



CARIBBEAN EXAMINATIONS COUNCIL

CSEC[®] SPANISH



Subject Report

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CARIBBEAN EXAMINATIONS COUNCIL

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

MAY-JUNE 2025

**SPANISH
GENERAL PROFICIENCY**

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INTRODUCTION

This report was compiled using candidates' responses to the 2025 CSEC Spanish May-June examination. In 2025, 63.81 per cent of candidates achieved acceptable grades (Grades I–III), compared with 50.37 per cent in 2024 and 54.0 per cent in 2023.

There was an improvement in candidates' performance on all profiles — Profile 1 (Listening), Profile 2 (Reading), Profile 3 (Speaking) and Profile 4 (Writing).

PAPER 01 — MULTIPLE CHOICE

Paper 01 consisted of 60 compulsory multiple-choice items. The paper comprised two sections: Part A (Listening Comprehension) and Part B (Reading Comprehension). It accounted for 25 per cent of the overall grade. Candidates' performance was consistent with that of 2024. The maximum score obtained was 60 out of 60 marks and the mean score was 39.60.

PAPER 02 — FREE RESPONSE

Paper 02 comprised four compulsory questions and was worth a total of 100 marks. It accounted for 42 per cent of the overall examination grade. Candidates' performance on Paper 02 improved when compared with 2024. The mean score in 2025 was 41.56, compared with 33.15 in 2024.

Section 1 — Directed Situations

Question 1

For Question 1, candidates were required to read the directions for each of the ten situations described in English and provide appropriate written responses in Spanish. Candidates were tested on how well they used their knowledge of Spanish vocabulary (including idiomatic expressions as well as grammar rules and structures) to respond to the given situations. Candidates were awarded marks when they included all the required details and adequately communicated meaning in their responses. Responses were categorized as appropriate or partially appropriate and candidates were awarded marks based on the type of response they provided. Penalties were applied for errors in the quality of language. Candidates were awarded no marks when they gave inappropriate responses, even when the language of expression was perfect.

The situations were considered manageable and most candidates responded in the target language. However, some candidates did not attempt all the situations or responded using a combination of Spanish and English.

Candidates' Strengths

Generally, candidates' responses were appropriate to the situations presented. In many cases, they incorporated idioms and appropriate vocabulary well. The stronger or better-prepared candidates read the situations carefully and ensured that their responses included the two elements required for a full response. They kept their responses short and to the point, thereby minimizing errors often associated with lengthy or unnecessarily complex responses.

Candidates' Weaknesses

Some candidates were unaware of the appropriate vocabulary to use when responding to the given situations. Many of them would have earned higher scores had they avoided careless errors, especially in spelling and the use of accents where they affected the meaning of words.

Additionally, some candidates misinterpreted what they were expected to do with the information in the situation described and therefore omitted one or more elements required for a full response. Other candidates unnecessarily complicated their responses, writing extended introductions where a shorter response would have sufficed and so they were penalized for exceeding one sentence. Candidates should

note that the more they write, the more likely they are to make errors; responses should be kept short and to the point.

Although handwriting is not related to grammar or vocabulary, candidates' handwriting presented challenges in distinguishing letters such as 'a', 'o', 'e' and 'c'.

The following were identified as general areas of weakness.

- Inability to correctly form commands both familiar and formal
- Inappropriate uses of *ser* and *estar*
- Lack of gender agreement
- Incorrect conjugation of verbs
- Verbs followed by the infinitive
- Verbs followed by prepositions
- Confusion between uses of *por* and *para*
- The failure to use the personal 'a' when required
- General weakness in the use of the preterit tense
- Lack of use of the subjunctive.

Part (a)

Your friend Ana invites you to a party. Write the WhatsApp message you send to her accepting the invitation and saying how you will contribute to the party.

Functions: Accepting an invitation and making an offer.

Full response: *Me gustaría asistir (a la fiesta) y traeré un pastel.*

Most candidates understood the situation; however, some of them did not recognize that they would be contributing to the party rather than bringing a gift. Nevertheless, the future or *ir a* + the infinitive was generally used well. Responses were hampered by spelling errors and the misuse of accents.

The following were identified as the most common errors.

- Using *para* instead of *por* after *gracias*
- Misspelling *asistir* (*assistir*) and omitting the preposition *a* after the use of that verb
- Speaking of bringing a gift instead of offering to do something
- Misusing accents thereby affecting the meaning of words (for example, *si* when they really meant *sí*)
- Using incorrect vocabulary, for example, '*bebes*' instead of *bebidas* and '*llegar*' instead of *llevar*.

Part (b)

You and your cousin arranged to go shopping in the mall, but you are running late. Write the text you send mentioning the time you will be there and where the two of you should meet.

Function: Providing information

Full response: *Te encontraré fuera de Payless a las once y media.*

This situation presented some challenges. While some candidates understood what information was required, others did not mention either the time or the place. Some candidates did not realize that the meeting location was required to be within the mall and instead mentioned a nearby park or a home as the meeting place. There was some good use of idioms, such as *se me hizo tarde*, although this was not essential to the response. Candidates should be reminded that their responses must be based on the task stated after the description of the situation.

The most frequent errors identified included the following.

- Using *a 'el'* and *'de el'* for *al* and *del* respectively
- Anglicizing *comercial* by using double 'm' (for example, '*Centro commercial*')
- Unfamiliarity with the use of *en* to mean at a place (for example, *Nos encontramos a la tienda de zapatos*)
- The use of *son* instead of '*a*' in stating time (for example, *Te encontraré son las doce y media*)
- Confusion between *conocer* and *encontrar* (for example, *Nos vamos a conocer en la tienda*)
- Using '*estoy*' or '*estoy corriendo tarde*' instead of *llegar tarde*

Part (c)

Your Spanish teacher is ill and will not be in class. Write TWO instructions she sends on the group's WhatsApp chat with ONE thing that must be done and ONE thing that must not be done during her absence.

Function: Giving instructions

Full response: *Deben hacer la tarea que les di pero no deben hacer ruido en la clase.*

Although many candidates understood what was required, some were unable to produce a negative command and instead provided two positive commands. Again, candidates included a preamble to the response, stating that the teacher was ill. Apart from this, candidates generally responded well.

There were common errors were noted among candidates. These included the following.

- The omission of *de* after *salir* (for example, *No deben salir la clase*)
- Unfamiliarity with both positive and negative imperatives (for example, *Hacen el trabajo/No hacen ruido en la clase*)
- Incorrect use of the gender article for *clase*
- *Trienta* instead of *treinta*

Part (d)

There is a shoe sale at your neighbour's store and you want her to put aside a pair for you. Write the message that you send her giving TWO details about the shoes

Function: Giving details.

Full response: *Quiero las sandalias Ipanema que tienen las flores amarillas.*

While this situation was generally handled well, some candidates thought that if the sandals were two colours, that would constitute two details. Two details could include any two of the following: size, colour, brand or a distinguishing feature. Offering two colour options or describing the shoes as perfect was not considered fully appropriate.

The most common errors noted were as follows.

- Non-agreement of subject and adjective in either gender or number (for example, *Quiero el blanco zapatos/Puedo tener una zapatos*)
- The use of *ahorrar* for *guardar* or *apartar* (for example, *Ahórrame los zapatos de cuero*)
- Confusion between *mi* and *mí*)
- The use of *talla* instead of *tamaño* to indicate size
- Use of singular *zapato* instead of the plural form

Part (e)

Your mother needs to update her Facebook profile. Write the new information she adds mentioning a leisure activity she enjoys and her preference in music.

Function: Expressing likes and preferences

Full response: *Me gusta escribir poemas y prefiero la música afrocaribeña.*

Most candidates were able to provide an appropriate response for this situation; however, some of them responded as though they were writing about their mother rather than from her perspective. Candidates used a variety of expressions to indicate likes such as *me gusta*, *me encanta* and *me chifla*.

The following are the most common errors.

- *'Prefeiro'* instead of *prefiero*.
- The description of some forms of music using *de* incorrectly (for example, *Música de clásica* and *música de relajante*)
- The use of the preposition *a* after *escuchar* (for example, *'Prefiero escuchar a música'*)
- The use of a conjugated verb after *gustar* instead of the infinitive (for example, *'Me gusta bailo'*)

Part (f)

Your community is having a dinner to raise funds. Write the note you send to the events team requesting the number of tickets you want and asking for the total cost.

Function: Requesting

Full response: *Me gustaría tener dos billetes/boletos/entradas y ¿cuánto cuestan?*

This part required candidates to request tickets for an event and to ask for the total price of the tickets. Many candidates experienced difficulty stating the specific quantity of tickets required. In some cases, they failed to ask about the price and instead stated the price they wanted to pay for the tickets. Examples of such included *'¿Puedo tener tickets?'* and *'Quiero tres entradas para cincuenta dólares'*.

Additionally, many candidates found it difficult to correctly ask about the cost of items. Many candidates seemed to be unfamiliar with the appropriate expressions used to request the price of two or more tickets.

The following are the errors commonly identified.

- Use of the singular form *cuesta* instead of *cuestan* when referring to more than one ticket (for example, *¿Cuánto cuesta los billetes?*).
- Some candidates did not know the vocabulary item for the word ticket. Some candidates used *'tarjetas'* instead of appropriate alternatives such as *boletos*, *billetes* or *entradas*.
- Candidates made spelling errors such as *trienta*, *veinte y cuarto*, and *viente* or *vienta*. There were also varied misspellings of *billete* or *boleto* such as *'bolato'*, *'bolleto'*, and *'billeta'*.
- Use of *me gusta* instead of *me gustaría* when requesting the tickets candidates wished to purchase.

Part (g)

Your school's football team is preparing for a competition. Write the text message the coach sends giving the times for practice and saying how you should dress.

Function: Providing information

Full response: *Tienen práctica desde las tres hasta las seis y deben llevarse la ropa cómoda.*

This part required candidates to state the time for practice and indicate the appropriate dress. It proved to be one of the more challenging parts as many candidates were weak in their expression. In many instances, candidates provided overly lengthy two-part responses in an effort to provide a fully appropriate response. Many candidates became distracted by giving an unnecessary preamble. Some of those who attempted to use the command form often gave inaccurate responses. While some candidates handled this part well, many others addressed only the first detail of the question and failed to include a reference to how one should dress. The best responses were brief and to the point.

The following errors were identified most frequently.

- Using *en* with the days of the week (for example '*en lunes*')
- Omitting *el* when stating the date ('*lunes*' instead of *el lunes*)
- Giving the time using *en* instead of *de* (for example, '*las seis en la tarde*')
- Stating the time of an event using *son* instead of '*a*' (for example, '*La práctica es son las dos*')
- Spelling numbers incorrectly
- Omitting the tilde in *mañana*.
- Using limited vocabulary for articles of clothing, including the use of '*las ropas*' instead of *la ropa*.
- Using the verb *practicar* as a noun (for example, '*La practicar es hoy*')

Part (h)

Your aunt who lives abroad messages you to find out what activity you would prefer to do during your stay with her. Write the response you send giving your preference with a reason.

Function: Preference with reason.

Full response: *Me gustaría ir al museo porque quiero ver las pinturas de Picasso.*

This situation assessed candidates' ability to state and justify a preference. Overall, responses were well written and candidates demonstrated that they had a wide vocabulary. However, some candidates omitted the reason for selecting the activity.

The most common errors were as follows.

- The frequent separation of the syllables *por* and *que* instead of writing one word, *porque*, for because.
- Use of *escuchar* followed by the preposition 'a' (for example, '*Quiero escuchar a la música*')
- Use of the conjugated verb after *prefiero*, for example, '*prefiero voy ...*'
- The use of *con tu* instead of *contigo*.
- Omission of the preposition 'a' after *asistir* (for example, '*Quiero asistir un concierto*').

Part (i)

You think you are coming down with the flu and will be absent from school. In the note of the apology you send to your teacher, state ONE symptom that you have and what you are doing to get better.

Function: Describing a feeling

Full response: *Señora, tengo una fiebre muy alta y me quedo en cama*

In this situation, candidates were expected to state a symptom of an illness and indicate the action taken. Once again, this part proved to be challenging for many candidates, as they provided responses that were overly lengthy. Many responses consisted of unnecessary introductions or preambles. Many candidates did not recognize that the response did not require an apology or a statement indicating that they had an illness. In addition, some candidates confused a symptom with a diagnosis.

The most common errors noted were as follows.

- The use of the gerund *doliendo* instead of the correct expression *me duele* (for example, *Mi cabeza está doliendo*).
- Use of a possessive adjective instead of the definite article when referring to parts of the body (for example, *Me duele mi cabeza*).
- The incorrect use of *me* before *prefiero* (for example, *Me prefiero ir a la playa*).

Part (j)

Your class is planning a trip to a Spanish-speaking country. Write the note your mother sends to your teacher asking for TWO details about the upcoming trip.

Function: Requesting details

Full response: *¿Puedes decirme cuánto debo pagar y por cuántos días estarán allí?*

This situation required candidates to make requests from a mother's perspective by asking two questions about a trip to a Spanish-speaking country. Overall, candidates did not respond well. Some candidates

misinterpreted the communicative function of the situation, while others provided two details or facts about the trip instead of asking two questions. In addition, some responses were framed from a student's perspective rather than the mother's perspective.

The following were identified as the most common errors.

- Confusion between *ser* and *estar*
- Omission of the preposition '*a*' when asking at what time they would leave
- The misuse of words such as *tripo* instead of using *viaje*

Recommendations

To improve overall performance, it is recommended that the following teaching strategies be implemented.

- Regular practice sessions using sample directed situations drawn from a variety of CXC past papers, with specific focus on identifying language functions, should be incorporated. This approach will help students develop greater awareness of the role language functions play in achieving accuracy and appropriateness in their responses.
- Grammar instruction should be delivered within meaningful thematic contexts. Topics such as shopping, travel, school, home and family can be used to help students acquire a wider range of vocabulary and verbs while reinforcing correct grammatical usage.
- Targeted spelling exercises should be incorporated, with particular focus on words that closely resemble English. During instruction, teachers should highlight to students consonants that cannot be doubled in Spanish, contrasts between 'b' and 'v' and the 'd' sound, as well as distinctions between 'll' and 'y'. Activities that reinforce correct spelling of vocabulary in the target language should be an integral part of teaching and learning activities.
- Review and reinforcement grammar activities should be used to strengthen key grammatical areas, including
 - the use of *ser* and *estar*, the conjunction '*y*', particularly before words beginning with the letter '*i*'
 - making recommendations in both formal and informal registers
 - expressing commands, agreement of adjectives with nouns in Spanish
 - the use of the preterite, imperfect, conditional, and future tenses.
- It is important that students read the question carefully and be specific when giving the information required. They should also ensure that they recognize the function that is being described in the question. In guiding students, teachers should highlight to students that emphasis should be placed on underlining key words and phrases in the situation to reduce the likelihood of omitting essential details when constructing responses.
- Students should be encouraged to develop accuracy in the use of accents in Spanish, especially in cases where they change the meaning of the word as their presence or absence will cause them to lose marks.
- Given that a significant number of students were unable to respond in a single sentence, structured practice in this area is recommended. Students should be encouraged to be direct in

their responses as giving lengthy responses may cause them to make careless errors. 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 also omitted the interrogation marks at the beginning and end of questions. Regular practice in the formation of questions should be reinforced, with particular attention to the consistent use of appropriate punctuation.
- Modern language departments should work in tandem with the English departments because there is a general breakdown in the comprehension of English words.

To improve overall performance, candidates are encouraged to do the following.

- Write legibly, especially when writing accents or dots above vowels.
- Avoid excessive erasing or rewriting, as repeatedly erasing and rewriting (for example, from pencil to pen) can result in unclear or double printing. This makes responses difficult to read.
- Refrain from writing within the margins of the response sheet, as responses written outside the designated will not be scanned properly. Improvements in this area of the examination require some basic rules that candidates need to follow.
- Be brief and direct in responding to situations. Avoid giving long responses and a preamble to the response. Those responses that were longest tended to be a lot more disjointed.
- Learn more idiomatic expressions and develop a wider range of vocabulary in order to improve the quality of responses
- Read each situation carefully and highlight the key language functions being tested before responding to ensure that the answers are appropriate.
- Review responses carefully before submission.

Section 2 — Letter

Question 2

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

The scenario required candidates to write a letter to a friend in Bolivia describing their recent school graduation dance. Candidates were expected to address four key points: details of the graduation dance, including the venue, date, time and how and with whom they attended; activities undertaken in preparation for the dance; an incident that occurred during the event and their reaction to it; and plans they intend to make now that they have graduated from school.

The topic appeared to have been well received by candidates. As a result, many of them were able to address all four cues and to develop them adequately. Only a few candidates offered no response. Nevertheless, many candidates provided moderate to satisfactory responses. This was due largely to paucity of the knowledge of key grammatical structures and the incorrect use of grammar throughout their responses.

Candidates' Strengths

Most candidates adhered to the required word limit (130–150 words). Many of them demonstrated that they had a good understanding of the format for writing a letter. The date, salutation and ending were generally written accurately. Additionally, the body of the letter was well developed based on the four given cues. The greeting and the introductory remarks were particularly well executed. Examples of such included

- *Queridísimo Pedro*
- *Yo me encuentro muy bien*
- *Espero que la familia tengas buena salud.*

A notable strength among candidates was the correct use of the subjunctive in both the present and past tenses. Examples included

- *Quiero que te vayas*
- *Espero que se encuentren bien tú y tu familia*
- *Me pidió que bailara con él*
- *Me hubiera gustado tenerte aquí.*

There was also good use of idiomatic expressions and other grammatical structures. Some well-executed examples included

- *nos quedamos parados de susto* (we stood still in shock)
- *para ahogarse en un vaso de agua* (to make a mountain out of a molehill)
- *la experiencia valió la pena* (the experience was worth it).

Additionally, many candidates used tenses accurately as seen in the following examples.

- *Cuando llegamos, todo el mundo comía y bebía.*
- *Menos mal que el evento no había comenzado.*
- *Yo seré abogado.*
- *El baile tuvo lugar en la escuela.*

Candidates' Weaknesses

Some candidates paid very little attention to the required format for writing a letter. There were several unacceptable attempts at presenting the date, salutation and ending.

As noted earlier, limited knowledge of grammar and grammatical structures, as well as incorrect spelling, resulted in submissions that were not of a satisfactory standard.

The most common errors observed were as follows.

- Spelling errors (for example, *querido/a, intresante, balie, balar, nuevo*)
- Omission of accents (for example, *¿como estas?, tu y tu familia, ella compro*)
- Incorrect noun and adjective agreement, (for example, *'un traje nueva, un cantante famosa, una camisa blanco'*)
- Errors in subject–verb agreement (for example, *'nosotros vieron, cuando el cantante llegaste'*)
- Omission or misuse of prepositions and the personal *a* (for example, *después la graduación, antes el baile, vi mi amigo*)
- Incorrect use of the definite article with professions (for example, *'yo quiero ser un piloto, me gustaría hacerme un médico, mi mamá es una profesora'*)
- Confusion between *ser* and *estar* (for example, *'yo soy bien'* and *'soy escribiendo'*)
- Incorrect expression of at with a place (for example, *'el baile tuvo lugar a la escuela'*)

Recommendations

- While the teaching of grammar may seem burdensome to some, it remains essential and cannot be overlooked. The importance of sound grammatical knowledge should be emphasized and regular, structured drilling is strongly recommended.
- 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 that can enhance the quality of students' writing should be encouraged.

- Students should develop greater competence in the use of verbs, particularly irregular verbs. Verbs such as *tener*, *ir*, *decir*, *hacer*, and *ver* are almost certain to appear on any Spanish examination.
- Attention needs to be paid to learning vocabulary.
- It is necessary that students be guided on the correct use of a dictionary to alleviate the incorrect use of vocabulary.
- The importance of accents must be stressed.
- Use games and drills to practice the language.
- Students should be directed to appropriate online resources for additional practice. Prospective candidates are encouraged to make effective use of smartphones, tablets, and other devices to access reputable language-learning websites and platforms.

Section 3 — Contextual Dialogue

Question 3

Candidates were required to complete a contextual dialogue using cues that were provided in English. The contextual dialogue was consistent with the requirements outlined in the syllabus. The scenario was therefore well within the scope of candidates' ability.

This question assessed candidates' ability to construct a coherent conversation in Spanish with a Colombian friend about an upcoming birthday celebration. Candidates were expected to address all cues: when and where the celebration would take place, preparations to be made, who would attend, activities planned for the event and an invitation to the celebration accompanied by an offer of accommodation.

Overall, candidates' performance was satisfactory. A few candidates scored full marks by responding appropriately to all cues and by demonstrating that they had a good range of vocabulary and knowledge of grammatical structures. Although the task was within the scope of candidates' ability, a few candidates did not attempt to respond. Weaker candidates tended to copy or rewrite the utterances of the second speaker.

Comprehension

Generally, candidates' responses to the first prompt were satisfactory. Most candidates correctly stated when and where the party would take place, as well as how old they would be. For the second and third prompts, many candidates responded appropriately by describing the preparations they would make before the party and by identifying who would assist with these preparations.

In the fourth and fifth prompts, most candidates were able to state who they would invite, including teachers, and the activities that would take place at the party. The sixth prompt proved more challenging, as many candidates did not mention that a singer would be unable to attend or they failed to provide the name of a specific DJ who would be present.

Generally, candidates performed well on the seventh prompt. Candidates correctly issued an invitation to the party. However, in the eighth prompt, many of them offered accommodation at a hotel rather than at the person's house. Candidates generally answered appropriately for the ninth prompt.

Candidates' Strengths

In the responses considered excellent, candidates developed and expressed sound, creative ideas. Some of them were able to use the present and imperfect subjunctive appropriately, along with idiomatic expressions that enhanced the overall quality of the dialogue.

Candidates' Weaknesses

Some candidates did not provide a response or they submitted only insufficient responses to the prompts. It was noted that many dialogues were disjointed because candidates did not write a complete response that blended with the preceding and following prompts. Candidates did not seem to be trained to use the prompts that precede and follow the blank spaces provided as a cue to what they are expected to place as their response. Candidates should be taught that in addition to addressing the five required elements of the dialogue, their contributions must flow naturally and show clear continuity with the utterances that come before and after.

Common errors observed among candidates included

- missing accents (for example, *si, que, también, más, fútbol, cumpleaños, mamá*)
- incorrect inclusion of accents in pluralized words (for example, *decoraciónes*)
- use of *en* instead of *el* when expressing days of the week (for example, *en sábado*)
- incorrect use of *a mi casa* instead of *en mi casa*
- omission of the preposition 'a' in the immediate future (*ir plus a plus infinitive*) as seen in *voy invitar*
- errors in subject–verb agreement (for example, *Mis hermanos ayudamos*)
- incorrect adjective–noun order (for example, *interesantes juegos*)
- applying stem changes in the *nosotros* form of *poder* and *jugar* (for example, *podemos* and *juegamos*)
- confusion between the preterite and imperfect tenses
- not using the infinitive after *gustar, preferer* and *ir a*
- using the gerund where the infinitive is required (for example, *actividades como jugando juegos*)
- misuse of *jugar* and *tocar* (for example, 'El DJ jugará la música')
- incorrect use and placement of indirect object pronouns
- difficulty with the command form (tú)
- omission of the personal 'a' (for example, 'invito mis profesores')
- incorrect use of possessive adjectives
- general errors in adjectival agreement
- incorrect use of articles (for example, 'el fiesta', 'el decoración')
- incorrect use of *ser* and *estar* to express age (for example, 'Soy quince años')
- confusion between *bien* and *bueno* (for example, 'El DJ toca muy bueno')
- using *por* instead of *para* (for example, 'Gracias para la invitación')
- confusion between *ser* and *estar* (for example, 'La fiesta está en mi casa')
- misuse of *saber* and *conocer* (for example, 'Sabes un buen DJ')
- using *mucho* instead of *muy* (for example, 'Voy a tener muy decoraciones')
- use of *asistir* instead of *ayudar* (for example, '¿Puedes asistir con la decoración?')
- use of *attender* instead of *asistir* (for example, 'Un cantante famoso va a attender')
- use of *con mi* and *con tu* instead of *conmigo* and *contigo*
- use of *sería* instead of *habrá* (for example, 'Será mucha música').

Recommendations

- Candidates must be encouraged to read the entire dialogue before inserting their responses. Doing so ensures that their contributions follow the natural flow of the conversation.
- Candidates should be guided to ensure that they provide all required information, including intricate details that are required for each response.
- The standard of grammar used by many candidates was below satisfactory. Candidates need to build and strengthen their vocabulary and learn idioms, synonyms and antonyms in the target language.
- Students should be taught how to manage word limits effectively. Teachers should also encourage students to review and reread their work consistently. Planning and structuring review time into each lesson can help students develop the habit of checking their work before submission.

Section 4 — Reading Comprehension

Question 4

This question assessed candidates' ability to read a passage in Spanish and demonstrate comprehension by responding in English to questions posed in English and based on the passage read.

Overall, candidates performed at a good level. In some instances, candidates' limited vocabulary influenced the type of responses provided. Some of candidates' challenges with vocabulary included lack of knowledge of Spanish words, limited knowledge of English synonyms and difficulties interpreting key English terms. Some candidates had little or no comprehension of the passage and therefore omitted some or all of the questions. Only a few candidates gained full marks; the majority of them scored between 10 and 18.

Candidates' Strengths

Instructions were generally well adhered to by candidates. In cases where questions were worth more than one mark, many candidates were able to secure partial marks, often earning two out of three marks or one out of two.

Candidates' Weaknesses

The major weakness observed was candidates' limited knowledge of vocabulary. This directly affected candidates' ability to provide complete and accurate responses and prevented many from obtaining full marks. Although spelling is not formally assessed, incorrect spelling impacted the quality of some responses. For example, candidates sometimes wrote 'there' when they should have written *their*, which altered the meaning of the response. This issue should be addressed through continued reinforcement of spelling and word recognition.

Several candidates experienced difficulty structuring their responses. This suggests a broader challenge with reading comprehension and insufficient practice in organizing information clearly and coherently.

Part (a)

Question: *What are two types of chocolate that the narrator enjoys?*

This question was worth two marks. Generally, candidates answered correctly.

Example of a correct response: Dark chocolate, white chocolate or milk chocolate.

Example of an incorrect response: Sea chocolate, chocolate milk.

Part (b)

Question: *Why does the narrator think that her love of chocolate is genetic?*

Two marks were allocated to this question. Most candidates provided correct responses, thereby demonstrating their knowledge of English definitions.

Example of a correct response: Her mother enjoys/likes/loves chocolates also.

Part (c)

Question: *What mention is made of Boyer and Ferrara?*

One mark was awarded to candidates who answered correctly. Many candidates gained full marks.

Example of a correct response: This was their preference/preferred chocolate/favourite chocolate.

Example of an incorrect response: They were the manufacturers of the chocolate/Boyer and Ferrara liked chocolate too.

Part (d)

Question: *Where EXACTLY were the chocolates hidden when the narrator was young?*

This question was worth two marks. Candidates were awarded marks ranging from zero to two marks.

Example of a correct response: The back of the cupboard in the dining room.

Example of an incorrect response: In the yellow part of the pantry/In the back of the armchair in the living room.

Part (e)

Question: *What evidence shows that the narrator was a 'good detective' as a child?*

Two marks were awarded to candidates who gave a fully correct response. Most candidates were able to respond appropriately but some responses were disjointed.

Example of a correct response: She always found the chocolates wherever they were hidden.

Example of a partial response: She would find the chocolates.

Example of an incorrect response: Her sister would find the chocolates and eat them.

Part (f)

Question: *Describe what the narrator did when she discovered the hiding place.*

This question was worth three marks. Most candidates understood what was required to provide a response but they could not express their themselves appropriately.

Example of a correct response: She took/stole one chocolate and returned/replaced/put back the rest as they were.

Example of a partial: She took one chocolate.

Example of an incorrect response: She ate the chocolate.

Part (g)

Question: *What made the narrator's mother become suspicious that she had found the hiding place?*

This question was worth one mark. Most candidates gained full marks although their responses varied.

Example of a correct response: The missing chocolates.

Part (h)

Question: *Describe the first thing the narrator did when she returned home.*

This question was worth two marks. One mark for *hid the chocolates* and the other for *from her daughter/ in the cupboard*. Most candidates were able to provide the correct answer.

Example of a correct response: She hid the chocolates from her daughter.

Example of a partial: She hid the chocolates.

Example of an incorrect response: She ate the chocolates.

Part (i)

Question: *What evidence made the narrator say that she thinks there is a new detective?*

Candidates were awarded two marks for answering correctly. Many candidates had difficulty giving a full response.

Example of a correct response: She saw/found her daughter with her face covered with chocolate.

Example of an incorrect response: Her sister's mouth was full of chocolate.

Part (j)

Question: *“Hoy sufro igual que mi madre”. Explain why the narrator makes this statement.*

Many were able to make a comparison between the mother's and daughter's experiences when it came to their love for chocolate and their ability to find them no matter where they were hidden. However, a few candidates simply translated the phrase into English.

Example of a correct response: Her daughter loves chocolates and has turned out to be just as good a detective as she was when it came to finding chocolates that were hidden.

Recommendations

- It is essential that students learn and revise vocabulary regularly in both English and Spanish, paying particular attention to synonyms in both languages.
- Practice is critical. Past papers are readily available on CXC's website and other platforms. As part of their practice, students should spend time learning how to express answers in their own words rather than repeating the wording of the question.
- Reading books, newspapers and magazines written in Spanish and English is strongly encouraged as this helps students observe sentence construction.

The following websites may be useful for students to practise Spanish.

- www.fluentu.com
- www.123teachme.com

PAPER 03 — ORAL EXAMINATION

The CSEC Spanish oral examination assessed the candidates' proficiency in speaking Spanish through three components.

- Responding orally to situations presented in English — This component assessed candidates' ability to interpret prompts and produce accurate, context-appropriate responses in the Spanish language.
- Reading a passage aloud to evaluate pronunciation, intonation and fluency — These skills reflect candidates' understanding of Spanish phonology and stress patterns.
- Speaking using guided conversations on everyday topics — This component measures candidates' conversational competence, including spontaneity, coherence and the use of appropriate vocabulary and grammar.

The mean score in 2025 was 51.18. This was generally consistent with the mean score of 48.66 in 2024.

Section 1 — Oral Situations

This part of the examination required candidates to respond in Spanish to prompts given in English, ensuring that their responses matched the intended function of the given situation. Overall, candidates were better prepared for this section than in 2024 and performance ranged from limited to excellent.

Way too many candidates are still unprepared for this section of the oral examination. Some candidates excelled, offering responses that were not only appropriate but also well structured. This showed that such candidates had good knowledge of grammar and a rich vocabulary. Conversely, other candidates experienced difficulties. Their responses were often disjointed and their knowledge of vocabulary and grammar was limited. Many candidates hesitated excessively when responding to the situations. Additionally, some candidates did not read the situations carefully and produced statements where questions were required.

Some of the notable grammatical errors included the following.

- Agreement (of all types): Subject/verb, Noun/adjective and Article/noun
 - *zapatos blancas*
 - *es muy baratos*
 - *su libros*
 - *una regalo*
- Failure to use *tener* in appropriate expressions
 - *estoy miedo sobre mi examen*
 - *tú es muy suerte*
- The proper use of question words (for example, *qué es tu color favorito?*)
- The inappropriate use of *ser* and *estar*
 - *estaba muy terrible*
 - *¿dónde es el supermercado?*
 - *fue enferma*
 - *soy tarde*
 - *está es las diez*
- Inability to distinguish between *muy* and *mucho* (for example, *muy Orgullo*)
- The inability to select correctly between *por* and *para*
 - *gracias para decirme*
 - *siento para ti*
 - *debes ir al profesor por ayudarte*
 - *...por la asignatura*
- The use of wrong expressions for weather
 - *está mal tiempo*
- The use of two conjugated verbs following each other
 - *quiero voy*
 - *puede va*
 - *necesitas limpio*
- The use of the combination of the preposition *con* with the prepositional pronouns *mí* and *ti*
 - *estudie con mí*

- *lo siento para tú*
- *Compraré un regalo para tú*
- *Venir con mí*
- Improper conjugation of irregular verbs
 - *tenería*
 - *pono la mesa*

Recommendations

Teachers must encourage students to use the target language consistently 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 the questions and to listen carefully to the demands of the question before responding.

Section 2 — Reading Aloud

Overall, candidates' performance ranged from satisfactory to excellent. Stronger candidates demonstrated that they had a good understanding of the sound system, applied rules of accentuation and stress accurately and delivered their readings with confidence. However, weaker candidates encountered challenges with intonation and were unable to cluster words appropriately when reading aloud.

The following errors were noteworthy.

- Failure to make the 'h' silent — *hogar/hallzgo/habitants/han*
- The difference in pronunciation between *ciu* and *cui* — *cuidarnos/ciudad*
- The sound of *que* — *aquel/aunque*
- The incorrect sound of the following
 - *sueva (cueva)*
 - *luegar (lugar)*
 - *eca (echa)*
- The hard sound of the 'g' was applied to words such as *geografía/biología*
- Anglicisms — *internacionales*

Recommendations

Challenges in decoding, fluency and intonation when reading aloud typically stem from inadequate preparation and limited practice. Teachers must ensure that the sound system of the language is introduced and reinforced from the earliest stages of instruction. Syllabification and stress are major pitfalls that must be addressed overtly. Spanish must be consistently used in the classroom and opportunities should be created for students to produce the language as often as possible. There is a significant need for exposure to authentic listening activities in the target language so that students can model native-speaker pronunciation, rhythm and intonation.

Section 3 — Oral Situations

Generally, candidates were able to respond promptly to the questions, demonstrating clear understanding of what was being asked. A number of candidates responded with spontaneity, offering complete and often creative responses. These candidates approached the task confidently. While the questions were manageable, some candidates struggled to formulate responses and many overlooked key details. Weaker candidates showed limited vocabulary and an inadequate command of basic grammatical structures.

Some notable errors were observed in this section. These included the following.

- Agreement errors
 - *la casa tranquilo/cómodo*
 - *los miembros es*
 - *mi familia comen*
 - *un taza*
 - *las platos*
 - *semana pasado*
 - *mucho variedad*
 - *precios barato*
 - *el biblioteca*
 - *el restaurantes*
- Inappropriate use of subject/object pronoun
 - *ella dormitorio*
 - *me estudio*
 - *me prefiero*
- Improper conjugation of irregular verbs
 - *hacería*
 - *obteno*
- The inability to differentiate between *bien* and *buen*

Some candidates had difficulty correctly interpreting question words such as *¿Cómo viajan los turistas a tu país?* Others provided insufficient detail for more open-ended prompts such as *háblame* and *describe*.

In some instances, candidates did not recognize *hispanohablante* as referring to a specific group of countries.

Recommendations

Teachers should expose students to consistent use of the target language in the classroom through Spanish-language radio stations, podcasts, and online oral and aural activities. Exposure to native speakers can also provide students with an authentic language experience. Extensive use of Spanish in the classroom will strengthen students' listening and speaking skills and increase their confidence when conversing in Spanish. Additionally, students must be encouraged to pay close attention to the details required in each question and to listen carefully to the demands of the task before responding.