



**CARIBBEAN
EXAMINATIONS
COUNCIL**

CSEC® SPANISH



**Subject Report
with
Exemplars**

June/July 2022



CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

JUNE/JULY 2022

**SPANISH
GENERAL PROFICIENCY**

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INTRODUCTION

This guide has been put together using candidate responses to the 2022 June/July examination in CSEC Spanish.

In July 2022, 10 758 candidates sat the Spanish General Proficiency examination. Approximately 55 per cent of candidates achieved Grades I–III compared with 59 per cent in 2021 and 65 per cent in 2020.

Performance on Profile 3 (Speaking) was consistent with performance on that same profile in 2021 and 2020. Regarding Profile 1 (Listening) and Profile 4 (Writing), there was a decline when compared with the previous years. Concerning Profile 2 (Reading), performance improved over that in 2021 but was lower than that in 2020.

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 have sufficient mastery of essential grammar and vocabulary. Performance in 2022 declined when compared with 2021.

Question 1

This question required candidates to carefully read ten situations described in English and then provide appropriate written responses to each situation, in Spanish.

Candidates' knowledge of Spanish vocabulary (inclusive of idiomatic expressions), and Spanish grammar rules and structure were key elements by which candidates' competencies in tackling this question were assessed. Marks were awarded if a 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 quality of language. Inappropriate responses were awarded no marks even if the language of expression was perfect.

Candidates' Performance

Overall, candidates' performance could be described as ranging from satisfactory to good. Some candidates were able to respond correctly to each situation while there were a few who lacked the vocabulary to express themselves competently. There were some exceptional responses where candidates demonstrated a commendable level of creativity, and a sound command of accurate grammar and wide vocabulary. Most candidates understood/recognized the function which needed to be addressed and attempted to provide appropriate responses.

Candidates' Strengths

Candidates generally observed the rubric and responded with precision and language accuracy. The quality of responses revealed that some candidates were well prepared for the exam. These candidates demonstrated an understanding of the requirements of the question, applied the lessons they had learnt to each situation and showed great ingenuity in answering questions that called for more than a straightforward answer. The range of vocabulary used was impressive.

Candidates' Weaknesses

Candidates seemed weak in the use of correct/appropriate vocabulary to respond to the situations given. There were many candidates who could have earned better scores if they had not made careless errors especially where spelling is concerned. An area of challenge for many candidates was in converting to Spanish what would be an appropriate answer in English. In the process of doing so, 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 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 in cases where a shorter answer would have sufficed. In some instances, candidates were penalized for writing more than one sentence. Candidates need to understand that the more they write, the more mistakes they are likely to make, so they should keep their sentences short and to the point.

General Areas of Weakness

Grammatical errors noted from among candidates' responses include the following.

- Inability to correctly form commands both familiar and formal
- Inappropriate uses of *Ser* and *Estar*
- Failure to use the personal *a* when required
- Lack of gender agreement
- Lack of the use of the subjunctive
- Incorrect conjugation of verbs

Part (a)

Situation: You are going to visit your aunt who lives abroad. Write the text message you send expressing how you feel about your visit and why.

Function: Expressing an emotion

Full response: *Estoy muy alegre porque no te he visto en mucho tiempo.*

Although most candidates responded appropriately to this situation, their answers were riddled with errors related to grammar and vocabulary.

Most common errors included the following.

- Misuse of *ser* and *estar*, for example, '*Soy*' *muy contento porque...* and *Tú 'estás' mi tía favorite.*
- Misuse of *tú, ti* and *te*, for example, *Quiero 'visitarti'* and *Quiero 'vertu'*
- Unfamiliarity with the use of the preposition after expressions like *estar contento/estar excitado*, for example, *Estoy contento 'verte'*
- Inability to differentiate between *emocionante* and *emocionado*, for example, *estoy 'emocionante'/es 'emocionado'*
- Difference between *bien* and *bueno*, for example, *Será 'bien' verte.*

Candidate's Answer to Part (a) – Sample 1

You are going to visit your aunt who lives abroad. Write the text message you send expressing how you feel about your visit and why.

Estoy muy contenta porque te extrañé mucho.

.....
.....

(3 marks)

Examiner's Comments

This candidate's response is a good example of keeping the response short and to the point, and using correct grammar and vocabulary. The candidate wrote a simple response that scored full marks.

Candidate's Answer to Part (a) – Sample 2

- (a) You are going to visit your aunt who lives abroad. Write the text message you send expressing how you feel about your visit and why.

Yo estoy muy feliz porque puedo visitar los
diferentes lugares como el mar y el parque.

.....

(3 marks)

Examiner's Comments

This is an example of a perfect response. It is totally appropriate with both elements included, plus perfect grammar. This candidate wrote a simple response that scored full marks.

Part (b)

Situation: You want to participate in a concert but cannot decide which instrument you should play. Write the text message your friend sends you suggesting which one you should choose and why.

Function: Suggesting

Full response: *Sugiero que toques la guitarra porque la tocas bien.*

Most candidates were able to give an appropriate response to this situation but with the serious problem of not being familiar with musical instruments, many used English words such as ‘guitar’, ‘drums’ etc.

Most common errors included the following.

- Use of *jugar* instead of *tocar*, for example, *Puedes ‘jugar’ el piano.*
- Misuse of *bueno* and *bien*, for example, *Tocas ‘bueno’ el piano.*
- Failure to use the subjunctive after *sugier* and *recomiendo*, for example, *Sugiero que ‘tocas’ el piano.*
- Unfamiliarity with the use of imperatives, for example, *‘Tocas’ la flauta porque es*

Candidate’s Answer to Part (b) – Sample 1

You want to participate in a concert but cannot decide which instrument you should play. Write the text message your friend sends you suggesting which one you should choose and why.

Tú deberías tocar el piano, No es
difícil de tocar.

(3 marks)

Examiner’s Comments

This candidate gave a perfect response. It was concise and totally appropriate.

Candidate's Answer to Part (b) – Sample 2

- (b) You want to participate in a concert but cannot decide which instrument you should play. Write the text message your friend sends you suggesting which one you should choose and why.

¿Thomas para el concierto toco la guitarra o ta el piano?

(3 marks)

Examiner's Comments

This candidate only gained partial marks because of a misinterpretation of the situation. The candidate wrote as though the person who needs help is asking the friend which instrument to play rather than the friend telling the person what to play and why. Candidates need to read the situations carefully to avoid such mistakes.

Part (c)

Situation: You receive a Valentine's Day card from a secret admirer with two pieces of information for you to guess who he/she is. Write the two pieces of information.

Function: Providing information

Full response: *Me siento cerca de ti y llevo gafas.*

This response was also well handled. Candidates were able to use simple vocabulary to give two details about themselves.

Most common errors included the following.

- Lack of agreement with nouns and adjectives, for example, *Mis ojos son 'azul'*.
- Misuse of *ser* and *estar*, for example, *'Estoy' alto*.
- Misuse of *saber* and *poder*, for example, *'Puedo' cantar muy bien*.

Candidate's Answer to Part (c) — Sample 1

You receive a Valentine's Day card from a secret admirer with two pieces of information for you to guess who he/she is. Write the TWO pieces of information.

Yo tengo las ojos azules y el pelo negro.....
.....
.....
(3 marks)

Examiner's Comments

This candidate's response demonstrates how accuracy and perfection can be achieved with simple vocabulary.

Candidate's Response to Part (c) — Sample 2

(c) You receive a Valentine's Day card from a secret admirer with two pieces of information for you to guess who he/she is. Write the TWO pieces of information.

...Hola guapa, solo quiero recordarte que siempre seras la mas bonita de todas y...
que siempre me encanta como me miras con tus ojos lindos cada mañana:.....
.....
(3 marks)

Examiner's Comments

This candidate totally misinterpreted the situation. The response is inappropriate. The candidate gained no marks although grammar and vocabulary were almost flawless.

Part (d)

Situation: Your friend has helped you out of a bad situation. Write the note that you send thanking him/her and mentioning what he/she did.

Function: Thanking

Full response: *Gracias por ayudarme con mi problema con el director.*

All candidates were able to express thanks but many encountered difficulties with the second element of why an expression of thanks was needed. Some candidates lost marks for simply saying ‘Thanks for helping’.

Most common errors included the following.

- *Para* instead of *por*, for example, *Gracias ‘para’ la ayuda*
- Use of the present participle instead of the infinitive, for example, *Gracias por ‘ayudando’*.
- Misuse of *mi* and *me*, for example, *Gracias por ‘ayudarmi’*.

Candidate’s Answer to Part (d) — Sample 1

Your friend has helped you out of a bad situation. Write the note that you send thanking him/her and mentioning what he/she did.

*Gracias por ser amable con ~~me~~ migo
en mis malos momentos.*

(3 marks)

Examiner’s Comments

Again, an example can be taken from this script showing that to score full marks, one does not have to use exaggerated vocabulary or complex grammatical structures.

Candidate’s Response to Part (d) — Sample 2

(d) Your friend has helped you out of a bad situation. Write the note that you send thanking him/her and mentioning what he/she did.

Muchas gracias ^o mi amigo

P

(3 marks)

Examiner's Comments

This candidate scored partial marks because of the omission of one of the two elements required for the answer. The candidate needed to read the situation carefully before answering to ensure that the requirements were understood.

Part (e)

Situation: You have to go abroad during the school term and will miss many classes. Write the text message your teacher sends to you, advising of two ways you can keep up with your studies.

Function: Advising

Full response: *Puedes llevar tus libros contigo y pedir ayuda a tus amigos.*

This was possibly one of the most problematic situations. Not many candidates gained full marks. A few lost marks because they only mentioned one way in which the student could keep up. A significant number of candidates lost marks for writing from the perspective of the student and not the teacher while others lost marks for addressing the student using the formal register.

Most common errors included the following.

- Use of two conjugated verbs together, for example, '*Puedes visitas ...*'
- Unfamiliarity with imperatives, for example, '*Lees' los libros.*'
- Misuse of *pedir* and *preguntar*, for example, '*Puedes preguntar' a tus amigos las notas.*'
- No use of the personal *a*, for example, '*Pida tus amigos las notas.*'

Candidate's Answer to Part (e) — Sample 1

You have to go abroad during the school term and will miss many classes. Write the text message your teacher sends to you, advising of TWO ways you can keep up with your studies.

Sigue estudiando y haciendo las tareas

(3 marks)

Examiner's Comments

This candidate demonstrated that one needs to read the situation to see what its demands are and then adhere to those demands. The candidate did not ramble or use any unnecessary explanations.

Candidate's Response to Part (e) — Sample 2

- (e) You have to go abroad during the school term and will miss many classes. Write the text message your teacher sends to you, advising of TWO ways you can keep up with your studies.

Debes estudiar con un libro y practicas
ingles español mucho.

(3 marks)

Examiner's Comments

This candidate gave an excellent response. All the required elements were included and perfect grammar and vocabulary were showcased.

Part (f)

Situation: Your neighbor is ill and needs some medication. Write the note he/she gives your father to take to the pharmacist, describing his/her symptoms and requesting specific medication.

Functions: Describing and requesting

Full response: *Tengo un dolor de cabeza, ¿me puede dar unas pastillas por favor?*

Candidates were required to do two things — explain symptoms and ask for specific medication. This situation is one in which very few candidates scored full marks. Many candidates had difficulty describing what was wrong. Those who did know what to say in English expressed their answers with sentences that were riddled with grammatical inaccuracies. Many candidates got partial marks for writing in the third person instead of the first person. Many also lost marks for not specifying what type of medication was needed.

Most common errors included the following.

- Problems expressing pain, for example, *'Mi cabeza no es bien.'* / *'Yo es muy mal.'*
- Use of the verb *doler*, for example, *Duelo mi cabeza/ mi duelo mi garganta/ Mi cabeza es duele.*
- Confusion between *ser* and *estar*, for example, *Soy enfermo.*
- Unfamiliarity with use of the definite article with parts of the body, for example, *'Me duele mi cabeza.'*
- Inability to express having a cold/the flu in Spanish, for example, *'Tengo un frío.'*

Candidate's Answer to Part (f) — Sample 1

Your neighbour is ill and needs some medication. Write the note he/she gives your father to take to the pharmacist, describing his/her symptoms and requesting a specific medication.

Tenga tres días con un dolor de cabeza
me puede mandar pastillas adultas para ayudar
con el dolor por favor.

(3 marks)

Examiner's Comments

The candidate provided a good response but needed to use punctuation or conjunctions to make the response one sentence.

Candidate's Response to Part (f) — Sample 2

- (f) Your neighbour is ill and needs some medication. Write the note he/she gives your father to take to the pharmacist, describing his/her symptoms and requesting a specific medication.

Me duele la cabeza y yo quiero un panadol.

(3 marks)

Examiner's Comments

This candidate showed how to answer appropriately with very simple vocabulary and structures. Many candidates struggled with this situation, so this example helps to show that one must not overthink a situation. The less you say, the less marks you risk losing.

Part (g)

Situation: You had an accident and are recuperating at the hospital. Write the text that your best friend sends you offering to do two things for you.

Function: Offering

Full response: *Voy a ayudarte a hacer tus tareas y limpiar tu casa.*

Most candidates were able to give an appropriate although grammatically flawed response to this situation. Some candidates scored partial marks for responding from the perspective of asking the friend to do certain things instead of the best friend offering.

Most common errors included the following.

- Unfamiliarity with the preposition *a* after *ayudar*, for example, *'Voy a ayudarte lavar' los platos.*
- Incorrect use of *gustar* and *gustaría*, for example, *'Gustaría/Mi gusto' ayudarte*
- No use of the infinitive after *ir a* or *gustar*, for example, *Voy a 'ayudo' / me gustaría 'ayudas'.*
- Misuse of *tu* and *ti*, for example, *Voy a cocinar para 'tú'.*

Candidate's Answer to Part (g)

You had an accident and are recuperating at the hospital. Write the text that your best friend sends you offering to do TWO things for you.

Puedo traerte la comida y puedo dar la comida
a tu ~~pero~~ perro.

(3 marks)

Examiner's Comments

This candidate submitted a good response that was short and to the point. Very simple language was used but it was effective.

Part (h)

Situation: On the morning of your interview for a summer job, you receive an email with a change in time and a reason for the change. Write the email.

Function: Explaining

Full response: *La entrevista será a las dos en vez de a las diez porque el gerente tiene una emergencia.*

This was one of the more challenging situations in which very few candidates scored full marks. There was a significant number of no responses perhaps due to lack of familiarity with appropriate vocabulary.

Most common errors included the following.

- Use of 'tiempo' instead of *hora*, for example, *El nuevo 'tiempo' es las diez porque.....*
- Use of 'porque de' for *a causa de*, for example, *La entrevista es a las diez 'porque de' otra reunión al mismo tiempo.*
- Expressing time in Spanish, for example, *La reunión 'es son las diez'.*
- The word 'on' with a day of the week, for example, *La entrevista es 'en' jueves.*

Candidate's Answer to Part (h) — Sample 1

On the morning of your interview for a summer job you receive an email with a change in time and a reason for the change. Write the email.

La mamá del jefe está en el hospital, por eso,
¿puede venir a las ^{cuatro} ~~diez~~ de la tarde? en lugar
de a las dos de la tarde?

(3 marks)

Examiner's Comments

This candidate's response shows good use of punctuation, allowing for all the elements to be included in a single sentence. Of note was the candidate's ability to recognize the need for a formal address in this situation.

Candidate's Response to Part (h) — Sample 2

- (h) On the morning of your interview for a summer job you receive an email with a change in time and a reason for the change. Write the email.

Carol, tener que visite la oficina, son las tres, por la tarde
porque tengo una emergencia.

(3 marks)

Examiner's Comments

This sample is another example of a totally appropriate response. However, the candidate lost two marks of three because of grammatical errors.

Part (i)

Situation: Your community is having an event to celebrate a special occasion. Write the note that is placed on the community noticeboard inviting persons to the event, mentioning what is being celebrated.

Function: Inviting

Full response: *Les invitamos a celebrar la fiesta de independencia con nosotros.*

For this situation most candidates were able to express some sort of invitation and mention what was being celebrated, albeit with errors.

Most common errors included the following.

- Using the apostrophe 's' in Spanish, for example, '*Vengan a Ana's cumpleaños.*'
- Problems with using the imperative to invite, for example, '*! Viene/n a la fiesta!*'
- Using *a* for *en* when talking about a place, for example, '*La celebración es 'al' centro comercial.*'
- Confusion with *ser* and *estar* with the past participle, for example, '*Ustedes 'son' invitados...*'

Candidate's Answer to Part (i) — Sample 1

Your community is having an event to celebrate a special occasion. Write the note that is placed on the community notice board inviting persons to the event, mentioning what is being celebrated.

¡Venga celebrar la graduación de María González!

(3 marks)

Examiner's Comments

This response was awarded full marks although the candidate had one error — the omission of the *a* after the verb *venir*. Based on the mark scheme, a candidate must have two errors to lose a mark.

Candidate's Response to Part (i) — Sample 2

- (i) Your community is having an event to celebrate a special occasion. Write the note that is placed on the community notice board inviting persons to the event, mentioning what is being celebrated.

Hola compañeros, vamos a celebrar un día de recreación y cultura el 10 de Julio del 2022. La invitación es para todo el mundo porque hay regalos para ganar.

(3 marks)

Examiner's Comments

This is an example of a very good script with excellent vocabulary and grammar, but the candidate lost marks for not adhering to the rubric which states that only one sentence should be used. Because the candidate wrote more than one sentence, partial marks were awarded since nothing after the first sentence was assessed.

Part (j)

Situation: During a health crisis in your country, the Ministry of Health puts out a notice in the newspaper reminding the public of two precautions they should take. Write the two reminders that are given.

Function: Instructing/reminding

Full response: *Deben lavarse las manos con frecuencia y llevar una mascarilla en público.*

This proved to be one of the most challenging situations in this question. Many candidates lacked the vocabulary to respond appropriately and many struggled to find two reminders/instructions.

Most common errors included the following.

- Use of the familiar register instead of the formal *usted* or *ustedes*, for example, 'Tú debes'
- Wrong use of the imperative when giving an instruction, for example, 'Lava-n' las manos.
- Use of the definite article with parts of the body, for example, '!Laven 'sus' manos!
- Use of a conjugated verb after *deber* and *tener que*, for example, *Deben/Tienen que 'lavan' las manos.*

Candidate's Answer to Part (j) — Sample 1

During a health crisis in your country, the Ministry of Health puts out a notice in the newspaper reminding the public of two precautions they should take. Write the TWO reminders that are given.

..... Siempre ^{lave} ~~lava~~ las manos y no ^{abrace} ~~abraza~~ a
..... sus amigos:.....
.....

(3 marks)

Examiner's Comments

This candidate gave an excellent response. There was good use of imperatives, a keen understanding of spelling changes with the verb *abrazar* and the correct form of address was used.

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

- (j) During a health crisis in your country, the Ministry of Health puts out a notice in the newspaper reminding the public of two precautions they should take. Write the TWO reminders that are given.

No fumar y Comer Favor de no fumar
y comer ^{mos} frutas

(3 marks)

Examiner's Comments

This is a good example of a very simple way to respond to this situation. Many candidates struggled with trying to use imperatives as a response, but this candidate showed that there is always an alternative/simpler way to express what you want to say.

Recommendations

To Teachers/instructors

- Have frequent sessions using directed situations from varied CXC past papers with a focus on how the language functions. This can help students gain a greater awareness of how understanding language functions can help them achieve accuracy and appropriateness in their responses.
- Conduct grammar sessions in thematic contexts. This way students can learn varied vocabulary and verbs in the context of topics such as shopping, travel, school, home and family etc.
- Use spelling exercises especially with words that bear close similarity to English words. Other areas on which extra spelling practice in Spanish should be focused include
 - words with consonants which cannot be doubled
 - words with consonants such as 'b' and 'v' and 'd'
 - words with 'll' versus 'y'.

Teachers can also find other activities that practice and reinforce the correct spelling of words in the target language and include these activities in the teaching/learning experience.

- Use grammar activities that review and reinforce the following.
 - Use of 'ser' and 'estar'
 - The conjunction 'y' particularly preceding words that commence with the letter 'l'
 - How to advise or make recommendations using both the formal and informal registers
 - Expressing commands
 - Agreement of adjectives with nouns in Spanish
 - The Preterit and Imperfect tenses
 - The Conditional and Future tenses

- During practice, encourage students to read the questions carefully and recognize the function and specific information which is required. Also, in guiding students' writing, teachers should emphasize the need to underline key words and phrases in the situation so that important information is not omitted when constructing the responses.
- Students should be encouraged to embrace the unique use of accents in Spanish, especially in cases where their use change the meaning of the word.
- A significant number of candidates were unable to respond in one sentence so practice in this area is necessary. Teachers should encourage students to be direct (to the point) in their responses since 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 conjunctions such as *y*.
- Many candidates omitted the interrogation marks at the beginning and end of questions. Writing questions should be reinforced.
- Modern language departments should work in tandem with English departments since there is a general breakdown in the comprehension of English words.

To Candidates

- Candidates need to be 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; this makes the responses difficult to read.
- 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. Avoid long responses and avoid giving a preamble to the response. Those situations which were longest tended to be a lot more disjointed.
- Exposure to more idiomatic expressions and the development of a wider range of vocabulary would improve the quality of responses.
- Candidates should read and highlight the key functions being tested in each situation before attempting a response. This would help them to ensure that their responses are appropriate.

Question 2 - Letter

Candidates were required to write a letter, 130–150 words, based on four given cues. The responses were assessed for 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 Present, Preterit, Imperfect and Future.

General Performance

Most candidates fell within the Moderate to Satisfactory range. However, there were some excellent responses which attracted scores between 27 and 30 out of 30 marks. Once again, there were many candidates who had absolutely no response or wrote a letter entirely in English, some even pleading with the examiners to understand their plight. Of note also is that some candidates memorized an entire letter seemingly created based on tips given by CXC. This letter seemed to have been given to a specific group since all the candidates from this group used the same wording. This did not benefit them much since the letter is not assessed on grammar alone but also on other points such as letter format, use of idioms and addressing all the cues.

Candidates' Strengths

- Most candidates were familiar with the format for writing a letter and so were able to correctly produce the salutation, coverage of all the given cues in the body of the letter and finally, an appropriate ending.
- There was an improvement in the number of candidates who wrote the date correctly and also gave an appropriate ending.
- Many candidates were able to address all the cues and remain within the required length, that is, between 120 and 150 words
- The subjunctive was used frequently and correctly throughout the letter. In many cases the use of the subjunctive was tied in beautifully with well-constructed and grammatically correct expressions. The following are a few examples.
 - *Me alegro mucho de saludarte esperando que te encuentres bien.....*
 - *Espero que tú y tu familia estén bien.*
 - *Apreciaría mucho si me pudieras hacer este favor.*
 - *Cuando llegues a la escuela mañana*
 - *Espero que me escribas cuanto antes*

- There was an abundance of idioms and other expressions. The following are a few examples.
 - *Muero de ganas por verte.*
 - *No me aguanto las ganas de comer la comida que prepara tu madre.*
 - *Al llegar a mi casa me di cuenta de que había dejado mi reloj en tu casa.*
 - *Me divertí a más no poder. (Nos divertimos a tope)*
 - *Costó un ojo de la cara pero valió la pena.*
- Good placement of Object Pronouns. The following are a few examples.
 - *Te pido que me lo traigas.*
 - *Espero que puedas enviármelo.*
 - *Escríbeme y házmelo saber.*
 - *Me lo puedes devolver.*
 - *Me la regaló mi abuela.*
- The better candidates used vocabulary which would be pleasing to any examiner, for example, *fallecer, entregar, la pantalla, inolvidable* and *el cargador*. The following are a few examples.
 - *Mi abuelo que falleció el año pasado.*
 - *la pantalla de mi celular*
 - *puedes entregarlo a mi padre*
 - *Fue una experiencia inolvidable.*

Candidates' Weaknesses

Many candidates are unable to meet the basic requirements of this compulsory question. Areas where they failed included the following.

- The date: Many candidates wrote the entire date in words instead of the expected and correct version in which only the month of the year is spelt out (in words) and lowercase letters are used, for example, *6 de julio de 2022*. In some cases, candidates incorrectly used 'en' with dates and days, for example, on 5th July was written as 'en' *el 5 de julio ...'*
- The salutation: *Querido/a* was often misspelled. The pronunciation of *Querido/a* and the incorrect '*Quierdo*' are vastly different, one from the other, except, of course, the last syllable. It is important to mention here that '*Estimado/a*' is not the acceptable salutation in a friendly letter. Also, '*Sinceramente*' and '*Atentamente*' are not acceptable endings in a friendly letter.
- The ending: Good/appropriate endings included the following.
 - *Cariñosamente*
 - *Con cariño*
 - *Un fuerte abrazo de*
- Incorrect grammar and incorrect vocabulary: Here are some examples which continue to appear every year.
 - Absence of agreement between subject and verb
 - *Yo 'fue' a la escuela*
 - *Tus padres 'jugamos' con nosotros*
 - *¿cómo 'están(son)' tu familia?*
 - *yo 'puede' regresar*

- Absence of agreement between noun and adjective, and incorrect placement of adjectives
 - o *'mi rojo' zapatos*
 - o *una comida 'delicioso'*
 - o *la habitación es muy 'cómodo'*
- Inability to use the correct vocabulary depending on the context of what is written
- Inability to see the differences in the following
 - o *Salir* (to leave/depart) and *dejar* (to leave behind)
 - o *regresar/volver* (to return/to come/go back) and *devolver* (to return/to give back)
 - o *Mirar* (to look at) and *buscar* (to look for)
 - o *(una) vez* (time that can be counted); *(una) hora* (time by the clock) and *(un) tiempo* (time in general)

Please note the following examples.

- o *Yo salí de tu casa:* I left your home.
 - o *Yo lo dejé en tu casa:* I left it at your home.
 - o *¿Puedes devolver el anillo que dejé en tu casa?:* Can you return the ring that I left?
 - o *Cuando regreses a la escuela mañana...:* When you return to school tomorrow...
 - o *La primera vez:* The first time
 - o *La próxima vez:* The next time
 - o *¿Cuántas veces ...?:* How many times ...?
 - o *¿A qué hora llegarás a la escuela?:* What time will you arrive at school?
 - o *¡Tanto tiempo sin verte!:* Long time not seeing you!
- Incorrect spelling of frequently used words, for example, *interesante, desafortunadamente, yo necesito, necesario, comercial, escuela, mochila.*
 - Omission/incorrect placement of accents even in the most simple expressions, for example, *¿'Como estas'?*; *'que' tal?*; *Tu y tu familia.*
 - The use of the incorrect expression *'tener mucho divertido'* was widespread. Many candidates seemed not to be familiar with the acceptable and correct *pasarlo bomba; pasarlo bien; divertirse; Lo pasé bien/bomba en tu casa; Me divertí mucho en tu casa.*
 - Many candidates did not render the English word 'at' correctly in Spanish, when it referred to a place/location. Note the following examples.
 - *Estaba 'en' el aeropuerto cuando me di cuenta de que había olvidado mi reloj 'en' tu casa:*
I was at the airport when I realized that I had forgotten my watch at your home.
 - *Nos veremos 'en' la escuela mañana:* We will see each other at the school tomorrow.
 - *Entrégalo a mi madre en la iglesia:* Deliver it to my mother at the church.
- Note however that *llegar* must be followed by the preposition 'a', for example, *Cuando llegué al aeropuerto; llegamos a la escuela.*

LETTER

2. Using the following outline as a guide, write in Spanish, a letter of **NO MORE THAN 130–150 words**. Use the tenses appropriate to the topic which you have chosen.

YOU WILL BE PENALIZED FOR DISREGARDING THESE INSTRUCTIONS.

You have just returned from spending a week at the house of your Spanish-speaking friend. You forgot an important item at the house. Write a letter to your friend in which you include:

- (i) details about your experience at his/her house
- (ii) a full description of the item you forgot, highlighting its value to you
- (iii) a suggestion of how and when your friend can return the item
- (iv) the expression of desire to visit soon

(Do NOT write your real name and address, but include the date in SPANISH and use the appropriate beginning and ending.)

Total 30 marks

Candidate's Response to Question 2 — Sample 1

Caracas, Venezuela

Lunes 6 de junio de 2022

Querido Juan,

¿Cómo has estado? Espero que tú y tu familia estén bien. Me divertí mucho cuando me quedé en tu casa por una semana. Tu familia fue muy amable conmigo. Desafortunadamente, se me quedó algo muy importante en tu casa. Se me ha quedado una cadena de oro con un pendiente con forma de corazón en el medio. Esa cadena es demasiado importante, y mis padres estarán muy molestos si la pierdo. Si la fue has visto puedes venir a mi casa el sábado para devolvermela. Espero que no se haya perdido porque mi abuela 5 gastó mucho dinero para comprarla, y estará muy triste si se perdió. Espero que pueda volver a tu casa pronto. Es muy divertido pasar tiempo contigo y tu familia, y espero que estén bien.

Con cariño,

Conchita

Examiner's Comments

This candidate's response was excellent. Ideas are well organized and logically developed, and all points were clearly expressed. The candidate wrote fluently using correct grammar and a wide range of idioms, vocabulary and structures. The candidate also demonstrated coherence and clarity of expression. One inaccuracy noted was the omission of an accent. Otherwise, the candidate showed clearly that it is possible to score top marks with a simple response, using accurate vocabulary and structures.

6 de Junio del 2022

Querido Jose,

Me encanto quedarme en tu casa, por esa bella semana. Nos divertimos mucho, jugando baloncesto y nadando en la piscina. Pero desafortunadamente me di cuenta que deje mi celular alla. Es un pequeño celular, de color azul y tiene mi foto en la pantalla. Yo en realidad lo necesito urgentemente, porque tiene todos mis contactos y mis archivos privados. Mi telefono tambien tiene algunas tareas que debo cumplir. Te pido que por favor me lo traigas al parque central a las tres de la tarde, porque voy estar alla porque mi familia va hacer un picnic y vamos a gozar, jugando juegos, contando historias y comiendo. Muchas gracias, te lo aprecio un monton. Deseo visitarte muy pronto para que nos divertamos otra vez y espero que no deje mi celular. ~~otra~~ vez. esta

Sinceramente,
Tu amigo

Examiner's Comments

This candidate's response was excellent. The candidate addressed all the cues well, using relevant vocabulary and accurate grammar. The language flowed coherently and the ideas were well-organized and clearly expressed. The following expressions and others like them added a positive element to the candidate's writing style.

- *Lo necesito urgentemente*
- *Te pido por favor que me lo traigas*
- *Lo aprecio un montón*
- *Para que nos divertamos*

Occasional inaccuracies were seen mainly in the lack of opening and closing lines, the absence of accents in a few instances, and errors in grammatical and spelling structures.

- *Voy ^ estar*
- *Va ^ gozar*
- *Juegues for juegos*
- *Vamoz for vamos*
- *Sinceramente* is not acceptable as a farewell line.

Candidate's Response to Question 2 — Sample 3

París, 06 de Junio de 2022.

Querida Adelaida,

¿Cómo has estado? Espero ~~que~~ que estés bien a pesar de la pandemia. Tuve las mejores vacaciones contigo en tu país, España. Desafortunadamente, perdí algo muy importante para mí.

Primero, me gustaría agradecerte por todo que mi diste la semana pasada. Madrid es una ciudad con mucha belleza. Además, los madrileños son amistosos y hay mucha solidaridad entre la gente. Yo sé que con la guerra entre ~~Irán~~ Ucrania y Rusia, hay muchos problemas con la economía pero creo que España tiene los mejores precios con la mejor calidad. ¿Sabes qué? Mi experiencia favorita era el viaje a la catedral. Allí, me di cuenta de que Dios es mi fortaleza.

~~Me di cuenta~~ Lamentablemente, durante mi viaje, perdí un collar. Este collar ha estado en mi familia por siglos. El collar tiene una cruz y esta cruz es un pedazo de la verdadera cruz donde Jesús se murió. Comencé a llorar como María Magdalena cuando me di cuenta de que había perdido este collar porque el collar tiene mucho valor para mí. Sugiero que lo mandes por correo la semana que viene. Puedo ir a la oficina de correos y puedo recibirlo allí.

Amiga, muchísimas gracias por todo, especialmente por entender mi situación. Disfruté cada momento que pasó en tu casa y nunca olvidaré este viaje. Te echo de menos y no veo la hora de verte. ¡Ojalá nos veamos pronto!

Con amor,

Raquel

Examiner's Comments

This candidate's response was almost perfect. There was only one error — 'Mi diste'.

Full marks were not awarded because of the length. Generally, the response was too long. Additionally, due to the length, all the points were not covered within the required length specified in the instructions.

Madrid, España, 6 de junio de 2022

Querido Pedro,

¿Cómo te va mi amigo? Espero que estés muy bien. Estoy escribiendo a decirte que olvidé una cosa importante a tu casa después mi visitado la semana pasada.

REP Mi experiencia a tu casa fue divertido. La comida de tu madre fue perfecta y deliciosa. Tus hermanos y tus padres fueron simpáticos, pero tú fuiste el mejor. Jugámas al fútbol cada día, nuestro deporte favorito y cantamos

S nuestros músicas favoritas. Sin embargo, olvidé mi reloj. Es rojo con una pantalla azul. Este reloj es importante a mi porque lo obtuve para mi cumpleaños. Si lo encuentras, yo sugiero que lo de a mi mamá el viernes porque ella va a visitar tus padres.

S ¡Nuestro tiempo junto fue muy divertido y quiero verte tan pronto!

¡Esa es toda! Escríbeme pronto amigo.

Tu amigo,

Juán

Examiner's Comments

This candidate gave a satisfactory response. It showed elements of essential grammar, and the cues were organized and developed. The language enabled communication but several errors were noted and these kept the response in the Satisfactory band. Some errors are highlighted below.

- *Olvidé una cosa importante a tu casa*
- *Después ^ mi visitado*
- *Mi experiencia a tu casa fue muy divertida*
- *Futból*
- *Nuestros deporte favorito*
- *Nuestros músicas favoritas*
- *Si lo encuentas sugiero que lo de*
- *Va a visitar ^ tus padres*
- *El vierne*
- *Nuestros tiempo junto*
- *Escribeme*
- *Esa es toda*

San Roque, 6 de junio del 2022

Querida Ana:

Hola ¿cómo estas? espero que estes muy bien. Ya lleve a casa y te estoy mandando esta letra para dísitete que estaba muy divertido aya en tu casa. Le pase muy bien ~~en~~ con ~~tu~~ familia y con tigo. Kiero informarte que deje mi computadora en tu cuarto y es muy impatante para mi porque lo voy a ~~resecitar~~ necesitar para ^{hacer} ~~hacer~~ mis exámenes.

Sera que me puedes mandar mi computadora con mi tío benito porque mañana el va ^{pasar} ~~ir~~ por tu pueblo. Te voy a avisar cuando el este por aji. Le pase muy chida ~~haya~~ en tu pueblo espero verte muy pronto. Talves cuando termine mis exámenes voy a poder ir en tu casa y poder ir a bañar en el río de nuevo. Asta luego amiga te kiero mucho.

Con mucho cariño,

Veronica Cruz

Examiner's Comments

This candidate's response had good grammatical structures and vocabulary but fell within the Satisfactory band due to the errors, especially evidenced in spelling. Examples are noted below.

- *Como estas*
- *Estes*
- *Llegue*
- *Para disirte que estava muy divertido aya en tu casa*
- *Le pase muy bien haya con tu familia y con tigo*
- *Kiero informate que deje mi computadora*
- *Sera que me puedes mandar*
- *Manana el va ^ pasar*
- *Te voy ^ haver cuando el este por ayi*
- *Talves cuando termine mis examenes voy a poder ir en tu casa*
- *Y poder ir a vañar en el rio*
- *Asta lluego amigo te kiero mucho*

Recommendations

- The teaching of grammar might appear to be burdensome but it cannot be overlooked. The need for good grammar should be emphasized. One way to do this is to have constant drilling in and revision of essential grammar. A rigid enforcement of the rules of grammar is needed to help achieve improvement in the quality of the work candidates are producing.
- More time and effort should be spent on understanding the need for the use of the subjunctive. Also, acquiring a pool of idiomatic expressions is a good way to enhance the quality of candidates' responses.
- Written exercises should be utilized while conducting training in the use of correct grammar. This should include regular practice in letter writing.
- There should be greater effort at becoming competent in the use of verbs, particularly irregular verbs. It is almost guaranteed that certain verbs will appear in any Spanish exam. These include *tener, ir, decir, hacer* and *ver*.
- Attention needs to be paid to learning vocabulary.
- It is necessary that candidates be guided regarding the correct use of a dictionary to alleviate the incorrect use of vocabulary.
- The importance of accents should be stressed.
- Games and drills are good ways to practise and reinforce the language.
- Teachers/instructors should direct students to appropriate websites for further practice. Also, students should be encouraged to use their smartphones, tablets, etc. to access websites where learning the language can become easier.
- Teachers need to find ways to increase, maintain and sustain students' interest in the subject. Collaboration among teachers through the various Spanish Teachers' associations would help in this regard.

Question 3 – Contextual Dialogue

Demands of the Section

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

Candidates' Performance

Generally, performance on this question was moderate. Although the question was within the scope of candidates' ability, a few candidates did not attempt to answer the question at all. With respect to the responses submitted, the following are the trends that were noted.

- Candidates who attempted the question often misused the first cue, failing to state how the cricketer's career started and instead, stating 'when' it started.
- For the second cue, many candidates were able to respond appropriately by either listing the countries that the cricketer visited or by stating the number of countries or continents visited.
- With respect to the third response, most candidates were able to satisfactorily state what the cricketer enjoyed about his/her career other than travelling. Quite a few mentioned 'travelling', which showed a lack of understanding of the given cue. Additionally, some candidates mentioned which country is his/her favourite, rather than what he/she likes most about the career, apart from travelling
- Candidates' response to the fourth cue was generally satisfactory. Many were able to give a response that showed concern about family members with respect to missing them/length of time away from them.
- The fifth and sixth cues were generally appropriately answered.
- The seventh prompt was widely misinterpreted as many candidates stated when the cricketer will be travelling to those countries instead of stating the time spent in those countries.
- With respect to the eighth prompt, candidates opted to state leisure activities such as reading and looking at television, instead of mentioning tourist activities or visits to tourist attractions.
- Most candidates responded to the last cue incorrectly, copying '*nuestro equipo*' from the prompt given and answering in the affirmative.

Candidates' Strengths

Grammar and Expression

A few outstanding scripts showed the development and expression of sound and creative ideas.

Vocabulary

Candidates should be commended for their use of wide and varied vocabulary and idiomatic expressions as evidenced in the following examples.

- *Sacar provecho de* — to benefit from
- *Sin sombra de duda* — without a shadow of a doubt
- *De buenas a primeras* — right off the bat
- *Cada muerte de obispo* — once in a blue moon
- *los contrincantes* — opponents
- *la neta* — the truth
- Los pleitos — fights, for example, *Hubo pleitos entre nosotros*

Candidates' Weaknesses

Grammar and Expression

- In general, there was poor use of the past tense. This was evidenced in almost all scripts.
- The verb *comenzar* was conjugated in the first person Preterite; in cases where the correct ending was used, candidates failed to change the 'z' to 'c'.
- Conjugation was used instead of the gerund, for example, *Voy a Australia 'para juego' cricket.*
- The gerund was used instead of the infinitive, for example, *comencé 'jugando' al cricket...*
- The use of the Preterite instead of the Imperfect, and *estar* instead of *tener* to tell age, particularly when responding to the first cue, for example, *Cuando 'fue/estuve' joven* instead of *Cuando era joven* and *Cuando 'estuvo/estaba' 15 años* instead of *Cuando tenía 15 años*
- Poor use of Present Perfect tense which was particularly evident in the second prompt where *tener* + past participle was used to mean I have, for example, *'Tengo viajado.'*
- Missing accents in *'Si'* and *'paises'*
- Non-agreement of adjectives with the nouns they describe (this included possessive adjectives), for example, *'mi amigos', 'uno desventaja'* and *'mucho actividades'*.
- Omission of *'a'* after *viajar*
- Conjugating *gustar* incorrectly, for example, *'Yo gusto.'*
- The use of the infinitive after *gustar*
- The omission of *haber* along with the past participle
- Use of the personal *'a'*
- Confusion between *por* and *para* and between *saber* and *conocer*
- Use of article with professions, for example, *'un jugador'*
- Many candidates copied directly from the passage, especially for the last prompt, using *"nuestro equipo"* inappropriately.

Vocabulary

- Confusion in the use of the pronouns *mi* and *su*
- Use of '*salir*' for *dejar*
- Use of *partido* for *equipo* and vice versa
- Interpreting *tiempo* as weather in the seventh cue
- Incorrect spelling of numbers
- Using '*te amo*' instead of *me gusta*
- Using '*porque de*' instead of *a causa de*
- Misuse of *mi*, *me* and *mí*
- Use of '*tiempo*' and '*hora*' to respond to the "... *cuánto tiempo...*" prompt

CONTEXTUAL DIALOGUE

3. **In the blank spaces provided, complete the dialogue between yourself and a well-known cricketer. Give your responses in SPANISH, using between 80 and 100 words.**

You have got a chance to interview a well-known cricketer. Write the dialogue between the two of you, giving his/her responses.

Responses to ALL of the cues listed below MUST be included in the completed dialogue.

- (i) How he/she started his/her career
- (ii) The advantages and disadvantages of his/her career
- (iii) Some upcoming events he/she is involved in
- (iv) Opportunities he/she has for leisure activities while abroad
- (v) An invitation to visit your school soon

Complete the dialogue below.

Candidate's Response to Question 3 — Sample 1

Tú: ¿Me puede decir cómo comenzó su carrera como jugador de cricket?

Jugador: Claro, mi carrera como jugador de cricket empezó desde que yo era pequeño.

Tú: ¡Fantástico! Y me imagino que usted ha viajado a muchos países durante su carrera.

Jugador: Sí, he tenido el placer de conocer a más de nueve países.

Tú: ¡Tantos países! Y aparte de viajar por todas partes del mundo ¿qué más le gusta de su carrera?

Jugador: Me gusta que con cada partida de cricket, aprendo cada vez más.

Tú: Suena muy emocionante pero también habrá desventajas ¿verdad?

Jugador: Por supuesto, echo de menos a mi familia cuando me toca ir en un país lejano.

Tú: Me imagino que echa de menos a su familia si pasa tanto tiempo lejos de ellos.

Jugador: Sí, los extraño demasiado, pero los llamo por WhatsApp y Facetime cuando puedo.

Tú: ¡Gracias a Dios por WhatsApp y Facetime! Dígame, ¿qué partidos tiene el equipo en el futuro?

Jugador: Tengo partidos en muchos países como en ~~Brazil~~ y ~~Colombia~~ India y Australia.

Tú: ¡India y Australia! ¡Qué emocionante ¿verdad? ¿Por cuánto tiempo va a estar en esos países?

Jugador: Sí, de hecho es la primera vez que voy en esos países, pero solo me quedaré una semana.

Tú: ¿Cuándo está en estos países tiene la oportunidad de hacer turismo?

Jugador: La verdad, casi no ~~hacemos~~ hacemos mucho tiempo en esos países, pero si tenemos la oportunidad de hacer turismo.

Tú: ¡Qué bueno que aunque usted no tiene mucho tiempo libre puede visitar algunos sitios turísticos! Una pregunta final, ¿puede usted visitar mi escuela para charlar un poquito con nuestro equipo de cricket?

Jugador: Quisiera ir, pero ya tengo muchas partidos agendadas y no podré ir.

Tú: ¡Qué pena! Pero lo que tiene que hacer es más importante. Gracias por la entrevista.

Examiner's Comments

This was an excellent response — the candidate used all cues well and organized and developed responses using language that flowed naturally. The candidate's ideas/responses were very clearly expressed. There was wide and proficient use of idioms, structures and vocabulary. Coherence and clarity of expression was demonstrated throughout the response with only an occasional inaccuracy, which in this case had to do with spelling and accent errors.

Candidate's Response to Question 3 — Sample 2

Tú: ¿Me puede decir cómo comenzó su carrera como jugador de cricket?

Jugador: Empecé mi carrera en mi escuela
secundaria. Jugué ~~no~~ muchos partidos.

Tú: ¡Fantástico! Y me imagino que usted ha viajado a muchos países durante su carrera.

Jugador: Sí, visite Colombia, Cuba, Argentina y
Perú.

Tú: ¡Tantos países! Y aparte de viajar por todas partes del mundo ¿qué más le gusta de su carrera?

Jugador: Me gusta jugar con ~~mis compañeros~~ mi equipo
y me encanta críquet.

Tú: Suena muy emocionante pero también habrá desventajas ¿verdad?

Jugador: Sí, no tengo mucho tiempo con mi familia.
Trabajo ^{con} de sol a sol y a veces estoy
muerto de cansancio.

Tú: Me imagino que echa de menos a su familia si pasa tanto tiempo lejos de ellos.

Jugador: Sí, pero uso WhatsApp y Facetime para
hablar a mi familia.

Tú: ¡Gracias a Dios por WhatsApp y Facetime! Dígame, ¿qué partidos tiene el equipo en el futuro?

Jugador: Tengo un partido en India y un partido en
Australia el próximo mes.

Tú: ¡India y Australia! ¡Qué emocionante ¿verdad? ¿Por cuánto tiempo va a estar en esos países?

Jugador: Voy a estar en esos países por dos o
tres semanas.

Tú: ¿Cuándo está en estos países tiene la oportunidad de hacer turismo?

Jugador: Sí, visito ~~algunos~~ sitios turísticos y prbo
la comida local.

Tú: ¡Qué bueno que aunque usted no tiene mucho tiempo libre puede visitar algunos sitios turísticos! Una pregunta final, ¿puede usted visitar mi escuela para charlar un poquito con nuestro equipo de cricket?

Jugador: Lo siento mucho, pero tengo ~~debo~~ practicar
para mis partidos. ~~el próximo mes.~~

Tú: ¡Qué pena! Pero lo que tiene que hacer es más importante. Gracias por la entrevista.

Examiner's Comments

This is a very good response. The candidate used all the cues well and included all relevant information required. The language flowed freely with well-organized ideas that were clearly expressed. The candidate kept the language simple but enhanced the dialogue with idiomatic expressions such as *Estoy muerto de cansancio* and *trabajo de sol a sol*. The candidate also exhibited very good use of the Preterit tense.

Candidate's Response to Question 3 — Sample 3

Tú: ¿Me puede decir cómo comenzó su carrera como jugador de cricket?

Jugador: Cuando era niño, mi madre me enseñó como jugar al S cricket.

Tú: ¡Fantástico! Y me imagino que usted ha viajado a muchos países durante su carrera.

Jugador: Si, he viajado a España, ~~(a Caribe, Barbados)~~ y otros S países durante mi carrera. Me gusta viajar y aprender sobre las culturas de otros países.

Tú: ¡Tantos países! Y aparte de viajar por todas partes del mundo ¿qué más le gusta de su carrera?

Jugador: Durante mi carrera yo gané mucho dinero y ahora yo puedo comprar una casa grande ~~(también)~~ ~~(y agudera)~~ ~~(mi madre)~~

Tú: Suena muy emocionante pero también habrá desventajas ¿verdad?

Jugador: No puedo visitar a mi familia y quisiera pasar más tiempo con ~~(mi)~~ mis padres.

Tú: Me imagino que echa de menos a su familia si pasa tanto tiempo lejos de ellos.

Jugador: ~~(Si, me gustaría visitar)~~ ~~(Si, pero tengo que)~~ ~~(a jugar al cricket)~~ ~~(practicar)~~ Si, pero yo ~~(hablar)~~ hablo con mis padres por ~~(WhatsApp)~~ teléfono.

Tú: ¡Gracias a Dios por WhatsApp y Facetime! Dígame, ¿qué partidos tiene el equipo en el futuro?

Jugador: ~~El mes que viene~~ la próxima semana, yo tengo que jugar en dos partidos. El primer partido está en India y el otro está en Australia.

Tú: ¡India y Australia! ¡Qué emocionante ¿verdad? ¿Por cuánto tiempo va a estar en esos países?

Jugador: Voy a estar en ^{esos} esos países por cuatro días.

Tú: ¿Cuándo está en estos países tiene la oportunidad de hacer turismo?

Jugador: No tengo mucho tiempo libre ~~(pero normalmente yo tengo~~
~~un día libre después de jugar) (Dora)~~ Después de jugar,
normalmente yo tengo un día libre.

Tú: ¡Qué bueno que aunque usted no tiene mucho tiempo libre puede visitar algunos sitios turísticos! Una pregunta final, ¿puede usted visitar mi escuela para charlar un poquito con nuestro equipo de cricket?

Jugador: No tengo mucho tiempo así que no puedo visitar
tu escuela para charlar con el equipo. ~~(Yo puedo tratar de~~
~~visitar el mes que si año que viene)~~

Tú: ¡Qué pena! Pero lo que tiene que hacer es más importante. Gracias por la entrevista.

Examiner's Comments

This was another very good script in which all cues were addressed, language flowed naturally, and ideas were well expressed. This candidate was penalized only for spelling errors.

Candidate's Response to Question 3 — Sample 4

Tú: ¿Me puede decir cómo comenzó su carrera como jugador de cricket?

Jugador: Era muy joven cuando me creció mucho el interés de jugar ~~cricket~~ así que entre a una escuela que enseñaba cricket.

Tú: ¡Fantástico! Y me imagino que usted ha viajado a muchos países durante su carrera.

Jugador: Sí, he viajado a treinta países este es el día de hoy, es una de las mejores oportunidades de jugar cricket.

Tú: ¡Tantos países! Y aparte de viajar por todas partes del mundo ¿qué más le gusta de su carrera?

Jugador: Me gusta mucho poder conocer a otros jugadores y otras culturas.

Tú: Suena muy emocionante pero también habrá desventajas ¿verdad?

Jugador: Por supuesto que sí, una desventaja es no poder pasar mucho tiempo con mi familia como quisiera.

Tú: Me imagino que echa de menos a su familia si pasa tanto tiempo lejos de ellos.

Jugador: Deseo que sí, no puedo atender a muchas actividades de escuela de mis hijos.

Tú: ¡Gracias a Dios por WhatsApp y Facetime! Dígame, ¿qué partidos tiene el equipo en el futuro?

Jugador: El otro mes tenemos un partido en Australia contra su mejor equipo y luego un partido en Francia.

Tú: ¡India y Australia! ¡Qué emocionante ¿verdad? ¿Por cuánto tiempo va a estar en esos países?

Jugador: Voy a estar una semana en Australia y dos semanas en India.

Tú: ¿Cuándo está en estos países tiene la oportunidad de hacer turismo?

Jugador: ¡Claro que sí! tenemos tres días en cada país para conocer todo lo que pedamos.

Tú: ¡Qué bueno que aunque usted no tiene mucho tiempo libre puede visitar algunos sitios turísticos! Una pregunta final, ¿puede usted visitar mi escuela para charlar un poquito con nuestro equipo de cricket?

Jugador: Si en verdad quieres, puedo ponerlo en mi calendario para visitar tu escuela en agosto pero no te lo prometo.

Tú: ¡Qué pena! Pero lo que tiene que hacer es más importante. Gracias por la entrevista.

Examiner's Comments

This could have been a script placed in the Very Good to Excellent band but the candidate was penalized for writing too many words. Candidates are asked to complete the dialogue using 80–100 words and then they are given a little grace. The first 110 words of each response is accepted and nothing beyond that is assessed.

In this case, the candidate did not address all the points within the 110-word limit so although very good grammar and vocabulary were used, the candidate could only get marks that placed the response in the Good category.

Candidate's Response to Question 3 — Sample 5

Tú: ¿Me puede decir cómo comenzó su carrera como jugador de cricket?

Jugador: Yo decidí cuando yo estaba un niño a diez años, yo jugué profesionalmente a veinte.

Tú: ¡Fantástico! Y me imagino que usted ha viajado a muchos países durante su carrera.

Jugador: Sí, este es un buen experiencia, para mí y los deportivos, es muy equis incómodo durante mi carrera.

Tú: ¡Tantos países! Y aparte de viajar por todas partes del mundo ¿qué más le gusta de su carrera?

Jugador: Las experiencias del nuevo culturas y nuevo países.

Tú: Suena muy emocionante pero también habrá desventajas ¿verdad?

Jugador: Viaje estaba muy inconveniente durante mi carrera, yo estaba emocionado incómodo.

Tú: Me imagino que echa de menos a su familia si pasa tanto tiempo lejos de ellos.

Jugador: Mi familia estaban contentos por mi carrera.

Tú: ¡Gracias a Dios por WhatsApp y Facetime! Dígame, ¿qué partidos tiene el equipo en el futuro?

Jugador: En el futuro, nosotros viajamos en India y Australia pro por la cricket championes tournamente.

Tú: ¡India y Australia! ¡Qué emocionante ¿verdad? ¿Por cuánto tiempo va a estar en esos países?

Jugador: Durante el verano, julio uno a agosto uno.

Tú: ¿Cuándo está en estos países tiene la oportunidad de hacer turismo?

Jugador: ~~Ex~~tranjera yo quiero viajar
viajar a antigua iglesias y
los países ~~na~~ ~~se~~ ~~mos~~.

Tú: ¡Qué bueno que aunque usted no tiene mucho tiempo libre puede visitar algunos sitios turísticos! Una pregunta final, ¿puede usted visitar mi escuela para charlar un poquito con nuestro equipo de cricket?

Jugador: Yo puedo visitar ^{cerca} ~~tu~~ escuela
~~en~~ ~~la~~ ~~in~~ ~~trate~~ futuro.

Tú: ¡Qué pena! Pero lo que tiene que hacer es más importante. Gracias por la entrevista.

Examiner's Comments

This candidate scored in the Moderate range. Despite using all of the cues appropriately, the dialogue was riddled with grammatical inaccuracies, hence, the dialogue showed no evidence of knowledge of agreements or spelling, contributing to some incoherence.

Candidate's Answer to Question 3 — Sample 6

Tú: ¿Me puede decir cómo comenzó su carrera como jugador de cricket?

Jugador: Cuando tenía diez años se destacó mi talento.
/ Jugaba con un equipo de mi barrio y tengo éxito ahora.

Tú: ¡Fantástico! Y me imagino que usted ha viajado a muchos países durante su carrera.

Jugador: Sí, fui a Cuba, fui a ^{Australia} España y fui a ~~Estados Unidos~~ España.

Tú: ¡Tantos países! Y aparte de viajar por todas partes del mundo ¿qué más le gusta de su carrera?

Jugador: Adoro ganar los premios y adoro jugar al cricket en mi país ~~porque adoro a mis padres~~.

Tú: Suena muy emocionante pero también habrá desventajas ¿verdad?

Jugador: Sí, ~~no tengo una vida con este~~ no tengo mucho tiempo libre y no puedo ver a mi familia ~~mucho~~ bastante.

Tú: Me imagino que echa de menos a su familia si pasa tanto tiempo lejos de ellos.

Jugador: Sí, pero uso el internet y ~~lo uso~~ ^{para} para hablar con ellos.

Tú: ¡Gracias a Dios por WhatsApp y Facetime! Dígame, ¿qué partidos tiene el equipo en el futuro?

Jugador: Tengo un concurso en India y ~~tengo un concurso~~ en Australia.

Tú: ¡India y Australia! ¡Qué emocionante ¿verdad? ¿Por cuánto tiempo va a estar en esos países?

Jugador: ~~Voy a los países~~ ^{Sí, voy a} Australia por tres semanas y voy a India por dos semanas.

Tú: ¿Cuándo está en estos países tiene la oportunidad de hacer turismo?

Jugador: Sí, usualmente voy al ~~país~~ ~~francia y aiso~~ ~~con especto~~ ~~espectculo~~ ~~de~~ ~~congrs~~ ~~edificador~~ ~~en~~ ~~Australia~~.
exploro las ruinas en Australia.

Tú: ¡Qué bueno que aunque usted no tiene mucho tiempo libre puede visitar algunos sitios turísticos! Una pregunta final, ¿puede usted visitar mi escuela para charlar un poquito con nuestro equipo de cricket?

Jugador: ¡Qué chévere! ~~per~~ ~~o~~ Sin embargo, tengo que practicar ~~el~~ ~~para~~ ~~mi~~ ~~concurso~~ ~~y~~ ~~no~~ ~~podré~~ ~~venir~~.

Tú: ¡Qué pena! Pero lo que tiene que hacer es más importante. Gracias por la entrevista.

Examiner's Comments

This is an excellent script for which the candidate gained full marks. The candidate used all cues well and exhibited good organization, vocabulary and grammar skills. The response is a good example of how a simple dialogue can gain full marks.

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 create the response. Students should also be encouraged to write their own dialogues so that they will have an idea of how dialogues flow.
- Candidates are encouraged to read the dialogue before inserting their responses. This will help them to achieve a natural flow of the conversation. Furthermore, candidates should note that the order of the cues does not necessarily mean that the dialogue is written in the same order.
- Candidates need to be encouraged to avoid writing in English and then translating. This is important not only for classroom practice and exams but in general use of the language.
- Candidates need to build and strengthen their vocabulary base and allow themselves to be exposed to idioms, synonyms and antonyms in the target language so they can incorporate them into their writing.
- Students should be helped/taught how to manage working with word limits. In addition, teachers need to encourage students to review and reread their work at all times. Teachers can plan and structure review time into each lesson to help students get into the habit of looking over their work before submission.

Question 4 – Reading Comprehension

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 read. The reading comprehension passage for the CSEC June 2022 examination was of a level that was quite appropriate and relatable. The vocabulary and grammar were pitched at a level that any candidate in CSEC Spanish, having completed five years of study in Spanish, would have been able to comprehend.

Candidates' Performance

There was some improvement in candidates' responses. At least 70 per cent of candidates were able to produce either fully or partially appropriate answers and were therefore able to obtain overall marks of between 15 and 20 out of 20. Candidates who scored below 15 were those who gave partial answers to questions that were worth three or two marks.

Although there has been some slight improvement in adhering to the rubric of responding in English, there were the occasional scripts where candidates used a combination of English and Spanish in their answers.

Candidates continue the practice of leaving questions unanswered. Generally, on this paper, at least ten per cent of candidates chose not to attempt at least half of the questions. Of that ten per cent, about five per cent wrote nothing for this question. It is possible that the pandemic has continued to impact the preparation of the candidates for this sitting. Still, overall, these candidates did better on the comprehension passage than the candidates last year.

Candidates' Strengths

- Candidates adhered quite well to the instructions given.
- There was a slight improvement in how candidates expressed their English responses after having interpreted the story from the Spanish passage.

Candidates' Weaknesses

- There were three items of vocabulary that seemed to get the better of candidates — *asustado*, *empujó* and *di una patada*. These eluded some candidates who took *asustado* to mean 'sad' or 'exhausted' and interpreted *empujó* as 'punched' instead of *pushed*. "... *di una patada* ...", referring to a kick, was not known by many candidates. Missing the correct meaning of these items of vocabulary meant that those candidates lost significant marks since these items occurred in questions that were worth more than one mark.
- Just as was seen in the January sitting, candidates often used the plural pronoun 'they' when they were supposed to be using the relevant singular pronoun.
- As seen in previous exams, when it comes to the last question which usually requires an explanation, candidates are still unable to express their response in their own words and therefore they opt to use the words as they appeared in the passage.

Passage and Instruction

Facing your Fear

Todos los días, yo iba a la escuela asustado por Jaime y Pedro, dos muchachos que me golpeaban. Me atormentaban porque no yo sabía defenderme. Después de recibir los golpes, yo regresaba a casa llorando. Mi abuela me decía que tenía que hablar con alguien de la escuela sobre la situación. Pero ella no entendía que denunciar a estos muchachos resultaría en más golpes.

Un día, decidí hablar con mi primo para que me ayudara. Tenía 15 años y había estado tomando lecciones de defensa personal desde los seis años. Me dijo que estos chicos necesitaban una lección y él me enseñaría cómo defenderme.

Un viernes yo tomé la decisión de resolver mis problemas. Este día, Jaime me empujó y Pedro empezó a insultarme. Me avancé hacia Jaime, y le di una patada fuerte. Pedro me miró con ojos asustados mientras se inclinaba para ayudarme a Jaime. Les dije en una voz amenazante, "quizás sea pequeño pero no soy débil. No se metan conmigo de nuevo." Este día fue el último día que me molestaron.

Answer, in ENGLISH, the following questions based on the selection you have just read. Use a complete sentence for EACH response.

For Part (a), most candidates understood how the narrator felt. For those who wrote an incorrect response, it was because they did not know the item of vocabulary *asustado*.

Candidate's response to Part (a) — Sample 1

- (a) How did the narrator feel about going to school every day?

He felt ~~scared~~ or afraid.....

(1 mark)

Examiner's Comments

This candidate answered correctly.

Candidate's response to Part (a) — Sample 2

- (a) How did the narrator feel about going to school every day?

The narrator felt exhausted ~~or red~~.....

(1 mark)

Examiner's Comments

This candidate, not familiar with the vocabulary *asustado*, interpreted it as exhausted. The response was incorrect.

Part (b) was answered very well by at least 50 per cent of candidates. Some candidates did not gain full marks because while they understood that the narrator was being bullied, they failed to mention who was bullying him.

Candidate's response to Part (b) — Sample 1

(b) Why did the narrator feel the way he did about going to school?

He felt this way because two boys
were constantly bullying him

(2 marks)

Examiner's Comments

The candidate received full marks for stating why the author felt afraid and who made him feel that way.

Candidate's Response to Part (b) — Sample 2

(b) Why did the narrator feel the way he did about going to school?

he was been bullied

(2 marks)

Examiner's Comments

This candidate's response was awarded partial marks because the candidate only demonstrated an understanding that the author was bullied but not by whom.

Candidate's Response to Part (b) — Sample 3

(b) Why did the narrator feel the way he did about going to school?

The narrator feel the way he did about the school its
because he didn't find no way to solve his problem yet.

(1 marks)

Examiner's Comments

This candidate's response was incorrect.

Part (c) was one of the few multiple-mark questions that about 80 per cent of candidates answered correctly. What helped was that there was leeway for candidates to state any authority figure in the school to whom the narrator could go. Candidates who did not state that the narrator's report should be made in the school would have lost marks.

Candidate's Response to Part (c)—Sample 1

(c) What was the grandmother's advice to the narrator?

The grandmother's advice was to talk to
someone in the school about it.

(3 marks)

Examiner's Comments

The candidate answered appropriately providing the three points that were required.

Candidate's Response to Part (c) — Sample 2

(c) What was the grandmother's advice to the narrator?

She told him that he should go to
school about the situation.

(3 marks)

Examiner's Comments

This candidate supplied only two acceptable points.

Candidate's Response to Part (c) — Sample 3

(c) What was the grandmother's advice to the narrator?

That he should talk to someone with
authority and find help.

(3 marks)

Examiner's Comments

This candidate gave only one appropriate point out of the three that were required.

Candidate's Response to Part (c) — Sample 4

(c) What was the grandmother's advice to the narrator?

Make a decision to resolve the problem
situation

(3 marks)

Examiner's Comments

This candidate's answer was incorrect.

For Part (d), although candidates understood what the required response should be, some of them left out the key element, that is, that the situation would worsen.

Candidate's Response to Part (d) — Sample 1

(d) Why was the narrator reluctant to follow his grandmother's advice?

He was reluctant because he ~~know~~^{if} if he took his grandma's advice that would result in the boys bullying him more. (2 marks)

Examiner's Comments

The candidate understood what the outcome of the grandmother's advice would be.

Candidate's Response to Part (d) — Sample 2

(d) Why was the narrator reluctant to follow his grandmother's advice?

The situation may become ~~worse~~^{worse} worse. (2 marks)

Examiner's Comments

This candidate understood the worsening of the situation but did not indicate that the worsening would be the outcome of following the grandmother's advice.

Candidate's Response to Part (d) — Sample 3

(d) Why was the narrator reluctant to follow his grandmother's advice?

~~The~~ He narrator was reluctant to follow his grandmother's advice because ~~XXXX~~. (2 marks)

Examiner's Comments

This candidate simply repeated the question.

In several instances, candidates confused Parts (e) and (f), given that both referred to the cousin.

Candidate's Response to Part (e) — Sample 1

(e) What decision did the narrator make and why?

He decided to go to his cousin for help
because he was 15 and ^{had taken} took self-defense
classes since he was six years old

(2 marks)

Examiner's Comments

The candidate understood that the author would ask his cousin for help.

Candidate's Response to Part (e) — Sample 2

(e) What decision did the narrator make and why?

He decided to get help by learning
self defense so he can teach those guys
a lesson

(2 marks)

Examiner's Comments

This candidate recognized the author needed help, but did not indicate from whom.

Candidate's Response to Part (e) — Sample 3

(e) What decision did the narrator make and why?

To make a ~~decision~~ decision and resolve
the problem

(2 marks)

Examiner's Comments

This candidate's response was incorrect.

For Part (f), many candidates knew that the response had to do with the cousin. Those candidates who did not gain full marks are those who did not grasp that the narrator's cousin was going to teach or show him self-defense.

Candidate's Response to Part (f) — Sample 1

(f) How would the narrator's cousin help him?

His ~~cousn~~^{cousin} would help him by teaching him how to defend himself

(2 marks)

Examiner's Comments

The candidate fully comprehended that the author's cousin would teach him how to defend himself.

Candidate's Response to Part (f) — Sample 2

(f) How would the narrator's cousin help him?

The ~~cousin~~^{Cousin} would help him by taking him to self defence classes

(2 marks)

Examiner's Comments

This candidate supplied only the 'self-defense' aspect but did not understand that the narrator's cousin was going to teach him.

Candidate's Response to Part (f) — Sample 3

(f) How would the narrator's cousin help him?

The cousin explained to the narrator a past lesson he has learned

(2 marks)

Examiner's Comments

It seems that this candidate had a limited understanding of the vocabulary used and tried to add what he/she imagined as a suitable possibility.

For Part (g), at least 90 per cent of candidates responded well. The remaining 10 per cent did not write anything or just inferred that since the narrator was scared, his final decision would be to stay away.

Candidate's Response to Part (g) — Sample 1

(g) What decision did the narrator make on that Friday?

He decided to take matters into his
own hands and solve the problems on Friday
his (1 mark)

Examiner's Comments

The candidate fully comprehended that the author was going to resolve his problem for himself.

Candidate's Response to Part (g) — Sample 2

(g) What decision did the narrator make on that Friday?

To not attend classes. X
(1 mark)

Examiner's Comments

This candidate's answer was incorrect. It was not based on the passage but on the assumption that since the author was scared, he would not go to school.

For Part (h), candidates had to state what each boy did to the narrator. This was where a lack of knowledge regarding the vocabulary affected marks. Although basically all candidates understood that at least one of the bullies insulted him, *empujó* was taken for ‘punched’ rather than *pushed*.

Candidate’s Response to Part (h) — Sample 1

(h) What did the boys do to the narrator on that Friday?

...Jaime pushed him and Pedro started
insulting him.....
(2 marks)

Examiner’s Comments

The candidate answered appropriately, stating what the two bullies did.

Candidate’s Response to Part (h) — Sample 2

(h) What did the boys do to the narrator on that Friday?

...They insulted ~~to~~ the narrator.....
.....
(2 marks)

Examiner’s Comments

This candidate could only understand the actions of one of the two bullies.

Candidate’s Response to Part (h) — Sample 3

(h) What did the boys do to the narrator on that Friday?

...They apologized to him.....
.....
(2 marks)

Examiner’s Comments

This candidate’s answer was incorrect and showed that the candidate did not understand the vocabulary used.

Responses to Part (i) were similar to those given for Part (h) in that, those candidates who could have gained full marks lost a mark because of vocabulary. *Di una patada* seemed to be unknown, prompting candidates to respond by stating that the narrator punched or pushed Jaime. The two actions that the narrator performed were necessary in answering this question.

Candidate's Response to Part (i) — Sample 1

(i) What action did the narrator take?

He approached Jaime and kicked him very
strongly.

(2 marks)

Examiner's Comments

The candidate answered appropriately that the author approached Jamie and kicked him.

Candidate's Response to Part (i) — Sample 2

(i) What action did the narrator take?

The narrator approached Jaime and started
to beat him up, making Pedro run for help.

(2 marks)

Examiner's Comments

This candidate supplied a partial correct answer, that is, that Jamie was approached. What the candidate did not grasp was the item of vocabulary that stated that the author kicked Jamie.

Candidate's Response to Part (i) — Sample 3

(i) What action did the narrator take?

The narrator decided to stand up for himself.

(2 marks)

Examiner's Comments

This candidate did not earn marks for this response which might have been a response for Part (g).

For Part (j), there were only about ten per cent of candidates who could not get at least one out of the three marks allocated to this question and that was because they either did not respond or could not offer an explanation. In many cases, candidates translated and quoted the words in the passage. Although the marks were still awarded in those instances, it is always preferable to see an explanation. In this case, a correct response would have been one that indicated that the narrator was saying that size has nothing to do with strength, and he could take care of himself.

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

(j) Explain the narrator's last words.

He wanted to convey to the boys that he doesn't want to be punked around anymore by saying in a menacing voice "I may be small, but I am not weak, "Don't mess with me again".

(3 marks)

Total 20 marks with me

He conveyed that he is not weak and he shouldn't be messed with again.

Examiner's Comments

This candidate was able to supply a full response for a question that required an explanation, mentioning the author's size, how the size in no way impacted what he was able to do, and that no one would be able to take advantage of him again.

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

(j) Explain the narrator's last words.

The narrator may be small but is not weak. They cannot do or can do nothing new with him the narrator.

(3 marks)

Examiner's Comments

This candidate only wrote about the author's size and that he is not weak.

Candidate's Response to Part (j) — Sample 3

- (j) Explain the narrator's last words.

The narrator was explaining that he is no longer easy to pick on and he is a new person.

(3 marks)

Examiner's Comments

This candidate only wrote that the author would not be easy to be picked on.

Candidate's Response to Part (j)—Sample 4

- (j) Explain the narrator's last words.

He meant that not because some people are smaller they are iller than other and not should be bother.

(3 marks)

Examiner's Comments

This candidate was unable to offer an appropriate explanation.

Recommendations

- In preparation for the exam, there should be regular learning and revision of vocabulary in English and in Spanish, with special attention being paid to synonyms in both languages.
- Revision should include going back to basic Spanish.
- Practising is key. Past papers are easily available on CXC's website and in other places. As part of the practice, time should be spent focusing on how to express answers without simply repeating the words of the question.
- When teaching/learning vocabulary, especially parts of the body, the verbs that can be associated with those body parts should be taught/learned in tandem.
- Students should be taught to pay attention to how to summarize comprehension passages. This would help with responding to the final question which is usually an open-ended one requiring explanation.
- The following websites may be helpful, although some of them may be for beginning learners.

www.spanish4teachers.org

www.fluentu.com

www.takelessons.com

www.123teachme.com

www.rockalingua.com

www.time4learning.com

www.conjuguemos.com

www.duolingo.com

www.spanishexperiment.com

PAPER 03 – ORAL EXAMINATION

The CSEC Spanish oral examination tests the ability of candidates to do the following.

- Produce appropriate responses in Spanish to a number of situations testing specific functions
- Read aloud a short passage in Spanish
- Carry on a conversation in the target language by responding to questions based on four out of six topics set out in the syllabus. This year the topics were: Daily Routine, School and career, Shopping and Travel

Section I – Responses to Situations/Instructions

This section normally requires candidates to listen to situations/instructions given by the examiner in English and then produce appropriate oral responses in Spanish, ensuring that the function specific to the situation is addressed. 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 June 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 sitting, candidates performed fairly. 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 to suggest that some candidates were unprepared for the examination; these did not perform well.

Weaker candidates continue to be challenged by the reading component of the oral examination. It is concerning that after being exposed to the language for several years, many candidates exhibit ignorance of the fundamentals of the Spanish sound system, producing pronunciation that is faulty and anglicized. In addition, several candidates demonstrated no knowledge of the importance of intonation — they started and ended the reading passage in the same tone.

Other problems observed included the following.

- Sentences were disjointed.
- Breaks/pauses were wrongly placed, affecting fluency and distorting meaning.
- Passages were not phrased correctly so meaning was lost.
- Punctuation like commas and full stops were not observed.
- There was little or no knowledge of the rules of accentuation.

Specific errors included the following.

- The pronunciation of cognates, for example, *frustración, nuclear, causa, digital, zona, idea*
- The pronunciation of discrete sounds
 - *gi* as in *elegido*
 - *gui* as in *alguien*
 - *z* as in *almorzar* and *feliz*
 - *h* as in *hacen* and *hemos, hispana*
 - *ll* as in *aquellos, llegar* and *allí*
- Vowel sounds not being pronounced properly

Recommendations

- Challenges in fluency and intonation in reading typically stem from inadequate preparation and practice. Teachers/instructors should ensure that ample attention is given to this.
- Teachers should ensure that the sound system of the language is understood from very early in the learning process. Syllabification and stress are major pitfalls which should be addressed when building the foundation of students' language experience.
- Spanish should be constantly used in the classroom and opportunities should be created for students to produce the language as often as possible.
- There is a great need for exposure to authentic listening activities in the target language.

Section III – Guided Conversation

The Guided Conversation 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 candidates were tested were Daily Routine Shopping, 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 was satisfactory this year as many candidates were able to handle the questions posed to them, albeit with some grammatical inaccuracy. 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 still experienced challenges in answering many questions. Many struggled with this section, handicapped by a limited vocabulary and poor knowledge of grammatical structures. For some candidates, there was limited comprehension of the questions asked. Such candidates constantly asked for repetition and when they did answer, their responses were short very often resulting in *Yo no sé*.

Weaker students struggled with the descriptive questions. Comprehension and spontaneity of responses were compromised by limitations with vocabulary such as *'caribeña'*, *'preparativos'*, and *'pasas tiempo'* vs *pasatiempos*. Additionally, while some candidates understood and responded well to questions asked, some responses were inappropriate and demonstrated a limited range of expressions and vocabulary.

Common errors/challenges encountered in this section included the following.

- Subject/verb/adjective agreement – *me gusta compro/prefiero haces/asignaturas es/ellos es....*
- Improper conjugation and use of the verbs *gustar, ser and estar - yo gusto/me gusta voy/leo...*
- Adjective/noun agreement and placement – *un típico día/mi favorito asignatura/el educativa videos*
- Inability to structure sentences appropriately – *un típico el día en mi escuela/son las ocho yo me...*
- Lack of familiarity with some question words such as *cuál* and the proper way to structure sentences, for example, *'donde voy ir de compras en el supermercado porque ...'*
- Confusion between *muy* and *mucho*
- An overuse/misuse of words such as *interesante/divertido/delicioso*, for example, *Mi favorito tienda es delicioso.*
- Little knowledge of the use of question words, for example, *¿Cuál isla caribeña ...?* received a response that began *'sí porque...'* while *¿Qué haces cuando no estás estudiando?* Received a response of *'no'*.
- Difficulty with articles and nouns agreement
- The inability to identify the proper placement of *'no'* to make a sentence negative
- Candidates did not differentiate between *el Caribe* and *international* — they used Paris or any other metropolitan country when asked specifically about the Caribbean

- Overall, the questions that required more detail (describe/háblame de...), were poorly done or not done at all
- An excessive request to “*repite la pregunta*” which indicated a failure to comprehend the questions asked

Recommendations

- Teachers should expose students to the consistent use of the target language in the classroom. This may be done through radio stations and podcasts, online oral and aural activities.
- Exposure to native speakers will 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 should be encouraged to pay attention to the details which are required in the questions and particularly listen carefully to the demands of the question before responding.