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# **GCSE EXAMINERS' REPORTS**

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**SPANISH  
GCSE**

**SUMMER 2022**

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<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

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### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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## SPANISH

### GCSE

Summer 2022

#### UNIT 1 SPEAKING

##### General Comments

After a break from external exams due to the pandemic, this is the first year again of external examinations. At both Foundation and Higher Tiers the assessment was adapted by the removal of the photograph discussion (for 2022 only) and some of the general conversation topics. Most centres uploaded relatively late allowing the Easter holiday to prepare. Candidates were generally well prepared in terms of general knowledge of the topic areas but more so for the first conversation topic. The tests were generally well conducted and administered by centres and therefore we recognise the hard work of teachers in ensuring that the process was run and managed well. All parts of the test differentiated well.

At Higher Tier most role plays were well done, in general, and the conversation topics were well answered in terms of the prepared topic mostly. Tests again were generally well conducted by teachers in this section and the candidates were mostly well prepared but, as with the Foundation Tier, more so with the first conversation topic. Less disparity is needed between the performance within the two conversation topics as they are marked equally.

##### FOUNDATION TIER

###### The role play

Generally, for the role plays, candidates found it easier to answer questions about themselves but struggled more with 3<sup>rd</sup> person concepts i.e. what should the government do... and also the future and past verb endings were challenging other than fui. Centres should try to teach candidates more variety of verb forms in the future and past.

Candidates also struggled to ask questions in the role plays so more time could be spent practising question forms. Candidates were good at understanding question forms but not producing them. It would help candidates to regularly practise forming questions by giving candidates answers in role plays and getting them to formulate the relevant question.

For most candidates, role play set 3 and 6 were more challenging. It would be beneficial for candidates to learn more adjectives to describe character/personality and the environment needed to be covered in more depth.

It is important that candidates do not prepare overly long answers to role play questions. A short answer with a correct verb form is all that is needed for this section.

###### Common role play card issues for candidates

Role play 1 – many struggled with money in Spanish and also distance to a place.

Role play 2 – asking what their best friend is like caused issues with 3<sup>rd</sup> person of verb and also question form issue whether to use cómo or qué

Role play 3 – issues with producing character adjectives and more need to be taught. Also issue with question form in task 5.

Role play 4 – leisure not known in Spanish and film genres an issue as well as the past tense of leer.

Role play 5 – article needed for subjects and also señor/señora for teacher as mainly said in English.

Role play 6 – environment vocabulary is known but many struggled to develop an opinion on the issue.

At Foundation Tier the mean mark and facility factor for each section of the role play were:

	mean mark	facility factor
RP1	1.9	61.8
RP2	1.3	44.6
RP3	1.4	47.4
RP4	1.5	50.9
RP5	1.4	46.8

### Role play guidance for the examiner

In Spanish use any phrase to cue the candidate that you are going to begin; e.g. ***‘Vamos a empezar con el juego de roles’***.

Read the teacher prompts exactly as they are printed.

You can repeat the prompt, but **only** if the candidate requests you to do so.

- × Do **not** announce the setting.
- × Do **not** add in any extra questions.
- × Do **not** rephrase the prompts.

### The conversation

In the general conversation many candidates were able to answer questions but as responses were short, it was not always possible to score higher marks for communication. For language some complex features were required for top bands such as connectors, pienso que and creo que, así que or a wider range of tense such as imperfect rather than always using the simple past. Teachers also need to develop more open questions to aid this, and this was particularly apparent when talking about food and drink or school - describe or háblame de...worked better or a question asking an opinion and why. For food and drink a wider range of questions were needed rather than focusing all questions on food as a lot of vocabulary was repeated - stronger questions were linked to healthy diet, food from other countries. Knowledge of some Spanish food items would help for this topic discussion and for the role play on this theme.

More candidates needed to at least attempt some longer sequences of language such as porque...unaided, also adjectives other than difícil or interesante to produce an opinion. Some complex language features also needed to be present at the top end and some good examples were recientemente... así que... mientras... sin embargo. Pronunciation tended to be sound but some struggled with “cine” and also the J and V in Spanish, but issues were generally more with a very anglicised intonation and with weaker candidates, some spoke very quietly and hesitantly. Candidates need to be taught strategies to deal with this such as asking for repetition or filling in gaps with “vamos a ver...bueno...” etc.

Some teachers conducted very long conversation sections which did not adhere to the timings stipulated and this rarely aided candidates as they became tired and struggled towards the end of the exam. Generally, the first conversation was longer and of a higher standard, but they do need to be of a similar level as they are marked equally.

At Foundation Tier the mean mark and facility factor for each section of the conversation were:

	mean mark	facility factor
C CI	8.0	53.5
C PI	3.7	73.8
C LKA	5.6	56.1

### Conversation guidance for the examiner

In **Spanish** use any phrase to cue the candidate that you are going to begin, e.g. **'Ahora, la conversación'**.

Ask the candidate in Spanish which topic they have chosen for the first part of the conversation – use simple words or near cognates that they can connect with the booklet, e.g. **'¿Prefieres 'relaciones' o 'salud'?**

Allow the candidate answer: e.g. **'salud, por favor'**

Then cue the candidate to initiate conversation 1, for example by saying:

**'Muy bien, te escucho.'**

Ask a range of questions on the first topic for the correct time.

Ask the candidate in Spanish which topic they have chosen for the second part of the conversation; e.g. **'Ahora, ¿Prefieres 'colegio' o 'planes profesionales'?**

Allow the candidate to answer, and then **you** can begin to ask questions for the correct time. This time they do not need to initiate.

At the end of this time, signal the end of the test to the candidate with a phrase such as **'Bueno gracias (name), tenemos que terminar aquí'**.

× **Do not** exceed the total times for the conversations

### HIGHER TIER

#### The role play

It is important that candidates do not prepare overly long answers to role play questions. A short answer with a correct verb form will achieve the full 3 marks. If the answer prepared is overly long, marks tended to be lost as errors crept into the Spanish, so this did not advantage the candidate. Longer answers need to be prepared more in the conversation sections.

Some issues were with the question forms needed to form questions and particular confusion over cuál and qué for forming a question where we would use what or which in English. The third person verb form was challenging for candidates and remembering not to use an article with school subjects.

## Common role play issues for candidates

Role play 1 – many struggled to think of a Hispanic food so lacked cultural knowledge

Role play 2 – task 5 for *what will happen in your area*, candidates mostly talked about what they will do, as 3<sup>rd</sup> person verb form was an issue for them.

Role play 3 – for school subjects most answer without the article thus translating directly from English i.e. me gusta inglés.

Role play 4 – this role play required knowledge of adjectives to describe character.

Role play 5 – the issue again arose in task 5 as it requires responding in the 3<sup>rd</sup> person about the government and many spoke about what they would like to happen to avoid this issue.

Role play 6 – a challenge due to lack of knowledge of environment language and ability to manipulate specific verbs such as ahorrar and reciclar into different tenses.

At Higher Tier the mean mark and facility factor for each section of the role play was:

	mean mark	facility factor
RP1	2.2	74.7
RP2	2.2	73.5
RP3	1.8	59.6
RP4	2.0	65.6
RP5	1.9	62.1

## The conversation

Most candidates chose holidays as a topic or school. First person verb forms in past and future were well done but spontaneous use of the third person needs to be developed more in any tense i.e. estudio... pero mi hermano estudia...

More candidates need to incorporate some complex language features into the conversation sections to access higher marks such as varying tenses more i.e. I did this... but next year I will... also subordinate clauses así que...dado que and producing longer sequences of language unprompted. There were too many examples of teacher question and short response, which although accurate, were not examples of natural language with the candidate taking the initiative.

As with the foundation tier, some teachers conducted very long conversation sections which did not adhere to the timings stipulated and this rarely aided candidates as they became tired and struggled towards the end of the exam. The first conversation also tended to be longer and of a higher standard.

On some occasions the candidate asked the examiner a question which was very effective as this showed confidence and also a more natural use of the language.

Pronunciation was generally sound for non-native speakers and issues tended to be more with a very anglicised intonation. Very slow, hesitant delivery needs to be practised more as this does affect the Communication mark. Candidates could be taught strategies to deal with this such as “vamos a ver... un momento... puedes repetir etc. to fill gaps.

At Higher Tier the mean mark and facility factor for each section of the conversation were:

	mean mark	facility factor
C CI	9.7	64.8
C PI	3.6	71.8
C LKA	6.2	62.3

## Summary of key points

At Foundation Tier Centres are reminded to conduct the examination in Spanish and so, once the recording begins, instructions should not be given in Welsh or English during the test. In the case of weaker candidates in particular, candidates would have benefitted from teachers adhering more closely to the time limit of 5-7 minutes for this session. The times are a maximum time for the conduct of the examination.

Candidates need to avoid answering the role play without using a verb as this can limit the marks available and to spend longer on practising question formulations. Centres need to prepare the second conversation topics better so that there is not so much disparity of level between conversation 1 and conversation 2. The two conversations also need to be of a similar length.

At Higher Tier make sure that equal preparation is given to both conversation topics as the first one was a lot stronger – candidates need to be able to talk about a variety of topics. Equally, both conversations need to be of a similar length. Times stipulated are a maximum time so should be exceeded. In the role play section candidates must not prepare long, detailed answers as this could cause them to lose marks as any verb error is penalised. The role plays must be conducted throughout in Spanish by the teacher and candidate.

Although candidates initiate the first conversation this does not need to be a long, prepared piece as this causes a lack of spontaneity which affects the communication mark.

In order to obtain higher marks for communication candidates needed to give fuller answers and not rely on the teacher. For language marks, complex features are needed for the top bands - this can include a wide range of vocabulary, structure and tense. Some stronger candidates also varied the person of the verb from fui... fuimos or yo jugué pero mi hermano jugó... but again these were better when unprompted.

We, once again, offer our thanks to teachers for all their hard work, and would also remind you the OER material will be available on the WJEC website, which will provide commentaries and live examples of student performance.

# SPANISH

## GCSE

Summer 2022

### UNIT 2: LISTENING

#### General Comments

Given the events of the last two years it was pleasing to see that candidates at both tiers were generally well prepared for the demands of the Listening exam. Despite the interruption to their schooling, candidates were able to demonstrate a good command of topic-specific vocabulary in order to be able to deduce meaning, evaluate and draw conclusions from the Spanish listening texts. On the whole, there were many strong performances at the top end of both papers, and the vast majority of candidates attempted all questions on the paper.

#### Comments on individual questions/sections

As is the case every year, candidates should always write clearly and concisely in English/Welsh and avoid adding extra information. Many candidates often offered two answers or additional details in brackets – this was frustrating for examiners as incorrect or contradictory information can cause them to lose marks. Most candidates answered in the correct language, although a small minority lost marks for answering English/Welsh questions in Spanish and vice versa. It was pleasing to note that candidates usually gave the correct number of details required for individual questions, although as in previous years, it was still the case that some English/Welsh answers did not make sense in relation to the question.

#### Foundation Tier

- Q.1** Question 1 involved multiple-choice questions and was generally well attempted, although many candidates were unable to make the distinction between ‘she cooks traditional food’ and ‘she is very traditional’ in (b), despite the entire text being on the theme of food. The mean mark for this question was 3.9 and the facility factor was 78.8.
- Q.2** The multiple-choice questions did not present many issues, although a surprising number of candidates were unable to identify *la ropa* or *la moda* in (a). The majority were able to answer (c) correctly, although there were several examples of answers such as ‘it’s a waste of money’ or ‘he doesn’t have any money’, which were too removed from the text to score a mark. The mean mark for this question was 2.5 and the facility factor was 49.8.
- Q.3&4** Questions 3 and 4 were assessed language questions with Spanish rubrics and questions. The majority of candidates coped well although a surprising number were unable to identify *la iglesia* in Question 3 (c). The mean mark for question 3 was 3.1 and the facility factor was 77.1.  
For Question 4, the most problematic were (a) and (b), with most candidates simply hearing the word *hotel* and ticking the second box, ignoring the verb *trabajó* which had no relation to the text.

Many also seemed unable to link *al lado del mar* to the picture of the seaside. The mean mark for this question was 3.3 and the facility factor was 65.8.

- Q.5** This was well answered in general with the most common error being not able to identify *apagar las luces* from the transcript. The mean mark for this question was 4.0 and the facility factor was 79.7.
- Q.6** This involved multiple-choice questions and tick boxes. It was pleasing to note that the majority of candidates ticked the correct number of boxes. The question was generally well answered, with *las actividades extraescolares* and *las visitas al extranjero* the most commonly misinterpreted. The mean mark for this question was 4.3 and the facility factor was 72.4.
- Q.7** **(a)&(b)** These were generally well answered.
- (c)** Many candidates heard *ojos* but did not identify *cerrados* so answers such as 'she covered her eyes', 'she didn't look' or 'she looked away' were fairly common.
- (d)&(e)** Most candidates understood the gist of the transcript, but many gave vague answers and did not specify that she would like to read the book of the film or see that specific film again.  
The mean mark for this question was 1.3 and the facility factor was 26.1.
- Q.8** **(a)** Although almost all candidates recognised that the information was relating to the school day, many answered 'the end of the day' or 'lunchtime' instead of correctly identifying *el recreo* as break time.
- (b)** Many candidates misheard *aire libre* and gave answers involving books or reading.
- (c)** This was generally well answered.
- (d)** The word *enfermedades* was not widely recognised and was sometimes confused with *enfermeras*. Despite being a cognate, many candidates interpreted *atención* as 'detention'.  
The mean mark for this question was 0.8 and the facility factor was 16.7.
- Q.9** Although the majority of candidates appeared to understand the gist of the transcript, many found it difficult to express clear responses to the questions in English/Welsh. Many latched on to the word *profesional* and based several answers around 'professional skills'.
- (a)** The majority were able to correctly identify *la comunicación*.
- (b)** This saw a range of answers that did not always make sense or did not quite convey the correct meaning.
- (c)** Most candidates were able to give at least one skill, although *el trabajo en equipo* was the least recognized of the options.  
The mean mark for this question was 1.8 and the facility factor was 35.1.

## Higher Tier

See **Questions 7, 8 & 9** above for Questions **1, 2 & 3**.

- Q.1** The mean mark for this question was 3.2 and the facility factor was 63.4.
- Q.2** The mean mark for this question was 2.7 and the facility factor was 54.1.
- Q.3** The mean mark for this question was 3.3 and the facility factor was 66.1
- Q.4** Most candidates seemed to understand the gist of the transcript and were able to answer (a) correctly, although (b), (c) and (d) received some lengthy and confused responses that did not always make sense in English/Welsh. The word *contenedores* did not seem to be well recognized and many candidates heard the word *programa* and gave confused answers such as ‘the bins will be programmed’. The mean mark for this question was 1.6 and the facility factor was 39.0.
- Q.5** This was an assessed-language question and was extremely well answered. Very few candidates wrote in the wrong language and spelling was generally sound. The mean mark for this question was 2.7 and the facility factor was 68.0.
- Q.6** This was an assessed-language multiple-choice question and was generally well answered. Questions (c) and (d) were the two that were most frequently incorrect, with candidates unable to choose between the options. The mean mark for this question was 3.6 and the facility factor was 72.5.
- Q.7** (a) This was well answered on the whole, although a surprising number did not know the meaning of *el parque de atracciones*. A small minority thought that *vista* meant ‘beast’ and there were some strange answers involving a ‘panoramic beast’. A more common error was hearing the word *panorámica* and deciding that this must refer to panoramic photographs.
- (b), (c), (d) These were generally well answered with only minor confusion. The mean mark for this question was 2.9 and the facility factor was 58.8.
- Q.8** Despite being a longer transcript, this was well attempted on the whole. Questions (a), (b) and (b) were well answered and as expected, the majority identified ‘inhabitants’ or ‘residents’ rather than ‘the mayor’ for (b). In Section 2, (e) was well answered, although for (d), many candidates assumed *rotas* meant ‘rotten’ and there were lots of answers about rotten parks, rotten facilities and sometimes even just ‘rot’. For (f), the main issue was not identifying that the answer related to the past and how the road used to be, with many answers in the present. The word *ordenada* was also often translated as ‘ordinary’ or ‘ordered’. The mean mark for this question was 3.2 and the facility factor was 53.0.
- Q.9** Despite being the last question on the paper, it was encouraging to see many candidates accessing marks here.

For Section 1, it was pleasing to see that many candidates understood the subject matter, and most were able to score a mark for (a), although there were some confused answers such as ‘adolescent oppression’ and vague answers such as ‘social issues’. As would be expected, only higher scoring candidates usually answered (b) and (c) correctly, with very few correctly identifying *la forma de vestir*.

In Section 2, candidates often understood the gist but were unable to give specific answers that would earn them marks. Many candidates scored a mark for (f), for example, but *seguros de sí mismos* was not well known for (e). Familiar words such as *positivos* and *comunicación* were often incorrectly used in answers. The mean mark for this question was 1.9 and the facility factor was 31.7.

### **Summary of key points**

At both tiers, there was good differentiation across the papers and there was little evidence that candidates had been inappropriately entered. Despite the difficulties of the last two years and the impact on classroom time, it was pleasing to see that candidates were well prepared by centres and able to meet the demands of the paper.

## SPANISH

### GCSE

Summer 2022

### UNIT 3: READING

#### General Comments

Despite the disruption of the last two years, it was clear to see centres had prepared candidates well for the demands of the Reading paper and had entered them for the most appropriate tier.

As with previous years, it is still an issue that many candidates are not paying enough attention to the rubrics and questions, as many lost marks needlessly by giving answers that did not make sense in English or Welsh. Candidates should aim to offer only one piece of information for each mark available and they should ensure that their answers in English/Welsh are a direct response to the question. Full sentences are not required but should always write clearly and concisely and avoid adding extra information. It is also worth pointing out that single words or very brief answers do not always convey a full response to the question set.

#### Comments on individual questions/sections

##### Foundation Tier

##### Questions 1-4

These involved choosing letters or ticking boxes. Questions 2-4 were assessed language questions with Spanish rubrics and questions. Questions 1&2 were generally well attempted, although 3&4 were less successful, with few candidates scoring full marks. Candidates were not always able to identify synonyms or word families in Question 3 e.g. *ir a pie* and *caminar*, *aparcar* and *aparcamientos*. Identifying verbs in the past, present and future was problematic for many candidates in Question 4, despite this being a standard requirement in all skill areas. In Questions 3&4 non-verbal responses were required, and the majority of candidates were able to access marks, although many did not understand that they needed to write the correct letter in the spaces in Question 3.

- Q.1** The mean mark for this question was 5.8 and the facility factor was 96.5.
- Q.2** The mean mark for this question was 5.5 and the facility factor was 91.9.
- Q.3** The mean mark for this question was 1.9 and the facility factor was 32.3.
- Q.4** The mean mark for this question was 3.0 and the facility factor was 50.0.
- Q.5** Many candidates struggled with the nature of the task and their answers in English/Welsh did not relate to the requirements for some questions, regardless of whether they had understood the text.

- (a) *Trabajar en equipo* was not widely known and the most common type of answer was 'work with equipment'.
- (b) The cognates *responsable* and *puntual* did not cause any problems.
- (c) Answers such as 'public work or 'public speaking' were common.
- (d) Very few candidates knew *permiso de conducir* and there were some strange answers such as 'permit to conduct', which clearly made no sense. Many candidates focused on *chicos y chicas* and there were many answers such as 'work with boys and girls', which clearly did not make sense as an example of a skill or personal quality.
- (e) Many candidates were able to access a mark here but there were careless answers such as 'tourist students' or 'negotiate with tourists'. *Negocios* was not widely known and many candidates lost marks by writing answers such as 'studying tourism and negotiation'.
- (f) This was well attempted and most candidates recognised *una lengua extranjera*.

The mean mark for this question was 2.7 and the facility factor was 45.8.

**Q.6** Most candidates were able to access some marks on this literary text question.

- (a) This was well-answered on the whole, although a number of candidates did answer 'Argentina' or 'to see her family'.
- (b) Many candidates answered 'to see her mum and sister' or 'her parents separated', but most were able to identify that she had gone to see her father.
- (c) *Plaza* was not widely known and was sometimes mistranslated as 'mall'.
- (d) This did not pose a problem and simply writing 'cold' was sufficient, but the *pero no tanto* meant that some candidates added on additional incorrect information to their answer.
- (e) Although the vast majority of candidates accessed at least one mark in this question, many focused on key words such as *importante* without reading the rest of the text.

The mean mark for this question was 1.7 and the facility factor was 27.7.

**Q.7** Many candidates struggled to convey concisely the subject of the article and often gave an answer for (a) that would have been awarded a mark for (b), such as 'university campus'. The main objective was 'to connect people' and although many candidates recognised this, they added additional incorrect information based on a mistranslation of *en la misma área geográfica*. Most candidates accessed at least one mark for (d), although there were many mistranslations such as 'compare notices'. The mean mark for this question was 1.6 and the facility factor was 26.0.

**Q.8** Candidates were not expected to know the term *bisiestos* as the purpose of the first question was for them to use the text to work out what this meant. Many candidates were able to answer this question correctly, although some candidates focused on cognates from the text and gave answers such as ‘they are legends’. In general, (b) was well answered although some candidates simply wrote ‘celebrate’ for (c) which was not enough information for a mark and for (d), candidates clearly recognised *dos* but gave slightly confused answers such as ‘celebrate two days before’. Two marks were available for (e) and it was decided that this could be awarded for one point that contained two relevant details, if appropriate. Simply writing ‘reunion’ was not enough for a mark, but answers such as ‘there was a reunion of 2,000 members’ or ‘there was a *bisiestos* reunion’ were awarded one mark. For an additional mark, candidates needed to convey the idea that they were celebrating their birthdays together. The mean mark for this question was 2.1 and the facility factor was 35.8.

**Q.9** It was encouraging to see that majority of candidates were able to cope with the challenge of this literary text. As has been the case in previous years, however, many candidates continued to focus on familiar or easily recognised words and they did not always look for the correct information in the text.

(a) Most candidates were able to convey a suitable answer here, although responses such as ‘they met for dinner’ or ‘they met every other Friday’ did not answer the question of how they knew each other.

(b) Most candidates were able to refer to the fact that he had made a fortune, although some candidates incorrectly focused on *cuarenta y cuatro años* and gave answers such as ‘he had been a lawyer for 44 years’.

(c) This was well answered.

(d)&(e) There were several valid alternative answers to these questions and many students were able to access the marks, although there were many careless number errors with *doce horas*.

The mean mark for this question was 3.1 and the facility factor was 51.7.

#### **Q.10 (Translation)**

As has been the case in previous years, the translation saw an extremely mixed response. To get full marks, the key requirements were to always identify the correct person and tense. The meaning of the first two sentences were often well conveyed and candidates were not penalised for not knowing *en el suelo* as long as they wrote a clear response. They did not need to provide a direct translation of *hago* but they did need to ensure their translation was in the first person, which the majority of candidates failed to do, although they were usually able to access the marks for the second part of the sentence, *para proteger el medio ambiente*. It was encouraging that most candidates were able to translate ‘Yesterday I recycled...’, although they struggled with the last sentence as it was essential to convey a future tense to get the mark. The mean mark for this question was 2.8 and the facility factor was 46.3.

#### **Higher Tier**

See **Questions 8 & 9** above for Questions **1 & 2**. As would be expected, these overlap questions had generally better responses at Higher Tier.

- Q.1** The mean mark for this question was 4.3 and the facility factor was 71.9.
- Q.2** The mean mark for this question was 4.5 and the facility factor was 75.
- Q.3&4** These were assessed-language questions which required candidates to write down the correct letter. It was clear from the responses that identifying word classes would be a beneficial area to focus on, as being able to eliminate certain words because they were not appropriate, e.g. eliminating an adjective as it was clear that a noun was needed, would have given candidates a significant advantage in this task. Further to this, looking at basics such as the gender of words and sentence structure would be helpful. For example, in Question 3(i), as the gap comes after *las*, there should be no reason for candidates to think that there should be a second article after this e.g. *el campo* or *la playa*. In terms of vocabulary for Question 3, *la arena* was not widely known. The mean mark for this question was 2.9 and the facility factor was 47.8. In Question 4, candidates were unable to distinguish between *centro* and *curso*. The mean mark for this question was 2.2 and the facility factor was 36.3.
- Q.5** This was an assessed language question that required candidates to write the correct letter in the boxes, based on the information in the four texts. This was generally more successful than Questions 3 and 4. The mean mark for this question was 4.6 and the facility factor was 76.6.
- Q.6** This was the first 8 mark question on the paper and the responses were generally encouraging.
- (a)&(b)** The majority of candidates were able to access marks here
- (c)** Candidates clearly found the correct answer in the text, but sometimes wrote answers that did not always answer the question or did not always convey a clear answer e.g. 'it was an economical question'.
- (d)** This was generally well answered, although some candidates wrote 'advice' or 'money'.
- (e)** This was the least successful question and many answers seemed to be guessed.
- (f)** This was generally well answered, with the most popular answers relating to their dependency/addiction, with very few picking up on the alternative answer that they didn't understand his reasons for living without a phone. Some candidates also focused on *el argumento* and gave answers such as 'he argues with them' or 'they have lots of arguments'.
- The mean mark for this question was 5.7 and the facility factor was 71.1.
- Q.7** The responses to this longer text were encouraging, although there were several instances of candidates giving otherwise correct answers in the wrong place or giving answers that did not always make sense in English/Welsh, despite showing understanding of the text. It is essential that candidates check through what they have written, as examiners are unable to award a mark if their answer is incomprehensible.

- (a) Many candidates translated *recaudar* as 'record', but clearly did not read through their answers as 'record money' did not make any sense. They tended to focus on the cognate *proyectos* so answers like 'take part in projects' were common.
- (b) Most candidates were able to access a mark here, but answers that made no sense in English/Welsh such as 'practise experience with money' and 'formation courses' were fairly common. Surprisingly, the term *las organizaciones benéficas* was not always known, and there were sometimes answers about 'beneficial organisations', which also did not make sense in English/Welsh.
- (c) Fairly general interpretations such as 'send food to other countries' or 'but things for the homeless' were accepted here.

Questions (d), (e) and (f) tended to be more successful on this paper, although many focused incorrectly on *la tecnología* for (e) and gave unclear answers that did not really have any meaning such as 'functioning programmes' and 'amplifying programmes' for (f).

The mean mark for this question was 4.1 and the facility factor was 51.3.

**Q.8** The literary text itself seemed to be accessible, although candidates were struggling to select the correct answers for the questions, with many confusing their answers for (d), (e) and (f).

- (a)&(b) These were generally well answered.
- (c) Most candidates were able to access at least one mark for this question.
- (d) This did not pose many problems, with most candidates unsurprisingly focusing on *nos motivaba* rather than *nos daba consejos*.
- (e) Many candidates were able to access a mark, although some were confused by *competir en torneos* and gave this as their answer instead.
- (f) Many candidates mixed up their answers for this question, e.g. 'the parents were aggressive' or 'the parents put them under pressure'. The context of the word *ganar* was often misinterpreted and answers about earning money or being paid were relatively common. Many candidates also added incorrect information that lost them marks e.g. 'the parents wanted to pay them', which again is an example of an answer that doesn't really make sense in the context of the question.

The mean mark for this question was 4.5 and the facility factor was 56.8.

**Q.9 (Translation)**

As with the Foundation tier, the translation saw an extremely mixed response. The requirement to identify the correct person and tense meant that many candidates lost marks due to carelessness. All valid alternatives were accepted, but *me llevo bien* was often not known.

For *el sábado pasado gritó porque no llegué a tiempo*, for example, the emphasis was on conveying the general meaning and recognising the correct person and tense, rather than a direct translation of verbs and nouns, so 'last week my boss was cross because I was late' would have been accepted, whereas 'last Saturday I shouted at my boss because he didn't arrive on time' would not, even though there are more correct direct translations. Similarly, translations of *explicó la importancia de ser puntual en el trabajo* and *ahora piensa que soy bastante perezoso* needed to convey that the boss was doing the action in the correct tense to get the mark. For the last sentence, it was essential to convey a future tense, so answers such as 'I want to be more responsible' were not accepted. The mean mark for this question was 2.8 and the facility factor was 46.2.

## Summary of key points

As was also the case with the Listening paper this year, it was encouraging to see despite the interruption to their schooling, many centres had clearly dedicated time to working on the skills of deducing meaning, extracting information, evaluating and drawing conclusions. However, many candidates still need to be reminded that answers are unlikely to be obvious at first glance and it is advisable to reread the text several times to find the correct response. It is also a repeated problem that candidates seem able to understand the meaning of the text as a whole but are unable to identify the exact answer, instead answering different questions. Candidates also need to ensure that their answers in English/Welsh make sense and respond specifically to the question set.

For additional practice, it is very useful for teachers to be aware that the pattern and layout of the papers is very similar to the WJEC Eduqas equivalents for England. Teachers should also be mindful of the 'Guidance for Teaching Document' which is available under 'Key Documents' on the WJEC GCSE Spanish page and note the following key information:

Question styles will vary from year to year but **possibilities** in the assessed language include:

- multiple-choice questions – with pictures/symbols or words in the assessed language
- matching up sentences
- choosing the correct sentences from a list in the assessed language
- filling in a table/grid with details (e.g. times, prices)
- gap fill
- choosing the correct person/letter/number to match up (e.g. which person is talking about...?).

## SPANISH

### GCSE

Summer 2022

#### UNIT 4: WRITING

##### General Comments

In light of a two-year absence of external assessments, the overall performance and accessibility of the Unit 4 papers was very pleasing, producing the data and outcomes in line with expectations.

At Foundation Tier candidates seemed generally well prepared for this unit overall, although there were more candidates this year at Foundation that did not attempt parts of the assessment. Most candidates were able to satisfy the word count at both Foundation and Higher. The question titles allowed candidates scope to produce interesting and imaginative work.

At Higher Tier there were many excellent, imaginative responses to the two questions on the paper this year. Candidates were clearly very well prepared, knowing what to include to be able to access the higher bands of performance. Some used many interesting, topic-specific idioms with various extensive uses of complex language and compound tenses throughout. In the most successful performances, candidates wrote at length with sound grammatical structures, showed adventure in the language and produced very engaging pieces of writing.

##### Comments on individual questions/sections

###### Q.1 Foundation Tier

This question was accessible to most candidates and allowed flexibility for many varied answers.

Some of the prompts were better answered than others. The biggest challenge across this question is getting a correct verb: correct tense and ending. Many sentences did not contain a verb at all, thus losing marks.

Prompt 1: Answered well overall, using 'me llamo' or 'soy' plus their name. Many gave a different piece of personal information which was also acceptable under the umbrella of 'introduce yourself'.

Prompt 2: Ok generally, although the correct use of 'voy a' proved problematic for many. Too many candidates answered in the past tense here.

Prompt 3: Very well rendered

Prompt 4: Far too many 1 word answers here with anglicised variants.

Prompt 5: Some very imaginative responses in some cases. Again here, verbs proved problematic to a significant number of candidates.

Prompt 6: Very well-answered overall.

The most successful candidates wrote short, full sentences with a secure verb for each prompt. At this level, candidates need to be trained to write succinctly, with a brief sentence that satisfies the rubric and **not** lengthy sequences that risk self-penalties. The mean mark for this question was 7.9 and the facility factor was 65.8.

## **Q.2 Foundation Tier**

Most candidates were able to meet the 50 word requirement here. Successful attempts at this question were able to reference all 3 bullet points with secure verbs, tenses, agreements in gender/number i.e. No major errors.

A minority of pupils misunderstood the question and gave irrelevant answers so not being able to achieve the communication and content marks.

The question was to write about their part-time job, their opinion and about their wages. However, these were the common theme of alternative answers:

- about school (from seeing the word 'escolar')
- their future work (from seeing the word 'trabajo')
- what they do in their free time (from misunderstanding 'el trabajo parcial')
- too much mother-tongue interference
- too many candidates just addressing 1 of the bullet points.

The mean mark for this question was 5.5 and the facility factor was 34.7.

## **Q.3 Foundation Tier**

This question was most certainly the most challenging for foundation candidates due to the word count requirement and the level of accuracy needed to achieve the higher banding. Out of the 3 mandatory bullet points requiring coverage in the response, the 2<sup>nd</sup> and 3<sup>rd</sup> proved the most challenging at this level, most probably due to the switch in tense usage needed.

Opinions here were expressed well and clearly. Some pupils misunderstood the third rubric "un plato típico que te gustaría probar" as many wrote about what their typical meal is and what they eat on a regular basis without any reference to Spain. A lot of repetition of the rubric when writing in the past tense – using "comiste" rather than comí. Many candidates saw this question as an opportunity to talk about their holidays after just referencing the first bullet point on their opinion of Spanish food.

The mean mark for this question was 6.3 and the facility factor was 31.3.

## **Q.1 Higher Tier (overlap with Foundation Tier Q.3)**

Good answers overall, good opinions expressed and the rubric was followed in most cases. There was a tendency for pupils to answer the "un plato típico que te gustaría probar" referring to food they would like to try in other countries as well as Spain and there seemed to be a lack of facts (typical Spanish food and names for dishes).

There was a tendency for pupils to answer the "que comiste" part of the rubric using the present tense. i.e. durante mis vacaciones, normalmente como...." more than the use of the preterite, this question was also answered using "comidé" instead of comí.

Some common errors were "la comida inglaterra" "la comida españa", la comida saña, "la polo". There was also the same error where pupils misread the question and wrote about what their typical meal is without reference to Spain and more about what their favourite meal is. Some pupils were using the verb "tratar" for "probar".

To describe spicy food, pupils were using "la comida calor".

The mean mark for this question was 12.7 and the facility factor was 63.5.

## Q.2 Higher Tier

The main question of choice was the question about holidays and pupils seemed to be high scoring in question 2. Some common mistakes were the English names for countries. More idioms and more individual experiences were expressed and used. Some authentic idioms used were: “Cuando las ranas críen pelo”, “somos dos gotas del agua”, “una arma de doble filo” and “tengo los antiojos” are worth a mention.

When referring to holidays helping with mental health there were a few options “mental sana” “mental salud”.

Some common errors with sentence structure were:

- “es no bien” “es non buen”
- “el año pesado”
- “flavorias” instead of sabores was common
- “helpo” was a common theme and adding an ‘o’ after English words
- using ‘i’ instead of ‘al’ and also instead of ‘y’
- pupils whose first language is Spanish used a lot of “eh” instead of “he”
- the incorrect use of frances as Francais and Francia were used after ‘comida’
- the use of accents: Comó instead of cómo or como
- “bañarme en el sol” was also used.

In regards to the transport option, the answers were not as detailed as the holiday option and few pupils answered it. It leads to the idea that the holiday theme is a much more popular theme to teach as pupils were much more confident attempting to answer this option. The mean mark for this question was 16.7 and the facility factor was 59.8.

## Summary of key points

All in all, it was apparent that candidates had been entered for the correct tier this year and that the questions on both tiered papers were accessible to all levels of ability.

General advice to candidates in preparation for future unit 4 examinations is to consider the context of the question carefully and not assume that the individual words used in the prompts necessarily represent the sub-theme being examined.

In preparation for future unit 4 examinations at higher tier, it is worth noting that candidates need to be able to attempt to use more complex, idiomatic structures although they may not always be correct, alongside different verbal formations.



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