



**CARIBBEAN  
EXAMINATIONS  
COUNCIL**

**CSEC® SPANISH**



**Subject Report  
with  
Exemplars**

*January 2022*



**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN SECONDARY EDUCATION CERTIFICATE<sup>®</sup>  
EXAMINATION**

**JANUARY 2022**

**SPANISH  
GENERAL PROFICIENCY**

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## INTRODUCTION

This guide has been compiled using student responses to the 2022 January examination in CSEC Spanish. We have kept the answers according to the original design of the examination paper.

In January 2022, approximately 237 candidates sat the Spanish General Proficiency examination.

In 2022, 52 per cent of candidates achieved Grades I–III compared with 55 per cent in 2021. There was an improvement in performance in Profiles 1 (Listening) and 3 (Speaking), while Profile 2 (Reading) and Profile 4 (Writing) showed a decline in performance.

## PAPER 01 — MULTIPLE CHOICE

This paper, which comprised two sections, assessed candidates' ability to listen to and understand a number of aural items in the target language, and to read and understand a number of written items. Both sections required candidates to demonstrate mastery of essential elements of grammar and vocabulary as prescribed in the CSEC syllabus. Candidates' performance was comparable with that of the previous year.

## **Section I (Question 1) — Directed Situations**

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This question required that candidates carefully read the directions regarding each of ten situations described in English and then provide appropriate written responses in Spanish to each situation.

Candidates' knowledge of Spanish vocabulary (inclusive of idiomatic expressions), Spanish grammar rules and structure were key elements by which candidates' competencies in tackling this question were assessed. Marks were awarded if the response included all details in the situation and adequately communicated meaning. Responses were categorized as appropriate or partially appropriate and were awarded marks accordingly, with penalties for errors in the quality of language. Inappropriate responses were awarded no marks even if the language of expression was perfect.

### **Candidates' Strengths**

The situations were considered manageable. Most candidates responded in the target language. Only a few candidates did not attempt to respond to all the situations or used English for most of them. This level of response is commendable because face-to-face teaching had been interrupted in many parts of the Caribbean.

### **Candidates' Weaknesses**

Candidates seemed weak in the use of the correct/appropriate vocabulary to respond to the situations given. There were many candidates who would have earned better scores if they had not made careless errors, especially regarding spelling. An area of challenge for many candidates was in converting what would be an appropriate answer in English to Spanish. In the process, general grammar and vocabulary errors were noted. Additionally, there were candidates who misinterpreted what they were expected to do with the information in the situation described and who therefore neglected to include all the elements required for a full response. There were also some candidates who unnecessarily complicated their responses, writing extended pieces where a shorter answer would have sufficed, thus being penalized for writing more than one sentence.

### **General Areas of Weakness**

#### Grammatical Errors

##### Word Order

- Difficulty in general word order for asking questions in Spanish.
- Incorrect word order, for example,
  - instead of *juego de fútbol*, oftentimes '*fútbol juego*' was observed
  - *Eres mi favorita amiga*.

- Many candidates put the *no* after the verb to make the sentence negative, for example, '*... es no divertido*'.

Other Grammatical Errors

- Inability to correctly form the negative familiar commands
- Inappropriate uses of *ser* and *estar*
- The failure to use the personal *a* when required
- General weakness in the use of the preterite tense
- Lack of gender agreement
- Lack of use of the subjunctive
- Incorrect conjugation of verbs

**Part (a)**

You are going to visit a friend abroad. Write the text message he/she sends to you mentioning ONE thing about the weather there and how you should prepare for it.

Function: Describing the weather

Full response: *Está lloviendo así debes traer un paraguas.*

**Candidate's Response to Part (a)**

- (a) You are going to visit a friend abroad. Write the text message he/she sends to you mentioning ONE thing about the weather there and how you should prepare for it.

*roga por la playa. 2a. clima esta bien. Hace sol. ¿Puedes traer un caja de nader porque vamos a ir a la playa tod cada día.*

P

(3 marks)

### Examiner's Comments

This is an example of a very good script where the candidate lost marks for not adhering to the rubric which specifies one sentence only. Because the candidate wrote more than one sentence, he/she scored partial marks since a slash was put after the first sentence and nothing was read beyond that. The candidate had to be penalized for not adhering to the rubric even though the vocabulary and grammar used were excellent.

Although the majority of candidates responded appropriately to this situation, their answers were riddled with grammar and vocabulary errors.

The most common errors included the following.

- Inability to express the weather correctly, for example, 'es muy frío,' 'hace muy frío'/'el clima es bien'
- Misuse of *calor* and *caliente*, for example, 'hace caliente,' 'es calor'
- Incorrect use of the imperative, for example, 'traes un paraguas'

### Part (b)

In your favourite store you are asked to fill out a form suggesting how the service can be improved. Write your TWO suggestions.

Function: Suggesting

Full response: *Ustedes pueden abrir más temprano y tener mejor servicio.*

### Candidate's Response to Part (b)

- (b) In your favourite store you are asked to fill out a form suggesting how the service can be improved. Write your TWO suggestions.

Sugiero que los empleados deban ser más  
amable y sugiero que los precios de los artículos  
deban ser más baratos

(3 marks)

### Examiner's Comments

Candidates grappled with this situation, struggling to get two suggestions relating to improvements in a store. Lack of vocabulary seemed to be the major problem here along with how to suggest in Spanish.

The most common errors included the following.

- Lack of subject verb agreement, for example, '*usted debes*'
- Unfamiliarity with the conjugation of the verb *sugiero*, for example, '*sugero*', '*seguiero*'
- Misuse of '*empleos*' for *empleados*
- Use of '*ropas*' instead of *ropa*

### Part (c)

You do not want to go on a trip with your family. Write the message you send in the family chat giving a reason for not wanting to go and what you prefer to do.

Function: Giving a reason and preference

Full response: *Hace demasiado frío en Canadá, prefiero ir a Miami donde hace calor.*

### Candidate's Response to Part (c)

- (c) You do not want to go on a trip with your family. Write the message you send in the family chat giving a reason for not wanting to go and what you prefer to do.

~~Pre Quiero~~ Prefiero quedarme en casa porque  
estoy enfermo

(3 marks)

### Examiner's Comments

This response was also well handled. Candidates were able to use appropriate vocabulary to give a reason for not wanting to do something and stating a preference. However, some candidates got partial marks for leaving out either the reason or the preference. Although appropriate, the response was riddled with errors of grammar and vocabulary.

The most common errors included the following.

- Omission of personal *a*, for example, '*prefiero visitar ^ mi abuelo*'
- Wrong conjugation of the verb *preferer*, for example, '*prefeiro,*' '*preferido,*' '*prefero*'
- Not recognizing that after a conjugated verb the infinitive is needed, for example, '*necesito estudio*'
- Misspelling of the word 'exams' in Spanish, for example, '*examanes*'/'*examines*'
- Misuse of '*ir a*' + infinitive, for example, *voy a 'estudio*'
- Misuse of reflexive pronouns, for example, '*prefiero quedarse*'
- Wrong placement of *no* in a negative sentence, for example, '*es no divertido*'
- Unfamiliarity with expressing to go on a vacation, for example, '*ir al vacación,*' '*ir al viaje,*' '*ire la vacación*'

### Part (d)

You plan to celebrate your favorite holiday with your friends. Write the message you send inviting them to the celebration, mentioning one thing that they will enjoy.

Function: Inviting

Full response: *Les invito a una fiesta de Navidad en mi casa vamos a tener mucha comida.*

### Candidate's Response to Part (d)

- (d) You plan to celebrate your favorite holiday with your friends. Write the message you send inviting them to the celebration, mentioning one thing that they will enjoy.

*Les ~~te~~ gustaría ~~se~~ acompañarme al parque por  
este día laboral para disfrutar de jugar al  
fútbol*

(3 marks)

### Examiner's Comments

This situation caused some difficulty for many candidates as they were unable to use the appropriate grammar to invite someone and say something that they will enjoy.

The most common errors included the following.

- Inability to invite someone, for example, 'tu invito,' 'yo invito tú', 'yo soy invitando tú', 'ustedes invitan'
- Confusion with *tu* and *te*, for example, *me gustaría invitar 'tú' a una fiesta*
- Misuse of the verb *gustar*, for example, '*gustarás la comida*', '*te gustas*'

### Part (e)

Your teacher is ill and in hospital. Write the text message you send wishing him/her a speedy recovery and promising to do something.

Function: Wishing a speedy recovery and promising

Full response: *Que se mejore pronto y prometo que voy a visitarle mañana.*

### Candidate's Response to Part (e)

- (e) Your teacher is ill and in the hospital. Write the text message you send wishing him/her a speedy recovery and promising to do something.

*Espero que se mejore pronto y cuando se mejore  
prometo que le compraré un regalo*

(3 marks)

### Examiner's Comments

The candidate provided an excellent response. All elements were included and perfect grammar and vocabulary were used.

This question proved to be quite problematic for most candidates as they did not seem to know how to use the subjunctive nor how to make a promise. Very few gained full marks for this situation.

The word *prometer* did not seem to be known by many candidates. Candidates also used the familiar register to address their teacher instead of the formal form of address. Some were able to find ways of expressing a promise without using the verb *prometer*. Wishing someone a speedy recovery in Spanish seemed very problematic. Many scored partial marks for either omitting the wish or the promise.

The most common errors included the following.

- Use of familiar address when formal was required, for example, *espero que 'te' mejores pronto, espero que 'estés' bien, voy a 'visitarte'*
- Misuse of the word 'you', for example, *voy a visitar 'tú' pronto*
- No use of the subjunctive after *espero que*, for example, *espero que 'está' bien*
- Unfamiliarity with command forms, for example, *'está bien pronto', 'se siente bien pronto'*

### Part (f)

*You are enquiring about a summer job at the local Spanish embassy. Write the email that you send asking for TWO details about the job.*

Function: Asking for details

Full response: *¿Cuánto pagan y tengo que trabajar los fines de semana?*

**Candidate's Response to Part (f)**

- (f) You are enquiring about a summer job at the local Spanish embassy. Write the email that you send asking for TWO details about the job.

¿Este trabajo ofrece un buen salario y  
cómo están los empleados?

**(3 marks)**

**Examiner's Comments**

Very few candidates scored full marks for this situation. Many had problems thinking of the kinds of questions one would ask about a job. Those who knew what to say in English expressed their answer with sentences riddled with grammatical inaccuracies.

The most common errors included the following.

- No conjugation of verbs, for example, '¿cuándo comenzar y terminar el trabajo?'
- Omission of the *que* in the expression 'to have to', for example, '¿tengo ^ trabajar cada día?'
- Use of 'hacer dinero' instead of *ganar dinero*
- Misuse of *saber* and *conocer*, for example, *necesito 'conocer' a qué hora debo llegar*

**Part (g)**

You have ordered food to be delivered to your home. Write the text message you send saying what you want and where it should be delivered.

Function: Giving information

Full response: *Me gustaría una pizza con queso y piña, vivo en la Calle Sanchez, número 15.*

**Candidate's Response to Part (g)**

- (g) You have ordered food to be delivered to your home. Write the text message you send saying what you want and where it should be delivered.

Me gustaría pollo y arroz y la comida debe  
ser entregado a la puerta de mi casa.



(3 marks)

**Examiner's Comments**

Many candidates mastered at least one part of the situation but had difficulty giving the two elements required, which were what you want and where you wanted it delivered. Many just said that they wanted the food delivered to their home without giving a specific address. Some candidates also had an issue with the spelling of certain food items such as *hamburguesa* and *arroz* especially, which they spelt 'ris' or 'riz'. There were also errors in writing the street and its number in the correct place.

The most common errors included the following.

- The use of *a* for *en* when talking about a place, for example, '*a mi casa*'
- Stating addresses in Spanish

## Part (h)

You receive your report card and are not happy with the results. Write the text message you send to your parents abroad, explaining your poor performance and promising to do better.

Function: Explaining with a promise

Full response: *No estudié pero les prometo que voy a estudiar más.*

### Candidate's Response to Part (h)

- (h) You receive your report card and are not happy with the results. Write the text message you send to your parents abroad, explaining your poor performance and promising to do better.

Obtengo notas malas en mis exámenes pero  
yo prometo a hacer ~~mejor~~ ~~más~~ bien en  
mi examen próximo

P

(3 marks)

### Examiner's Comments

The candidates received partial marks as the two elements needed in the response were not provided. No explanation was given for bad performance.

For this situation many candidates scored partial marks because they left out the explanation for the poor performance. Most candidates could not express the word *performance* in Spanish although this item of vocabulary was not necessary with respect to the answer. They also did not know the verb *prometer* (to promise).

The most common errors included the following.

- Unfamiliarity with the conjugation of *obtener*, for example, '*obtengo*', '*obtento*'
- Unfamiliarity with vocabulary related to marks, grades, results etc.
- Use of the present tense when the past tense was needed, for example, *anoche no 'estudio'*
- *Por* and *para*, for example, *no estudié 'por' el examen*

**Part (i)**

Your younger brother cannot go to a concert because he has not completed his chores. Write the WhatsApp message you send him offering to help him complete TWO of his chores.

Function: Offering to do something

Full response: *No te preocupes voy a lavar los platos y limpiar tu dormitorio.*

**Candidate's Response to Part (i)**

- (i) Your younger brother cannot go to a concert because he has not completed his chores. Write the WhatsApp message you send him offering to help him complete TWO of his chores.

Tu ~~ga~~ <sup>qu</sup> ¿Te gustaría <sup>ayudar</sup> ~~ayudar~~ con lavar los platos y quitar la mesa? ✖ ✖

P

(3 marks)

**Examiner's Comments**

The candidate gained partial marks for misinterpreting the situation, writing as though the brother is asking for help instead of the sibling offering help. Candidates need to read the situations carefully to avoid such mistakes.

For this situation most candidates were able to offer to do the household chores using appropriate vocabulary. However, the responses were riddled with grammatical inaccuracies. Some candidates just mentioned that they would help with two tasks without mentioning what the tasks were.

The most common errors included the following.

- Misuse of *tu*, *te* and *ti*, for example, *voy a ayudar 'tu'/'ti' con el trabajo*
- Not using the preposition *a* after *ayudar*, for example, *'voy a ayudarte ^ planchar la ropa'*
- Use of *asistir* for *ayudar*, for example, *voy a 'asistir' con tu trabajo*
- Use of *'las ropas'* instead of *'la ropa'*

**Part (j)**

You are trying to complete an assignment but are experiencing difficulties. Write the text message you send to your friend explaining the difficulty and requesting assistance.

Functions: Explaining and requesting

Full response: *La computadora no funciona, ¿me puedes ayudar por favor?*

**Candidate's Response to Part (j)**

- (j) You are trying to complete an assignment but are experiencing difficulties. Write the text message you send to your friend, explaining the difficulty and requesting assistance.

*¿Puedes ayudarme para completar esta pregunta  
asignación ~~my~~ desafiante?*

**(3 marks)**

**Examiner's Comments**

This proved to be one of the most challenging situations since many candidates lacked the vocabulary to respond appropriately to it. Many candidates asked for help without saying what the difficulty was while others mentioned that they were having difficulty without being specific. For this, they scored partial marks.

The most common errors included the following.

- Using a feminine article with the word *problema*, for example, *no comprendo 'esta' problema*
- Misuse of *ser* and *estar*, for example, *la tarea 'está' difícil*
- Unfamiliarity with the word *assignment* in Spanish although it was not essential to the response

## Recommendations

### For Teachers

- Frequent sessions using sample directed situations from different CSEC past papers with a focus on the language functions should be facilitated. This can help students to gain a greater awareness of the role of the language functions, thus helping them to produce accurate and appropriate responses.
- Conduct grammar sessions that focus on specific thematic contexts. Students can learn a variety of vocabulary and verbs in the context of topics such as shopping, travel, school, home and family etc.
- Facilitate spelling exercises especially with words that bear close similarity to English words. Help students develop an awareness of which consonants cannot be doubled in a Spanish word. For instance, 'b' and 'v' and 'd' consonants in Spanish words need extra practice in spelling exercises, as well as 'll' vs 'y'. Activities that reinforce the correct spelling of other words in the target language and that allow students to practise spelling these words should be included in teaching/learning activities.
- Use grammar activities to further review and reinforce
  - the use of *ser* and *estar*
  - the use of *y* instead of *e* when followed by a word beginning with the letter *l*, for example, *Es alto y inteligente*
  - advising or making recommendations using both the formal and informal registers
  - expressing commands
  - the agreement of adjectives with nouns in Spanish
  - the preterite and imperfect tenses
  - the conditional and future tenses.
- It is important that students are reminded to read the questions carefully, responding specifically to the information requested and recognizing the function which is required. In guiding students' writing, teachers should emphasize the need for students to underline the key words and phrases in the situation so that they do not omit important information when constructing their responses.
- Students must be encouraged to embrace the unique use of accents in Spanish especially in cases where they change the meaning of the word as their presence or absence will certainly cause them to lose marks.
- A significant number of students were unable to respond in one sentence so practice in this area is necessary. They should be encouraged to be direct (to the point) in their responses as lengthy responses may lead to careless errors which may prove costly. In addition, students need to be guided on how to link two sentences by replacing the full stop (.) with a semicolon (;) or with the conjunction 'y'.
- Many students omitted the interrogation marks at the beginning and end of questions. The writing of questions should be reinforced.

- Modern language departments should work in tandem with English departments because there is a general breakdown in the comprehension of English words.

### **For Candidates**

- Candidates are encouraged to write more legibly, especially when writing accents or dots above vowels.
- Many candidates seem to write and erase and then write again (maybe from pencil to pen,). This creates a type of double print when copying is done and is difficult to read. Candidates are therefore reminded to pay particular attention to this.
- Candidates are to avoid writing within the margins of the response sheet as responses will not be scanned properly.
- Many candidates could have improved their performance by simply reviewing what they wrote.
- Improvements in this area of the examination require some basic rules that candidates need to follow. Candidates need to be brief and direct in responding to situations. They should avoid long responses and giving a preamble to the response. The longer responses tended to be a lot more disjointed.
- Candidates should expose themselves to more idiomatic expressions and should seek to develop a wider range of vocabulary, thereby improving the quality of their responses.
- Candidates should read and highlight the key functions being tested in each situation before attempting a response to ensure that responses are appropriate.

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## Section II (Question 2) — Letter

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Candidates were required to write a letter, using 130–150 words, based on four given cues. They were assessed on use of language, accuracy, coherence and clarity of expression. The demands were suitable, adequate and within the candidates' life experiences. The cues were not narrowly structured and allowed candidates to express themselves in language which would have been within their ability. Even candidates whose vocabulary and grammar might have been limited would not have been disadvantaged. The question demanded the use of a wide range of tenses which included the present, the preterite, the imperfect, and the future.

### Letter

You have just purchased an item online. When you received the purchase, you were unhappy. Write the letter you send to your Cuban friend about this experience. Be sure to include

- what the item was and why you bought it
- the problem you had with the item and how you felt
- how you expect the company to compensate you
- your feelings about future online purchases.

### **Candidates' Performance**

Some candidates prepared adequately for this examination, and this resulted in some responses ranging from good to excellent. However, there were too many responses which ranked within the poor to moderate category. In many instances, poor performance suggested that candidates were perhaps not prepared for this question.

### **Candidates' Strengths**

Strong candidates used excellent grammatical structures and vocabulary within their letter, utilizing the required tenses and incorporating idiomatic expressions and the proper format for the letter (particularly the date, *12 de enero de 2022*). These candidates showed great competence in the use of varied tenses and idiomatic expressions. They also demonstrated an understanding of the format for letter writing and how to develop their ideas according to the cues.

### **Examples of Good Use of Vocabulary and Grammar**

Opening lines

- *Espero que todo vaya bien contigo/Espero que tu familia esté bien/Espero que todos estén bien*
- *Hace un rato que no hablamos.*

Introductory paragraph, showing use of appropriate expressions to explain to the reader the objective of the letter

- *Te estoy escribiendo para decirte de ...*  
*Te escribo para contarte de ...*

Correct use of idioms in closing lines

- *De todos modos, es todo por ahora/hasta la próxima vez/ fuertes abrazos/ disfruta tu día.*

Correct tenses and accent marks in the preterite to express past actions

- *Yo compré un radio, yo llamé la compañía, me sentí un poco decepcionada, ... les expliqué, te escribiré.*

### **Candidates' Weaknesses**

Some candidates were obviously unprepared for letter writing and therefore produced just a few lines, falling short of the required word limit. They seemed to understand the demands of the question but were severely impeded by a lack of the necessary vocabulary, with responses containing numerous grammatical inaccuracies.

### **Common Errors**

Common errors included the following.

- The writing of the date, the salutation and even the ending proved to be a challenge for many candidates. For example, candidates wrote '*el trece de enero de dos mil*'/'*trece eneros dos mil veintidos*'
- Incorrect accentuation and absence of required accents, for example, '*yo comprendi*', '*practique*', '*rompio*'
- Misuse of *por* and *para*, *ser* and *estar*, for example, *espero que todo 'es' bien/yo 'soy' escribiendo por*
- Spelling words correctly
- Incorrect conjugation of verbs
- Noun–adjective agreement, for example, *el vestido 'roja'*, '*una nueva' teléfono*
- Subject–verb agreement, for example, *mi mamá 'llamé' la compañía*

Candidate's Response to Question 2 — Sample 1

13 de enero de 2022

Querido Amigo,

Hola, ¿cómo estás? Perdona no haya te escrito. Espero que todo es muy bien de salud en compañía de tu familia. Espero que todo es bien. ¡~~PERO~~ aquí todo es muy mal!

La semana pasado yo compré ~~los vasos~~ <sup>la camisa</sup> del agua en línea. ~~Los vasos~~ estaba. La camisa fue roja y muy linda. Pero cuando recibí la camisa fue verde, muy feo y ~~mucho~~ <sup>muy</sup> grande para mí. Fue muy triste porque yo ~~no~~ necesité la camisa para ir a una fiesta.

Espero que la compañía comiende que estoy triste y dame otro camisa roja y linda por no ~~me~~ moneda!

En el futuro ~~no~~ <sup>no</sup> compraré ~~en~~ <sup>en</sup> cualquier cosa en línea. Solo en las tiendas grandes. ¿Y tú? ¿Prefieres ir de compras en línea o en las tiendas? ¿Cuál es tu favorito tienda en Cuba? ¡Tengas un buen día!

Con cariño  
Isabella.

### Examiner's Comments

The response is an example of a satisfactory script. The candidate addressed and developed all points showing good use of essential grammar, reasonable vocabulary and structure. The response was fairly clear and coherent but had several errors. These included the following.

- Poor use of the subjunctive, for example, *espero que todo 'es' bien, espero que todo 'es' muy bien*
- The issue of agreement of subject and adjective, for example, *la semana 'pasado', 'otro' camisa, camisa 'rojo', etc.*
- *Ser/estar* confusion, for example, *'fue triste', la camisa 'fui,' etc.*

### Candidate's Response to Question 2 — Sample 2

Pond Ground  
El 13 de Enero de 2022

Querida Sasha,

Te escribo ~~para decirte~~ porque no  
emocionado. Compré un vestido rojo  
~~para~~ para mi graduación. El vestido es  
muy feo y largo, no me gusta, y  
no emocionado. Me gustaría dos vestidos  
rojo nuevo y mucho dinero también.  
No comprar vestidos online, el tiempo, el  
servicio es muy mal y un fortunate.  
Me gustaría regresar pronto. No compro  
online.

Tu mejor amiga  
Tiandra Carter

### Examiner's Comments

This exemplar is an example of a limited script. The candidate did not address or develop all the points and used poor grammar and vocabulary. Further, the response lacked coherence and clarity, making it barely comprehensible.

- The date is written incorrectly, 'El 13 de Enero de 2022'.
- There are several spelling errors, for example, 'graduacion', 'gustaria', 'service'
- Verbs are not included in some sentences, for example, '... no emocionado', 'no aprecio' etc.
- Agreement is lacking, for example, 'dos vestido'.
- English is used, for example, 'unfortunate', 'online'.

### Candidate's Response to Question 2 — Sample 3

..... 13th Enero 2022 .....  
..... St James, Hight 5 .....  
.....  
Mi amiga Joey .....  
..... Yo percheara una camisa roja online, para semana. Yo percheara  
ta camisa por que mi enchantan la roja. Uagá á ver a verde .....  
y no roja. Yo soy muy disipantada. El companio es rra casa .....  
camisas rojas para me. Yo na recomienda es companio online .....  
..... Tu amigo, Eren .....  
.....

### Examiner's Comments

The exemplar is an example of a poor script. The response is incomprehensible, showing constant use of English, French or Portuguese. Additionally, the following observations were made.

- The date is written incorrectly.
- The response is significantly shorter than the word limit requirement.
- Some of the words used are not Spanish: 'percheara', 'companio', 'enchantan'.

## Recommendations

- The teaching of grammar might appear to be burdensome to many but it cannot be overlooked. The need for good grammar must be emphasized. Constant drilling is required.
- More time and effort must be spent on understanding the need for the use of the subjunctive.
- Regular practice in letter writing and acquiring a pool of idiomatic expressions which might enhance the quality of candidates' responses should be facilitated.
- Candidates are encouraged to place greater effort in developing competence in the use of verbs particularly irregular verbs. Certain verbs are almost sure to be needed in any Spanish exam. These may include *tener, ir, decir, hacer, ver*.
- Attention needs to be paid to learning vocabulary.
- It is necessary that students be guided in the correct use of a dictionary to alleviate the incorrect use of vocabulary.
- The importance of accents must be stressed.
- Teachers should use games and drills to have students practise the language.
- Students can be directed to appropriate websites for further practice. Once again, prospective candidates are encouraged to use their smart phones, tablets, etc. to access websites which make learning the language interesting and simple.

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## Section III (Question 3) — Contextual Dialogue

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This section required candidates to complete a contextual dialogue consisting of 80–100 words, using the five cues in English which were provided. Candidates were assessed on use of language, accuracy, coherence and clarity of expression. Their responses also had to fit the utterances that came before and after theirs. The contextual dialogue was in keeping with the information outlined in the syllabus and therefore within the scope of candidates' ability.

### Contextual Dialogue

There is a hurricane warning in your region. You and your friend, Juanita, have a discussion on the preparations your families are making for this impending threat. Responses to ALL of the cues listed below MUST be included in the completed dialogue.

- Details heard on the news regarding a hurricane
- Fears and concerns of your family
- Preparations made by your family for the hurricane
- Recommendations on important items needed
- Reminder to be safe during the hurricane

For all cues to have been used well and appropriately, candidates should have provided the following information.

First *yo*: Mention of something about the name of the hurricane being Eduardo

Second *yo*: Mention of bad weather

Third *yo*: Mention of any feeling of family

Fourth *yo*: Any expression of your feeling

Fifth *yo*: Mention of preparations for the hurricane

Sixth *yo*: Mention of what has been bought

Seventh *yo*: Mention of importance of being able to keep in touch/communicate

Eighth *yo*: Any appropriate response

Ninth *yo*: Some utterance about being careful/safe

Along with the cues provided, candidates were expected to use the utterances made by the second person in the dialogue as a guide regarding what they were expected to say/write.

### **Candidates' Performance**

Generally, performance on this question was unsatisfactory. A few candidates scored full marks for adhering to and responding to the cues provided, giving a good range of vocabulary and structures.

Although it was within the scope of candidates' ability, a few did not attempt to provide an answer. Weaker candidates simply rewrote what they saw in the utterances of the second speaker.

### Candidates' Strengths

Very few candidates performed in the very good to excellent band. Those who produced responses of a high standard included expressions/structures like

- *está nublado, hace viento, está llovisnando*
- *recomiendo que tú compres comida enlatada*
- *recomiendo que tengas un radio durante el huracán*
- *mi mamá ha hecho las compras/mi mamá ha arreglado el botiquín.*

### Candidates' Weaknesses

Overall, candidates' performance was fair. Most responses were rated satisfactory or moderate. Some candidates did not provide a response or gave inadequate responses to the cues provided.

It must be noted that many of the dialogues were disjointed because candidates did not write a complete response which blended with the cue which preceded and followed the responses. This was evident for the response which required the mention of bad weather and that which required the mention of preparations for the hurricane. Also, some candidates copied parts of Juanita's responses to complete the dialogue and, in some instances, the responses were accurate.

Areas of weakness included the following.

- Subject and verb agreement, for example, *mis padres 'tienes' baterias*
- Agreement of adjectives, for example, *este es noticias muy 'mal'*
- Position of adjectives, for example, *'fuerte viento'*
- Incorrect use of tense, for example, *mi familia 'preparada' muchas cosas*
- Misuse of *ser* and *estar*, for example, *mi familia es muy 'mal'*
- Misuse of *por* and *para*, for example, *compro cosas 'por' mi casa*
- Spelling errors: *'mierdo'* for *miedo* and *'nublas'* for *nubes*

Errors which were frequently observed included the following.

- *'Me llamo Eduardo'* — failure to mention Eduardo as the name of the hurricane
- Listing items bought using the definite article and the use of *'las ropas'*
- *'Siento'* used instead of *'Me siento'*
- *'Temer'* used for *'miedo,'* for example, *tienen mucho 'temer'/siento un poco 'temer'*
- *'Demasiado'* used for *'también,'* for example, *tengo miedo 'demasiado'*
- *'Porque'* used for *'a causa de'*

- 'Gusta' used for 'como,' for example, '... necesidades gusta agua, comida y ropa'
- Ser used to express feelings, for example, 'mis padres son tranquilos'
- 'Semejantes' interpreted as the items bought

**Candidate's Response to Question 3 — Sample 1**

**Juanita:** ¿Oíste del huracán que nos amenazará? Creo que su nombre comienza con la letra 'E'.

**Yo:** ..Sí, su nombre es Eduardo.....

**Juanita:** Ah...sí... ¡Eduardo! Las noticias dicen que llegará a nuestro país dentro de tres días.

**Yo:** ..Las noticias ~~dicen~~ también dicen que habrá  
 mucha lluvia, fuerte viento y ~~en~~ nubladas muy  
 ..oscuros.....



**Juanita:** Sí, mi mamá mencionó estas mismas condiciones de mal tiempo. ¿Cómo esta reaccionando tu familia a las noticias?

**Yo:** Mi familia se siente muy preocupada.  
Teme de todo lo daño que la ciudad  
sufiría el barrio podría sufrir.

**Juanita:** Mis hermanitos se sienten igual, pero Papi nos avisó que es importante mantenernos tranquilos. ¿Cómo te sientes?

**Yo:** Me siento igual. Pero yo creo en Dios entonces yo  
salgo que todos nosotros estaremos guardado.

**Juanita:** Yo entiendo, amigo/a. ¿Qué preparaciones está haciendo tu familia?

**Yo:** Estamos acumulando los documentos nuestras, y y  
cortando los arboles altos.

**Juanita:** En mi barrio como el tuyo, los supermercados están llenos de gente. ¿Ustedes han comprado lo necesario para el huracán?

**Yo:** Sí, hemos comprado botellas de agua y botes de  
comida y much

**Juanita:** Sí, mis padres también compraron cosas semejantes. Mi tío que vive con nosotros dice que debemos cargar nuestros teléfonos celulares.

**Yo:** También lo hicimos. Deberías comprar los radios  
para escuchar las noticias. Te ayudarán a mantenerte en contacto.

**Juanita:** Por supuesto, la comunicación es importante. Mis tíos ya tienen sus radios listos.  
¿Compraron tus padres baterías extras?

**Yo:** Si, lo hemos hecho.

**Juanita:** Entonces, parece que tenemos todo organizado pero en realidad, espero que el huracán pierda su fuerza.

**Yo:** Tambien... lo espero. Te cuidas. ~~Llamat~~  
Te <sup>S</sup> acuerdas tener cuida. Acuerdate <sup>S</sup> a cuidarte.

**Juanita:** Gracias amigo, intentaré cuidarme. Hablaremos pronto.

**Total 20 marks**

#### Examiner's Comments

The response provided was good. All cues were used quite well and the language flowed naturally. Ideas were expressed with clarity and the grammar used was generally accurate. There were errors, however, which prevented this response from being categorized as very good. They include the following.

*Todo 'lo' daño*

*Teme 'de'*

*'Salgo' que nosotros estaremos guardado*

*Estamos 'acumulandos'*

*Te 'ayudarán ^' mantenerte en contacto*

*Acuérdate 'a' cuidarte*

*Accent errors: 'arboles', 'tambien', 'acuerdate'*

*Vocabulary: 'nublas'*

**Candidate's Response to Question 3 — Sample 2**

**Juanita:** ¿Oíste del huracán que nos amenazará? Creo que su nombre comienza con la letra 'E'.

**Yo:** Creo que su nombre es Eduardo

**Juanita:** Ah...sí... ¡Eduardo! Las noticias dicen que llegará a nuestro país dentro de tres días.

**Yo:** Sí, y las noticias dicen que Estará lloviendo en el país para dos días.



**Juanita:** Sí, mi mamá mencionó estas mismas condiciones de mal tiempo. ¿Cómo esta reaccionando tu familia a las noticias?

**Yo:** Mi familia esta muy nerviosos por antes.  
¿Y tu?  
S

**Juanita:** Mis hermanitos se sienten igual, pero Papi nos avisó que es importante mantenernos tranquilos. ¿Cómo te sientes?

**Yo:** Estoy muy nerviosa también especialmente para mi mascota. Pero mi familia y yo estamos preparando  
S

**Juanita:** Yo entiendo, amigo/a. ¿Qué preparaciones está haciendo tu familia?

**Yo:** Nosotros compramos ~~la comida de latas~~, un radio, ~~el agua de botella~~ y mucho más guardamos las ventanas y mucho más  
S

**Juanita:** En mi barrio como el tuyo, los supermercados están llenos de gente. ¿Ustedes han comprado lo necesario para el huracán?

**Yo:** ~~La familia han compra~~  
Han comprado las comidas de latas, las velas y la luz de antorcha.  
REP

**Juanita:** Sí, mis padres también compraron cosas semejantes. Mi tío que vive con nosotros dice que debemos cargar nuestros teléfonos celulares.

**Yo:** Sí, es muy importante porque ~~comunicación~~ es importante durante una tormenta.  
S

**Juanita:** Por supuesto, la comunicación es importante. Mis tíos ya tienen sus radios listas.  
¿Compraron tus padres baterías extras?

**Yo:** Si Compraron baterías etras por la luz de antorcha y por la radio.

**Juanita:** Entonces, parece que tenemos todo organizado pero en realidad, espero que el huracán pierda su fuerza.

**Yo:** Es importante que ~~nos~~ tú ten ~~cuidado~~ cuidado.

**Juanita:** Gracias amigo, intentaré cuidarme. Hablaremos pronto.

**Total 20 marks**

#### Examiner's Comments

The ideas in the response were organized and developed. Structures were adequate, enabling the communication and language to flow fairly well. However, there were several errors that kept the response in the satisfactory band. These included the following.

*Mi familia 'esta' muy 'nervioso por' antes*

*Nosotros 'compré'*

*'Nosotros han' comprado*

*Guardamos las 'ventanats'*

*Comidas de 'latas'*

*Espero que 'tu ten' cuidado*

*Porque '^ comunicacion' es importante*

Other spelling errors: 'etras', 'sí', 'esta'

### Candidate's Response to Question 3 — Sample 3

**Juanita:** ¿Oíste del huracán que nos amenazará? Creo que su nombre comienza con la letra 'E'.

**Yo:** ¡Jaja! Mi nombre es Eduardo.

**Juanita:** Ah...sí... ¡Eduardo! Las noticias dicen que llegará a nuestro país dentro de tres días.

**Yo:** Así, ¡Mi madre mencionó mal tiempo y mucha lluvia!

**Juanita:** Sí, mi mamá mencionó estas mismas condiciones de mal tiempo: ¿Cómo esta reaccionando tu familia a las noticias?

**Yo:** Ellos son muy preocupados. Mis hermanitos sienten más preocupación que otras personas. ¿Se sienten tu familia?

**Juanita:** Mis hermanitos se sienten igual, pero Papi nos avisó que es importante mantenernos tranquilos. ¿Cómo te sientes?

**Yo:** Un poco preocupado pero un poco tranquilo también.

**Juanita:** Yo entiendo, amigo/a. ¿Qué preparaciones está haciendo tu familia?

**Yo:** Mi familia compraron mucha comida y jugo y luces también. ¿Y tú?

**Juanita:** En mi barrio como el tuyo, los supermercados están llenos de gente. ¿Ustedes han comprado lo necesario para el huracán?

**Yo:** Sí, mi familia compraron; camisetas, pantalones y agua. ¿Y tú?

**Juanita:** Sí, mis padres también compraron cosas semejantes. Mi tío que vive con nosotros dice que debemos cargar nuestros teléfonos celulares.

**Yo:** ¡Mismo! Debo cargar mi teléfono ahora así que puedo usar en la noche para comunicarme.

**Juanita:** Por supuesto, la comunicación es importante. Mis tíos ya tienen sus radios listos.  
¿Compraron tus padres baterías extras?

**Yo:** No, No compraron baterías extras.

**Juanita:** Entonces, parece que tenemos todo organizado pero en realidad, espero que el huracán pierda su fuerza.

**Yo:** Ah sí. Tengo <sup>Cuidarte</sup> ahora. ¡Tengo ~~buena~~ <sup>cuidado</sup> y <sup>buena</sup> salud!

**Juanita:** Gracias amigo, intentaré cuidarme. Hablaremos pronto.

**Total 20 marks**

### Examiner's Comments

This response falls within the moderate category. Some of the cues were addressed but not all were used well. The errors in vocabulary and grammar affected the coherence of the response although some aspects were comprehensible. There was also limited use of idioms. Errors noted included the following.

#### Vocabulary

*mucha 'lleva'/ son muy 'preocupa'/ Un poco 'preocupo'/ 'extras'*

#### Grammar

*Mis hermanitos '^' sienten*

*¿ '^' se 'sienten' tu familia?*

*Tengo '^' ir*

*'Cuidarte' mucho*

*Mi familia 'compraron'*

## Recommendations

- More time should be spent on this component of the examination. Students need to be taught how to do a contextual dialogue, using not only the cues provided but also the utterances that come before and after, to help them to formulate their responses. They should also be encouraged to write their own dialogue so that they have an idea of how a dialogue flows.
- Students should be encouraged to read the dialogue before inserting their responses, to allow for the natural flow of conversation. Furthermore, they should be made aware that the order of the cues does not necessarily mean that the dialogue is written in the same order.
- Students need to be encouraged to avoid writing in English and then translating, when writing in and out of the classroom.

- Candidates need to build and strengthen their vocabulary as well as expose themselves to idioms, synonyms and antonyms in the target language, in order to incorporate these into their writing.
- Students should be taught how to work with word limits. In addition, teachers need to encourage students to review and reread their work. Teachers can plan and structure review time into each lesson to help students get into the habit of looking over their work before submission.

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## Section IV (Question 4) — Reading Comprehension

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This question tests candidates' ability to read a passage in Spanish and then demonstrate comprehension skills by responding in English to questions posed in English, based on the passage they have read.

The reading comprehension passage for the CSEC January 2022 examination was appropriate for a candidate who would have already attempted this question in the previous year or for one who was attempting it for the first time. The level of vocabulary and grammar was such that candidates should have consistently scored between 18 and 20 marks out of a total of 20.

### Candidates' Performance

Overall, candidates performed at a very good level. There were some instances where a lack of vocabulary influenced the kind of responses offered. There was a general reduction in the number of responses that were written in Spanish or 'Spanglish'. However, there were many cases where candidates' responses were structured in a distorted way.

### Candidates' Strengths

- Instructions were adhered to quite well.
- Where questions were awarded more than one mark, many candidates at least managed to gain two out of three or one out of two.

### Candidates' Weaknesses

- After reading the passage in its entirety, candidates did not recognize *hijos* as being children which led to them using the pronoun 'he'.
- There were some items of vocabulary that challenged the candidates. These included *en vivo*, *canal*, *cuentos para niños*, *derramar lágrimas*, *premio*, *concurso*, *se destacó*, *agradecer*, *bibliotecaria*.
- Candidates seemed to have a problem with structuring their responses. This indicates a weakness in reading.

**Part (a)**

Why was Mrs Sanchez interviewed?

**Examiner's Comments**

Two marks were allocated to this part for the mention of *successes* and *her children*. Any word that could be associated with successes such as *accomplishments* or *achievements* was accepted. Only a few candidates used the word *successes*; perhaps because not many knew the word *logros*.

**Example of a Correct Response**

Mrs Sanchez was interviewed to talk about the achievements of her two children, Carmen and Miguel.

**Example of a Partial/Incorrect Response**

Mrs Sanchez was interviewed because of her two children.

**Part (b)**

Where and how Mrs Sanchez interviewed?

**Candidate's Response to Part (b)**

(b) Where and how was Mrs Sanchez interviewed?

She was interviewed in a past event in  Canal  
Estrella.

(2 marks)

**Examiner's Comments**

In the sample above, the candidate scored half of the allotted marks because of a lack of vocabulary. Similar to this candidate, many candidates did not seem to know what *en vivo* meant and therefore could not respond correctly.

Two marks were allocated to this part for use of the words *live* on *Channel Star*. The responses given were at times distorted. '*Canal Estrella*' was accepted. Most candidates got the *where* part of the response correct but the *how* was problematic for many.

**Example of a Correct Response**

Mrs Sanchez was interviewed live on *Canal Estrella*, Channel Star.

**Example of a Partial/Incorrect Response**

Mrs Sanchez was interviewed on *Canal Estrella*.

**Part (c)**

According to Mrs Sanchez, when did Carmen's love for reading first begin?

**Examiner's Comments**

Only one mark was allocated to this part. Most candidates attempted this part and many of them answered correctly. Those who provided incorrect responses wrote three years ago (age) or thirteen years old (mixing up 3 and 13).

**Example of a Correct Response**

According to Mrs Sanchez, Carmen's love for reading first began when she was three years old.

### Part (d)

How did Carmen show her love for reading?

#### Examiner's Comments

This part was worth three marks. Three out of four elements were accepted. Many candidates provided a partial response and gained one to two marks.

#### Example of a Correct Response

Carmen showed her love for reading by spending hours every day reading stories, magazines and the newspaper.

#### Examples of a Partial/Incorrect Response

She spent hours reading every day to show her love of reading.

Carmen spent hours daily reading stories and newspapers.

### Part (e)

What is Carmen recognized for in her country?

#### Examiner's Comments

One mark was allocated to this part. The elements that were accepted were *recognized as a famous writer or writer of children's stories/books* or *she has written children's stories/books*.

#### Example of a Correct Response

Carmen is recognized for being one of the famous writers of her country, Valencia, because of her stories for children.

#### Example of a Partial/Incorrect Response

She is recognized for her book about Valencia.

### Part (f)

What was Mrs Sanchez's initial reaction when talking about her son Miguel?

#### Examiner's Comments

Two marks were assigned to this question for the *action of crying* and *tears of joy*. Partial marks were awarded for the emotion of joy. Some candidates did not understand *derramar lágrimas*, taking their cue from the title, not understanding that pride is not a reaction but a feeling.

#### Example of a Correct Response

She cried tears of joy.

#### Example of a Partial/Incorrect Response

She was full of pride.

### Part (g)

Give two of Miguel's achievements.

#### Examiner's Comments

Two marks were awarded for each of Miguel's achievements. Some candidates got either the first or the second part right. They did not know *premio* and took *concurso* to mean 'course'.

#### Example of a Correct Response

He won first prize in a national poetry competition and represented his country in an international poetry competition.

#### Example of a Partial/Incorrect Response

He got an award and did an international course in poems.

### Part (h)

At what age did Miguel first show his talent?

#### Examiner's Comments

Most candidates answered this question well. Those who did not thought that the correct response was at age 15 since that was the age at which Miguel achieved eminence. They should have taken their cue from *talent* and should have looked for that in the passage.

#### Example of a Correct Response

At age eight.

#### Example of a Partial/Incorrect Response

He showed it at 15.

### Part (i)

Why did Miguel write his first poem?

#### Candidate's Response to Part (i)

(i) Why did Miguel write his first poem?

Miguel wrote his first poem to add to the library to  
allow for the borrowing of additional books.

(3 marks)

### Examiner's Comments

The candidate scored partial marks because the vocabulary necessary for a full answer was lacking. The verb *agradecer* and *bibliotecaria* seemed to be unfamiliar to the candidate although they are words that fall within the scope of the syllabus. This script is an example of how being unfamiliar with one word can cause candidates to lose marks.

This part was worth three marks. One mark each was allocated for the action of thanking, who was being thanked and why. This response was misunderstood by several candidates, demonstrating their lack of knowledge of key vocabulary items that would have helped them to understand what was required. The vocabulary items included words such as *agradecer*, *bibliotecaria* and *pedir prestado*.

### Example of a Correct Response

He wrote it to thank the librarian for allowing him to borrow additional books.

### Example of a Partial/Incorrect Response

He wrote it to get the library to allow him to add more books.

### Part (j)

What can be learnt from Mrs Sanchez?

### Candidate's Response to Part (j) — Sample 1

(j) What can be learnt from Mrs Sanchez?

Mrs. Sanchez IS a proud, thankful and dedicated mother because she <sup>helped</sup> ~~help~~ her kids find their passion for reading and ~~living~~ ~~has~~ which has made them successful.

(3 marks)

## Candidate's Response to Part (j) — Sample 2

(j) What can be learnt from Mrs Sanchez?

I learnt from Mrs Sanchez that  
parents ~~st~~ should push their  
children ~~to~~ read and go to  
libraries ~~in~~ their school or town.

(3 marks)

### Examiner's Comments

Both candidates provided excellent responses and scored full marks.

This last question was one of inference and was awarded three marks. Candidates needed to write any acceptable response that spoke to what parents ought to do regarding encouragement/support, what they were encouraging/supporting and how this would make them feel. Overall, candidates were able to come up with at least one thing that was learned from Mrs Sanchez although there were those who could not find anything to take away from the passage.

### Example of a Correct Response

That parents should encourage their children to read/go to or visit the library and be proud of their achievements.

### Example of a Partial/Incorrect Response

Parents should let their children visit libraries.

## Recommendations

- It cannot be stressed enough that there is a need to learn and revise vocabulary constantly, in English and in Spanish paying attention to synonyms in both languages. At this level, candidates should also have a working knowledge of Spanish names for boys and girls, as well as place names.
- Teachers should ensure that revision exercises cover the very beginning, that is, basic Spanish.
- Candidates are encouraged to practise responding to questions using past papers which are available on CXC's website and in other places. As part of this practice, candidates need to spend

some time learning how to express answers in their own words, so that they do not repeat the words of the question.

- Reading books, newspapers and magazines written in Spanish and in English would be helpful, especially when it comes to noting sentence construction.

## PAPER 03 — ORAL EXAMINATION

The CSEC Spanish oral examination tested candidates' ability to produce appropriate responses in Spanish to a number of situations testing specific functions, to read aloud a short passage in Spanish and to carry on a conversation in the target language by responding to questions based on four out of six topics set out in the syllabus: Daily Routine, Sports and Recreation, Shopping and Travel.

### Section I — Responses to Situations/Instructions

This section normally requires candidates to produce appropriate oral responses in Spanish to situations/instructions described in English in keeping with the function specific to the situation. As a result of a modification in the examination format because of the COVID-19 pandemic, this section of the examination was not assessed for the examination period January 2022.

### Section II — Reading Passages

This section assessed candidates' ability to read a passage in Spanish (125–130 words) demonstrating correct pronunciation of discrete sounds, good intonation and fluency. For this January exam, performance was not as good as expected. As usual, excellent readers exhibited a solid knowledge of the Spanish sound system, were well acquainted with the rules of stress and accentuation, and read with admirable fluency. However, there was evidence of candidates who seemed unprepared for the examination and who therefore did not perform as well.

Weaker candidates continue to be challenged by the reading component of the oral examination. It is indeed a cause for concern that after being exposed to the language for several years many candidates exhibit ignorance of the fundamentals of the Spanish sound system. Their pronunciation was faulty and anglicized. They showed no knowledge of the importance of intonation and started and ended their reading passage in the same tone. Passages were not phrased correctly so meaning was lost. Also, punctuation like commas and full stops were not observed. Little or no knowledge was displayed of the rules of accentuation and stress. Perhaps the lack of face-to-face learning due to the pandemic contributed to candidates' lack of practice or preparedness.

Common issues encountered in this section included the following.

- Stress on the wrong syllable for words such as *hasta, espera, compra, sale, ofrece, clásico, básico*
- Ignoring some of the syllables in words such as *partos* for *partidos* and *jugados* for *jugadores*
- Anglicizing words such as *cuestión, realmente, indispensable*
- Pronunciation of specific letters such as *z* and silent *h*, for example, *hasta*
- Pronunciation of the Spanish *e* like an English *e* in words such as *regateo/ofrece/realmente*.
- Mispronunciation of *u* as in *público, annual*

## Recommendations

Challenges in fluency and intonation in reading as outlined above typically stem from inadequate preparation and practice. Teachers must ensure that the sound system of the language is understood from very early in the learning process. Syllabification and stress are major pitfalls which must be addressed from very early. Spanish must be constantly used in the classroom and opportunities must be created for students to produce the language as often as possible. There is a great need for exposure to authentic listening activities that focus on the target language.

## Section III — Guided Conversation

This section of the oral examination tests the ability of candidates to respond to a number of questions based on four topics. This year the topics on which the candidates were tested were Home and Family, Sports and Recreation, School and Career, and Travel. Candidates were asked four questions on each of the topics and were assessed on comprehension and spontaneity, fluency and expression.

Performance in this section ranged from poor to satisfactory, as many candidates were unable to handle the questions posed to them. A few candidates at the upper end conversed easily and with great accuracy. Their answers to the questions were spontaneous and tended to be extended, demonstrating a wide range of vocabulary and grammatical correctness. However, weaker candidates experienced challenges in answering many questions. Many struggled with this section, handicapped by a limited vocabulary and poor knowledge of grammatical structures. Some candidates demonstrated limited comprehension of the questions posed. These candidates asked for questions to be repeated constantly and when they did answer, their sentences were short very, often resulting in *Yo no sé*. Weaker candidates struggled with the descriptive questions.

Common errors encountered in this section included the following.

- Subject–verb agreement, for example, *mis amigos y yo ‘visité .../mi familia y yo ‘ir’.../mi familia ‘prefieres’/las chicas ‘es’.../yo ‘lavas’.../mi familia ‘son’...*
- Use of ‘*me*’ with *preferer*, for example, ‘*me*’ *prefiero ...*, ‘*yo*’ *preferido*
- The excessive use of words such as ‘*interesante*’/‘*aburrido*’/‘*divertido*’ and in inappropriate contexts
- Use of the infinitive when a conjugated verb was needed, for example, ‘*yo levantarse*’, ‘*yo banarse*’
- Misplaced adjectives, for example, ‘*mi favorita tienda*’
- Agreement of noun and adjective, for example, ‘*mi tienda favorito*’, ‘*precios barato*’, ‘*mis tareas son difícil*’
- Omission of the personal *a*
- Not differentiating between *te gusta* and *te gustaría*
- Misuse of *ser* and *estar*

Some requests for repetition indicated a lack of comprehension of questions and fluency as candidates used the repeated questions to formulate their responses in the target language.

## Recommendations

Teachers must expose students to the consistent use of the target language in the classroom — through radio stations and podcasts, online oral and aural activities. Exposure to native speakers will also assist in providing an authentic language experience for students. Extensive use of Spanish in the classroom will not only strengthen students' listening and speaking skills but will also increase their confidence when conversing in Spanish. Students must be encouraged to pay attention to the details which are required in questions and to listen carefully to the demands of the question before responding.