



Written component

GENERAL COMMENTS

Most students understood the requirements of the written examination and were well prepared. Some sections of the paper required a response in English and others a response in Spanish. It is very important for students to answer in the correct language, as responses in the wrong language are considered incorrect and are not awarded marks. Students should read the tasks thoroughly, follow the instructions carefully and make use of the space provided for taking notes.

It is recommended that teachers make students aware of the following advice.

- Students should attempt all questions.
- Responses in the wrong language will receive no credit.
- No credit will be given for notes or drafts. Marks will be awarded only for answers given in the spaces provided.
- If a student makes a minor English language mistake, and yet produces a correct answer, full marks will be awarded.
- The meaning of the response should be conveyed accurately for marks to be awarded.
- Not all questions based on a text are purely factual; some are higher-order thinking questions and require analysis, so that students can demonstrate that the text has been understood at a deep level.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and Responding

Part A – Answer in English

In this section most students answered the questions correctly. Students are advised to listen carefully and to take notes during both readings of the text, as this will assist them in completing their answers.

Text 1

The first text consisted of an announcement by a school principal regarding a series of out-of-school-hours courses to help the students cope with the stress of studies and examinations.

Question 1a.

- They are free of charge.
- They give you the opportunity to make new friends.

Question 1b.

- It is an excellent way to relax or release stress.
- Students can mix with or meet a lot of high school students of all ages.
- It can complement their studies.

Question 1c.

- learning chess/playing chess

Question 1d.

- They can enrol by completing an online enrolment form, found on the school website.
- Registration is open until Friday 25 February.

Text 2

The second text consisted of a conversation between Pablo, a car salesman, and Marta, a customer. Marta is looking for a new car to buy.

Question 2a.

- Through Anna, a mutual friend.
- Anna reminded Marta that Pablo works as a car salesman.



Question 2b.

- There are only two in the family: Marta and Pepe.
- They are easy to park.

Question 2c.

One of

- she is willing to buy a car of a different colour/she likes the red car or now she wants to buy a bright red one. She has always had dark-coloured cars in the past
- she says she wants something more modern/fashionable.

Question 2d.

- He sits in the back seat of the car.
- He wants to sit on her lap while she is driving.
- He moves around a lot in the car.

Part B – Answer in Spanish

Text 3

This section consisted of an interview with Leoncio, who is a dog trainer for the police.

Question 3a.

Two of

- *Son cariñosos, dan confianza y no son egoistas.* (They are affectionate, give confidence and are not selfish/give everything for nothing in return) or *Dan todo por nada.* (They give everything for nothing in return.)
- *Incrementan la comunicación.* (They increase communication.)
- *Crean un sentido de responsabilidad.* (They create a sense of responsibility.)
- *Reducen la agresividad.* (They reduce aggression.)
- *Aumentan el gusto por el trabajo.* (They increase job satisfaction.)

Question 3b.

Es una persona servicial, dedicada, responsable y tiene compasión (es sensible, cariñoso) (He is a helpful person, dedicated and responsible, and he is compassionate.)

Question 3c.

Students could answer in the affirmative, based on Leoncio’s reasons, or in the negative, if they gave a good argument to support their choice.

Section 2 – Reading and Responding

Part A – Answer in English

Text 4

This part consisted of a piece of writing related to a project to assist the rescue of Colombian indigenous groups affected by the armed conflict in Colombia.

Question 4a.

Who worked together to devise this project?	Where are the products sold?	What products are sold?	What special day is celebrated?
<ul style="list-style-type: none"> • the UN • the Colombian government • indigenous families/ the indigenous community/ indigenous organisations 	<ul style="list-style-type: none"> • in Bogota or Colombia • in hotels and shopping centres 	They sell handicrafts or art crafts.	Day of the indigenous people



Question 4b.

- Indigenous people from 19 ethnic groups were displaced from their ancestral territories.
- They live in extreme poverty.

Question 4c.

- They learn from each other or gain appreciation/understanding of difficulties/collaboration/support.
- This project is helping them to recover from extreme poverty.
- It encourages a breakdown of intercultural barriers, leading to better outcomes.
- They help/learn from each other/promote respect and awareness.

This question asked students to infer information that was not literally in the text. Students needed to show that they had thought through their answer and understood that different bodies had come together and learnt from each other.

Question 4d.

- They received training in sales techniques.
- They received training in marketing.
- The purpose was to market/commercialise/sell their products in hotels and shopping malls.

Question 4e.

They worked together by

- providing display cabinets
- buying/purchasing materials and food.

Question 4f.

It is a way of life that allows them to live

- by using their own knowledge
- by working with their hands
- with dignity.

Question 4g.

The wisdom that is passed from father to son is the greatest ancestral legacy.

Question 4h.

- A Project to Support Indigenous Colombians
- Support for Indigenous People

The title needed to include key words related to indigenous/project/Colombian.

Part B – Answer in Spanish

Text 5

This text consisted of a short story by Gabriel García Márquez entitled *Los problemas del mundo*.

Question 5a.

- *Invadió, es decir que no se le respetó su espacio/lugar/refugio privado, el cual era sagrado para él.* (Invaded means that he respected his space which was sacred/private for him.)
- *El pasaba todo el tiempo aquí y era toda su vida.* (He used to spend all his time there and it was his whole life.)

Question 5b.

- *Que le va a tomar mucho tiempo terminar el rompecabezas* (It is going to take a long time in order to complete the puzzle.)
- *Que a su edad le sería muy difícil terminarlo rápidamente y bien.* (At his age it would be very difficult to finish it quickly and accurately.)
- *Sería un gran desafío para el hijo.* (It is going to be a big challenge for the child.)

Students needed to realise that the question referred to the capacity of the child.



Question 5c.

- *Un científico por mas que estudie tendría que buscar las respuestas en la simplicidad de las cosas.* (No matter how much a scientist might study, it remains true that the simplest answer is best.)
- *Que las respuestas a veces están más cerca de lo que uno piensa.* (That sometimes the answers are closer than you think.)
- *Los problemas del mundo radican en los seres humanos.* (The world's problems are rooted in human beings.)
- *No subestimar a los niños/su capacidad de resolver los problemas.* (Do not underestimate children/their ability to solve problems.)
- *Pensar en forma lateral y estar abierto a las opinione/ideas de otros.* (Think laterally and be open to the opinions/ideas of others.)

Section 3 – Writing in Spanish

In preparation for this section, students are encouraged to practise different kinds of writing (informative, persuasive, evaluative, personal and imaginative) and the conventions that correspond to each text type. Students would benefit from practising the different writing styles as well as revising verbs and tenses.

Many of the written pieces complied with the requirements of the task and were excellent. Some, however, lacked structure, content and appropriate use of grammatical structures. It is recommended that students practise writing in different styles throughout the year. Reading texts in Spanish is also a very effective method for improving written expression. Students should read short stories, novels, articles and magazines, as well as read materials found online.

Question 6

Students were asked to write a personal diary entry reflecting on how much they had discovered about their grandparent and also about the qualities they shared with him or her.

Answers could include

- reference to the chat with the grandparent
- the activities enjoyed
- a discussion of the realisation and description of the things in common.

The text type was a personal diary entry, and required features included

- date, style of language, sentence structure
- features of reflective writing
- paragraphs.

Question 7

This question required students to write an evaluative text including three advantages and three disadvantages of the Hispanic custom of the 'after-dinner talk'.

Question 8

For this topic students were expected to write the script for an informative speech, informing a delegation of students from Guatemala about the program of activities that had been prepared for them during their stay.

Question 9

Students were asked to use the drawing provided to inspire an imaginative story to be submitted to their school's annual short-story competition.

Question 10

In responding to this question, students were required to write a formal letter to the authorities of an orphanage to persuade them to accept the student as a volunteer.