



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®

CAPE®

SPANISH SYLLABUS

Effective for examinations from May-June 2014

Published by the Caribbean Examinations Council

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means electronic, photocopying, recording or otherwise without prior permission of the author or publisher.

Correspondence related to the syllabus should be addressed to:

The Pro-Registrar
Caribbean Examinations Council
Caenwood Centre
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200

Facsimile Number: + 1 (876) 967-4972

E-mail Address: cxcwzo@cx.org

Website: www.cxc.org

Copyright © 2012 by Caribbean Examinations Council
The Garrison, St Michael BB14038, Barbados

This document CXC A17/U2/12 replaces CXC A17/U2/05 issued in 2005.

Please note that the syllabus has been revised and amendments are indicated by italics.

Issued 2001
Revised 2005
Revised 2012

Please check the website, www.cxc.org for updates on CXC's syllabuses.



Contents

INTRODUCTION.....	i
RATIONALE.....	1
AIMS.....	1
GENERAL OBJECTIVES.....	2
SKILLS AND ABILITIES TO BE ASSESSED.....	3
PRE-REQUISITES OF THE SYLLABUS.....	3
STRUCTURE OF THE SYLLABUS.....	3
UNIT 1: LA FAMILIA, LA SOCIEDAD Y EL MEDIO AMBIENTE	
MODULE 1: EL INDIVIDUO, LA FAMILIA Y LA VIDA DIARIA.....	5
MODULE 2: LA SOCIEDAD Y LOS ASUNTOS SOCIALES.....	8
MODULE 3: EL MEDIO AMBIENTE.....	11
UNIT 2: LAS ACTUALIDADES, LA TECNOLOGÍA Y LA ECONOMÍA	
MODULE 1: LAS ACTUALIDADES.....	14
MODULE 2: LA CIENCIA Y LA TECNOLOGÍA.....	17
MODULE 3: LA INDUSTRIA Y LOS ASUNTOS ECONÓMICOS.....	19
OUTLINE OF ASSESSMENT.....	22
REGULATIONS FOR PRIVATE CANDIDATES.....	32
REGULATIONS FOR RESIT CANDIDATES.....	32
ASSESSMENT GRID.....	32
GLOSSARY OF BEHAVIOURAL VERBS USED IN THE MODERN LANGUAGES EXAMINATIONS.....	33
RESOURCES.....	37
AUDIO-VISUAL MATERIALS.....	38



Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects, examined under CAPE, may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognised educational institutions presenting candidates for the CXC Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.

Spanish Syllabus

◆ RATIONALE

An important goal of foreign language learning is to help learners develop communicative and intercultural competence. Students develop cognitive flexibility and affective skills as they engage with foreign languages and cultures. This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government through the exploration of beliefs, values and behaviours, students develop respect for human life, cultural heritage and the environment thus enabling them to view the target culture from a perspective of informed understanding.

The syllabus emphasises the development of the four language skills (*listening, reading, speaking and writing*) and the acquisition of knowledge of Hispanic culture through the study of selected topics and contemporary writings of relevance to Caribbean society. *Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning.* While the topics have been selected to provide knowledge and understanding of issues pertinent to Caribbean people in a global context, emphasis will be on language competence rather than on *detailed technical knowledge.*

In developing this syllabus, care has been taken to ensure that it meets the knowledge, understanding and skill requirements common to post-secondary syllabuses in Modern Languages. *Completion of this syllabus provides a foundation for further studies and development for the world of work. This approach reflects an awareness of our regional context and is geared specifically to students learning Modern Languages in the Caribbean as part of the international community.*

◆ AIMS

The syllabus aims to:

1. develop an *awareness* and appreciation of aspects of the cultural and historical contexts of Caribbean society;
2. *develop an understanding of a variety of registers in the spoken and written forms of Spanish;*
3. enable students to communicate clearly and appropriately in Spanish with an educated native speaker;
4. acquire skills necessary for collection, analysis and exchange of information, ideas and opinions in Spanish;
5. enhance students' linguistic skills through the study of written discourse;

6. promote the study of modern Hispanic authors to acquire knowledge of contemporary society and institutions and encourage openness to life and culture in countries where Spanish is spoken;
7. encourage the development of techniques of literary analysis.

◆ GENERAL OBJECTIVES

Listen and Respond

On completion of this syllabus, students should:

1. understand and respond to authentic spoken language from a variety of sources such as news items, telephone messages, announcements, speeches, discussions and films;
2. communicate orally in Spanish, showing ability to choose the language and register appropriate to the context;
3. elicit and provide opinions and information in an extended conversational exchange in Spanish.

Read

On completion of this syllabus, students should:

1. understand texts written in Spanish, such as magazine and newspaper articles, reports, short stories, plays and novels;
2. select the main points of a continuous passage written in Spanish;
3. select information from literary texts *in Spanish to demonstrate understanding of specific themes and socio-cultural contexts*;
4. analyse the principal literary and structural features of literary excerpts.

Write

On completion of this syllabus, students should:

1. communicate in writing in Spanish, showing ability to choose the language and register appropriate to the context;
2. *organise* and present information in a logical manner in Spanish;
3. *organise* information from literary texts to discuss specific themes in Spanish and English;
4. analyse themes making use of literary techniques.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The assessment will test candidates' ability to:

1. understand and respond appropriately to authentic spoken language from a variety of sources;
2. understand texts written in Spanish;
3. communicate orally and in writing in Spanish.

◆ PRE-REQUISITES OF THE SYLLABUS

Any person with a good grasp of the Caribbean Secondary Education Certificate (CSEC) Spanish syllabus, or the equivalent, should be able to pursue the course of study defined in this syllabus. Successful participation in the course of study also depends on:

- (a) good verbal and written communication skills;
- (b) *prior exposure to the study of Literature.*

◆ STRUCTURE OF THE SYLLABUS

The syllabus consists of two Units each containing three Modules. Each Unit requires 150 hours distributed equally across the three Modules – 50 hours each.

TOPICS

Topics are set for the three Modules of Units 1 and 2. A list of topics is given under the Content of each Module as an **indication** of areas to be studied. **Emphasis should be placed on language competence rather than on detailed technical knowledge.** These topics should be studied with reference to Hispanic culture in general, and to the Spanish-speaking Caribbean in particular.

When addressing the topics, emphasis should be placed on contemporary issues, events and concerns of a socio-political nature. It is expected that, in this way, students will develop a better understanding of themselves as Caribbean people and as members of a global society.

THEMES

Two thematic areas are examined for each Unit. Teachers are expected to link the two themes to the relevant topic areas to achieve a more integrated approach.

LITERARY ANALYSIS

In Unit 1, emphasis will be placed on the student's ability to display knowledge of the basic elements of literary analysis. Excerpts from the texts listed for the themes will be used for this purpose. Students will also be required to write an essay, based on one of the texts, which will give them the opportunity to display their skills in literary analysis in a more detailed manner. In both instances, they will be expected to discuss and analyse one or more of the following literary devices: plot, setting, character, themes and narrative techniques.

In Unit 2, the prescribed texts will be studied for the purpose of literary analysis. *Students will be expected to analyse an excerpt from one of the texts and to write an essay displaying literary competence.*

An overview of the syllabus is presented below.

UNIT 1: LA FAMILIA, LA SOCIEDAD Y EL MEDIO AMBIENTE

Module 1: El individuo, la familia y la vida diaria

Module 2: La sociedad y los asuntos sociales

Module 3: El medio ambiente

Themes and Related Texts

La juventud

García Ramis, Magali

Felices días tío Sergio, San Juan: Antillana, 1986.

Cisneros, Sandra

La casa en Mango Street, United States: Vintage, 1994.

El individuo y la sociedad

Esquivel, Laura

Como agua para chocolate, New York: Anchor Books, 1989.

García Lorca, Federico

Bodas de sangre, Madrid: Alianza Editorial, 2006.

UNIT 2: LAS ACTUALIDADES, LA TECNOLOGÍA Y LA ECONOMÍA

Module 1: Las actualidades

Module 2: La ciencia y la tecnología

Module 3: La industria y los asuntos económicos

Themes and Related Texts

El mundo moderno

Allende, Isabel

Cuentos de Eva Luna, Mexico: Debolsillo, 2008.

(a) "Dos palabras" pp 15-24

(b) "la mujer del juez" pp 156-166

(c) "Un camino hacia el norte" pp 167-180

(d) "El palacio imaginado" pp 249-265

(e) "De barro estamos hechos" pp 266-277.

Ortiz, Lourdes

Fátima de los naufragios. Madrid: Planeta, 1998:

(a) "Fatima de los naufragios" pp 7-22

(b) "La piel de Marcelinda" pp 25-42

(c) "El vuelo de la mariposa" pp 43-96

(d) "Desayuno de trabajo" pp 99-108

(e) "El Farero" pp 111-117

El compromiso político y social

Carpentier, Alejo

El reino de este mundo, New Jersey: Lectorum Publications, 2010.

García Márquez, Gabriel

El coronel no tiene quien le escriba, United Kingdom: Manchester University Press, 1981.



◆ UNIT 1: LA FAMILIA, LA SOCIEDAD Y EL MEDIO AMBIENTE

MODULE 1: EL INDIVIDUO, LA FAMILIA Y LA VIDA DIARIA

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *El individuo, la familia y la vida diaria*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from sources such as news items, telephone messages, and announcements;
2. examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports and short stories;
3. express ideas and opinions in Spanish in relation to the individual, family and daily life, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative *and dramatic techniques in Spanish literary works*;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

Lifestyles:

- (a) *structure and function of the family: relationships; patterns of daily life and living conditions;*
- (b) *young people and their values;*

UNIT 1

MODULE 1: EL INDIVIDUO, LA FAMILIA Y LA VIDA DIARIA (cont'd)

- (c) *sports: benefits to the individual and society; negative aspects, for example, drug use;*
- (d) *health and fitness: healthy living choices;*
- (e) *aspects of cultural life, for example, music and dance: importance and influence on individuals and society.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Provide opportunities for students, individually and as a class, to listen to material in Spanish (for example, on television); have students identify, select and report on different issues or problems that occur in family life; have students listen to the same material and write statements about cultural differences observed.
2. Use an appropriate audio-taped or video-taped interview with an individual.
 - (a) Have students identify the person's likes and or dislikes, self-perception, future plans.
 - (b) Let students, in groups, do a similar presentation on themselves. Have other students comment on the presentation.
3. Invite a native speaker of Spanish to the classroom to be interviewed by a group of students on different subjects such as family structure in his or her country and compare with the family structure in the English-speaking Caribbean.
4. Invite a young Spanish-speaking person to respond in Spanish to questions prepared in English or Spanish by the students on topics related to the youth in his or her country. The students can present this exercise in written form.
5. Give students an assignment to research a family celebration, such as *la quinceañera*, *el santo*, a marriage or a religious ceremony. They should note the similarities and differences between their culture and the Spanish culture and write a short essay on the celebration to be presented orally to the class.

UNIT 1

MODULE 1: EL INDIVIDUO, LA FAMILIA Y LA VIDA DIARIA (cont'd)

6. *Have students view a video of a traditional Hispanic celebration focusing on:*

- (a) *time of the year of the festival;*
- (b) *preparations for the celebrations;*
- (c) *what the celebrations involve.*

As a follow-up exercise, students discuss what they have seen, making reference to festivals celebrated in their own country.

7. *Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.*

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 1

MODULE 2: LA SOCIEDAD Y LOS ASUNTOS SOCIALES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *La sociedad y los asuntos sociales*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, *news reports* and television programmes;
2. *examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports and literary texts;*
3. express ideas and opinions in Spanish in relation to society and social issues, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character and narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including prescribed literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

Socio-economic issues:

- (a) *gender roles in society;*
- (b) *employment and unemployment: causes and consequences;*

UNIT 1

MODULE 2: LA SOCIEDAD Y LOS ASUNTOS SOCIALES (cont'd)

- (c) *role of the media;*
- (d) *religion in multicultural societies;*
- (e) *education: issues related to school life and the role of education in the development of society;*
- (f) *crime and violence, for example, crime against individuals and drug trafficking.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Give students an article in Spanish to read on a given topic, such as education. The teacher discusses main ideas, asks questions to check for comprehension and explains key vocabulary and phrases.
2. Ask students to:
 - (a) design an interview in Spanish;
 - (b) interview another student about his or her perception of an issue pertinent to their school;
 - (c) write up the interview; and
 - (d) present their findings orally to the class.
3. Encourage students, for the duration of the Module, to pay keen attention to news reports on radio, television, the Internet and in the print media in Spanish, and identify social issues raised. As a follow-up activity, they can be asked to:
 - (a) discuss these issues in light of the historical background, current status and future trends;
 - (b) compare these issues with similar issues in other countries of the region;
 - (c) write a brief essay in Spanish on a chosen topic in which they attempt to analyse the issues and give their own opinion.

UNIT 1

MODULE 2: LA SOCIEDAD Y LOS ASUNTOS SOCIALES (cont'd)

4. *Have students watch videos or documentaries on crime and violence and discuss the issues in relation to:*
 - (a) *their country and region;*
 - (b) *existing policies and laws;*
 - (c) *solutions or preventative measures.*
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.
6. *Have students start a blog (online journal) in Spanish.*

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 1

MODULE 3: EL MEDIO AMBIENTE

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *El medio ambiente*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, *news reports* and television programmes;
2. *examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports and literary texts;*
3. express ideas and opinions in Spanish in relation to the environment, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish *literary* works;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

1. *Conservation of the environment and its benefits:*
 - (a) *recycling;*
 - (b) *reforestation;*
 - (c) *nature reserves including protection of endangered species.*

UNIT 1

MODULE 3: EL MEDIO AMBIENTE (cont'd)

2. *Destruction of the environment and its challenges:*

- (a) *pollution;*
- (b) *deforestation;*
- (c) *climate change.*

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1.
 - (a) *Have students brainstorm the reasons for, consequences of, and efforts to solve a particular conservation problem, such as destruction of the rainforest.*
 - (b) *Have students view a documentary, listen to a Podcast or read a magazine or newspaper article that treats the conservation problem, then:*
 - (i) *discuss how the issue is treated in the documentary, Podcast or text;*
 - (ii) *write an essay on a particular aspect of the problem or its solution;*
 - (iii) *prepare an oral presentation or a written report on a different conservation problem.*
2. *Ask students to look critically at their communities and discuss the topics listed below.*
 - (a) *In the urban communities, what are the specific problems relating to land pollution in general and garbage disposal in particular?*
 - (b) *In rural and or farming communities, what attention is paid to the use of fertilisers and insecticides?*
 - (c) *In both communities, how is the disposal of garbage and toxic waste being addressed?*
 - (d) *Write a letter in Spanish from a citizens' association to the relevant government department outlining the problems and suggesting ways of solving them.*
 - (e) *In groups, students prepare advertisements/public service announcements for newspapers, television and/or radio to sensitise the public to the issue.*

UNIT 1

MODULE 3: EL MEDIO AMBIENTE (cont'd)

3. *Have students watch a film that treats the issue of endangered species. They then:*
 - (a) *discuss the issue as treated in the film;*
 - (b) *in groups, prepare a written report on the efforts being made in their own country by government and/or private agencies to preserve and protect various endangered species. The report should include information on:*
 - (i) *how the average person can help;*
 - (ii) *how the environment would benefit from these efforts at conservation.*
4. Ask students to design a public-awareness activity in Spanish, targeting the impact of climate change in their country. It can be in the form of a skit, a brochure, slogan or advertisement.
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

◆ **UNIT 2: LAS ACTUALIDADES, LA TECNOLOGÍA Y LA ECONOMÍA**

MODULE 1: LAS ACTUALIDADES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *Las actualidades*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences and television programmes;
2. *examine the structure and content of texts written in Spanish, such as magazine and newspaper articles, reports, press releases and literary texts;*
3. express ideas and opinions in Spanish in relation to current affairs, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

Current Issues:

- (a) *human rights: overview of basic human rights and breaches;*
- (b) *social and political unrest: causes, methods and consequences;*
- (c) *regional alliances, for example, The Caribbean Community and Common Market (CARICOM), Association of Caribbean States (ACS);*
- (d) *relationships between Spanish-speaking and non-Spanish speaking countries.*



UNIT 2

MODULE 1: LAS ACTUALIDADES (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. *Have students listen to, or view a newsworthy event covered by different Hispanic media houses.*
 - (a) *They compare the presentations orally in Spanish in terms of content, style, impact, and later select and report a current event by pretending to be journalists representing different media houses.*
 - (b) *They can write a report, in Spanish, on a current event or give their opinion, as members of the public, in a letter to the editor.*
2. *Have students produce a role-play between visiting Heads of Government, or give speeches at regional conferences.*
3. *Have students conduct Internet research on the topic of regional integration comparing and contrasting regional alliances, for example, in Europe, the Caribbean and Latin America.*
4. *Provide students with a copy of the Declaration of Human Rights in Spanish. They discuss ways in which human rights are upheld or violated in their country, the region or Hispanic countries.*
5. *Have students source material from Spanish or English newspapers or from the Internet dealing with **social and political unrest**. They can be asked to:*
 - (a) *give a summary of the article in Spanish;*
 - (b) *participate in a class discussion on the article.*
6. *Have students research organisations that promote regional integration such as the Association of Caribbean States (ACS), and the Organisation of American States (OAS). Have students access the websites of these organisations to gain information. Students then make an oral presentation in class on:*
 - (a) *the objectives of the organisation;*
 - (b) *the composition of the organisation;*
 - (c) *any initiative undertaken to promote regional integration in areas such as trade, transport, tourism;*
 - (d) *obstacles to increased co-operation among Spanish-speaking and non-Spanish speaking countries, for example, language barriers.*

UNIT 2

MODULE 1: LAS ACTUALIDADES (cont'd)

After the oral presentations there are class discussions guided by the teacher. As a follow-up, students are asked to write suggestions for projects to promote closer ties between Spanish-speaking and non-Spanish-speaking countries of the Caribbean.

7. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 2

MODULE 2: LA CIENCIA Y LA TECNOLOGÍA

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *La ciencia y la tecnología*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences, television programmes, *Podcasts and blogs*;
2. examine the structure and content of texts written in Spanish, such as, magazine and newspaper articles, reports and *literary texts*;
3. express ideas and opinions in Spanish in an organised manner in relation to science and technology, both orally and in writing;
4. organise information from a variety of sources, including prescribed literary texts, on a specified theme;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

1. *The Impact of Science and Technology on medical practices, advances and related ethical issues:*
 - (a) *genetic practices;*
 - (b) *disease prevention and cure.*
2. *The Impact of Information and Communication Technologies (ICTs) on:*
 - (a) *social life;*
 - (b) *economic life.*



UNIT 2

MODULE 2: LA CIENCIA Y LA TECNOLOGÍA (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Have students research and discuss in Spanish the latest technological developments in medicine. Students should be encouraged to visit relevant *websites*.
2. *Have students engage in a role-play activity in Spanish demonstrating how easy it is to stay in touch with friends and relatives by means of modern technological devices.*
3. Have students write a brochure/blog in Spanish giving details of a particular disease, for example, cancer or AIDS. The brochure should include information such as:
 - (a) symptoms and transmission of disease;
 - (b) treatment and preventative measures.
4. Have students select a topic for class discussion based on a recent ethical issue in the medical field, for example, should Siamese twins be separated at birth if one is likely to die? Students present arguments in support of, or against, action taken.
5. *Have students watch a video clip of a medical procedure and:*
 - (a) *give an oral description of the procedure;*
 - (b) *write a summary of what they saw.*
6. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.

UNIT 2

MODULE 3: LA INDUSTRIA Y LOS ASUNTOS ECONÓMICOS

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *La industria y los asuntos económicos*.

SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as news items, telephone messages, press conferences and television programmes;
2. examine the structure and content of texts written in *Spanish*, such as, magazine and newspaper articles, reports, press releases and *literary texts*;
3. express ideas and opinions in *Spanish* in relation to *industry and economic issues* in an *organised* manner, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in Spanish literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in Spanish literary works;
6. *synthesise* information from a variety of sources, including prescribed literary texts, on a specified theme.

CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Hispanic culture, particularly in the Spanish-speaking Caribbean.

1. *Importance and impact of various industries for sustainable economic development:*
 - (a) *tourism, including eco-tourism;*
 - (b) *agriculture, including genetically modified foods;*
 - (c) *renewable and non-renewable sources of energy.*
2. *New trends in business, for example:*
 - (a) *e-commerce: innovations and impact on traditional business;*
 - (b) *home office: advantages and disadvantages.*



UNIT 2

MODULE 3: LA INDUSTRIA Y LOS ASUNTOS ECONÓMICOS (cont'd)

Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. *Have students visit on-line shopping sites, for example, www.redcompras.com, www.tiendas.centrored.com and www.lasupercompra.com. They then compare that experience with the experience of traditional shopping, highlighting the advantages and/or disadvantages of each mode of shopping.*
2. *Have students play the roles of executives of a local company. They:*
 - (a) *discuss the advantages and disadvantages of holding video-conferences and webinars rather than travelling to meetings or seminars;*
 - (b) *plan the agenda for their upcoming video-conference with their sister company in a Spanish-speaking country.*
3. *Have students listen to or watch a video of an advertisement promoting the tourism product of a particular Spanish-speaking country. Students discuss the main points of the advertisement such as:*
 - (a) *what the country has to offer;*
 - (b) *the image of the country being presented through the advertisement;*
 - (c) *how convincing is the advertisement;*
 - (d) *whether they should visit the country, based on the advertisement.*

As a follow-up activity, students create an advertisement for television in Spanish to sell the tourism product of their own country.

4. *Have students visit an agricultural station, farm or oil refinery and report in Spanish on its contribution to the economy.*
5. *Have students listen to a discussion and/or an interview/Podcast about the problems faced by small countries that depend on one product for export, for example, the banana producers of the Caribbean.*

They discuss in class:

- (a) *the reason for the problem;*
- (b) *what small economies can do to protect their main export;*
- (c) *how small countries can survive in a world of globalisation.*



UNIT 2

MODULE 3: LA INDUSTRIA Y LOS ASUNTOS ECONÓMICOS (cont'd)

As a follow-up activity, students write an essay on the issue with suggestions for ways in which these countries could diversify their agricultural sector.

6. *Have students investigate a successful self-employed entrepreneur, either in their country or a country in Spanish-speaking country.*

Students:

- (a) construct a profile of the business;*
- (b) find out about the use of ICTs in the business.*

As a follow-up activity, students do a role-play in Spanish simulating an interview between a journalist and the entrepreneur.

7. *Have students make an oral presentation, create a Podcast (audio or video) on genetically modified foods.*
8. *Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.*

Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.

◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The assessment will comprise two components, one external and one internal. Candidates must complete the School-Based Assessment for each Unit for which they register.

The scheme of assessment for each Unit will be the same. Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit.

EXTERNAL ASSESSMENT FOR EACH UNIT

(80 per cent)

Written papers -

5 hours 10 minutes

Paper 01

(1 hour)

Listening Comprehension

Candidates are to answer six compulsory short-response questions.

30 per cent

Paper 02

(2 hours and 10 minutes)

Reading and Writing

Candidates are to answer three questions.

30 per cent

Paper 03

(2 hours)

Literary Analysis and Themes

Candidates are to answer two questions.

20 per cent

SCHOOL-BASED ASSESSMENT FOR EACH UNIT

(20 per cent)

Paper 04 - Oral Examination

This component is assessed by the teacher using School-Based Assessment criteria provided by CXC and is externally moderated by CXC.

MODERATION OF SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of marks must be submitted Online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

ASSESSMENT DETAILS

External Assessment (80 per cent of Total Assessment)

Paper 01 - Listening Comprehension (1 hour - 30 per cent of Total Assessment)

1. Number of Questions

This paper consists of six compulsory questions arranged in two sections covering all three Modules. *Two questions are based on Module 1, one question on Module 2, and three questions on Module 3.*

2. Syllabus Coverage

Knowledge of the entire Unit is required. *The aim of this paper is to test the listening skill.*

3. Question Type

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 to be answered in English.

4. Mark Allocation

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.

5. Award of Marks

Full marks are awarded for correct answers. *Partial credit is awarded for partially correct answers.*

Paper 02 - Reading and Writing (2 hours and 10 minutes – 30 per cent of Total Assessment)

1. Number of Questions

This paper consists of seven questions.

2. Syllabus Coverage

Familiarity with the entire Unit is required. The aim of this paper is to test the *reading and writing skills.*

3. Question Type

Section A consists of two passages based on Modules 1 and 3 requiring short responses. Candidates must answer ALL questions in Section A.

Passage 1

Candidates will be required to:

- (a) *respond in SPANISH, in their own words, to questions set in SPANISH;*
- (b) *express their opinion on issues raised in the passage.*

Passage 2

Candidates will be required to:

- (a) *respond in ENGLISH, to questions set in ENGLISH;*
- (b) *explain key phrases and idiomatic expressions in the text.*

Section B consists of five (5) essay questions based on Module 2. Candidates will be required to write an essay of 300 - 350 words in SPANISH on ONE of the five questions.

4. Mark Allocation

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.

5. Award of Marks

In Section A, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.

In Section B, marks are awarded for correctness of expression and content.

Paper 03 – Literary Analysis and Themes (2 hours – 20 per cent of Total Assessment)

1. Number of Questions

This paper 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.

2. Syllabus Coverage

Knowledge of the theme(s) selected is required. The aim of this paper is to test candidates' ability to understand and analyse literary texts.

3. Question Type

UNIT 1

Section A: This section consists of four literary excerpts requiring short responses in **Spanish** to questions set on the excerpts. Candidates will be expected to describe and analyse *one or more of the following*: plot, setting, character *and* narrative or dramatic techniques related to ONE excerpt.

Section B: Section B consists of four essay questions on the set themes. Candidates are required to answer ONE question. *Questions will be set in English. Candidates will be required to refer in detail to one text for the theme of choice. Candidates must not select for Section B, the text which they used for their answer in Section A.*

UNIT 2

Section A: This section consists of four literary excerpts requiring short responses in **Spanish** to questions set on the excerpts. Candidates will be expected to describe and analyse *one or more of the following*: plot, setting, character *and* narrative or dramatic techniques related to ONE excerpt. **Candidates will also be expected to display detailed knowledge of the structure and content of the text.**

Section B: Section B consists of four essay questions on the set themes. Candidates are required to answer ONE question. *Questions will be set in English. Candidates will be required to refer in detail to one text for the theme of choice. Candidates must not select for Section B, the text which they used for their answer in Section A.*

Essays should be between 450-500 words and be written in **English** and **MUST** include quotations from the text. Quotations **MUST** be cited in **Spanish**.

Candidates will be allowed to bring into the examination room a dictionary and one text related to EACH theme for the purpose of answering questions in Section B. Texts that are brought into the examination room must not be heavily annotated. *Where any editor's notes appear at the beginning or end of the text, these must not be visible to the candidate.*

4. Mark Allocation

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. Each Module contributes 6.66 per cent.

5. Award of Marks

In Section A, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.

In Section B, marks are awarded for knowledge and understanding, application of knowledge and organisation of material.

School-Based Assessment (20 per cent of Total Assessment)

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are in line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities *emphasised* by this CAPE subject and enhances the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

Paper 04 - Oral Examination (15 minutes – 20% of Total Assessment)

The oral examination will be conducted by the classroom teacher. The entire examination must be taped and submitted to the Local Registrar to reach CXC no later than 31 May of the year of the examination.

UNIT 1

The prepared topic, topic conversation and general conversation MUST be based on Modules 1, 2 or 3 of Unit 1.

UNIT 2

The prepared topic, topic conversation and general conversation MUST be based on Modules 1, 2 or 3 of Unit 2.

The format of the examination is as follows:

1. PREPARED TOPIC (3 minutes) – 12 marks

Presentation by the candidate of a prepared topic of his or her choice approved by the teacher. The topic chosen must focus on a Hispanic country. Reference may also be made to the candidate's country. Candidates will be assessed on their ability to provide relevant information, and to express opinions in a coherent and logical manner.

Candidates should be natural and spontaneous in the delivery of the topic. Candidates are not allowed to bring a written version of their presentation into the examination room, but may have a cue card with no more than five (5) headings.

2. TOPIC CONVERSATION (5 - 6 minutes) – 18 marks

In this section the teacher should initiate conversation about the prepared topic. Candidates must be prepared to provide additional information, as well as express their opinions and engage the teacher in a conversation related to the topic.

3. GENERAL CONVERSATION (5 - 6 minutes) – 18 marks

- (a) This section should start with general questions on the candidate's background and move quickly to a discussion of more abstract or current issues.
- (b) Candidates should discuss current issues but are not expected to be knowledgeable on all such matters.
- (c) Candidates should express their opinions and engage the teacher in a general conversation.

GUIDELINES FOR CONDUCTING THE SCHOOL-BASED ASSESSMENT (ORAL)

1. *The entire examination should be conducted in a relaxed, quiet environment.*
2. The entire examination, including greetings and instructions, must be conducted in Spanish and should not exceed 15 minutes.
3. Before formally beginning the examination, the teacher should put each candidate at ease with one or two simple warm-up questions or comments.

Examples of warm-up questions

¿Cómo estás hoy?

¿Cómo te llamas?

¿Cuántos años tienes?

¿Vives lejos o cerca de aquí?

4. *The teacher should inform the candidate at the start of the assessment that the examination will be conducted in a specific order – prepared topic, topic conversation, general conversation. This should be done in Spanish.*
5. The teacher should encourage the candidate with positive reinforcement such as *bien, muy bien*, in appropriate places.
6. The teacher should **NOT** put off candidates by negative reactions to their responses.
7. The teacher should speak at a natural pace. The teacher should not distort the language by being too deliberate in speech.
8. The teacher should ask questions **once** only and repeat only after the candidate has paused long enough to indicate lack of understanding.
9. *The teacher should avoid talking too much, thus interfering with the candidate's production of the language.*
10. *The teacher should **NOT** end abruptly. The teacher should bring the examination to a pleasant close with some appropriate comment.*

GUIDELINES FOR PREPARED TOPIC

Time: 3 minutes

1. *Each candidate should be prepared to speak on the topic selected. Teachers must ensure that the topic selected by the candidates falls within the scope of the three Modules.*
2. During the examination, candidates are required to speak for approximately THREE MINUTES on the topic chosen. Candidates should be natural and spontaneous in their delivery of the topic.
3. Candidates are allowed to use cue cards with no more than five (5) headings as reminders of special points in their presentation.
4. During the oral examination, the teacher should only make brief encouraging comments such as *bien, muy bien*, in appropriate places.



GUIDELINES FOR TOPIC CONVERSATION

Time: 5 – 6 minutes

1. Prior to the examination, the teacher should have prepared questions on EACH topic.
2. *Questions should be formulated to elicit facts, opinions and comments.*
3. The teacher should ask EACH candidate questions based on the selected topic but should bear in mind that the examination should be conducted as a conversation between two persons.
4. Care should be taken to ensure that the conversational nature of the examination is developed and maintained throughout.

GUIDELINES FOR GENERAL CONVERSATION

Time: 5 – 6 minutes

1. *Prior to the examination, the teacher should have prepared questions on current issues.*
2. *Questions should be formulated to elicit facts, opinions and comments.*
3. *The teacher should bear in mind that the examination should be conducted as a conversation between two persons.*
4. *Care must be taken to ensure that the conversational nature of the examination is developed and maintained throughout.*

The Assessment criteria will be based on the following areas:

- (a) *Content and Presentation;*
- (b) *Comprehension;*
- (c) *Correctness of Expression and Vocabulary;*
- (d) *Pronunciation, Intonation and Fluency.*

Examples of General Questions

1. *¿Cómo se puede mejorar la relación entre hijos y padres?*
2. *¿Cuáles son los problemas que enfrentan el sistema educativo en tu país?*
3. *¿Qué pueden hacer los jóvenes para prepararse por una entrevista de trabajo?*
4. *¿Cuál es tu opinión de la pena de muerte?*
5. *¿Cómo te sentirías si tuvieras que vivir en condiciones inhumanas?*
6. *¿Por qué hay tantas personas sin hogar en el mundo?*

MARK SCHEME FOR THE SCHOOL-BASED ASSESSMENT (ORAL EXAMINATION)

The total mark for the oral examination is 48. In the Mark Scheme below, the marks for Topic Conversation and General Conversation were doubled for marking convenience and should be divided by TWO (2) before being added to the mark for Prepared Topic to arrive at the final mark.

Prepared Topic 12 Marks	Topic Conversation 18 Marks			General Conversation 18 Marks		
Content/Presentation 12 Marks	Comprehension 6 Marks	Correctness of Expression/Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency 6 Marks	Comprehension 6 Marks	Correctness of Expression/ Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency 6 Marks
Total 12 marks	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12
10– 12 Excellent organisation and coverage of topic; includes many facts, ideas and sound opinions expressed in a very coherent and logical manner; very spontaneous delivery; excellent presentation.	10 - 12 Responds promptly and appropriately to all questions and has no problems comprehending.	10 - 12 Uses a wide range of structures and vocabulary appropriately and accurately; an occasional minor error.	10 - 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation.	10 - 12 Responds promptly and appropriately to all questions and has no problems comprehending.	10 - 12 Uses a wide range of structures and vocabulary appropriately and accurately; an occasional minor error.	10 - 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation.
8 - 9 Very good organisation and coverage of topic; includes many facts, ideas and opinions; opinions are coherent and logical; spontaneous delivery; very good presentation.	8 - 9 Responds promptly and appropriately to most questions but has occasional problems comprehending.	8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors.	8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation.	8 - 9 Responds promptly and appropriately to most questions and has occasional problems comprehending.	8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors.	8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation.
7 Good organisation and coverage of topic; fewer facts, ideas and opinions included; opinions are coherent and logical; slight hesitancy in delivery; good presentation.	7 Responds appropriately but has some problems comprehending.	7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors.	7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation.	7 Responds appropriately but has some problems comprehending.	7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors.	7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation.

Prepared Topic 12 Marks	Topic Conversation 18 Marks			General Conversation 18 Marks		
Content/Presentation 12 Marks	Comprehension 6 Marks	Correctness of Expression/Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency 6 Marks	Comprehension 6 Marks	Correctness of Expression/ Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency 6 Marks
Total 12 marks	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12
6 Satisfactory organisation and coverage of topic; not many facts, ideas and opinions included; opinions expressed with reasonable coherence and logic; greater hesitancy in delivery; satisfactory presentation.	6 Understands most questions but responds after some delay.	6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning.	6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors.	6 Understands most questions but responds after some delay.	6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning.	6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors.
5 Inadequate organisation and coverage of topic; very few facts, ideas and opinions included; opinions lack coherence and logic; marked hesitancy in delivery; very disjointed presentation.	5 Understands only basic questions, requires prompting and responds with difficulty.	5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning.	5 Generally incorrect pronunciation and intonation; marked hesitation in speech.	5 Understands only basic questions, requires prompting and responds with difficulty.	5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning.	5 Generally incorrect pronunciation and intonation; marked hesitation in speech.
3 - 4 Very poor organisation and coverage of topic; irrelevant material, incoherent arguments, no factual information; long pauses in delivery.	3 - 4 Understands very few questions and produces limited responses.	3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies.	3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech.	3 - 4 Understands very few questions and produces limited responses.	3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies.	3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech.
0 – 2 Little or no production; ungradable.	0 – 2 Understands little or nothing and produces many anglicisms.	0 – 2 Demonstrates no grasp of essential structures; generally inaccurate.	0 – 2 Severely distorted pronunciation and intonation; cannot be understood.	0 – 2 Understands little or nothing and produces many anglicisms.	0 – 2 Demonstrates no grasp of essential structures; generally inaccurate.	0 – 2 Severely distorted pronunciation and intonation; cannot be understood.

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to complete Papers 01, 02, 03 and 04.

Paper 04 comprises the oral examination.

The requirements of Paper 04 are the same as those for the School-Based candidates.

◆ REGULATIONS FOR RESIT CANDIDATES

Re-sit candidates must complete Papers 01, 02 and 03 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated SBA score [Paper 04, Oral Examination] earned in the previous sitting within the preceding two years.

Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.

Candidates re-using SBA scores in this way must register as 'Re-sit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

For CAPE Spanish, candidates can no longer transfer their SBA score from one Unit to the other Unit.

Re-sit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to Papers and Modules, and percentage contributions of each Paper to total scores.

Papers	Module 1	Module 2	Module 3	Total	(%)
External Assessment					
Paper 01	24	24	24	72	(30)
Paper 02	24	24	24	72	(30)
Paper 03	16	16	16	48	(20)
School-Based Assessment					
Paper 04	16	16	16	48	(20)
Total	80	80	80	240	(100)

◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE MODERN LANGUAGES EXAMINATIONS

WORD

(Analyse) *Analiza*

TASK

Explain or interpret information by examining its constitution or structure methodically as directed. An analysis may involve identifying matters such as dialectal varieties, attitudes to language, authorial tone, elements of literary analysis, such as plot, theme, stylistic devices, narrative point of view, tone, time and setting.

This requires the careful examination of material in order to identify meaning. This may be done by identifying motives or causes, making inferences, and/or finding evidence to support generalisations.

For example: Analiza el tono del episodio. Justifica tu respuesta.

(Comment) *Comenta*

Give your views or reaction. This verb is typically used in a question that seeks the candidate's views on the effectiveness of a literary or language device and requires an examination of how the writer uses different elements of writing, for example, a literary device or diction to create effect and meaning. The overall effect on the piece of work must be provided. The effect must take into account the writer's purpose and other elements of the piece of work, for example, theme, structure, diction and tone. A judgment must be made about the level of effectiveness of the element used. A link must be made between the writer's intent and the outcome.

For example: Comenta el punto de vista narrativo del episodio.

WORD

*(Compare and contrast)
Compara y contrasta*

(Define) Define

(Describe) Describe

(Discuss) Discute

TASK

Express similarities and differences between at least two entities. 'Compare' refers to the similarities, while 'contrast' refers to the differences. An alternative expression is 'State/Discuss similarities and differences'. Contrast expresses differences and distinction. In the act of contrasting, similarities are noted so that differences and distinctions can be highlighted. In comparing, however, only similarities are highlighted. Instead of the words compare or contrast, the words similarities or differences may be used in the examination.

For example: Compara y contrasta las versiones de Cristo y del narrador de la muerte de Santiago.

Discute las semejanzas y las diferencias entre las dos versiones.

State precisely the meaning, nature or scope of words or phrases (often with an illustration). This verb is usually used in relation to words/phrases. It may be necessary to give an example.

For example: Define el término "presagio".

Provide a detailed account, including significant characteristics or traits of the issue in question.

For example: Describe el carácter de Tita en este episodio.

Provide an extended answer exploring related concepts and issues using detailed examples but not necessarily drawing a conclusion.

For example: En un ensayo de no más de 350 palabras, discute las ventajas y las desventajas del turismo/del internet.

WORD

(Explain) Explica

(Evaluate) Evalúa

(Give /State) Da

(Identify) Identifica

(Justify) Justifica

TASK

Focus on what, how and why something occurred. State the reasons or justifications, interpretation of results and causes. Make something (usually an idea, situation or problem) clear by describing it in more detail or giving more information on it. Include evidence to support your explanation.

For example: Explica el significado de la frase “Nosotros somos huérfanos de nuestro hijo...” en el episodio y en el texto.

Judge or determine the value of material (sources of information, articles) for a given purpose with appropriate support/ examples/ evidence.

For example: Evalúa la fiabilidad de la información.

These verbs can be used interchangeably. Provide short concise answers.

For example: Da DOS razones por las cuales Casilda decide quedarse con Vidal al fin del cuento.

Extract the relevant information from the stimulus without explanation.

For example: Identifica DOS metáforas empleadas en el episodio.

In some instances the question may first ask that you identify and then justify your answer. In such a situation an explanation must be given.

Give an explanation (for a response or situation). Support your explanation with the use of examples.

For example: ¿Cómo caracterizarías al protagonista? Justifica tu respuesta.

WORD

(Relate) Relata

(Suggest) Sugiere/ Recomienda

TASK

Tell or give an account of.

For example: Relata la trama del episodio.

To provide, to give, or to put forward suggestions or recommendations.

Sugiere/Recomienda TRES maneras en las cuales los alimentos transgénicos podrían ser ventajosos para tu país.

◆ RESOURCES

- Ayerdi, P., Taberna, F. *Juventud y empleo, una aproximación descriptiva*, Madrid: Editorial Popular, 2003.
- Bankay, A., Ramsay J. and Williams, J. ** *Español avanzado*, Chalkboard Press, UWI, Mona, 2000.
- Batchelor, R. *Using Spanish Synonyms*, Cambridge: Cambridge University Press, 2006.
- Butt, J., Benjamin, C. Edward, A. *A New Reference Grammar of Modern Spanish (4th Edition)*, London: A Division of Hodder and Stoughton, 2009.
- Dawson, L. *Dicho y hecho*, New York: John Wiley and Sons Inc., 2001.
- Read And Think Spanish (Book): The Editors of Think Spanish Magazine: Learn the Language and Discover the Culture of the Spanish-Speaking World Through Reading, McGraw-Hill Contemporary; Bilingual edition, 2005.
- Hare, T. *La polución de los mares*, Madrid: Ediciones S.M., Colección Tierra viva, 1990.
- Hare, T. *El efecto invernadero*, Madrid: Ediciones S. M., Colección Tierra viva, 1990.
- Hare, T. *Los residuos radioactivos*, Madrid: Ediciones S.M., Colección Tierra viva, 1990.
- Mee, D. and Thacker, M. *¡Al tanto!* New edition London: Nelson, 2000.
- Savaiano, E. and Winget, L. *2001 Spanish and English Idioms*, New York: Barron's Educational Series, 2002.
- Simpson, B. *Demystifying Spanish Grammar: Advanced Spanish Grammar, Clarifying the Written Accents, Ser/Estar (Verbs), Para/Por (Prepositions), Imperfect/Preterite (Past Tenses), & the Spanish Subjunctive*. Small Town Press; 2008.
- Vallecillos, R. Alonso *Practice Makes Perfect: Advanced Spanish Grammar (Practice Makes Perfect Series) [Paperback]*
"Publisher: McGraw-Hill Contemporary; Bilingual edition, 2008.

**Information pertaining to *Español Avanzado* can be accessed through Chalkboard Press, UWI, Mona, 2 Gibraltar Camp Road, Mona Campus, Kingston 7, Jamaica. Telephone: (876)977- 6451, Fax: (876)977- 5346 or email: mpu_uwi@yahoo.com

◆ AUDIO-VISUAL MATERIALS

Dictionaries

Collins: Spanish Dictionary and Grammar, Glasgow: Harper-Collins Publisher, 2008.

Collins: Spanish- English Dictionary, Glasgow: Harper-Collins Publisher, 2009.

Oxford Spanish Dictionary, New York: Oxford University Press, 2008.

Seco, M. *Diccionario de dudas y dificultades de la lengua española*, Madrid: Expase-Calpe, 1989.

Websites

www.ver-taal.com (vocabulary, grammar, and listening activities)

www.spanishprograms.com (free worksheets and classroom activities for teachers)

www.todoele.net (a site created by Spanish teachers for Spanish teacher with lesson plans, activities and many other resources)

<http://www.spanish.cl/Grammar/Games.htm>

<http://www.laits.utexas.edu/spe/siteindex.php> (listening activities)

<http://www.notesinspanish.com/> (listening activities)

<http://www.ver-taal.com/cultura.htm> (listening activities)

<http://www.ver-taal.com/anuncios.htm> (listening activities)

vocabulario.com.mx

www.bbcmundo.com

www.cnnenespañol

Audio-visual Material

Dan que hablar: actividades con anuncios de la tele para la clase de español. (CD-ROM with audiovisual clips for oral comprehension). Edinumen, 2006.

Descubrir España y Latinoamérica. (Aural comprehension) Cideb, 2008.

Español con películas (películas españolas con subtítulos en español y con explotaciones didácticas) Edinumen.

Voces de América: video. SGEL, 2003.

Please note that these materials can be accessed through: (i) Grant and Cutler Language Booksellers

<http://www.grantandcutler.com>; (ii) Amazon Books - <http://www.amazon.com> ; (iii) Lectorum

Bookstore – <http://www.lectorumbooks.com>

Western Zone Office



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®



SPANISH

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03

Mark Schemes and Keys:

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03



TEST CODE 02145010

FORM 02145010/SPEC/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 1

PAPER 01 - LISTENING COMPREHENSION

CANDIDATE'S PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of FIVE selections.
3. Section B consists of an interview.
4. Answer ALL questions using the spaces provided in this booklet.
5. ALL answers are to be written in ENGLISH.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2011 Caribbean Examinations Council
All rights reserved.

02145010/CAPE/SPEC/2011

SECTION A

Instruction to Candidates

You will hear FIVE short selections. Each will be read twice. Listen carefully, then, in the spaces provided in your answer booklet, answer in ENGLISH, the questions that are based on each selection. You may make notes at any time during the examination.

You now have ONE minute to read the questions on the first selection.

Now, listen to the first selection.

SELECTION 1

Listen to the first selection for the second time.

You now have TWO minutes to answer the questions.

- 1.** Place a tick (✓) next to EACH of the SIX sentences that is correct according to the selection.

(a)	Peanuts contain potentially harmful chemical properties.	
(b)	Peanuts have similar benefits as carrots and strawberries.	
(c)	Peanuts have equally healthy properties as cucumbers and peaches.	
(d)	Peanuts are high in antioxidants.	
(e)	Antioxidants help to protect against heart disease.	
(f)	Antioxidants do not help to protect against cancer.	
(g)	Peanuts are high in potassium.	
(h)	Peanuts contain significant quantities of proteins.	
(i)	Peanuts contain large amounts of monosaturated fats.	
(j)	Monosaturated fats help to lower cholesterol.	

Total 12 marks

You now have ONE minute to read the questions on the second selection.

Now, listen to the second selection.

SELECTION 2

Listen to the second selection for the second time.

You now have TWO minutes to answer the questions.

2. (a) In what year was Shakira born?

[1 mark]

- (b) Besides singing, what else does Shakira do professionally?

[2 marks]

- (c) What did she accomplish on MTV?

[1mark]

- (d) What was significant about the video “Suerte”?

[3 marks]

- (e) What happened to Shakira in 2001?

[2 marks]

- (f) What happened to Shakira in 2010?

[3 marks]

Total 12 marks

You now have ONE minute to read the questions on the third selection.

Now, listen to the third selection.

SELECTION 3

Listen to the third selection for the second time.

You now have TWO minutes to answer the questions.

3. Place a tick (✓) next to EACH of the FOUR sentences that is correct according to the selection.

(a)	This is a home-made recipe for an insecticide made with harmful chemicals.	
(b)	Hot pepper, water and soap are the main ingredients.	
(c)	Pumpkin, hot water and sugar are some of the ingredients.	
(d)	The first step when making this mixture is to grind the hot pepper.	
(e)	Twenty litres of water are required when making this recipe.	
(f)	Some of the insects controlled by this insecticide are fleas, worms and ants.	
(g)	The Mosaico virus attacks both cucumbers and tobacco.	
(h)	Potatoes are also affected by the Mosaico virus.	

Total 8 marks

You now have ONE minute to read the questions on the fourth selection.

Now, listen to the fourth selection.

SELECTION 4

Listen to the fourth selection for the second time.

You now have TWO minutes to answer the questions.

4. (a) How did Greenpeace describe the year 2008 in Spain with respect to the environment?

[1 mark]

- (b) What positive aspect of the year was highlighted?

[3 marks]

- (c) State ONE measure that Greenpeace criticized.

[2 marks]

- (d) What did Greenpeace hope that the Spanish government would do in 2009?

[2 marks]

Total 8 marks

You now have ONE minute to read the questions on the fifth selection.

Now, listen to the fifth selection.

SELECTION 5

Listen to the fifth selection for the second time.

You now have TWO minutes to answer the questions.

5. (a) What problem is identified in this selection?

_____ [1mark]

- (b) Where is this problem most acute?

_____ [1 mark]

- (c) How are people affected by this problem?

 _____ [2 marks]

- (d) According to Spain's Constitutional Court, what does this problem violate?

_____ [2 marks]

- (e) List TWO negative results of this problem.

 _____ [2 marks]

Total 8 marks

Section Total 48 marks

END OF SECTION A

SECTION B

Instruction to Candidates

In this section you will hear an interview. The entire interview will be played a first time and will then be repeated in two parts. You will be allowed THREE minutes to read the questions based on the interview before the compact disc (CD) is played for the first time.

After listening to PART 1, you will be allowed FIVE minutes to answer the questions on that part. This procedure will be repeated for PART 2.

The entire interview will then be repeated, after which you will be allowed time to check your work.

You now have THREE minutes to read the questions.

Now, listen to the entire interview.

[Entire interview is played]

Interview with Srta. Liliana Prado, a social worker in Spain, about the drug situation in that country.

Now, listen to PART 1 of the interview.

[PART 1 is played]

You now have FIVE minutes to answer the questions on PART 1.

PART 1

- 6. (a)** According to Señorita Prado, who are the main persons with a drug problem in Spain?

_____ [1 mark]

- (b) How does Señorita Prado describe this group of persons?

[4 marks]

(c) What is said about women and drugs in Spain?

[3 marks]

(d) What type of persons are treated at rehabilitation centres?

[1 mark]

(e) How are persons affected by taking more than one drug?

[1 mark]

(f) How does Señorita Prado describe “el rebujito”?

[2 marks]

Now, listen to PART 2 of the interview.

[PART 2 is played]

You now have FIVE minutes to answer the questions on PART 2.

PART 2

(g) According to Señorita Prado, what is the drug situation like in Europe?

[1 mark]

(h) What details are given about the consumption of drugs in Spain?

[3 marks]

(i) How does Señorita Prado feel about the efforts of the government?

[2 marks]

(j) What took place in November 2002?

[3 marks]

(k) What is significant about this event?

[3 marks]

Section Total 24 marks

Now, listen to the entire interview as it is played for the final time.

[Entire interview is played]

You may now use the time remaining to check your work.

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.



02145010/CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 1 – PAPER 01

LISTENING COMPREHENSION

KEY

SELECTION 1

(a)	Peanuts contain potentially harmful chemical properties.	
(b)	Peanuts have similar benefits as carrots and strawberries.	√
(c)	Peanuts have equally healthy properties as cucumbers and peaches.	
(d)	Peanuts are high in antioxidants.	√
(e)	Antioxidants help to protect against heart disease.	√
(f)	Antioxidants do not help to protect against cancer.	
(g)	Peanuts are high in potassium.	
(h)	Peanuts contain significant quantities of proteins.	√
(i)	Peanuts contain large amounts of monosaturated fats.	√
(j)	Monosaturated fats help to lower cholesterol.	√

Total 12 marksSELECTION 2

(a)	In what year was Shakira born?	1977 (1) [1 mark]
(b)	Besides singing, what else does Shakira do professionally?	Dances (1) / plays music/is a musician (1) [2 marks]
(c)	What did she accomplish on MTV?	She broke the language barrier (1) [1 mark]
(d)	What was significant about the video "Suerte"?	It was the first video (1) / to be transmitted (1) / on Spanish and English channels (1) [3 marks]
(e)	What happened to Shakira in 2001?	She won a Grammy (1) / for the best Latin (Pop) album (1) [2 marks]
(f)	What happened to the singer in 2010?	Her song (Waka Waka) (1) / was chosen as the official song (1) / of the World Cup (1). [3 marks]

Total 12 marksSELECTION 3

(a)	This is a home-made recipe for an insecticide made with harmful chemicals.	
(b)	Hot pepper, water and soap are the main ingredients.	√
(c)	Pumpkin, hot water and sugar are some of the ingredients.	
(d)	The first step when making this mixture is to grind the hot pepper.	√
(e)	Twenty litres of water are required when making this recipe.	
(f)	Some of the insects controlled by this insecticide are fleas, worms and ants.	√
(g)	The Mosaico virus attacks both cucumbers and tobacco.	√
(h)	Potatoes are also affected by the Mosaico virus.	

Total 8 marks

SELECTION 4

(a)	How did Greenpeace describe the year 2008 in Spain with respect to the environment?	A wasted/lost year [1 mark]
(b)	What positive aspect of the year was highlighted?	Several urban projects (1) / that were harmful (1) / to the environment were stopped (1) [3 marks]
(c)	State ONE measure that Greenpeace criticized.	Nuclear plants (1) / were not closed (1) OR limited use of solar power (1) / lack of a plan to close nuclear plants (1) [2 marks]
(d)	What did Greenpeace hope that the Spanish government would do in 2009?	They would deal bravely with climate change (1) / in Copenhagen (1) [2 marks]

Total 8 marksSELECTION 5

(a)	What problem is identified in this selection?	Noise pollution (1 mark) [1 mark]
(b)	Where is this problem most acute?	In cities (1) / towns (1) [1 mark]
(c)	How are people affected by this problem?	Reduction (1) in quality of life (1) / OR negative consequences (1) on health (1) [2 marks]
(d)	According to Spain's Constitutional Court, what does this problem violate?	Fundamental rights (1) of the individual (1) OR the sanctity (1) of the home (1) OR personal (1) and family intimacy (1) [2 marks]
(e)	List TWO negative results of this problem.	Hearing impairments/sleep disorders/neuroses/hypertension/increase in aggressive tendencies Any TWO [2 marks]

Total 8 marks**Section Total 48 marks****END OF SECTION A**

SECTION B**SELECTION 6**

<u>PART 1</u>			
(a)	According to Señorita Prado, who are the MAIN persons with a drug problem in Spain?	Men	[1 mark]
(b)	What does Señorita Prado say about this group of persons?	80% (1) treated in 2002 (1) were 35 years old (1) with secondary education (1)	[4 marks]
(c)	What is said about women and drugs in this country?	Number of women using drugs has declined (1) There was a 10% decrease(1) in women treated in the previous year (1)	[3 marks]
(d)	What type of persons are treated at rehabilitation centres?	Multiple (1) drug users	[1 mark]
(e)	How are persons affected by taking more than one drug?	They get sick (1)	[1 mark]
(f)	How does Señorita Prado describe “el rebujito”?	A mixture of heroin (1) and cocaine (1)	[2 marks]
<u>PART 2</u>			
(g)	According to Señorita Prado, what is the drug situation like in Europe?	It is increasing	[1 mark]
(h)	What details are given about the consumption of drugs in Spain?	The greatest (1) consumption (1) of cocaine (1) is among young adults (1). OR They are third (1) in Europe (1) in the use of cannabis(1)	[3 marks]
(i)	How does Señorita Prado feel about the efforts of the government?	They are making an effort (1) but there is more to be done (1).	[2 marks]
(j)	What took place in November 2002?	Spanish security forces (1) seized 75 kilos (1) of cocaine (1).	[3 marks]
(k)	What is significant about this event?	It was the second largest amount(1) of contraband cocaine (1) seized in Spain (1).	[3 marks]

Section Total 24 marks**END OF TEST**



TEST CODE 02145020

FORM 02145020/SPEC - 2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 1

PAPER 02 - READING AND WRITING

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2010 Caribbean Examinations Council
All rights reserved.

SECTION A

READING COMPREHENSION

This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.

Passage 1El secreto de la felicidad

En la isla llamada Metoma, en el extremo norte de Vanuatu, Jean Pierre John puede mirar a su alrededor y realmente decir que es dueño de todo lo que ve. Este hecho pone a Jean Pierre en un club exclusivo conformado por comerciantes millonarios, miembros de la realeza y estrellas de rock. Pero Jean Pierre no es ninguna de esas cosas. De hecho, no podría ser más diferente. En Metoma, Jean Pierre y su familia viven en chozas de paja. No tiene electricidad ni agua corriente, ni radio ni televisión, y su único medio de transporte es un bote con remos, lo que limita la capacidad de viajar a sólo la isla vecina. Encima, no tienen mucha plata y menos oportunidades para conseguirla. Pero la realidad es que la familia John realmente vive feliz. Aunque suene raro – particularmente a quienes viven en ciudades – en la isla no les falta nada.

Toda la comida que consumen se consigue en o cerca de Metoma. Ciertamente, la comida es tan fácil de conseguir que la familia parece contar con mucho tiempo para relajarse. Cuando los Johns tienen algo de dinero – quizás tras vender una de sus vacas –, compran jabón en polvo y keroseno para sus lámparas. Pero si no, se pueden apañar con lo que encuentran en casa: hay unos palitos que pueden molerse para hacer jabón y el aceite de coco reemplaza al keroseno.

A Vanuatu lo han escogido, año tras año, como el país más feliz del mundo. ¿Cuál es, entonces, el secreto de la felicidad? “No tenerse que preocupar por el dinero”, responde Jean Pierre sin dudar. Si uno hace la misma pregunta en Inglaterra o en cualquier otro país, seguramente recibirá la misma respuesta. La diferencia es que, en el caso de Jean Pierre, no preocuparse por el dinero significa no necesitar tenerlo, no querer tener millones. La felicidad de Jean Pierre es más que cuestión de dinero. Viene también de tener a su familia cerca y no hay duda de que hay un respeto enorme entre ellos.

Si se puede o no medir la felicidad es debatible, pero no hay duda de que Metoma – o Vanuatu entera – cuenta con los ingredientes para inspirarla. Los dos pilares de la clásica vida feliz – fuertes lazos familiares y la ausencia general de materialismo – son comunes en esta nación.

*Adapted from Huw Cordey, “Y el secreto de la felicidad es...”.
BBCMundo.com, 4 June 2008.*

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

- (a) (i) ¿Por qué dice que el artículo que Jean Pierre pertenece a un club exclusivo? [1 mark]
- (ii) ¿Quiénes más pertenecen a este club? [3 marks]
- (b) ¿Por qué dice el artículo que Jean Pierre es diferente de los otros miembros del club? Justifica tu respuesta usando ejemplos. [4 marks]
- (c) (i) ¿Dónde consigue la familia John la comida? [2 marks]
- (ii) ¿Cómo le afecta a la familia esta práctica? [1 mark]
- (d) ¿Qué reconocimiento ha recibido Vanuatu? [2 marks]
- (e) (i) Según párrafo tres, ¿qué se considera generalmente el secreto de la felicidad? [2 marks]
- (ii) Explica la ironía en el caso de Vanuatu. [3 marks]
- (f) Según el artículo, ¿cuáles son las dos características principales de la felicidad? [2 marks]
- (g) En tu opinión, ¿cómo se logra la felicidad? [4 marks]
- Total 24 marks**

Passage 2Como salvar a los mamíferos

Un nuevo estudio, realizado por investigadores mexicanos y estadounidenses de la universidad de Stanford en California concluyó que la extinción de especies animales en el mundo es más grave de lo que se cree. Estos investigadores realizaron por primera vez una compilación de los mapas de distribución de las 5.000 especies de mamíferos en el mundo. Estos mapas revelaron que cerca del 25% de las especies mamíferos del planeta corren el riesgo de extinción y la mayoría habitan en la Amazonia, América Central, el Congo, el este de África y el sureste de Asia.

Los investigadores eligieron estudiar a los mamíferos porque además de ser animales carismáticos, tienen un papel muy importante en la naturaleza. Se encuentran generalmente hasta arriba de la cadena alimentaria y sus actividades determinan en gran parte cómo funcionan estos sistemas biológicos. Es por eso que la pérdida de estas especies tiene consecuencias muy importantes para la naturaleza y para los humanos.

Los investigadores concluyeron del estudio que la única forma de salvar a los mamíferos es el establecimiento de áreas protegidas en un 11% de la superficie terrestre – unos 17 millones de kilómetros cuadrados. Con las estructuras políticas que existen actualmente no será posible lograr este programa tan ambicioso. El principal problema para la conservación de mamíferos es que los países donde se encuentren estos animales no tienen los recursos para llevar a cabo esa preservación.

Actualmente ya existen en el mundo áreas protegidas para la conservación de especies, pero éstas son insuficientes. Se requiere más reservas y más áreas naturales con una conservación más estricta, pero también que muchos de estos animales puedan sobrevivir en paisajes donde hay actividad humana como agricultura, minería y silvicultura.

Se requiere de mucho esfuerzo, y sobre todo de colaboración de los países con más recursos para que apoyen a los que tienen menos recursos. Como seres humanos tenemos dos caminos – ignorar estos datos y no hacer nada y entonces la naturaleza se encargará de recordárnoslo como en el caso de los tsunamis y las inundaciones, o bien, mover a las fuerzas sociales y políticos para poder actuar ahora en la magnitud que corresponde.

*Adapted from “Como salvar a los mamíferos?”
BBC MUNDO, August 18, 2005.*

2. **Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) What is the conclusion of the study carried out by the University of Stanford? [2 marks]
- (b) (i) What did the study involve? [2 marks]
(ii) What did the study reveal? [2 marks]
- (c) Why were mammals chosen to be studied? [4 marks]
- (d) (i) How can mammals be saved? [2 marks]
(ii) Why would it be difficult to save mammals? [2 marks]
- (e) Apart from the existing protected areas, what is necessary to stop animals from becoming extinct? [3 marks]
- (f) What are possible human responses to the problem discussed in the passage? [2 marks]

Find in the text the words or phrases that are similar in meaning to the following expressions:

- (g) ...llevado a cabo... [paragraph 1] [1 mark]
- (h) ...peor... [paragraph 1] [1 mark]
- (i) ...escogieron... [paragraph 2] [1 mark]
- (j) ...encantadores... [paragraph 2] [1 mark]
- (k) ...impulsar... [paragraph 5] [1 mark]

Total 24 marks

SECTION B**ESSAYS**

Write an essay, in SPANISH, using 300 – 350 words on ONE of the following topics.

Structure of the family

3. Nunca se logrará un verdadero equilibrio entre las mujeres y los hombres. ¿Qué opinas?

[Total 24 marks]

Employment and unemployment

4. Cada persona que quiere ser empleada puede encontrar un trabajo. Discute.

[Total 24 marks]

Role of the media

5. El comportamiento negativo de los jóvenes es una consecuencia directa de los programas que miran en la televisión. ¿Estás de acuerdo?

[Total 24 marks]

Religion in a multicultural society

6. La religión es una forma de esclavitud. ¿Qué piensas?

[Total 24 marks]

Education

7. La educación no vale nada hoy en día. ¿Qué piensas?

[Total 24 marks]

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.



02145020/CAPE/SPEC/K/MS/2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 1 – PAPER 02

READING AND WRITING

KEY/MARK SCHEME

Passage 1

- (a) (i) Todo lo que ve/lo rodea pertenece a él. (1 mark)
- (ii) Miembros de la familia real, estrellas de rock, hombres de negocios millonarios. (3 marks)
- (b) Porque a diferencia de los otros miembros ricos, Jean Pierre no tiene electricidad ni agua potable. No hay radio ni televisión, no tiene más medios de transporte que un bote con remos. Vive en una choza. Any four (4 marks)
- (c) (i) En la isla de Metoma o cerca de ella. (2 marks)
- (ii) Tienen más tiempo para relajarse. (1 mark)
- (d) Vanuatu es reconocido año tras año como lugar más feliz del mundo. (2 marks)
- (e) (i) Generalmente se considera el no tener que preocuparse por el dinero el secreto de la felicidad. (2 marks)
- (ii) Es irónico porque son felices porque no tienen dinero y por eso no se preocupan OR Es irónico porque son felices porque no quieren dinero, así no se preocupan del dinero. (3 marks)
- (f) (i) Una relación fuerte/intima/apegada con la familia. (1 mark)
- (ii) La falta de materialismo. (2 marks)
- (g) Cualquier opinión válida del estudiante con por lo menos dos puntos. (4 marks)

Total 24 marks

Passage 2

- (a) That the extinction of the animal species throughout the world is worse than previously thought. 1 1
(2 marks)
- (b) (i) The compilation of distribution maps of the 5.000 species of mammals. 1 1
(2 marks)
- (ii) That about 25% of the mammals on the planet are in danger of extinction. 1 1
(2 marks)
- (c) Because besides being charismatic animals, they have an important role in nature. 1 1
They are at the top of the food chain and their activities determine largely how those biological systems work. 1
(4 marks)
- (d) (i) By establishing protected areas on 11% of the world's surface. 1 1
(2 marks)
- (ii) Many of the animals are to be found in countries that do not have resources to enable this type of preservation. 1 1
(2 marks)
- (e) They need more reserves and more natural areas with stricter conservation/survival of animals in areas where human activity takes place. 1 1 1
(3 marks)
- (f) (i) Ignore the statistics and do nothing. 1
(1 mark)
- (ii) Motivate the social and political power to act swiftly. 1
(1 mark)
- (g) llevado a cabo [paragraph 1] realizado (1 mark)
- (h) peor [paragraph 1] más grave (1 mark)
- (i) escogieron [paragraph 2] eligieron (1 mark)
- (j) encantadores [paragraph 2] carismáticos (1 mark)
- (k) impulsar [paragraph 5] mover (1 mark)

Total 24 marks

SECTION B

<p align="center">Content/Presentation (To be marked out of 12)</p>	<p align="center">Correctness of Expression (To be marked out of 12)</p>
<p>11-12 Excellent</p> <p>Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p>11-12 Excellent</p> <p>Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p>
<p>9-10 Very Good</p> <p>Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p>9-10 Very Good</p> <p>Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p>
<p>7-8 Good</p> <p>Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p>	<p>7-8 Good</p> <p>Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p>
<p>5-6 Satisfactory</p> <p>Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p>	<p>5-6 Satisfactory</p> <p>Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p>
<p>4 Minimal</p> <p>Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p>	<p>4 Minimal</p> <p>Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p>
<p>2-3 Poor</p> <p>Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p>	<p>2-3 Poor</p> <p>Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p>
<p>0-1 Ungradable</p> <p>Very poor; limited production; vague and general; ideas presented at random.</p>	<p>0-1 Ungradable</p> <p>No grasp of essential structures; Little evidence of grammatical awareness; very limited vocabulary.</p>



TEST CODE **02145030**

FORM 02145030/SPEC - 2011

**CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION
SPECIMEN PAPER**

SPANISH UNIT 1

PAPER 03 – LITERARY ANALYSIS AND THEMES

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into **TWO** sections.
2. Section A consists of **FOUR** excerpts. You are to choose **ONE** excerpt and answer, in **SPANISH**, the questions based on that excerpt.
3. Section B consists of **FOUR** essay questions, with **TWO** on **EACH** theme related to the texts studied during the year.
4. Answer **ONE** question from Section B. Your answer must be in **ENGLISH**, but quotations must be in **SPANISH**.
5. You are allowed to use a dictionary and **ONE** text related to **EACH** theme to assist you in answering Section B. The text should **NOT** be heavily annotated.
6. You must **NOT** use the same text to answer both of your questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2011 Caribbean Examinations Council
All rights reserved.

SECTION A

LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in SPANISH.

EITHER1. Viajar por el mundo

Tía Ele nos contaba anécdotas de sus viajes cada vez que nos quejábamos de las clases. Era su manera de motivarnos a estudiar para graduarnos, ir a la Universidad, ser profesionales y poder viajar porque uno nunca sabía cuándo le iba a tocar vivir un momento histórico como ese.

- Yo voy a viajar a Australia —decía Quique — a ver a los canguros.
- Yo a Egipto, a ver las pirámides—apuntaba Andrés.
- Yo a Roma a ver el Coliseo y a Perú a ver Machu Pichu.
- ¿Verdad que no debe ir a América Latina, tía? — preguntaba Quique.
- Bueno, a ver a Machu Pichu y las pirámides de México y el Pan de Azúcar en Brasil sí, pero no de pasear como uno puede ir por las ciudades europeas. Es una región muy triste, donde sólo hay indios pobres, hambrientos, muy sucios. Argentina sí vale la pena, porque ahí la gente es como europea, pero el resto de continente es muy triste, y uno no viaja para entristecerse sino para distraerse — explicaba, y luego cambiaba el tema.
- Pero para viajar, ya saben tienen que ser educados, hablar otros idiomas y sobre todo, aprender a comer de todo, no pueden ser jíbaros al comer.

Esto lo decía por Andrés y por mí, que no comíamos casi nada. Quique era como el resto de la familia, y no había que rogarle que probara comida, se atragantaba de todo a la menor provocación.

Adapted from Magali García Ramis, Felices días, Tío Sergio, Editorial Antillana, 1999, pp. 62–63.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el punto de vista narrativo. Justifica tu respuesta. [4 marks]
- (c) Explica la actitud hacia Europa versus América Latina en el episodio. [4 marks]
- (d) Explica, en tus propias palabras, la última oración: “Quique era como el resto de la familia, y no había que rogarle que probara comida, se atragantaba de todo a la menor provocación.” [4 marks]

Total 16 marks

GO ON TO THE NEXT PAGE

OR

2.

Ya no vivo allí

No siempre hemos vivido en Mango Street. Antes vivimos en el tercer piso de Loomis... Ya para cuando llegamos a Mango Street éramos seis: Mamá, Papá, Carlos, Kiki, mi hermana Nenny y yo.

La casa de Mango Street es nuestra y no tenemos que pagarle renta a nadie, ni compartir el patio con los de abajo, ni cuidarnos de hacer mucho ruido, y no hay propietario que golpee el techo con una escoba. Pero aún así no es la casa que hubiéramos querido.

Tuvimos que salir volados del departamento de Loomis. Los tubos del agua se rompían y el casero no los reparaba porque la casa era muy vieja. Salimos corriendo. Teníamos que usar el baño del vecino y acarrear agua en botes lecheros de un galón. Por eso Mamá y Papá buscaron una casa, y por eso nos cambiamos a la de Mango Street, muy lejos, del otro lado de la ciudad...

Pero la casa de Mango Street no es de ningún modo como ellos la contaron. Es pequeña y roja, con escalones apretados al frente y unas ventanitas tan chicas que parecen guardar su respiración. Los ladrillos se hacen pedazos en algunas partes y la puerta del frente se ha hinchado tanto que uno tiene que empujar fuerte para entrar. No hay jardín al frente sino cuatro olmos chiquitos que la ciudad plantó en la banqueta. Afuera, atrás hay un garaje chiquito para el carro que no tenemos todavía, y un patiecito que luce todavía más chiquito entre los edificios de los lados. Nuestra casa tiene escaleras pero son ordinarias, de pasillo, y tiene solamente un baño. Todos compartimos recámaras, Mamá y Papá, Carlos y Kiki, yo y Nenny.

Una vez, cuando vivíamos en Loomis, pasó una monja de mi escuela y me vio jugando enfrente. La lavandería del piso bajo había sido cerrada con tablas arriba por un robo dos días antes, y el dueño había pintado en la madera **SÍ, ESTÁ ABIERTO**, para no perder clientela.

¿Dónde vives? preguntó.

Allí, dije señalando arriba, al tercer piso.

¿Vives allí?

Allí. Tuve que mirar a donde ella señalaba. El tercer piso, la pintura descarapelada, los barrotes que Papá clavó en las ventanas para que no nos cayéramos. ¿Vives allí? El modito en que lo dijo me hizo sentirme una nada. Allí. Yo vivo allí. Moví la cabeza asintiendo.

GO ON TO THE NEXT PAGE

Desde ese momento supe que debía tener una casa. Una que pudiera señalar. Pero no esta casa. La casa de Mango Street no. Por mientras, dice Mamá. Es temporario, dice Papá. Pero yo sé cómo son esas cosas.

Sandra Cisneros, La casa en Mango Street, Vintage Español, 2009, pp 3–5.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el punto de vista narrativo. Justifica tu respuesta. [4 marks]
- (c) ¿Por qué la palabra *allí* se escribe en letra cursiva (italics) en el quinto párrafo? [4 marks]
- (d) Explica, en tus propias palabras, el significado de la última oración:
“Pero yo sé cómo son esas cosas.” [4 marks]

Total 16 marks

OR

3.

La misión de Esperanza

Precisamente fue una tarde de las que pasaban juntas en la cocina cuando Tita se enteró de que Alex, el hijo de John Brown, pretendía a Esperanza. Tita fue la primera en saberlo. Habían vuelto a verse, después de muchos años, en una fiesta de la preparatoria donde Esperanza estudiaba. Alex ya estaba terminando su carrera de médico. Desde el primer momento se habían atraído el uno hacia el otro. Cuando Esperanza le dijo a Tita que al recibir la mirada de Alex sobre su cuerpo ella se había sentido como la masa de un buñuelo entrado al aceite hirviendo, Tita supo que Alex y Esperanza se unirían irremediablemente.

Rosaura intentó por todos los medios de evitarlo. Desde un principio se opuso franca y terminantemente. Pedro y Tita intercedieron por Esperanza y de esta manera se inició entre ellos una verdadera guerra a muerte. Rosaura exigía a gritos sus derechos: Pedro y Tita estaban rompiendo el pacto y eso no era justo.

No era la primera vez que tenían discusiones a causa de Esperanza. Las primeras fueron porque Rosaura se empeñaba en que su hija no asistiera a la escuela, pues lo consideraba una pérdida de tiempo. Si la misión de Esperanza en esta vida era únicamente la de cuidarla a ella, su madre, por siempre, no necesitaba para nada de elevados conocimientos, era preferible que estudiara piano, canto y baile. El dominar estas actividades le sería de enorme utilidad en la vida. En primera, porque así Esperanza podría proporcionarle a Rosaura maravillosas tardes de entretenimiento y diversión y, en segunda, porque su participación dentro de las fiestas de sociedad sería de lo más relevante y espectacular. De esta forma capturaría las atenciones de todos y sería siempre muy bien aceptada dentro de la clase alta. Haciendo una gran labor, lograron convencer a Rosaura tras largas pláticas de que era importante que Esperanza, aparte de cantar, bailar y tocar el piano virtuosamente, pudiera hablar de cosas interesantes cuando se acercaran a ella y para esto era vital que asistiera a la escuela. Entonces Esperanza asistió a la mejor escuela, con el objeto de pulir su intelecto. Tita, por su parte, se encargó de enseñarle algo igual de valioso: los secretos de la vida y del amor a través de la cocina.

Adapted from Laura Esquivel, Como agua para chocolate, Grijalbo Mondadori, S.A., 1990, pp. 203–204.

- (a) Relata el argumento del episodio. **[4 marks]**
- (b) Identifica y comenta el punto de vista narrativo en el episodio. **[4 marks]**
- (c) Describe el carácter de Rosaura. Justifica tu respuesta. **[4 marks]**
- (d) Explica el papel de Tita en este pasaje. **[4 marks]**

Total 24 marks

GO ON TO THE NEXT PAGE

OR**4.****Déme la navaja**

MADRE. Hijo, el almuerzo.

NOVIO. Déjelo. Comeré uvas. Déme la navaja.

MADRE. ¿Para qué?

NOVIO. (*Riendo*) Para cortarlas

MADRE. (*Entre dientes y buscándola*) La navaja, la navaja ...

Malditas sean todas y el bribón que las inventó.

NOVIO. Vamos a otro asunto.

MADRE. Y las escopetas y las pistolas y el cuchillo más pequeño, y hasta las azadas y los biellos de la era.

NOVIO. Bueno.

MADRE. Todo lo que puede cortar el cuerpo de un hombre. Un hombre hermoso, con su flor en su boca, que sale a las viñas o va a sus olivos propios, porque son de él, heredados. . .

NOVIO. (*Bajando la cabeza*)

Calle usted.

MADRE. . . . y ese hombre no vuelve. O si vuelve es para ponerle una palma encima o un plato de sal gorda para que no se hinche. No sé cómo te atreves a llevar una navaja en tu cuerpo, ni cómo yo dejo a la serpiente dentro del arcón.

NOVIO. ¿Está bueno ya?

MADRE. Cien años que yo viviera, no hablaría de otra cosa. Primero tu padre, que me olía a clavel y lo disfruté tres años escasos. Luego tu hermano. ¿Y es justo y puede ser que una cosa pequeña como una pistola o una navaja pueda acabar con un hombre, que es un toro? No callaría nunca. Pasan los meses y la desesperación me pica en los ojos y hasta en las puntas del pelo.

NOVIO. (*fuerte.*) ¿Vamos a acabar?

MADRE. No. No vamos a acabar. ¿Me puede alguien traer a tu padre? ¿Y a tu hermano? Y luego el presidio. ¿Qué es el presidio? ¡Allí tocan los instrumentos! Mis muertos llenos de hierba, sin hablar, hechos polvo; dos hombres que eran dos geranios. . . Los matadores, en presidio, frescos, viendo los montes . . .

NOVIO. ¿Es que quiere usted que los mate?

GO ON TO THE NEXT PAGE

MADRE. No Si hablo porque . . . ¿Cómo no voy a hablar viéndote salir por esa puerta? Es que no me gusta que lleves navaja. Es que . . . que no quisiera que salieras al campo.

Federico García Lorca, Bodas de sangre, Manchester University Press, 1996, pp. 3–5.

- (a) Relata el argumento del episodio. **[4 marks]**
- (b) ¿Cómo se caracteriza la Madre? Justifica tu respuesta. **[4 marks]**
- (c) ¿Cómo es el ambiente de este episodio? Justifica tu respuesta con DOS ejemplos. **[4 marks]**
- (d) ¿Qué tropo literario se emplea en la frase “una navaja pueda acabar con un hombre, que es un toro?” Comenta su uso. **[4 marks]**

Total 16 marks

SECTION B**THEMES**

Write an essay, in **ENGLISH**, using **450–500** words on **ONE** of the following themes. You **MUST** refer in detail to **ONE** named text. This text must not be the same one on which you wrote in Section A. All quotations **MUST** be cited in **SPANISH**.

LA JUVENTUD (*Felices días tío Sergio; La casa en Mango Street*)

5. One often suffers for being different. [Total 32 marks]
6. Young people are not as ignorant as adults believe. [Total 32 marks]

EL INDIVIDUO Y LA SOCIEDAD (*Como agua para chocolate; Bodas de sangre*)

7. Traditional values constrain the individual and must be dismantled to achieve freedom. [Total 32 marks]
8. Duty and responsibility are more important than desires of the heart. [Total 32 marks]

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.



02145030 /CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 1 - PAPER 03

LITERARY ANALYSIS AND THEMES

KEY/MARK SCHEME

1.

Viajar por el mundo

- (a) Tía Ele les hablaba a los jóvenes de sus viajes para inspirarlos a estudiar e ir la
 Universidad/portarse bien/comer bien. Los jóvenes le dijeron a dónde quisieran ir y ella
 los alentaba ir a Europa en vez de América Latina. **[4 marks]**
- (b) Primera persona. Es un narrador subjetivo y nos da una perspectiva limitada de la
 realidad. “Eso lo decía por Andrés y por mí, que no comíamos casi nada.”/any other
 appropriate example. **Award three marks for explanation and one for an example. [4 marks]**
- (c) Tía Ele cree y les convence a los jóvenes que Europa es más civilizado y atractivo que
 América Latina donde con pocas excepciones está llena de pobreza y sufrimiento. **[4 marks]**
- (d) “Quique era como el resto de la familia, y no había que rogarle que probara comida, se
 atragantaba de todo a la menor provocación.” Significa que a diferencia de los otros
 jóvenes en el episodio a Quique le gustaba mucho comer de todo. Uno no tenía que
 obligarlo a comer sino lo contrario. **[4 marks]**

Total 16 marks

2. Ya no vivo allí**1**

- (a) La familia de la narradora vivía en Loomis Street en una casa pobre y ruinosa antes de **1**
 mudarse a la casa en Mango Street que es lejos de ser lujosa. Recuerda cuando una monja le **1**
 hizo sentirse avergonzada de su casa en Loomis y que sabía en ese momento que necesitaba **1**
 una casa que podía mostrar a los demás. **1**

[4 marks]

- (b) Primera persona. Es un narrador subjetivo y nos da una perspectiva limitada de la **1**
 realidad. “No siempre hemos vivido en Mango Street.”/any other appropriate example. **1**

Award three marks for explanation and one for an example.**[4 marks]**

- (c) Para demostrar el desprecio/desdén y la sorpresa de parte de la monja que la narradora vivía **1**
 en condiciones tan pobres. Para demostrar cómo este insulto afectó a la narradora. Le marcó **1**
 con un complejo de inferioridad sobre dónde vivía y se decidió a tener una nueva casa algún **1**
 día. **1**

Any four**[4 marks]**

- (d) Es un comentario sarcástico. Demuestra que la narradora sospecha que la realidad de una **1**
 nueva casa no se va a realizar. Duda que la nueva casa en Mango Street sea temporaria. **1**

Any four**[4 marks]****Total 16 marks**

3. La misión de Esperanza

- (a) Esperanza se enamoraba de Alex pero su madre se opone a la unión porque según la tradición, Esperanza debería quedarse soltera y cuidar a la madre Rosaura. Tita y Pedro tratan de defender la posición de Esperanza y causa una discusión entre ellos y Rosaura.

Any four**[4 marks]**

- (b) Tercera persona. Es un narrador objetivo y nos explica los motivos y pensamientos de los personajes/ pueden penetrar la conciencia de los personajes. “En primera, porque así Esperanza podría proporcionarle a Rosaura maravillosas tardes de entretenimiento y diversión y, en segunda, porque su participación dentro de las fiestas de sociedad sería de lo más relevante y espectacular.”

Award three marks for explanation and one for an example.**[4 marks]**

- (c) Rosaura es terca/egoísta/tradicional y preocupada por la opinión de los otros.

Terca “Desde un principio se opuso franca y terminantemente.”

Egoísta “En primera, porque así Esperanza podría proporcionarle a Rosaura maravillosas tardes de entretenimiento y diversión.”

Tradicional “Si la misión de Esperanza en esta vida era únicamente la de cuidarla a ella, su madre, por siempre, no necesitaba para nada de elevados conocimientos, era preferible que estudiara piano, canto y baile.”

Preocupada por la opinión de los otros “De esta forma capturaría las atenciones de todos y sería siempre muy bien aceptada dentro de la clase alta.

Any two characteristics with relevant example valued at one mark each.**[4 marks]**

- (d) En este pasaje Tita es confidente de Esperanza quien comparte sus sentimientos con Tita. **1**
1
 Es abogada por/defiende la felicidad y el bienestar de Esperanza. También es ella que tiene **1**
1
 que enseñar a Esperanza sobre los hechos y secretos de la vida y el amor.

[4 marks]

Total 16 marks4. Deme la navaja

- (a) El Novio le pide a su Madre la navaja para cortar uvas para comer y esto le recuerda la **1**
1 **1** **1**
 muerte de su marido e hijo por un cuchillo. Está molesta y no quiere que el novio salga con la
 navaja. **[4 marks]**
- (b) La Madre está obsesionada con la muerte de su familia, está de luto/triste/ melancólica, es **1**
1
 pesimista /miedosa del futuro. **1**
 Obsesionado con la muerte “Cien años que yo viviera, no hablaría de otra cosa.” **1**
1
 Triste/de luto/melancólica “Pasan los meses y la desesperación me pica en los ojos y hasta en
 las puntas del pelo.” **1**
 Pesimista “Es que no me gusta que lleves navaja. Es que . . . que no quisiera que salieras al
 campo.”

Any two characteristics with relevant example valued at one mark each. [4 marks]

2

(c) Es un ambiente lúgubre/sombrío

2

Siniestro/ de mal agüero

1

“La navaja, la navaja ...Malditas sean todas y el bribón que las inventó.”

1

“y ese hombre no vuelve. O si vuelve es para ponerle una palma encima o un plato de sal

gorda para que no se hinche. “

1

“Pasan los meses y la desesperación me pica en los ojos y hasta en las puntas de pelo.”

1

“Mis muertos llenos de hierba, sin hablar, hechos polvo; dos hombres que eran dos geranios...

Los matadores, en presidio, frescos, viendo los montes . . .”

1

“Es que no me gusta que lleves navaja. Es que . . . que no quisiera que salieras al campo.”

Two marks for atmosphere and two marks for two examples (one each) [4 marks]

1

(d) En la frase “una navaja pueda acabar con un hombre, que es un toro” se emplea una metáfora

1

que es una comparación en la cual se dice que las dos cosas son iguales. La Madre dice que el

1

1

hombre es un toro para enfatizar su fuerza y virilidad y la ironía que un arma pequeña como

un cuchillo puede matar algo tan fuerte e imponente.

[4 marks]**Total 16 marks**

SECTION B

THEMES

LA JUVENTUD (*Felices días tío Sergio; La casa en Mango Street*)

[32 marks]

5. One often suffers for being different.*Felices días tío Sergio*

- Lidia and her siblings are fed with an inferiority complex for being Puerto Rican as Europe and the U.S. are presented as places of culture and wealth as opposed to their homeland.
- Lidia goes through the growing pains of having grown up around boys and acting like them and is rebuffed by the other boys and even the brother she physically defends in a fight.
- Tío Sergio for his political and sexual orientation has to seek refuge by Lidia's parents and later dies a lonely death.
- *La Margara*: the prostitute, who is also different because of her political ideas, is shunned by the neighbours and the children are prohibited from having contact with her.

On the other hand both Lidia and Tío Sergio represent strength in independence, subtle symbols of the nationalist agenda of Puerto Rico versus American imperialism

La casa en Mango Street

- Esperanza feels humiliated when she realises that the nun scorns her for living in a dilapidated house.
- She also longs to belong to the group of girls outside her barrio who eat in the refectory and begs her mother for a sandwich so that she can belong but it soon becomes apparent to her dismay that she neither lives in a wealthier zone nor does she eat the same type of food as the wealthier students.
- Her innocence of the facts of life often leaves her in the cold with her more precocious friends like Sally.
- Sally, being more mature and precocious, marries early but instead of getting the freedom she longs for, she is abused and trapped in her house.

However, it is being different that inspires the narrator to get her own home, a goal she works towards.

6. Young people are not as ignorant as adults believe.

[32 marks]

Felices días tío Sergio

- Lidia and her siblings peer into adult life planning perfectly when to rifle through their things and learn adult secrets.
- Lidia knows that only adults' authority and reasoning get respect and so longs to grow up.
- Both the boys and girls come into their own awareness of their sexuality before this is discussed with them by the adults.
- Lidia deals with her attraction to her uncle (confusion of paternal love and the development of physical attraction as she enters puberty), her witnessing of Tio Sergio with the maid and the possible homosexuality of Tío Sergio.

Yet, even when dealing with adult issues: politics, sexuality, because of the freshness and innocence of their youth the youngsters, particularly the narrator, are perturbed.

La casa en Mango Street

- Esperanza learns from an early age the discrimination and pain of being poor and living in a rundown house. While she is often engaged in play with her sister, neighbours and friends as any youngster, the scorn meted out to the poor by others does not escape her and drives her to want to have her own home.
- Esperanza discovers through her friend Alicia the horrors of parental abuse.
- When Esperanza sees her father's grief over his father's death, she reflects on the possibility of her own father's death.
- Sally, Esperanza's precocious friend, introduces her to the world of boys, kissing and the like without the knowledge of her parents.
- Esperanza learns many lessons about life through her friends' experiences e.g. Sally and marriage and abuse, boys and bullying, the facts of life.

Her reaction to adult issues: male-female relationships, abuse, social class, discrimination is that of a child or youngster i.e. confusion, lack of understanding, resentment and determination to make her future brighter and more independent

EL INDIVIDUO Y LA SOCIEDAD (*Como agua para chocolate; Bodas de sangre*)**7. Traditional values constrain the individual and must be dismantled to achieve freedom. Discuss.****[32 marks]***Como agua para chocolate*

- In well-born Mexican families, tradition dictates that the youngest daughter not marry, but remain at home to care for her mother. Even though Tita falls in love, Mama Elena chooses not to make an exception, and instead arranges for Tita's older sister to marry Tita's lover.
- Pedro is unable to marry Tita because of tradition and so reluctantly marries her older sister.
- Mama Elena in her tyrannical force to uphold tradition moves Rosaura out of town with her new born son who Tita cared for thus causing the mental degradation of Tita.
- Even in death tradition holds as Mama Elena's ghost comes back to haunt Tita for ignoring/dismantling traditional values.
- Gertrudis ran off with a soldier without being married, worked in a brothel and came back years later as general of the army with fifty soldiers on her arms. She came back with individuality, freedom and independence.
- Tita's freedom to marry John Brown was only due to the death of her mother.
- Tita, by banishing her mother's spirit in forceful words declares her autonomy. She expels the ghost and as such is relieved of all guilt and even the physical symptoms of her pregnancy.
- Rosaura's death freed Esperanza from the traditional structure that had previously forbidden her.
- Esperanza's marriage and Rosaura's death give Tita and Pedro freedom to finally express their love for each other.

Bodas de sangre

- La Novia rejects her true love Leonardo because he is below her social class.
- Leonardo fights his physical attraction and urge to be with the Novia in order to be faithful to a wife he does not love.
- El Novio is bound to avenge the death of his father and brother and meets his death in a duel with Leonardo to restore his honour and that of his family after Leonardo runs off with his bride.
- Both la Novia and Leonardo dismantle tradition and run off together at the wedding in order to finally freely express their passion for each other.

8. Duty and responsibility are more important than desires of the heart.

[32 marks]

Como agua para chocolate

Society expects one to do one's duty regardless of personal feelings

- Tita's duty as the younger daughter not to marry but to take care of her mother was regarded by her formidable mother as more important than marrying the man she loves.
- Tita as the youngest child is forced to bake the cake for her sister's wedding. She has to endure the pain of preparing the cake for her sister to marry the man with whom she is in love.
- The confinement of Tita to the domestic sphere persists regardless of her desires of independence.
- Mama Elena's self-inflicted suffering from her lost love forces her to stifle her daughter's happiness.

Yet desires of the heart are sometimes so strong that duties are rejected

- Pedro denied marriage to Tita and is forced to marry her sister but did so in order to be close to Tita
- Mama Elena's hidden affair with a mulatto (Mama Elena was also constrained by tradition as she could not be with a man she really loved).

Bodas de sangre

Society expects one to do one's duty regardless of personal feelings

- La Novia is expected to marry someone of her social class. She therefore has to reject her passionate love for Leonardo, let him marry another and respond to the Novio's courtship.
- Leonardo is constrained by the duties of marriage and family to forget about the Novia and dedicate his time and energy to his wife and child.

Yet desires of the heart are sometimes so strong that duties are rejected

- Leonardo broods and sneaks away at night to get close to the Novia.
- Both Leonardo and the Novia cannot hold back their passion any longer and run off together at the wedding reception.
- Leonardo pays with his life for giving in to his passion and the Novia loses her love and her husband for her breach of duty.

SECTION B

Knowledge and Understanding (To be marked out of 16)	Application of Knowledge (To be marked out of 9)	Organization of Information (To be marked out of 7)
<p>14-16 Excellent</p> <p>Candidate shows an excellent knowledge and understanding of the text and an excellent informed personal response to the themes of the text.</p>	<p>8-9 Excellent</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a highly effective manner, using accurate citations in Spanish.</p>	<p>7 Excellent</p> <p>Candidate organizes information meaningfully and communicates ideas in an excellent and effective manner.</p>
<p>11-13 Very Good</p> <p>Candidate shows a very good knowledge and understanding of the text and a very good informed personal response to the themes of the text.</p>	<p>7 Very Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a very effective manner, using accurate citations in Spanish.</p>	<p>6 Very Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a very good and effective manner.</p>
<p>9-10 Good</p> <p>Candidate shows a good knowledge and understanding of the text and a good informed personal response to the themes of the text.</p>	<p>6 Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in an effective manner. Less use of citations.</p>	<p>5 Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a good and effective manner.</p>
<p>7-8 Satisfactory</p> <p>Candidate shows a satisfactory knowledge and understanding of the text and an informed personal response to the themes of the text.</p>	<p>5 Satisfactory</p> <p>Candidate applies knowledge of the set text with some relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a satisfactory manner. Some citations used but are not all accurate.</p>	<p>4 Satisfactory</p> <p>Candidate organizes information in an acceptable manner and communicates ideas satisfactorily.</p>

Knowledge and Understanding (To be marked out of 16)	Application of Knowledge (To be marked out of 9)	Organization of Information (To be marked out of 7)
<p>4-6 Minimal</p> <p>Candidate shows barely acceptable knowledge and understanding of the text and a partial informed personal response to the themes of the text.</p>	<p>4 Minimal</p> <p>Candidate applies knowledge of the set text with minimal relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a barely adequate manner. Citations are not all adequately used.</p>	<p>3 Minimal</p> <p>Candidate organizes information in a less than effective manner and communicates ideas in a barely adequate manner.</p>
<p>2-3 Poor</p> <p>Candidate shows limited knowledge and understanding of the text and an uninformed personal response to the themes of the text.</p>	<p>3 Poor</p> <p>Candidate applies knowledge of the set text with little relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a basically weak adequate manner. Few citations in Spanish are used.</p>	<p>2 Poor</p> <p>Candidate shows basic weakness in organizing and communicating information.</p>
<p>0-1 Ungradable</p> <p>Candidate shows very limited knowledge and understanding of the text and an inability to respond to the themes of the text.</p>	<p>0-2 Ungradable</p> <p>Candidate shows little or no knowledge of the set text, or little or no skill in analyzing, synthesizing and evaluating information necessary to handling the question. No citations in Spanish are used.</p>	<p>0-1 Ungradable</p> <p>Candidate shows little or no skill in organizing and communicating information.</p>



TEST CODE **02245010**

FORM 02245010/SPEC/2011

**CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION**

SPECIMEN PAPER

SPANISH UNIT 2

PAPER 01 – LISTENING COMPREHENSION

CANDIDATE'S PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of FIVE selections.
3. Section B consists of an interview.
4. Answer ALL questions using the spaces provided in this booklet.
5. ALL answers are to be written in ENGLISH.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2011 Caribbean Examinations Council
All rights reserved.

SECTION A

Instructions to Candidates

You will hear FIVE short selections. Each will be read twice. Listen carefully, then, in the spaces provided in your answer booklet, answer in ENGLISH, the questions that are based on each selection. You may make notes at any time during the examination.

You now have ONE minute to read the questions on the first selection.

Now, listen to the first selection.

SELECTION 1

Listen to the first selection for the second time.

You now have TWO minutes to answer the questions.

1. (a) Which TWO presidents are meeting?

_____ [2 marks]

- (b) Where are they meeting?

_____ [1 mark]

- (c) What is the purpose of their meeting?

_____ [3 marks]

- (d) What efforts have been made to promote integration?

 _____ [2 marks]

- (e) What image of South America does the Brazilian president want changed?

 _____ [3 marks]

- (f) How does he want South America to be known?

_____ [1 mark]

Total 12 marks

You now have ONE minute to read the questions on the second selection.

Now, listen to the second selection.

SELECTION 2

Listen to the second selection for the second time.

You now have TWO minutes to answer the questions.

2. Complete the grid below by supplying the information requested that correctly corresponds to the clues given.

(a)	Date of explosion		[2 marks]
(b)	Time of explosion		[2 marks]
(c)	Origin of trains		[2 marks]
(d)	In what were the explosives transported		[1 mark]
(e)	Location of explosions		[3 marks]
(f)	Requests that were made of citizens		[2 marks]

Total 12 marks

You now have ONE minute to read the questions on the third selection.

Now, listen to the third selection.

SELECTION 3

Listen to the third selection for the second time.

You now have TWO minutes to answer the questions.

- 3.** Place a tick (✓) next to EACH of the FOUR sentences that is correct according to the selection.

(a)	29.8 million tons of sugarcane were produced in Brazil.	
(b)	There was increase in the production of sugarcane in Brazil.	
(c)	The fall in the demand for ethanol and sugar has affected sugarcane cultivation.	
(d)	Brazil has received more aid due to increased sugarcane production.	
(e)	Brazil is the world's largest producer of ethanol.	
(f)	Brazil produces over 20 000 million litres of ethanol each year.	
(g)	Brazil is a major force in the drive towards the use of clean energy to replace gasoline	

Total 8 marks

You now have ONE minute to read the questions on the fourth selection.

Now, listen to the fourth selection.

SELECTION 4

Listen to the fourth selection for the second time.

You now have TWO minutes to answer the questions.

4. (a) What is ONE question that people may sometimes consider?

[2 marks]

- (b) How lucrative is it to engage in blogging?

[2 marks]

- (c) What must one be able to do to be successful at blogging?

[2 marks]

- (d) What benefits will blogging bring?

[2 marks]

Total 8 marks

You now have ONE minute to read the questions on the fifth selection.

Now, listen to the fifth selection.

SELECTION 5

Listen to the fifth selection for the second time.

You now have TWO minutes to answer the questions.

5. Complete the grid below by supplying the information that correctly corresponds to the clues given.

(a)	ONE location where tourism has grown		[1 mark]
(b)	ONE reason for growth		[2 marks]
(c)	TWO countries from which the majority of tourists travel		[2 marks]
(d)	Reason for choice of destination		[1 mark]
(e)	TWO improvements in rural areas of Latin America		[2 marks]

Total 8 marks

Section Total 48 marks

END OF SECTION A

SECTION B

Instruction to Candidates

In this section you will hear an interview. The entire interview will be played a first time and will be then repeated in two parts. You will be allowed THREE minutes to read the questions based on the interview before the compact disc (CD) is played for the first time.

After listening to PART 1, you will be allowed FIVE minutes to answer the questions on that part. This procedure will be repeated for PART 2.

The entire interview will then be repeated, after which you will be allowed time to check your work.

You now have THREE minutes to read the questions.

Now, listen to the entire interview.

[Entire interview is played]

Interview with Father Juan Pérez, a catholic priest, on the topic of cloning.

Now, listen to PART 1 of the interview.

[PART 1 is played]

You now have FIVE minutes to answer the questions on PART 1.

PART 1

6. (a) According to the interviewer, what is the U.S. Senate about to do?

[3 marks]

- (b) What personal comment does Father Pérez make about the two types of cloning?

[2 marks]

- (c) How does Father Pérez explain his statement that therapeutic cloning is worse than reproductive cloning?

[3 marks]

- (d) Why do scientists NOT consider therapeutic cloning as a moral issue?

[3 marks]

Now, listen to PART 2 of the interview.

[PART 2 is played]

You now have FIVE minutes to answer the questions on PART 2.

PART 2

- (e) How does Father Pérez react to the scientists' statement?

[3 marks]

- (f) Explain Father Pérez's reaction to the statement that therapeutic cloning can help to cure serious illnesses.

[3 marks]

- (g) According to Father Pérez, what alternatives exist?

[3 marks]

- (h) (i) What comment is made about persons who seem to be in favour of therapeutic cloning?

[2 marks]

- (ii) What do these persons need to understand?

[2 marks]

Section Total 24 marks

Now, listen to the entire interview as it is played for the final time.

You may now use the time remaining to check your work.

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.



02245010/CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 2 – PAPER 01

LISTENING COMPREHENSION

KEY

SELECTION 1

- (a) The Presidents of Brazil and Peru. **1 1** (2 marks)
- (b) Peru. (1 mark)
- (c) To sign a series of agreements to promote commercial exchange and the development of both countries. (Any Three) **1 1 1** (3 marks)
- (d) There are currently 24 projects aimed at promoting integration. **1 1** (2 marks)
- (e) He wants the image of poverty, misery and hunger to be changed. **1 1 1** (3 marks)
- (f) As a developed region. **1** (1 mark)

Total 12 marksSELECTION 2

- (a) March 11, 2004. **1 1** (2 marks)
- (b) 7.30 am **1 1** (2 marks)
- (c) Guadalajara y Alcalá. **1 1** (2 marks)
- (d) Knapsacks (1 mark)
- (e) Train station at Atocha **1 1 1** (3 marks)
- (f) Donate blood. **1 1** (2 marks)

Total 12 marks

SELECTION 3

- (a) Correct √ (2 marks)
 (b) False x
 (c) Correct √ (2 marks)
 (d) False x
 (e) False x
 (f) Correct √ (2 marks)
 (g) Correct √ (2 marks)

Total 8 marksSELECTION 4

- (a) **1** **1** **1**
 Whether they could earn money working from home/OR work their own
1 **1** **1** **1** **1**
 hours/ OR be their own boss/OR how can they earn money working from home.
(2 marks)
- (b) **1** **1**
 One can earn a full-time income.
(2 marks)
- (c) **1** **1**
 Write quality blogs.
(2 marks)
- (d) **1** **1**
 Increased visibility and more money.
(2 marks)

Total 8 marks

SELECTION 5

(a)	ONE location where tourism has grown.	1 1 Caribbean/OR Latin America [1 mark]
(b)	One reason for growth	1 1 Strengthening of Euro against US dollar/ 1 OR US citizens prefer tourist destinations 1 where they do not lose out with the exchange rate [2 marks]
(c)	TWO countries from which the majority of tourists travel	1 1 1 United States, Mexico, Canada Any two [2 marks]
(d)	Reason for choice of destination	1 Direct flights [1 mark]
(e)	TWO improvements in rural areas of Latin America	1 Potable/running water 1 Electricity Service [2 marks]

Total 8 marks

SELECTION 6Part 1

- (a) They are about to vote on whether or not to allow cloning for therapeutic
 1 1
 purposes. (3 marks)
- (b) The distinction between them is biotechnical not moral 1 1 (2 marks)
- (c) He says that a life is created only to be destroyed to remove key cells. 1 1 1 (3 marks)
- (d) They say that an embryo is not a human life but just a set of cells. 2 1 (3 marks)

Part 2

- (e) He says that there is no difference between an embryo and a foetus/child/
 1 1 1
 adolescent/adult. OR
 1 1 1
 The only difference is in the level of development/OR
 1 1
 The Catholic Church considers the embryo as a living being from
 1
 its conception. (3 marks)
- (f) You cannot allow the killing of human beings even for a noble cause
 1 1 1
 (such as treating serious illnesses). (3 marks)
- (g) Using cells from/adult tissue, umbilical cord or placenta. 1 1 1 (3 marks)

- (h) (i) **1** **1** **1**
They are falling into a linguistic trap OR they feel that one type of
1
cloning is better than the other. **(2 marks)**
- (ii) **2**
There is no moral difference between the two types of cloning. **(2 marks)**

Total 24 marks

END OF TEST



TEST CODE **02245020**

FORM 02245020/SPEC/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 2

PAPER 02 - READING AND WRITING

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2010 Caribbean Examinations Council
All rights reserved.

SECTION A

READING COMPREHENSION

This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.

Passage 1Los hispanos en los Estados Unidos

Según una encuesta publicada recientemente, la mayor parte de los hispanos en Estados Unidos no se sienten discriminados en este país y se muestran optimistas sobre sus perspectivas y las de sus hijos.

El sondeo realizado por la cadena de televisión *CBS* y el diario *The New York Times* también reveló que una mayoría de la comunidad hispana piensa que ejerce algún tipo de influencia en las acciones gubernamentales de este país. Ello contrasta con el índice de sólo cuatro de 10 integrantes de minorías de origen no hispano que creen que repercuten en las decisiones del gobierno.

Casi dos tercios de los hispanos encuestados indicaron que no han sentido ningún tipo de discriminación en Estados Unidos. Esto sugiere que su experiencia en este país es profundamente diferente a la minoría de raza negra de origen no hispano. Alrededor de las tres cuartas partes de ese grupo sostienen que ha sufrido discriminación.

Entre estos hispanos, el 75 por ciento considera que sus oportunidades son mejores que las que tuvieron sus padres y que las de sus hijos serán aún mayores.

Entre los hispanos que nacieron fuera de Estados Unidos, casi dos tercios dijeron que se sentían más cerca de este país que del que nacieron. Dos tercios de los inmigrantes hispanos – aquellos que nacieron fuera de Estados Unidos o en Puerto Rico – sostienen que las oportunidades económicas son la principal explicación del porqué sus vidas en este país son mejores que en sus países de origen. Así, muchos continúan enviando remesas de dinero a sus familias a pesar de que raramente visitan sus países de origen.

El optimismo sale a relucir en momentos en que los hispanos están siendo seducidos por los dos partidos políticos principales para captar su voto en las próximas elecciones. En la actualidad, los hispanos constituyen la minoría más numerosa del país, así como la de más rápido crecimiento.

Según la encuesta, entre los hispanos que nacieron en Estados Unidos, casi la mitad habla principalmente inglés en sus hogares, y cuatro de cada 10 indicaron que hablan tanto inglés como español. En cambio, entre los hispanos inmigrantes, siete de 10 hablan español en sus viviendas y cerca de un cuarto ambos idiomas.

*Adopted from “Hispanos de EE.UU. son optimistas con su futuro y no sienten discriminación.”
CCN en Español.com, 6 de agosto, 2003.*

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

- (a) Según el estudio, ¿cómo se siente la mayor parte de los hispanos en Estados Unidos sobre su situación actual y futura? **[3 marks]**
- (b) ¿Cómo evalúan los hispanos su influencia en Estados Unidos? **[2 marks]**
- (c) ¿Cómo se compara la experiencia de los hispanos en Estados Unidos y los de la raza negra? **[4 marks]**
- (d) (i) ¿Cuál es la explicación principal que dan los hispanos para preferir la vida en Estados Unidos? **[2 marks]**
- (ii) ¿Cómo han beneficiado los países de origen de los hispanos en Estados Unidos? **[2 marks]**
- (e) Explica por qué los hispanos son importantes para los partidos políticos. **[3 marks]**
- (f) ¿Cuáles son las diferencias lingüísticas que se encontraron entre los hispanos nacidos en Estados Unidos y los inmigrantes hispanos? **[4 marks]**
- (g) ¿Para tu país, cuáles son las ventajas y desventajas de la inmigración? **[4 marks]**

Total 24 marks

Passage 2Comercio electrónico

Internet ha transformado al mundo. Gracias al desarrollo de las nuevas Tecnologías de la Información, el tiempo y la distancia dejan de ser obstáculos en las transacciones comerciales entre los proveedores y consumidores. Las redes mundiales de información no conocen fronteras y ello supone la expansión y diversificación de los mercados mundiales.

Los proveedores de bienes y servicios, así como los consumidores y usuarios logran tener acceso y transmisión mundial de la información tanto como diversión en forma sencilla y económica, sean con fines comerciales o sociales. La apertura de mercados es fundamental para el rápido crecimiento del uso de nuevos servicios y la asimilación de tecnologías nuevas.

En la práctica, las empresas están comenzando a usar Internet como un nuevo canal de ventas muy conveniente, sustituyendo las visitas personales, correo y teléfono por pedidos electrónicos, ya que gestionar un pedido por Internet cuesta menos que hacerlo por vías tradicionales. Nace el comercio electrónico, como una herramienta fundamental en el crecimiento de las ventas en línea.

Según la consultora estadounidense Forrester, en Estados Unidos, las ventas en línea, transacciones comerciales entre negocios y consumidores y el sector turístico, crecieron de 172 mil millones de dólares americanos en 2005 a 329 mil millones de dólares americanos en 2010. Tanto consumidores como proveedores continúan incrementando sus actividades en el contexto del comercio electrónico. Según Forrester, en tanto los consumidores aumenten sus actividades de compra y los proveedores compitan por innovar y mantener cautivo a su nicho de mercado, las ventas en línea continuarán creciendo de manera sólida en un 14% anual dentro de los próximos cinco años.

Según *El País*, en España, las ventas de las tiendas electrónicas crecen a ritmos de dos dígitos prácticamente cada trimestre desde 2000. Sin embargo, el problema del comercio electrónico en España es, básicamente, el problema del Internet. Sólo 34% de los españoles accede a la Red, cuando la media europea es del 50%, así que el comercio electrónico, en algunos países, está aún en fase de adopción. No obstante, el potencial de las transacciones en línea aún está por alcanzarse. Ello se debe a que los consumidores siguen desconfiando del comercio electrónico.

Adapted from www.profeco.gob.mx/ecomercio/ecomercio_tendencias.asp

2. **Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) How has the Internet changed the commercial world? [4 marks]
- (b) According to the passage, who uses the Internet and for what purposes? [4 marks]
- (c) What are TWO advantages that e-commerce has over other types of commerce? [2 marks]
- (d) What did Forrester's discoveries find out about trends in e-commerce? [4 marks]
- (e) Despite the success of e-commerce, what continues to be a problem in Spain? [3 marks]
- (f) Why has e-commerce not yet reached its peak? [2 marks]

Find in the text the words or phrases that are similar in meaning to the following expressions:

- (g) ...dificultades... [paragraph 1] [1 mark]
- (h) ...además de... [paragraph 2] [1 mark]
- (i) ...incremento... [paragraph 2] [1 mark]
- (j) ...modos... [paragraph 3] [1 mark]
- (k) ...realizarse... [paragraph 5] [1 mark]

Total 24 marks

SECTION B**ESSAYS**

Write an essay, in SPANISH, using 300–350 words on ONE of the following topics.

Genetic practices

3. La clonación humana plantea graves problemas éticos. Comenta .

[Total 24 marks]

Disease prevention and cure

4. Los científicos tienen que prestar más atención a las curas de las enfermedades graves como el SIDA y el cáncer. ¿Qué piensas?

[Total 24 marks]

Information communication technologies and social life

5. La red ha fortalecido la comunicación y la soledad al mismo tiempo. Discute.

[Total 24 marks]

6. La red es un mal que contribuye a la erosión de los valores en la sociedad moderna. ¿Estás de acuerdo?

[Total 24 marks]

Information communication technologies and economic life

7. Dado los riesgos asociados con el uso de los teléfonos celulares, se debería prohibir su uso. ¿Qué opinas?

[Total 24 marks]

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.



02245020/CAPE/SPEC/K/MS/2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 2 – PAPER 02

READING AND WRITING

KEY/MARK SCHEME

Passage 1

- (a) No se sienten discriminados y son optimistas sobre su futuro
y las posibilidades/oportunidades y el [las] de sus hijos.
(3 marks)
- (b) Piensan que tienen influencia en las decisiones del gobierno.
(2 marks)
- (c) Mientras que dos tercios de los hispanos informaron que no han
experimentado discriminación, tres cuartas partes de los de
raza negra han sufrido discriminación.
(4 marks)
- (d) (i) Las oportunidades económicas son mejores que en su país
de origen.
(2 marks)
- (ii) Los hispanos en Estados Unidos todavía mandan remesas
económicas a su país de origen.
(2 marks)
- (e) Los hispanos son la minoría más grande y la que crece más
rápidamente.
(3 marks)
- (f) Casi 50% de los hispanos nacidos en Estados Unidos hablan
inglés en su casa y cuatro de cada 10 hablan tanto inglés como
español, mientras 70% de los hispanos inmigrantes hablan

1

español en su casa y un cuarto habla tanto inglés como español.

(4 marks)

- (g) Cualquier opinión válida del estudiante con por lo menos una ventaja y una desventaja.

(4 marks)

Total 24 marks

Passage 2

- (a) **1** **1** **1**
 Time and distance are no longer obstacles for consumers or
 suppliers. **1** The world wide web doesn't have barriers and that
 means expansion **1** and diversification of world markets.
 (Any FOUR) **(4 marks)**

- (b) **1**
 Suppliers of goods and services use the Internet as well as
 consumers and users who achieve access and transmission of
 information and entertainment. **1**
 (Any FOUR) **(4 marks)**

- (c) **1**
 It costs less to order goods via the Internet and it is more
 convenient than the traditional way. **1**
(2 marks)

- (d) **1**
 That the consumers as well as the suppliers continue to
 increase their e-commerce activities and as such suppliers
 compete with one another to innovate and maintain
 their niche of the market. **1**
 (Any FOUR) **(4 marks)**

- (e) **1**
 Only 34% of Spaniards have access to the Internet when the
1
 European average is 50%, therefore it is still in its
1
 introductory/adoption phase. **(3 marks)**
- (f) **1**
 This has not happened yet because some Internet users do not
1
 trust e-commerce. **(2 marks)**
- (g) dificultades [paragraph 1] obstáculos **(1 mark)**
- (h) además de [paragraph 2] así como **(1 mark)**
- (i) incremento [paragraph 2] crecimiento **(1 mark)**
- (j) modos [paragraph 3] vías **(1 mark)**
- (k) realizarse [paragraph 5] alcanzarse **(1 mark)**

Total 24 marks

SECTION B

<p align="center">Content/Presentation (To be marked out of 12)</p>	<p align="center">Correctness of Expression (To be marked out of 12)</p>
<p>11-12 Excellent Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p>11-12 Excellent Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p>
<p>9-10 Very Good Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p>9-10 Very Good Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p>
<p>7-8 Good Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p>	<p>7-8 Good Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p>
<p>5-6 Satisfactory Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p>	<p>5-6 Satisfactory Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p>
<p>4 Minimal Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p>	<p>4 Minimal Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p>
<p>2-3 Poor Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p>	<p>2-3 Poor Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p>
<p>0-1 Ungradable Very poor; limited production; vague and general; ideas presented at random.</p>	<p>0-1 Ungradable No grasp of essential structures; Little evidence of grammatical awareness; very limited vocabulary.</p>



TEST CODE **02245030**

FORM **02245030/SPEC/2011**

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH UNIT 2

PAPER 03 – LITERARY ANALYSIS AND THEMES

2 hours 10 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper is divided into TWO sections.
2. Section A consists of FOUR excerpts. You are to choose ONE excerpt and answer, in SPANISH, the questions based on that excerpt.
3. Section B consists of FOUR essay questions, with TWO on EACH theme related to the texts studied during the year.
4. Answer ONE question from Section B. Your answer must be in ENGLISH, but quotations must be in SPANISH.
5. You are allowed to use a dictionary and ONE text related to EACH theme to assist you in answering Section B. The text should NOT be heavily annotated.
6. You must NOT use the same text to answer both of your questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Copyright © 2011 Caribbean Examinations Council
All rights reserved.

SECTION A

LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in SPANISH.

EITHER1. Y los sueños, sueños son

A través de la ventana penetraron a la oficina los gemidos de los animales castrados revueltos con los gritos de don Sabas. «Si no viene dentro de diez minutos, me voy», se prometió el coronel, después de dos horas de espera. Pero esperó veinte minutos más. Se disponía a salir cuando don Sabas entró a la oficina seguido por un grupo de peones. Pasó varias veces frente al coronel sin mirarlo.

Sólo lo descubrió cuando salieron los peones.

- ¿Usted me está esperando, compadre?
- Sí, compadre — dijo el coronel —. Pero si está muy ocupado puedo venir más tarde.

Don Sabas no lo escuchó desde el otro lado de la puerta.

- Vuelvo en seguida — dijo.

Era un mediodía ardiente. La oficina resplandecía con la reverberación de la calle. Embotado por el calor, el coronel cerró los ojos involuntariamente y en seguida empezó a soñar con su mujer. La esposa de don Sabas entró de puntillas.

- No despierte, compadre — dijo—. Voy a cerrar las persianas porque esta oficina es un infierno.

El coronel la persiguió con una mirada completamente inconsciente. Ella habló en la penumbra cuando cerró la ventana.

- ¿Usted sueña con frecuencia?
- A veces — respondió el coronel, avergonzado de haber dormido—. Casi siempre sueño que me enredo en telarañas.
- Yo tengo pesadillas todas las noches — dijo la mujer—. Ahora se me ha dado por saber quién es esa gente desconocida que uno se encuentra en los sueños.

Conectó el ventilador eléctrico. «La semana pasada se me apareció una mujer en la cabecera de la cama», dijo. «Tuve el valor de preguntarle quién era y ella me contestó: Soy la mujer que murió hace doce años en este cuarto.»

- La casa fue construida hace apenas dos años —dijo el coronel.
- Así es —dijo la mujer—. Eso quiere decir que hasta los muertos se equivocan.

*Gabriel García Márquez, El coronel no tiene quien le escriba,
Editorial Anagrama, 1993, pp. 77–79.*

GO ON TO THE NEXT PAGE

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta el ambiente del episodio. Justifica tu respuesta. [4 marks]
- (c) Comenta el punto de vista narrativo del episodio. Justifica tu respuesta. [4 marks]
- (d) ¿Qué revela este episodio y el texto *El coronel no tiene quien le escriba* sobre la personalidad de Don Sabas? Justifica tu respuesta. [4 marks]

Total 16 marks

OR

2.

Amo y esclavo

Ti Noel oyó la voz del amo que salía de la peluquería con las mejillas demasiado empolvadas. Su cara se parecía sorprendentemente, ahora, a las cuatro caras de cera empañada que se alineaban en el estante, sonriendo de modo estúpido. De paso, Monsieur Lenormand de Mezy compró una cabeza de ternero en la tripería, entregándola al esclavo. Montado en el semental ya impaciente por pastar, Ti Noel palpaba aquel cráneo blanco y frío, pensando que debía de ofrecer, al tacto, un contorno parecido al de la calva que el amo ocultaba debajo de su peluca. Entretanto, la calle se había llenado de gente. A las negras que regresaban del mercado, habían sucedido las señoras que salían de la misa de diez. Más de una cuarterona, barragana de algún funcionario enriquecido, se hacía seguir por una camarera de tan quebrado color como ella, que llevaba el abanico de palma, el breviario y el quitasol de borlas doradas. En una esquina bailaban los títeres de un bululú. Más adelante, un marinero ofrecía a las damas un monito del Brasil, vestido a la española. En las tabernas se descorchaban botellas de vino, refrescadas en barriles llenos de sal y de arena mojada. El padre Cornejo, cura de Limonade, acababa de llegar a la Parroquia Mayor, montado en su mula de color burro.

Monsieur Lenormand de Mezy y su esclavo salieron de la ciudad por el camino que seguía la orilla del mar.

Alejo Carpentier, El reino de este mundo, Compañía General de Ediciones, 1967, pp. 29–30.

- (a) Relata el argumento del episodio. [4 marks]
- (b) Comenta, usando ejemplos, el uso de los sentidos en la descripción del ambiente. [4 marks]
- (c) Comenta el punto de vista narrativo en el episodio. Justifica tu respuesta. [4 marks]
- (d) Explica brevemente el significado de la siguiente frase en el episodio y en *El reino de este mundo*: “Ti Noel palpaba aquel cráneo blanco y frío, pensando que debía de ofrecer al tacto, un contorno parecido al de la calva que el amo ocultaba debajo de su peluca.”

[4 marks]

Total 16 marks

OR

3.

El profeta

Yo de vez en cuando recordaba al <<profeta>> y sin querer le iba cargando con atribuciones mágicas. Aquel miserable tenía poderes y sin duda me había lanzado una maldición. Si me encontraba como me encontraba, era por culpa suya. ¡En mala hora había tenido aquel desdichado encuentro! Todos mis males se debían a él y, según iba madurando está idea, más ganas tenía de darme con él cara a cara y... No sé lo que pretendía: si darle un buen puñetazo, tirarle al mar o simplemente escupirle en el rostro, porque de algún modo le hacía responsable de todo aquel cúmulo de incidentes que me había colocado en sólo cuatro años en una situación desesperada.

Cuando uno pierde todo lo que tiene o creía tener, pierde también a los amigos y las ayudas de todo tipo, por aquello de <<a burro muerto, cebaba al rabo>>. Es verdad que empecé a beber, mucho más de lo que antes bebía, y es verdad también que en poco tiempo tenía el hígado destrozado y un aspecto lamentable que en nada recordaba al de aquel ejecutivo bien vestido que se cruzó con un paseante solitario, que estaba ligeramente apoyado en una barandilla de hierro pintada de negro, en una luminosa mañana de otoño. Había adelgazado bastante y mi pinta no era atildad precisamente. Poco dinero y falta de mujer que cuidara de mis camisas. En sueños veía —y era una obsesión— aquella flamante chaqueta inglesa de mezclilla, el chaleco de raso azul oscuro y sobre todo la raya impecablemente trazada en los pantalones del tipo aquel, cuyo nombre nunca supe. Y aquella raya planchada del pantalón se agrandaba y se agrandaba y era como un camino serpenteante que me conducía hacia una especie de acantilado donde había una barandilla de hierro y donde se apoyaba un hombre que miraba hacia abajo con los ojos fijos, contemplando cómo rompían las olas del mar contra las rocas. Era, supongo, una imagen transfigurada de aquel acantilado sobre el que se erguía el restaurante de mariscos, aquellos mariscos apetitosos que yo no llegué a probar. Y no era el <<profeta>> quien estaba con los codos apoyados en aquella barandilla, sino yo mismo, un tipo demacrado, sin afeitar, con la chaqueta deshilachada y la camisa sin planchar, que miraba con insistencia hacia abajo, un abajo muy profundo, marco, éste sí, adecuado para un suicidio y no como aquella otra barandilla de hierro fundido, barandilla de paseo marítimo donde por primera vez me di de bruces con aquel individuo que formaba ya parte de todas mis pesadillas.

Lourdes Ortiz, “El vuelo de la mariposa” en Fátima de los naufragios, Planeta, 1998, pp. 72–73.

- (a) Relata el argumento del episodio. **[4 marks]**
- (b) Comenta el punto de vista narrativo en el episodio. Justifica tu respuesta. **[4 marks]**
- (c) ¿Cómo caracterizarías al protagonista? Justifica tu respuesta. **[4 marks]**
- (d) Discute brevemente el tema de la soledad en este episodio, este cuento y OTRO cuento más de la colección *Fátima de los naufragios*. **[4 marks]**

Total 16 marks

GO ON TO THE NEXT PAGE

OR

4.

El duelo

Sólo una vez estuvo Nicolás Vidal a punto de caer en las trampas de la justicia, pero lo salvó su incapacidad para conmovirse. Cansado de ver las leyes atropelladas, el juez Hidalgo decidió pasar por alto los escrúpulos y preparar una trampa para el bandolero. Se daba cuenta de que en defensa de la justicia iba a cometer un acto atroz, pero de dos males escogió el menor. El único cebo que se le ocurrió fue Juana La Triste, porque Vidal no tenía otros parientes ni se le conocían amores. Sacó a la mujer del local, donde fregaba pisos y limpiaba letrinas a falta de clientes dispuestos a pagar por sus servicios, la metió dentro de una jaula fabricada a su medida y la colocó en el centro de la Plaza de Armas, sin más consuelo que un jarro de agua.

—Cuando se le termine el agua empezará a gritar. Entonces aparecerá su hijo y yo estaré esperándolo con los soldados—dijo el juez.

El rumor de ese castigo, en desuso desde la época de los esclavos cimarrones, llegó a oídos de Nicolás Vidal poco antes de que su madre bebiera el último sorbo del cántaro. Sus hombres lo vieron recibir la noticia en silencio, sin alterar su impasible máscara de solitario ni el ritmo tranquilo con que afilaba su navaja contra una cincha de cuero. Hacía muchos años que no tenía contacto con Juana La Triste y tampoco guardaba ni un solo recuerdo placentero de su niñez, pero ésa no era una cuestión sentimental, sino un asunto de honor. Ningún hombre puede aguantar semejante ofensa, pensaron los bandidos, mientras alistaban sus armas y sus monturas, dispuestos a acudir a la emboscada y dejar en ella la vida si fuera necesario. Pero el jefe no dio muestras de prisa.

A medida que transcurrían las horas, aumentaba la tensión en el grupo. Se miraban unos a otros sudando, sin atreverse a hacer comentarios... Llegó la noche y el único que durmió en el campamento fue Nicolás Vidal. Al amanecer las opiniones estaban divididas entre los hombres... Lo único que nadie pensó fue que pudiera faltarle el coraje, porque había dado muestras de tenerlo en exceso. Al mediodía no soportaron más la incertidumbre y fueron a preguntarle qué iba a hacer.

—Nada—dijo.

—¿Y tu madre?

—Veremos quién tiene más cojones, el juez o yo —replicó imperturbable Nicolás Vidal.

Isabel Allende, "La mujer del juez" en Cuentos de Eva Luna, Debolsillo, 2008, pp.159–160.

- (a) Relata el argumento del episodio. **[4 marks]**
- (b) Comenta el punto de vista narrativo en el episodio. Justifica tu respuesta. **[4 marks]**
- (c) ¿Cómo caracterizarías a Nicolás Vidal? Justifica tu respuesta. **[4 marks]**
- (d) Discute brevemente el tema del amor entre madre e hijo en este episodio, este cuento y OTRO cuento más de la colección *Cuentos de Eva Luna*. **[4 marks]**

Total 16 marks

GO ON TO THE NEXT PAGE



02245030/CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

SPANISH

UNIT 2 – PAPER 03

LITERARY ANALYSIS AND THEMES

KEY/MARK SCHEME

1. Y los sueños, sueños son

1

1

- (a) El coronel va a la oficina de su compadre Don Sabas que lo hace esperar y lo ignora delante de sus peones. Mientras espera se duerme el coronel. La mujer de Don Sabas lo despierta y los dos hablan de sueños. (4 marks)

1

1

1

1

1

- (b) Es un ambiente infernal/de infierno/asfixiante. El calor y los gemidos de los animales contribuyen a crear un ambiente sofocante y de sufrimiento. (any three)

1

1

“A través de la ventana penetraron a la oficina los gemidos de los animales castrados revueltos con los gritos de don Sabas.”

1

“Era un mediodía ardiente.”/“Embotado por el calor.”

Three marks for explaining the atmosphere and one for example.

(4 marks)

1

1

1

- (c) Tercera persona omnisciente. Es un narrador objetivo que nos da una perspectiva total de la realidad/puede penetrar la conciencia, los pensamientos de los personajes.

1

“Embotado por el calor, el coronel cerró los ojos involuntariamente y en seguida empezó a soñar con su mujer. “/“A veces — respondió el coronel, avergonzado de haber dormido-.”

Three marks for explanation. One for example.

(4 marks)

- (d) Don Sabas es una persona explotadora/aprovechadora. Finge no conocer al pobre coronel
 delante de sus 1 1
 peones pero finge ser un buen compadre cuando quiere comprar su gallo a la vez que le
 paga mucho menos que debería. 1
 Don Sabas es antipático. Grita y se asocia con los gemidos de los animales. Le roba al
 coronel/ No lo ayuda al pobre compadre a pesar de que es rico. 1
1 1 1 1

Any four

(4 marks)

Total 16 marks

2. Amo y esclavo

- (a) El amo de Ti Noel Monsieur Lenormand de Mezy sale de la peluquería demasiado
 empolvado. En el camino compra una cabeza de ternero en la tripería y se la pasa a su
 esclavo. Observan la gente en la calle antes de salir de la ciudad por el camino de la orilla del
 mar. 1 1 1

(4 marks)

- (b) El narrador usa varias imágenes sensoriales. Visual: “las mejillas demasiado empolvadas”
 De tacto: “Ti Noel palpaba aquel cráneo blanco y frío”
 De sabor: “En las tabernas se descorchaban botellas de vino, refrescadas en barriles llenos de
 sal y de arena mojada.” 1 1 1

Two marks for two senses mentioned (1 each) and one mark per example.

(4 marks)

- 1 1
- (c) Es una persona que no toma responsabilidad de sus acciones. “Si me encontraba como me encontraba, era por culpa suya.”/” porque de algún modo le hacía responsable de todo aquel cúmulo de incidentes que me había colocado en sólo cuatro años en una situación desesperada.”

1

1

Le echa la culpa a los otros. “Todos mis males se debían a él” / “porque de algún modo le hacía responsable de todo aquel cúmulo de incidentes que me había colocado en sólo cuatro años en una situación desesperada.”

1

Es miserable/desesperado. “Es verdad que empecé a beber, mucho más de lo que antes bebía, y es verdad también que en poco tiempo tenía el hígado destrozado y un aspecto lamentable que en nada recordaba al de aquel ejecutivo bien vestido que se cruzó con un paseante solitario, que estaba ligeramente apoyado en una barandilla de hierro pintada de negro, en una luminosa mañana de otoño.”

1

1

Está solo. “Cuando uno pierde todo lo que tiene o creía tener, pierde también a los amigos y las ayudas de todo tipo, por aquello de <<a burro muerto, cebaba al rabo>>.”

Any four (including other valid examples from texts)

(4 marks)

- 1
- (d) En este episodio el narrador experimenta la soledad después de destruir su matrimonio y su familia. El profeta también experimenta la soledad porque se retira de todos por miedo de causar daño. En “El farero” el protagonista es solitario en su oficio. En “Fátima de los naufragios”,

1

1

Fátima es solitaria en la playa esperando a su hijo./Vive en la soledad por ser diferente.

Three marks for explaining solitude in the episode and story and one mark for second story.

(4 marks)

Total 16 marks

4. El duelo

- 1 1
- (a) El juez trata de captar al bandolero Nicolás Vidal encarcelando a su madre y dándole poco
1
 agua. Espera que cuando su madre empiece a llorar de sed que Vidal se rinda pero Vidal
1
 niega hacerlo.

(4 marks)

- (b) 1 1 1
- Tercera persona omnisciente. Es un narrador objetivo que nos da una perspectiva completa de la realidad/puede penetrar la conciencia, los pensamientos de los personajes.
- 1
- “Hacía muchos años que no tenía contacto con Juana La Triste y tampoco guardaba ni un solo recuerdo placentero de su niñez, pero ésa no era una cuestión sentimental, sino un asunto de honor.”/ 1
- “Ningún hombre puede aguantar semejante ofensa, pensaron los bandidos, mientras alistaban sus armas y sus monturas, dispuestos a acudir a la emboscada y dejar en ella la vida si fuera necesario.”

Three marks for explanation. One for example.

(4 marks)

- (c) 1 1 1
- Es un hombre frío y solitario. “Sus hombres lo vieron recibir la noticia en silencio, sin alterar su impasible máscara de solitario ni el ritmo tranquilo con que afilaba su navaja contra una cincha de cuero.”
- 1 1
- Es terco/determinado. “Veremos quién tiene más cojones, el juez o yo —replicó imperturbable Nicolás Vidal.”
- 1 1
- Es un hombre fuerte que inspira la lealtad de sus seguidores. “pensaron los bandidos, mientras alistaban sus armas y sus monturas, dispuestos a acudir a la emboscada y dejar en ella la vida si fuera necesario.”
- 1 1
- Es valiente/atrevido. “Lo único que nadie pensó fue que pudiera faltarle el coraje, porque había dado muestras de tenerlo en exceso.”

Any four

(4 marks)

- 1**
- (d) En este cuento, mientras parece que no existe el amor entre Juana La Triste y su hijo Nicolás Vidal a quien trató de abortar, la mujer del juez se sacrifica la vida y su cuerpo por sus hijos.

1

En “Un camino hacia el norte” Claveles Picero le entrega a su hijo a otros para garantizarle una mejor vida/Claveles Picero en vez de cuidar a su hijo, se lo da a otros.

Three marks for explaining solitude in the episode and story and one mark for second story.

(4 marks)

Total 16 marks

EL MUNDO MODERNO (*Fátima de los naufragios; Cuentos de Eva Luna*)

5. In love, no sacrifice is too much to bear.

[32 marks]In *Fátima de los naufragios*:

- “Fátima de los naufragios” the protagonist practically gives up her life in wait for her son to come to shore. Even though she has survived her journey to Spain, she wastes away on the beach waiting for him to arrive. When he eventually washes up on the shore she is a pathetic figure.
- In “La Piel de Marcelinda” El Chano fights for Marcelinda and gives up her life for her. When he is killed, she kills herself to join him in death.
- On the other hand in “El vuelo de la mariposa” the narrator does not love his family enough to be faithful and ends up in ruin.

In *Cuentos de Eva Luna*

- In “La mujer del juez” Casilda gives up herself and her life to save her children. She also lives in an unhappy marriage to please her husband and take care of her family. Nicolás, having fallen in love with Casilda is not afraid to die and prefers to stay with her, loving her.
On the other hand, as he does not love his mother, Nicolás does not sacrifice himself for her and lets her die.
- In “El palacio imaginado” El Benefactor does many things to please Marcia although he is prepared to give her up when he realizes his power is at stake.
- In “El camino hacia el norte” both the abuelo and Claveles sacrifice themselves. The abuelo and his wife work themselves to the bone to care for children and grandchildren and he sacrifices himself for his great grandchild. It is his love for his great grandchild that urges him to make an almost impossible journey to save him.
Claveles, on the other hand, thinks she is doing what is best for her son by giving him up to others who can better provide for him but eventually accompanies her grandfather on the arduous journey when she realizes he may have been bought to harvest organs.
- In “De barro estamos hechos” Rolf does not leave the trapped girl’s side for days to urge her on until her eventual death.

6. Those who hold true power are often the ones we least expect. [32 marks]

In *Fátima de los naufragios*:

- In “El vuelo de la mariposa”, the protagonist realizes just how powerful the words of the seemingly insignificant ‘profeta’ are, as his words unleash the havoc he predicts.
- In “El vuelo de la mariposa” the prophet seems powerless to control the possible ill consequences of his actions and forces himself into confinement because of it.
- In “La Piel de Marcelinda” the lovely and inexperienced Marcelinda yields a power of her own over her pimp Chano who desperately falls in love with her to his detriment.
- In “Fátima de los naufragios” the mysterious and dignified figure of the suffering Muslim mother enwraps the whole village whose life is changed by her fate.
- In “Desayuno de trabajo”, the maximum leader wishes to remain ignorant of many things while he leads and depends on his general to know and run things.

In *Cuentos de Eva Luna*

- In “La mujer del juez” Casilda is the strong and powerful one who takes down the bandit Nicolás with her love and saves her children in the process.
In the duel between the judge and the outlaw, it is the outlaw Nicolás who wins as he defies all humanity and leaves his mother to die in prison rather than surrender.
- In “El palacio imaginado” Marcia enchants and captivates the dictator, rendering him powerless to her love.
Yet, in the end, when he realizes how weak the woman has made him become in love, El Benefactor leaves her and his heart behind and takes back his place as leader until his death.
- In “De barro estamos hechos” the little girl trapped in the mud helps him discover himself.
- In “Dos palabras” Belisa, the lowly girl who sells words completely bewitches the colonel and El Mulato despite their strength and political power.

EL COMPROMISO POLÍTICO Y SOCIAL (*El reino de este mundo; El coronel no tiene quien le escriba*)

7. The poor and downtrodden seem fated to remain in that position.

[32 marks]

- In *El reino de este mundo*, the Haitian people seem destined to remain oppressed forever.
- The Blacks and their beliefs are repressed and looked down upon by the white rulers
- The Haitian Revolution brings no relief as Henri Christophe and the mulatto regime continue to oppress their own people
- The cyclic nature of the story shows that this repression is doomed to repeat itself regardless of to whom the reins of power belong .

In *El coronel no tiene quien le escriba*

- The colonel and his family are poor and starving despite his many years of service to the country.
- The colonel waits for years without end for a pension cheque that never comes to relieve their suffering
- Even when he seems to have a way out with his fighting cock, he is exploited by his compadre Don Sabas who tries to trick him to sell it for much less than it is worth.
- Even when there is resistance to oppression, the downtrodden like the colonel's son Agustín is killed.

8. When one has great hope in the future, one will always be bitterly disappointed.

[32 marks]

- In *El reino de este mundo*, the Haitian people (Ti Noel and others) inspired by leaders Boukman and Mackandal who fought and died for freedom fostered the hope of a free Haiti, only to be held in unending oppression.
- The Haitian Revolution was a milestone for the colonies as Toussaint and others ousted the oppressive French
- Yet even with rebellions and revolutions, Ti Noel and his people remain oppressed not by outsiders but by their own people. Cycle after cycle – Dictator Henri Christophe, the mulattoes etc bring suffering in their wake.
- Ti Noel realizes that it is due to his passivity and lack of commitment that he has found himself in this position and that he must assume his role in his countries destiny.

In *El coronel no tiene quien le escriba*

- The colonel is very idealistic, fighting for the betterment of his country and naively believing that things will get better
- The colonel waits for years without end for a pension cheque that never comes to relieve the suffering of his family
- Agustín who lead resistance to the corrupt regime is killed and leaves his mother in despair, further compounded by the seemingly never ending poverty.
- The fighting cock which is a way out of the suffering for the colonel and his wife is motive for the greed of his compadre and the sentimental value attached to the cock by the colonel may prevent him from selling or letting the cock fight, leaving his family in abject poverty.
- On the other hand, while the colonel's wife reaches the end of her rope, it is the hope and optimism of the colonel that keeps him going.

SECTION B

Knowledge and Understanding (To be marked out of 16)	Application of Knowledge (To be marked out of 9)	Organization of Information (To be marked out of 7)
<p>14-16 Excellent</p> <p>Candidate shows an excellent knowledge and understanding of the text and an excellent informed personal response to the themes of the text.</p>	<p>8-9 Excellent</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a highly effective manner, using accurate citations in Spanish.</p>	<p>7 Excellent</p> <p>Candidate organizes information meaningfully and communicates ideas in an excellent and effective manner.</p>
<p>11-13 Very Good</p> <p>Candidate shows a very good knowledge and understanding of the text and a very good informed personal response to the themes of the text.</p>	<p>7 Very Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in a very effective manner, using accurate citations in Spanish.</p>	<p>6 Very Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a very good and effective manner.</p>
<p>9-10 Good</p> <p>Candidate shows a good knowledge and understanding of the text and a good informed personal response to the themes of the text.</p>	<p>6 Good</p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes, and evaluates relevant issues in an effective manner. Less use of citations.</p>	<p>5 Good</p> <p>Candidate organizes information meaningfully and communicates ideas in a good and effective manner.</p>
<p>7-8 Satisfactory</p> <p>Candidate shows a satisfactory knowledge and understanding of the text and an informed personal response to the themes of the text.</p>	<p>5 Satisfactory</p> <p>Candidate applies knowledge of the set text with some relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a satisfactory manner. Some citations used but are not all accurate.</p>	<p>4 Satisfactory</p> <p>Candidate organizes information in an acceptable manner and communicates ideas satisfactorily.</p>

Knowledge and Understanding (To be marked out of 16)	Application of Knowledge (To be marked out of 9)	Organization of Information (To be marked out of 7)
<p>4-6 Minimal</p> <p>Candidate shows barely acceptable knowledge and understanding of the text and a partial informed personal response to the themes of the text.</p>	<p>4 Minimal</p> <p>Candidate applies knowledge of the set text with minimal relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a barely adequate manner. Citations are not all adequately used.</p>	<p>3 Minimal</p> <p>Candidate organizes information in a less than effective manner and communicates ideas in a barely adequate manner.</p>
<p>2-3 Poor</p> <p>Candidate shows limited knowledge and understanding of the text and an uninformed personal response to the themes of the text.</p>	<p>3 Poor</p> <p>Candidate applies knowledge of the set text with little relevance and accuracy to the question, and analyses, synthesizes, and evaluates relevant issues in a basically weak manner. Few citations in Spanish are used.</p>	<p>2 Poor</p> <p>Candidate shows basic weakness in organizing and communicating information.</p>
<p>0-1 Ungradable</p> <p>Candidate shows very limited knowledge and understanding of the text and an inability to respond to the themes of the text.</p>	<p>0-2 Ungradable</p> <p>Candidate shows little or no knowledge of the set text, or little or no skill in analyzing, synthesizing and evaluating information necessary to handling the question. No citations in Spanish are used.</p>	<p>0-1 Ungradable</p> <p>Candidate shows little or no skill in organizing and communicating information.</p>