the Brazilian police. As a result, they did not attain full marks. The additional details for this question were satisfactory. Candidates also provided unnecessary details about police in other countries. Based on the responses, it was evident that candidates did not understand who Vivanco was.

Part (d) (i) required candidates to *identify the type of groups that appeared in Colombia*. Most candidates were able to respond correctly.

Part (d) (ii) asked candidates how these groups affected the situation of human rights. Generally, candidates answered correctly. However, there were many instances of lifting directly from the passage for their responses.

Part (e) required candidates to state why the report mentioned Venezuela. Most candidates were not able to provide all the information and resorted to lifting directly from the passage.

Part (f) required candidates to describe the situation that exists among countries mentioned in the last paragraph. Many provided enough details but were penalized for lifting from the passage.

Part (g) required candidates to recommend what they would do to avoid the problem of human rights violation, if they were Roth. They were required to give at least two opinions and marks were awarded for grammar and expression. Most candidates attempted the question and scored either two or three marks. However, many failed to attain the full score due to problems with grammar.

Passage 2 – *El uso de la tarjeta de crédito*

This was a compulsory question assessing candidates' ability to understand the passage in the target language and to respond in English to questions asked in English. Overall, performance on this paper can be deemed as fair. Some candidates attempted to provide answers with some successfully manipulating the vocabulary to give coherent and complete answers. The question presented challenges to many candidates. Even though there was a good understanding of the passage by the candidates, many attempted to translate word for word from the passage which resulted in disjointed responses.

Part (a) required candidates to state what was said about the use of money and why it was being said. Many candidates responded well to this question. However, many literally translated *va desapareciendo* as 'depreciating', 'unappreciating', 'ineffective'. Some gave a literal translation for *en efectivo* and put 'effective', in effect, ineffective.

Part (b) asked candidates to state the benefits of using credit cards according to the passage. Most candidates were able to identify two out of the three points. Many candidates did not understand the phrase *el aumento del cobro de IVA*. In many cases this was stated as is in the passage. Many did not understand the abbreviation *IVA* mentioned in the passage. The word *cobro* was translated as 'copper' and 'cover' and *IVA* as GDP and financial sector/revenue.

Part (c) required candidates to state why the reference was made to the year 2005. This question was well answered by candidates. Some were unable to identify the percentage or increase.

Part (d) (i) asked candidates to state what Standard and Poors suggest that people do. Responses were generally accurate. Sometimes however, the phrasing of answers lacked coherence. The word *tarjeta* was translated as 'target'. Many candidates translated the entire paragraph for their answer.

For Part (d) (ii) candidates were required to state how people can carry out the suggestion stated in Part (d) (i). Most candidates responded correctly. However, some translated key words such as *por lo menos* as 'less than' and therefore, distorted the correct meaning. Many also translated the entire paragraph as their response.

Part (e) required candidates to state how the use of credit cards had changed the culture of shopping. The question was fairly well answered. Some misinterpretations were evident when students stated that 'women put more money in their cards' and 'more money is available for spending'. They also drew from their own experience to answer this question. They indicated that 'online shopping gives people the opportunity to shop and receive items at their door' as well as 'people can shop with a card even if they don't have enough funds'.

Parts (f) to (j) required candidates to provide synonyms taken from the passage for given words. Most candidates were able to identify only three out of the five synonyms. There were some instances of candidates giving complete phrases as synonyms rather than a single word. For Part (j), '*incrementar*' was given as the response by many candidates. Candidates must be reminded that the synonyms that they give must match the given word. In a few cases, candidates wrote multiple words as their responses.

Recommendations

- Candidates need to pay attention to the instructions given for each passage. Answers must be in the specified language. If this is disregarded, candidates' responses to the question will not be considered.
- Candidates need to pay attention to the mark scheme. Generally, marks are based on the number of points required for a response. Many times, candidates lose marks for not providing enough information.
- Candidates need to be taught to zero in on the points for their responses. Many times, candidates give too much additional details in their responses. It was noted that many candidates either copied or translated entire passages for each answer. Unfortunately, this highlights the lack of comprehension of the passage and questions. Candidates are asked to be very concise in their responses as not only do lengthy answers take additional time, but they also run the risk of being penalized for giving irrelevant details.
- A recurrent problem in Passage 1 of this paper is candidates' disregard of the instruction to answer in their own words. Candidates are heavily penalized for these responses. Candidates must be encouraged to provide answers in their own words.
- Candidates must be encouraged to give suitable responses for the final question in Passage 1. This can only be achieved through practice. In too many circumstances, the problem with the answers for this question is that the responses are very bare. In other cases, the responses are copied directly from the passage and these will not be credited with many marks. Students need to be trained to give at least two points and in this question they are advised to pay special attention to structure and grammar.

Section B – Essays

Candidates were required to write an essay in Spanish of 300–350 words, on one of five topics. This section assessed candidates' ability to express themselves in Spanish in an analytical and logical manner related to the theme as outlined in Module 2 of the syllabus. Candidates were assessed on content and presentation (organization and coverage of topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures).

Candidates did not show interest in all the questions of this unit. Question 5 was the most popular question, followed by Question 4 then Question 3.

The level of competence ranged from weak to excellent with the majority of candidates falling within the satisfactory to good category. Candidates used appropriate vocabulary and idiomatic expressions, especially for the two most popular questions. Students need to be encouraged to use the subjunctive appropriately. The majority was able to master the basic grammatical structures such as agreement, spelling, articles, accentuation, conjugation of verbs and proper word order.

Candidates must be aware of the topic headings of each question and formulate their responses to the questions in keeping with the headings as it is mandatory that they write responses that explore the relevant headings of the questions. The headings are geared towards helping put the essay into focus.

All teachers must work closely with the new syllabus and the new examination format found in the specimen papers included in the syllabus.

Question Popularity

| | Topic | Question | Popularity |
|----|--|---|------------|
| 3. | The impact of science and technology on medical practices, advances and related ethical issues | <i>El avance de la ciencia y la tecnología es la muerte de la humanidad. Discute.</i> | 20% |
| 4. | The impact of ICTs on social life | <i>Los medios de comunicación como Facebook and Twitter facilitan una conexión entre familias y amigos. ¿Qué opinas?</i> | 31% |
| 5. | | <i>La red causa más daños que beneficios a la sociedad. ¿Estás de acuerdo?</i> | 44% |
| 6. | | <i>Con las cámaras escondidas las autoridades pueden identificar delitos y criminales. ¿Qué opinas del uso de cámaras en las escuelas y las calles para eliminar el crimen?</i> | 2% |
| 7. | The impact of ICTs on economic life | <i>Es necesario que los gobiernos desarrollen energía por métodos alternativos. ¿Qué piensas?</i> | 3% |

Question 3

El avance de la ciencia y la tecnología es la muerte de la humanidad. Discute.

This question required candidates to discuss the advances of science and technology with a focus on medical practices and ethical issues. Candidates who scored in the excellent category were able to focus on medical advances such as cloning, euthanasia, in vitro fertilization and new medications to treat diseases. This had to be linked to the ethical implications, including the stance taken by different organizations.

Extensive vocabulary on the topic was needed on medical practices. However, many candidates lacked this necessary vocabulary to expand on this topic.

Quite a few candidates were not able to make the link between these advances and medical practices, focusing instead on non-medical issues such as genetically modified foods, cell phones and computers.

Question 4

Los medios de comunicación como Facebook and Twitter facilitan una conexión entre familias y amigos. ¿Qué opinas?

This was one of the most popular questions. Responses ranged from satisfactory to very good.

The question required candidates to refer to the heading which clearly indicated making a connection between social media and social life. What was expressed in many answers were the advantages and disadvantages of social media with very little attention placed on the communication function.

Excellent responses showed that there is a direct correlation between social media and social life and effects on families and friends. These responses showed that while these social media connect, they can also alienate people, for example, the older generation and people who do not have access to the Internet. Social media can also cause users to lack social and oral/written skills.

Question 5

La red causa más daños que beneficios a la sociedad. ¿Estás de acuerdo?

This was the most popular question; however, most candidates disregarded the heading of the question, which resulted in fewer candidates scoring in the higher ranges.

Candidates answered based on what the question itself asked; however, this question required that candidates not only show how the Internet is harmful or beneficial to society in general, but also to social life. Most responses were too vague or too broad with a lack of focus on social life. Excellent responses highlighted the Internet being used as a communication tool but at the same time the Internet can be a disadvantage to social life. Even shopping online or working at home must be linked to the impact it has on social life.

Question 6

Con las cámaras escondidas las autoridades pueden identificar delitos y criminales. ¿Qué opinas del uso de cámaras en las escuelas y las calles para eliminar el crimen?

This question was quite straightforward once candidates referred to the topic. Candidates who responded had the information they needed to answer the question but they failed to make the connection to the impact on social life. Excellent responses would have taken into consideration that cameras would reduce crime and with a reduction in crime, persons may feel safer to go out and interact.

Question 7

Es necesario que los gobiernos desarrollen energía por métodos alternativos. ¿Qué piensas?

This question was the least popular. However, candidates who attempted it did in fact show a link between energy and economic life. There is a direct link between development of alternative sources of energy and the economy.

General Errors

Some common errors in expression produced by candidates included:

- Erroneous use of past participles
- Erroneous use of the passive voice
- English words used instead of Spanish words
- *La tema* instead of *el tema*
- Misspelling of *tecnología*
- *El tópico* instead of *el tema*
- Uses of *por* and *para*
- Lack of use of the *subjunctive*
- *Porque de* instead of *a causa de*
- *Acesar* being used for *access*
- *Sino* instead of *sin*
- *Sabo* instead of *sé*

Recommendations

- Teachers need to work closely with the new syllabus and the new format of the questions as shown in the specimen papers.
- Practice essays of the new format should be given and discussed with students to show how to link essays to topics given.

Paper 03 – Literary Analysis and Themes

Section A – Literary Analysis

In Section A, candidates were required to respond to one of four possible extracts taken from the prescribed texts on the syllabus. Each question comprised four parts, (a) to (d). These questions focused on literary analysis of given passages and asked candidates to relate the plot, analyse characters from the extract, comment on narrative technique, and identify literary devices and themes found in the given passage, with one question asking candidates to relate aspects of the extract to the rest of the prescribed text. Candidates were required to answer all questions in Spanish.

Question Popularity

| Question | Popularity |
|--|------------|
| 1. <i>Fátima de los Naufragios</i> | 0.4% |
| 2. <i>Cuentos de Eva Luna</i> | 61.3% |
| 3. <i>El Reino de Este Mundo</i> | 5% |
| 4. <i>El Coronel No Tiene Quien Le Escriba</i> | 33.3 % |

Question Performance Breakdown

| Range | Question 1 | Question 2 | Question 3 | Question 4 |
|-------|------------|------------|------------|------------|
| 16 | 0% | 1% | 0% | 0.5% |
| 14–15 | 0% | 3% | 8% | 12.5% |
| 12–13 | 0% | 16% | 20% | 17% |
| 9–11 | 50% | 25% | 20% | 33.5% |
| 7–8 | 0% | 16% | 8% | 18.5% |
| 4–6 | 0% | 26% | 8% | 12.5% |
| 1–3 | 50% | 11% | 36% | 5% |
| 0 | 0% | 2% | 0% | 0.5% |

Question 1: *Fátima de los naufragios*

This question was the least popular, with only two candidates attempting it.

In Part (a), candidates simply stated that a body had washed up on shore or that the mother is lamenting the death of her son. At least four valid points needed to be highlighted, to aptly answer this question on the plot.

In Part (b), candidates were able to correctly identify the third person narrative point of view, but could not provide adequate support. They also had difficulty highlighting the objectivity of this point of view.

In Part (c), only 50 per cent of the candidates were able to describe the atmosphere as sad or solemn and adequately support it from the extract. Part (d) was poorly done. Candidates were unable to identify the distinction between the woman on the beach and the rest of the town. They were also unable to refer to the rest of the story or to another story in the collection.

Question 2: *Cuentos de Eva Luna*

This question was the most popular one and performance was generally good.

In Part (a), almost all candidates clearly identified the narrative point of view as *tercera persona* and many of them were able to highlight the objectivity and omniscience of this point of view as well as give a relevant example in support.

In Part (b) (i), most candidates correctly identified the literary device as *personification*, while a few erred and stated that it was a ‘metaphor’. However, candidates had difficulty explaining the personification.

In Part (b) (ii), in explaining the meaning of the words, candidates failed to recognize that the words were free and available to all; anyone could have made good use of them. Instead, many candidates simply stated that the words were free or that they gave freedom to the protagonist, Belisa.

At times, there was no distinction between the responses in Part (b) (i) and Part (b) (ii). In Part (c), good performance was seen. A variety of appropriate adjectives were given to characterize

the protagonist, Belisa. She was described as *resuelta, inteligente, innovadora, honesta*, to name a few, and candidates were able to support these adjectives fully from the extract.

Part (d) proved to be challenging for many candidates. This question needed to be answered in three steps. Firstly, at the level of the extract, then at the level of the story and finally at the level of one of the other five selected stories from the collection.

Most candidates were able to say that Belisa was able to change and improve her life and that she is independent, according to the extract.

In terms of the rest of the story, many were able to recognize the powerful effect Belisa and her words had on the colonel.

With reference to another story, many also identified a powerful woman in the form of *La Mujer del Juez*, explaining that Casilda was able to save her children by seducing Nicolás Vidal. Some even referred to Marcia in *El Palacio Imaginado*, who changed the benefactor's disposition with her love.

Unfortunately, most candidates only referred to the extract, and another story, entirely missing one level.

Question 3: *El reino de este Mundo*

This question was not popular among candidates. The few candidates who attempted it, did not perform very well.

In Part (a), with respect to plot, many candidates failed to provide four important points from the passage. Some were able to recognize that Ti Noel is observing the pictures that represent different characters: *guerreros, magistrados* etc. They stated that he is fascinated by a particular picture and asks the bookseller about it.

In Part (b), most candidates were able to identify the third person narrative, including the omniscient, objective point of view. They were also able to give a relevant example in support.

In Part (c), most candidates were able to characterize Ti Noel as observant and curious. They were also able to provide adequate support from the extract.

In Part (d), performance by candidates was quite poor. Candidates provided inaccurate and inadequate responses. They failed to explain the theme of slavery; that is, that Ti Noel identifies with the slaves in his inability to read.

They missed the social division which prevented Ti Noel from entering the bookstore. With respect to the novel, a few candidates were able to identify the oppression and the abuse of the slaves as well as the attempts by characters such as Ti Noel and Mackandal to change their situation.

Question 4: *El Coronel no tiene quien le escriba*

This question was the second most popular and was fairly well done.

Many candidates performed very well on Part (a). They captured the most important points. However, a few minor, irrelevant details were included in some of the responses.

In Part (b), most candidates were able to correctly identify the third-person narration and state that it was omniscient and objective. However, many failed to provide the support for this narrative point of view, with an appropriate quotation. Candidates should note that using *el* and *ella* alone, does not provide enough support for this point of view.

Part (c) proved to be quite challenging for most candidates.

Some of the better responses explained that the visual sense was effective and helped the reader to visualize and therefore better understand the colonel's poverty.

Most were able to recognize the description of the state of the colonel's clothes, but missed mentioning the use of similes and metaphors which enriched the detailed descriptions.

Generally, Part (d) was well done. Many candidates characterized the wife as caring and supported this trait with an adequate example. With respect to the rest of the novel, candidates correctly identified the realistic, practical nature of the wife and provided good examples.

Recommendations

- A review of literary devices and literary terms at the beginning of Unit 2 is strongly recommended.
- *No English* is allowed in Section A. Candidates are therefore advised to respond in Spanish *only*.
- Candidates should avoid using partial citations. Citations should be complete.
- Candidates should try to keep the length of the response commensurate with the number of marks awarded for the question.
- Candidates need to be reminded that, in Unit 2, reference must be made to the entire text, unlike in Unit 1 where the focus is primarily on the extract.
- Candidates also need to be reminded not to use the same text to answer both sections of the paper.
- Candidates should avoid giving in-depth analyses and explanations when relating the plot. They need to stick to the facts stated in the extracts.
- Handwriting must be clear and legible. Responses must also be correctly numbered.
- Teachers need to remind students of the importance of correct grammar and spelling. For example, instead of *tercera persona*, many candidates offered responses such as *tercio persona*, *trece persona* and even *terco persona*.

Section B – Themes

Candidates were required to write an essay, of 450–500 words, in English, on one of the questions relating to the theme *El mundo moderno or El compromiso politico y social*. They were also required to use one of the prescribed texts for the theme selected and discuss issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks). Overall, candidate performance on this section was satisfactory.

Question 5

“It is in situations of great distress that the best of humanity is made evident.”

This was the second most popular question and was attempted by approximately 25 per cent of the candidates. The majority of responses earned marks in the satisfactory to excellent range. Candidates were required to identify adverse situations in the text studied and discuss the extent to which the best of humanity was revealed under these circumstances. Approximately 99 per cent of the candidates used *Cuentos de Eva Luna* to respond to this question.

Most candidates were able to identify extenuating situations in the short stories and were also able to show how different characters treated with these situations. In “*Dos palabras*” in the face of harsh economic situations, Belisa showed perseverance and a strong will to survive by educating herself and selling words to others. In “*La mujer del juez*”, when Casilda’s family was threatened by Nicolás Vidal and his band of rebels, she selflessly sacrificed her body and dignity by seducing him in an effort to save her children.

Most candidates attempted to use all the short stories studied. However, there were also instances of storytelling and superficial responses to the question. Candidates who used *Fátima de los naufragios* did not demonstrate sound knowledge and understanding of the text, resulting in the use of only one short story to answer the question.

Question 6

“The challenges of the modern world often force us to become useful citizens.”

Approximately six per cent of the candidates attempted this question, the majority of them scoring in the satisfactory to very good range. Candidates were required to identify the difficulties of the modern world and show the extent to which these challenging situations compelled different characters in the text studied to be of service to others. Approximately 99 per cent of the candidates used *Cuentos de Eva Luna* to respond to this question.

Most candidates were able to apply salient issues in the stories to the question. In *De barro estamos hechos* in the aftermath of a volcanic eruption, Azucena’s suffering compels Rolf Carle to put aside his journalistic commitment in an attempt to help her. In *Dos palabras*, extreme poverty compels Belisa to educate herself and in turn use words to help others. There were a few weak responses which were generally a summary of one of the short stories. Candidates who used *Fátima de los naufragios* did not demonstrate sound knowledge and understanding of the text, and therefore only used one short story to answer the question.

Question 7

“A politically corrupt government can make life difficult.”

This was the most popular question and was attempted by approximately 49 per cent of the candidates. Responses were generally satisfactory with some candidates scoring in the good to excellent range. Candidates were required to examine the extent to which corruption within the political system impacts negatively on the lives of citizens. Most candidates used *El coronel no tiene quien le escriba* to respond to this question. They generally highlighted martial law, censorship and complicated bureaucratic processes as factors that made life difficult for

citizens. As a counterpoint, they were able to show how Don Sabas benefited from the corrupt political system. There were instances where candidates attempted to show how life was difficult for some characters but made no linkage to the politically corrupt government. Most candidates who used *El reino de este mundo* were able to highlight inequalities in the slave society. However, some candidates were unable to apply the text studied to the question, and therefore resorted to storytelling and a discourse on slavery.

Question 8

“Oppression is often difficult to end”

Approximately 20 per cent of the candidates attempted this question, the majority scoring in the unsatisfactory to satisfactory range. Candidates were required to discuss the different forms of oppression faced by characters in the text studied, and the extent to which their attempts to end oppression were unsuccessful. The majority of candidates used *El coronel no tiene quien le escriba* to respond to this question. While they were able to identify accurately the instances of oppression within the text, most of them were unable to show how the oppression was difficult to end. Most candidates who used *El reino de este mundo* were able to identify the cyclic nature of oppression under the white, black and mulatto slave owners and the unsuccessful attempts of the black slaves to put an end to this oppression.

Candidates’ Strengths

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills. They were able to identify the issues in the text relevant to the question posed and discuss them using solid supporting details, all within the word limit.
- Good or excellent essays included a brief introduction with a well-constructed thesis, three to five well-supported points with a counterargument where appropriate, and a brief conclusion.
- Some candidates made appropriate use of quotations. Quotations generally supported the points made and were well integrated into the essay.
- Most candidates who used short stories were able to use a wide range of examples from almost all the prescribed stories.

Candidates’ Weaknesses

- Some essays were mere summaries of the text instead of analyses.
- Some essays exceeded the word limit of 450–500 words.
- Some essays were padded with either long or irrelevant quotations.
- Some essays included lengthy introductions with irrelevant details.
- Some essays showed deficiencies in formatting, referencing of texts and use of citations.
- Some responses were riddled with factual inaccuracies related to the text, for example, the colonel attended a funeral for his friend, Agustín.
- Some responses only focused on one short story, thus limiting analysis.
- Writing general instead of thematic essays.
- Extremely short responses.
- Lengthy quotations and limited informed personal opinion.

Suggestions and Recommendations for Teachers

Teachers should:

- Ensure that they identify and discuss the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to appear in the written examination.
- Advise students to take their time to read and select questions carefully according to the prescribed text studied for the theme.
- Advise students to stay within the word limit as examiners *do not* read beyond the stipulated word limit.
- Help students to cultivate practices of proper essay writing — Introduction/Body/Conclusion.
- Advise students that an excellent response should include
 - (i) a brief introduction with a clear thesis statement relating to the text
 - (ii) four to five solid points, supported by concise, appropriate, brief and complete quotes, and an informed personal opinion, each in a new paragraph, one of which should be a counterpoint to show balance in the response
 - (iii) a brief conclusion.

Irregularities

- Using non-prescribed short stories from *Cuentos de Eva Luna*, for example, “*Nina perversa*”, “*Walimali*” and “*Clarisa*”.
- Using two texts to answer the same question , for example, *El Reino de este mundo* and *El coronel no tiene quien le escriba*.

Paper 04 – School-Based Assessment (SBA)

There was evidence of preparation by students and guidance by teachers in this School-Based Assessment and the marks reflected this.

Prepared Topic

In some cases several students grossly exceeded the suggested time. Both students and teachers who are preparing them for the examination are reminded that the syllabus clearly outlines that the prepared topic should last three minutes.

Students are strongly advised to refrain from delivering purely expository speeches and should provide more informed opinions on the selected topic. An expository presentation may allow for excellent coverage of the topic and facts, but it does not satisfy the need for ideas and opinions as mentioned in the rubric.

Students should be well guided to choose topics that are appropriate to the unit for which they are registered and which allow them to develop and elaborate on the ideas presented.

Examples of topics that allowed students to develop their facts and ideas creatively:

- The right to choose one's gender
- Eco tourism
- Prolife, Prochoice
- The internet as a social tool

Topic Conversation

Students appeared to be well prepared for this section. Moderators were pleased not only by the students' responses but by their attempt to engage their teachers with questions. There were, however, anomalies where teachers asked only two or three questions and therefore what was produced for the topic conversation was not sufficient.

General Conversation

Teachers are encouraged to vary the questions from student to student. Although teachers may generate a general list of questions for students to practise, it is unnatural for all students from one centre to be asked the same set of questions. Teachers should continue to encourage students to ask questions as well.

Teachers should note that the rubric does not demand perfection from the students, but allows even the best students to have an occasional minor error. Exemplary examinations had the following characteristics:

- Students, although they had rehearsed, spoke at a natural pace that was not animated or theatrical.
- Their prepared topics reflected research through facts as well as critical thinking skills through their discussion of these facts.
- Students considered aspects like solutions/recommendations/how the government is addressing the problem/how society (family) is affected by the topic raised.
- In the general conversation, teachers engaged candidates in a range of topics which they answered well showing that they had wide and varied vocabulary.

The results show that 52 per cent of the students scored in the excellent category of the Prepared Topic and 33 per cent in the very good category. This is commendable as it shows a combined 85 per cent doing very well in this section.

In the Topic Conversation, 42 per cent of candidates scored in the excellent band and 34 per cent in the very good category for a combined score of 76 per cent.

In the General Conversation, a mere 19 per cent performed in the satisfactory/inadequate band thus showing that 81 per cent and over was good.

Recommendations for Teachers

- Ensure that the student's name, identification number and title of the prepared topic are clearly indicated at the start of the recording.
- Adhere to the stipulated time of the exam.

- Prepared Topic 3 minutes
- Topic Conversation 5-6 minutes
- General Conversation 5-6 minutes

Ideally therefore no exam should be under 13 minutes or above 15 minutes.

- Students should be given as much opportunity as possible to practise all the components of the entire examination in advance. It was clear that students had practised both conversations to a lesser extent than the prepared topic.
- Teachers are advised to give students ample time to produce responses. They should be cautious when prodding students along as it may be construed as prompting with answers.
- Both students and their teachers should familiarize themselves with the stipulations and recommendations of the syllabus and should be quite clear on the parameters of the marking scheme.
- Teachers should prepare themselves for the *conversation* with the students and ensure that they have enough information to prolong the conversation so that it lasts for at least five minutes in each section.
- *Teachers should make their sample submissions on a single well-labelled CD. The tracks should be recorded/converted to .wav, .mp3, .wma or .mp4. Other formats like .amr and .voc are **not** supported on the devices used to moderate the SBA.*
- Teachers should make a concerted effort to reduce extraneous noises and to double-check the quality of the recordings before submitting for moderation.
- *Teachers should be vigilant about the accuracy of the moderation sheets before submission and ensure that a complete package, with **all forms**, is submitted.*