

# FIRST LANGUAGE SPANISH

Paper 8665/21  
Reading and Writing

## Key message

In order to access every mark on this paper, candidates should follow the instructions in the rubrics carefully, avoid lifting five or more words from the text to answer comprehension questions, keep to the word limit in **Question 5**, and make sure that they attempt an answer to every question.

## General comments

Work was generally of a good standard and candidates clearly related well to the two texts on school-based topics. Many had been well coached in the techniques required to successfully answer each of the questions.

## Comments on specific questions

### **SECCIÓN PRIMERA**

#### **Question 1**

Candidates familiar with the required technique were generally able to score very well in this first question. It is important to answer with a phrase from the text which is a precise match to that of the question. Careful cross-checking should ensure that no additional words are included either before or after the matched phrase. For example, a number of candidates invalidated their answers to **(b)** by prefacing it with *en*. The most frequently correct answers were **(c)** and **(d)**.

#### **Question 2**

In addition to performing the required language manipulation, it is important to check that the answer fits back into the original text and retains the same meaning. A recommended technique for this exercise is to copy out the phrase as it appears on the question paper before writing the answer underneath. In this way it is possible to tell at a glance whether in making the manipulation any of the elements have been omitted or whether others have been added.

- (a)** There were a number of possible permutations of the correct answer. Answers which were not considered acceptable were the omission of *a* after *se parece*, and *parece montar en bicicleta* which didn't reflect the same meaning as the original phrase.
- (b)** The important thing in this manipulation was to retain the future tense and to ensure that the passive construction was applied to *el libro de texto* and not to *contenidos*.
- (c)** This manipulation tested knowledge of the subjunctive and was done well by those who were familiar with the use of this construction after *es preciso que*.
- (d)** The usage of *a no ser* appeared not to be so well known by candidates. Acceptable answers were those that either again used the subjunctive *reciba* after *que*, or the past participle *recibida*.
- (e)** This was the best answered of all the manipulation questions. There were a considerable number of ways of re-working this phrase to use *además* and many candidates produced good answers.

### Question 3

The content of both reading texts appeared to present little difficulty for the majority of candidates. because of already having studied this first text for **Questions 1** and **2**, some candidates performed marginally better on this question than on **Question 4**.

- (a) This was generally answered very successfully. Apart from instances of lifting *la tecnología está en todas partes* answers often showed very good examples of manipulation and comprehension of the text.
- (b) The mark scheme allowed four different ways to score the three marks, although not so many candidates attempted the fourth route, that of stating the time scale for the introduction of the project *Escuela Digital*. High marks were generally achieved, although some were lost for lifting *de 10 a 16 años* or by stating that every school, rather than classroom, would have Internet access.
- (c) The two marks available for stating that the success of *la Escuela Digital* was dependant on the cooperation of both schools and teachers were scored by many candidates. Not so many were able to score the third mark as they did not mention that materials for every subject would have to be digitalized.
- (d) There were few candidates who were unable to score at least one of the marks for noting that teachers would not only need support in dealing with new technology but that they would also have to update their teaching methods.
- (e) There were many excellent answers to this question, indicating full comprehension of the relevant section of text. Apart from a few easily avoidable instances of lifting there were no real pitfalls to record.
- (f) Not all candidates mentioned that digital boards increased the length of time for which candidates were attentive. This question discriminated well.

### SECCIÓN SEGUNDA

#### Question 4

Although there were many examples of excellent comprehension, marks awarded for this question were often slightly lower than for the previous one.

- (a) This was answered very well, with most candidates readily identifying the three objectives of attendance, behaviour and marks which had to be achieved for pupils to gain rewards. The only pitfall was that of directly lifting the key five words from the text. There were some excellent examples of paraphrase which avoided this.
- (b) In this four-mark question most candidates were able to show that they had understood that the rewards scheme in France applied to the class as a whole, whereas in New York it was aimed at the individual student. The point that in France, unlike in New York, the scheme targeted pupils in non-compulsory education was not so readily identified. Occasionally, answers were devised from differences which were not stated in the text, for example *se premia por sacar buenas notas en París pero se premia por buen comportamiento en Nueva York* and these could not be given credit.
- (c) This was another four-mark question and it was very common for candidates to note only two of the points sought by the mark scheme, namely the fact that some students do not identify with the rest of the group (with the phrase *alumnos que no se identifican con sus compañeros* occasionally appearing as a direct lift) and the fact that this was not a long-term solution to educational problems. The best answers came from candidates who had clearly digested the contents of the fourth paragraph and in doing so were able to note the four different points which answered the question.
- (d) Not all candidates were able to score both marks for this question. To improve pupils' opportunities was often correctly noted but some candidates encountered a certain amount of difficulty in stating all the elements of *el entorno social y económico* without resorting to lifting.

- (e) This question discriminated well, with the idea of *no usar la recompensa como coerción* being fully understood by candidates. The fact that rewards work best when there is sincere affection was identified by many.

#### Question 5

Good examination technique is extremely important in this question and can often make a significant difference to the marks awarded. Most candidates seemed to be aware of the need to keep to the limit of 140 words for both parts of the question. Anything in excess of 160 words is disregarded, and in extreme cases this can lead to no marks being awarded for part (b) of the question.

- (a) There were many significant details in both texts which related to innovations and problems in the educational system. One mark was awarded for every relevant detail mentioned, and candidates who managed to note many of these within the one hundred or so words at their disposal achieved high marks. In this exercise there are no penalties for directly lifting phrases from the text. It is important to avoid vague generalisations, and introductions such as *Los dos textos hablan sobre las innovaciones y los problemas en el sistema educativo* are not only a waste of words but will also score no marks. A far more effective and rewarded opening would have been, for example, *Las escuelas han encontrado la necesidad de satisfacer la falta del conocimiento digital* and then proceeding to give details of the new technology being incorporated in the classrooms.
- (b) In the two or three sentences available to answer this question those candidates who gave a personal opinion on the changes (or need for them) in the educational system in their country scored excellent marks. Those who wrote about the state in which education in their country found itself without addressing the question of change did not fare so well.

# FIRST LANGUAGE SPANISH

Paper 8665/22  
Reading and Writing

## Key message

In order to access every mark on this paper, candidates should follow the instructions in the rubrics carefully, avoid lifting five or more words from the text to answer comprehension questions, keep to the word limit in **Question 5**, and make sure that they attempt an answer to every question.

## General comments

The two texts concerning the reactions of individuals and the authorities to widespread unemployment were clearly understood by the majority of candidates and the overall quality of performance was good. Many candidates had been well coached in the techniques required. There appeared to be no issues with time management and all candidates were able to complete all parts of the paper.

## Comments on specific questions

### **SECCIÓN PRIMERA**

#### **Question 1**

The phrases in the original text were readily identified, with many candidates spotting all five. It is important to answer with a phrase from the text which is a precise match to that of the question and careful cross-checking should ensure that no additional words are included either before or after the matched phrase.

A good technique used by some candidates to check at a glance that their answers contained no extras or omissions was to copy out the paraphrase in the question and then write their answer phrase on the line beneath.

The most common omission was *una* before *época de abundancia*. Frequent additions were *los* before *aspirantes a un único puesto* and *de Turismo* following *curso un máster*.

#### **Question 2**

As usual, this was one of the more challenging exercises in the examination. In addition to performing the required language manipulation, it is important to check that the answer will fit back into the original text and retain the same meaning. The technique mentioned above of copying out the phrase as it appears on the question paper before writing the answer underneath can help to ensure that is the case. It should also be possible to tell at a glance whether in making the manipulation any elements have been added or omitted.

- (a) A considerable number of permutations of the correct answer were possible. The omission of *más* in some answers meant that the mark could not be awarded.
- (b) This was generally done well. The participle *buscando* was an acceptable alternative to *buscar*, although *no hay otra manera* was considered not to convey the same meaning.
- (c) A passive construction is quite a common feature in these manipulation questions yet this one did not appear to be fully understood by candidates. The past participle *buscada* was often confused with the noun *búsqueda*, *estar* was sometimes used instead of *ser*, and generalisations such as *la preparación* for *más preparación* and *los españoles* for *muchos españoles* resulted in unacceptable changes of meaning.

- (d) Although constructions involving *falta* have also appeared in this exercise in previous years, there were not so many successful answers as on some of the other tasks in this section. Difficulties often arose from misunderstanding of *imprescindible* or attempts to form constructions with the article and noun *la falta*.
- (e) This was generally answered well. There was occasional omission of the concept of studying or misuse of *fin* in a non-objective sense, for example, *al fin* or even *en el fin*.

### Question 3

There was sound overall comprehension of the text with many excellent answers. Some candidates experienced difficulty in expressing themselves without copying blocks of five words directly from the text.

- (a) The idea of Alejandra building up her knowledge needed to be conveyed by expressions such as *sigue estudiando* or some sort of reference to *cursos* or *formación*. Simply re-working the original words *ampliar su currículum* by statements such as *no ha dejado de ampliar su currículum* was not enough. Most candidates were successful in the second point with answers such as *prefiere buscar un trabajo interesante*.
- (b) This question was answered very well with the three levels of education being clearly identified. Where marks were lost this was due to lifting phrases from the text, particularly in the case of university entrance, *que se preparan para el examen* or *el examen de acceso a la universidad*, often amounting to even more than five words from the text. Good paraphrases included *estudian para la prueba de selectividad / para ingresar en la universidad*.
- (c) If a question is worth four marks then candidates need to include four items of information in their answers. Many candidates were only awarded two marks out of the four available here, which were usually scored for stating that private schools prepare candidates for state jobs, and that these jobs are permanent.
- (d) Most candidates scored a mark for noting that training will help with future career progression, although the point about competing for the same job was often missed, especially by those who had picked up on the similar reference to competing in the previous question. Irrelevant information about how some unemployed people finance their studies and graduates who specialise was often included.
- (e) (i) This was generally answered well, and the only pitfall was that of directly lifting the phrase *quiere trabajar en una empresa multinacional* from the text. The link between Ana's aspiration and the reason why she was following a postgraduate course was sometimes not clearly stated when the concept of *para lo cual* was omitted.
- (ii) There were many excellent answers to this question which could either be answered positively, by noting Francisco's future aspirations, e.g. *quiere un trabajo bien remunerado*, or negatively, by commenting on previous experience, e.g. *no le pagaban bien en sus anteriores empleos*.

## SECCIÓN SEGUNDA

### Question 4

This question was answered fairly well, although not always quite as well as **Question 3**. Nevertheless, despite some instances of lifted text, there were often excellent examples of paraphrasing and re-working the original words.

- (a) This paragraph was clearly understood by most candidates although some found difficulties in expressing the information in their own words. Common lifts included *crear nuevos puestos de trabajo con dinero público* and *lleva más de dos años sin trabajo*. Some candidates were not able to come up with an equivalent time expression for the latter phrase.
- (b) This was a three-mark question but many candidates only mentioned two of the three answers required, with *limpieza del río* and *arreglar las calles* being the most frequent. Most candidates managed to score another mark, either for *estudiar las necesidades de la comunidad* or *crear actividades para los jóvenes*.

- (c) This question was worth four marks and candidates are always advised to answer such questions as fully as possible. Juan's opposition to these schemes was sometimes not covered because it was regarded as being too obvious. The points about the temporary nature of jobs and misuse of resources were understood and expressed well. A little more difficulty was apparent in tackling the concept of *trabajos reales* or *empleos artificiales*, with the result that the point was sometimes either omitted or lifted from the text.
- (d) Not so many candidates scored the two marks available here. The point about help only being given in the short-term was sometimes omitted, and misinterpretation of *dejan de pagar* and, to a lesser extent *alquiler* and *hipoteca*, gave rise to renderings such as *para evitar que paguen* or *para que puedan pagar los impuestos*.
- (e) (i) A common misinterpretation here was to state that unemployed people were to be given *empleos* as opposed to *formación* in strategically important sectors. This misunderstanding often made it difficult for candidates to score the second point required by the mark scheme.
- (ii) Most candidates were able to finish on a high note and there were many excellent answers, often containing skilful re-working of the original text.

### Question 5

Good examination technique is extremely important in this question and can often make a significant difference to the marks awarded. Most candidates seemed to be aware of the need to keep to the limit of 140 words for both parts of the question. Anything in excess of 160 words is disregarded, and in extreme cases this can lead to no marks being awarded for part (b).

- (a) Many candidates performed well and identified key points with ease and expressed them well in terms of quality of language. In this exercise there are no penalties for directly lifting phrases from the text. Candidates who were less aware of the technique required for this question lost marks by approaching the exercise as an overall summary with emphasis on generalisations or making comparisons or contrasts between the two texts which contained a minimum amount of specific detail. It is important to avoid lengthy introductions such as *Tanto en el primer texto como en el segundo el problema que se intenta evitar es básicamente el desempleo. En los dos textos los ciudadanos buscan soluciones diferentes*. Generalisations like this are a waste of precious words as they will score no marks. A far more effective and rewarded opening would have been, for example, *La gente reacciona ante el desempleo enriqueciendo sus currículums para evitar trabajo aburrido y encontrar empleos permanentes*, and then proceeding to give specific details of ways in which people are doing this.
- (b) In the two or three sentences available those candidates who gave a personal opinion on the unemployment situation where they lived scored high marks. Some candidates were able to draw upon very relevant personal experience, for example, friends or family members having lost their jobs, or themselves having difficulty in finding part-time jobs which were once easy to come by. Those who merely echoed the ideas of the texts and stated that where they lived people were opting for more education and local authorities were creating jobs for the unemployed did not fare so well.

# FIRST LANGUAGE SPANISH

Paper 8665/41

Texts

## Key messages

- Candidates must answer only **one** question on each text.
- Candidates should read the question carefully and respond to all aspects of their chosen question.
- Candidates are advised to plan each response before starting to write.
- Handwriting must be legible.
- Option **(a)** questions in *Sección Primera* require more extensive treatment in part **(iii)**, where candidates are expected to refer in detail to the work as a whole, not simply the printed extract.
- Quotations should be brief and relevant. Candidates should not copy the notes from the back of the book as part of their essay.
- Candidates should avoid re-telling the story of the text.

## General comments

Examiners reported that the majority of candidates had prepared the set texts thoroughly and that most Centres had given good guidance in tackling the examination.

## Comments on specific questions

### *Sección Primera*

#### **Question 1** Ernesto Sábato: *El túnel*

Both options were well answered, with candidates using their knowledge of the text well.

Option **(a)** gave candidates much scope for exploring the reasons why Castel is unable to resolve his problems. Most focused on his obsessive behaviour and his inability to relate to other people. It was important to analyse this in relation to specific incidents in the novel, rather than simply relate a list of events. Many made reference to the importance of the painting and his meeting with María. There were also some effective arguments which included observations of style – the first person singular narrative has particular significance.

Option **(b)** gave rise to arguments both supporting and challenging the statement given. Some candidates weighed up positive and negative aspects before coming to a conclusion.

#### **Question 2** Pedro Calderón de la Barca: *El alcalde de Zalamea*

In option **(a)**, the main comment relates to part **(iii)**, where candidates must make reference to the whole text in their answer. The main themes to be explored here are the relationship between Don Lope and Pedro Crespo, as representatives of very different strata of society and individuals with strong beliefs, and the idea of harmony.

Option **(b)** required a detailed and focused analysis of the use of poetic imagery to bring out the themes of the play. Candidates could choose the themes they wished to discuss, giving much opportunity for individual interpretation.

#### **Question 3** Gabriel García Márquez: *Los funerales de la Mamá Grande*

Option **(a)** dealt with one of the more abstract stories in the collection in relation to parts **(i)** and **(ii)**, but candidates had to make reference to at least one other story in part **(iii)**. This question focused on the priests as individuals and as representatives of the Church in a wider sense. Candidates had no difficulty in

choosing a second story and gave many varied interpretations of the work of the priests and its impact on the community.

Option **(b)** elicited some lively essays in which nearly all agreed that the women are in charge – or at least they are usually right. Baltasar and Dámaso were often cited as examples of men under the control of their partners. It was important to consider the fact that both individuals still behave badly and Baltasar in particular is nervous of revealing the truth of his actions. Careful planning and judicious selection of material resulted in good essays.

**Question 4** Lauro Olmo: *La camisa*

Parts **(i)** and **(ii)** in option **(a)** posed no difficulty. Part **(iii)** required candidates to analyse the presentation of the theme of *'la ilusión'* as central to the play and to find material to illustrate how the author presents it. It was then possible to consider whether it is the main theme or to offer an alternative.

In answering option **(b)**, candidates needed to offer an overview of the types of humour present in the play and then discuss how the author uses it. There were good discussions of the pranks carried out by the boys – here the incidents offer light relief for the audience, give an authentic feel to the characters and highlight the unsavoury nature of Paco's character.

**Sección Segunda**

**Question 5** Carlos Ruiz Zafón: *La sombra del viento*

Essays on option **(a)** tended to focus on how Daniel's life was taken over by the discovery of the book in *'El cementerio'*. Every aspect of his emotional and moral development was affected.

In option **(b)**, candidates were able to give many examples of characters who survived traumatic experiences and analysed them in detail. In order to achieve the highest marks, candidates needed to organise the argument in a logical way rather than simply give illustrations.

**Question 6** Laura Esquivel: *Como agua para chocolate*

In option **(a)** candidates gave full responses to the idea of the repressive society using Tita's suffering at the hands of her mother as the prime example. The second aspect – the *'comunidad ... machista'* – needed to be thought through. Most candidates decided that Mamá Elena had taken on the mantle of the man of the household and analysed from that point of view. Others felt that Pedro's role was appropriate here also.

Option **(b)** was well answered as candidates used their detailed knowledge to proceed from the specific to the general.

**Question 7** Federico García Lorca: *Yerma*

Option **(a)** presented few problems. Most essays were competent, with detailed discussion of the effect of the pressures of the community on the relationship between Yerma and Juan.

In option **(b)**, however, many candidates did not respond to the question accurately. The subtitle *'poema trágico'* is given and candidates were asked whether it was appropriate or not. Unfortunately, a large number of essays only discussed whether the play is a tragedy or not. The question asks whether it is a tragic *poem*. The best essays analysed the poetic elements of the play and showed how these contributed to its tragic nature. This was a prime example of the need to read the question carefully as many competent essays on *Yerma* as a tragedy could not access the full range of marks as there were no references to the use of poetry.

**Question 8** Alfonsina Storni: *Selección de poemas*

Option **(a)** gave candidates a clear focus and an opportunity to analyse the theme of the city as presented in the two poems specified. Candidates were free to offer individual interpretations provided they were supported by brief quotations from the poems.

In option **(b)**, candidates were required to balance the themes of the poems with the format and style. There needed to be detailed discussion of both, so judicious choice of poems was essential.



**Concluding remarks**

Examiners are pleased to report the continuing trend that candidates have more detailed knowledge of the texts chosen. The majority follow the rubrics correctly but it is always disappointing to see a script where a candidate has reduced the possible marks available by mistakenly answering two questions on the same text.

Many candidates produced good work, but could have attained higher marks by focusing more precisely on the question set and giving greater attention to planning the response and constructing the argument. Centres and candidates are advised to practise essay questions as much as possible to perfect examination technique.

# FIRST LANGUAGE SPANISH

Paper 8665/42

Texts

## Key messages

- Candidates must answer only **one** question on each text.
- Candidates should read the question carefully and respond to all aspects of their chosen question.
- Candidates are advised to plan each response before starting to write.
- Handwriting must be legible.
- Option **(a)** questions in *Sección Primera* require more extensive treatment in part **(iii)**, where candidates are expected to refer in detail to the work as a whole, not simply the printed extract.
- Quotations should be brief and relevant. Candidates should not copy the notes from the back of the book as part of their essay.
- Candidates should avoid re-telling the story of the text.

## General comments

Examiners reported that the majority of candidates had prepared the set texts thoroughly and that most Centres had given good guidance in tackling the examination.

## Comments on specific questions

### *Sección Primera*

#### **Question 1** Ernesto Sábato: *El túnel*

Answers to **(i)** and **(ii)** showed knowledge of the text and were generally sufficiently detailed. In part **(iii)** candidates interpreted the '*misterioso amor*' in the relationship between Castel and María as unhealthy or unusual. The best answers then went on to refer to incidents which illustrate this. Examples include Castel's obsessive behaviour versus María's seemingly evasive responses, reminding us that we only see events through Castel's eyes. Candidates are free to select the episodes which best support the answer but these should show detailed knowledge of the whole text.

Option **(b)** was answered very well by a small number of candidates. These essays showed how the author uses Allende, as a blind man, as a counterbalance to Castel. Ironically the blind man 'sees' the situation more clearly than the sighted one. Castel is blinded by his own preoccupations and problems. Most candidates analysed the episodes when the two men met, commenting in detail on how the differences between the men were revealed through the dialogue and reactions.

#### **Question 2** Pedro Calderón de la Barca: *El alcalde de Zalamea*

In Option **(a)**, part **(iii)**, the best essays analysed the presentation of Chispa compared with the other female characters in the play, and drew conclusions from this. Candidates who agreed with the question found it more difficult to construct a successful argument.

In Option **(b)** candidates needed to respond to both aspects of the question. The first concerned the hierarchical social structure – this was well understood, and candidates were able to show how characters fitted in to it. The second aspect related to the universal themes. Many good essays discussed how themes, such as that of honour, involved all the social classes portrayed in the play, making them 'universal' in this way. Successful answers also analysed the themes and argued that they were universal in certain aspects but not in others.

**Question 3** Gabriel García Márquez: *Los funerales de la Mama Grande*

In option **(a)** the most successful answers responded directly to the questions set. In **(i)** and **(ii)** candidates gave brief but precise responses to these 'context' questions, demonstrating understanding of the text quoted. In dealing with part **(iii)**, candidates needed to consider first how they would show that the train was used by the author to help the reader understand the society presented in the short stories. Once this was settled, the choice of stories to support the argument could be made.

Option **(b)** required candidates to give careful consideration to the task and to decide whether to agree with the statement in the question or to challenge it. Candidates needed to analyse the role played by the Church and whether it is the same in all the stories. Those answers which listed examples of references to the Church or the cemetery in a very literal interpretation of the question could not achieve high marks. Better essays analysed the nature of the Church's role. For example, in *La siesta del Martes*, the mother is obliged to go to the Presbytery to obtain the key to the cemetery to visit her son's grave. As the story progresses the reader discovers that the priest displays a lack of charity and kindness to the bereaved woman, irritation at being disturbed, and general insensitivity. The mother questions the priest's interpretation of what is morally right. Although the existence of the Church and the priest are seen as central to the community, candidates needed to consider to what extent the values displayed are relevant to the people. In *Rosas artificiales*, the Church is seen as arbiter of strict codes of behaviour but also as a useful pretext to cover up romantic encounters. The irony implicit here brings into question the true role of the Church. These are only examples of approaches – Examiners accept candidates' own interpretations provided they are supported with reference to the text.

**Question 4** Lauro Olmo: *La camisa*

Option **(a)** was generally well answered. Candidates had detailed knowledge of the text and used this effectively in analysing the presentation of the character of Paco.

In option **(b)** essays fell into two groups – those which only dealt with the themes and those which answered the question fully by analysing the way the author employs stylistic devices to present the themes. Successful essays showed how the author used the setting of the play effectively and discussed the importance of the '*camisa*' itself.

**Sección Segunda**

**Question 5** Carlos Ruiz Zafón: *La sombra del viento*

Both options were generally well answered. Candidates showed excellent knowledge of the text and obviously enjoyed it.

In **(a)**, the best answers analysed the intricacies of the plot and the way they were linked. Candidates tended to focus on '*secretos*' rather than '*maleficios*' but the best essays gave sufficient overview of the text to achieve high marks.

Answers to **(b)** were sometimes limited by a simple interpretation of the question – that the reader would only enjoy the novel if fond of love stories. Other candidates were able to expand their interpretation of '*romántico*' and to show that there were other aspects of the novel as well. Again, essays were well supported with references to the text.

**Question 6** Laura Esquivel: *Como agua para chocolate*

This was a popular text which attracted many answers to both options.

In option **(a)**, some candidates told the stories of the various relationships in some detail without considering the idea of '*derecho*'. This limited the marks available. Other essays analysed the concept of responsibility within relationships, between parent and child as well as partners, and showed how the human need for affection can be manipulated, or indeed ignored, for selfish reasons.

Option **(b)** dealt with the theme of food, which had been well prepared by candidates. There was some tendency to write about the importance of food in general without relating this sufficiently to the quotation given. The best essays included a detailed analysis of episodes in the novel which illustrated the different elements within the question. Some took the three parts separately and discussed each in turn. Both of these approaches worked well.

**Question 7** Federico García Lorca: *Yerma*

As always, it was important to read and respond precisely to the question set. Some candidates picked up on one element of a quotation, for example, in the case of option (a), the word '*marchita*', and reproduced it in their prepared response on the theme of infertility. However, this was not an appropriate response to the question set which required candidates to consider whether the quotation encapsulates the expected denouement of the play. As stated earlier, candidates are strongly advised to plan their response before starting to write, settling on their reaction to the question and structuring the argument accordingly. Some good answers included analysis of successive moments in the play which prefigure the ending. It was also important to recognise that the quotation comes from the end of the play.

Option (b) gave a very clear focus for candidates. There were some very competent responses which showed how much preparation had been done in relation to the role of the chorus in Greek drama, and how García Lorca utilised this device in his work. Candidates were able to demonstrate the effectiveness of the chorus in terms of plot and theme. The best essays referred to differences of opinion between the '*lavanderas*' which gave an extra dimension to the discussion.

**Question 8** Alfonsina Storni: *Selección de poemas*

In relation to both options, candidates used their texts to good effect in quoting from the poems, but needed to avoid copying out over-long sections. The theme in (a) was very specific and candidates had much scope in choosing another poem to contrast or support the analysis of *Amor*. In option (b), candidates were given the opportunity to develop an individual response to themes of their choice relating to Latin American concerns. It is essential to refer to the number of poems as specified in order to access the full range of marks.

**Concluding remarks**

Examiners are pleased to report the continuing trend that candidates have more detailed knowledge of the texts chosen. The majority follow the rubrics correctly but it is always disappointing to see a script where a candidate has reduced the possible marks available by mistakenly answering two questions on the same text.

Many candidates produced good work, but could have attained higher marks by focusing more precisely on the question set and giving greater attention to planning the response and constructing the argument. Centres and candidates are advised to practise essay questions as much as possible to perfect examination technique.