When examination committees develop questions for the examination, they may write ‘sample answers’ or, in the case of some questions, ‘answers could include’. The committees do this to ensure that the questions will effectively assess students’ knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The ‘sample answers’ or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee’s ‘working document’, they may contain typographical errors, omissions, or only some of the possible correct answers.
Section I — Listening and Responding

Question 1
Sample answer:

<table>
<thead>
<tr>
<th>Message pad</th>
</tr>
</thead>
<tbody>
<tr>
<td>To</td>
</tr>
<tr>
<td>From</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Message</td>
</tr>
</tbody>
</table>

Question 2
Sample answer:
Carlos thinks Ana should quit her job because she works long hours, they do not value her and there is an opening for a new job that would be suitable for her.

Question 3
Sample answer:
They can win two free tickets to the circus for the show on Saturday at 8 pm by sending an email explaining why they want to win these tickets.

Question 4
Sample answer:
He is surprised because he obtained better results than he expected in spite of not having finished the paper as well as moving house at the time.
Question 6

Sample answer:
At the beginning his tone is happy/excited because his team won. Then, when he realises his mum has read his diary again, he becomes angry/furious. As this is not the first time she has done this, he expresses his sadness ‘Qué pena mamá’. When she promises she won’t do it again, his tone become sarcastic/sceptical as he says ‘of course, you said that last time …’.

Question 7

Sample answer:
She is unlikely to get the job because:

• Although she has some babysitting experience, she has never looked after young babies.

• The family is looking for a long-term babysitter; however Cristina’s aim is to travel as soon as she saves enough money.

• They are looking for someone who can babysit some nights, but she is busy most nights.

• As for weekends, she is not interested in a job as she would rather spend them with her friends.

Question 8

Sample answer:
She has come to understand that she is lucky because, compared to her grandparents’ struggle, her life has been easy. Her sole responsibility has been to study and follow her dream.

She realises she is in debt to her family and intends to make them proud as a way to repay them. She is also grateful to her family because they have had to make sacrifices for her to fulfil her dream of becoming a dancer. Her parents took her to rehearsals, spending their time and money for her.

The role of family in her success has been critical. They have inspired her (the grandmother gave her the love of dancing) and supported her (her parents) throughout her life and it is now her duty to achieve what her grandmother could not. ‘I owe you what I am.’ ‘I will not let you down.’
Section II — Reading and Responding
Part A

Question 9 (a)

Sample answer:
Because her original name was too difficult to pronounce and she needed something more commercial/catchy.

Question 9 (b)

Sample answer:
She won a television singing contest.
She recorded an album which was a hit (No.1).
She wrote a novel.
She is the face of a cosmetic line ‘Diva Ilumina’.

Question 9 (c)

Sample answer:
The comment affects the interview in that the interview goes from pleasant to increasingly hostile. Diva becomes defensive/offended by the criticism aimed at her. She attacks both her critics and the interviewer. Although she showed admiration for the journalist initially, at the end she states her disappointment in him. Finally, she refuses to go on with the interview/finishes the interview abruptly.

Question 10 (a)

Sample answer:
• He is a model.
• He is an actor.

Question 10 (b)

Sample answer:
• They reach fame quickly.
• They earn a lot of money and are successful without much effort.
• They complain about their loss of privacy despite the fact they have become famous precisely through their exposure to the media.
Question 10 (c)

Sample answer:

They both agree on the fact that Galán’s movie is bad. However they disagree on who is responsible for it. While Bruno blames Galán solely for his bad acting, Cecilia thinks of other factors. She says that the script, the film producers/directors and the low budget are also to blame for the bad movie and it is not just Galán’s fault.

Question 10 (e)

Sample answer:

Both Daniel’s and Eva’s contributions add an element of compassion, sympathy and respect to the discussion. Showing that they are not as judgemental as other bloggers, they both advocate for a more compassionate/human approach to other people’s feelings: ‘At last someone in this blog shows compassion’, ‘Stars also have feelings just like us’.

Daniel’s comments provide general consideration of others’ feelings. ‘We should think more about the pain we may cause’. On the other hand, Eva’s comments, although similar, provide a specific example and consequences as she has seen first-hand the effect of nasty criticism on Galán. ‘He used to be a happy person … but now he doesn’t dare to leave his home.’

Eva’s last comment ‘seguro que muchos de los criticones …’ confirms what Daniel says and gives an example of how some people criticise for the sake of saying something without realising that they can destroy lives.

Furthermore, Daniel’s and Eva’s contributions help make others aware of the catastrophic results of nasty criticism.