SPANISH LANGUAGE

Paper 8022/11
Listening

Question Number	Key
1	B
2	A
3	D
4	D
5	B
6	A
7	A
8	B
9	D
10	A

Question Number	Key
11	H
12	E
13	G
14	B
15	C
16	C
17	C
18	B
19	B
20	C

Question Number	Key
21	C
22	A
23	B
24	B
25	B
26	A
27	B
28	C
29	C
30	A

Question Number	Key
31	B
32	A
33	B
34	C
35	B
36	A
37	A
38	B
39	C
40	A

Key messages

Candidates should be encouraged to read and listen to the rubric for each task carefully to ensure they understand the exact requirements of each particular exercise.

Candidates should familiarise themselves with the exam structure by practising with the specimen paper and past papers when available. There is also important information in the Syllabus Guide (pages 20–21).

To boost candidates' listening skills broadly, they should be encouraged to practise other listening activities at these targeted levels (B1–B2) by listening to and watching the news, talks, TV programmes, series, films, documentaries, videos and song to help increase their knowledge of and familiarity with Spanish in context.

In the exam, it is important to read the questions carefully and try and look for key words. Using the first listening to understand the general sense of the text can help and candidates should not be discouraged and automatically stop listening if they do not understand something. After all, they will have the opportunity to listen again for a second time and do not always have to understand every single word to glean the meaning required by the question. The second listening will give candidates the chance to check their initial thoughts and decide on an answer. Candidates should ensure that all answers have been transferred to the answer sheet at the end of the exam.

It is essential to think carefully about the question. There will be distractors that, although close to the true meaning, are simply mentioned in the text or are not true.

It is also important to remember answers appear in the listening in the same order as the questions.

General comments

Most candidates did well overall. **Questions 1** to **14** were answered correctly by most candidates, while **Questions 15** to **20** and the last two *grabaciones* (**Questions 21** to **40**) proved a bit more challenging.

Looking at the full group of 4876 candidates that took the exam, more than 50 per cent achieved between 30 and 40 marks, a very good result for the first series of this new syllabus.

Candidates need to be reminded not to use the same letter more than once for **Questions 9–14** and only tick the boxes for the other exercises (before transferring their answers to the answer sheet at the end).

Overall, most candidates dealt with this paper well, but more practice of listening in the classroom and in independent learning is recommended to improve as much as possible, especially listening to longer talks and conversations (the type of tasks covered in the last two tasks), which proved more challenging for some candidates.

Comments on specific questions

Questions 1–8

Question 1

Most candidates identified the correct response **B**. Several candidates selected the distracting information.

Question 2

This question proved a bit more challenging and only 53 per cent of candidates suggested the right answer.

Question 3

A large number of candidates correctly answered this question.

Question 4

As above, many candidates picked the right answer.

Question 5

Another question that was correctly answered by most of the candidates.

Question 6

A high percentage of candidates did well in this question.

Question 7

The majority of candidates identified the correct response.

Question 8

More than 90 per cent of candidates were correct.

Questions 9–14

These questions were answered correctly by between 79 and 88 per cent of candidates.

Questions 15–20

Out of the six questions, **Questions 17** and **18** proved the most challenging with many students selecting the two other options for the answer. For **Question 17**, instead of **C** (*el progreso rural*), **A** (*el conocimiento de los pueblos*) and **B** (*el éxodo rural*) were often selected, and in **Question 18**, instead of **B** (*formación laboral*), **A** (*ayudas económicas*) and **C** (*oportunidades de studio*) were chosen. Special attention needs to be paid to

distractors as in **Question 17** the summary is talking about an objective (*incentivar el desarrollo rural*) and in **Question 18** the targeted information was that of the first programme (*realicen sus prácticas en empresas de las poblaciones que se han unido a este proyecto*).

Candidates should pay close attention to the recorded text as there will be clues as to what the key words are and the distractors to avoid.

The rest of the questions were correctly answered by between 57 and 76 per cent of candidates.

Questions 21–30

Most candidates did not seem to find many problems selecting the right answers as over 75 per cent chose the correct answer for all of them.

Questions 31–40

In this task the most difficult questions proved to be **Questions 33**, **35** and **38**. There was a mixed level of success and often the distractors were selected.

In **Question 33**, option **A** (*es algo que ha estado esperando 20 años*) and in **Question 35** option **C** (*sus experiencias gastronómicas*) or **A** (*su éxito personal*) were chosen instead of the right answer **B**. In **Question 38**, both option **A** (*contribuir al cambio climático*) and option **C** (*mejorar la seguridad del país*) were selected instead of the right answer **B**.

The rest of the questions in this section were answered correctly by a high number of candidates.

SPANISH LANGUAGE

Paper 8022/12
Listening

Question Number	Key	Question Number	Key	Question Number	Key	Question Number	Key
1	B	11	G	21	C	31	C
2	C	12	F	22	A	32	C
3	A	13	D	23	B	33	C
4	A	14	A	24	C	34	B
5	C	15	A	25	B	35	C
6	B	16	C	26	A	36	A
7	C	17	A	27	C	37	B
8	C	18	B	28	B	38	C
9	H	19	A	29	B	39	A
10	C	20	C	30	A	40	A

Key messages

Candidates should be encouraged to read and listen to the rubric for each task carefully to ensure they understand the exact requirements of each particular exercise.

Candidates should familiarise themselves with the exam structure by practising with the specimen paper and past papers when available. There is also important information in the Syllabus Guide (pages 20–21).

To boost candidates' listening skills broadly, they should be encouraged to practise other listening activities at these targeted levels (B1–B2) by listening to and watching the news, talks, TV programmes, series, films, documentaries, videos and song to help increase their knowledge of and familiarity with Spanish in context.

In the exam, it is important to read the questions carefully and try and look for key words. Using the first listening to understand the general sense of the text can help and candidates should not be discouraged and automatically stop listening if they do not understand something. After all, they will have the opportunity to listen again for a second time and do not always have to understand every single word to glean the meaning required by the question. The second listening will give candidates the chance to check their initial thoughts and decide on an answer. Candidates should ensure that all answers have been transferred to the answer sheet at the end of the exam.

It is essential to think carefully about the question. There will be distractors that, although close to the true meaning, are simply mentioned in the text or are not true.

It is also important to remember answers appear in the listening in the same order as the questions.

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General comments

Most candidates did well overall, even with the tendency to see an increase in wrong answers as the level of difficulty increased over the course of the paper. In general, all tasks were answered fairly well by this cohort. Looking at the full group of 109 candidates that took the exam, more than 65 per cent achieved between 31 and 40 marks, a very good result for the first series of this new component.

Candidates need to be reminded not to use the same letter more than once for **Questions 9–14** and only tick the boxes for the other exercises (before transferring their answers to the answer sheet at the end).

Overall, most candidates dealt with this paper well, but more practice of listening in the classroom and in independent learning is recommended to improve as much as possible, especially listening to longer talks and conversations (the type of tasks covered in the last two tasks), which proved more challenging for some candidates.

Comments on specific questions

Questions 1–8

Question 1

Most candidates identified the correct response **B**. Several candidates selected the distracting information.

Question 2

This question proved a bit more challenging and only 69 per cent of candidates suggested the right answer.

Question 3

A large number of candidates correctly answered this question.

Question 4

As above, many candidates picked the right answer.

Question 5

This question seemed the most difficult to answer of all in the first task (**Questions 1–8**). Only 61 per cent selected the right answer (**C**) and some candidates chose the distractor **A** (*Ayuda a encontrar la ruta más corta*), perhaps thinking of the possible attributes of an app.

Question 6

A high percentage of candidates did well in this question.

Question 7

The majority of candidates identified the correct response.

Question 8

Another question that was correctly answered by most of the candidates.

Questions 9–14

Between 71 and 88 per cent of candidates got these questions right. Only one question seemed to be more difficult with only 56 per cent of candidates getting it right: **Question 12** (option **F**). Some candidates chose option **B** (*Dice que los jóvenes no tienen demasiados problemas para conseguir sus sueños*). The distractor was *sueños*.

Questions 15–20

Out of the six questions, **Questions 15** and **20** proved the most challenging with many students selecting either one of the two other options. The other questions were correctly answered by between 68 and 82 per cent of candidates. For **Question 15**, instead of **A** (*formada por residuos*), a large percentage decided on **B** (*habitada por animales extraños*), with *extraño* being the distractor. In **Question 20**, **C** was the right answer, but many candidates selected one of the other options (**A** – *objetos de plástico* and **B** – *redes de pesca*), both distractors.

Candidates should pay close attention to the recorded text as there will be clues as to what the key words are and the distractors to avoid.

The rest of the questions were correctly answered by between 69 and 82 per cent of candidates.

Questions 21–30

Most candidates did not seem to encounter many problems selecting the right answers and results were good in general. The only questions with less than a 65 per cent success rate were **Question 23** and **Question 29**.

The right option for **Question 23** was **B**, but some candidates selected **A** (*ser poco tecnológicos*). Here, the key words were *bajo control parental*.

The right option for **Question 29** was **B**, but some candidates chose **A** (*controlen las pantallas*) or **C** (*vean anuncios).* Both of these were distractors: *Las pantallas llegan el fin de semana y, siempre <u>bajo un control estricto</u>. Vemos alguna peli, mucho cine clásico y de aventuras. Pero lo que siempre intento <u>es que no vean publicidad</u>*.

Questions 31–40

In this task candidates were largely successful, 63 per cent getting the answer correct in **Question 34** and 93 per cent getting **Question 35** correct. It is reassuring to see that most candidates did well overall.

SPANISH LANGUAGE

Paper 8022/13
Listening

There were too few candidates for a meaningful report to be produced.

SPANISH LANGUAGE

Paper 8022/21
Reading

Question Number	Key	Question Number	Key	Question Number	Key	Question Number	Key
1	B	11	A	21	D	31	B
2	A	12	D	22	D	32	B
3	D	13	C	23	C	33	C
4	D	14	A	24	C	34	A
5	C	15	E	25	A	35	D
6	D	16	H	26	B	36	D
7	B	17	D	27	C	37	A
8	D	18	A	28	A	38	B
9	C	19	B	29	C	39	D
10	B	20	F	30	B	40	A

Key messages

Candidates are assessed on their ability to:

- understand main points and key information from a range of texts
- identify emotions, opinions and attitudes when stated or strongly implied in texts
- understand ideas, arguments and conclusions in structured and discursive texts
- demonstrate an understanding of a wide range of vocabulary and language structures used in texts on general topics.

General comments

Candidates responded well to this first examination assessing reading comprehension by multiple choice questions, with the majority scoring more than half the allocated marks. Performance was comparable in each one of the five different test types. The following comments attempt to give guidance on those questions which candidates appear to have found more challenging.

Comments on specific questions

Questions 1–6

Candidates are asked to look for detail or implicit meaning in six short independent texts.

Five out of the six questions proved to be relatively accessible, with **4** being the only exception. Here many

incorrectly opted for **D** *La localización exacta de la casa.* The message does not give the exact location of the house, but where to turn from the main road. The correct answer was **C** *Donde reunirse con los propietarios.*

Questions 7–14

A matching exercise, where candidates identify which person has expressed a particular opinion.

Performance was similar to that of the previous exercise, where just one question, **Question 7**, was found to be more challenging than the others. When trying to identify who might say *Prefiero oír tocar a los virtuosos de la música*, a considerable number of candidates were distracted by *el virtuosismo de los vocalistas* mentioned by Lucía. The correct answer is in fact **B**, *Hugo*, who appreciates *artistas técnica y dramáticamente capacitados.*

Questions 15–20

Candidates match sections or elements of a text to the options to complete the statements. Two extra options serve as distractors.

Two of these questions proved more challenging than the others.

Question 15

Just under half of the candidates correctly chose **E**, taking their answer from the second sentence in the text *Para algunos jóvenes, el tener un trabajo es la excusa perfecta para no estudiar una carrera universitaria.* A slightly lower percentage opted for **C**, possibly because although 'choosing not to go to university is a decision you will regret' is an opinion that candidates will be very familiar with, this is not stated in the text.

Question 18

The incorrect answer **G** proved slightly more popular than **A**, the correct answer. As in **Question 15** candidates tried to link beginnings and endings of sentences in a way that made sense to them without paying careful attention to the text. *Repasar las notas es… una manera de aprovechar el viaje diario* is the advice given in the text: *aprovecha momentos como el traslado en camión o metro para leer tus apuntes.*

Questions 21–32

Candidates choose from four vocabulary or grammatical options to fill gaps in the text.

This exercise was done particularly well with many high scores recorded. **Questions 25** and **27** produced very few cases of inaccuracy.

Question 32 proved to be the most challenging. Slightly less than half the candidates correctly chose **B** *cuyos* while many others chose the incorrect options **C** or **D**.

Questions 33–40

A long, factual reading text, from which candidates are required to answer four–option multiple questions.

Performance was strong. Although there were 3 questions where less than half the candidates answered correctly, the percentages were only marginally less than half.

Question 36

The correct answer **D** can be clearly found in the third paragraph, which highlights varying regulations in different Spanish cities. Incorrect answers were spread across the other three options.

Question 37

This question targets the fourth paragraph, with the correct answer **A** to be found where the text states that insurance is compulsary *en caso de que se lleve a cabo una actividad comercial.* The most popular incorrect answer was **D**, with candidates overlooking the fact that accident insurance was only recommendable.

Question 39

Candidates were required to link *casco, guantes y rodilleras* with *ropa protectora* to find the correct answer **D**. Just under half were successful, with other candidates choosing fairly evenly from the other three options.

SPANISH LANGUAGE

Paper 8022/22
Reading

Question Number	Key	Question Number	Key	Question Number	Key	Question Number	Key
1	C	11	A	21	C	31	B
2	B	12	D	22	B	32	A
3	A	13	A	23	D	33	C
4	C	14	C	24	B	34	C
5	D	15	D	25	D	35	A
6	B	16	H	26	A	36	D
7	C	17	G	27	C	37	C
8	B	18	C	28	A	38	B
9	D	19	A	29	C	39	D
10	C	20	F	30	D	40	A

Key messages

Candidates are assessed on their ability to:

- understand main points and key information from a range of texts
- identify emotions, opinions and attitudes when stated or strongly implied in texts
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- demonstrate an understanding of a wide range of vocabulary and language structures used in texts on general topics.

General comments

Candidates responded well to this first examination assessing reading comprehension by multiple choice questions, with the majority scoring more than half the allocated marks. Performance was fairly comparable in each one of the five different test types. The following comments attempt to give guidance on those questions which candidates appear to have found more challenging.

Comments on specific questions

Questions 1–6

Candidates are asked to look for detail or implicit meaning in six short independent texts.

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Question 4

The vocabulary proved to be a challenge for a number of candidates. The correct answer **C** *inversionistas* was chosen by many, but a considerable number opted for **B** *mayoristas* or other incorrect answers.

Question 5

A reward is on offer for the lost dog – not for someone who telephones the owner, but for someone who knows where it is. Answers were almost evenly divided between these two options, with slightly more choosing the incorrect **C**.

Questions 7–14

A matching exercise, where candidates identify which person has expressed a particular opinion.

This exercise was done particularly well. High numbers of candidates scored correct answers to every question.

Questions 15–20

Candidates match sections or elements of a text to the options to complete the statements. Two extra options serve as distractors.

Two of these questions proved more challenging than the others.

Question 15

A minority of candidates correctly chose **D**, with the answer to be found in the opening sentence of the text: *reúne a un gran número de turistas de otras zonas de Ecuador y del extranjero para disfrutar del baile colorido e increíbles máscaras típicas de este evento cultural.* These lines also contain the words which misled many candidates into incorrectly answering **B**. People come from many different places, not to take part in the dance, but to enjoy the festival.

Question 18

Information for this answer is to be found in the fourth paragraph. Most candidates were evenly split between deciding whether masks were worn to show rejection of the church and the colonisers (the correct answer **C**), or to achieve independence from the oppressors (incorrect **E**).

Questions 21–32

Candidates choose from four vocabulary or grammatical options to fill gaps in the text.

High levels of accuracy were noted for many of these questions, although there were three which appeared to pose more difficulty.

Question 22

Just under half the candidates correctly chose **B** *entonces.* There was no firm favourite among the incorrect answers.

Question 28

The use of *bien…bien* to convey 'whether…or' was not widely known. Candidates' answers were fairly evenly distributed across the four options.

Question 31

Candidates were divided between choosing **A** *también* or **B** *incluso,* with the former getting more support. Either is grammatically correct, but *incluso* is better suited to highlighting the not so common quality of a tree being able to withstand fires.

Questions 33–40

A long, factual reading text, from which candidates are required to answer four-option multiple questions.

Performance was generally strong. There were three questions where less than half the candidates answered correctly.

Question 35

Careful reading of the third paragraph of the text should reveal that the *consultorios* are at the service of the neighbourhood: *hacen que la atención médica esté al alcance de todos con facilidad* and *Mientras camina el doctor por la calle, los vecinos le detienen y le preguntan sobre las afecciones que los aquejan: el doctor y su enfermero conocen a todas las personas que están bajo su cuidado en el consultorio.* The fact that they offer pre-natal check-ups is not their primary function, and neither do they offer popular, traditional medical aid.

Question 37

The answer to this question is **C** and the evidence is to be found in the first two lines of the fourth paragraph: *Uno de los problemas que los doctores cubanos enfrentaron en el pasado fue la escasez de medicamentos, pero esto se solucionó cuando el país desarrolló su propia industria farmacéutica.* Although **C** was the most popular answer, a majority of candidates chose other options.

Question 39

Although the correct answer **D** was the most popular, many candidates chose other options. The information needed for the correct answer comes towards the end of the fifth paragraph and requires some inference on the part of the candidates.

SPANISH LANGUAGE

| Paper 8022/23 |
| Reading |

There were too few candidates for a meaningful report to be produced.

SPANISH LANGUAGE

Key messages

Read the instructions for each question carefully and make sure you understand exactly what you have to write about.

Make sure you cover all the bullet-points in **Question 1**.

Choose **either Question 2 or Question 3**. Do **not** answer both.

Think carefully about the tone and context of your answers. Who is your 'audience'? What type of text are you writing – an article? a blog? an email?

Give clear opinions and make sure you justify and explain them.

Use as wide a range of vocabulary and structures as you can and avoid frequently repeating words, expressions or ideas unnecessarily.

Take care to spell as accurately as possible and make sure your handwriting is legible.

Organise your ideas into paragraphs and make sure you use punctuation appropriately.

General comments

The vast majority of candidates were clearly prepared and able to write in Spanish at the appropriate level of this exam. Some, indeed, would have fared well at A Level. Most candidates appeared to have been entered appropriately. Only a tiny handful did not complete their answers.

The candidates who scored higher marks wrote clear, well organised answers with a variety of structures and vocabulary giving plenty of well supported opinions/ideas.

Many candidates, however, seemed not to have understood the requirements of some questions, choosing not to cover all the content required for a full answer.

A considerable number of candidates appeared unaware of the need to use paragraphs or, sometimes, what constitutes a sentence. Such 'stream-of-consciousness' answers are difficult to unpick and, thus, can limit access to high marks for Linguistic Range and Organisation as well as Completion of Task.

Comments on specific questions

Section A

Question 1

This question invited candidates to write an article giving suggestions on how to improve learning at school. Unfortunately, candidates had been expecting to write an email or letter, as stated in the syllabus. Many candidates proceeded to write in the style of a letter or email, whilst others wrote articles and some wrote notes or memos. As there was clearly a discrepancy between the description given in the syllabus and the actual task on the question paper, Examiners overlooked the middle section of each of the level descriptions in Table A (Task Completion) of the mark scheme which refers to appropriateness of purpose, audience,

conventions and register. In other words, when marking task completion for this question, Examiners awarded marks for the level of detail, relevance and clarity of information communicated as well as for the extent to which all of the tasks were completed. The style and register of responses were ignored on this occasion.

Most candidates knew that they had to address the bullet-points in this question and often scored highly for 'Completion of Task'. The highest marks in this category were awarded for addressing these content points and developing them a little with supported information. For example, the first bullet-point required an opinion on whether learning could be improved if school subjects were more fun. Answers which explained why it was better for subjects to be fun (or not), were considered to be full answers, whereas those that just expressed that it was better (or not) for subjects to be fun without justification were not.

Some candidates did not always refer to all the bullet-points, choosing instead to focus on one or two. A typical such case would be where a candidate has discussed the importance of fun learning and has gone on to suggest that using mobile phones in lessons can help to achieve that aim. Whilst this was perfectly valid, the fact that the candidate omitted to refer to *alumnos problemáticos* or *si la tecnología se ha vuelto indispensable en clase* meant that their answer could not access the full range of marks for task completion in the mark scheme which requires candidates to complete 'all parts of the task fully' and to communicate 'detailed information that is always relevant with clear and supported opinions'.

A significant number of candidates appeared to have misunderstood *indispensable* in the last bullet-point, taking it as having a negative connotation. Unfortunately, this then made their justification contradictory, e.g. '*Yo creo que la tecnología ha vuelto indispensable en clase porque distrae a los alumnos y no prestan atención.*'* Such a response was not considered an opinion that is fully 'relevant or clear and supported'.

Relevance is referred to in all bands of Table A of the mark scheme and, because of this, together with the fact that answers are supposed to be between 100 and 150 words, candidates do not need to write long introductions and/or conclusions for this task. The best answers were succinct and to the point. However, those answers that were, in effect, just a list of ideas in one long disjointed paragraph lost out on marks for 'Linguistic range and organisation' – Table B. The highest scoring answers to **Question 1** gave a concise but logical account of ideas for improving learning at school and dedicated a separate paragraph per idea (or bullet-point from the question) in a coherent way using appropriate linking words or phrases. Coherence, cohesion and range of appropriate vocabulary, linking devices and grammatical structures are all rewarded in Table B of the mark scheme, constituting nearly a third of the marks for this question.

A lot of candidates in this cohort had a native or near-native level of fluency in Spanish. However, a great many of these seemed confused or unaware of the rules of Spanish orthography. The following spelling mistakes were extremely common in both **Sections A** and **B**:

- Missing 'h' in words such as *haber* (and its derivations), *hay* (often spelt *ai**), *hasta, hablar* etc.
- Adding an 'h' in words such as *abilidades, a* (prep) etc.
- Linking words/phrases such as *aunque, porque, a través de, a veces, en vez de* were often misspelled, merged into one word, or split into separate words – *aun que**, *por que**, *atravezde**, *abeces**, *embezde** etc.
- Confusion between 'c', 's' and 'z' such as *haser** (or even, *a ser*) for *hacer; enseñansa**; *grasias**; *paresido** etc.
- Missing 's' off the end of plurals.
- Anglicisms such as *technologia**, *communicacion**, *telephono**, *possibilidad**, *affecta** etc.
- Some 'invented' words representing the way the candidate speaks such as *patra** (for *para atrás*?); *haiga** (for *haya*?); *asersen** (for *hacerse*); *insinar** (for *enseñar*?) *noma** (for *no más*?), *ciere** (for *quiere*?); *abansa** (for *avanzada*?).
- Some confusion with 'radical changing' verbs in the 1st person plural or infinitive such as *puedemos**; *quieremos**, *empiecar** (for *empezar*) etc.

Such spelling mistakes can, of course, have an effect on a candidate's mark for accuracy (Tables C and F of the mark scheme) as, indeed, can poor punctuation. Some candidates were remarkably frugal with their use of full-stops or commas. A significant number of candidates often wrote well in excess of 150 words without using a single full stop. Similarly, a lot of candidates never used capital letters, making it difficult to identify the beginnings of sentences in some cases. Inverted question marks and exclamation marks were also largely absent when needed.

Section B

Question 2

Of the two questions offered in *Section B*, **Question 2** was the less popular choice.

Candidates were required to write a blog in response to another blog in which the author had criticised people who care too much about the origin of clothes, saying that the most important thing was to dress fashionably. So, in effect, there were two aspects to the question that needed to be addressed.

The best answers referred to both of these aspects and expressed a clear point of view with well supported arguments. Often these would take a defensive stance towards those who argued it was important to think about where and how clothes are produced before buying them, as well as addressing the question of how necessary it is to follow fashion. Others might agree with the writer of the original blog arguing that it is not our responsibility to investigate where clothes come from, but that we should buy the clothes that we most like or can most afford.

Unfortunately, these complete answers were a minority. A substantial number of candidates wrote just about their opinion on the importance, or otherwise, of dressing according to fashion without referring to the point about the origin of clothes. Indeed, the term *origen de la* ropa seemed difficult for many candidates to understand as seen in this introduction by one candidate:

Hay mucha gente que se preocupa demasiado sobre el origen de la ropa porque piensan que lo más importante es vestirse a la moda.

Others interpreted *el origen de la ropa* to mean where you buy your clothes, or even the clothing brand. A lot of candidates omitted to refer to the original blog, thus not commenting on whether they thought the arguments contained in it were justified or not (as required by the task). Sometimes, Examiners were under the impression that the candidate had not read the question carefully and that they had seen that it was about 'fashion' and therefore just wrote their opinions on the topic without considering the elements of the task.

Some very good candidates entered into the spirit of the task fully by setting out their writing in the style of an online blog. They would begin by greeting their 'readers' and stating how they were reacting to another blog they had read previously. Then they would often end by inviting their readers to react and share their opinions. Other candidates, whilst addressing the points well, wrote more in the style of an 'essay', setting it out with an introduction followed by arguments for, then arguments against a point of view with a conclusion at the end. This is not necessarily always the style required by tasks in this examination. Whilst clarity, cohesion and logical reasoning are all requirements, these do not always have to be achieved in the traditional style of an academic essay.

Question 3

This task did entail a slightly more formal tone, as it required a newspaper article in which candidates were invited to discuss whether television was still important in the lives of young people.

There were some very good responses to this by candidates who wrote about how television plays less of a role in young people's lives today than it used to, largely thanks to mobile phones having taken its place. Other high level candidate responses argued that television was still very relevant to young people as it provided a good way of bringing people together and it was much better to watch sports and films on a larger screen than on their phones.

The best answers also gave plenty of examples to illustrate their arguments. The lower scoring answers often stuck to a single argument, often without much detailed justification.

There was also a significant number of candidates who did not appear to have fully thought out the requirements of the task and had simply interpreted it to mean *write about the advantages and disadvantages of television* and not always for young people. In other cases, some wrote about why TV is important for young people and not whether it was still important to them.

In some instances, candidates produced somewhat unconvincing statistics to support their arguments. The use of statistics is unnecessary and is not a requirement for this exam.

It is very important for candidates to take the time to read the questions carefully throughout the paper. There was some evidence of planning by some and, often, such instances produced the best answers.

Section B provides the best opportunity in this paper for candidates to use a full range of grammatical structures and vocabulary. Some candidates scored very highly for 'Linguistic range and organisation' because they demonstrated an excellent control of essential grammar as well as producing some more complex constructions. There would be little repetition among such responses and vocabulary would be varied. Paragraphs would be well organised into separate ideas and clauses well linked and logical.

Weaker candidates could improve by avoiding randomly arranged ideas with little cohesion and frequent repetition of words such as *también* or *y*. This would avoid sentences merging into each other one after the next. The importance of clear, flowing writing cannot be overstated. Writing in paragraphs, as is required by the mark scheme, would go a long way to improving the standard of many candidates' work.

SPANISH LANGUAGE

Key messages

Read the instructions for each question carefully and make sure you understand exactly what you have to write about.

Make sure you cover all the bullet-points in **Question 1**.

Choose **either Question 2 or Question 3**. Do **not** answer both.

Think carefully about the tone and context of your answers. Who is your 'audience'? What type of text are you writing – an article? a blog? an email?

Give clear opinions and make sure you justify and explain them.

Use as wide a range of vocabulary and structures as you can and avoid frequently repeating words, expressions or ideas unnecessarily.

Take care to spell as accurately as possible and make sure your handwriting is legible.

Organise your ideas into paragraphs and make sure you use punctuation appropriately.

General comments

The vast majority of candidates were clearly prepared and able to write in Spanish at the appropriate level of this exam. Some, indeed, would have fared well at A Level.

The candidates who scored higher marks wrote clear, well organised answers with a variety of structures and vocabulary giving plenty of well supported opinions/ideas.

Many candidates, however, seemed not to have understood the requirements of some questions and did not cover all the content required for a full answer.

Comments on specific questions

Section A

Question 1

This question invited candidates to write an article giving advice on how to pursue their ideal job. Unfortunately, candidates had been expecting to write an email or letter, as stated in the syllabus. Many candidates proceeded to write in the style of a letter or email, whilst others wrote articles and some wrote notes or memos. As there was clearly a discrepancy between the description given in the syllabus and the actual task on the question paper, Examiners overlooked the middle section of each of the level descriptions in Table A (Task Completion) of the mark scheme which refers to appropriateness of purpose, audience, conventions and register. In other words, when marking task completion for this question, Examiners awarded marks for the level of detail, relevance and clarity of information communicated as well as for the extent to which all of the tasks were completed. The style and register of responses were ignored on this occasion.

Most candidates knew that they had to address the bullet-points in this question and often scored highly for 'Completion of Task'. The highest marks in this category were awarded for addressing these content points and developing them a little with supported information. For example, the first bullet-point required an opinion on whether it is better to go to university or to start working after finishing secondary education. Answers which explained <u>why</u> it was better to do one or the other, were considered to be full answers, whereas those that just expressed their opinion on which was better without justification were not.

Some candidates did not always refer to all the bullet-points, choosing instead to focus on one or two. A typical such case would be where a candidate discussed the importance of, say, going to university, expanding on this by giving lots of detail on what they would do at university and then discussed their ideal job (bullet-point 4) without referring to the bullet-points in between. Whilst what they had written was perfectly valid, the fact that the candidate omitted to advise on how best to look for their ideal job and whether it was better to aim to have several different jobs or just one in their career meant that their answer could not access the full range of marks for task completion. The mark scheme requires candidates to complete 'all parts of the task fully' and to communicate 'detailed information that is always relevant with clear and supported opinions'.

The best answers for **Question 1** were succinct and to the point. However, those answers that were, in effect, a list of ideas in one long disjointed paragraph lost out on marks for 'Linguistic range and organisation' – Table B. The highest scoring answers to **Question 1** gave a concise but logical account of ideas for planning careers and dedicated a separate paragraph per idea (or bullet-point from the question) in a coherent way using appropriate linking words or phrases. Coherence, cohesion and range of appropriate vocabulary, linking devices and grammatical structures are all rewarded in Table B of the mark scheme, constituting nearly a third of the marks for this question.

There was a broad level of Spanish language in this cohort, ranging from native/near-native standard beyond the AS level to new independent language users at Level B1 of the European Framework, appropriately entered for this exam.

Common language errors in <u>both</u> **Sections A** and **B** included the following:

- Lack of accents (even in the work of very good candidates).
- Incorrect use of tense (imperfect/indefinite).
- Incorrect use of mood (indicative instead of subjunctive, or even, vice versa).
- Spelling errors (nationality adjectives with capital letters, no use of capital letters at the beginning of sentences, etc.)
- Poor use of the personal 'a' and prepositions in general.
- Among native or near-native Spanish-speaking candidates, issues with the use of 'h' in words that have it (*a comido, *ablar, etc.) and confusion between 'c' and 's' (*grasias, etc.)
- Spelling mistakes in words such as '*comunicación*' (*communicación*), '*habilidades*' (abilidades), '*propia*' (*propria*),'*tecnología*' (*tecnología*), '*desarrollo*' (*desarolo*), etc.
- Linking words/phrases such as *aunque, porque, a través de, a veces* were often misspelled, merged into one word, or split into separate words – *aun que, por que, atravezde, abeces*.
- Incorrect gender agreements.
- Incorrect use of *ser/estar*.
- Failure to conjugate *haber* correctly.
- Confusion between the verbs *haber, ser* and *hacer*.
- Use of the gerund instead of the past participle.
- Use of the gerund instead of the infinitive.

Section B

Question 2

This was by far the most popular choice of question in **Section B** for which most candidates had a lot to say. Some candidates, regardless of their language ability, were able to give original responses with quite a few examples to support both sides of the argument. It seems that the candidates were passionate about this topic.

Nevertheless, some candidates wrote quite a lot about technology in general without addressing (or only minimally so) the three examples given (videogames, films and music). In general, the candidates who

scored high marks in content were the ones who wrote about each one of the three forms of entertainment separately, giving pros and cons for each and then adding examples. This showed the relevance of their answer enabling candidates to include thorough, detailed and original information. It also prevented them from giving a generalised opinion (i.e. the three can be addictive…). Those candidates were able to analyse each form of entertainment individually and gave themselves the opportunity to present a more complex opinion (i.e. videogames can be addictive because…; on the other hand, music does not create dependency and if it does it is not a harmful one because…).

In a surprising minority of cases, some candidates did better in **Question 2** than in **Question 1** as they were able to communicate what they chose to. Perhaps they were not aware of the importance of covering all of the prescribed tasks in **Question 1**, and they preferred the freedom to organise their thoughts and to show their knowledge in a less restricted way.

Some very good candidates entered into the spirit of the task fully by setting out their writing in the style of an online blog. They would begin by greeting their 'readers' and stating how they were reacting to another blog they had read previously. Then they would often end by inviting their readers to react and share their opinions. Other candidates, whilst addressing the points well, wrote more in the style of an 'essay', setting it out with an introduction followed by arguments for, then arguments against a point of view with a conclusion at the end. This is not necessarily always the style required by tasks in this examination. Whilst clarity, cohesion and logical reasoning are all requirements, these do not always have to be achieved in the traditional style of an academic essay.

In some instances, candidates produced somewhat unconvincing statistics to support their arguments. The use of statistics is unnecessary and is not a requirement for this exam.

It is very important for candidates to take the time to read the questions carefully throughout the paper. There was some evidence of planning by some and, often, such instances produced the best answers.

Question 3

This question was a lot less popular. However, many of those who did choose to answer it demonstrated a clear understanding and passion for the subject and offered a great deal of detailed information. However, there were one or two who appeared not to have understood *eólico* and proceeded to write about the usefulness of having a park created near their home for children to play in.

Section B provides the best opportunity in this paper for candidates to use a full range of grammatical structures and vocabulary. Some candidates scored very highly for 'Linguistic range and organisation' because they demonstrated an excellent control of essential grammar as well as producing some more complex constructions. There would be little repetition among such responses and vocabulary would be varied. Paragraphs would be well organised into separate ideas and clauses well linked and logical.

Weaker candidates could improve by avoiding randomly arranged ideas with little cohesion and frequent repetition of words such as *también* or *y*. This would avoid sentences merging into each other one after the next. The importance of clear, flowing writing cannot be overstated.

SPANISH LANGUAGE

Paper 8022/33
Writing

There were too few candidates for a meaningful report to be produced.

SPANISH LANGUAGE

| Paper 8022/04 |
| Speaking |

General comments

- Overall, the standard of this year's Speaking performance was very high and the level of the candidates' engagement in both sections of the test was particularly pleasing, especially in this first year of the new syllabus.
- There was much evidence of sympathetic examining, especially for candidates that required more encouragement and whose Teachers/Examiners asked pertinent questions with the right level of complexity as required.
- The levels of conversational engagement were good, and despite there being no requirement for candidates to ask questions of the Teacher/Examiner, a significant number of candidates were adept at asking questions very early on in their presentation discussion in order to give the conversation a more natural feel.
- A large number of Teachers/Examiners challenged their candidates with quite searching questions and, on the whole, such candidates managed to respond competently, on the whole showcasing excellent ability.
- It was often the case that if a candidate was responding with *sí* or *no*, or was just offering the briefest of answers, Teacher/Examiners gently but assertively managed to coax them round to giving a bit more detail in their responses.
- Some Teacher/Examiners corrected the candidates' grammar, at times, resulting in candidates not being awarded the necessary credit for those answers.
- Similarly, there were some incidences where the Teacher/Examiner completed answers on behalf of candidates, which takes credit away from the candidates' performance.
- Some Teachers/Examiners engaged in unnecessarily long responses, and sometimes monologues, to the points candidates were raising. The most confident candidates interrupted the Teacher/Examiner to give their own opinion on the matter under discussion.
- As mentioned in the Teachers' Notes, please ensure that the candidate's presentation topic is different from the topic in the Conversation task card. If the Presentation and the Conversation task card overlap in content, please select the next Conversation task card in the randomisation table. It is important to avoid this overlap to maximise the candidates' range of vocabulary and opinions and thus facilitate the candidates' access to the top bands of the mark scheme.

Administration

- The vast majority of centres compiled their sample according to the guidelines and did so very efficiently indeed. Most were free from error and the transfer of marks was carried out diligently.
- More often than not, recordings were clear, appropriately labelled and free from background noise or interruption. The number of Tannoy announcements from some centres whilst tests were being conducted, however, was surprising both in volume and in length.
- Timings were, generally speaking, kept well. Many Teachers/Examiners were often prepared to interrupt a candidate in order to move onto the next section if timings were being stretched beyond a reasonable limit. The use of timers/stopwatches appeared to help. Regrettably, some Teachers/Examiners disregarded the stipulated section timings as set out in the syllabus and aimed at finishing the conversation after 16 minutes.
- Please do remember to follow the examination structure rigorously. All sections of the Speaking test must be completed in order for candidates to score marks in all sections. In a few extreme cases, some centres ignored the need for a Conversation task card and simply held a general conversation with their candidates. Marks were lost accordingly.
- A number of recordings were difficult to decipher at times with either too much background noise or too much boom or slight echo. In some instances ,there were phones (mobiles and land lines) ringing in the actual room, or people walking into the examination room which is detrimental to the candidates' performance.

- Very few samples contained arithmetical errors or an inaccurate transfer of marks. We highly recommend using the electronic Working Mark Sheet which adds up the marks automatically, eliminating human error.

Comments on individual tasks

Presentation (2 minutes) and follow-up discussion (4–5 minutes)

- The standard of the Presentations was very high overall. They covered a vast range of topics and the most impressive ones were also well structured. Creative ideas, original thinking, even some deliberately controversial talking points were raised alongside the factual or statistical material often to be found in support of the points candidates were making.
- Evidence of preparation was common, aside from the candidates' linguistic standard, and, as ever, the most engaging topics were the ones in which candidates clearly had their own interest. The most impressive Presentations included a wide range of vocabulary specific to the topic combined with complex grammatical patterns that showcased the use of relative clauses, often including tenses in the subjunctive mood.

Conversation task card (9 minutes, including 5 minutes of preparation time)

- The standard in this section was overall very good. Candidates generally used the preparation time effectively to compile ideas and thoughts they then used effectively in conversation.
- Most centres used the suggested questions proposed in the Teachers' Notes for this section and these served their purpose well.
- Some centres elected to ignore the suggested questions in the Teachers' Notes and engaged in a general discussion on the given topic, resulting in unstructured conversations that lacked the linguistic depth and content required.