



# CONTENTS

---

SPANISH.....	
GCE Advanced Subsidiary Level .....	2
Paper 8673/04 Texts .....	2

# FOREWORD

---

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned**

# SPANISH

## GCE Advanced Subsidiary Level

Paper 8673/04

Texts

### General comments

Examiners were impressed by the quality of answers and the high degree of engagement with the texts shown by the vast majority of candidates. In most cases candidates paid close attention to the question set and were able to use detailed knowledge and understanding of the texts to substantiate their response. The only area of slight weakness was in relation to the poetry option, where answers tended to focus on individual poems only without addressing the question sufficiently.

### Comments on specific questions

#### **Section 1**

#### **Question 1**

Both options were popular and gave candidates ample opportunity to show their knowledge and understanding of the text.

- (a) There were several interpretations of part (ii). Although (iii) gave rise to some thoughtful analysis, some candidates did not take a sufficiently wide perspective to do justice to this part of the question, which is intended to encompass the whole of the text. This issue required good reference to the text to justify opinions given.
- (b) Many candidates showed considerable insight and were able to look at the whole society portrayed in the novel, considering the relative suffering of most characters within the context of the political situation.

#### **Question 2**

- (a) It is important to emphasise that although only part of the *Romance de la pena negra* is given, candidates are expected to refer to the whole poem in their answer, particularly with regard to part (iii). In fact this question cannot be answered without considering the entire poem. Candidates responded well to the sentiments of the poem but part (ii) which focused on the technique was less fully answered.
- (b) Candidates had a wide choice open to them and the majority of answers dealt either with Lorca's view of the gypsy race or the theme of death. As mentioned above, candidates must be sure to address the question set directly, as well as give a detailed analysis of two or three poems. The best examples explained why the chosen theme was seen to be original and then gave specific references to illustrate this from the poems selected. It was not necessary to analyse the whole of each poem, rather focus on the specific theme being explored.

#### **Question 3**

Both options were well answered. Candidates seem to enjoy this text and understand the issues discussed.

- (a) The best answers showed the ability to see events from Rosaura's perspective and give a considered view of her role. This went beyond the stereotypical 'bad' character seen by many as a point of contrast to Tita and analysed to what extent she had the opportunity to decide her own destiny and indeed how unhappy she was.

- (b) Answers both supported and challenged the statement. There are sufficient humorous episodes in the novel, but these had to be quoted in the context of an argument. There was a tendency to refer to the episodes without drawing them together in a coherent way. It was perfectly possible to emphasise the tragic nature of the novel and present a good argument with reference to the novel as well as Rosaura.

#### Question 4

Answers to both options were thoughtful and perceptive.

- (a) Some candidates missed important details in responding to (i) in option (a), but the majority gave a full explanation for (ii) and understood how Valindin's treatment of Adriana is mirrored in many ways in his relationship with the blind beggars.
- (b) This gave much scope for detailed analysis of the main theme – there were some excellent interpretations of the many instances of 'blindness'.

#### Section 2

#### Question 5

Most responses to this text were more specific than in the previous examination session and there were some good comparative studies with reference to option (a), showing insight into the author's intention in varying the narrative voice. Option (b) needed a clear focus or theme to give substance to the answer if the candidate did not consider the 'novela documental' issue.

#### Question 6

Candidates who choose to study this text tend to have a very good detailed knowledge and are able to quote effectively. Of the two options, candidates seemed to relate most easily to (b) and were able to consider to what extent Alonso was responsible for his own death in a wide context, including the contribution made by Fabia to his demise. Answers to (a) also made reference to Fabia but needed a detailed analysis of Rodrigo's character and his perception of morality.

#### Question 7

Examiners were very pleased again by candidates' response to this novel. Despite its length, there was a good degree of detailed knowledge. Both options were well answered – in (a) there were many instances of violence and vengeance leading to Alba's decision to break the pattern. The best answers placed the novel in its political context, widening the perspective from the purely personal. Answers to (b) showed much understanding and indeed empathy with Esteban Trueba's situation. Most were able to give detailed accounts of his character and motivation and gave a balanced assessment, explaining how he was now asking for the return of a favour he had granted many years ago – not for himself, but for Alba.

#### Question 8

This question gave most cause for concern with regard to examination technique. Candidates were familiar with the collection and had no difficulty in choosing appropriate poems for either option (a) or (b). The problem came in constructing an effective argument which answered the question set directly. There was a tendency to refer to the question in an opening sentence, give a full commentary on two poems and end the essay without any conclusions being drawn. In the course of the commentary, all aspects of the poems were considered, rather than focusing on the themes being studied. Candidates need to be prepared to select and order material from the chosen poems to fit the question rather than depend on a commentary including enough references to the theme to constitute an acceptable answer. It was pleasing to note the variety of poems chosen and the enthusiasm of candidates in discussing Neruda's work.