# FIRST LANGUAGE SPANISH

> **Paper 8665/21**
>
> **Reading and Writing**

### General comments

The two texts on the impact of television and computer games on the lives of young people posed few problems of understanding for the majority of candidates, and marks awarded for **Questions 3** and **4** were commonly in the good to high range.  However, many candidates encountered difficulty in targeting the required detail in their summary in **Question 5(a)** and developing their opinion in **Question 5(b)**.

There were a large number of candidates whose handwriting proved very challenging to decipher which may, on occasions, have led to a loss of potential marks when parts of answers were illegible.  Most candidates kept within the word limit for **Question 5** although there were still a significant number who did not manage to write all of their answers to **Questions 3** and **4** without 'lifting' more than four consecutive words from the texts.

### Comments on specific questions

### SECCIÓN PRIMERA

### Question 1

The key to achieving good marks on this question was to study carefully how the five words from the left-hand column had been used in the text, before attempting to find a definition in the right-hand column. Candidates who overlooked this step, preferring to go directly to the list of definitions, often came unstuck.

Common errors included: *cargado* instead of *asaltado, se recibe* instead of *se aprecia* and *envuelven* instead of *se aproximan.*

### Question 2

This question, which usually proves to be the most challenging, was almost universally done well.  Where errors were made it was often not the language which was at fault, but rather that the manipulated phrase could not be re-inserted in the text with the same meaning.  A good technique to check whether an answer has the correct meaning is to copy out the phrase in the question and then write the answer phrase on the line beneath.

**(a)**     Candidates showed good manipulation of language.  However, some answers did not get a mark because they were not close enough to the original meaning.  For example *Habrá de bombardear al joven con unos 10000 anuncios,* although a perfectly good manipulation of *habrá,* did not retain the meaning of the phrase in the text.

**(b)**     This was mostly done well.  There were a few instances where candidates managed to successfully adapt the sentence without changing the meaning in itself but, by changing the word order, the manipulated phrase was not able to be reinserted into the text successfully. e.g. *Premiar a sus hijos es la costumbre de los padres.*

**(c)**     As with the previous answer, a considerable number of variations were offered – and accepted, provided that the correct meaning was retained.  Answers such as *'la situación en España está bastante grave'* were not acceptable.

**(d)**     Many correct answers were offered.  A few candidates wrote *publicen* for *publiquen* and therefore the mark could not be awarded*.*

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**(e)**     A large variety of successful manipulations of this phrase was recorded.

## Question 3

The text about the effect of television on the health of young people was well understood by most candidates. Occasionally, in this question and also in **Question 4** some candidates answered from their own experience of the world rather than what they had read in the text.

**(a)**     Hardly anybody missed the fact that, apart from sleeping, young people spend most of their time watching television. With marks on offer for just two of the four possible detrimental effects of this, many candidates scored the maximum.

**(b)**     Full marks were not so common here. The mark scheme rewarded answers which emphasised the time spent using new technology, rather than the fact that there had been many advances. The lack of time which parents now have to prepare meals for their children was also overlooked by a number of candidates.

**(c)**     There were generally good answers to this question. Among the few exceptions were answers which did not say *regalan TV para sus habitaciones* and only mentioned that children were given *todo tipo de tecnología.* A few other answers included information that was not in the text: *en vez de salir a jugar con los amigos, hablan a través del PC o del celular*. This type of answer was too vague to be credited.

**(d)**     Candidates appeared to show full comprehension of the point that if you eat while watching television you become less aware of when you have eaten enough, and scored the full two marks for stating this. The third mark was sometimes missed when candidates targeted the lack of awareness of the parents, rather than their tendency not to offer a balanced diet to their children and to let them eat what they like.

**(e)**     Many candidates scored the full three marks. A few candidates did not mention that the sale of high-calorie foods and drinks were to be prohibited in <u>schools</u>. Instead they wrote *instituciones* which was not sufficiently accurate as the text referred to educational institutions only.

## *SECCIÓN SEGUNDA*

## Question 4

The second text, dealing with how young people can become addicted to computer games, also proved to be very accessible. Candidates appeared to relate easily to the ideas contained in the passage, and high marks were commonly awarded.

**(a)**     Most candidates performed very well on this question. Occasionally, candidates could not be rewarded because they tried to answer the question with information not present in the text. For example: *Los juegos on line impiden a los jóvenes concentrarse en sus deberes del hogar y crean una barrera entre el joven y sus padres.*

**(b)**     This was another well-answered question, with five possible answers permitted in the mark scheme. Where candidates only scored three marks it was commonly through missing out that young addicts spend a lot of time (or 25 hours a week) playing computer role-play games.

**(c)**     Candidates generally performed well on this question.

**(d)**     This was another question where candidates generally scored well. The only barrier to full success was when a candidate, through oversight rather than misunderstanding, failed to mention all three factors, and missed out, for example: *admitir la existencia del problem.*

**(e)**     Again, the final question posed very few problems. Occasionally, candidates lost marks by 'lifting', probably more by accident than design, five or more consecutive words from the original text.

**Question 5**

Candidates who had been coached in how to tackle the two parts of this question scored well, whereas those who seemed unaware of what was required did not.

Only a very few candidates exceeded the limit of 140 words for <u>both</u> 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 the second part.

**(a)**      It is useful once again to remind candidates that the technique required to score well in this question is to pick out as many points from both texts which are relevant to the task set – in this case, 'the problems which television and computers can bring for young people'. Marks are allocated on a point for point basis, and 'lifting' from the texts is no longer an issue.

            There is no need to seek similarities between the two texts or to write an introductory sentence or conclusion, as generalisations will not score marks. With only 140 words available an introduction such as, '*En ambos textos se plantean los problemas que pueden traer el uso inadecuado de las tecnologías, tales como Internet, la televisión o los juegos de rol'* wastes nearly 30 words which can only be taken into consideration when allocating the 5 marks for quality of language. The recommended approach is to disregard generalized summary writing and to plunge straight in with specific details, for example, *'Los jóvenes dedican muchas horas a ver la tele...'* Candidates who adopted this technique scored well on this exercise.

**(b)**      This was not such an easy question for candidates living in countries where personal computers are not so commonplace. A way to circumvent this was, after having stated this fact, to focus on how young people do spend their time. As always, in order to score the full five marks, in addition to giving their opinion, candidates should try if possible to bring in their own ideas, instead of just relying purely on information from the texts.

# FIRST LANGUAGE SPANISH

**General comments**

Candidates responded well to the two texts on the theme of mistreatment of animals, and their work was generally well presented.  In many Centres there was pleasing evidence that the techniques required for this assessment had been thoroughly rehearsed.  In **Questions 3** and **4**, instances of candidates directly transcribing five consecutive words or more from the original texts seemed to occur through oversight rather than disregard of the rubric, and in **Question 5** the vast majority of candidates succeeded in answering within the 140-word limit.

**Comments on specific questions**

*SECCIÓN PRIMERA*

**Question 1**

Careful candidates scored well on this opening question.  As always, answers to this question must contain the words from the original text which are the exact equivalent to the paraphrase.  A few candidates who had successfully identified the phrase were careless in copying it across, either by omitting words or by adding unnecessary, superfluous ones.  A good technique to check whether an answer contains extras or omissions is to copy out the paraphrase in the question and then write the answer phrase on the line beneath.

**(a)**    Candidates who were aware of the meaning of *a menudo* readily identified the phrase.

**(b)**    This was generally very well done, with nearly every candidate submitting a correct answer.

**(c)**    There were almost as many correct answers for this as on **Question (b)** and only a few were invalidated by careless inclusion of an initial *que.*

**(d)**    Nearly every candidate identified the relevant phrase from the original text.  Not so many were successful in reproducing the exact words to match the paraphrase in the question.  It should be remembered, for example, that if the paraphrase contains a verb then the target phrase will almost certainly contain a verb also.  Answers such as *fuente de venta clandestina* were not accepted.

**(e)**    This question had a similar outcome to the previous one.  Many candidates merely answered *simple antojo,* without taking into account the *por* of the paraphrase.

**Question 2**

As in previous years this proved to be the most challenging question on the paper and only the most able candidates achieved good marks.  A number of candidates who made the correct manipulation either introduced or omitted words which invalidated their answer.  The technique mentioned above of copying out the phrase as it appears on the question paper before writing the answer underneath can help to prevent this occurring.

**(a)**    Candidates who were used to the *hace...que / desde hace* time constructions had little difficulty.  A few struggled when they attempted to merge the original *lleva* with one of these constructions.

**(b)**    This was done well by all who were aware of the meaning of *preciso.*  Past tenses other than the perfect were acceptable, as was the infinitive or a subjunctive construction.

**(c)**      A more challenging manipulation was sought here, with no choice but to use a subjunctive after *es imposible que*. The correct spelling of *acojamos* was also required.

**(d)**      There were a number of correct ways to manipulate this phrase. The guiding principle, as ever, is that the re-worked phrase should fit back into the original text and convey the same meaning.

**(e)**      Many ingenious attempts were made to manipulate this phrase using *tantos.* Candidates who were successful were careful to collocate *tantos* with *perros,* and not with *países,* which would not have conveyed the meaning of the original text.

## Question 3

Most candidates were able to appreciate the general gist of the passage (on the plight of dogs and other pets in Spain), and hence grammatical constructions, specific expressions and items of vocabulary provided the main areas of challenge.

In their answers many candidates are now adopting the perfectly legitimate tactic of using the paraphrase from **Question 1** whenever appropriate to avoid 'lifting' more than four words from the original text. However, it should be remembered that the Quality of Language mark will focus only on original language produced by the candidate.

**(a)**      Candidates took full advantage of the marks on offer here. There was a choice of five possible answers and high marks were often achieved by some careful re-arrangement of the original text.

**(b)(i)**      The question asked for candidates' opinions on <u>why</u> they thought so many dogs were abandoned in August, and it was insufficient merely to answer 'because it was holiday time'. To score the mark the answer needed to be extended to include such possible reasons as, 'they couldn't take their pet with them', or 'they couldn't find anybody to look after them' etc.

    **(ii)**      Most candidates picked up a mark for the second part of this question by noting that dogs were likely to be killed by traffic or die from hunger if abandoned on the streets. Not so many were successful in noting that the animal should be tied up <u>outside</u> the *Protectora,* and only a few mentioned that no effort would be spared to admit them.

**(c)**      There were generally good answers to this question. Most candidates were able to pick up on the idea that it is very difficult to prove that a dog has been abandoned if the owner claims that it has run away. The more able candidates scored the full three marks by adding that it was the severity of the fines that prompted the owners to lie.

**(d)**      This was a two-mark question, and most candidates were able to come up with at least one of the reasons why Spanish pet shops were considered inadequate. The phrase *el ejemplar en la vitrina* appeared to cause a little difficulty.

**(e)**      With marks available for any two of three possible answers most candidates scored well. There was occasional misunderstanding of the exact significance of *compra compulsiva* and *simple antojo.*

### *SECCIÓN SEGUNDA*

### Question 4

The second text, dealing with the more general threats which human beings pose to animal species, also proved to be accessible to the majority. Candidates appeared to be fairly familiar with the ideas contained in the passage.

**(a)**      Even though ***más*** was highlighted in bold print in the question, it was still overlooked by a few candidates who focused on other, less significant human actions mentioned earlier in the paragraph. Provided that they didn't 'lift' more than four consecutive words from the final sentence, most candidates scored the full two marks.

**(b)**      Candidates appeared to find little difficulty in identifying the relevant sections of the text and, with marks available for any three of four possible answers, most were able to score. To answer this

question well frequently called for skill in paraphrasing, and more able candidates met this challenge with confidence.

**(c)** A number of candidates did not mention that the amount of money to be made is a major factor in the illegal trafficking of wild animals. Marks were commonly given for noting the importance of the trade in animal fur and hides, and also for the interest in owning an exotic pet.

**(d)** Most candidates successfully recorded that when man introduces alien species to a habitat this often has a detrimental effect on native species. Some candidates were confused by the use of the word *poblaciones,* and misinterpreted the text to state that such acts led to animals posing a threat to humans.

**(e)(i) and (ii)** Both parts of this question were examples which illustrated the point made in the previous paragraph, and candidates appeared to enjoy following the sequence of events which converted what had initially seemed to be a good idea into a less beneficial outcome.

**(i)** Most candidates were able to state that the foxes were brought in to control the rabbits and, as a result, there was a considerable decline in native species that were in competition with these newcomers. Not so many scored the third mark by recording that the rabbit had no natural predator in Australia.

**(ii)** The undesirable outcome of the bees imported to Brazil was clearly understood. Answers were occasionally marred by instances of possibly inadvertent 'lifting'.

## Question 5

Only a very few candidates exceeded the limit of 140 words for <u>both</u> parts of the question. Anything in excess of 160 words is disregarded by Examiners, and in extreme cases this can lead to no marks being awarded for the second part.

**(a)** It is useful once again to remind candidates that the technique required to score well in this question is to pick out as many points from both texts which answer the question asked – in this case, 'how do humans mistreat animals?' Marks are allocated for relevant points made, and 'lifting' from the texts is no longer an issue.

There is no need to seek similarities between the two texts or to write an introductory sentence as generalisations will not score marks. With only 140 words available an introduction such as, '*En estos dos textos nos informan sobre la influencia que tienen los humanos sobre otras especies y el resultado que se puede producir debido de esto,'* wastes nearly 30 words which can only be taken into consideration when allocating the 5 marks for quality of language. The recommended approach is to disregard generalized summary writing and to plunge straight in with specific details, for example, '*Los hombres maltratan a los perros cuando los abandonan en la calle...'* Candidates who adopted this technique scored well on this exercise.

**(b)** This was clearly an emotive subject for candidates and many were able to voice strong opinions after a brief review of the practices in their own countries. As always, in order to score the full five marks, in addition to giving their opinion, candidates should try if possible to bring in their own ideas, instead of just relying purely on information from the texts.

# FIRST LANGUAGE SPANISH

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## General comments

Candidates were generally well prepared for this paper and showed knowledge and understanding of the texts. They were familiar with the way the paper is set out, and the majority chose the correct number of questions, covering both *Sección Primera* and *Sección Segunda*.

In order to achieve the highest marks, candidates need to bring other skills besides close study of the texts. This includes, for example, careful reading of each question to ensure that their response is relevant to the question as it is printed on the question paper – pre-learned answers to more general issues cannot score highly. In addition, if the question asks for reference to two stories or poems, these must be an integral part of the essay. Also, with reference to question **(a)** in *Sección Primera*, all three parts of the question must be answered. More emphasis should be placed on the answer to part **(iii)** as this is where candidates can show how much they have understood, and can discuss the main issues or themes of the text. Marks are not awarded for comparison of different texts on the question paper (for example, comparing a novel from *Sección Primera* with one from *Sección Segunda*). Candidates must focus on the text which is being tested. Good general essay writing technique is required to enable candidates to present and support an argument and then draw logical conclusions.

It is essential that candidates write legibly. There were several scripts which Examiners found extremely difficult to read. It is in candidates' own interests to ensure that their handwriting is clear and easy to read as illegible material cannot receive credit.

## Comments on individual questions

### *Sección Primera*

### Question 1 *Los de abajo*

**(a)** Most candidates used the printed extract to good effect in parts **(i)** and **(ii)**. Part **(iii)** was less well answered as candidates tended to repeat information given for the first two responses rather than consider the novel as a whole and show how the differences of opinion between the men grew and reflected the breakdown of the revolution itself.

**(b)** This question asked candidates to focus on the way Demetrio's men are seen as *'los buenos'* at the beginning of the novel and how the reader's perception of them changes as the narrative develops, and why. It was not enough to simply re-tell the story.

### Question 2 *El alcalde de Zalamea*

**(a)** Many candidates wrote well about Isabel's plight and the reasons for her shame. The issue of justice for Isabel was sometimes analysed from a modern point of view, which was not relevant in the context of the play. The themes must be understood within the historical context of the work, with reference to a specific set of values.

**(b)** This question focused on one of the crucial conflicts within the play. Answers needed to show the differences in values between Pedro Crespo and Don Álvaro, and the consequences of these in the outcome.

**Question 3** *Los funerales de la Mamá Grande*

**(a)** There were many very good answers to this question. Candidates understood how the phrase *'Es la misma vaina'* reflects the degree of corruption within the society and redresses the balance of power back to the mayor. At an earlier point in the story, the dentist is able to assert his authority as the mayor has been forced by severe toothache to seek treatment. The dentist extracts the tooth without anaesthetic as a form of revenge against the mayor who is held responsible for the political killings in the village.

**(b)** This question asked candidates to consider how many characters suffered loneliness and sadness, even though they were surrounded by friends and family. The issue of loneliness in itself was not a complete response as many individuals in the stories are not alone, but are islolated and sad. The best answers discussed the reasons for this is greater depth, pointing out the lack of effective communication and understanding in many instances, and the influence of the repressive atmosphere.

**Question 4** *Hoy es fiesta*

**(a)** This question focused on one of the central relationships within the play, which is both the most pitiable and, in the end, possibly the most hopeful. There was much scope for candidates to give an individual interpretation of the issue of '*disimular'*, and to show how other characters in the play are affected by failing to face the truth.

**(b)** Candidates were able to choose from a range of examples to illustrate their argument in response to this question. The issues were well understood.

**Question 5** *La camisa*

**(a)** The extract gave much scope to open the argument in response to part **(iii)**, giving indications of Lola's desperation and her subsequent decision to leave. The exchange highlights Lola's concern over her children's future and increasing marital discord.

**(b)** This question asked candidates to give an individual response according to their reading of the play. Many interpretations were possible and acceptable, provided the essay was supported by references to the text.

*Sección Segunda*

**Question 6** *La sombra del viento*

**(a)** There were some very good answers to this question. Candidates identified several evil forces in the novel, both literal and figurative. Fumero was the most hated character, and his malevolence was well documented. The general post-war depressive atmosphere was also cited as a significant factor.

**(b)** This question asked candidates to show how the author is able to lighten the atmosphere of the novel by the use of humour. The responses tended to be too general and sometimes suggested an unlikely reading of the text. Precise references and incidents were essential in order to present an effective answer. Some candidates misread the question as '*amor'* rather than *'humor'*.

**Question 7** *El lago*

**(a) / (b)** There were few answers on this text. Both questions allowed for a wide range of interpretations subject to sufficient reference to the text.

**Question 8** *La casa de Bernarda Alba*

**(a)** The best answers considered the house as a symbol of what was happening throughout the play, representing the themes of control, imprisonment and removal of choice, amongst other issues. The physical confinement, colours and heat are all important aspects. It was not enough to say simply that the house is important because it is where the action takes place, and then refer to different rooms.

**(b)**    This question needed candidates to consider the meaning and effect of *'el que dirán'* and its role within the narrative of the play. Candidates were not invited to offer another aspect as the *'esencia'* as the focus of their answer. It was important to refer to incidences of gossip, comment and reputation as part of the answer. In addition, candidates needed to show how characters are affected by this and why.

**Question 9** *Selección de poemas*

**(a) / (b)**    Both these questions elicited a varied quality of responses. Some candidates relied too much on the commentary in their edition of the poems. The best answers were a result of careful preparation in approaching poetry. Both questions gave candidates the opportunity to give an individual response to their reading of the poems and this can achieve high marks, provided the argument is fully supported.

**Question 10** *Como agua para chocolate*

**(a)**    The best responses to this question focused on the passionate relationships and the role of food within the novel. Candidates discussed how individual characters' happiness was compromised and how they survived. Most were able to go beyond the simple explanation of the title to explore these issues.

**(b)**    The consensus of views in response to this question was that Rosaura deserves very little sympathy. Most candidates recognised that Rosaura is not able to make her own decisions as she is subject to the will of her mother. At the same time, Rosaura accepts her mother's ruling, even when the outcome is upsetting for others – and tragic for herself – as separating her son from Tita resulted in his death. There were many other examples cited to show how Rosaura absorbs her mother's point of view but, in mitigation, that her final illness and suffering was most distressing and possibly more than she deserved.

# FIRST LANGUAGE SPANISH

<table>
<tr><td>Paper 8665/42<br>Texts</td></tr>
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## General comments

Candidates were generally well prepared for this paper and showed knowledge and understanding of the texts. They were familiar with the way the paper is set out, and the majority chose the correct number of questions, covering both *Sección Primera* and *Sección Segunda*.

In order to achieve the highest marks, candidates need to bring other skills besides close study of the texts. This includes, for example, careful reading of each question to ensure that their response is relevant to the question as it is printed on the question paper – pre-learned answers to more general issues cannot score highly. In addition, if the question asks for reference to two stories or poems, these must be an integral part of the essay. Also, with reference to question **(a)** in *Sección Primera*, all three parts of the question must be answered. More emphasis should be placed on the answer to part **(iii)** as this is where candidates can show how much they have understood, and can discuss the main issues or themes of the text. Marks are not awarded for comparison of different texts on the question paper (for example, comparing a novel from *Sección Primera* with one from *Sección Segunda*). Candidates must focus on the text which is being tested. Good general essay writing technique is required to enable candidates to present and support an argument and then draw logical conclusions.

It is essential that candidates write legibly. There were several scripts which Examiners found extremely difficult to read. It is in candidates' own interests to ensure that their handwriting is clear and easy to read as illegible material cannot receive credit.

## Comments on individual questions

### Sección Primera

#### Question 1  *Los de abajo*

**(a)**    The main issue regarding Valderrama's madness was best dealt with in considering the whole motivation of the war itself, together with the behaviour of the other characters – who, if anyone could be said to be mad or sane, and why?

**(b)**    The innovative aspects of the form of the novel include the episodic nature of the narrative, the lack of a clear time line, the use of much dialogue and the natural speech and pronunciation of the characters.

#### Question 2  *El alcalde de Zalamea*

**(a)**    The best responses to this question made reference to the sequence of events and then went on to analyse, for example, how the character traits shown in the scene printed can be seen to lead to the final tragedy.

**(b)**    Answers to this question required understanding of the concept of military law as shown in the play, and Don Álvaro's reasons for believing himself to be safe from prosecution. This could then be contrasted with Crespo's views, the discussion of justice and honour within the play, and the role of the King.

**Question 3** *Los funerales de la Mamá Grande*

**(a)** The discussion of the '*realidad*' apparent in the stories led to a number of interesting debates. Many candidates referred to the concrete reality in which characters live largely unhappy lives, mentioning the repressive regime, the sense of fear and violence and poverty – and the way individuals react to it. Others took a more philosophical approach, showing how individuals create a kind of fantasy in order to enable them to cope with the reality and sometimes cannot distinguish between the two. This may lead to a comparison of characters such as Dámaso and Ana – one firmly rooted in reality, the other indulging in unrealistic dreams. There were a number of possible approaches here.

**(b)** This question was open to a wide range of interpretations and application to many stories in the collection. Some obvious choices were '*La viuda de Montiel'* and *'Un día de éstos'*. This question enabled candidates to analyse and discuss in much detail.

**Question 4** *Hoy es fiesta*

**(a)** The issue of chance versus control was well understood, and candidates were able to show how some characters in the play were influenced by the events and consequently changed the way they saw their lives and prospects.

**(b)** This question gave candidates the opportunity to investigate, for example, the depths of misunderstanding between individuals and the effect this had on their relationships and lives.

**Question 5** *La camisa*

**(a)** Most candidates took note of the rubric to consider Juan's reaction to events throughout the play, and it was essential to consider how and why Juan finally behaves in the way he does in the final scene.

**(b)** In this question, candidates were able to show how Olmo depicts the physical poverty of the characters and the setting as well as analyse how individuals were affected psychologically. Juan was a good case in point, but many other examples could be given.

*Sección Segunda*

**Question 6** *La sombra del viento*

**(a)** The theme of friendship was well understood and the majority of answers were detailed and thoughtful. Some candidates believed that other themes were as important, but any analysis needed to be within the context of the question, in this case possibly contrasting the nature and consequences of relationships between friends and foes. Candidates should be careful to respond to the question set and not to re-write the question to suit the answer they wish to give.

**(b)** Responses to this question needed careful planning – some answers were rather repetitive because candidates took the meaning of *luz* and *sombra* literally; a more figurative interpretation would have given rise to much more material and analysis.

**Question 7** *El lago*

**(a) / (b)** Few candidates chose to answer on this text.

**Question 8** *La casa de Bernarda Alba*

**(a)** This question allowed candidates to identify a number of incidents which they saw as central to the development of the plot, and analyse why the author chose to leave them off-stage. The most effective arguments centred on the claustrophobic atmosphere of the *casa* and the importance of sustaining this.

**(b)** The issue of '*poder*' can be dealt with on several levels. Some candidates focused on Bernarda's physical control over her daughters' lives, others considered the psychological effect she has on them. Most compared Adela's approach to life to that of her sisters and her grandmother.

Conclusions differed from those who saw Adela as the one in control of her own destiny, to others who believed that Bernarda's power was strengthened by events.

**Question 9 *Selección de poemas***

**(a)** This poem enabled candidates to explore the themes, versification, influences and ideas which can be related to Darío's work in general. There was good attention to detail and reference in answers.

**(b)** This question gave a wide choice of poems and candidates responded well to their individual selections.

**Question 10 *Como agua para chocolate***

**(a)** Gertrudis proved to be a popular character. Her role incorporates many themes within the novel, ranging from discussion of the role of women to family relationships and her response to Tita's food.

**(b)** This question gave rise to much philosophical debate. The best answers showed sensitivity to the issues and to the individual tragedies of the characters.