

SPANISH LANGUAGE

Paper 8022/11
Listening

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

Key messages

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

Candidates need to get to know the exam structure by practising with the specimen paper and past papers when available. There is also important information in the Syllabus Document (pages 20–21).

To boost candidates' listening skills broadly, they should be encouraged to do other listening activities at the targeted levels (B1–B2) by listening to and watching the news, talks, TV programmes, series, films, documentaries, videos and songs to help increase their knowledge of 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 recording can help and, as there is a second listening, it is advised not to stop listening because you are worried about words you do not understand. The second listening will give you the chance to check your first assumptions and complete the answers. Check that all answers have been transferred to the answer sheet.

It is essential to think carefully about the question. There will be distractors that, although close to the meaning, are simply mentioned in the text or are not true. Practising similar activities with texts that deal with topics covered in the syllabus will help students consolidate these listening skills.

It is also important to remember that answers will be revealed on the recording in the same order as the questions, except in **Questions 9–14**.

General comments

Most candidates did well overall. **Questions 1 to 14** were answered correctly by most candidates, followed by **Questions 15–20**, with the penultimate task (**Questions 21–30**) proving the most challenging.

Looking at the full group of 6483 candidates that took the exam, more than 50 per cent achieved between 30 and 40 marks, which is a very good result for the second summer series of this new component.

Candidates need to be reminded not to use the same letter more than once for **Questions 9–14** and, on the question paper, they only need to cross the appropriate box for the rest of exercises.

Overall, most candidates dealt with this Listening paper well, but more exposure to listening tasks in the classroom and in independent learning is recommended to improve as much as possible, especially longer talks and conversations (the type of tasks covered in the last two tasks) as these 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

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

Question 3

A large number of candidates answered this question correctly.

Question 4

Some candidates found this question challenging with only 43 per cent scoring the mark. The right answer **A** and the distractor **B** were mostly chosen by candidates. The distractor contained *mercado* (*Mercosur*), while the right answer *diversos actos durante el año* was similar to the idea from the recording: *lo largo del año se van a celebrar toda una serie de eventos para potenciar ese intercambio*.

Question 5

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

Question 6

Equally, a high percentage of candidates did well in this question.

Question 7

Most candidates identified the correct response.

Question 8

A very similar result with this question as more than 89 per cent of candidates were correct.

Questions 9–14

These questions were also correctly answered by between 64 per cent and 88 per cent of candidates. Candidates should take care not to repeat letters as each letter can only be used once.

Questions 15–20

Out of the six questions, **Questions 19** and **20** proved the most challenging with many students selecting the two other options for the answer. For **Question 19**, instead of **C** *refljan*, **A** *cambian* and **B** *dañan* were selected and for **Question 20**, instead of **C** *la promoción*, **A** *la investigación* and **B** *la modernización* were chosen. Special attention needs to be paid to distractors as, for **Question 19**, the summary is talking about how these new literary events are proof of the growth in interest for young adult literature: *Los hechos hablan de fenómenos literarios con escritores adorados por sus seguidores y comunidades lectoras surgidas en internet*, and in **Question 20**, candidates needed to understand how publishing houses are promoting this literature: *No es de extrañar que las editoriales cada vez dediquen más esfuerzo al fomento de la literatura juvenil*.

Although all the options can fit grammatically in the summary, candidates must listen carefully to the recording as there will be clues as to what the key words are and the distractors to avoid.

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

Questions 21–30

Most candidates seemed to deal relatively confidently with most questions in this task. However, **Questions 22, 27** and **29** proved to be the most challenging with fewer than 44 per cent of candidates getting these questions right.

For **Question 22**, the right answer was **C** *ya usa tejidos vegetales bonitos y prácticos*, but the distractors **A** *prepara una revolución industrial* and **B** *quiere ampliar el uso de plásticos* were also frequently selected. Looking at the transcript, we can see that the text distractor mentions a revolution to use less plastic, but that this revolution is already in motion rather than in the future. The recording also lists some natural fibres that are already in use in the fashion industry: *La explosión creativa que siempre ha caracterizado al mundo de la moda está generando ahora una revolución igual de estimulante para librarse del plástico. Algas, bambú o flores son algunos de los inesperados recursos vegetales que se han convertido en tejidos tanto estéticos como funcionales.*

In **Question 27**, the right answer **B** *no tienen que quemar tantos residuos* was selected by only a limited number of candidates, while **A** *amplían la variedad de productos que cultivan* and **C** *tienen ingresos extra para comprar pesticidas* were frequently selected. In the transcript, the key idea was the fact that farmers did not need to burn as much agricultural waste as before: *Tenemos una buena relación, ya que para nosotros es importante asegurar que el tejido esté libre de pesticidas y evitar las emisiones de carbono reduciendo la quema de los restos agrícolas.*

For **Question 29**, the distractors, especially **B** *disminuir el coste de producción*, but also **C** *mejorar la calidad para superar a las fibras sintéticas* were often selected instead of **A** *concienciar al cliente de sus beneficios*. In the transcript, the important idea was changing the customer mentality as sustainability comes at a higher price: *El obstáculo que falta superar es el económico. Producir de manera responsable supone un coste más elevado, por lo que cambiar la mentalidad del consumidor es esencial.*

Questions 31–40

All questions were answered correctly by a high number of students, ranging from a 71 per cent to 94 per cent success rate.

Conceptual listening by students was handled well in general.

SPANISH LANGUAGE

Paper 8022/12
Listening

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

Key messages

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

Candidates need to get to know the exam structure by practising with the specimen paper and past papers when available. There is also important information in the Syllabus Document (pages 20–21).

To boost candidates' listening skills broadly, they should be encouraged to do other listening activities at the targeted levels (B1–B2) by listening to and watching the news, talks, TV programmes, series, films, documentaries, videos and songs to help increase their knowledge of 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 recording can help and, as there is a second listening, it is advised not to stop listening because you are worried about words you do not understand. The second listening will give you the chance to check your first assumptions and complete the answers. Check that all answers have been transferred to the answer sheet.

It is essential to think carefully about the question. There will be distractors that, although close to the meaning, are simply mentioned in the text or are not true. Practising similar activities with texts that deal with topics covered in the syllabus will help students consolidate these listening skills.

It is also important to remember that answers will be revealed on the recording in the same order as the questions, except in **Questions 9–14**.

General comments

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

Looking at the full group of 148 candidates that took the exam, more than 50 per cent achieved between 33 and 40 marks, which is a very good result for the second summer series of this new component.

Candidates need to be reminded not to use the same letter more than once for **Questions 9–14** and, on the question paper, they only need to cross the appropriate box for the rest of exercises.

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

Comments on specific questions

Question 1–8

Question 1

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

Question 2

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

Question 3

A large number of candidates answered this question correctly with **D**.

Question 4

A large number of candidates answered this question correctly with **B**.

Question 5

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

Question 6

Equally, a high percentage of candidates did well in this question.

Question 7

Most candidates identified the correct response of **C**.

Question 8

This question proved to be the most challenging in the first task. 57 per cent of candidates chose the right answer **A** while others chose distractors **B** or **C**.

Questions 9–14

These questions were correctly answered by between 65 per cent and 84 per cent of candidates. Repetition of letters was not a major issue for this cohort, but it is still worth mentioning to candidates that they should avoid this – each letter should only be used once.

Questions 15–20

This exercise had a high success rate with between 62 to 91 per cent of candidates choosing the correct answers. Out of the six questions, **Question 20** proved the most challenging with many students selecting option **C** *publicidad* instead of the correct option **B** *éxito*. The summary talks about how this form of activism can have more success than other forms of activism: *...porque si solo hacemos manifestaciones tradicionales nunca llegaremos a toda la población, y es fundamental animar a más personas, que quizás después, se interesarán por la política. Siempre se piensa en la lucha como algo que tiene que ser duro, pero, a veces, otras opciones distintas pueden tener más fuerza.*

Although all the options can fit grammatically in the summary, candidates must listen carefully to the recording as there will be clues as to what the key words are and the distractors to avoid.

Questions 21–30

Most candidates were able to select the right answers for this task as between 63 per cent and 95 per cent chose the correct answers. There was a slightly lower success rate for **Question 23** and **Question 29** with scores below 59 per cent and 47 per cent respectively.

For **Question 23**, the right answer was **C** *No le hace falta dormir demasiado*, but the distractors **A** *Lo valora mucho tras tener a su primera hija* and **B** *Necesita dormir muchas horas para trabajar bien* were also selected by several candidates. Looking at the transcript we can see that the text distractor *sobrevalorado* was the opposite of what option **A** provided: *Alrededor de seis horas. Sé que es poco, pero el cuerpo se acostumbra. Con mi primera hija descubrí que dormir estaba sobrevalorado. Los fines de semana también los dedico al trabajo, aunque intento tener tiempo para la familia.*

In **Question 29**, the right answer was **B** *Quiere eliminar la dependencia del petróleo*, but relatively few candidates chose this answer and instead many chose **C** *Quiere transformar la energía solar* with some choosing **A** *Quiere construir tejados para instalar sus productos*. In the recording, the key idea was the objective of changing the way energy is consumed as the speaker is worried about the dependency we have on fossil fuels and recognises that her company is transforming that thanks to the solar roofs: *Por supuesto, me encantaría cambiar el mundo, y en lo que se refiere a la energía, aún más. En mi empresa estamos en plena transformación con los tejados solares. El planeta lo necesita y en este país hay mucho por hacer. Me preocupa la dependencia que tenemos con los combustibles fósiles, sobre todo el petróleo.*

Questions 31–40

Most questions were answered correctly by a high number of students, ranging from 71 to 94 per cent, except for **Questions 33, 35** and **40**.

For **Question 33**, 59 per cent got the right answer **C** *Tener cerca un campo de golf* and the rest selected either **A** *Creecer en un pueblo pequeño* or **B** *No poder compaginar el fútbol y el tenis*. The recording informs us that Greta decided to choose golf and, for her to come to this decision, the fact that her village had a golf club was key: *Su experiencia con el fútbol duró solo dos temporadas, puesto que, de las tres actividades que llegó a compaginar, decidió centrarse en el golf. En esta decisión influyó haber crecido en un pueblo con un importante club de golf.*

For **Question 35**, 61 per cent of candidates correctly chose **B** *esforzarse para triunfar* while some chose **A** *celebrar las victorias* or **C** *valorar los consejos de su padre sobre el deporte profesional*. For this question the key was the reference to triumph and dedication: *Desde pequeña Greta aprendió en casa que ni siquiera en una partida de cartas en Navidad se regalan las victorias. También le enseñaron que el esfuerzo y la dedicación eran el único camino.*

For **Question 40**, only 32 per cent of candidates correctly chose **B** *creer en uno mismo*, with distractor **A** *agradecer las oportunidades* being selected by more than half of candidates and **C** *pensar solo en los triunfos* by a few. Looking at the transcript, we can see that text distractors such as **A** referred to being grateful for opportunities in general but not to having the opportunity to make her dreams come true. The key idea is underlined here: *En su caso, comenta que es ella y nadie más, y que es muy importante no venirse abajo, seguir creyendo y seguir entrenando. El golf le ha permitido desarrollarse como persona y como deportista, y se siente muy agradecida por haber tenido la oportunidad de hacer realidad sus sueños.*

In this last activity, more of the questions target inferred meaning and global understanding, so it is recommended that candidates be exposed to a variety of texts where inference is tested in preparation for the exam.

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

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 multiple choice reading comprehension examination, 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 in six short independent texts.

Five out of the six questions proved to be relatively accessible, with **6** being the only exception.

Here a considerable number incorrectly opted for **B** *está completo por el momento*. The notice does not say that the hotel is full but that there are no single rooms available, and therefore would be more expensive for a single guest. The correct answer was **D** *resulta caro para un viajero solo*.

Questions 7–14

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

Two questions proved slightly more difficult in this exercise.

Question 11

The statement *Ofrecen una gran variedad de información* targeted **B** *Me encantan por el diverso contenido que hay* which, although proving to be the most popular answer, remained in the minority overall.

Question 14

Here the statement reads: *Ponemos en riesgo nuestra privacidad al usar las redes*. The target is **A**, *por la falta de control de los datos personales, las redes pueden convertirse en un escaparate de nuestras vidas*. The incorrect answer **D**, proved to be a slightly more popular choice, with Guillermo stating: *son necesarias algunas restricciones en las páginas de estas redes porque nuestra información personal puede tener un gran valor*. The risk to privacy is more clearly stated in **A**.

Questions 15–20

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

A high percentage of correct answers was recorded for every question in this exercise.

Questions 21–32

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

There were four questions where the proportion of incorrect answers exceeded that of correct ones.

Question 22

Although the correct answer, **D**, was the most popular, a greater number of candidates incorrectly chose **A** or **B**. The preposition *a* is the only one which works in the expression *a escala mundial*.

Question 27

Just under half correctly chose **C** *economía* as the best noun to accompany *impulsar*. An almost equivalent number mistakenly chose **D**.

Question 28

It would appear that most candidates did not read the sentence in its entirety as, although **A**, *durante*, would fit with *los años de abandono*, the correct answer, **D**, is the only one which makes sense overall.

Question 29

The majority opted for the correct answer **B**, but this was surpassed by those choosing from the other three answers. The fact that the *Gabinete de Turismo* had acted in a 'swift' or *ágil* way needed to be appreciated.

Questions 33–40

A long, factual reading text, from which candidates are required to answer 4–option multiple questions. There were four questions which candidates appeared to find more challenging.

Question 34

Only a minority chose the correct answer **A**, *estimulado*. The most popular answer was **C**, *apreciado* – possibly due to the adjective being mistranslated as ‘appreciative’ rather than ‘appreciated’ or ‘respected’. A number of candidates also opted for **D**, *conmovido*. With careful reading of the text it can be inferred that **A** gives the best description of *Miquel*’s feelings.

Question 37

Just over half of the candidates incorrectly answered **A**. Nowhere does the text say that the mayoress sent a letter, but only that the pupils sent a letter to the mayoress. The result of this letter was **B**, *un suceso desacostumbrado*, when the mayoress paid the school a visit.

Question 38

This proved to be a challenging question, and answers were fairly evenly split between the four options. The first three sentences of the penultimate paragraph are targeted, where some of the ‘unknowns’ which will be generated by the change in the law are stated, and will therefore have *consecuencias que tardarán en manifestarse*.

Question 40

The final question of the exam also proved to be a challenge, and again answers were evenly split between the four options. Only a minority correctly understood that the variety of specialisms offered by secondary schools *dificulta que el centro tenga autonomía para coordinar proyectos*, and therefore matched answer **D**.

SPANISH LANGUAGE

Paper 8022/22
Reading

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

Key messages

Candidates are assessed on their ability to:

- understand main points and key information from a range of 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 multiple choice reading comprehension examination, 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 in six short independent texts.

A good start was made to the examination with all the correct answers recording percentages of fifty per cent or higher.

Questions 7–14

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

This exercise was also done well, and only one question appeared to cause some difficulty.

Question 14

Candidates were torn between answers **C** and **A** with a slight majority incorrectly favouring the latter. Both Laura and Patricia express optimism that our environmental problems can be overcome, but only Patricia with her use of the future tense – *La gente aprenderá a cuidar los recursos naturales y se desarrollarán tecnologías ecológicas* – feels certain that this will come to pass.

Questions 15–20

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

These questions were all answered well and recorded percentages of over fifty per cent correct.

Questions 21–32

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

There were a number of questions which candidates found challenging.

Question 21

Only a minority realised that *sacado (a la luz)*, **A**, fitted best from the past participles given. Many incorrectly considered that *dado* would work here.

Question 22

The target here was *antecedentes*, to convey the meaning that these young people have no background in the arts or communication. Although *conocidos* would fit, it would not be in keeping with the general drift of this opening paragraph.

Question 23

The correct answer **A**, *vuelco*, meaning ‘big upset’ or ‘change’, was not spotted by many. Most favoured **D**, *turno*, which does not have the meaning of ‘turnaround’ as was presumably hoped for.

Question 26

Slightly less than half the candidates correctly chose **C**, and a considerable number opted for **A**. It should be remembered that ‘but’ after a negative should be *sino* and not *pero*.

Question 27

Although the most popular answer, **D** was only chosen by a little more than a third of candidates, incorrect answers were fairly evenly spread. ‘In spite of her youth’ – *pese a su juventud* – is the only phrase that fits.

Question 32

A little surprisingly, slightly less than half the candidates chose the correct answer **D**, *lo*. Incorrect answers were spread fairly evenly.

Questions 33–40

A long, factual reading text, from which candidates are required to answer 4–option multiple questions.

Performance was strong, with only two questions where less than half the candidates answered correctly.

Question 34

The most popular answer as to why passage between Colombia and Panamá was difficult was **A** – *se encuentran obstáculos creados por la naturaleza y el hombre*. Astute candidates successfully linked this to the section of the text stating: *la región también está dominada por una selva tropical protegida, hogar de varias culturas indígenas, lo que no obstante no ha logrado frenar al narcotráfico y a la propagación de otros delitos y enfermedades*. Other candidates were drawn to either **B** or **D** which, although true in part, did not fully answer the question.

Question 35

Nearly half the candidates appreciated that widespread illegality, **B**, was the most likely danger to be encountered by travellers in *el Darién*. Although the text comments on the presence of indigenous tribes, on no occasion does it describe them as being hostile.

SPANISH LANGUAGE

Paper 8022/23
Reading

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

SPANISH LANGUAGE

<p>Paper 8022/31 Writing</p>
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Key messages

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

In **Section A**, carefully consider who you are writing to and in what context and think about the correct register and style of your email or letter.

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

Give full information for each bullet-point.

In **Section B**, 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? a report?

Make sure you cover all aspects of the question in your answer.

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

Include as many different ideas or pieces of information as you can, rather than just sticking to one point.

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. Anything that cannot be read cannot be marked.

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

General comments

Most candidates demonstrated Spanish writing skills appropriate for this exam, with some performing at A Level standard. While a few responses showed some immaturity, suggesting younger candidates may have participated, only a very small number did not complete their answers.

Candidates with higher scores provided clear and well-organised responses that utilised a diverse range of structures and vocabulary and presented well-supported opinions and ideas throughout. The strongest responses effectively demonstrated a defined sense of purpose and consideration for the intended audience.

Nevertheless, it appears that several candidates did not fully grasp the requirements or implications of certain questions, resulting in incomplete responses that did not address all necessary content.

A significant number of candidates demonstrated limited understanding of the concept of a 'paragraph' or, in some cases, a 'sentence'. Responses written in a 'stream-of-consciousness' style can be challenging to interpret and may affect achievement in Linguistic Range and Organisation as well as Completion of Task.

Comments on specific questions

Section A

Question 1

This question required candidates to write a formal letter to a government leader about environmental action. Candidates needed to consider appropriate format and register. While many used the correct formal style, some wrote essays or informal letters (e.g., '*Hola Presidente! Qué tal?*') instead. Such responses did not fully meet the criteria for purpose and audience as outlined in the mark scheme.

Most candidates demonstrated awareness of the need to address each bullet-point in this question, often performing well in this area. The highest scores were given to those who not only addressed these content points but also provided developed responses supported by relevant information. For instance, the first bullet-point required candidates to provide multiple reasons for concern about the environment. Responses offering more than one reason (e.g. *porque hay cada vez más urgencias meteorológicas y muchas especies se están muriendo*) were considered comprehensive, whereas those presenting only a single idea (e.g. *porque mucha gente tira basura*) were deemed incomplete. Additionally, some candidates reiterated the example from the prompt—*necesitamos más defensores del medioambiente*—as a reason. However, Examiners did not accept this as a valid response.

For the second bullet-point, candidates were required to examine the potential outcomes of not taking action to protect the environment. The responses needed to introduce information that was different from what had been stated in relation to the first bullet point. For instance, if a candidate discussed the issue of *animales muriendo* for the first bullet point, repeating that they would continue dying as a result of inaction was not accepted as a valid response. However, if such a candidate expressed that whole species would be wiped out if nothing was done, that was considered a reasonable consequential point.

Bullet-point three required suggestions of things we could do to protect the environment. Good answers included examples such as recycling, using polluting means of transport less, saving water, using less plastic etc.

The final bullet-point focused on the role of governments in addressing climate change. Many candidates wrote that governments should introduce laws to protect the environment. Examiners did not accept this unless candidates specified the type of law that could be introduced or reinforced, such as banning single-use plastics or imposing fines on companies that pollute waterways.

This exam session saw more candidates keeping their letters relevant, as required by Table A of the mark scheme. Since the recommended length of responses is 100-150 words, lengthy introductions or conclusions are unnecessary. The best answers were brief and focused, while those presenting ideas in a single, disjointed paragraph could not score highly for linguistic range and organisation (Table B). Top-scoring responses addressed each point in separate, coherent paragraphs with appropriate linking words. Coherence, cohesion, suitable vocabulary and grammatical structures—making up nearly a third of the marks—are critical. Rambling or poorly organised answers did not score well in this area.

Many candidates in this cohort were fluent or nearly fluent in Spanish. Stronger candidates demonstrated vocabulary such as *propuestas para mitigar*, *hambruna*, *derroche*, *tomar medidas*, *lluvias inusuales* and *daños a la infraestructura*. However, numerous candidates with Hispanic backgrounds frequently made common spelling errors in both **Sections A** and **B**, indicating confusion about Spanish orthography rules. Typical errors included:

- Missing 'h' in words such as *haber* (and its derivations), *hay* (often spelt *ai**), *hasta*, *hablar* etc.
- Adding an 'h' in words such as *emos**, *a* (prep) etc.
- *Lielo** for *hielo*
- 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**, *atrazezde**, *abeces**, *embezde** etc.
- 'h' for Spanish 'g' or 'j', e.g. *viahe**
- 'v' for 'b' (and vice versa), e.g. *votar** (for *botar*)
- Confusion between 'c', 's' and 'z' such as *haser** (or even, *a ser*) for *hacer*; *grasias**; *aci* (*así*)* etc.
- Missing 's' off the end of plurals
- 'English spelling' such as *recyclar**, *emmissiones**, *posibilidad**, *effecto** etc.

- Some 'invented' words representing the way the candidate speaks such as *haiga** (for *haya?*); *asersen** (for *hacerse?*); *cieremos** (for *queremos?*)
- Some confusion with 'radical changing' verbs in the 1st person plural or infinitive such as *puedemos**; *quieremos**, *empiecar** (for *empezar*) etc.

Spelling mistakes can affect both accuracy and task completion marks, especially if they cause confusion. Poor punctuation—such as lack of full-stops, commas, or capital letters—remains a common issue, sometimes making sentences unclear. Candidates should note that accurate punctuation, spelling and paragraphing are essential for clear meaning; when meaning is unclear, full marks cannot be given.

Section B

The responses to **Questions 2** and **3** were distributed relatively evenly, although **Question 3** received marginally greater interest.

Question 2

Of the two questions presented in **Section B**, responses to **Question 2** generally received lower scores for content. A number of candidates did not specifically address the cultural impact of tourism and instead provided more general observations about holiday travel.

Candidates needed to write a blog that addressed two points:

- Should we continue travelling abroad for holidays?
- Ways to protect local culture and lifestyles in tourist destinations.

Characteristics of Strong Responses:

- **Knowledge and understanding of the topic:**

Some candidates highlighted significant concerns regarding the impact of tourism on regions experiencing overcrowding and substantial rises in property and living costs, which have resulted in local residents being displaced. These candidates demonstrated an understanding of the core issue: over-tourism can profoundly influence the lives of community members in popular destinations, often leading to their relocation and transforming once vibrant towns, villages and natural areas into places that resemble theme parks rather than the unique, inhabited communities they previously were.

- **Use of Examples and Contextualization:**

The relatively few high-quality responses incorporated anecdotes, hypothetical scenarios and references to specific countries or traditions—particularly from Spanish-speaking regions. This approach helped illustrate ideas clearly and contributed to a well-structured blog-style response.

- **Effective Language Use:**

Several candidates demonstrated a strong command of language, using expressions such as:

- *arma de doble filo*
- *fuentes de ingresos*
- *se están enriqueciendo*
- *poner de su parte*
- *situaciones discriminatorias*
- *flujo de dinero.*

Key Issues Identified:

- **Lack of subject matter knowledge:**

A large majority of candidates focused almost solely on the lack of respect some tourists have for local people and their customs. A common, but perhaps impractical, solution was to make it obligatory for tourists to read up on the traditions of an area before visiting and, in some cases, they should be made

to learn the language. These answers often turned into a text on why we should all respect different cultures. In doing so, they somewhat missed the point.

- **Misinterpretation of the task:**

A significant number of candidates treated this question as a repetition of **Question 1**, focusing again on environmental pollution and climate concerns rather than cultural aspects.

- **Lack of specificity:**

Candidates should avoid vague or abstract statements such as 'respect the culture' without further elaboration or concrete examples.

- **Insufficient development:**

Many answers lacked depth, failing to explore how tourism affects local customs, traditions, social dynamics or, as the question demanded, way of life.

This question highlights the value of thoroughly reviewing the relevant syllabus topics in preparation for the examination. During the exam, candidates are advised to thoughtfully consider which **Section B** question aligns best with their knowledge, and to carefully plan their responses before beginning to write.

Question 3

This task necessitated a more formal tone, as it involved preparing an article commissioned by the government inviting candidates to examine the impact of home schooling compared to traditional schooling. Candidates generally demonstrated greater familiarity with this topic and, overall, contributed more relevant ideas than in response to **Question 2**.

Characteristics of strong responses:

- **Knowledge of the topic:**

Most candidates demonstrated understanding of the topic and discussed issues related to socialising, academic performance, bullying at school, routines, motivation, mental health, economic impact on parents, access to resources and extracurricular experiences. Arguments were frequently balanced and well-developed. Strong candidates used specific experiences such as those during the Covid19 pandemic.

- **Well-structured argument culminating in a persuasive and well-supported conclusion:**

The strongest responses systematically weighed the pros and cons of each schooling style and reached a clear conclusion. Most candidates preferred traditional schooling, though many acknowledged that home schooling may better suit some people. In many such instances, there was evidence of good planning.

- **Effective Language Use:**

Examples of excellent vocabulary in this question included words or phrases such as the following:

- *percances*
- *logros*
- *crianza*
- *estrechar lazos de amistad*
- *vida rigurosa*
- *a su alcance*
- *lidiar con problemas.*

Key issues identified:

- **Veering slightly off topic:**

Several responses discussed the potential effects of home schooling on employment in the education sector, rather than addressing the main topic which focused on the impact on young people of both types of schooling. Many candidates equated home schooling with online learning, without considering alternative forms of home schooling.

- **Incorrect writing convention and/or register:**

Although most conventions for this text type were observed, some candidates demonstrated inconsistency in register and tone, resulting in an informal, blog-like style that was not suitable for the requirements of this task.

- **Limited Development:**

As in **Question 2**, many responses addressed only one or two aspects of each type of schooling and included few examples.

- **Statistics:**

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.

Section B: General Guidance

- Candidates should read questions carefully. Planning often leads to better answers.
- **Section B** allows candidates to showcase a wide range of grammar and vocabulary. High scorers demonstrated strong grammatical control, varied their vocabulary, avoided repetition and organised their writing clearly.
- In contrast, weaker responses lacked clear structure, had repetitive language (e.g. overusing *también* or *y*), and merged sentences together. Clear paragraphing and correct punctuation are crucial for improving writing quality and are required in the mark scheme.

SPANISH LANGUAGE

<p>Paper 8022/32 Writing</p>
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Key messages

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

In **Section A**, carefully consider who you are writing to and in what context and think about the correct register and style of your email or letter.

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

Give full information for each bullet-point.

In **Section B**, 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? a report?

Make sure you cover all aspects of the question in your answer.

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

Include as many different ideas or pieces of information as you can, rather than just sticking to one point.

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. Anything that cannot be read, cannot be marked.

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, choosing not to cover all the content required for a full answer.

Comments on specific questions

Section A

Question 1

This question asked candidates to write an informal letter in Spanish about a recent holiday with friends. Most found the required format and style easy to follow.

Most candidates demonstrated an understanding that all bullet-points in the question needed to be addressed, although some did not provide complete information for each. For instance, bullet-point 1 required two pieces of information. Some candidates explained how they chose their holiday destination but did not describe their expectations before departure.

Bullet-point 2 was generally straightforward, but some candidates still failed to mention more than one activity as required.

Bullet-point 3 instructed candidates to describe a problem they encountered during a holiday and explain how they addressed it. Again, however, some candidates responded to only part of this task.

The final bullet-point asked for tips on travelling with friends. While some responses, such as *es mejor solo viajar con amigos con los que te llevas muy bien y elegir un destino donde hay algo que interese a todos*, addressed this, many answered about going on holiday in general instead of focusing on holidays with friends, as required.

Top answers to **Question 1** were brief, well-organised and used clear linking words. Responses that simply listed ideas in a single paragraph were not able to achieve high marks for structure and linguistic range. High-scoring answers covered each idea in separate, coherent paragraphs with varied vocabulary and grammar, which are key criteria in Table B of the mark scheme and account for nearly a third of the marks.

This cohort demonstrated a wide range of Spanish proficiency, from native or near-native levels above AS standard to new independent users at B1 level of the European Framework, all of whom were suitably entered for this exam.

Common language errors in both **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.)
- 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*, *atrivezde*, *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
- Interference from other (native?) languages such as Portuguese, Italian and French.

Section B

In this section, **Question 2** was overwhelmingly the most popular of the two.

Question 2

Candidates were instructed to compose an essay evaluating the extent to which significant technological advancements have enhanced contemporary life.

This was the most frequently selected question in **Section B** and many candidates provided detailed responses. Candidates with varying language abilities offered original answers, often including several examples to support both sides of the argument. The topic appeared to engage participants across different proficiency levels.

Characteristics of Strong Responses:

- **Knowledge and understanding of the topic:**

Some candidates discussed a wide variety of innovations across multiple areas of contemporary life and shared their perspectives. While many responses included similar examples, such as work, education and medicine, certain candidates provided less common examples, including 3D-printed food, to illustrate their points.

- **Well supported opinions:**

Top candidates shared opinions on innovations shaping modern life, supporting their views with clear examples. The best responses included anecdotes, hypothetical scenarios and references to some countries or traditions.

- **Effective Language Use:**

Several candidates demonstrated a strong command of language, using expressions such as:

- *automatización*
- *inteligencia artificial*
- *impresión 3D*
- *robótica*
- *interfaz de usuario*
- *realidad virtual*
- *ciberseguridad*
- *ingeniería genética*
- *plataforma digital*

Key Issues Identified:

- **Lack of breadth related to subject matter:**

Some candidates focused only on a limited range of technological advances, such as social media and the internet, rather than considering the broader spectrum.

- **Incorrect writing convention and/or register:**

Some candidates submitted blogs instead of essays for this task. This typically led to a less formal writing style and, in some instances, the omission of a concluding section.

- **Poor structure and paragraphing:**

Some candidates showed a limited understanding of the concept of a 'paragraph' or, in certain cases, a 'sentence'. These responses may be difficult to interpret and could impact assessment in Linguistic Range and Organisation as well as Completion of Task.

Question 3

Candidates were required to compose a blog post representing a local organisation committed to advancing gender equality in the workplace. The post was intended to examine the significance of fostering workplace equality.

This task was a lot less popular. Nonetheless, those who chose it usually demonstrated a passion for the subject.

Characteristics of strong responses:

- **Knowledge of the topic:**

Most candidates demonstrated understanding of the topic and discussed issues related to equal pay, work promotions, dress codes, expectations and attitudes.

- **Well-structured argument culminating in a persuasive and well-supported conclusion:**

The strongest responses systematically studied different aspects of the workplace related to gender equality and presented a persuasive argument for change.

Effective Language Use:

- *brecha salarial de género*
- *techo de cristal*
- *conciliación laboral y familiar*
- *discriminación por razón de género*
- *equidad salarial*
- *acoso laboral*
- *empoderamiento de la mujer*
- *maternidad y paternidad en el empleo*
- *estereotipos de género*

Key issues identified:

- **Veering slightly off topic:**

Some candidates addressed general equality topics such as race, age, and social background instead of focusing specifically on gender in the workplace, which was the topic required. This emphasises the need to read and understand the question thoroughly before responding.

- **Incorrect writing convention and/or register:**

A few candidates ignored the instruction to write a blog and just wrote an essay style answer instead.

- **Limited Development:**

Some candidates stuck to just one or possibly two issues related to gender equality at work such as pay or promotion without going into much depth, often repeating the same points in a rambling fashion.

Section B allows candidates to demonstrate a wide range of grammatical structures and vocabulary. Some candidates achieved high scores for 'Linguistic range and organisation' by showing effective use of essential grammar and incorporating more complex constructions. Such responses generally avoid repetition and utilise varied vocabulary. Paragraphs are organised to separate different ideas and clauses are logically linked.

Weaker candidates should focus on organising their ideas so as not to be disjointed and should avoid frequent repetition of words such as *también* and *y*, which can lead to long sentences that run together. The significance of maintaining clarity and coherence in writing is paramount.

SPANISH LANGUAGE

Paper 8022/33
Writing

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

SPANISH LANGUAGE

<p>Paper 8022/04 Speaking</p>

General comments

The standard of the Speaking tests across centres displayed a broad range of quality and engagement from candidates and the overall standard was very high. Many candidates approached the Speaking exam with genuine interest and enthusiasm, often choosing highly relevant, culturally rich or controversial topics that encouraged detailed and thoughtful exchanges. The most successful performances were underpinned by strong preparation, confident delivery and effective engagement with the prescribed content.

A significant number of candidates tackled topics with real-world relevance—including racism, gender equality, immigration and the impact of technology—demonstrating a willingness to engage critically with complex issues. The strongest responses were characterised by clear structure, confident delivery and well-developed arguments on both sides of a topic. Vocabulary range and use of complex grammatical structures, including the subjunctive, were notable strengths in high-scoring performances.

However, several centres submitted recordings with key issues related to timing, Teacher/examiner input and mark transfer accuracy. In some cases, recordings were affected by overlong presentations and Teacher/examiners exceeding the allocated time, often leading to shortened or rushed discussions. Teacher/examiners should interrupt the candidates' presentation after 2 minutes and start the follow-up discussion, which should last a further 4-5 minutes.

Administration

This year most centres used the electronic Working Mark Sheet form, eliminating the risk of human error when adding up the candidates' marks. Unfortunately, some samples which included hand-written Working Mark Sheets contained calculation mistakes or incorrect mark transfers. Most centres compiled their samples efficiently and in line with the provided guidelines. Most submissions were accurate, and marks were transferred with care and attention to detail.

The quality of recordings was generally excellent: clearly labelled, free from disruption and with minimal background noise. A small number of recordings were difficult to interpret due to background noise, echo or poor audio quality.

Overall, centres followed the different section timings rigorously. Many Teachers/examiners appropriately interrupted candidates when necessary to ensure a balanced exam structure, and the use of timers or stopwatches appeared effective. Unfortunately, a number of Teacher/examiners disregarded the timings outlined in the syllabus, often exceeding the allocated time. Centres are reminded that timings are of utmost importance and extending the test or cutting it too short could affect the candidates' performance.

In rare cases, Teacher/examiners allowed candidates to address the Conversation task card section as a monologue. It is essential that the Teacher/examiner interacts with the candidate by asking relevant questions to complete all the sections of the Conversation task card, ensuring the candidate can access the full range of marks available.

Comments on specific tasks

Presentation and Discussion

Presentations were of a high standard overall. This section was generally better performed, as candidates could prepare in advance and select topics that aligned with their interests or backgrounds. Popular topics included AI, health and fitness, immigration and Hispanic culture. Well-researched presentations stood out,

with candidates often showcasing in-depth knowledge of topic-specific vocabulary. Most were able to explain and justify their ideas clearly, in detail, often using a wide range of complex grammatical structures.

Nevertheless, some candidates selected overly straightforward topics that lacked analytical depth, limiting their ability to access the full range of marks. In some cases, presentations overran significantly, resulting in abbreviated or missing question sections.

Where Teacher/examiners asked open-ended follow-up questions, candidates typically responded well and were able to extend their ideas. However, some Teacher/Examiners asked overly closed or abstract questions, or spent too much time giving their personal opinions, which limited the candidates' opportunity to demonstrate their abilities. Although some candidates attempted to ask questions back to the Teacher/examiner, this was not always beneficial and occasionally hindered their own response time.

Conversation Task Card

The standard in this section was high overall. However, it was often less well handled in centres where candidates appeared underprepared or unfamiliar with the format. Successful candidates focused clearly on the four bullet points, providing balanced arguments and developing ideas in some depth.

Teacher/examiners should be aware that it is not necessary to cover both sides of every prompt or to repeat the entire bullet point in the question. Focused questions encouraging depth over breadth often led to better responses.

Discussion card themes that led to stronger performances included technology, social issues and youth culture. Cards dealing with antisocial behaviour and public spaces were more challenging for some candidates who struggled to produce meaningful responses or to interact with the Teacher/examiner in a fluid conversation. Vocabulary gaps, especially around specific themes (e.g. *aprendizaje* or environmental issues), occasionally limited performance.

There were multiple instances of overlap between presentation and card themes, which should be avoided. Teacher/examiners are also reminded to deliver the card rubric at the correct time, following the Teacher/examiner instructions, and avoid guiding candidates during preparation.