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HSC

**EXAMINATION  
REPORT**

**Spanish**

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## SPANISH

### 2 Unit Z

#### Oral/Aural

##### Listening Skills

###### General Comments

Students handled this component of the examination well. There was a good spread of open-ended and multiple-choice items and the situations chosen for comprehension covered a wide range of topic areas.

This year students observed instructions and all but a small minority put ticks as indicated in the correct space(s), or wrote their response in the relevant section of the paper. Perhaps the fact that the students heard the instruction prior to their answering a situation helped them perform better overall.

It was pleasing to note that most students availed themselves of the column provided to make notes before finalising their answers in the appropriate space. However, some students seemed to have written their response the minute they heard the item only to have to subsequently make messy corrections. Students should be encouraged to use the column for their rough work, writing their final version perhaps after the second reading.

###### Item 1

- (a) Some students omitted the adjective ‘grey’ in their response. Students must take care, when describing people or things, to provide all relevant detail.
- (b) This question was handled very well, although some students had difficulty in understanding the word *cuidadoso*. Not all students stressed that the man had been told to be more responsible and more careful.

###### Item 2

This item was answered well by the majority of students.

###### Item 3

- (a) Students must remember that if more than one line has been supplied for a response they should supply a considerable amount of information. To gain full marks students were required to state that the speakers were going to the Museum of Modern/Contemporary Art to see an exhibition by the Spanish painter Miro.

- (b) Most students answered this question well, with both the time and the day included in their response. Some, however, misread ‘where’ as ‘when’ and thus lost marks.

**Item 4**

- (a) This was generally answered well, however some students found the word *vuelo* difficult.
- (b) Students who did not understand *pastillas* were unable to answer this question satisfactorily.

**Item 5**

This item was answered well, however students needed to include in their response the comparative concept that the apartment was **a more independent way of living, not as expensive as a hotel.**

**Item 6**

This item was done well by the majority of students.

**Item 7**

Several students mistook *entradas* for ‘entrances’. Some did not understand where the woman wanted to sit. A few failed to hear the time.

**Item 8**

Those who answered this item competently showed that they were aware of the interrelationship of the information required in a, b and c.

- (a) This question required a twofold answer: that the speaker’s friend had gone out the night before and that she had not returned.
- (b) The expected information was that: she was responsible and that she would have called had she decided to stay elsewhere.
- (c) Students had difficulty with *datos particulares*.

**Items 9 & 10**

The majority of students performed well in this item.

**Item 11**

This item was generally done well. However, some students had difficulty understanding *oscuros* and translated *marrón* as ‘maroon’.

**Item 12**

The majority of students performed well in this item.

**Item 13**

Although most students did well in this item, some did not understand that the bus stop was close to the woman's house. Some had difficulty in interpreting *cómodo*. The word *más* generally went unnoticed.

**Item 14**

The majority of students performed well in this item.

**Item 15**

Students found this item challenging because of a lack of understanding of basic vocabulary items such as *abrigo*, *lana*, *ascensor*, *tercera* and *izquierda* (many did not know their right from their left).

**Item 16**

This item was generally done well. However, some students ignored the instruction and this adversely affected their response. This item served to discriminate between the more and less able students.

**Item 17**

This item was generally well answered.

**Item 18**

Students who saw the interrelationship of ideas in this item performed well.

- (a) There were several elements required in this response: the street name and number (some students failed to translate *calle*) and that it was located on the corner (*esquina*) of Fonseca.
- (b)
  - (i) Many students omitted the number of the bus.
  - (ii) Students who wrote Market Square were marked correct, as were those who wrote Market Plaza.
  - (iii) Many students missed the point in the section — that the place was about five minutes away on foot.

**Item 19**

The majority of students performed well in this item.

**Item 20**

This item proved challenging for those students who did not know the parts of the body or common health problems, however most students performed satisfactorily.

## Oral Reading and Speaking Skills

### Oral Reading

The majority of students handled the passage quite well and read it with animation. There was an obvious effort to make the reading interesting.

However, in a number of instances the reading was not sufficiently modulated and students read individual words as isolated elements rather than as part of a whole sentence. This inappropriate phrasing hindered effective communication. Students are advised during preparation time to scan the passage in order to locate related linguistic elements, ie noun and adjective, verb and adverb, so that they do not split elements which are dependent upon one another in their reading. Students should also be mindful of the fact that punctuation such as commas and full stops are subject to certain conventions such as inflection and intonation and these must be observed if effective communication is to occur.

Some students attempted to sound fluent by reading quickly, however they did themselves a disservice because in attempting to bedazzle, they omitted to pronounce all of the syllables clearly and intelligibly and this militated against the intended outcome. It is far better to read at moderate speed with a high level of accuracy than to attempt to break the speed record.

Specific problems encountered by a significant number of students were:

<i>sandalias</i>	became	<i>sandalías</i>
<i>aristocracia</i>		<i>aristocracia</i>
<i>turquesa</i>		<i>turcuesa</i>
<i>otoño invierno</i>		<i>otono invierno</i>
<i>muere</i>		<i>mere</i>
<i>accesorios</i>		<i>acesorios</i>

Many students had difficulty reading the price correctly. Students would be well advised to practise saying and reading a variety of numbers, be they telephone numbers, prices, dates, times, so as to be well prepared should they be required to read a number as part of the examination. It is a shame that a good rendition of the passage for some suddenly ground to a halt at the sight of a price that should not have presented any difficulty.

### Speaking Skills

#### Situation 1

Students encountered difficulty in rendering 'nearest', 'to know' (using *conocer* instead of *saber*) and 'slowly'. Some confusion was evident in the correct ending for *turista* and whether to use *ser* or *estar*. When using *ser*, many students forgot that the indefinite article is not required before *turista*.

### Situation 2

The majority of students had a sound knowledge of the vocabulary required, however they experienced difficulties in structuring the sentence cohesively.

The expression ‘study’ cannot be translated by *estudiar*. Students needed to use the word *trabajar* to convey the idea.

Students also found it difficult to render the past or future tenses in this situation. Several tried to create a new version of the future tense, rather than the easier construction of *ir + a + infinitive*.

Some students had difficulty in rendering the expression ‘by midnight’.

### Situation 3

The majority of students responded well to the first cue although some students experienced difficulty in relation to specific vocabulary items: rock (rendered *roca*), concert (rendered *concerto*) and stadium (rendered *(e)stadium*). Problems were encountered with the conjugation of the verb *saber* with a variety of alternatives supplied: *so, sabes, sabo*.

Most students experienced difficulty expressing the word ‘tickets’, most using *billetes* and ‘free’ — *libres, libras, fríos*.

Some students were resourceful and rendered the last cue by *Non se paga* or *No hay que pagar*. This is commendable because they have found a way of expressing the cue perfectly even though they could not recall the word *gratis* at the time. Students should practise wording a cue in a variety of ways. This will stand them in good stead in the sometimes stressful examination situation.

### Situation 4

The first cue presented difficulties in that students:

- attempted to render the cue word for word
- disregarded words that were not known.

‘Improve’ became *improvar, improvisar, regular*. Only a small number sought to extricate themselves out of a difficult situation by rendering the concept as *hablar mejor* when the specific item of vocabulary eluded them.

Students should be encouraged to break a long cue into more manageable components, eg I hope that/ I will be able to/ at the end of/ next year.

Students should not always expect to have short cues to render into Spanish. Practice of longer and more complex, demanding or challenging cues will ensure a better performance in the future.

### Situation 5

Students had difficulty in rendering the past tense verb in the first cue. Many did not know the word for ‘watch’ or how to render ‘is not working’ when referring to a piece of equipment. Very few students knew how to ask for something to be replaced or to have their money returned. However, some students rendered the cue simply but effectively by *Quiero otro ahora mismo o mi dinero* in a tone which brooked no negotiation.

As with the Oral Reading passage, students often tried to inject some feeling into their delivery of the situations, using a wheedling tone for Situation 2; a light friendly tone for Situation 3; and an angry tone for Situation 5. This led to their attempts sounding more realistic, more natural and more interesting for the listener.

## 2 Unit Z

### Section I – Reading

#### General comment

Students should be guided by the style of the question and the length of the space provided when formulating their response. Students should provide all **relevant** information when answering a given question. Often students included the same details in more than one answer. It is highly improbable that the same information would be required more than once in the analysis of the passage. Students should not add material of their own which is not mentioned in the text.

#### Question 1: Para llevar una vida sana

- (a) Students answered this question well.
- (b) Students found this question challenging because they were unable to understand key expressions such as *huevos*, *hígado*, *caldo*, *calor*, *cocido* and *productos lácteos*. When confronted with unfamiliar vocabulary items, students should attempt to gauge global meaning and to make an inference from the context.
- (c) As students simply translated the relevant information from the text word for word, responses were often stilted or garbled. Care should be taken to present a response that actually makes sense in English.

**Question 2: 40 millones de hispanos forzarán a EEUU a apoyar la educación bilingüe en castellano**

- (a) A number of students misread *leyes* for *leer* and consequently wrote answers unrelated to the topic. This would indicate that they were not familiar with the plural form of the noun ending in ‘y’.

Some students lost marks because they did not answer questions sufficiently fully. The space provided for a response should serve as a guide to the depth of response expected of them.

A significant number of students failed to mention that Spanish was being prevented from being used in an official capacity in the USA by the American government.

Few students experienced difficulty with this question.

- (c)(i) Students found it difficult to convey the concepts in this question, ie that because there are fewer grandmothers among the immigrants there are fewer people able to transmit the Spanish language and culture.
- (ii) Very few students understood that to be successful in the USA one has to be proficient in English, therefore less importance is attached to the learning of Spanish.
- (d) This question was done poorly because of the difficulty experienced by some students in conveying the ideas in the passage into English. The word *chicano* was unfamiliar to the majority of students.
- (e) Students who interpreted *vaquero* as ‘jeans’ and talked about the ‘technology of the horse’ obviously had little idea of the meaning of the last paragraph.

**Question 3: Cómo organizar un despacho**

- (a) This question was generally well answered, although some students misinterpreted the expression *con cajones*.
- (b) This question was generally well answered.
- (c) Although the vocabulary items in this question related to mundane classroom objects, a significant number of students encountered difficulties in supplying a complete response, often inventing items not mentioned anywhere in the text. Care should be taken to refer only to material which is actually in the text.
- (d) Several students wrote ‘fluorescent’ instead of ‘halogen’ and consequently lost marks. Not all students stated that the lighting should be that of a desk lamp and merely wrote ‘halogen’, which was considered inadequate as it could refer to the lighting in the room itself.

- (e) (i) This question was generally well answered.
- (ii) Students found the negative *nunca* difficult and this led to confusion in conveying the concept of *la cara a la pared*.

#### **Question 4: Navidad en el frío**

Overall, this passage was poorly done.

- (a) Students generally wrote about the holiday in the sun rather than focus on the words of the question which asked them the reason why Europeans did not leave for their vacation until immediately AFTER Christmas. Care should be taken when reading a question to address the key words in that question.
- (b) This question was not answered well as many students did not read the question with sufficient care. Information pertaining to this question was often included in (c) and the information required in (c) was wrongly supplied here.

Students should be made aware that questions are often posed in a sequential order through a passage and that the last question may well refer to information which is at the end of the passage.

The key words that should have acted as guides to students were ‘appearance’, ‘activities’ and ‘St Nicholas’ and the time frame is that of 6 December. As students often chose to ignore this date they wrote about Santa Claus and Christmas Day, which bore no relation to the correct response or the question.

Only a few students recognised the word *obispo* (‘bishop’) and were therefore unable to describe the change in function of St Nicholas.

- (c) The key issues to address were ‘how’ and ‘why’. Many students were able to state ‘how’ but very few addressed the issue of ‘why’ and therefore lost marks.

## **Section II — Writing Skills**

### **Question 5: Completion of Conversation**

Most students chose to answer this question. It was handled well by the more capable students, who found little difficulty in rendering the more straightforward concepts into plausible Spanish. Many students were resourceful and structured their response to the cues in a manner that conveyed the essence of what was required while not being confined word for word to the English.

Expressions which most students found difficult to render were: ‘red-haired lady’, ‘account of what happened’, ‘leather’ and ‘sheet of paper’.

In the last exchange, it had been hoped that students would supply their own information as to the location of the luggage, however all simply translated the expression that appeared in the text.

All but one student attempted all the cues.

### **Question 6: Dialogue in Spanish**

This question was attempted by only four students.

To do this question successfully, students were expected to be able to use the formal register while addressing the car rental dealer; to use the preterite tense to develop an argument; and to seek a resolution to the problem.

Those who did attempt this question were hampered by a lack of ability in these areas, which led to their doing less well than expected. They changed register during the dialogue, did not formulate a coherent argument and did not resolve the problem in a convincing manner.

Students would be well advised to write only about topics for which they have been prepared. Nothing in this question should have been beyond the ability of a well-prepared 2UZ student, yet the responses were less than adequate.

### **Question 7: Letter**

**7 (a)** Several students chose this question. While they were able to use the conventions for letter writing, appropriate content matter was lacking in that very few were able to relate any unpleasant experiences about their trip or convince their cousin not to go to the same location.

Once again it must be stressed that students should think carefully about what they know and how they can manipulate it best to suit a task.

It would be wise to advise students to prepare a plan and rough draft of what they wish to say before they actually start writing the final copy so that they can ensure that their ideas flow coherently, logically and convincingly.

As this was a letter to a relative, the conventions for leave taking needed to be observed. Students should be warned not to identify themselves or their schools in any way.

**7 (b)** This question proved very popular.

It was interesting to compare student responses in this section because the majority of students opted for the same litany of people types (tall, blond, blue-eyed, good looking) and places (Australia's Wonderland, the Opera House, the beach).

Students who used a wide range of vocabulary and complex ideas did better than those who were repetitive and very basic in their communication.

Some forgot that they were writing to an uncle in Lima; one went so far as to say that they hoped that the uncle would be able to have the letter translated from the Spanish.

Many wrote in a mixture of Spanish and English with some quite interesting vocabulary items created. Students who write in English with the occasional word in Spanish should realise that they are NOT communicating in Spanish and as a result cannot be awarded marks for what they have not managed to say in the target language.

## **2/3 Unit (Common)**

### **Oral/Aural**

#### **Listening Skills**

The examination text was divided into 13 questions, of which Questions 4, 6, 10, 11 and 13 proved the most challenging.

In Question 4, many students failed to recognise who Lulú was and therefore stated that she was the novelist's sister, mother or cat.

In Question 6 and 7 the best students were able to recognise that Emilio has subscribed to Satellite TV, that he lived in a unit and that he lived in a suburb of Madrid called Barriada del Pacífico.

Question 11 proved particularly challenging. Many students were unable to state that 'El Niño' is a change in the weather pattern, a warm current and that the origin of the name is related to Christmas. Students gave a wide variety of responses.

Due to a technical error with the recording of News Item 2, special marking arrangements were made to ensure that no student was disadvantaged in any way as a consequence.

## Written Paper

### Section I — Language

#### Part A: Reading Comprehension

##### **Question 1: Los primogénitos, más autoritarios, y los últimos, más creativos**

Students found Question 1 challenging because they were required to draw on information from the whole passage. An overall comprehension of the passage was necessary to answer the questions well. In some cases very poor expression affected clarity of meaning.

- (a) This question was answered poorly by most students, who had difficulty distinguishing the terms ‘social role’ and ‘behaviour’.
- (b) The majority of students answered this question adequately. They were able to identify the appropriate relationship from the text and give reasons why this relationship was closer than that between siblings. The poorer students were unable to give adequate reasons for their choice.
- (c) Responses to this question were better than those for the previous two. Students were able to identify three clear groups of characteristics.

##### **Question 2: Picasso: retrato del artista malvado**

Many students found this passage particularly challenging. Some of the key lexical items were unfamiliar to most, requiring students to deduce meaning from context.

- (b) (ii) This question was not answered well due to a misinterpretation of the term *culturalism*, which was translated as ‘the wide culture of the film’.
- (c) The passage refers to several contradictions in Picasso’s character. However, only one of these related specifically to a chauffeur. Students were expected to explain how the incident involving the chauffeur revealed an aspect of the contradictory nature of Picasso’s character.
- (e) This question proved challenging to students. It required students to embrace a conceptual understanding of the whole passage. In addition, students had to establish the relationship between Mozart and Picasso. Only a few students were able to do this.

## Part B: Writing Skills

### Question 3: Short Story

The caption was included in most responses to this question. The caption caused some students to write a dialogue in which they became a participant (in the first person) in the story. Students should be made aware that the use of direct speech is usually restricted in the short story genre.

A great number of students misinterpreted the visual stimulus in this question because they did not know the meaning of the word *notario*. This led them to write stories that did not take all the visual and word cues into consideration. These students were still given credit for their writing skills.

The recurrent mistakes were in grammar, spelling, syntax and semantics. These could be seen in:

- poor use of verb tenses
- incorrect use of pronouns
- use of some Spanglish transfer such as: *solicitador* for ‘solicitor’, *testimonio* for ‘testament’ etc.
- avoidance and incorrect usage of prepositions
- the poor use of accents, spelling and punctuation.

### Question 4

#### (a) Letter

The letter produced better responses than the dialogue question. While students generally included the date, greetings and used appropriate register, some omitted these very important features.

Students are reminded to be consistent with the subject/s of their letter. Students often confused the number, gender, personal pronouns, articles and noun agreements. For example, students omitted the following pronouns and prepositions: *me, te, se, lo, entre* and *para*.

Students are also reminded that they must specifically take all the information provided in the question into consideration in their response as well as developing other ideas.

#### (b) Dialogue

The overall standard of this question was below that of the letter and essay questions. Students often did not follow the correct format for dialogue writing. Students should consider the use of titles, introductions, indentation, directions and narratives when attempting this question.

Limited vocabulary appears to have hampered the creativity of some students. Spelling and punctuation were extremely poor, syntax was unclear and/or confused. Students made many basic grammatical errors. Articles and nouns, indirect/direct objects and adjectival agreement were all poor. Students omitted the following pronouns and prepositions: *me, te, se, lo* and *para*.

The dialogue option produced some of the weakest responses. Students wishing to attempt this option should be aware of the correct dialogue format.

(c) Essay

Few students attempted this question, but those who did generally answered it very well. Students covered all aspects of the topic and made excellent use of current issues. They were critical, knowledgeable and analytical in their responses.

Students showed a solid command of grammar, vocabulary and syntax as well as the correct use of appropriate lexical items. For example: *ecosistemas, la capa de ozono, contaminación, fauna y flora* etc.

However, weaker students struggled with this question.

## Section II — Options

### Part A: Hispanic Prose

#### Question 5: Carmen Martín Gaité, *Fragmentos de interior*

Most students demonstrated a reasonable knowledge of the story but only a few were able to analyse in depth the content and meaning of the novel.

- (a) In general, students alluded only to the literal meaning of ‘fragments’. Some were able to relate it to the internal experiences of the characters’ broken lives. Few applied the meaning to the physical description of the apartment or to Spanish society in general.
- (b) Most students could identify the appropriate characters when analysing the conflict between the generations. However, few of them were able to demonstrate an understanding of the meaning of the word ‘generation’.
- (c) Most students restricted their responses to the differences between *Diego* and *Gloria*. Some, however, were able to show how these two were influenced by the frivolity and superficiality of their world.
- (d) This question was satisfactorily answered by most students. They were able to see how both *Luisa* and *Isabel* had become more liberated. The better students showed an understanding of the process of liberation.

**Question 6: Mario Vargas Llosa, *Los cachorros***

- (a) Most students mentioned the scene but failed to explain its meaning within the context of the whole novel.
- (b) Most students failed to explain the social pressure exercised by the group on the relationship.
- (c) This was the best answered question as most students were precise in giving examples to substantiate their responses.
- (d) Most students were successful in describing *Cuéllar's* dramatic life and his tragic end, relating this adequately to the quotation cited in the question.

**Part B: Hispanic Theatre**

**Question 7: Federico García Lorca, *Yerma***

Many students appeared to be inadequately prepared for this question and they failed to substantiate many of the observations they made. It became obvious that some students had memorised certain sections of the introduction to the recommended edition (ie *Cátedra*) of the play without sufficient understanding.

- (a) The answers to this question were fairly well developed. The best students were able to relate the role of the *vieja* to the rest of the play and to the development of *Yerma's* character. The weaker students merely made mention of the *vieja's* scenes.
- (b) This was the least well attempted question. Students showed limited understanding of the function and meaning of poetry in the play. Most students failed to give specific examples of the use of poetry and to explain such features as the imagery used within the context of the play.
- (c) A significant number of students confused the *macho* and *hembra* with *Juan* and *Yerma*. Many students did not refer to the scene of the *romería* but preferred to give their own opinion on relationships and male/female roles in society.
- (d) Most students performed well in this question. Some students, however, did not refer to the characters *Juan* and *Yerma* as being representative of certain types in their society.

**Question 8: Mario Benedetti, *Pedro y el capitán***

The question as a whole was generally well answered, students displaying a good knowledge of the play and its historical context.

- (a) This part of the question was answered very well. Students were able to give details of the families of the main characters and to show how each character attempted to use the ideal concept of family for his or her own purpose.

- (b) Most students were able to cite some examples of humour from the play but were less successful in explaining the use of humour as an ideological weapon.
- (c) Most students attempted this section reasonably well but some did not demonstrate an understanding of the concept of identity and were therefore not able to develop their answers fully.
- (d) Students were able to describe the political situation in general terms but were either unable to give concrete historical detail or did not fully relate the historical context to the play.

### **Part C: Hispanic Song**

#### **Question 9: Mecano, *Hijo de la luna***

On the whole students answered this question poorly, as many students were unable to provide detailed critical analysis of the song.

- (a) Many students retold the story narrated in the song and failed to identify the themes. Those students who did correctly identify the themes often failed to provide sufficient supportive evidence from the lyrics.
- (b) Most students answered the first part of this question but did not relate the tone to the lyrics.
- (c) Most students concentrated only on one aspect of the music. Many did not refer to the Flamenco rhythm and the singer's use of voice as an emotive instrument.
- (d) Students showed an understanding of the image being used but some failed to relate this image to the context of the song. Students did not clearly explain the elements of language and poetry used in this quote and the song as a whole.

#### **Question 10: Juan Luis Guerra, *Rompiendo fuente***

No student attempted this question.

## 3 Unit (Additional)

### Aural

#### Résumé of a recorded passage

Many students made their notes on the recorded passage in English. This was clearly a disadvantage, as it involved translating what they had heard in Spanish and then retranslating their notes back into Spanish in limited time.

Many students made little or no attempt to adhere to the approximate 100 words clearly stated in the instructions as the requirement for the summary. A significant number wrote close to 150 words, with a few going up to 200. In short, only a minority of students showed evidence of properly understanding what writing a summary or résumé of a given text entails.

Most students had evidently understood the passage well enough but found it difficult to express their ideas clearly and correctly.

Punctuation and the structure of sentences and paragraphs were deficient in about half the answers.

### Written Paper

#### Question 1

##### (a) Translation

The answers to this question were generally satisfactory and students showed a clear understanding of the English text.

Major problems were the following:

- many students were unfamiliar with the rules regarding the inclusion or omission of definite articles;
- some translations were too literal;
- some students paraphrased instead of translating;
- some students used inappropriate colloquial register (eg *polola* for ‘girlfriend’);
- many students made errors with verb tense and subject–verb agreements.

(b) Letter

Most students kept to the formal register, although some had problems with this aspect of the letter. There were many difficulties with the format of the letter (ie dates, addresses, opening and closing form of address), with some students using English in these sections of their answer. Vocabulary was mostly adequate, but many students had major problems with the agreement of verbs and subjects and/or nouns and their adjectives. The general standard of orthography was poor, as was that of sentence and paragraph structure.

**Literature: Gabriel García Márquez, *Crónica de una muerte anunciada***

**Question 2 (a)**

Only one quarter (25%) of the candidature attempted this question and, unfortunately, few were adequately prepared to answer it. The majority either did not understand the question (especially the terms ‘cinematographic techniques’) or wrote material irrelevant to it (eg retelling the story or simply writing down whatever they knew about its themes). Some commented on the film made of the book instead of the novel itself, while many offered often eccentric subjective opinions with no evidence to substantiate them.

**Question 2 (b)**

This was by far the more popular of the two literary questions. The best students were able to relate *Crónica de una muerte anunciada* to classical theatre or tragedy.

Most students were able to make useful observations about the novel’s use of techniques borrowed from detective fiction, but only the best could be specific about the ways in which the novel departs from the conventional model (ie that the core of the mystery cannot be solved or revealed).

With regard to the realist novel, some students were content with saying that the novel was based on a real event. However, this section needed some commentary on the characters as social types and on the ferocious critique aimed at various social institutions and attitudes (eg *machismo*; the role and position of women; the honour code; various legal, bureaucratic and ecclesiastical authorities and procedures etc). As with Question 2(a), many students merely recited what they knew without relating it closely to the question.