

# **Examiners' Reports**

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**June 2011**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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### Advanced Subsidiary GCE Spanish (H077)

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## **Chief Examiner's Report**

There follow reports for the four units of OCR's AS and A level Spanish qualification. The introductions to all the reports show that Centres are now generally familiar with the requirements of this Specification, though some matters remain to be addressed. There is a growing sense of confidence with regard to the demands of this specification, both from teachers and from candidates.

The papers provided material to suit candidates from a wide range of abilities and backgrounds; the corresponding outcomes were spread across the whole range. There are many candidates who should be congratulated on their achievements in Spanish.

## F721/01, 02, 03 Speaking

### General Comments

All speaking tests are marked externally – the option of moderation is no longer available. Tests are either uploaded as files to the OCR repository (option 01) or recorded onto CD in mp3 format and sent to the marking assessor (option 02).

Overall, candidates performed well and understood the requirements. Each section is assessed separately, and candidates who may have performed not as they would have wished in one part nevertheless have a fresh start in the other.

### Section A: Role-play

Generally candidates were able to convey the essential information, with greater or lesser detail and initiative being shown according to ability or care in preparation.

It is important that candidates and examiners study the task requirements (*tarea*) on the candidate's sheet: grid A of the mark scheme awards up to 15 marks for the use of the stimulus material. If candidates only partly or ambiguously convey the information, teachers can ask further questions to clarify points.

Candidates must also have the opportunity to address the last two general questions on the sheet, so judicious timing and the ability to move the task on is important in the conduct of the tests.

Interaction between the candidate and the examiner is one of the keys to success. Candidates need to be offered suitable opportunities to allow the role play to develop beyond a question-and-answer routine and to convince and persuade, as well as clarify points. There were many real attempts to turn the role play into a dialogue and credit was gained accordingly.

Quality of language is assessed in grid C.1. Many candidates were able to paraphrase when they did not know the right word or expression and there was good, correct use of some higher-level structures, including the subjunctive. Sometimes there was inconsistency in basic structure and syntax, genders and agreements, and in some regular verb forms, and also some numbers seemed to cause some problems.

### Role play A: Uptalk Language College

The examiner wanted to stay for several months in the UK and learn English. He / she also wanted to get a job; a point sometimes missed by candidates.

Important information to convey was the ability to combine work and study, since the college offered courses at different times of the day. Nearly all candidates were clear about courses in English, but some claimed, wrongly, that the college only provided English courses. The college's experience and ability in helping students to learn a language fast was sometimes not fully made. A number of candidates confused 1979 and 1969 (*setenta / sesenta*). Most candidates successfully gave the information that courses were available at all levels, though, surprisingly, a few claimed that the classes contained at least (not a maximum of) five students. A discriminator was the college's ability to help a student make progress in a career, through its expertise in vocational language courses for commerce and technology. The availability or relevance to the client of intensive / six-week residential courses was not always fully

appreciated or communicated. The resources available were mentioned and most candidates gave the information about the inclusive tour available. Most gave reasonable information about payment and the possibility of obtaining a discount and most candidates were able to convey paying by instalments, either by using *plazos* or an ingenious paraphrase.

The extension questions on the candidate's own attitudes to language learning and studying in general provided a range of answers depending on ability and effective use of the preparation time.

### **Role play B: Witley Court**

The task here was to convince the examiner that a visit would be enjoyable, now, with a family, and later, with a group of students.

The majority of candidates responded well to predictable items such as opening arrangements, facilities (tearoom, shop) and location / access. Differentiation was present in the degree of detail given. Most candidates conveyed the information that the site was now a ruin, though some struggled with the reason: *fuego* was commonly used for *incendio*, though a number used vaguer terms such as *desastre* or even *incidente*. *Fuente* was not known by a number of candidates – “*fontana*” being the default and some were challenged by the seemingly innocent *iglesia*, with variants on *inglesa*, *iglesia* or *catedral* being substituted. Candidates often qualified the information: *decorated* church, *easy* access, *beautiful* gardens, etc. and most mentioned the various discounts available; some using this information effectively to link with the client's own situation, visiting with a family or group. Most referred to the web site, and usually made it clear that this contained details and prices of a holiday cottage.

The open questions on the candidate's ideal excursion and views on the worth of preserving old buildings provided some well thought out replies.

### **Role play C: Jobsworths**

The examiner needed help around the house and garden and the candidate's task was to promote the experience and reliability of the company.

The range of the services available was generally covered well, especially the normal domestic items such as washing, ironing and (some) cooking, though there was a linguistic tendency by some candidates to make nouns of *lavando*, *planchando*, etc. Most conveyed that big or small jobs could be undertaken, or that the people involved were friendly or fully qualified. Prompting was sometimes required to remind the candidate that the examiner had a garden in need of attention. The ability to deal with problems involving water, gas or electricity was also conveyed, though not always that this was a round-the-clock emergency service. Most candidates referred to discounts for pensioners, though not necessarily that prices were generally reasonable. Candidates were generally able to give information about the web site and the testimonials and photos of successful projects this contains. The phone number was frequently given and usually the purpose – to arrange a time for a visit / to discuss needs – was made clear.

The open questions on helping older people and the candidate's ideal job allowed a variety of replies across the ability range.

## **Section B: Topic discussion**

Nearly all topics were based on the AS topic areas listed at 2.1.2 of the Specification. If candidates choose, for example, a film or a literary work as the basis of their topic, they must show how it illustrates, exemplifies or is relevant to the main AS topic headings. The Frequently Asked Questions on the A level Spanish section of the OCR website provide very useful guidance.

The ability to express ideas and opinions, and to support these with relevant examples is a key differentiator for grid M. Candidates succeed best when they use information and cultural knowledge as the basis to discuss and develop ideas in interaction with the teacher / examiner.

Many candidates were competent linguistically, both in terms of topic-specific vocabulary and appropriate structure, when giving prepared information. This changed, as might be expected, when they had to deal with an unexpected angle of questioning and were required to think on their feet.

For pronunciation there were commendable attempts to sound authentic; the standard of many candidates was very good indeed. There is still some difficulty with intonation, especially in cases of over-reliance on prelearnt material, when reciting a script produces a monotone, adversely affecting stressing, vowel quality and phrasing.

# F722 Spanish: Listening, Reading and Writing 1

## General comments

The paper produced a good spread of marks. The topics covered in the 7 tasks, (becoming a chef, the effect of putting the clocks back, winning a stay in a top hotel with marine life park, a school opera dealing with bullying, the rise to stardom of a male fashion designer and the need for learning a second language), were within the scope of all learners and the vocabulary was accessible to the whole ability range.

All but a very few candidates finished all sections. Questions requiring the passive skills of listening and reading were generally better answered than those which required the production of written Spanish.

In Task 7 and also in Tasks 6 and 4, there were often examples of subjunctives being used correctly and effectively. It also was pleasing to see that an increasing number of candidates had made a quick plan or jotted a few notes for Task 7b. Taking time to think round their answer often resulted in a good response, showing personal viewpoints as well as exploring various ideas and opinions on the use of languages in the world today.

## Comments on Individual Questions

### TAREA 1

This task tested straightforward vocabulary and grammar and produced a good spread of marks. The first four questions presented no difficulties for candidates, but question **(e)** onwards began to discriminate.

### TAREA 2

There was a good correlation between the marks gained by candidates on this task and on the previous task. Questions **(f)**, **(g)**, **(h)** and **(i)** were often answered correctly. Mistakes which were commonly made were **(a) 18**, **(d) 6**, **(f) 11** and **(j) 14**.

### TAREA 3

In this listening task candidates often scored well in the early part of the exercise. Marks were sometimes lost if there was insufficient precision in expressing understanding in English.

**(a)** Most candidates were successful, although answers such as 'the directory / direction' or 'the reception' were not rewarded.

**(b)** This was a straightforward three mark question. Candidates who failed to address the past tense *han rellenado con comentarios positivos la ficha sobre el servicio que han recibido en nuestro hotel* in their answers lost marks.

**(c)** Sometimes *en su propio idioma* was translated as 'in your own words'.

**(d)** *campañas publicitarias* was sometimes incorrectly given as 'public campaigns' or 'publishing companies'.

**(e)** Many candidates answered this question correctly.

**(f)** The mark scheme offered four possibilities of scoring three marks and most candidates successfully identified at least two of them. Answers such as 'aquarium', 'aqua park' or 'marina' were not accepted.

**(g)** This was a challenging question where the phrase *los delfines se me acercaron cuando les hice señas* caused some problems.

**(h)** Most candidates got a mark for 'unforgettable experience' but only some got a second with an accurate translation of *cariñosas*. Adjectives such as 'cute', 'kind', 'sweet', 'friendly', 'lovely', 'adorable' or 'caring' were not accepted.

#### TAREA 4

The majority of candidates achieved good marks for communication. Most were able to use the correct polite form of a formal letter, although some, possibly from a first language background, were a little more lax. Some of the vocabulary needed was to be found in the spoken text (*concurso, comentarios, disfrutar de una estancia en el Hotel Caribe, ganadores*) which candidates were able to use. Candidates who chose to use *acabar de* did not always do so correctly but in general tenses were reasonably sound; *hemos recibido* was well found by those who did not prefer *acabar*. The passive form, ('when will the winners be announced') caused some problems. *Nos gustó mucho* or *nos encantó* expressed the meaning well if used in preference to *disfrutar*.

Other vocabulary difficulties included 'by post' and 'we intend' and the phrase *su nueva atracción* was not always correct in terms of agreement and spelling.

#### TAREA 5

This exercise also produced responses across the mark range. Question **(d)** caused some problems and there were difficulties towards the end of the task with **(h)**, **(i)** and **(j)**.

#### TAREA 6

There was a wide variety of marks for this question. Candidates who scored well showed clear signs of having practised correct techniques. When the rubric states *sin copiar frases enteras*, the answer requires a grammatical manipulation of the text that is already there. Candidates should be careful to check that their answer does not contain a chunk of text lifted verbatim – as a general guideline, in excess of five words. Skilful paraphrases are rewarded in the quality of language marks, but are not essential for showing comprehension.

**(a)** Most candidates were able to state that Fabián designed clothes. Occasionally marks were lost by saying that he made clothes and not specifying the type of designer that he was.

**(b)** This proved to be one of the more challenging questions. Candidates needed to replace *la falta de* and not *formación académica*. There were some excellent answers – possibly because candidates had taken the time to read the text thoroughly from beginning to end – for example, *no fue a una academia de costura..* Attempts to replace *formación* with *educación* did not succeed because it led to the idea that Fabián had had no education or that he had not learned much at school or that his education had not been academic.

**(c)** A straightforward manipulation from first to third person of the preterite of *iniciarse*, or any other verb meaning 'to begin' was enough to get the mark here.

**(d)** A similar manipulation of *hice* to *hizo* was also sufficient here.

**(e)** Many candidates got the mark for comprehension, even if the verbal constructions were sometimes a bit wayward.

**(f)** *Aficiones* caused a surprising amount of difficulty, perhaps through confusion with *aficionados*. A simple way to answer would have been *le gustaron el diseño y la moda*, (the nouns being reversed to avoid any danger of lifting too much text verbatim).

**(g)** In order to get the comprehension mark here some mention of the success of his previous collection was essential.

**(h)** Many candidates were able to express the idea that on this occasion Fabián worked alone.

- (i) Careful selection of *consiguió el premio al Mejor Diseñador* was required to get the comprehension mark.
- (j) Candidates who chose an appropriate verbal construction to accompany *tan poco tiempo* or *rápidamente* were successful in showing comprehension.
- (k) There were many possible ways to answer – *fue creado de un viejo paracaídas* being a straightforward example.
- (l) Here specific items of vocabulary such as *en una boda*, (*casamiento / matrimonio*) or *cuando se casa una persona* would do.
- (m)(i) It was possible to score the comprehension mark by answering *por encargo*. Candidates who were able to enlarge upon the meaning of this, or even correctly use the verb *encargar* were rewarded in quality of language.
- (m)(ii) Most candidates were able to identify *en una tienda en Bilbao* as the required answer.
- (o) Many marks were awarded for comprehension, but not all candidates were able to produce fully accurate versions of *ha tenido que aprender por sí mismo*.

In this task candidates who perform the manipulations successfully get good marks for quality of language. Those who also work in some paraphrase often get higher marks.

## TAREA 7

Candidates seem to be becoming more skilled in the techniques required to answer this task. What is required in (a) is a paraphrase of those parts of the stimulus text which answer the question. There is no need to attempt to interpret the text, draw conclusions or offer any personal opinions. In (b) candidates should be encouraged to express as many relevant ideas and viewpoints as they can.

**7(a)** The text itself was clear and accessible and in the main was well understood by most. In order to get comprehension points, answers needed to include much of the relevant detail. Some candidates left out a key word in their answer or else, conflated two ideas into one and lost both marks. For example, a statement such as *muchos empleadores piden a los candidatos si tienen algún conocimiento de inglés y si la respuesta es no es una desventaja grande* could be seen as true but is too vague to give an accurate reflection of the original. To include relevant specific detail, candidates can copy phrases from the text as indicated by the 7-8 mark band which allows for "one or two instances of lifting from the original passage".

**7(b)** The personal response was generally well done by those candidates who examined their own reasons for studying one or more languages and were able to develop their ideas. Many were also able to extend the business or career reasons from the stimulus passage, and the best candidates also explored the other side of the question: why not accept that English is the global language and see what other useful things one might do in the foreign languages time slot on the school timetable? It was encouraging to learn that many candidates had already experienced the joy of communicating successfully with a native speaker in the foreign context and that language learning was fun. It was also interesting to read answers written by students whose first language was not English and who tackled the topic from a different perspective.

Arguments in favour of having a second language besides English included: getting a job in your own country or going to work abroad with a foreign company; countries with English as the first language need people with a second language to sell their products abroad; companies won't need to spend money on translation work for their global business; when travelling or going on holiday it will enable you to talk to the local people, learn about their culture and history, and even find your future wife/husband; in the past many conflicts and wars could have been avoided if more people had spoken a second language; it helps combat racism because people are hostile to things they do not know or understand; it keeps your brain and mind healthy because learning another language develops the brain cells; it's easier to get a place at

university because you can offer something special and different from other applicants; it shows you are a hard worker because learning a foreign language is not easy.

There were fewer arguments against, including: learning a second language is not essential as English is spoken widely throughout the world; many English people have jobs, including some very important ones, where a second language will never be needed; learning a second language can be difficult, time-consuming and expensive.

The quality of language is assessed over both **7(a)** and **(b)**. There appeared to have been an impressive level of linguistic preparation and candidates performed well in this area. There was often good use of complex sentences including subjunctive clauses.

## F723/01, 02, 03 Speaking

### General Comments

The majority of centres entering candidates for this unit conducted the speaking tests with commendable efficiency and professionalism. There seems to be a growing sense of confidence with regard to the demands of this test, both from teachers and from candidates.

The standard overall this year was similar to that of last year. It seems that candidates in more centres are being encouraged to paraphrase and comment on the article in Section A in recognition of the fact that marks are available for the quality of the response to the text. A good number of teachers successfully probed candidates' responses and opinions in order to reveal more convincing understanding of the stimulus material. Those candidates who restricted themselves merely to lifting from the passage often denied themselves access to the higher marks in Grid K.

The majority of centres managed to comply fully with the requirement to record the tests digitally on to CD or upload on to the Repository. Sometimes recordings were not clear, often because the microphone may well have been placed too far from the candidate. It is always worth doing a check on the quality of recording for each candidate before sending to the appointed examiner.

The specification sets out a list of A2 topics for candidates to refer to when selecting a topic for discussion in Section B of the speaking test. Many candidates chose an appropriate topic that related to the contemporary society, cultural background and heritage of one or more countries or communities where the language is spoken. However some candidates did not always follow this requirement and opted to discuss a topic that was historical in its nature (e.g. the Franco régime) but which did not mention any impact or influences such an historical event has had on contemporary society. This usually results in fewer marks being awarded in Grid M. Additionally this year, there were a few candidates who opted to discuss the situation regarding the Chilean Miners but in such a way that basic description of how the event unfolded was all that was given. Such candidates did not give themselves the opportunity to develop or debate the issues involved. Accordingly, marks were again not as high as they could have been in Grid M. It is worth reiterating here that the FAQs on the OCR website relating to this unit are well worth reviewing in preparation for the speaking test and, in particular, for selecting the topic for discussion.

Grid E.2 awards marks for spontaneity as well as fluency and responsiveness, most centres sensibly avoided the idea that a series of mini presentations in response to pre-set questions from the teacher/examiner would be enough to get candidates through the test. The majority of centres got this just right and the ensuing conversations between teacher/examiner and candidates often seemed genuine and spontaneous.

The vast majority of centres kept to the allotted times for each section and this was very much appreciated.

Each candidate's recording must have **two** accompanying documents - the Working Mark Sheet (WMS), completed with the candidate's details, and the topic sheet (Form OTF) with a list of **three** possible topics for discussion. As is always the case, examiners are tremendously grateful to centres for checking that such documentation is in the script parcel prior to dispatch.

## Comments on Individual Questions

Textos A, B and C

The three stimulus texts were accessible to nearly all candidates. *Texto A* (*¿Existe la adicción al chocolate?*), *Texto B* (*Lo bueno y lo malo de Internet*) and *Texto C* (*¿Por qué es bueno reírse?*), gave most candidates plenty of opportunity to discuss the issues involved.

Candidates who clearly demonstrate the ability to explain and develop the issues under discussion rather than repeating word for word the points made in the text are very likely to get high marks in this section. Candidates who respond promptly and thoughtfully to the questions asked on the themes of the text are also likely to do well.

In terms of linguistic challenge all three texts were, generally speaking, of equivalent demand. *Texto C* was, perhaps, a little more abstract in its nature but candidates who were given this text responded well to the questions asked. There were very few misinterpretations of any of the texts and candidates' showed wide-ranging knowledge of issues relating to eating chocolate and accessing the internet

## General Conversation

The candidates' task in this part of the test is to take part in a conversation with the teacher/examiner on their choice of topic. A good number of candidates got very high marks in Grid M and had obviously put much effort into their research and general thinking about the topic/s. Opinions were supported and justified by evidence and many candidates gave statistical details and other relevant data in order to support the points being made. There were a few literary topics this year and candidates made impressive efforts to widen the scope of such topics rather than restrict themselves to literary criticism of a particular author's work. The impact and influences such authors have had on contemporary Spanish-speaking society were amply investigated and debated and, accordingly, were rewarded with access to the higher marks on the mark scheme.

This year, there was a much clearer understanding of the use of the imperfect subjunctive in if-clause sentences and generally more confident use of tenses. Some candidates had difficulty with the accurate use of *gustar* in relatively simple sentences and also with the appropriate use of the passive in Spanish.

## F724 Listening, Reading & Writing 2

### General comments

This paper, covering three skills and a variety of topic areas, successfully allowed candidates to show their abilities and knowledge. Candidates' preparedness for the paper varied enormously. Those who were aware of exam technique, who followed rubrics and who had studied the relevant language and sub-topics, usually performed well. There were some who seemed to have a good command of the language, but showed little evidence of prior examination preparation.

### Tarea 1

This was well answered by the majority of candidates. It differentiated with regard to listening skills and the ability to express understanding in appropriate English. The few candidates who answered in Spanish were awarded no marks. Candidates seemed to enjoy the news item and often described the scenario well: *wielding their guns they surprised the guards and locked them in the toilet*. Questions (g) and (h) were good discriminators at the upper end.

- a) The expected response of *building work* was not given as often as that of the area being *densely populated*.
- b) Mainly good answers; some missed the idea of coming *and going*.
- c) There were no real problems with this question.
- d) This was often answered correctly.
- e) This was often answered correctly.
- f) There was some confusion here about where the guns were hidden.
- g) The best answers noticed that the police had not been informed.
- h) The best answers noted the customers were paying for the service.

### Task 2

This task produced a good spread of marks. Candidates achieved well when they gave a concise and relevant phrase.

- a) Full details were required here, including the treatment with imported vaccines.
- b) Complete details were needed to get the mark for this question.
- c) There were excellent answers here from students who used their own words.
- d) Candidates who used their own words scored well. The implication of *amplia* was not always made.
- e) Again answers written in a candidate's own words were the best.
- f) Many expressed the 2 ideas well.
- g) Surprisingly this caused some problems. An example of a good response included *fue inaugurado*. A simple transcription did not answer the question.
- h) The production of vaccines was not a problem and candidates who realised the number was a target to be reached after a period of development got both marks.
- i) This question was a good discriminator. Some could not express the idea of a different type of flu each year, or thought there was a new type each 6 months.
- j) Good answers used a verb such as *dar*.
- k) Good answers noted that people *thought* the vaccine was of no value.
- l) This seemed to challenge some candidates who wrote that the flu would not be severe, or would occur less often.

m) This was a good discriminator. Good answers showed correct understanding of the verb forms.

**Tareas 3 and 4** provided a good range of marks and many candidates gained full marks. Both tasks were effective for passive testing of reading comprehension.

**Tarea 5** provided a full range of marks and tested candidates' ability to manipulate the language, for example in changing nouns to adjectives e.g.– *estrechez* to *estrechas* , nouns to verbs - *pruebas* to *probar* or to use their own words- *calles que no son anchas*.

- a) This was answered correctly by most candidates.
- b) Correct answers expressed the concept of not needing a specialist.
- c) The best and most concise answers used the candidate's own words, and expressed the ideas of narrow streets and *movilidad*.
- d) Good responses were able to sift the information and give exactly what was required. This item makes the case for reading the questions carefully first (saving valuable time) and for reading the text carefully for specific details.
- e) For most candidates this was a straightforward question.
- f) A challenging question and the best responses used simple, original words.
- g) Many good answers, with simple but relevant information.

#### **Tarea 6**

- a) Many candidates gave the right answer in the correct tense.
- b) Mostly correct responses and adjectival agreement was needed for the Quality of Language mark for Section B.
- c) There were some correct responses but there were also some common spelling mistakes.
- d) To get the correct response, candidates needed to know that *a pesar de* and *es sencillito* are followed by infinitives. *Usar este autobús* was considered not to be sufficiently specific.
- e) This was generally well done with a variety of correct verbs.
- f) This proved to be challenging and *accesan* was a frequent incorrect answer.

#### **Tarea 7**

A good performance in this task showed clear evidence of practice in the relevant techniques. Good responses included correct tenses and all details but did not add extra information, and did not paraphrase to the extent of changing the meaning from that of the original text.

#### **Tarea 8**

The best responses were simple, elegant and complete, and did not reuse any of the words of the original phrase.

#### **Tarea 9**

Candidates who focussed on the paragraphs mentioned in the rubric generally found the relevant, correct information.

## Tarea 10

There were good opportunities here for candidates to answer the questions in their own words in Spanish.

- a) A correct tense or an infinitive was needed to get the mark.
- b) A correct response clearly expressed who had confidence in whom.
- c) The correct response expressed clearly that having a mobile phone was not obligatory.
- d) Many candidates gave a correct response.
- e) Many candidates gave a correct response.
- f) Correct verb constructions and correct use of *acordarse de* and *estar de acuerdo* were needed to get the mark here.
- g) Well answered with good vocabulary.
- h) There were some good answers, but some had Luis staying at home.
- i) Many candidates gave a correct response.
- j) Good responses showed understanding of *disfrutar de los míos* and change it into *su familia* or *los suyos*.

## Section C: Writing

The essay titles were intended for candidates who had studied the relevant sub-topics and who were informed about the subject matter. Questions 11, 13 and 14 (unemployment and the environment) were the most popular and some candidates knew a great deal about these subjects.

Candidates were expected to answer the question, showing relevant knowledge of a Spanish-speaking country and using that knowledge to support opinions. The imaginative essays required that knowledge to be shown and to be exploited imaginatively within the context given.

Candidates needed to adapt material they had studied so that they gave an answer to the question set, in a well structured piece of writing with an introduction, one or two paragraphs of argument and a relevant conclusion. When candidates did not achieve higher marks, this was usually because they gave a response that did not respond to the question set and which did not have good structure.

There were many impressive, interesting and perceptive essays that were well written with a good level of language and relevant and precise vocabulary. They often showed a good understanding of the subjunctive and other more complex constructions. Lexis was often appropriate and showed that candidates had studied the topic as required.

## Comments on individual questions

11) Good answers focussed on the unemployment of young people as required by the question. There were nearly always some statistics and some ideas as to causes.

12) A good response to this question required adaptation of authentic material from a Spanish-speaking country.

13) A good response here needed candidates to select from examples they had studied and choose those most relevant to cities.

14) There were some very good responses from candidates who clearly knew their topic and were comfortable with the blogging context.

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15) Answers here needed to focus on the medical reasons for living longer in Spain and not just a lifestyle context.

16) Candidates needed at least to mention the digital project referred to in the question, before writing about technology in general. Technology in education is listed as an area for study in the specification.

17) A good response here would have selected one event and its consequences rather than narrate a series of events relating to the history of modern Spain.

18) This question required candidates to write a conversation about a work of Spanish literature but this was not always the case.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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