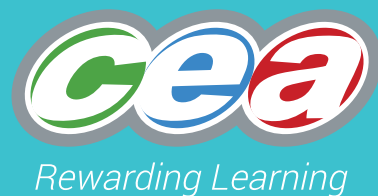


GCSE



Chief Examiner's Report
Spanish

Summer Series 2022



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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GCSE Spanish

Chief Examiner's Report

General Comments

Given that this was the first full set of examinations since 2019, it was extremely encouraging to note that there has been an overall increase in the number of candidates who entered the 2022 examination compared to previous years. A notable trend this year was the significant increase in the number of students who entered the Listening and Reading examinations at Foundation tier in comparison to 2019 while the number of those who entered at Higher tier was roughly similar. Another encouraging feature of this year's examination was the overall performance of the candidates, which was very good in all components with many examples of outstanding work. Credit for this is due to the students and their teachers, and for the dedication and perseverance they have shown as they have prepared for the examinations in very adverse circumstances which have made teaching and learning extremely difficult.

Assessment Unit 1 Listening

Foundation Tier

This was the first year of public examinations since the Covid-19 pandemic and it was very pleasing that, overall, candidates scored highly in this paper. Students and teachers should be commended for how well the candidates were prepared for the Listening exam despite the challenges they have faced and the disruption to learning and teaching time. Most of the questions were multiple choice and students found this format very accessible. However, where candidates are required to write a letter or provide a tick for an answer, they should ensure that their letter/tick is written clearly and, if they wish to change their letter or untick an answer box, they should make it obvious which one is now their chosen answer. Section B now contains the four questions that overlap with the Higher tier paper and, generally speaking, candidates appeared to find these questions more difficult, with Question 11 and Question 12 posing the most difficulty.

Section A

- Q1** This question posed few difficulties although '**enero**' wasn't always well known.
- Q2** This question was done very well although some candidates confused '**caballo**' with '**conejo**'.
- Q3** Generally a well answered question, however, '**regalo**' and '**pastel**' caused difficulty for some.
- Q4** This question on chores caused quite a lot of difficulty with many candidates only scoring one or two marks.
- Q5 & Q6** These were done very well with many candidates scoring full marks.
- Q7** This free hand question posed difficulties for many: with both Part (a) '**las afueras**' and Part (c) '**a la derecha**' not well known.
- Q8** This was answered very well.

Section B

- Q9** Generally well answered, however, Part (d) '**el patinaje**' was not well known.
- Q10** Most candidates scored at least one mark here, however, Part (b) '**nevó**' posed a problem for some.
- Q11** Mixed success here and having two answers for each question added to the level of difficulty.
- (a) (i) '**tienda de comestibles**' was not well known.
- (b) (i) & (ii) '**después de los exámenes**' and '**un año trabajando**' caused some confusion.
- Q12** This question on holidays was not well done although pleasingly most candidates attempted to answer it. The gap fill exercise required grammatical knowledge and this caused difficulty for many.
- (b) Many candidates confused '**verano**' and '**invierno**'.
- (c) (i) Many chose '**tiempo**' instead of '**vez**'.
- (ii) was not well answered with '**le gustaron**' and '**los grandes almacenes**' causing difficulties for many.

Higher Tier

The same comments made about candidates' preparation for the Listening exam despite the difficulties faced during the last two years also apply to the Higher Tier paper. Three out of the twelve questions required free hand responses and teachers should ensure that students have plenty of practice with this type of question. Candidates should ensure they read the instructions carefully as some only ticked one box when they were supposed to tick two. As with the Foundation paper, if a candidate wishes to change their answer, they need to ensure they clearly indicate which is their final answer. Many candidates had difficulty understanding numbers in this paper, however, overall candidates performed very well, and it was pleasing to see very few blanks as most candidates attempted all questions.

Section A

- Q1 & Q2** These questions were very well answered.
- Q3** Generally well answered, although like the Foundation paper, Part (a)(i) '**tienda de comestibles**', Part (b)(i) '**después de los exámenes**' and Part (ii) '**un año trabajando**' caused some confusion.
- Q4** Many candidates scored very well here although, as with the Foundation paper, Part (b) some candidates confused '**verano**' and '**invierno**' and Part (c)(i) and Part (ii) caused some difficulty.

Section B

- Q5** This question was generally well answered although Part (a)(i) '**19 millones**' caused difficulty for some.
- Q6** Quite a lot of candidates found this question challenging as it required a free hand response. Again, the numbers in Part (a)(i) and Part (ii) caused difficulty for some. In Part (c)(i) '**mi novia**' was not well known and in Part (c)(ii) only a few recognised '**de moda**'.

Q7 & Q9 These questions were well done by most candidates.

Q10 Many had difficulty with this free hand response question and only a few scored full marks.

- (a) Many candidates answered 'books and clothes' as they heard these words mentioned. Students should be reminded to listen to the end of the passage before writing their answer.
- (b) The 'más' element was missed by many, several confused 'los hombres' and 'las mujeres' and 'regalos' was not well known.

Q11 This question was generally answered well.

Q12 Most candidates scored at least three out of eight in this free hand question on forest fires.

- (c) (i) Many did not recognise 'los riesgos'.
- (ii) the number 'diez mil' was often misunderstood and many candidates failed to include the correct currency.
- (d) 'la vegetación seca' caused a lot of difficulty.

Assessment Unit 2 Speaking

Due to the Covid pandemic and all its associated challenges for teachers and students, the speaking examination was an optional element this year with only less than half the full candidature choosing to sit this skill. I am delighted to say that the average score was almost the same as the 2019 examination which is full testament to the hard work and superb work ethic of both teachers and candidates alike.

As there was a fall in candidates entered for this component, the team of examiners who took on the task to mark it was also reduced in number however like 2019 they marked with enthusiasm and professionalism. I thank them for their dedication and resilience at the end of what must have been an extremely challenging year in schools.

Teachers conducting the test were, overall, reassuring and supportive to their students, which made the whole test less daunting for all concerned. Mostly they pitched questions at the correct level, stretching the more able and providing scaffolding for the weaker students. Most teachers kept to the four-minute time limit for each conversation.

This has been said many times before in this report about the importance of location for the speaking tests. Senior managers in schools should be made aware of this importance and facilitate a quiet and calming area of the school where candidates are made to feel at ease.

One school had multiple tests going on in the same area and several tests could be heard on the recording at the same time. This might have been off-putting for those candidates to say the least.

Role-plays

Role-plays are the most discriminating section of the speaking test with question forms remaining the most challenging element. More practice with asking questions might see an improvement here.

Candidates are advised to read the tasks thoroughly, looking out for plurals, tenses and two-part tasks ie 'Say why you like/dislike'

Also candidates should pay attention to the situation of the Role-play ie Situation N states "you are in a tourist office in Spain". The candidate had to state where they wanted to go so "quiero ir a España" only received 1 mark.

Teachers are also encouraged to read over their ‘part’ because if a teacher deviates from the script or prompts their candidate in any way no marks will be awarded for that task.

Teachers are also encouraged to state clearly the context, role-play session and role-play letter before beginning the tasks to facilitate examiners in their marking.

On the plus side, the role-plays this year were mostly accessible to all levels, with candidates able to score highly by keeping their responses simple and accurate. Candidates were able to access at least 1 mark for communicating something relevant.

Pre-release conversation 1

This year’s pre-release topic was more limited in scope in comparison with other topic areas, but teachers ensured candidates were able to access top bands by introducing different ideas and encouraging candidates to use complex language and tenses.

Candidates, for the most part, thoroughly prepared answers using excellent phrases and idiomatic expressions.

Conversation 2

This was done well by most of the candidates as they were encouraged to give complex responses to open-ended questions therefore allowing candidates to maximise marks in both Communication and Grammar and Structures. It is to be noted here that only one bullet point from the context should be used, as some teachers asked questions covering the whole context.

In conclusion, it was evident that those centres which chose to sit the speaking test this year have triumphed, as examiners made many favorable comments about the conduct of the tests and the high performance of the candidates.

Assessment Unit 3 Reading

Foundation Tier

For the 2022 examination, the wave of varied incline had been removed and replaced with a level of progression. At Foundation Tier, Section A involves questions and answers in English and Section B involves questions and answers in Spanish. If a candidate answers in the wrong language, no marks can be awarded. In the revised format of the examination, target language answers are either non-verbal or have text supplied. The Reading paper does not test for accuracy of spelling in the target language.

In general, candidates found the paper very accessible. The average mark was 38 out of 60 which was similar to 2019.

Section A

Q1 In Part (a) of this question a number of candidates failed to score a mark as they wrote “fourteen” instead of “four”.

Q2 Surprisingly, “limpia” was not well known by several candidates.

Q3-5 These questions were very well answered, and most candidates scored high marks in all three, although ‘bolsas’ was not well known nor was ‘un partido’.

Q6 Most candidates answered this question very well although in Part (a), many did not know ‘saco buenas notas’.

- Q7** Numbers again have caused difficulty amongst some candidates, with many not knowing ‘**cien mil**’ in Part (b). The noun ‘**las carreteras**’ was not well known in Part (c).
- Q8** This question consists of four sentences in Spanish to be translated into English. It proved to be more demanding and very few candidates scored full marks. Candidates should be aware not to paraphrase, nor to add in extra material or delete vocabulary or structures from the sentence. In Part (a) many were not familiar with “**soldado**”. Part (b) was generally well done although many candidates did not know ‘**una zapatería**’. Question Part (c) was very well answered but Part (d) proved to be the most difficult sentences to translate. Greater precision is necessary when translating these as a failure to recognize the person or tense of the verb will result in marks being lost. A range of versions of “**me gustaría estudiar**” was evident and many did not know the meaning of ‘**en el extranjero**’.

Section B

- Q9** This was well done, although for many, the most difficult part of the question was the reference in Part (c) to “**las zanahorias**”, which was not well known by many candidates.
- Q10-12** In general, candidates coped well with Question 10 and Question 11. However, the last question on the paper was the one in which marks were lowest. It was a gap-fill question which candidates traditionally find difficult although, in a number of cases, the low mark was simply due to the fact that candidates failed to fill in the space with one of the options given. Some candidates gave an either/or response which introduced confusion and therefore could not be credited.

Higher Tier

As at Foundation tier, the wave of varied incline has been removed and replaced with a level of progression. If a candidate answers in the wrong language, no marks can be awarded. In the revised format of the examination, target language answers are either non-verbal or have text supplied. The Reading paper does not test for accuracy of spelling in the target language.

At Higher Tier, Section A involves questions and answers in target language (common questions with Foundation tier) and Section B involves questions and answers in English. As at Foundation tier, candidates adapted well to the format of the Higher Reading paper. The average mark was again similar to that achieved in 2019.

- Q1** This was generally answered correctly but in Part (c) many candidates struggled with the meaning of ‘**las zanahorias**’.
- Q2-Q3** In general, candidates coped well with Question 2 and Question 3 as the vocabulary was well understood by most. However, Question 4 in this section of the paper, was the one in which marks were lowest. It was a gap-fill question which candidates traditionally find difficult although, in a number of cases, the low mark was simply due to the fact that candidates failed to fill in the space with one of the options given. Some candidates gave an either/or response which introduced confusion and therefore could not be credited.

Section B

- Q5** This question consists of four sentences in Spanish to be translated into English. It proved to be more demanding and very few candidates scored full marks. Candidates should be aware not to paraphrase, nor to add in extra material or delete vocabulary or structures from the sentence. Candidates should note that, in contrast to comprehension, translation requires greater precision and attention to detail.
- (a)** Most candidates scored at least one out of two in this question, although many were unsure of the meaning of **'invierno'**.
 - (b)** The verb **'encantar'** was not translated well by many candidates. Both the person and the tense of the verb had to be accurate. Many candidates struggled with **'el footing y la lectura'**.
 - (c)** This sentence was generally well translated although many candidates did not recognise that the comparative was required when translating **'más joven'**. Greater precision is necessary when translating these as a failure to recognize the person or tense of the verb will result in marks being lost.
 - (d)** Many candidates did not recognise that **'iremos'** was future tense.
- Q6-10** All of these questions proved to be accessible for a majority of candidates. However, in Question 7 Part (a) the superlative **'el plato más famoso'** sometimes proved problematic.
- Q8** This proved to be a fairly challenging question due to the nature of the vocabulary being tested. While many correctly understood 'no ahorran nada', fewer gave correct versions of 'revistas' or 'maquillaje'
- Q9** In general most candidates found **'tiene más paradas'** in Part (a) problematic as well as **'a principios de mes'** in Part (c), however the comparative required for Part (a) and Part (b) was well known.
- Q10** This was a non-verbal question which was answered well although some candidates did not de-select an answer which they had changed and therefore if two ticks are supplied, no marks can be awarded.
- Q11** This was a gap-fill exercise. These questions are often problematic for candidates, as they not only require comprehension, but also grammatical and linguistic awareness. In Part (c) **'tamaño'** was not well known and **'la falta'** was mis-translated.
- Q12** This was generally well answered although candidates should note that any additional material added on to the answer may unknowingly add confusion and render the answer invalid. Candidates should be encouraged to be accurate and concise in their comprehension technique. In Part (b) **'un sueño hecho realidad'** was not well known nor was the verb **'jubilarse'** in Part (d).

Assessment Unit 4 Writing

Foundation Tier

In general, the Foundation tier paper proved to be accessible as it addressed a wide variety of topics which were familiar to candidates. A much higher number of candidates entered the Writing examination at Foundation tier this year compared to the number of entrants in 2019. The average mark this year was only slightly lower than in 2019. Many candidates attempted all the questions successfully and scored good marks overall but in a number of cases the standard of work produced was variable. Some found the paper challenging and failed to answer a number of the questions. There were some candidates who seemed to cope well with Question 4 but did less well in the earlier sections of the paper.

- Q1 (a)** Although for most candidates this proved to be a straightforward exercise in listing the rooms of a house, some failed to name four of these and left blank spaces. In some cases, candidates resorted to writing words in other languages or added a Spanish ending to the English word for a particular room.
- (b)** It must be emphasised that, although it was acceptable to write a sentence for this part of the question, the instructions stated that three phrases were to be written. Some wrote full, grammatically correct sentences and thus gained full marks. Others attempted full sentences but made several mistakes in the process, which often meant that the meaning was unclear. The fact that a verb was not needed meant that an answer such as **“muy grande”** or **“antiguo y bonito”** would have been enough to earn two marks.
- Q2** In general, this question was answered well. Candidates are reminded that a sentence is required to respond to each part of this question. This means that a properly conjugated verb is necessary. Some simply responded to Part (a) with phrases such as **“el fútbol y el tenis”**, an answer which cannot be awarded full marks. Part (c) was sometimes misinterpreted and taken to mean what you do when you go to the cinema rather than when you actually go there. Occasionally, in Part (b), Part (d) and Part (e), candidates failed to score full marks as they simply wrote the verb e.g. **“juego”**, **“veo”** **“leo”** followed a list of TV programmes, book titles or computer games in English. In general, candidates are advised to write simple, correct answers rather than attempt longer, more complex ones in which they may well penalise themselves. It is also important to note that the verb must be in the correct person and tense rather than in the infinitive form. Responses such as **“Uso mi móvil todos los días”** or **“Leo las novelas”**, were enough to gain maximum marks.
- Q3** Although many candidates did reasonably well in the translation exercise, a number found it challenging. It is important to remember that candidates must try to translate accurately in order to gain marks. They must not omit words or introduce words which are not in the original version. In Part (a) **“gentes”** was sometimes used to translate “people” while in Part (b) “long” was often rendered as **“grande”** rather than **“largo”**. Occasionally, poor spelling affected the accuracy of the translation. Examples of this included **“picine”** (for **“piscina”**) and **“veirne”** (for **“viernes”**). In Part (e), a number of candidates lost a mark as they wrote **“fui”** instead of **“fuimos”**.
- Q4** The essays for Contexts 1 and 2 proved to be the most popular choices with few attempting the Context 3 essay. Although the responses varied in length, most candidates made a good attempt to cover all the bullet points. Some, however, omitted one or two parts of the task and it is important to note that this will lead to a reduction in the overall mark awarded for Communication.

Often, candidates started well but found the bullet points which required the use of time frames other than the present to be more challenging. In some cases, candidates mixed up the past and present tenses. A number of candidates started the first paragraph of Context 2 with **“Normalmente fuimos de vacaciones..”** and proceeded to alternate between the past and present throughout the paragraph. Candidates are reminded that in order to gain high marks in the question, the language used does not have to be complex. If sentences are simple, clear and correct, the candidate will score well in both Communication and Grammar and Structures and many did so. By contrast, a number of candidates lost marks in both of these areas as the quality of language adversely affected the clarity of what was being said. On occasions, the infinitive was used instead of a conjugated verb or words were omitted from a sentence e.g. **“El año pasado Francia”**. At times, sentences were heavily influenced by English e.g. **“la playa es muy sol y calor”, “Mis amigos y yo tenemos divertido”** or **“un cinco estrella hotel”**. Nevertheless, it is to the students’ credit that the vast majority wrote lengthy responses, attempting to cover all five bullet points in a systematic way and using the past, present and future with confidence.

Higher Tier

The number of candidates who entered at Higher level was similar to 2019. In general, candidates found this paper accessible and a great majority performed well. There were also many examples of outstanding work.

- Q1** Overall, this question was answered very well. Candidates are reminded that a sentence is required to respond to each part of the questions. This means that a properly conjugated verb is necessary. Some simply responded to Part (a) with phrases such as **“el fútbol y el tenis”**, an answer which cannot be awarded full marks. Part (c) was sometimes misinterpreted and taken to mean what you do when you go to the cinema rather than when you actually go there. Occasionally, in Part (b), Part (d) and Part (e), candidates failed to score full marks as they simply wrote the verb e.g. **“juego”, “veo”, “leo”** followed a list of TV programmes, book titles or computer games in English. In general, candidates are advised to write simple, correct answers rather than attempt longer, more complex ones in which they may well penalise themselves. It is also important to note that the verb must be in the correct person and tense rather than in the infinitive form. Responses such as **“Uso mi móvil todos los días”** or **“Leo las novelas”**, were enough to gain full marks.
- Q2** This question proved to be a little more difficult than Question 1 but was still well done by most candidates. Some aspects of the question proved to be more challenging than others. When asked to state a local problem, a simple, straightforward answer such as **“Hay demasiado tráfico”** was sufficient to merit two marks. A flexible approach was taken in Part (c) with regard to what was done to help the environment. Several candidates produced interesting and varied answers ranging from **“Soy vegano porque la carne es mala para el medio ambiente”** to **“Trabajo en una tienda de caridad los fines de semana”**. Part (d) required the use of the past tense and it was encouraging to note that, in general, this was done successfully. Some struggled to answer Part (e) but responses such as **“Tenemos que construir más casas”** and **“Necesitamos más parques”** were perfectly acceptable and enough to gain maximum marks.
- Q3** In the translation, many candidates produced good answers but a number lost marks due to the fact that they did not give precise answers. Candidates should be aware that, as this is a translation, they cannot omit words or introduce words or phrases that are not in the original version as this will result in marks being deducted.

Examples of this included “**chaqueta**” for “coat”, “**centro del pueblo**” for “town” and “**pantalones**” for “jeans”. However, it was encouraging to see the number of excellent translations demonstrating both a wide knowledge of vocabulary and a high level of grammatical accuracy.

- Q4** In this section of the paper, the Context 1 and 2 Questions proved to be much more popular than Context 3. It was very encouraging to see the high overall standard of written work and, as ever, there were a number of outstanding essays written by candidates. As in previous years, candidates should be reminded that coverage of each of the bullet points is essential to gain good marks for Communication. Thus, the omission of one or more bullet points will result in a lower overall mark for Communication. Generally, candidates seemed to find the bullet points accessible and were able to produce detailed paragraphs on each. The differentiating factor in this question was the quality of the written communication and how this impacted on the clarity of what was being said. There were many examples of fluently written essays, demonstrating a good knowledge of grammar and idiom. Occasionally, however, candidates wrote sentences which were heavily influenced by English e.g. “**tenemos mucho divertido**”, “**es muy calor en España**”, “**el hotel quedo en**”. Sometimes, more complex grammatical structures caused problems. The most frequent example of this was in relation to the use of verbs such as “**gustar**” and “**encantar**” which, admittedly, can be quite difficult to use. It was pleasing to note that most candidates were able to use tenses appropriately with respect to the requirements of the bullet point. At times, however, some candidates confused the past and present tenses and used them intermittently throughout a paragraph thus affecting the clarity of what was said. Although minor spelling errors do not affect communication, more serious ones do and examples of this included “**las comedias**” (for “**las comidas**”) and “**me llave bien**” (for “**me llevo bien**”).

Overall, however, very few candidates scored low marks in this question and in the paper as a whole, a great majority scored marks in the 40s or higher out of a mark total of 60.

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Claire Fitzsimons**
(telephone: (028) 9026 1200, extension 2325, email: cfitzsimons@ccea.org.uk)
- **Officer with Subject Responsibility: Joan Jennings**
(telephone: (028) 9026 1200, extension: 2552, email: jjennings@ccea.org.uk)



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