



# CARIBBEAN EXAMINATIONS COUNCIL

## CAPE<sup>®</sup> SPANISH UNIT 1



Equipaje  
Equipaje de mano  
Equipo de música  
Error  
Escaparate  
Escobilla  
Escribir  
Escritor, a



## Subject Report with Exemplars

*May/June 2023*

**CARIBBEAN EXAMINATIONS COUNCIL**

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

**MAY/JUNE 2023**

**SPANISH UNIT 1**

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## INTRODUCTION

This report is based on candidates' responses in the May/June 2023 CAPE Spanish Unit 1 examination. Unit 1 — La Familia, La Sociedad Y El Medio Ambiente — consists of the following modules.

- Module 1: El individuo, la familia y la vida diaria
- Module 2: La sociedad y los asuntos sociales
- Module 3: El medio ambiente

These modules are tested through the following papers.

- Paper 01 — Listening Comprehension
- Paper 02 — Reading and Writing
- Paper 03 — Literary Analysis and Themes
- Paper 04 — School-Based Assessment

Unit 1 was taken by 294 candidates in 2023 compared with 401 candidates in 2022, and 424 candidates in 2021. Candidates' performance in 2023 remains comparable to that of 2021 and 2020; 97 per cent of the candidates receiving the acceptable Grades I–V.

The performance of candidates on Paper 01 in 2023 declined slightly when compared to that of 2022 and 2021. There was a decline in candidate performance on Paper 02 and a slight improvement in Paper 03. Candidate performance on the SBA was comparable to 2022.

## PAPER 01 — Listening Comprehension

Paper 01 — Listening Comprehension — consists of six compulsory questions arranged into two sections covering all three modules. Two questions are based on Module 1, one question on Module 2 and three questions on Module 3. Knowledge of the entire unit is required. The aim of this paper is to test candidates' listening skill. 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 which candidates are expected to answer in English. 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

In 2023, the highest score achieved by any candidate was 67.09. The mean score was 50.49 (70.12 per cent) and the standard deviation 9.27. This represented an overall improvement in candidates' performance over 2022.

## PAPER 02 — Reading and Writing

Paper 02, Reading and Writing, consists of seven questions. Familiarity with the entire unit is required. The aim of this paper is to test reading and writing skills. Section A consists of two passages based on Modules 1 and 3 requiring short responses. Candidates must answer all questions in Section A. Section B consists of five essay questions based on Module 2. Candidates are required to write an essay in Spanish on one of the five questions. 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.

### SECTION A — Reading Comprehension

In this section of Paper 02, candidates were presented with two passages written in Spanish. They were required to respond to questions based on these passages. The questions for Passage 1 — *El Código de las Familias* — were written in Spanish. Candidates were required to respond using Spanish. For Passage 2 — *La Gestión de los Residuos en Chile* — the questions were written in English and candidates were required to respond in English.

#### Passage 1— El Código de las Familias

Candidates were tested on their understanding of Spanish and their ability to express themselves using the same. They were also required to use their own words as far as possible. In addition, they had to express their opinion on issues raised.

Overall, candidates' performance was satisfactory; however, there were numerous candidates who produced limited responses. Some candidates lacked the ability to analyse and synthesize the information within the text and to draw conclusions based on the information they had been given; this affected their overall comprehension. Essentially, inability to comprehend the passage, coupled with challenges in substitutions and vocabulary, affected candidates' ability to respond in their own words. Therefore, there were numerous instances of candidates replicating phrases, sentences, and in some cases, entire paragraphs from the passage. In addition, some ideas were expressed incorrectly in candidates' attempts to substitute textual information. However, there were a few candidates who made good attempts at producing language and manipulating the vocabulary to give coherent responses.

In Part (a), candidates were required to identify the importance of the date mentioned in the first paragraph. Although most candidates seemed to comprehend what was asked and responded fairly well, many candidates did not respond using their own words. Many of them replicated the phrase *consulta popular*. Some candidates also misinterpreted the question by indicating that the date mentioned marked the beginning of the legislation.

For Part (b), candidates were asked to explain the deficiencies in the current legislation. Many candidates managed this question very well but they faced difficulties in providing the information in their own words especially for the phrases *ya no es coherente* and *la dinámica sociofamiliar*. In addition, a few candidates provided irrelevant responses and elaborations that they pulled from other sections of the text. This indicated that they did not understand the passage.

In Part (c), candidates were asked to identify three characteristics of the Cuban family structure as mentioned in the passage. Candidates answered fairly well. Many of them gave correct responses. However, other candidates struggled to find substitutions for the phrases *familias pequeñas* and *envejecidas*. Nevertheless, it is noteworthy that some candidates produced synonyms for *el incremento/incrementando* such as *el crecimiento/creciendo* and *el aumento/aumentando*.

For Part (d), candidates were required to explain the change that the Cuban family has undergone, according to Doctor Muzio. Doing so proved challenging for many candidates. Only a few were able to make inferences to provide an effective explanation of the shift experienced by the Cuban family, as documented in the text. Most candidates mainly stated the contributing factors, using direct words from the passage.

In Part (e), candidates were required to discuss the importance of re-thinking the concept of family. This question proved to be problematic. Some candidates provided limited, irrelevant or no responses. It was evident that they found it difficult to synthesise the details provided in paragraphs five and six and failed to clearly elucidate the diverse perceptions of the family, as well as the negative situations experienced by its members. Many candidates provided incoherent responses while others merely rewrote the information in their responses.

Part (f) was equally as problematic as Part (e). Candidates were required to discuss the benefits of the legislation. Many candidates only listed the different aspects of the legislation as detailed in the text. However, a few candidates were able to provide clear explanations in their discussion.

For Part (g), candidates were asked to if they believed that the government of their countries protects families. They were also asked to justify their response with two examples. Candidates performed fairly well and many provided logical and coherent responses. However, some candidates failed to gain more marks because they provided insufficient responses. For example, some candidates stated their opinions or provided limited justifications and explanations. In addition, some candidates used the target language poorly and this affected the coherence of some of their responses.

**Candidate's Response to Question 1**

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

(a) Identifica la importancia de la fecha mencionada en el primer párrafo.

Esta es la fecha escogida para empezar la reunión  
conocida del Proyecto del Código de las Familias en su  
versión 24 a nivel nacional.

[2 marks]

(b) Explica las deficiencias del actual Código de las Familias.

El actual Código de las Familias aún no es de acuerdo  
con las familias más modernas de nuestra época y no  
es diversificado.

[3 marks]

(c) Identifica TRES características de la estructura familiar cubana según el pasaje.

Tres aspectos de estas familias son una talla pequeña, un aumento de los ancianos y composiciones distintas.

[3 marks]

(d) Explica el cambio que ha experimentado la familia cubana, según la Doctora Muzio.

En el presente, hay <sup>más</sup> muchas amenazas a las familias cubanas como la migración, el incremento del divorcio, la vejez y la reducción de la tasa de fecundidad y hay miembros que no viven en la misma casa.

[3 marks]

(e) Discute la importancia de pensar el concepto de la familia.

Debemos repensar el concepto de la familia ya que  
ciertas familias pueden vivir en ambientes nocivos  
con violencia o disparidad de ahí que para les  
proteger <sup>no</sup> necesitamos tener una imagen realista  
de las familias modernas. Es importante para  
facilitar la protección de las familias vulnerables

[5 marks]

(f) Discute los beneficios de la legislación.

Las ventajas de la legislación son la reflexión de la  
cotidianidad realista, el refuerzo de los derechos huma-  
nos especialmente de los niños y los parientes y  
la incorporación <sup>de</sup> los deberes de justicia de los viejos  
en término de la familia.

(g) ¿Pensas que el gobierno protege a las familias en tu país? Justifica tu respuesta con DOS ejemplos.

A mi modo de ver el gobierno de mi país protege <sup>a</sup> las  
familias. Por ejemplo, hay muchas leyes contra la violencia  
del hogar en cuanto a las mujeres y su prole. Los  
autoridades también proporcionan dinero para las familias  
pobres o las familias sin recursos para les permiten  
evitar el empobrecimiento

[3 marks]

Total 24 marks

### Examiner's Comments

The candidate demonstrated that he/she comprehended the text. Generally, he/she responded to most parts in an excellent manner and used accurate and advanced structures and vocabulary. There were instances of minor lifting for two of the responses. Even though it was clear that the candidate understood Part (e) and Part (f), he/she did not provide all the information that was required. In Part (g), the candidate produced a comprehensive response in which he/she provided relevant content and used excellent language along with well-informed justifications and examples.

## Passage 2 — La Gestion de los Residuos en Chile

This question assessed candidates' ability to understand a passage based on a topic of interest, which was written in contemporary Spanish. For Parts (a) to (g), candidates were required to respond in English to questions asked in English. For Parts (h) to (l) candidates were required to provide synonyms of words taken from the passage.

Overall, the performance of candidates was good. Some candidates responded in a manner which showed that they understood the text while others' performance indicated that they experienced some level of difficulty with comprehending the passage. In some instances, candidates translated parts of the text literally without demonstrating that they understood the content of the passage.

For Part (a), candidates were required to state the reason for the delicate context in which the International Day of Recycling was celebrated. This part was generally well done as most candidates were able to identify the Covid-19 pandemic as the reason for the delicate context.

In Part (b), candidates were asked to explain the reason for the increase in domestic waste production. Generally, the performance of candidates was very good. Most candidates were able to identify the role of quarantine and the increase in online shopping; however, many candidates were unable to identify that they should refer to English words such as packaging or wrappings and were therefore unable to make the connection to domestic waste production in their responses.

In Part (c), candidates were required to explain the challenges of waste production in the medical field. Candidates' performance was average. Some candidates were able to identify the difficulty in recycling medical waste materials due to the risk of infection and the resulting high cost of managing such waste. Other candidates failed to mention the costs associated with managing medical waste.

For Part (d), candidates were asked to state the main objective of La Ley de Responsabilidad Extendida del Productor (REP). Generally, this part was poorly done as most candidates misinterpreted the meaning of the word *recolección* and had difficulty translating *valorización* accurately into English based on the context.

In Part (e), candidates were required to discuss the difficulties faced by Chile with respect to the treatment of domestic waste. Candidates' responses were average. Some candidates were able to accurately capture the statistics and nuances necessary to give a full response whereas other candidates translated the statistics incorrectly and missed key aspects.

For Part (f), candidates were asked to discuss the importance of the date mentioned in the sixth paragraph of the passage. This part was generally well done as most candidates were able to identify the date and the major components of the plan associated with the date. However, some candidates gave a literal, erroneous translation of *Ruta Nacional* and failed to mention that it was a national document or guide.

For Part (g), candidates were asked to list the actions that Chile must take to achieve global standards. This part was generally well done as most candidates were able to identify the changes needed within the Chilean society.

Parts (h) to (l) required candidates to provide synonyms for words taken from the passage. This part was well handled by most candidates. Most candidates were able to identify four out of the five synonyms. The most problematic item was Part (i), *tirables*. In some instances, the words given by candidates were incorrect. There were also instances of candidates giving complete phrases as synonyms rather than a single word. Candidates must be reminded that the synonyms they give must match the part of speech of the given word.

**Candidate's Response to Question 2**

- (a) State the reason for the delicate context in which International Day of Recycling was celebrated.

The delicate context in which International Day of Recycling was celebrated was due to the pandemic that the world faced due to COVID-19.

[1 mark]

- (b) Explain the increase in domestic waste production during the pandemic.

Quarantine policies of families heightened the demand for ~~online~~ online services and as a consequence, domestic waste production <sup>(glass and cardboard)</sup> increased.

This stood out as an opportunity to recycle more.

[3 marks]

- (c) Explain the challenges of waste management in the medical field.

In the medical field, waste increased as well but even worse, this waste is considered dangerous <sup>due to</sup> its high capability of infection and therefore, it cannot be recycled. <sup>It should be disposed of separately</sup> ~~They can be eliminated by the~~ for example items like disposable wastes and contaminated gloves, increasing the costs of waste management given that ~~they should have a~~ <sup>waste they must undergo</sup> special treatment.

[3 marks]

- (d) State the MAIN objectives of La Ley de Responsabilidad Extendida del Productor (REP).

The REP aims to implement ways to recollect and value domestic waste and it is a positive tool to <sup>promote</sup> ~~increase~~ the rise in the recycling rate in Chile, but figures still indicate that there is still lots left to be done.

[2 marks]

- (e) Discuss the difficulties faced by Chile with respect to the treatment of domestic waste.

In terms of the <sup>general</sup> treatment of domestic waste, only 1.9% is recycled out of the 99.9% of waste that is to be disposed. On the other hand, <sup>only 8.5% of</sup> plastic, the most contaminating material most ~~present~~ present in the world, is ~~only recycled~~ <sup>at a rate of</sup> 8.5% is recycled which corresponds to 83,679 tonnes out of ~~the~~ 990 thousand consumed annually according to an Asipla study.



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

(h) cuarentena . . . (paragraph 1)

... confinamiento .....  
[1 mark]

(i) tirables . . . (paragraph 2)

... residuos .....  
[1 mark]

(j) en relación con . . . (paragraph 4)

... ~~En cuanto a~~ corresponde .....  
[1 mark]

(k) lograr . . . (paragraph 6)

... alcanzar .....  
[1 mark]

(l) todavía . . . (paragraph 7)

... aún .....  
[1 mark]

**Total 24 marks**

2. Answer the following questions, in ENGLISH, to show that you have understood the passage.

(a) State the reason for the delicate context in which International Day of Recycling was celebrated.

It was celebrated because of the global pandemic of Covid-19.

[1 mark]

X (b) Explain the increase in domestic waste production during the pandemic.

Since the population was under quarantine, there was an increase in the demand of online services which resulted in an increase in domestic waste.

[3 marks]

- (c) Explain the challenges of waste management in the medical field.

Waste management was challenging in the medical field due to having many disposable masks and contaminated gloves during the global pandemic, which increased the cost of recycling because it had to have a special treatment.

[3 marks]

- (d) State the MAIN objectives of *La Ley de Responsabilidad Extendida del Productor* (REP).

The main objectives of the REP is to incentivise the rate of recycling in Chile, and come up with the methods of collection and costs.

[2 marks]

- (e) Discuss the difficulties faced by Chile with respect to the treatment of domestic waste.

With respect to Chile's treatment of domestic waste, they face difficulties such as only 1% of domestic waste is recycled whilst the other 99% is dumped. On the other hand, only 8.5% of plastic is recycled which amounts to 83.679 tonnes.

- (f) Discuss the importance of the date mentioned in the 6th paragraph of the passage.

The date mentioned in the 6<sup>th</sup> paragraph is important because on that date, 21<sup>st</sup> December, the minister of the environment presented a document, "La Hoja de Ruta Nacional" intended for a Chile without garbage 2020-2040, the document consisted of 7 methods, 82 initiatives and 84 actions to achieve the goal in the short, medium and long term.

[4 marks]

- (g) List the actions that Chile must take to achieve global standards.

Chile must increase the percentage of recycled garbage collected and to change the socioculture within the population.

[2 marks]

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

(h) cuarentena . . . (paragraph 1)

confinamiento

[1 mark]

(i) tirables . . . (paragraph 2)

desechables

[1 mark]

(j) en relación con . . . (paragraph 4)

Por su lado

[1 mark]

(k) lograr . . . (paragraph 6)

para alcanzar

[1 mark]

(l) todavía . . . (paragraph 7)

aún

[1 mark]

**Total 24 marks**

### Examiner's Comments

In the exemplar, the candidate responded excellently. The candidate demonstrated that he/she had an excellent understanding of the texts, which were written in Spanish and conveyed his/her ideas in a highly effective manner using English.

For Part (a), the candidate was able to clearly identify the reason for the delicate context in which the International Day of Recycling was celebrated.

For Part (b), the candidate explained the reason for the increase in domestic waste, capturing nuances such as quarantine policies. He/she provided a response that revealed superior global understanding of what was asked.

The candidate also responded very well to Part (c) and was able to state the challenges of waste management in the medical field by highlighting the high infection rates, the challenges of disposal and the resulting high cost of waste management.

The candidate provided an excellent answer for Part (d); however, a few candidates misinterpreted one of the key vocabulary items *recolección* and consequently produced an erroneous response.

The candidate responded well to Part (e); however, a few candidates did not translate the statistics correctly and once again produced an erroneous response.

For Part (f), the candidate was able to grasp and convey the importance of the date as required.

In Part (g), the candidate clearly identified the steps Chile must take to address challenges related to recycling.

Furthermore, the candidate displayed higher order skills such as summarizing and was able to provide excellent responses to the vocabulary items in Parts (h) to (l).

## SECTION B — Essays

This section assessed candidates' ability to express themselves in Spanish in an analytical and logical manner related to the themes outlined in Module 2 of the syllabus. They were required to write an essay, in Spanish, of 300–350 words, on one of five topics given. Candidates were assessed on content and presentation, (organization and coverage of the topic, structure, logical reasoning, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms, as well as accuracy of grammatical structures).

In general, candidates were adequately prepared to discuss the essay topics related to the themes: Gender Roles, Employment and Unemployment, Crime and Violence, Religion in Society and Education. Nevertheless, some candidates presented ideas that lacked relevance and in some instances, they provided limited supporting details, references or evidence from research findings.

It is noteworthy that most candidates were knowledgeable of the rudiments of effective essay writing. This was evidenced by the inclusion of introductions, paragraphing, connectives and conclusions. Numerous candidates displayed competence in the organization and presentation of ideas, and they provided comprehensive definitions along with historical backgrounds as a foundation to develop theses and further arguments in the body of the essay. Nevertheless, some essays contained vague introductions and thesis statements. In addition, the position stated and the information elucidated in the paragraphs were incongruent. Furthermore, in some paragraphs there were briefly mentioned or under-developed points and there were no topic or concluding sentences; in some instances, there was also a lack of coherence between the topic sentence and supporting details. Most essays contained conclusions; however, candidates should be encouraged to produce fully developed conclusions and to use the language to restate or summarize the main points of the essay, rather than present a mere verbatim of the thesis statement.

The use of language varied from basic to excellent. It must be noted that some candidates produced complex linguistic and grammatical structures. Candidates needed to utilize more idiomatic expressions as well as advanced and varied vocabulary that align with what is required at this level. They are therefore encouraged to read more texts and different genres in Spanish, so that idioms, vocabulary and complex linguistic structures can become more entrenched into their implicit linguistic systems. There were numerous responses that contained inaccuracies in terms of how candidates used of the subjunctive mood as well as the perfect and conditional tenses. More errors were evident in basic grammatical structures such as agreement, spelling, articles, accentuation, conjugation of verbs and proper word order and conjugation of verbs. In some instances, candidates' poor quality of language resulted in misunderstanding or incoherence of what was being expressed.

Most candidates responded to Question 5 (Crime and Violence) and Question 3 (Gender Roles). Question 6 was the least attempted (Religion and Society). Overall, candidates' performance ranged from poor to excellent. Most candidates' performance fell within the satisfactory to good category.

### Question 3

*Los roles de género se han cambiado por lo mejor. Discute.*

This was the second most popular question. Most of them performed fairly well as in the areas of content and presentation, and correctness of expression. The essays generally included facts, ideas and opinions, with references to historical and traditional contexts to illustrate their position. Most candidates supported the claim that gender roles have indeed changed for the better, citing the advantages gained by both sexes, but more so by women. Many candidates claimed that women have more opportunities for furthering their education and are more successful in fields that were formerly dominated by their male counterparts. In addition, candidates discussed the fact that men are now able to spend more time with their families because of shared roles. On the other hand, a few presented counterarguments that alluded to identity crises associated with the change in gender roles, which can eventually threaten relationships and family life.

Some common errors in expression that were produced by candidates included the following.

- *La sociedad no solo permite que las mujeres cumplir sus sueños...*
- *Los hombres parece perderían su camino.*
- *Es difícil por personas a identificar su mismo.*
- *Muchas empresas contrata mujeres.*
- *Cuando los padres trabajar*
- *Ellas cuidan las hijas.*
- *familias rompido*
- *desde los pasos cientos años*
- *los trabajos a la casa*
- *demonstra*
- *igualdad*

## Question 4

*La mejor manera de eliminar el paro es eliminar la ayuda social. Discute.*

This was the fourth most popular question selected by candidates. They were required to include some form of comparative analysis between social support/assistance and other factors, as methods of eliminating unemployment. Most candidates did not do this. Many of them discussed alternative means to tackle unemployment or the reasons why unemployment cannot be eliminated, with little to no reference to, or discussion of social support. In addition, others solely spoke of the causes and effects of unemployment but they lacked comprehensive coverage of the topic in their responses. This ultimately affected their score in the area of content.

### Candidate's Response to Question 4

Question No. 

4
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¿Pienso que hay más que una solución para eliminar el problema de desempleo? ¿Pienso que ~~una~~<sup>solo</sup> manera de eliminar el desempleo es eliminar la ayuda social? El tema de desempleo ha provocado muchos debates en la sociedad, y este es el tema ~~ya~~ que ya lleva algunos años apareciendo en los medios. Existen muchas personas que creen que la solución para eliminar el paro es eliminar la ayuda social. Sin embargo, hay muchas razones diferentes para la existencia de desempleo. Entonces, es conveniente examinar todas causas para ver si este método funcionará.

Primamente, empezamos subrayando que el avance de la tecnología ha disminuido las posibilidades de que las personas obtengan un trabajo. Desde que la sociedad ha desarrollado, la maquinaria electrónica y los robots han incómodado a las humanas. Esto se debe a que estas tecnologías se utilizan en los negocios para realizar tareas más rápidas y duplicarlas correctamente. Por lo tanto, los trabajadores están reemplazados por estas tecnologías y se quedan sin trabajo.

Question No. 4

En segundo lugar, cabe mencionar que una sobresaturación en los campos debido a la actitud de la sociedad ha llevado a una alta tasa de desempleo. La sociedad tiene una tendencia a elogiar los trabajos profesionales (como médico) más que los trabajos calificados (como granjero). Por esta razón, muchas personas han entrado en el campo profesional, causando una sobresaturación de los trabajadores en ese campo de empleo. Por lo tanto, esto conduce a dificultades para conseguir trabajos y ~~una~~ un aumento en el número de las personas desempleadas.

En tercer lugar, conviene traer que los negocios que experimentan dificultades financieras ~~son~~ son un gran contribuyente al desempleo. La capacidad de mantener a los trabajadores depende del éxito del negocio. Por ejemplo, durante la pandemia de Covid-19, los negocios tienen problemas para generar ingresos. Como resultado, la única opción era despedir a sus trabajadores porque no podían pagarles. Por lo tanto, se encontraron sin trabajos.

Por último, muchas personas dicen que con la eliminación

Question No.

4

de ayuda social, ~~la mejor manera de~~ esta eliminará el desempleo. Sin embargo, todas causas de desempleo que mencioné son los problemas sociales. Estas causas del paro construyó por la sociedad. En realidad, el problema de desempleo necesita la ayuda social, o el mundo estará llena de desempleo. Entonces, este argumento no es válido ya que la sociedad necesita la ayuda social.

En conclusión, es evidente que ~~eliminando~~ estos puntos demuestran que eliminando la ayuda social no es la mejor manera de eliminar el paro. La verdad es que esta contribuye al mundo lleno de desempleados. Entonces, no puede negar que hay maneras mejores para hacer frente al problema.

#### Examiner's Comments

The candidate presented logically developed arguments in the discussion of the topic 'La mejor manera de eliminar el paro es eliminar la ayuda social.' The introduction was well-written and began by effectively employing the questioning technique as a preview to a clearly stated position on the topic. The essay was very well-organized. The candidate employed excellent use of connectives, topic sentences and appropriate closing sentences in the body paragraphs. In each paragraph, the candidate presented details that supported the claim with coherent, sound arguments that were substantiated by relevant examples, as well as some original ideas. The conclusion was fairly well written and reiterated the candidate's assertion. There were a few minor errors, however, the essay was a display of outstanding use of linguistic structures, vocabulary and idioms.

Some common errors in expression that were produced by candidates included the following.

- *Para eliminar la ayuda social no es la mejor manera de eliminar el paro.*
- *Hay muchas personas quien trabajan en una computadora.*
- *Hay más razones por que el paro no puede ser eliminado.*
- *Eliminar la ayuda social solo provocar más problemas.*
- *El gobierno debe que proveer la ayuda.*
- *...por eso, la discriminaciózn aumentará.*
- *la necesita de trabajos mecánicos*
- *si las causas del paro son eliminado*
- *se permite a mejorar la vida*
- *toman ventaja de*
- *fue electado*
- *un otra causa*
- *enfasis*

## Question 5

*Es imposible erradicar el crimen en la sociedad actual. Discute.*

This was the most popular question. Candidates provided varied responses. Most candidates agreed with the prompt given and discussed the correlation between poverty and unemployment and the committing of crime. They also discussed the inevitable existence of criminality. Some candidates also argued that corruption, greed and the obsession with power make it impossible to eliminate crime. On the other hand, other candidates presented counter-arguments that examined a variety of strategies that can be implemented to reduce crime and violence in society, for example, increased access to education, more e-job opportunities, and support programs. Numerous candidates discussed the causes of crime or its effects on the society while others provided conclusive claims, which indicated that they agreed with the prompt but they lacked substantiations and supporting details. Many candidates made potent conclusions that included a call to action. Marks ranged from satisfactory to very good; however, the performance of some candidates was excellent.

### Candidate's Response to Question 5

Question No. 

El problema de la delincuencia ha assolado a las sociedades durante siglos y es poco probable que alguna vez se elimine por completo. Si bien la idea de una sociedad libre de delincuencia es atractiva, la realidad es que es imposible eliminar completamente la delincuencia de la sociedad. Una de las razones principales de esto es que el crimen a menudo es impulsado por una variedad de factores sociales, económicos y psicológicos complejos. La pobreza, la desigualdad y la exclusión social pueden contribuir al desarrollo del comportamiento delictivo, al igual que las enfermedades mentales, las adicciones y otros problemas personales. Abordar estos problemas subyacentes puede ayudar a reducir las tasas de criminalidad, pero es poco probable que alguna vez se eliminen por completo. Otra razón por la que es imposible eliminar el crimen de la sociedad es que siempre habrá individuos motivados por la codicia, el poder u otros intereses personales para participar en actividades delictivas. Si bien la gran mayoría de las personas son ciudadanos respetuosos de la ley, dispuesta a infringir la ley para su propia beneficio. A pesar de estos desafíos, aún es importante trabajar para reducir las tasas de criminalidad y crear comunidades más seguras.

Question No. 5

Esto se puede lograr a través de una variedad de estrategias, incluido el aumento del acceso a la educación y las oportunidades laborales, la inversión en programas de tratamiento de adicciones y salud mental, y la mejora de las iniciativas de vigilancia comunitaria y prevención del delito.

En última instancia, si bien puede ser imposible eliminar por completo el crimen de la sociedad, aún podemos trabajar para crear un mundo más seguro y más justo abordando los factores subyacentes que contribuyen al comportamiento delictivo y desarrollando estrategias efectivas para prevenir y responder al crimen.

#### Examiner's Comments

The candidate responded using compelling yet objective arguments. The essay begins with a succinct introduction that is enhanced by a logical and precise thesis statement. The paragraphs were clearly divided, each showcasing a central idea and well supported examples and details. Three solid points were developed and there was an excellent attempt at a counterargument that also offered novel ideas and recommendations. In the conclusion, the candidate summarized the position and included logical suggestions for change and a call to action. The candidate used generally accurate language but a few minor errors were noted. He/she employed a wide range of advanced vocabulary, which was bolstered by synonymous references.

Some common errors in expression that were produced by candidates included the following.

- *Por que no hay dinero, las personas hacen crímenes.*
- *Las personas gustan la vida fácil.*
- *Pobreza es un gran problema.*
- *No están feliz con su vida.*
- *Personas en el mundo ha cometida*
- *lo que resultado en la pobreza*
- *un trabajo que pagas mucho*
- *puede ser cometer por*
- *muchos razones.*
- *una imbalancia*
- *es un facto*

## Question 6

*La religión ya no desempeña un papel esencial en nuestro mundo. Discute.*

This question was one of the least popular. Many candidates agreed with the topic and discussed the essential role that religion still plays in contributing to the development of the moral and ethical fibre of the society. Some candidates also discussed how it allows persons to show empathy and compassion, and that it aids in conflict resolution. Some candidates also argued that religion continues to form a significant part of our culture and identity. Very few candidates opposed the topic; however, those who did examined religion as a phenomenon that promotes oppression and inferiority. Many candidates performed within the good and very good bands for content and organization as well as expression.

Some common errors in expression that were produced by candidates included the following.

- *Es mala y no servir un papel esencial.*
- *la religión ayudame a tener cuidado*
- *Necesitan la religión mantener su salud.*
- *La religión danos una conexión con Dios.*
- *recomiendo que las familias prueban a mostrar*
- *valores de religioso*
- *no tiene mucho fe*
- *en lugar finalmente*
- *la gente entienden*

## Question 7

Los desafíos que enfrentan algunos estudiantes durante su escolarización conllevan al fracaso inevitable. Discute.

This question was the least popular among candidates. Some of them presented definitions of education to set the foundation for the development of arguments and therefore produced essays that were generally well argued and well structured. Most candidates concurred with the view expressed in the prompt and discussed the impact of mental health and challenges experienced by students at home and school on the students' success. The counterpoints chosen by candidates were based on the management of these problems in order to prevent such an impact. It should be noted however, that although candidates discussed the challenges faced by students during their studies, some of them did not fully show how these factors lead to failure.

### Candidate's Response to Question 7

Question No.

La ~~esco~~ educación es un aspecto fundamental del desarrollo ~~total~~ completo de un individuo. Al mismo tiempo, los problemas diferentes que los estudiantes enfrentan en su propia vida tienen <sup>una</sup> ~~un~~ gran influencia en <sup>su</sup> ~~el~~ rendimiento escolar. Como la escuela es el lugar principal en que un individuo ~~puede~~ desarrolla sus competencias, se puede decir que los desafíos que se experimenta ~~puede~~ traducir en sus estudios y obstaculizar el éxito escolar. Este presente va analizar algunos <sup>desafíos</sup> ~~factores~~ que ~~puede~~ contribuir al fracaso académico de un estudiante.

Para comenzar, uno de los factores lo más duro es <sup>el</sup> ~~los~~ problemas ~~domésticos~~ familiar. Un estudiante que tiene problemas graves a la casa, ~~va a tener~~ ~~exp tier~~ es 58% más probable a experimentar problemas académicos, según las cifras. ~~Se deviene puede ser~~ ~~for ejemplo~~, Las situaciones del abuso domestico, el divorcio de los padres o la perdida de un miembro de la familia, todos ~~son~~ pueden conducir al rendimiento ~~baj~~ escolar bajo.

Además, hay que notar el problema de la pobreza y

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es el resultado al individuo. Según los expertos, los niños que vienen de ~~un hogar~~ las zonas más pobres son ~~meas~~ <sup>más</sup> propensos por ~~61%~~ 61% a terminar encarcelado antes de que puede terminar el colegio. La pobreza es una situación desafortunada ~~que~~ <sup>que</sup> en muchos casos que obstaculiza el joven de lograr sus esperanzas académicas a causa de una falta de recursos como libros y clases privados.

Hay que notar también el problema de la salud mental ~~por~~ de los estudiantes, si mismos. En un estudio de 2019, se revela que los ~~adolec~~ uno de cada tres adolescentes experimenta las problemas de auto-estima. ~~e confianza~~. La baja auto-estima es una situación ~~recurrent~~ recurrente a través del mundo que afecta profundamente la habilidad de un individuo a recibir buenas notas. Esto es a causa de la falta de confianza en si mismos y sus talentos para poder tener éxito en ~~los~~ <sup>sus</sup> es académicos.

Al contrario, hay otros que ~~se~~ dicen que los desafíos de un estudiante no ~~son tan graves que puede~~ tienen ningún efecto

Question No. 7

~~afectar~~<sup>al</sup> su rendimiento escolar. Tienen la creencia de que ~~se puede manejar sus problemas personales y al mismo~~ los problemas personales no traducen en el clase, pero en realidad los estudiantes crean sus propias limitaciones al éxito académico. Que más, los desafíos ~~in~~ de la juventud se puede manejar, con facilidad, al contrario de los problemas adultos.

En resumen, se puede deducir que hay un verdadero vínculo entre los desafíos personales de los estudiantes y su rendimiento escolar. Se puede concluir también que los problemas, ~~fin~~ domésticos, financieros y personales tienen un gran impacto en las notas que reciben el ~~estud~~ alumno. Sin embargo, por otro lado, puede decir que los problemas solo existen en sus mentes.

#### Examiner's Comments

The candidate presented points on the challenges faced by students that may eventually lead to academic failure. The discussion was cogently substantiated by references to research findings and relevant data, though an inclusion of the sources of these findings could have enhanced and further validated the arguments. The essay was organized well and this was evidenced by a clear introduction, effective paragraphing, use of connectives and a strong conclusion that reiterated the thesis and culminated with a thought-provoking clincher. The candidate expressed ideas using generally proficient language and structures as well as varied vocabulary.

Some common errors in expression that were produced by candidates included the following.

- *Los problemas de salud mental hace la escuela mas difícil.*
- *Es más difícil para tener éxito.*
- *uno de los factores lo más duro es*
- *no es solo desafíos pero hay otros factores*
- *la autoestima*
- *acordes con la psicología*
- *este afirmación*

## Recommendations for Candidates

- As with any skill, practice is important. Therefore, candidates should practise writing different drafts on current issues, beginning especially with those that are interesting and appealing to them.
- Get continuous feedback on your writing from their teacher as well as your peers.
- Continuously prewrite, draft, revise and edit your practice essays.
- Read a variety of current and credible sources.
- Pay attention to the use of Spanish so that they can be better and more naturally able to model and manipulate the grammatical structures in your writing.
- Use current and relevant statistics and factual information to substantiate your claims/positions.
- Listen to/watch debates and discussions on varied issues and practise the argumentative techniques used. In addition, candidates should practise restating the points in their own words.
- Pay keen attention to areas such as spelling, subject and verb 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.
- Research and document facts, statistics, authorities, anecdotes, scenarios and cases that are relevant to the themes in the unit and include them as supporting details in their writing.
- Interpret the essay question correctly by underlining the key words and linking arguments to these key words.
- Read the questions properly and create an essay outline.
- In the cases where candidates take a position on an issue, they should include counterarguments in the essay: acknowledge and/or refute objections, alternatives and challenges to their position.

## Recommendations for Teachers

- Use the writing process and other related strategies to develop the writing skills of students.
- Use the mark scheme to develop rubrics or checklists for students to use for self/peer critique and evaluation exercises.
- Emphasize to students the difference between expository and discussion/argumentative genres of writing.
- For the duration of the module, have students listen to/watch podcasts, videos, news reports and documentaries and discuss the issues in relation to their country and region, existing policies and laws as well as solutions or preventative measures. In their analysis of the issues, students may also present their positions/opinions on the issues discussed then translate these ideas into writing.
- Facilitate more debates in class using creative means such as role-play/ simulations.
- Have students develop an online blog to share and justify their opinions on current issues.

- Give students ample opportunity to express themselves in Spanish.
- Review the mark scheme.
- Emphasize to students the equal importance of using the language correctly and efficiently. Also emphasize that presenting sound, logical arguments is necessary in order to produce an answer that meets the criteria.
- Build critical thinking skills via approaches and activities that allow students to analyse synthesize and evaluate information.

## PAPER 03 — Literary Analysis and Themes

Paper 03 — Literary Analysis and Themes, 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. Knowledge of the theme(s) selected is required. The aim of this paper is to test candidates' ability to understand and analyse literary texts.

Section A consists of four literary excerpts requiring short responses in Spanish to questions set on the excerpts. Candidates are 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 consists of four essay questions on the set themes. Candidates are required to answer one question. The questions are written in English. Candidates are required to refer in detail to one text for the theme of choice. Candidates must not answer Section A and Section B using the same text.

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.

## 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. Candidates were required to relate the plot, identify point of view, character traits, mood as well as identify and comment on literary devices and techniques used in the given extracts. Candidates were required to base their responses on the given extract and not the entire text. All answers were to be written in Spanish and candidates were allowed to use a dictionary.

### Question 1: Como agua para chocolate

Part (a) was generally well done. Most candidates were able to identify the series of events that took place in the extract. They highlighted the sausage-making process in which the entire family participated. They also mentioned Tita's announcement of Pedro's request to speak with Mamá Elena. However, some candidates did not mention that at the end of the extract, Tita was reprimanded by her mother when she attempted to express her views. There were also instances where candidates quoted from the extract to relate the plot.

In Part (b), most candidates correctly identified the narrative point of view as third-person omniscient narration. They also commented on the objectivity of this type of narration. However,

some candidates did not provide adequate quotations to justify third-person omniscient narration. In some instances, 'el' and 'su' were used as examples of third-person omniscient narration in lieu of a detailed example from the extract.

Candidates' responses to Part (c) were generally inadequate. Most candidates were unable to identify dialogue as a technique used to create tension in the extract and provide valid examples. Some candidates referred to literary devices such as simile, metaphor and personification.

In Part (d), most candidates effectively commented on Tita's reaction at the end of the extract. They stated that she was sad or depressed since she could not change the course of her life. However, few candidates provided citations from the extract without making inferences about Tita's emotional state.

Candidate's Response to Question 1

- (a) Relata el argumento del episodio.

~~En el episodio. En el transcurso~~ Al final de la cena, Tita ~~se~~ anunció a  
Mamá Elena que Pedro Muñiz <sup>quería</sup> ~~quería~~ venir a hablar con  
ella. Mamá Elena insiste que si es para pedir el mano de Tita, no  
lo haga y que Tita, por ser la más chica de las mujeres, tiene que  
ayudar a Mamá Elena hasta el día de su muerte. Entonces Tita  
intenta a rechazar y protestar a ~~una~~ el mandato de Mamá <sup>y</sup> ~~Mamá~~  
<sup>^</sup> Elena y impone la costumbre en Tita. Por último, Tita <sup>realiza</sup> ~~acepta~~  
que no puede controlar su destino y <sup>lo inevitable y del</sup> acepta la obligación ~~de los~~ costumbres.  
[4 marks]

- (b) Identifica y comenta el punto de vista narrativo empleado en el episodio. Justifica tu respuesta con un ejemplo.

El punto de vista narrativo empleado en el episodio es el punto de ~~la narración~~  
<sup>tercera</sup> ~~la narración~~ de <sup>omnisciente</sup> ~~primera~~ persona. Es ~~subjetiva~~ <sup>limitada</sup> ~~limitada~~. Es ~~subjetiva~~  
~~limitada~~ y ~~se ve~~ ~~una~~ perspectiva. Es objetiva y se ve todos los  
sentimientos <sup>pensamientos</sup> ~~y pensamientos~~ y motivos de los personajes. Es evidente  
<sup>^</sup> que Tita sabía que dentro de las normas de comunicación de la casa  
en la línea "Tita bajo la ~~cabera~~ <sup>cabera</sup> y con la misma fuerza con que  
no estaba incluido el diálogo... intento a protestar a un mandato de su madre."  
~~En las lágrimas cayendo sobre la mesa, así cayó sobre ella su destino."~~  
~~"Y desde ese momento supieron ella y la mesa que no podían  
modificar ni tanto la duración de estas fuerzas desconocidas."~~  
[4 marks]

- (c) Identifica la técnica empleada en el episodio para crear un ambiente de tensión. Justifica tu respuesta con DOS ejemplos.

Emplea el diálogo en el episodio para crear un ambiente de  
tensión. Permite a los personajes <sup>de</sup> Tita y Mamá Elena a <sup>expresar con</sup> ~~expresar~~  
palabras <sup>verdaderos</sup> <sup>amplifican</sup> sus pensamientos y sentimientos, lo que ~~amplifica~~ <sup>amplifica</sup> la tensión en el  
episodio. Por ejemplo, las líneas "Por hoy, hemos terminado con esto!"  
y "¡Tú no opinas nada y se acaba!" vemos que Mamá Elena está  
<sup>^</sup> bastante enojada según estas líneas.  
[4 marks]

(d) Comenta la reacción de Tita al final del episodio.

Al final del episodio, Tita la reacción de Tita es desesperada y triste porque realiza que no puede controlar su destino en la vida. Aunque intenta a veces rechazar los costumbres, ellos prevalecen en su vida y controlan la dirección de su vida de Tita.

[4 marks]

Total 16 marks

#### Examiner's Comments

The candidate provided superior responses with respect to narrative point of view in Part (b), and commentary on Tita's reaction in Part (d). With respect to Part (a), the candidate did not include one of the events that comprised the plot. For Part (c), the candidate correctly identified the technique used to create tension. However, he or she provided a valid example for one speaker only.

## Question 2: La casa en Mango Street

Part (a) was generally well done. Most candidates were able to identify the series of events that took place in the extract. They correctly stated the instability experienced by the narrator as her family moved frequently. However, some candidates failed to mention the narrator's reaction when a nun asked her to point out her house.

In Part (b), most candidates correctly identified the point of view as first-person narration and the subjective or limited viewpoint of this type of narration. However, some candidates failed to identify the narrator as the protagonist, while others provided inadequate examples such as 'mi hermana Nenny y y' to justify first-person narration in lieu of a detailed example from the extract.

In Part (c), most candidates were able to identify the importance of the description of the house in the fourth paragraph and provide valid supporting details. They correctly stated that the description served to highlight the parents' expectations or false hope. However, some candidates provided examples of descriptions of the house without commenting on the importance.

Part (d) was generally well done. Most candidates were able to comment effectively on the reactions of the nun in the extract. They correctly stated that she expressed disdain for the unfavourable conditions in which the narrator lived. They also mentioned how the nun's condescending attitude affected the narrator.

### Candidate's Response to Question 2

- (a) Relata el argumento del episodio.

La narradora relata que su familia se ha mudado varias veces antes de mudarse en una casa en Mango Street. Aunque, la casa en Mango no tenía que pagar alquiler un espacio en Mango Street en comparación a la casa en Isomís, la casa en Mango Street no estaba la casa de los hijos, la casa de sus sueños. Además, la narradora recuerda una experiencia con una monja en Isomís, estaba avergonzada de su casa porque la monja apareció crítica y se sentenciosa sobre su casa. Por eso, la narradora [4 marks] quiere una casa de sus sueños pero tiene las dudas.

- (b) Identifica y comenta el punto de vista narrativo empleado en el episodio. Justifica tu respuesta con un ejemplo.

El punto de vista narrativo es la primera persona. "Antes de leer fue en Paulina y de más antes ~~(así)~~ ni me acuerdo, pero de lo que sí me acuerdo es de un montón de mundanzas. Este punto de vista narrativo es subjetivo porque provee la perspectiva de la narradora. Por ejemplo, los lectores sólo aprenden sobre la reacción de la mujer desde la interpretación de la narradora. "El malito en que lo dije me hizo sentirme una nada." También, la primera persona provee los sentimientos y pensamientos de la narradora y evoca compasión en los lectores. "Desde ese momento supe que debía tener una casa..." [4 marks]

- (c) Identifica la importancia de la descripción de la casa en el cuarto párrafo. Justifica tu respuesta con DOS ejemplos.

La descripción de la casa <sup>muestra</sup> ~~(demuestra)~~ el extento de que la narradora y su familia quieren una casa de lujo y cómodo. Provee una representación visual de la casa de sus sueños y muestra al lector de una casa materialista. Es evidente en las líneas, "Escaleras interiores propias, como las casas de tele". Además, la descripción de la casa de sus sueños subraya la ansia para una casa y los deseos inocentes de la narradora. Como consecuencia, las descripciones evocan compasión para la narradora. "Nuestra casa sería blanca, rodeada de árboles, un jardín enorme y el pasto creciendo sin cerca..." [4 marks]

(d) Comenta la reacción de la monja en el episodio.

La monja apareció juzgar la narradora basado de las condiciones de su casa. Su énfasis sobre "allí" destaca el prejuicio de la sociedad sobre las personas pobres que la narradora. Por eso la narradora estaba avergonzada y deseó tener una casa de sus sueños. Sin embargo, la monja puede ser sorpresa de las condiciones pobres de la casa como "ella señalaba," pero, la narradora percibió la reacción como una crítica.

[4 marks]

Total 16 marks

#### Examiner's Comments

The candidate demonstrated that he/she comprehended the extract and commented effectively on most of the literary elements outlined in each part. He/She provided superior responses for Parts (a), (c) and (d). However, in Part (b), the candidate identified three of the four aspects of narrative point of view.

### Question 3: Felices días, Tío Sergio

Part (a) was generally well done. Most candidates were able to identify the series of events that comprised the plot. They stated that the narrator questioned the family's decision to give Tío Sergio his own laundry hamper. They also mentioned that the siblings were given books about sex and sexuality which they exchanged, contrary to the warnings of their mother. However, some candidates failed to mention that the siblings were disappointed when they sought information from other about matters relating to sex and sexuality. There were also instances where candidates quoted from the extract to relate the plot.

In Part (b), most candidates correctly identified the narrative point of view as first-person narration. They also commented on the subjective or limited viewpoint of this type of narration. However, some candidates did not mention that the narrator was the protagonist while others did not provide adequate quotation to justify first-person narration. In some instances, '*yo*' and '*mi*' were used as examples of first-person narration in lieu of a detailed example from the extract.

Part (c) was generally well done. Most candidates correctly identified two characteristics of Lidia's personality and provided valid supporting details from the extract. They stated that she was persistent, curious and disobedient. However, some candidates provided responses that focused on Lidia's emotional state instead of her personality.

Part (d) was generally well done. Most candidates were able to comment effectively on the importance of the books in the extract. They correctly stated that the books served to highlight gender bias in the society and provided a valid example. However, some candidates cited the title of each book without making inferences about the importance.

**Candidate's Response to Question 3**

(a) Relata el argumento del episodio.

Lidia está muy curiosa sobre la diferencia entre hombres y mujeres. Ella busca en el hamper de Tío Sergio, pregunta a Nati y <sup>trata de</sup> buscar información ~~con la~~ fuera de la familia con la ayuda de su hermano, pero nunca encuentra las soluciones para sus abundancia de preguntas.

[4 marks]

- (b) Identifica y comenta el punto de vista narrativo empleado en el episodio. Justifica tu respuesta con un ejemplo.

El episodio se ~~escribe~~ escribe en primera persona desde el punto de vista de Lidia, ~~es~~ una niña en la casa de la familia Solís. Este punto de vista narrativo es muy efectivo porque podemos ~~ver~~ ver más la curiosidad del ~~juventud~~ <sup>el tratamiento de las mujeres en Puerto Rico.</sup> Un ejemplo el tratamiento de las mujeres en la sociedad del episodio. la curiosidad en los ojos de una niña. del ~~juventud~~ Un ejemplo es cuando Lidia dice "necesitaba información que de ninguna manera [4 marks] íbamos a conseguir en esa casa y con esa familia."

- (c) Identifica DOS características de la personalidad de Lidia. Justifica cada característica con un ejemplo.

Lidia es una niña muy ~~curiosa~~ curiosa y es evidente cuando ~~ella~~ <sup>ella</sup> insiste en obtener información fuera de la familia para ~~buscar en la ropa de Tío Sergio para~~ entender más la diferencia entre mujeres y hombres. También ~~es~~ ella es muy disobediente ~~para~~ <sup>poside</sup> y es evidente porque usa ~~el~~ la primera oportunidad para buscar en el hamper de Tío Sergio contra las instrucciones de Nati.

[4 marks]

- (d) Comenta la importancia de los libros en el episodio. Justifica tu respuesta con un ejemplo.

Los libros son muy significativos porque muestran la diferencia entre el tratamiento de las mujeres y los hombres en la sociedad en que el episodio ocurre. Los títulos <sup>especialmente</sup> son importantes porque subrayan que Andrés, un niño <sup>ya</sup> se vea como hombre ~~mientras~~ y tiene más libertad que Lidia, una niña que se supone que ser pura y ~~innocente~~ inocente.

[4 marks]

Total 16 marks

#### Examiner's Comments

The response for Part (a) was satisfactory as the candidate was unable to identify all the events that comprised the plot. In Part (b), the candidate correctly identified and commented on three of the four aspects of the narrative point of view. The candidate provided superior responses for Parts (c) and (d). In Part (c), the candidate correctly identified two characteristics of Lidia's personality with supporting details. In Part (d), the candidate commented effectively on the importance of the books in the extract and provided supporting details.

## Question 4: Bodas de Sangre

In Part (a), most candidates were able to identify the series of events that comprised the plot. They mentioned that La Mujer enquired about Leonardo's whereabouts at the beginning of the extract. They also stated that La Suegra commented on the exhausted state of the horse. However, some candidates did not mention La Mujer's announcement of her cousin's wedding. In some instances, candidates quoted from the extract to relate the plot.

Part (b) was generally well done. Most candidates were able to identify characteristics of Leonardo's personality and provide valid citations. They stated that he was discourteous, aggressive and manipulative. However, some candidates provided responses that focused on Leonardo's emotional state instead of his personality.

Responses to Part (c) were generally inadequate. Most candidates were unable to identify the technique used to create a tense atmosphere in the extract. Some candidates identified figurative language and dialogue which were not accurate. However, few candidates correctly mentioned emotionally charged language and stage directions as techniques and provided valid supporting details.

Part (d) was generally well done. Most candidates effectively commented on the importance of La Muchacha in the extract. They stated that she served to highlight the financial status of El Novio's family or to create tension in the extract. They were also able to provide valid supporting details.

#### Candidate's Response to Question 4

- (a) Relata el argumento del episodio.

~~En el episodio~~ El episodio relata una conversación entre Leonardo, la muchacha, <sup>esposa</sup> (la mujer de Leonardo) y la suegra. La esposa de Leonardo comenta que una campesina vio a Leonardo cabalgando en las afueras de la ciudad pero Leonardo lo niega. Sin embargo, su mujer (esposa) sigue siendo escéptica, porque la suegra vio a Leonardo traer el caballo de vuelta esa noche muy cansada. Luego, una muchacha que trabaja en la tienda de ropa cotilla sobre la costosa ropa de boda que el novio y su madre han comprado. Leonardo tiene una reacción muy agria debido a sus celos. [4 marks]

- (b) Identifica DOS características de la personalidad de Leonardo. Justifica cada característica con un ejemplo.

Leonardo está enojado y celoso. Por ejemplo: "(Fuerte)\* No nos importa." Esto es evidencia que Leonardo siente ~~celos~~ celos contra el novio. Además el uso de "Fuerte" en la acotación muestra su agria o enojo.

Leonardo también es agria y imprudente. Por ejemplo, "(Agria)" "(Agria)" "Te puedes callar?" y "Déjame."\*(Se levanta)."

[4 marks]

- (c) Identifica la técnica empleada en el episodio para crear un ambiente de tensión. Justifica tu respuesta con DOS ejemplos.

La técnica empleada es el ~~el~~ uso de pathos para evocar emociones de tensión. Ejemplos: "¿Vas a llorar ahora?" y Ejemplo 2, "¿Adónde vas hijo?" "Déjame." Además el uso de acotaciones o direcciones de escenas como "(Sale Leonardo)" y "(Serio)" enfatizan la tensión.

[4 marks]

- (d) Comenta la importancia de la Muchacha en el episodio. Justifica tu respuesta con DOS ejemplos.

~~La~~ ~~La~~ Muchacha. Para ~~dar~~ enfatizar las preocupaciones financieras de Leonardo y su familia... La muchacha ayuda en demostrar la diferencias entre Leonardo y el novio, significando que el novio tiene mas dinero y su familia es más rica así siendo perfecto para la novia y ~~la~~ aceptable para el padre de la novia y la sociedad clasista. Por ejemplo, "Llegó el novio a la tienda y ha comprado todo lo mejor." Esto significa que el novio [4 marks] tiene dinero para comprar cosas caras y buenas. Otro ejemplo es, "Se van a juntar dos buenos capitales." Significando que es acceptable o ideal que dos familias ricas se junten en vez de alguien pobre como Leonardo. Total 16 marks

#### Examiner's Comments

The candidate provided superior responses for almost all parts. It was clear that he/she comprehended the extract as well as the literary elements outlined. In Part (a), he/she correctly identified three of the four elements that comprised the plot. In Part (b), he/she identified two characteristics of Leonardo's personality with valid examples. In Part (c), he/she correctly identified the technique used to create tension in the extract and justified his/her response with valid examples. The candidate's response to Part (d) was a valid commentary on the importance of La Muchacha in the extract with relevant supporting details.

## Recommendations

Teachers should

- Discourage students from using citations to relate the plot.
- Expose students to literary terms such as *ambiente*, *tropo literario* and *punto de vista narrativo*.
- Ensure that students are familiar with behavioural verbs such as *identifica*, *comenta*, *describe*, *relata*, *explica*.
- Ensure that students can distinguish between character traits and emotions.

- Remind students that citations should be written in full.
- Provide students with adequate practice using extracts from the text studied and questions related to plot, narrative point of view, atmosphere, characterisation, figurative language and other narrative techniques.

## 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, candidates performed satisfactorily in this section.

### Question 5

*“For many young people, life is ‘rainbows and butterflies’.” Discuss.*

Candidates were required to discuss the extent to which life is characterized by happy, carefree and rewarding moments for many young people, as portrayed in the text studied. *La casa en Mango Street* was the text used by most candidates. Most candidates referred to the happiness experienced by Esperanza when she forged a friendship with Lucy and Rachel in *Nuestro día bueno*. They also addressed the other moments of happiness experienced by adolescents in the text. These were fun community activities such as skipping together in the street and the annual Tarzan jumping competition. As counterpoints, some candidates argued that life is not always rewarding for many young people. They presented a series of unfortunate events that some young people had to endure: harassment by men in *La familia de pies menuditos*, exploitation by the old man in *Mi primer Empleo*, and sexual assault in *Payasos rojos*. They also addressed the abuse that Sally experienced in *Lo que Sally decía* and the detrimental effects of early marriage as portrayed by the Rafaela and Minerva. It must be noted that some candidates resorted to summarizing the text in lieu of constructing convincing arguments based on the characters’ experiences. With respect to *Felices días Tío Sergio*, most candidates were able to present the childhood activities, family excursions and pleasurable interactions with Tío Sergio as rewarding experiences that characterized the life of the youngsters in the novel. As counterpoints, they argued that some young people also endured traumatic experiences: growing pains/puberty, hypocrisy of the adult world, identity crisis, dangers of blossoming sexuality and harsh reality of school life. However, there were instances where candidates were unable to demonstrate sound knowledge of the text and therefore resorted to providing a few garbled sentences or generic essays about rainbows and butterflies.

## Candidate's Response to Question 5

Question No. 5

Youthful stage is that period of an individual's life, where they experience a plethora of experiences of life, whether its good or bad. Most young people, however, encounters joyful experiences that they can cherish. Some of the experiences also help youths to grow and learn lessons about life. In the novel, "La Casa en Mango Street," <sup>by Sandra Cisneros</sup> this is no different. Hence, for many young people life can indeed be rainbows and butterflies. The following will be discuss in the essay to support this statement: ~~Making friend~~ fostering friendship, Neighbourhood activities, ~~To enjoy~~ the experience of riding around in a stolen car and joy in writing poems.

To begin with, the narrator, Esperanza of this beautiful novel, "La casa en Mango street" foster friendship with two girls in her new neighbourhood. Esperanza longs to have friends of her own and when the offers comes to her, she wastes no time in doing everything to gain new friends. Lucy and Rachel are Esperanza's new friends. Moreover, these girls had a fun time together ~~as~~ friends. They enjoy each others company and even Nenny, Esperanza's sister befriends them. The deal over a bike <sup>mate</sup> influence these jovial girls' friendship. ~~They~~ They ride all over ~~there~~ their

Question No. 5

community the day they got their bike, which all three of them own. The girls ride around ~~the~~ Mango street three times. This is getting a better view of their community. The fun that they experience is evident in "Abajo, abajo, abajo Mango street, Rachel, Lucy y yo. Nuestra bicicleta nueva. Y enchuecamos el camino a Carcajadas." Therefore, from the novel it is evident that life for many young people is indeed rainbows and butterflies. Additionally, the narrator and her friends along with other children of the neighbourhood enjoy engaging in the neighbourhood activities of the community. These children do not spend their time at home cooped up, instead they involve in playing with each other and hosting competitions. One such competition is the Tarzan competition which entails swinging from a tree. This is evident in, "Este es el árbol que escogimos para el primer concurso Anual de saltos de Tarzán - Meme ganó. Y se rompió los dos brazos." Even though one of the guys break his arms they are still happy with ~~playin~~ doing activities as it's all part of growing up and experiencing different things in life. Hence, it is vividly evident that for many young people.

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life can be rainbows and butterflies.

It is also important to note that these youths in the novel enjoy doing even the wildest things, like riding around in a stolen car.

One of the narrator's neighbour's cousin showed up with a car and they <sup>are</sup> all fascinated with it. These young people <sup>are</sup> so fascinated with the great big yellow Cadillac that they drive six times around the alley. This is evident in,

"Recorrimos el callejón y todo alrededor de la cuadra seis veces pero el primo de Louie dijo que nos iba a regresar a pie si no dejábamos de jugar con las ventanillas y de apretar los botones del radio FM." Therefore, based on this beautiful piece from Cisneros it is vividly displayed that for many young people life is indeed rainbows and butterflies.

In addition, the narrator, Esperanza finds great joy in writing poems. Esperanza engages in writing which she significantly enjoys.

#### Examiner's Comments

The candidate was able to discuss the extent to which life is characterized by happy, carefree and rewarding moments for many young people, as portrayed in the text *La casa en Mango Street*. The essay was well structured. The candidate included an introduction, four well developed points, a counterargument and conclusion. The candidate integrated quotations seamlessly to support the points made.

## Question 6

*“Young people do not cope well with the challenges of growing up.” Discuss.*

This question was the less popular of the two options on the theme of *La juventud*. Candidates were required to discuss the extent to which young people struggle to deal with the challenges of growing up. *La casa en Mango Street* was the preferred text on which candidates based their responses. Some candidates were able to examine the challenges and trauma experienced by characters and how they struggled to navigate these hurdles of life: sexual exploitation in *Mi primer empleo*, dangers of blossoming sexuality in *Payasos rojos* and *La familia de pies menuditos*, humiliation and discrimination in *Un sándwich de arroz* and the detrimental effects of early marriage experienced by Sally, Minerva and Rafaela. However, there were instances where candidates presented traumatic experiences but failed to discuss how the characters dealt with them. Most candidates who used *Felices días tío Sergio* were able to examine challenges in the life of Lidia and Andrés and how they struggled to cope with them. However, in some instances, candidates presented summaries of the text in lieu of addressing the main issues outlined in the question. Therefore, they could not score above the satisfactory band for Application of Knowledge.

## Response to Question 6

Question No. 6

"Young people do not cope well with the challenges of growing up."

In Magali Ramis' "Felices días, Tío Sergio" the theme of adolescence coupled with its hardships is one that poses an obstacle for the budding teenage characters in the novel. Lidia and her brother both struggle to conform to societal expectations while their cousin Quique finds it challenging to move on. In this essay, the difficulties faced as well as how ~~it impacts~~ <sup>it affects</sup> the characters will be discussed.

Irrefutably, the impact of the expectations that accompany entering the adolescent phase is evident on the main protagonist Lidia. She experiences isolation as she matures due to her interests which contrasted those of the same age along with ~~those in~~ <sup>the people</sup> her family. "Qué majadera es esta muchacha - decía Tía Sara." Further, Lidia also experiences exclusion as she gets older because she refuses to act "lady-like."

Undoubtedly, Andrés' teenage years entail being bullied for not conforming to societal norms. In contrast to boys his age, Andrés preferred to use peaceful approaches to solve conflict ~~a él que no le gustaba pelear y lo molestaban y lo~~

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cucaban para humillarlo. » <sup>Thus,</sup> It is obvious that Andrés reject of the "machismo" narrative for teenage boys is the source of his hardship <sup>during his adolescence.</sup>

Additionally, the ridicule and intimidation he encountered causes him to grow apart from his sister Lidia who stood up for him during an instance of bullying. <sup>«Así empezó mi valerosía de guardaparada ayudara a ~~pelear~~ pelear contra sus compañeros de clase?»</sup> <sup>de Andrés, sin lo que que él lo superará. The shame</sup>

Moreover, Lidia and Andrés' cousin Quique experiences his share of hardship when ~~he~~ he has to let go of their childhood dwelling. Quique, like Lidia, cannot ~~disconnect~~ <sup>himself</sup> detach ~~themselves~~ from ~~the~~ <sup>his</sup> past. «Quique y yo tratábamos con tanta insistencia de olvidar los recuerdos de la Casa de Antes.» ~~Subsequently,~~ <sup>Subsequently,</sup> his struggle to ~~grow up~~ <sup>depart</sup> ~~Subsequently,~~ Quique's refusal to ~~depart~~ <sup>depart</sup> with his sentiments encourages him to ~~to~~ embrace his Puerto Rican identity.

<sup>In comparison to Lidia,</sup> ~~Conversely,~~ Andrés is eventually successful in his quest to ~~integrate~~ integrate with the boys. He becomes interested in ~~lewd~~ magazines «mirándole las tetas» and experiences sexual awakening.

<sup>In comparison,</sup> On the other hand, Lidia ~~goes~~ spends the majority of her teenage years feeling alienated.

To conclude, the period of adolescence which one must

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go through brings with it ~~difficulties~~ difficulties which affect everyone the characters in varying ways.

She takes on the responsibility of being her brother's body guard "Así empezó mi vocación de guardaespaldas de Andrés" which is unconventional for a girl who was depicted as weak. ~~Consequently~~ Consequently, earning her more ostracization.

He is able to overcome the difficulties when he is indoctrinated by teenage influences.

#### Examiner's Comments

The candidate demonstrated sound knowledge and understanding of the text and was able to apply this knowledge accurately to the question. The candidate was able to discuss the extent to which young people struggle to deal with the challenges of growing up, based on the series of events in *Felices días, Tío Sergio*. The essay was well structured: introduction, four well developed points and conclusion. Candidate integrated quotations seamlessly to support the points made.

## Question 7

*"It is always better to conform than to rebel."* Discuss.

Candidates were required to discuss the extent to which it is better to conform to societal norms than to rebel. *Como agua para chocolate* was candidates' preferred text. Most candidates argued that those who conformed, were the ones who suffered. Therefore, conformity did not guarantee a rewarding life. Examples given by candidates included the following.

- Tita followed the family tradition, but her life was marked by physical, verbal and psychological abuse from her mother.
- Rosaura agreed to an arranged marriage to Pedro but had to endure a loveless relationship.
- Pedro also had to endure an unhappy marriage and a dictatorial mother-in-law.

As a counterpoint, some candidates argued that Gertrudis experienced a more fulfilling life as a general in the revolutionary army when she rebelled against societal norms. However, there were instances where candidates did not demonstrate sound knowledge of the text studied and therefore resorted to summaries, essays focused on one character and generic essays. With respect to *Bodas de sangre*, some candidates were able to argue convincingly that rebellion led to dire consequences. Leonardo rebelled against societal norms and eventually lost his life. Moreover, La Novia rebelled and lost her honour, her husband and the love of her life, Leonardo. However, some candidates noted that even when characters conformed to societal norms, they experienced catastrophic outcomes. El Novio conformed and married within his class. However, he lost his life, defending his family's honour on his wedding night. La Mujer also conformed but had to endure an unhappy marriage with an uncaring husband. La Madre encouraged her son to avenge the family's honour which led to his death. It must be noted that candidates who organized their responses based on the experiences of various characters were able to construct their essays more effectively and therefore were able to score in the very good to excellent range.

## Candidate's Response to Question 7

Question No. 7

In society, there are those who conform to societal norms while others rebel in order to pursue their own desires. The statement "It is always better to conform than to rebel," cannot be specifically <sup>fully</sup> defined as correct or wrong, since in life everyone has differences and outcomes. Some people may conform to these norms and live a happy life while others may not, and instead either conform and nonetheless live unhappy or rebel hoping to find happiness, but can also meet a worse fate. This can be seen in Federico Garcia Lorca's *Bodas de Sangre* through the experiences of <sup>the</sup> madre, Leonardo and <sup>the</sup> mujer, as well as the novio and novia.

Primarily, ~~let us~~ ~~when examining how~~ let us examine the madre. In this play, the madre is very traditional and strongly believes in and conforms to the norms of society. She married her husband and carried out her "duties" as a wife and found her three years of marriage to be enjoyable. Even before the day she got married was a joyful day for her as she describes in the lines <sup>in act 2 scene 1,</sup> "El único buen Pany Parani fue como una herencia," which shows that she felt almost as if

it was her destiny. After the death of her husband, the madre still carried out her duties as a wife and kept his memory alive and ~~not getting remarried~~ did not get remarried.

Contrastingly, the ~~short~~ equally short marriage of Leonarda and his wife, the mujer, was not as joyful. Although Leonarda and his wife had one child already born and one on the way, it was a loveless marriage. In act 1 scene 2, the mujer and her mother sing a ballad for the baby and the line "que el caballo no quise beber," from the song, indicates Leonarda's lack of love for his wife as well as shows the loveless nature of the marriage itself. Despite this lack of love or ~~and passion~~, Leonarda and the mujer remain in this marriage in order to conform to the societal norms.

Similarly, the engagement and marriage of the novia and novio contained no love or emotions. In order to live up to societal norms, the novia forces herself to deny her love and passion for Leonarda and instead, ~~marrying them~~ agree to the engagement with the novio who was matched her social class. The lines "y tu hijo era un poquito de agua de la

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que yo esperaba hijos, tierra, salud," and "pero el otro era un  
sueño oscuras, llena de raras, que ejercaba a mí el rumor  
de sus jirces," or in ~~act~~ ~~scene~~ the final scene in  
act 3, shows that although the novio was of her status and  
could provide her with a rich life with children and health,  
~~there was~~ he could not provide the love and passion that  
Leonardo could, hence, as long as she conformed, she was  
unhappy.

However, when Leonardo and the novia could no  
longer deny their desires and love for each other, they  
fled together, breaking free and rebelling against the  
societal norms, however, in search for their happiness and  
to be able to achieve their desires as well as to express their  
love and passion ~~for~~ freely. Unfortunately, this pursuit  
for happiness only ended in tragedy. (see notes pages)

#### Examiner's Comments

The candidate was able to discuss the extent to which it is better to conform to societal norms than to rebel, based on events in the text, *Bodas de Sangre*. He /she showed excellent knowledge and understanding of the issues in the text and was able to apply them effectively in constructing a well-balanced essay.

## Question 8

*“Traditional practices should not be given precedence over personal desires.” Discuss.*

This question was the less popular of the two options on the theme of *El individuo y la sociedad*. Candidates were required to discuss the extent to which traditional practices should not be given priority over personal desires. *Como agua para chocolate* was the more popular text chosen by candidates. Most candidates argued that when traditional practices trumped personal desires, the outcomes were often catastrophic. Mamá Elena agreed to an arranged marriage to Juan de la Garza to appease her parents. However, she was frustrated about her love life as she still harboured feelings for her true love, José Treviño. Similarly, Rosaura agreed to an arranged marriage to Pedro, her sister’s true love. However, she had to endure a loveless marriage coupled with emotional turmoil as she frequently questioned her husband and sister’s motives. Tita’s sense of individualism was stifled as she was denied love, freedom and happiness. She also had to endure physical, verbal and psychological abuse from her mother while attempting to fulfil the tradition imposed on her. As a counterpoint, some candidates argued that life could be rewarding for those who pursued personal desires instead of adhering to traditional practices. Gertrudis experienced a more fulfilling life as a general in the revolutionary army when she rebelled against societal norms. With respect to *Bodas de sangre*, candidates who wrote superior responses were able to use major characters and their associated issues to construct their arguments. They argued that traditional practices led to an unhappy life for various characters. El Novio conformed to cultural practice when he pursued Leonardo on his wedding night to defend his family’s honour. However, he lost his life in the process. Moreover, La Novia believed that societal norms were restrictive and therefore wished to escape. She endured emotional turmoil as she was unable to marry her true love. She later lost her honour, husband and true love when she decided to run off with Leonardo on her wedding night. It must be noted that some candidates did not demonstrate sound knowledge and understanding of the text studied and therefore were unable to present convincing arguments in favour of or against the question posed.

Candidate's Response to Question 8

Question No. 8

The critically acclaimed novel, "Como agua para chocolate," was written by Laura ~~Esquivel~~ Esquivel and set in Mexico during the time period of the Mexican Revolution. Throughout the piece, the theme of tradition was ~~of~~ very prevalent however, <sup>I believe</sup> ~~I believe~~ that traditional practices should not take precedence over personal desires <sup>as in</sup> ~~this~~ the novel, tradition forced Tita to suppress all of her deepest desires and robbed Pedro and Rosaura of a chance to achieve their own individual happiness. By contrast, ~~the~~ Gertrudis' happiness thrived after defying traditional gender roles of the time.

Firstly, we must consider how the "de la Garza" family tradition, "oppressed Tita. Mamá Elena made it clear to Tita, "por ser la más chica de las mujeres a ti le corresponde cuidar me hasta el día de mi muerte." Therefore Tita could not marry her boyfriend, Pedro nor have children and he was instead set up with her sister, Rosaura. <sup>negative</sup> Additionally, Mamá Elena insisted that Tita show no emotions about her situation however, due to human nature, Tita could not stop her emotions which

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manifested via magic realism in her food. She cried into the batter of Rosaura and Pedro's wedding cake which caused a disaster when Tita's <sup>intense</sup> feelings of <sup>and</sup> <sup>longing</sup> ~~when the guests~~ heartbreak ~~caused~~ ~~the~~ ~~cake~~ ~~to~~ ~~fall~~ ~~on~~ ~~the~~ ~~guests~~ ~~and~~ ~~even~~ ~~killed~~ Nacha, the ranch cook who was like a mother to Tita.

The trend of her emotions being expressed via food or disasters continues throughout the novel which emphasizes the <sup>strength</sup> <sup>of</sup> <sup>Tita's</sup> <sup>desires</sup> <sup>and</sup> <sup>how</sup> <sup>much</sup> <sup>the</sup> <sup>family</sup> <sup>tradition</sup> <sup>took</sup> <sup>away</sup> <sup>from</sup> <sup>her</sup> ~~by the stifling family tradition~~ ~~suppressed~~ ~~her~~.

In addition, Pedro and Rosaura were also affected by the implementation of the tradition. Pedro ~~was~~ chose to marry Rosaura as he was desperate to remain close to Tita, however <sup>later</sup> he realised that he made the wrong choice. "Pienso que lo mejor hubiera sido huir con usted." ~~But~~ Furthermore, not only ~~was~~ Rosaura robbed of a chance to experience <sup>true</sup> <sup>love</sup> but ~~she~~ ~~also~~ ~~had~~ ~~to~~ ~~live~~ ~~with~~ ~~a~~ ~~lot~~ ~~of~~ ~~gu~~ ~~no~~ ~~io~~ ~~de~~ ~~Tita~~. "traditional practices ~~(too)~~ robbed them of happily fulfilling their respective desires.

On the other hand, by defying traditional practices, Gertrudis fulfilled all her desires and more. Gertrudis became a "generala de ~~ejército~~ ejército revolucionario." During that time period, women usually served roles of caretaking or prostitution if they were involved with the army but Gertrudis went against traditional gender norms and became a high ranking general. She even wanted to show Marié Elena that, "había triunfado en la vida." By prioritizing her desires over traditions, she gained a successful career, a troop of loyal men, and even a loving husband.

In conclusion, Esquivel was able to successfully render the suppressive nature of traditional practices through ~~low~~ Tito, Pedro and Rosaura's ~~lives~~ lives but showed how ~~rebellious~~ rebellious against tradition ~~and prioritizing~~ and prioritizing lead to most fulfilling life as she prioritized her wants and needs above all else.

#### Examiner's Comments

The candidate was able to discuss the extent to which traditional practices should not be given priority over personal desires, based on the experiences of characters in the text *Como agua para chocolate*. The essay contained a brief introduction, three points, a counterargument and conclusion. The candidate demonstrated sound knowledge of the text and applied this knowledge in a very good manner.

### **Candidates' Strengths**

- Some candidates demonstrated sound knowledge of the text studied and commendable analytical skills. They identified the issues in the text relevant to the question posed and discussed them using solid supporting details, all within the word limit.
- Excellent essays included a brief introduction and a well-constructed thesis, at least four well-supported points, 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 lacked analysis. They were mere summaries of the text studied.
- Some essays were padded with either long or irrelevant citations which limited informed personal response.
- Some essays included lengthy introductions and irrelevant details.
- Some essays only contained the points made. There was no clearly outlined introduction nor was there a conclusion.
- Some responses contained factual inaccuracies related to the text.
- Some responses were extremely short.
- Some responses contained citations in English as well as English translations of the text (title and characters).
- Some responses were centred around one character, thus limiting analysis.
- Some responses contained irrelevant sub-themes.

### **Irregularities**

- Using the wrong text for a stated theme, for example, using *Como agua para chocolate* to answer a question on *La juventud*.
- Making long references to personal experiences.
- Writing general essays with no reference to text studied.
- Writing literary critiques of the text studied rather than responding to the question.
- Writing the entire essay in Spanish.
- Rewriting the prompt without answering the question or writing a few garbled sentences.
- Writing responses that were illegible.
- Writing responses outside the earmarked spaces, for example, writing in the white spaces that border the printed questions.

### **Suggestions and Recommendations for Teachers**

Teachers should do the following.

- Ensure that they identify and discuss with students 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.
- Ensure that students are not dependent on the English translation of the text studied.

- 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.
- Advise students to use good penmanship as examiners are unable to award marks for responses that are illegible.
- Advise students to select citations that support the points conveyed and integrate them seamlessly into their response.
- Advise students to write their responses on the lines provided. The white spaces that border the printed questions should not be used to continue responses that cannot fit on the lines. Extra pages are provided at the end of the examination paper for this purpose. If candidates use the extra pages, they should make an annotation next to the corresponding question(s), for example, Please see extra pages.
- Help students to cultivate practices of proper essay writing. Essays should include an introduction, a body and a conclusion.
- Train students in proper editing of citations, as overly edited citations lose all meaning and value within their discussion/analysis.
- Focus on paragraph development in essay writing sessions. Students should include a full discussion/analysis of one point instead of multiple undeveloped ideas in one paragraph.
- Advise students that an excellent response should include
  - a brief introduction with a clear thesis statement relating to the question and clear reference to the text used
  - at least four solid points, supported by concise, appropriate and complete quotations, and an informed personal opinion. Each point should be discussed in a new paragraph. A counterpoint should be included to show balance in the response if required
  - a brief conclusion.

## PAPER 04 — School-Based Assessment

Paper 04, the 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.

Students are required to make an oral presentation on a topic of their choice within the framework of the three modules and to engage in a conversation with the examiner on the topic as well as on current issues. The performance on the Unit 1 SBA ranged from poor to excellent. The performance of most students was very good.

Generally, the examiners complied with the guidelines for conducting the SBA that relate to the format of the examination and its duration. Background sounds and interruptions were kept at a minimum, though there were some audio challenges experienced with a few recordings. For the most part, examiners seamlessly transitioned the students through the different aspects of the exams; however, not all complied with informing students at the start of the assessment of the specific order of the examination.

There were also a few irregularities evidenced by examinations that exceeded the time limit and lasted as long as twenty-two minutes while others lasted only four to five minutes. In some cases, most of the time was consumed on the topic presentation and topic conversation, which resulted in insufficient time for conducting the general conversation. Additionally, there were some disparities regarding the number of questions asked; some students were asked three to four questions as opposed to others who were asked six to eight on each conversational aspect of the examination.

The topic presentation was the most successful aspect for most students. Overall, candidates were very prepared and presented topics that were relevant to the unit and appropriate for their level. Some presentations were well-organized and numerous students had comprehensive introductions that included theses/summaries of the order of presentation. Topics were well researched and students included sufficient facts, ideas and opinions that were well organized in a coherent and logical manner. Nevertheless, there were some presentations that were predominantly expository and descriptive in nature and therefore did not take a critical perspective on an issue. In addition, a few students did not focus on a specific country in their presentation so they merely discussed the topic in a general manner. Many students also exceeded the stipulated three minutes for the topic presentation. It is important to highlight the general lack of spontaneity in the students' delivery, which was even evident in the topic presentations that were well prepared and in which students used the foreign language well.

Overall, the topic and general conversation were fairly well done, with most students performing more commendably in the topic conversation. Students were generally well prepared to respond to

questions based on their prepared topic as well as those based on other general topics within the syllabus. Some students produced outstanding responses and demonstrated excellence in fluency, intonation and pronunciation, and responded promptly and appropriately with no difficulty in comprehending the questions posed by the examiner. Nevertheless, there were a few who responded with great hesitation and required prompting. In addition, some examiners failed to link the topic conversation questions with the country that was presented and asked general questions based on the issue being discussed.

Most examiners took care to develop and maintain a conversational tone in the topic conversation and the general conversation segments and they provided positive reinforcement to the students. However, not many students engaged the examiners in conversation and in the few cases when this actually occurred, the exchange seemed constrained. On the other hand, there were also rare cases where students posed too many questions to the examiners. There were also numerous instances where students produced overly curt or limited responses, while in other cases, the examiners posed questions that elicited yes/no (closed ended) responses; in a few instances, there were redundant questions, as the details of the response were already been presented in the topic presentation. There was also a lack of balance between the topic and general conversations, given that the topic conversations were lengthy and the general conversations were very brief. There were also instances when the examiners' questions especially those of the general conversation were rather simplistic and more applicable to the CSEC level.

In terms of language use, some students demonstrated excellence in fluency, intonation and pronunciation, and integrated the use of varied grammatical structures and vocabulary. However, there were also some students who struggled with fluency and presented disjointed information that was marked by hesitation. Again, the lack of spontaneity in students' use of language is to be noted; the fact that it was evident among both students who were competent in their use of linguistic and grammatical structures, as well as the weaker ones, bears much significance. Overall, the oral exams were well done with obvious room for improvement.

### **Recommendations for Teachers**

- Facilitate copious opportunities for students to practise expressing their opinions and ideas on topics that are relevant to the syllabus, using the appropriate vocabulary and grammatical structures in Spanish.
- Refrain from asking too many questions that would most logically elicit a yes or no (closed ended) response.
- In the topic conversation, pose questions that allow students to further explore the issue, rather than those that would elicit a repetition of details that would have been presented in the topic presentation
- Adhere to the allotted time; especially for the topic and general conversation which carry more weight.
- Use transitional strategies to navigate students seamlessly through the examination.

- Familiarize themselves with the stipulations and recommendations of the syllabus and be clear on the parameters of the marking scheme.
- Facilitate learning episodes that allow students to have ample opportunities to engage in oral practice in the subjunctive mood, subject-verb agreement, use of appropriate tenses and vocabulary.
- Check all recorded samples before submission to CXC.

Teachers should also ensure that

- in the topic presentation, students focus on discussing an issue within the context of a Spanish-speaking country and they do not merely refer to a country.
- students develop topics and presentations in which they critically discuss an issue rather than developing such that are predominantly expository or descriptive in nature.
- topic presentations are organized in a logical format that includes a clear introduction, body and conclusion.
- students' flash/cue cards have a maximum of five headings as reminders of special points in their presentation instead of cards that are heavily annotated.