



CARIBBEAN EXAMINATIONS COUNCIL

CAPE[®] SPANISH UNIT 2



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

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INTRODUCTION

This report is based on candidates' responses in the May/June 2023 CAPE Spanish Unit 2 examination. Unit 2 — Las Actualidades, la Tecnología y la Economía — comprises the following modules.

- Module 1: Las actualidades
- Module 2: La ciencia y la tecnología
- Module 3: La industria y los asuntos económicos

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

Candidate entries in 2023 remained comparable to that of 2022. Three hundred and four candidates wrote the examination compared with 448 candidates in 2021. In 2023, candidate's performance decreased slightly. Ninety-nine per cent of candidates received acceptable grades (Grades I–V), compared with 99 per cent in 2022 and 97 percent in 2021.

The performance of candidates on Paper 01 in 2023 decreased slightly from 2022. Candidate's performances on both Papers 02 and 03 remained comparable to that of 2022. Overall, candidate's performance decreased slightly on the SBA compared with 2022 and 2021.

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 of Unit 2. Candidates are required to have knowledge of the entire unit. The aim of this paper is to test candidates' listening skills. 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 72. The mean score was 54 (75 per cent) and the standard deviation 10.23.

Paper 02 — Reading and Writing

Paper 02 — Reading and Writing — consists of seven questions. Candidates are required to be familiar with the entire unit. The aim of this paper is to test candidates' reading and writing skills. Section A consists of two passages based on Modules 1 and 3; candidates are required to respond using short responses. Candidates must answer all questions in this section. 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, both written in Spanish. They were required to respond to questions based on these passages. The questions for Passage 1 — *Grietas en la Relación entre México y Los EEUU* — were written in Spanish. Candidates were required to respond to these questions using Spanish. For Passage 2 — *La Energía Solar en Venezuela* — the questions were written in English and candidates were required to respond in English.

Passage 1— *Grietas en la Relación entre México y Los EEUU*

Candidates were required to read a passage written in Spanish and to respond to questions based on that passage using Spanish. They were also required to use their own words when providing responses and to express their opinion on issues raised in the passage.

Generally, many candidates performed well. Some of them displayed competence in manipulating the vocabulary and using their own words to provide coherent responses. Some candidates were weak in expression and grammar; there were also instances in which these weaknesses affected the comprehensibility of candidates' responses. Candidates are encouraged to improve their skills by doing practice exercises in which they substitute, summarize and paraphrase information. They are also encouraged to read more widely in order to increase their linguistic competence in the use of varied vocabulary and grammatical expressions.

For Part (a) (i), candidates were required to describe the relationship between Mexico and the United States of America (USA), according to the first paragraph. Overall, candidates performed very well and effectively used synonyms such as *primordial*, *importante* and *lazo crucial* in their descriptions. They also provided clear responses in which they alluded to the differences in political and economic matters that result in rifts between the two territories. However, some candidates provided too many additional details that overlapped with the information required for Part (a) (ii).

In Part (a) (ii), candidates were asked to explain three factors that affect the relationship between the two countries. Most candidates provided an accurate response but many of them had challenges answering in their own words.

For Part (b), candidates were required to explain the importance of the relationship between Mexico and the USA. Overall, candidates provided a good response. However, the subject of exportation was frequently misunderstood or misinterpreted; numerous candidates incorrectly explained that the USA receives nearly 80 per cent of what Mexico exports. Furthermore, it was evident that candidates did not synthesize the information from the passage well enough to provide an accurate response.

In Part (c), candidates were asked to discuss the migration problem that Mexico is facing. Many candidates did not make inferences in their response. They only referenced Mexico's force against migrants but they did not explain the country's failure to curb the issue. Some candidates also copied the relevant sentences verbatim from the passage and so they were penalized.

For Part (d), candidates were required to discuss the United Nations Agency for Refugee's critique of the administration of the Mexican president. This was fairly well managed by many candidates, as they were able to mention the areas of dissatisfaction with the administration given in the passage. However, only a few candidates inferred that the president was more concerned about external matters than internal ones. In addition, there was some information that candidates failed to paraphrase; the most common examples were *atender de fondo* and *sigue hostigando a los inmigrantes*.

In Part (e), candidates were asked to identify three actions of AMLO's administration that harm its relationship with the United States. Many candidates responded well and were able to provide the three required responses. A few candidates made good attempts to use their own words; however, most candidates were unable to do so and thus lifted the information from the passage.

Part (f) required candidates to state their opinion on the existence of problems between their country and other countries and to justify their response using three examples. In general, this part was not very well handled. Candidates merely stated their opinions and gave responses that they did not justify. Some candidates misinterpreted the question and wrote about the internal conflicts of their country.

Candidate's Response to Question 1

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

(a) (i) Describe la relación entre México y los EEUU según el primer párrafo.

La relación entre México y los EEUU es mas importante y donde ^{factores} ~~relaciones~~ y temas no se tiene más información contra.

[3 marks]

(ii) Identifica TRES factores que afectan esta relación.

TRES factores son: armas, tráfico de drogas, y combate al crimen organizado.

[3 marks]

(b) Explica la importancia de la relación entre México y los EEUU.

La relación de estos países es fundamental porque 80 por ciento se exporta es necesidad de Estados Unidos y los nuevos proyectos es dependen de Estados Unidos.

[3 marks]

(c) Discute el problema migratorio que enfrenta México.

El migratorio en México causar muy problemas para los migrantes de tránsito, y los datos muestran: Son mas ~~violaciones~~ violaciones de los derechos humanos en México: Trump ~~piensa~~ piensa que mantener muchas personas de México en ese capacidad.

[4 marks]

- (d) Discute la crítica de ACNUR contra la administración del presidente de México.

La organización de AMLO estaba
mas reconocimiento en la extensión
de las programas en Centroamérica!
En realidad, personas no se fondo
hablaran con el tema de migratorio.
En muchos otros temas, no se
identifica dice que estadounidense es
la inversa.

[4 marks]

- (e) Identifica TRES acciones de la administración de AMLO que perjudica su relación con los EEUU.

TRES acciones son ~~se~~ se no
obtener la ~~real~~ realidad de el tema
migratorio, tanto sigue hostigando a
los migrantes potenciales y ~~capac~~
capacidades y publicidad es un tema
central.

[3 marks]

- (f) ¿Piensas que existen problemas entre tu país y otros países? Justifica tu respuesta con TRES razones o ejemplos.

Si. Mi país Barbade y UK existen
muchas problemas pasado. ~~Como~~ Pienso
que no es importante de control
otros países y personas se han el
derecho ~~de~~ a vivir sus vidas sin ser
sometidas a la crueldad.
(enslavamiento, crueldad con los ~~negros~~
africanos negros, mal tratamiento).

[4 marks]

Total 24 marks

Examiner's Comments

In the responses, the candidate conveyed that he/she had a very good to excellent command of Spanish grammar and vocabulary. He/she responded in an outstanding manner to most parts using generally accurate and advanced structures and vocabulary. There were a few instances of minor lifting in some of the responses. Nevertheless, the candidate displayed an overall excellent understanding of the passage. He/she provided a particularly exceptional response to Part (f) and so gained full marks because the response was sound, logical and included well-informed justifications.

Passage 2 — La Energía Solar en Venezuela

This question assessed candidates' ability to understand a passage based on a topic of interest that was written in contemporary Spanish. In Part (a) to Part (f), candidates were required to respond in English to questions asked in English. In Part (g) to Part (k), candidates were required to provide synonyms for the words given from the passage. Generally, candidates performed well.

For Part (a), candidates were required to identify the two factors that contributed to Venezuela's energy crisis. Candidates' responses were average as several of them gave literal and erroneous translations for the phrase *políticas públicas*. In the context of the passage, the meaning of the phrase is *public policies* but several candidates translated the phrase to mean 'public politics'.

In Part (b), candidates were asked to discuss the potential for solar energy exploration in Venezuela. Generally, this part was well answered, as most candidates were able to discuss Venezuela's ideal geographic location and how it augurs well for the solar industry.

For Part (c), candidates were required to identify the reasons given by Diaz why Venezuela has not explored solar energy. Generally, candidates performed well, as many of them were able to identify the two main reasons why solar energy has not been explored in Venezuela.

In Part (d), candidates were asked to discuss the perspectives of Ramirez and Diaz with regard to the potential use of solar energy. Most candidates responded very well, as they were able to discuss the contrasting perspectives of the two experts. Candidates either stated the contrast directly or used vocabulary such as *while* and *whereas* to indicate the contrasting perspectives. The points were also well supported with details from the passage.

For Part (e), candidates were required to state the two objectives of small businesses or private enterprises with respect to the use of solar energy. Generally, this part was handled well. Most candidates were able to identify solar energy as a solution to the energy crisis and a catalyst to the transformation of Venezuela into a green society. However, a few candidates were able to identify only one objective.

Part (f) was divided into two sections. For Part (i) and Part (ii), candidates were asked to describe the energy project of the Universidad Católica Andres Bello (UCAB) and Colegio de Ingenieros de Venezuela (CIV) respectively. Most candidates responded well, as they were able to identify the role of solar energy in illuminating particular areas of buildings.

Generally, Parts (g) to (k) were well done. Candidates were required to provide synonyms from the passage for given words. Many candidates were able to identify at least four synonyms and quite a few candidates were able to identify all five synonyms.

Candidate's Response to Question 2

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

- (a) (i) Describe la relación entre México y los EEUU según el primer párrafo.

Según el primer párrafo, mientras México depende sobre los lazos de con los Estados Unidos, en los últimos tiempos, ^{están} no ~~son~~ de acuerdo sobre opiniones y decisiones. La relación ha debilitado debido a los diferencias en maneras de pensar entre las regiones. Vemos algunas cosas en formas varias, por ejemplo sobre el tópico de amunición y el narcotráfico.

[3 marks]

- (ii) Identifica TRES factores que afectan esta relación.

Tres factores que afectan esta relación incluye los objetivos que tienen desigualdades, y existe constantemente las diferencias en las opiniones sobre los tópicos como la amunición y el narcotráfico. Los líderes en los últimos tiempos no entendien esa idea, y el dirigente, Andrés Manuel Lopez Obrador, también, piensa contra las ideas.

[3 marks]

(b) Explica la importancia de la relación entre México y los EEUU.

México claramente depende sobre los EEUU. (México) Los EEUU ^{compra} ~~dan~~ a México el mayor parte, una gran cantidad de 80 por ciento de sus exportaciones bienes. Además, en la esfera económica México necesita los EEUU, y también en sus planes, porque necesita el apoyo de los EEUU.

[3 marks]

(c) Discute el problema migratorio que enfrenta México.

Debido a la opresión terrible in México, muchas personas ha decidido a dejar, y este fenómeno es constante, y aumenta cada tiempo. Las acciones y el conducto de oficiales en México son las brechas de los derechos fundamentales, y van contra de los principales del presidente, (AmL0). La falta de regulación de los inmigrantes sustiene la discusión "Anti-Biden" la vidaación ~~es~~ no es justa y las personas quieren a dejar.

[4 marks]

- (d) Discute la crítica de ACNUR contra la administración del presidente de México.

ACNUR es de la opinión que la elección de este líder de México de más cuidado a la idea que puede soportar la expansión de sus programas en la esfera de centroamérica con el objetivo de pretender que ~~se~~ ^{están} experimentando sucesos. Contrario a eso son ignorantes a la situación grave del descontrol migratorio y hacen actos de desigualdad brutal, no dan ^{dejar} ~~entres~~ de los inmigrantes.

[4 marks]

- (e) Identifica TRES acciones de la administración de AMLO que perjudica su relación con los EEUU.

Hay algunos elementos que pueden perjudicar el lazo con los EEUU, por ejemplo su ayuda a las administraciones que son contra los EEUU, por ejemplo países como Nicaragua y Cuba. Además, la carencia del administración en otras esferas de ~~esa~~ la zona mexicana, y también el ^{largo} período de tiempo para entender y actuar sobre la elección de Biden.

[3 marks]

- (f) ¿Piensas que existen problemas entre tu país y otros países? Justifica tu respuesta con TRES razones o ejemplos.

Sí, por supuesto, hay muchas problemas entre Trinidad y Tobago y...
otros países. Por ejemplo, existe una desequilibria ~~entre~~ en la...
exportación y importación de bienes. ^{entre Trinidad y Tomauca.} Además, algunos países no...
soportan el migratorio o visitación a Trinidad y Tobago, a través de...
los niveles del crimen. Este afecta nuestra turismo y remuneración.
También, existe una diferencia en las opiniones entre mi país y...
otros, con respecto a la igualdad o maneras de vida y cultura.
Por ejemplo, los Estados Unidos puede juzgar a Trinidad y Tobago...
para su costumbres, música o baile durante "Carnival" ^{o no extender} [4 marks]

Total 24 marks

Examiner's Comments

The candidate produced excellent responses to all parts. The responses reflected that he/she comprehended the passage. The candidate demonstrated superior skills in capturing the essence of the passage and he/she comprehended the vocabulary and linguistic structures used.

For Part (a), the candidate was able to identify two factors that contributed to Venezuela's energy crisis and in Part (b) he/she was able to discuss the potential for solar energy exploration in Venezuela.

The candidate also responded well to Part (c) for which candidates were required to explain the reasons given by Diaz to outline why Venezuela has not explored solar energy.

For Part (d), candidates were required to explain the perspectives of Ramirez and Diaz with regard to the potential use of solar energy. The candidate responded very well as he/she was able to identify the contrasting perspectives and provide supporting details.

In Part (e), candidates were asked to state the two objectives of small businesses or private enterprises with respect to the use of solar energy. Overall, the candidate responded well. The candidate also responded well to Part (f). In this part, candidates were asked to describe the solar energy project of two specific institutions.

The candidate's responses to Parts (g) to (k) showed that he/she possessed good knowledge of Spanish vocabulary. The most challenging item in this category was *aloja*. Overall, it was clear that the candidate understood the passage very well and did not merely translate isolated vocabulary items.

Recommendations

- Candidates need to pay attention to the instructions given for each passage. Answers must be given using the specified language. If this is disregarded, candidates' responses will not be considered.
- Candidates need to pay attention to the specific requirements of each question. In too many instances, candidates are failing to do what the questions ask. For example, if the question asks candidates to *explain*, many candidates might list points without explaining them.
- Candidates need to pay attention to the number of marks allocated to the question. Generally, marks are allocated based on the number of points required for a response. Many times, candidates lose marks for not providing enough information.
- Candidates need to be taught to focus on giving the relevant points/information in their responses. Many times, candidates give too many additional details. While candidates do not

lose marks for providing irrelevant details, candidates are to be reminded that giving unnecessary information would take a lot of additional time that could be used in other sections.

- Candidates should ensure that they provide answers using their own words when they are required to do so.
- Candidates must be encouraged to give suitable responses for the final question in Passage 1. This can only be achieved through practice. In some instances, candidates provide inadequate responses or copy directly from the passage. When candidates do such, they will not be credited with many marks.
- Teachers can give students more practice in activities related to reading comprehension. These activities should be designed to develop students' global comprehension of passages.
- Students should be encouraged to read widely so that they can become accustomed to the use of varied vocabulary and grammatical expressions.
- In order to improve students' ability to use their own words, they should be taught through substitution activities, and replacement and transformation exercises. They can also improve their ability to use their own words by doing summarizing and paraphrasing activities.
- Candidates can also be encouraged to practise responding to questions geared at developing all cognitive levels of Bloom's taxonomy and Webb's Depth of Knowledge. Candidates are encouraged to read and analyse the entire question and its parts before attempting to respond, in order to get a global understanding of what is required for the responses and to present answers that are relevant to each question.
- Candidates should be able to differentiate between the command words that reflect the cognitive demand of the question, for example *identify* versus *explain* or *state* versus *discuss*.
- For Passage 1, it is essential that candidates read the final question carefully and provide adequate explanations and justifications.

Section B — Essays

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

Many candidates were well versed in and very prepared for the subject matter which was the four themes/topics: Genetic Practices, Disease Prevention and Cure, ICTs and Social Life, and ICTs and Economic Life. However, there were some candidates who barely stated a relevant idea and struggled to support the argument with sufficient detail, examples, references and statistics.

There were candidates who responded extremely well and others who produced a less than satisfactory essay. Some candidates displayed superior essay organization skills by

- writing clear introductions that included a thesis statement
- including clearly divided and well substantiated body paragraphs appropriately developed with examples and supporting details
- writing a well-focused conclusion
- using connectives appropriately.

These essays were coherent and cogent, and candidates communicated a clear position on the question asked. On the other hand, some essays were mostly expository as candidates did not indicate a clear position on the question asked.

Some essays were in the average, unsatisfactory or poor category. These essays were either too short or too lengthy and were incoherent. The introductions were not well focused and the direction of the essay was not clearly stated. The paragraphs were not well divided and some points were not fully developed. Some points were briefly mentioned. It is essential to teach students the importance of using topic sentences, examples, explanations, evidence and concluding sentences for effective paragraph construction. Some essays did not contain a conclusion. Students will need to be taught effective time management strategies as well as effective essay construction.

In terms of language, some candidates used

- idioms appropriately
- varied vocabulary
- complex linguistic and grammatical structures.

Some candidates' responses contained basic grammatical errors in

- subject verb agreement
- sentence construction

- the use of the gerund.

Sometimes, poor use of language affected the overall meaning of texts. Candidates should be encouraged to read more texts and different genres in Spanish so that idioms, vocabulary and complex linguistic structures can become more embedded in their implicit linguistic systems. Candidates needed to utilize more idiomatic expressions as well as advanced vocabulary as required at this level. Overall, candidates did not use many idioms.

Generally, candidates did not demonstrate an excellent understanding of grammatical structures and there were many inaccuracies in areas where candidates were expected to be proficient. The inaccuracies included errors in using more advanced structures such as the subjunctive, present and past tense as well as the conditional tense. There were fewer instances of inaccuracies with more common structures including the preterit versus imperfect. Additionally, there were candidates who had difficulty with subject-verb agreement and adjective placement. Additionally, some candidates omitted the article. These challenges would be expected of a candidate doing a less advanced examination. There were some instances where it was difficult to ascertain what the candidate was trying to communicate.

Most candidates responded to Question 5, which was based on using cellphones to improve a person's social life. Fewer candidates answered Question 3 which was based on genetic practices and Question 6 which was based on digital cameras and privacy in social life.

There were several essays that exceeded expectations in both content and language. However, the essays produced by candidates in answering this question did not meet what is expected at this level and for this unit.

Question 3

La ingeniería genética brinda más ventajas que desventajas. Discute.

Candidates were well informed and made a fair attempt to provide a response. Candidates' performance ranged from satisfactory to excellent. They were able to show both sides of the argument and show numerous examples and facts concerning the topic: curing diseases, family planning, ethical considerations, equality versus inequality, manipulating nature and genetically modified foods. Some candidates focused exclusively on genetically modified foods. Candidates should be discouraged from focusing on one topic for an entire essay.

Some common errors in expression that were produced by candidates included

- *Ingenierio*
- *Mucho discurso sobre lo*

- *Muy beneficioso*
- *Alimentos genéticamente modificados*
- *Los son mas faciles*
- *Pueden solver la problema*
- *Para pelea en contra de la hambre*
- *La trata para enfermedades*
- *Las usas medicinal*
- *Son possible'las granjas pobrezas fertilizamentes*
- *Problemas ambiental y economical.*

Candidate's Response to Question 3

Question No.

3

Las prácticas genéticas ^{son} es el proceso de modificación del ADN, en los laboratorios. La ingeniería genética es una consecuencia del avance en el mundo científico. Esos avances resuelve problemas mundial y mejora muchas vidas. Como lo ves, la ingeniería genética brinda más ventajas que desventajas. Los temas que voy a usar son las células madre, los alimentos transgénicos y la fertilización in vitro. Sin embargo, hay consideraciones éticas:

En el primer lugar, las células madre salvan vidas. Las células madre son la materia prima del cuerpo. A partir de ellas, todas se generan células especializadas. El estudio ^{el} y el uso de las células madre ayudan ^{probar} entender ^{probar} sobre enfermedades. Además, ^{probar} prueban curas por ^{las} las enfermedades ~~may graves~~ por ejemplo, diabetes, cáncer, la enfermedad de Parkinson y la enfermedad de Alzheimer. Según el estudio de la Clínica de Cleveland, ~~72%~~ de los ~~pacien~~ los tratamientos con las ~~celas~~ células madre tiene una tasa de éxito de 79%. Entonces, las células

Question No.

3

madre mejora la vida humana.

También, los alimentos transgénicos resuelve el hambre mundial. ~~Los~~ la comida OMG son los organismos cuyo ADN ^{que} ~~ha~~ modificado en una manera no ocurre naturalmente. Ayuda ~~aumentar~~ ~~la~~ ~~producción~~ ~~de~~ ~~la~~ ~~comida~~. La población ha aumentado por 10% en la última década. Por eso, es necesario para ^{producir comida por la población} ~~alimentar~~ ~~los~~. Según, los agricultores del Colombia sin los alimentos transgénicos, el rendimiento del maíz disminuye por 11% y el algodón por 19%. Así, los alimentos ~~transgénicos~~ transgénicos brindan ventajas.

Además, la fertilización in vitro mejora la salud mental de personas. Muchas parejas sufren de la infertilidad. ~~Esto puede causar~~ ^{causando:} la ~~de~~ depresión. La fertilización in vitro ^{es un práctica genética que} funciona mediante una combinación del procedimiento y medicamentos para facilitar la esperma ^{fecunde} ~~fecunde~~ el ovulo. ^{Según} ~~Por ejemplo~~, un ^{artículo} ~~estudio~~ de la Clínica de México, 55.9% de los pacientes de IVF tiene una embarazo exitoso. Este reduce parejas muy tristes y mejora su

Question No. 3

bienestar mental.

Por el contrario, las prácticas genéticas brindan desventajas. Muchos procedimientos utilizan los embriones como ~~por ejemplo~~, las células madre y la fertilización ^{in vitro} ~~in vitro~~. Usan un embrión con 3 o 5 días de ~~vida~~ ^{vida} entonces lo matan. Para ilustrar, un estudio de la Universidad de Purdue concluye que 220 millones de embriones mueren cada año. Desde la perspectiva religiosa y espiritual es muy inhumano. Por tanto, las prácticas genéticas son inéticas.

Para concluir, las células madre curan enfermedades, los alimentos transgénicos reduce el hambre mundial y la fertilización in vitro hace personas más contentos. Por otro lado, el uso de los embriones son inhumano.

Examiner's Comments

Overall, the essay was well written. The candidate produced a very coherent essay and demonstrated an excellent command of written Spanish. The essay consisted of a good introduction; adequate background information was given and the candidate's position was clearly stated. However, the thesis statement could have been strengthened. The paragraphs were well developed and included adequate examples and other supporting details. Ideas were well developed and supported within paragraphs. Use of transitions, topic sentences and concluding sentences contributed to the coherence and logical flow of ideas. There was evidence that the candidate conducted research and possessed background knowledge. This showed that the candidate was adequately prepared for the examination. Four points including a counterpoint were developed within the body of the essay. In the conclusion, the candidate summarized all the main points. The candidate used varied vocabulary and grammatical structures. However, there were minor errors in the use of basic grammatical structures.

Question 4

Es mejor utilizar los metodos naturales que las vacunas para tartar o curar las enfermedades. Discute.

This was not a popular question among candidates. Candidates' performance ranged from satisfactory to very good. Even though very few candidates produced outstanding essays, those who did organized their essays well, covered the topic well, and produced essays that were well argued and well structured. The essays included facts, ideas and opinions. Candidates were able to submit examples and evidence in support of or against the use of vaccines in curing illnesses. Some of the arguments for and against the topic included: quality testing and processes, side effects, natural methods such as exercising and cardiovascular illnesses and healthy practices.

Some common errors in expression that were produced by candidates included

- *Tienen bien uso*
- *Generaciones pasado*
- *La fatigue*
- *La fibre*
- *Los metodos naturales es mejor*
- *La humano cuerpo*
- *Ha lo sido*
- *La medicina curar*
- *Hay es enfermedad*
- *El enfermedades*
- *Muchos personas matar*
- *Pero el gente*
- *El naturales metodos*
- *Naturales de sources.*

Question 5

Los teléfonos celulares han mejorado la vida social. Discute.

This was the most popular question among candidates. Performances ranged from excellent to unsatisfactory. Some candidates organized their essays well and there was clear evidence that they had done research. There were arguments both in favour of and against the topic. Points included: entertainment, forging friendships online, communities of solidarity and justice for social causes, and easier communication among family and friends. Some candidates discussed the role of cell phones in education; however, with this approach, some candidates did not establish a clear link between cell phones and social life.

Some common errors in expression that were produced by candidates included

- *Muchos de nuevos tecnologias*
- *Los principal avances*
- *Por la comunicarse*
- *Y Instagram*
- *Una manera que mejor la*
- *La igualdad*
- *La educacion*
- *Muy jovenes*
- *Que puede acceso*
- *Es importante para notar*
- *Peligrosos por sus ojos*
- *Es beneficioso por socializar.*

Candidate's Response to Question 5

Question No. 5

Las mayores generaciones critican a los jóvenes por estar "pegados a sus pantallas" y atribuyen a las celulares y la tecnología para la destrucción de interacciones humanas. Desde mi perspectiva, el aumento en el desarrollo de los teléfonos celulares ha causado la posibilidad de comunicarse a largas distancias pero más importante, hay desventajas como la falta en relaciones humanas de jóvenes y los perjudiciales de sitios del red.

Para empezar, no hay duda que los teléfonos celulares han impactado la vida social en manera negativa, especialmente entre los adolescentes.

Según Jama Pediatrics, el promedio tiempo de pantalla de los niños es de ocho horas al día. El desarrollo social a este edad es crucial para los habilidades cognitivas y mentales, y una carencia puede resultar como complicaciones para el niño. Estos elementos de la personalidad, empatía y tomando decisiones desarrollan en los edades tempranas, cuando una gran cantidad de adolescentes reciben un teléfono.

Por añadidura, debemos discutir los perjudiciales asociado con los medios de comunicación sociales. Estos sitios incluye Instagram, Facebook y Twitter. Mientras algunos sitios son generalmente inofensivos, el uso excesivo de los medios pueden causar enfermedades mental, por ejemplo, pensamientos de suicidio y la depresión. Las influenciadoras de

Question No.

5

estos sitios muestran las vidas y los romances perfectas, y ^{fomentan} ~~facilitan~~ los
expectaciones sesgadas entre los jóvenes. Sus vidas sociales devuelven
difíciles y hay sentimientos de inseguridad, insatisfacción y más. El ciberacoso
puede llevar a una amplia audiencia debido a las tasas grandes de usuarios
teléfonos. Según un estudio de Ofcom, ^{en 2020,} 2 en 10 cada niños de 8 a 15 años
han sido víctimas del ciberacoso, experimentando la difamación, la intimidación
y la exclusión. La salud mental de los adolescentes son devastadores y hay
una reducción en la calidad de vida.

Por otro lado, los teléfonos pueden mejorar la vida social a través
de facilitando la comunicación a larga distancia. La comunicación entre
las amigas y familiares ha vuelto más fácil y conveniente gracias a
los teléfonos. Este manera de comunicación ha ^{habido} ~~habido~~ la columna vertebral
de comunicación en tiempos de aislamiento, por ejemplo durante la pandemia.
Los teléfonos celulares rotan las barreras geográficas y mantienen los lazos
entre personas ^{en} ~~de~~ las zonas diferentes del mundo.

En conclusión, creo que los teléfonos han causado el ^{perjudicial} ~~peligroso~~
entre los usuarios, especialmente en las esferas de carencia de habilidades
sociales entre niños y las desventajas de aplicaciones sobre ~~la~~ el teléfono,
aunque puede fomentar relaciones a larga distancias via comunicación.

Examiner's Comments

Overall, this was a very good essay. The candidate produced an excellent response. The essay was well organized and the candidate included good content. The candidate also employed good use of language. The candidate produced a very good introduction and stated his or her position clearly. However, the thesis statement needed development. Throughout the essay, coherence was maintained through the use of connectives and topic sentences. The paragraphs were well-developed and adequately substantiated using supporting details. Four points, including a counterpoint were discussed within the essay. The concluding sentences were not fully consolidated and they could be improved. The conclusion was good but it could have been more effective. The candidate varied his/her vocabulary and had a very good command of written Spanish. However, the candidate made minor errors in grammar.

Question 6

La privacidad en la vida ya no es posible debido a las cámaras digitales. Discute.

This was the least popular question among candidates. Performances ranged from good to unsatisfactory. In some essays, candidates demonstrated good organizational skills, good coverage of the topic and good use of language. There were arguments both in favour of and against the topic. Some of the points mentioned included excessive monitoring and recording of events and spying. However, in most cases, there was little variation in the points mentioned or topics developed.

Some common errors in expression that were produced by candidates included

- *Soy a discutir*
- *La tecnologia*
- *Mentales problemas*
- *Problemas con su tecnologia*
- *Proque del cámaras digitales*
- *En mi personal vida*
- *Para una leccion*
- *Quieren conocer para*
- *Nosotros en la conoce*
- *Mi cámara digitales*
- *Tengo la liberidad*
- *Discué el razon.*

Question 7

La red ha revolucionado las posibilidades económicas para un individuo. Discute.

This was a popular question among candidates. Performances ranged from very good to unsatisfactory. Candidates who gave very good responses used language effectively, employed good organization and covered the topic well. There were arguments for and against the prompt. Candidates discussed points such as increase in online sales and services, online businesses, increase in business promotions and advertising online, job creation and working online, decrease in operational costs, identity theft and hacking.

Some common errors in expression were

- *El rato de desempleo*
- *Augmentar*
- *Las emprendedores puede*
- *Un espace física*
- *Los temas*
- *De sus personas diaria vidas*
- *Nosotros usamos lo aprenden*
- *Asimismos*
- *Sin sale su casa*
- *Sus ayuda*

Recommendations for Candidates

- Read questions properly and create an essay plan.
- Ensure that the essay is properly structured and includes an introduction, body and conclusion.
- Make use of transitional devices both at the beginning and within paragraphs.
- Underline the key words and link arguments to key words in order to ensure correct interpretation of the question.
- Use statistics and factual information to support the positions taken.
- Pay attention to key areas such as spelling, agreement, negatives, position of words, accentuation, grammatical structures, conjugation of verbs, the perfect tense, the subjunctive mood and omission of the definite and indefinite articles.
- Practise more essay writing.
- Stay within the word limit.

Recommendations for Teachers

- Stress to students that they should use grammar correctly, especially when using the perfect tense and the subjunctive mood.
- Review the mark scheme.
- Discuss the topics in each module with students.
- Develop the writing skills of students.
- Find different ways to approach the teaching of topics, for example, do more debates in the classroom.

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. Candidates are required to respond using short responses written 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. Candidates are also expected to display detailed knowledge of the structure and content of the text.

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.

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. For the first three parts, candidates were required to relate the plot, identify point of view, describe atmosphere and comment on literary techniques in the given extracts. In Part (d), candidates were required to relate aspects of the extract to the rest of the prescribed text. All answers were to be written in Spanish and candidates were allowed to use a dictionary.

Question 1: El coronel no tiene quien le escriba.

Generally, Part (a) was well done. Most candidates were able to identify the series of events that comprised the plot. They stated that the colonel's wife insisted that they sell the clock. He went to the tailor shop and waited to speak with Alvaro in private. He also received a sheet of paper with clandestine information while there. Some candidates failed to mention that at the beginning of the extract, the colonel was pottering about the streets before he returned home. There were also instances where candidates quoted from the extract to relate the plot.

Overall, Part (b) was well done. 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 coronel' and 'Alvaro' were used as examples of third-person omniscient narration in lieu of a detailed example such as *El coronel había pensado en eso*.

Responses to Part (c) were generally very good. Most candidates effectively commented on the use of dialogue in the extract. They stated that the dialogue highlighted the difference of opinion or difference in personality between the colonel and his wife and they provided valid citations from the extract. However, there were instances where candidates gave examples of dialogue in the extract without stating the purpose.

In Part (d), some candidates commented effectively on the theme of desperation as portrayed in the extract. They stated that the colonel and his wife resorted to selling valuable personal objects in an attempt to survive. Some candidates also provided examples of how the theme of desperation was portrayed in the rest of the novel by giving examples such as the couple resorting to eating the cock's food as well as the wife attempting to pawn her wedding ring. However, there were instances where candidates padded their responses with long citations in lieu of comments on the theme of desperation.

Question 2: Cuentos de Eva Luna

Part (a) was generally well done. Most candidates were able to relate the series of events that comprised the plot. They stated that when Claveles and her grandfather found out that Juan was abnormal, they decided to care for him instead of sending him to an institution in the city. Most candidates also mentioned the system of communication that was established between Juan and his caregivers. However, they failed to highlight Claveles' frustration when she tried to teach him at home. It must be noted that there were instances where candidates quoted from the extract to relate the plot.

In Part (b), candidates' performance was generally very good. 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, '*Claveles y su abuelo*' and '*su*' were used as examples of third-person omniscient narration in lieu of a detailed example such as '*Claveles estaba convencida de que el abuelo había perdido su juicio*'.

Responses to Part (c) were generally very good. Most candidates effectively commented on the use of dialogue in the extract. They stated that the dialogue highlighted the difference of opinion or personality between Claveles and her grandfather and provided valid citations from the extract. However, there were instances where candidates gave examples of dialogue in the extract without stating purpose.

Responses for Part (d) were generally adequate. Most candidates commented on the theme of underdevelopment in the extract as well as in other short stories such as *De barro estamos hechos* and *Dos palabras*. They highlighted the lack of resources and job opportunities in the rural community portrayed in the extract. Some candidates also discussed Juan's special needs and the community's inability to provide adequate care. However, some candidates padded their responses with long citations in lieu of comments on the theme of underdevelopment.

- (c) Comenta la función del diálogo entre el coronel y su esposa. Justifica tu respuesta con DOS ejemplos.

El diálogo entre el coronel y su esposa revela el contraste entre sus ~~caracteres~~ caracteres. Primero, el diálogo de la mujer revela que es asertiva y realista porque da cuenta que necesitan el dinero inmediatamente. Es evidente cuando dice "Aquí no vuelves sin los cuarenta pesos." El diálogo revela que el coronel es ingenuo sobre su situación de la pobreza porque dice "Se le puede hablar por la mañana." No reconoce que necesitan el dinero ahora. [4 marks]

- (d) Comenta el tema de la desesperación en este episodio y en la novela.

En este episodio, la desesperación es muy prominente y mala. El coronel y su mujer necesita vender la única cosa que queda porque no tienen nada más vender para ganar dinero. Necesitan el dinero ahora porque enfrentan la pobreza extrema. Es evidente cuando la mujer dice, "Aquí no vuelves sin los cuarenta pesos." En la novela, la desesperación es evidente porque la mujer va a vender sus anillos de matrimonio para ganar dinero sobrevivir. [4 marks]

Es evidente como "Fui a solicitar un préstamo sobre los anillos de matrimonio."

Total 16 marks

Question 3: El reino de este mundo

Few candidates attempted this question. Candidates' responses were generally unsatisfactory.

In Part (a), the performance of candidates was generally fair. Most candidates did not relate the four key events that comprised the plot. They stated that Ti Noel settled down on Lenormand de Mezy's property but soon left for la Ciudad del Cabo when he could no longer tolerate the situation of poverty. However, they failed to mention the traumatic experience of Cornejo Breille, duke of Anse. It must be noted that there were instances where candidates quoted from the extract to relate the plot.

Responses to Part (b) were generally unsatisfactory. While some candidates were able to identify third-person narration, they failed to comment on the objectivity of this type of narration. Some of the citations used were also inadequate.

In Part (c), few candidates identified the atmosphere of hope and relief in the first paragraph of the extract. In some instances, no response was provided. Responses for Part (d) were generally inadequate. Many candidates did not comment on the devaluing of life as portrayed in the extract and in the novel. In some instances, no response was provided.

Question 4: Fátima de los Naufragios

This question was not attempted by any candidates.

Recommendations

Suggestions and Recommendations for Teachers

Teachers should

- Discourage students from using citations to relate the plot.
- Expose students to literary terms such as *ambiente*, *punto de vista narrativo*, *tropo literario*.
- Ensure that students are familiar with behavioural verbs such as *identifica*, *comenta*, *describe*, *relata*, *explica*, *discute*.
- Ensure that students are aware of the difference between character traits and feelings/emotions.
- Remind students that citations should be written in full.
- Remind students that Part (d) in each question requires them to refer to the rest of the text selected or another short story studied.
- Provide students with adequate practice using extracts from the text studied and questions related to plot, narrative point of view, atmosphere, characterization, 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 *El mundo moderno* or *El compromiso político y social*. They were also required to use one of the prescribed texts for the theme selected and discuss issues relevant to the question. Candidates were awarded marks for Knowledge and Understanding (16 marks), Application of Knowledge (9 marks) and Organization of Information (7 marks). Overall, candidates performed satisfactorily in this section.

Question 5

“In life, the choices we make often have severe consequences.” Discuss.

Candidates were required to discuss the extent to which the decisions of characters in the text studied had severe repercussions. All candidates who chose this question used the text, *Cuentos de Eva Luna*. Most candidates argued that in *La mujer del juez*, Judge Hidalgo’s decision to use Juana La Triste as human bait led to her demise as well as his death. In *Un camino hacia el norte*, Claveles’ decision to relinquish her parental rights led to the endangerment of her son, Juan. In *El palacio imaginado*, Ambassador Lieberman’s decision to move to an unnamed South American country did not redound to his benefit. Instead, he suffered personal and professional loss when El Benefactor took away his wife and ousted him. As counterarguments, some candidates discussed the rewarding experiences that followed the choices made by various characters. They argued that in *Dos palabras*, Belisa chose to migrate to escape poverty and death and she was able to achieve a happy life, operating a thriving business of selling words. In *El palacio imaginado*, Marcia finally found true freedom and happiness among the Indians when El Benefactor left her in the summer palace. In *De barro estamos hechos*, Rolf Carlé’s decision to help Azucena had a therapeutic effect on him. A major challenge that some candidates faced was the tendency to resort to storytelling instead of analysing the issues in the text. There were also instances where candidates were unable to demonstrate sound knowledge of the text as they constructed their entire essay using one short story.

Question 6

“In the face of adversity, it is difficult to remain optimistic.” Discuss.

For this question, candidates were required to discuss the extent to which it is challenging to remain hopeful when faced with adverse circumstances. All candidates who chose this question used the text, *Cuentos de Eva Luna*. They addressed the emotional trauma and depression faced by various characters: Jesús in *Un camino hacia el norte*, Nicolás Vidal and Juana La Triste in *La mujer del juez*. As a counterargument, some candidates discussed the resilience of various characters in the face of adversity: Belisa in *Dos palabras*, Casilda in *La mujer del juez* and Azucena in *De barro estamos hechos*. A major challenge that some candidates faced was the tendency to resort to retelling the stories when attempting to construct their arguments. There were also instances where candidates were unable to demonstrate sound knowledge of the text as they constructed their entire essay using one short story.

Question 7

“The fate of the less fortunate is sealed.” Discuss.

Candidates were required to discuss the extent to which the less fortunate cannot change the course of their lives. *El coronel no tiene quien le escriba* was the more popular of the two texts used by candidates to base their responses. Responses, for the most part, were satisfactory. Most candidates were able to highlight the injustice meted out by the government that stymied progress. They also addressed the issues of poverty, ill-health and exploitation that significantly affected the colonel, his wife and other townsfolk. However, there were instances where candidates did not present clear arguments. Instead, they provided a summary of the text. Few candidates based their response on *El reino de este mundo*. They argued that the black slaves could not change the course of their lives since they endured cycles of oppression under the French colonists, Henri Christophe and the mulattoes. Despite their best efforts, they continued to endure hardship. It must be noted that while most of the essays based on *El reino de este mundo* were well written, there were instances where candidates wrote a summary of Part One of the text.

Question 8

“Social justice is only a pipe dream for the oppressed.” Discuss.

This question required candidates to discuss the extent to which social justice is unattainable for those who are oppressed. Most candidates who chose this question used the text, *El coronel no tiene quien le escriba*. In most instances, candidates were able to discuss factors that severely affected the lives of the less fortunate and that stymied their chances of attaining economic freedom: bureaucracy, poverty, limited freedom of movement and information. Organizing responses was a major challenge for some candidates. There were also instances where responses were superficial since some candidates did not demonstrate sound knowledge of the text and resorted to retelling parts of the plot. Few candidates used *El reino de este mundo* to respond to this question. They focused on the cycles of enslavement that the black slaves endured. These cycles of enslavement include the periods during which they were under the domination of the French colonists, Henri Christophe or the mulattoes. However, there were instances where candidates did not develop their arguments convincingly in separate paragraphs.

Candidates' Strengths

- Some candidates demonstrated sound knowledge of the text studied and they employed 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 with a well-constructed thesis, at least four well-supported points with a counterargument and a brief conclusion.
- Some candidates made appropriate use of quotations. Quotations generally supported the points made and were well integrated into the essay.

Candidates' Weaknesses

- Some essays lacked analysis. They were mere summaries of the text studied.
- Some essays were padded with either long or irrelevant citations which limited the amount of informed personal response given in the essays.
- Some essays included lengthy introductions with irrelevant details.
- Some essays contained only points. There was no clearly outlined introduction nor was there a conclusion.
- Some responses were riddled with factual inaccuracies.
- Some responses were extremely short.
- Some responses contained citations in English.
- Some responses were centred around one character, thus limiting analysis.
- Some responses contained irrelevant sub-themes.

Irregularities

The following are some of the errors made by candidates.

- Using the wrong text for a stated theme, for example, using *El coronel no tiene quien le escriba* to answer a question on *El mundo moderno*.
- Using short stories from *Cuentos de Eva Luna* that were not on the prescribed list, for example *Clarisa* and *Tosca*.
- 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.

Recommendations

Suggestions and Recommendations for Teachers

Teachers should do the following.

- Ensure that they identify to students and discuss with them the issues related to the theme within the chosen text. Historical and philosophical perspectives, though necessary for class discussion, do not need to be given in the examination.
- Remind students to use at least three short stories from *Cuentos de Eva Luna* or *Fátima de los naufragios* when responding to a question on the theme *El mundo moderno*. When less than three short stories are used, candidates will not only be awarded a score within the Satisfactory/ Good band for Knowledge and Understanding.
- 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 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 question paper for this purpose. In the event that

candidates use these extra pages, they should make an annotation such “Please see extra pages” next to the corresponding question(s).

- Help students to cultivate practices of proper essay writing. Ensure that they know that they should always include an introduction, a body and conclusion.
- Provide instruction 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.
- Train students how to edit citations properly. Overly edited citations lose all meaning and value within a discussion/analysis.
- 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, brief and complete quotations, and an informed personal opinion, each in a new paragraph, one of which should be a counterpoint to show balance in the response if required
 - a brief conclusion.

Paper 04 — School-Based Assessment

In this paper candidates were required to

- make an oral presentation on their topic of choice within the framework of the three modules
- engage in conversation with the examiner on the topic as well as on current issues. The performances ranged from very high to low.

Most of the topics were well researched and candidates covered the topic excellently in their presentations. They addressed an issue and presented their topic in an argumentative manner. However, there were a few candidates who did not address an issue and merely presented the topic in an expository manner. These candidates did not take a position on the issue presented. There were many excellent responses to topic and general conversation questions with several candidates extending the discussions and inviting the examiners to give their responses to various phenomena. However, in the topic and general conversation, some responses sounded rehearsed and lacked authenticity. Some candidates demonstrated excellence in fluency, intonation and pronunciation and responded to questions asked in a prompt manner. Additionally, some candidates integrated the use of varied grammatical structures such as the subjunctive and conditional moods in their responses.

There were also the candidates who delivered a fair to less than satisfactory performance and whose presentations lacked adequate coverage in terms of content. There can be some improvement with respect to the organization of the topic presentation and the use of transitional devices can aid in the delivery of more coherent responses. Some candidates can develop their fluency, intonation and pronunciation. This can be done through more practical activities, native speaker interactions and listening exercises.

Additionally, most examiners did a very good job to ensure that the regulations regarding topic and general conversations were adhered to. The examiners encouraged the candidates to extend the conversations through skilful questioning and giving the candidates sufficient time to respond to the questions without interrupting too quickly. Some of the discussions were very conversational in nature and flowed smoothly. However, there were a few instances where the examiners spoke too much thereby taking away from the candidates' discussion. In a few presentations, the candidates interrogated the examiner extensively, whereas the opposite is what is expected. Moreover, in a few cases, the questions asked during the topic conversations were not based on the country presented or any other Spanish-speaking country.

In some instances, there was also a lack of balance between the topic conversation and the general conversation in that the topic conversation was lengthy and the general conversation was very brief (naturally flowing from the minimal questions asked by the teachers for this section). Additionally, there were a few cases in which the questions asked during the general conversation were mostly

at the CSEC level. Teachers should ensure that the level of questions are at the CAPE level. There were also cases in which both topic and general conversations were very brief given the few questions asked by teachers. There were also challenges with transitioning from the topic to the general conversation. Overall, the oral exams were well done with obvious room for improvement in some cases.

Further Comments

Overall, there seems to be a need for further practice in the classroom to give candidates an opportunity to express opinions on the various topics in the programme.

All examiners need to adhere to the allotted time; especially for the topic and general conversation, which carry more weight.

Again, examiners need to refrain from prompting during the examination and avoid being too deliberate in articulating their questions, thus distorting the language.

Recommendations

Recommendation for Teachers

- Examiners should avoid asking too many questions that would most logically elicit a yes or no answer.
- Examiners should encourage candidates to take the initiative in meaningful exchanges in the conversation.
- Examiners should resist the temptation to extend themselves in the conversation and give priority to the candidate to express his or her point of view.
- Examiners should familiarize themselves with the stipulations and recommendations of the syllabus and should be quite clear on the parameters of the marking scheme.
- Examiners should make a concerted effort to reduce extraneous noises and double-check the quality of the recordings.