



GCE AS Examiners' Report

Spanish
AS
Summer 2024

Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.¹

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.²

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	Eduqas offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.edugas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (edugas.co.uk)

¹ *This is the full and final report. There is no interim report for this qualification.*

² *Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.*

Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.edugas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Eduqas

Contents

	Page
Executive summary	5
Component 1	6
Component 2	10
Component 3	13
Supporting you – useful contacts and links	16

Executive Summary

This is a low volume entry qualification. Candidates in this year's sample were generally well prepared. In Component 1 candidates were able to access all the speaking cards producing developed arguments and demonstrating a good understanding of Hispanic society. In Component 2 overall candidates performed very well. In Component 3 not surprisingly at AS level, most candidates chose to offer a response on a film rather than a text.

Areas for improvement	Classroom resources	Brief description of resource
Key AS Documents	EDUQAS GCE SPANISH RESOURCES GUIDE	Useful key documents
Candidate performance	EXAMINER REPORTS	Feedback on latest examination series
Delivering AS Spanish	AS GUIDANCE FOR TEACHING	Helpful guidance for teachers

SPANISH
GCE Advanced Subsidiary
Summer 2024
COMPONENT 1

Overview of the Component

This component assesses the candidates' ability to initiate communication, using language spontaneously. Candidates will ask and answer questions, present viewpoints expressing thoughts and feelings when developing arguments, demonstrating knowledge and understanding of the Hispanic world.

All four assessment objectives are assessed in this component, the speaking assessment lasts 12-14 minutes and candidates will have 15 minutes preparation prior to the start of the assessment.

C1 Assessment Objectives are as follow:

Component1	AO1	AO2	AO3	AO4	TOTAL
Speaking	5%	5%	10%	10%	30%

AO1 Understand and respond in speech to spoken language including face-to-face interaction

AO2 Understand and respond in speech to written language drawn from a variety of sources

AO3 Manipulate the language accurately, in spoken forms, using a range of lexis and structures

AO4 Show knowledge and understanding of the Hispanic world, and respond critically to, different aspects of the culture and society of countries / communities where the Spanish is spoken.

Candidates once again were generally very well prepared for component 1 of the AS qualification. All cards available for this series clearly differentiated the full potential of candidates and proved accessible to all.

All visiting examiners reported that candidates responded well to the opportunity to engage in an informative discussion, sharing their views throughout the examination including developed arguments. Which demonstrates what candidates have learnt and understood about Hispanic society within the topics covered at AS level. It was pleasing to hear that candidates are including a range of interesting examples from all topics to support their arguments.

Overall, the best candidates made the most of their 15 minutes preparation time, making good notes for both cards and were ready to respond to supplementary question from both cards. These candidates provided a detailed response which highlighted their understanding of the texts. Excellent responses included phrases such as '*el texto dice que... destaca que... menciona que...*' followed by an excellent selection of rephrased sections from the text demonstrating candidates' ability to understand and respond in speech to written language, as set out in marking scheme under AO2.

Comments on individual questions/sections

Many candidates developed their responses by including specific examples from the sub-theme, e.g. *según un artículo que he leído... por ejemplo ¿sabías que...?* demonstrating knowledge, understanding and clear appreciation of the Hispanic Culture and society, as set out in marking scheme under AO4.

The majority of candidates had shown a reassured way of responding to most questions, both to prepared and supplementary ones throughout the assessment. There have been excellent examples of natural interaction, engaging well and asking relevant and pertinent questions, e.g. *¿y desde tu punto de vista crees que hay beneficios de hacer voluntariado?* as set out in marking scheme under AO1.

There was a variety of response to quality of language used, the best candidates were able to include in their response a range of grammatical structures, including examples of idiomatic use of language e.g. *vaya donde vaya, por si fuera poco, no solo... sino también...* amongst other very good examples. It was clear that the majority of candidates demonstrated very good control of language, mainly in response to the prepared questions than those to supplementary one. As set out in marking scheme under AO3. This said, it is also important to mention that candidates must ensure that they demonstrate a good grasp of the real basics of the language. For example, incorrect use of gender, number, simple tense formation, by lower scoring candidates made communication ambiguous and unclear.

SET A:

Card 1- This card dealt with the changes in family structures, the key areas for discussion here were some of the main reasons for changes in the Hispanic family structure, from traditional families to same sex marriages. Very good responses expanded on the domestic chores carried out by members of the family, mentioned in the text e.g. *hoy en día las tareas domésticas ya no son solo para las mujeres, también los hombres contribuyen con el cuidado de los niños. Sabías que en España la ley de baja por paternidad permite que los padres ayuden más...*

Card 2- This card dealt with the benefits of volunteering as part of being a young person in Spanish-speaking society. It gave candidates the opportunity to discuss the benefits of making use of personal skills learnt beyond the academic environment in Spanish-speaking countries. Very good examples explored responses such as 'la iniciativa del Cuerpo Europeo de Solidaridad'. This was a clear opportunity to show developed understanding of the card and include specific examples learnt about the subtheme.

Card 3- This card dealt with youth trends and personal identity, and how trends influence young people in Spanish-speaking countries. Many candidates took the opportunity to include in their response, the use and influence of social media as an essential part of young people's trends in Hispanic society. Some valid examples included the importance to young people of imitating famous Hispanic artists e.g. *la moda que promueve Rosalía y Bad Bunny en sus redes sociales*. There were also very good examples of how some companies are moving away from fast fashion e.g. *Adolfo Domínguez se rebela contra la moda rápida y lanza su campaña para re-usar la ropa vieja*.

Card 4- This card dealt with the importance of friendship in Hispanic society; the influence of peer pressure, in some cases affecting personal identity, and the impact of social media on young people from Spanish-speaking countries. There were some interesting examples of how 'El botellón' affects not only young peoples' health but also how the noise and rubbish created by these gatherings impacts the environment and communities.

Cards 5 and 6- These cards dealt with opportunities in education and employment amongst young people in Spanish-speaking countries. Some candidates touched on the social issue of 'los ninis' in Spain, whereas other examples were based on different methods of accessing training available in Spanish-speaking countries e.g. 'El gobierno de México ha creado el programa Jóvenes Construyendo el Futuro'

SET B

Card 1- This card dealt with Festivals and traditions from Spanish-speaking countries and communities. Overall, a very good response to this card, most candidates demonstrated very good understanding of the importance of fiestas and traditions in the Hispanic world. Candidates scoring higher, used the text as a springboard to bring into the discussion other examples of fiestas and traditions studied e.g. *Las Fallas de Valencia*, *El día de los muertos*, *La fiesta de moros y cristianos*. It was interesting to hear that most candidates were able to explain their understanding of the importance of these celebrations to Hispanic culture.

Card 2- This card dealt with the Customs and traditions from Spanish-speaking countries, in particular the importance of '*ir de tapas*' and '*la cultura del café*' in Spain, as a way of socialising and making friends. The card was a good opportunity for many candidates to discuss the benefits of this tradition for all generations not only young people. There were some developed examples on the importance of the Mediterranean diet, the regional and traditional dishes from the Hispanic world. There was mention of the influence of other cultures on traditional food e.g. 'la paella valenciana', the 'jamón serrano' industry and the benefits to the economy of culinary tourism.

Card 3- This card dealt with regional and cultural heritage, in particular historic sites, museums and art galleries. This was an opening for candidates to share with examiners their knowledge of the variety of Hispanic architecture and importance of historical sites and museums to young people. Some arguments were evidenced by examples such as 'El bono cultural joven' and how it benefits young people.

Card 4- This card dealt with media, art, film and music in the Hispanic world. There was a very good response to this card, as many candidates demonstrated very good knowledge and understanding of the music, Hispanic artist and their positive influence on young people. There was a wide variety of examples, some candidates opted to discuss what they knew about more traditional music such as flamenco or sardana and its importance and influence on more modern styles. There were excellent references to reggaetón and the latest trends of collaborating artists Rosalia and Bad Bunny.

Card 5- This card dealt with the influence of cinema on young people and how some films clearly depict Hispanic society. There were interesting discussions about the latest trends in streaming and about other platforms as a normal way of accessing Hispanic series. Some candidates brought to their discussion examples such as 'La casa de papel' and films such as 'Roma' and how these series and films evoke social aspects of Spanish-speaking cultures.

Card 6- This card dealt with the arts in Spanish-speaking world, and the card inspired candidates to discuss their understanding of arts and artists from the Hispanic world. Some interesting views dealt with whether Hispanic youth are interested in the arts. High scoring candidates demonstrated excellent knowledge and understanding of specific Hispanic artists; Frida Kahlo, Diego Rivera, Salvador Dalí.

Summary for centres when preparing AS candidates for Component 1:

- candidates must refer to the text when answering the first two questions.
- include specific example to support arguments in the discussion, this will be awarded in AO4. It will be advisable for candidates to follow a structure when responding to questions: *Point + example+ analytical opinion*.
- include a range of grammatical structures to showcase a candidate's ability to use language accurately.
- maintain interaction with examiner and remember to ask questions for each card.

SPANISH

GCE Advanced Subsidiary

Summer 2024

COMPONENT 2 LISTENING, READING AND TRANSLATION

Overview of the Component

This component assesses candidates' proficiency in Listening, Reading and Translations and includes AO1 (15%) AO2 (25%) and AO3 (10%).

During this series candidates were assessed on content from the two themes:

1. Being a young person in Spanish-speaking society

Sub-themes:

1.1.1 Families and citizenship – the changing nature of marriage and partnership; being a good citizen

1.1.2 Youth trends and personal identity – how young people respond to modern technology

1.2 Education and employment opportunities – The education system and student issues; work and travel opportunities and the changing work scene

2. Understanding the Spanish-speaking world

Sub-themes:

2.1 Regional culture and heritage, in Spain, Spanish-speaking countries and communities – historical sites; museums

2.2 Media, art, film and music in the Spanish-speaking world – film in the lives of young people

This is a low volume entry subject, but it was pleasing to note that overall candidates performed very well on this component. Most candidates did well on Sections A and B, demonstrating good understanding of spoken and written Spanish and adhering well to the rubric. In Section C, the translation into English was coped with well by the majority of candidates who offered an accurate translation, written in good English. On occasions, some candidates tended to try and translate too literally, especially when dealing with idiomatic language and would be advised to read back through their work carefully to consider what they have written. The translation into Spanish, where AO3 is assessed, once again proved more challenging for some candidates. This section of the paper continues to highlight the greatest disparity in marks between stronger and weaker candidates. Common verbs, gender and adjectival agreements and some common lexical items continue to be used inaccurately by a significant number. Although minor inaccuracies are tolerated as indicated in the published mark scheme, this needs work particularly for those candidates moving on to study Spanish at A Level.

Section A – Listening

This section proved accessible for most candidates and the majority proved to have been well trained in answering the different question formats. In question 1, candidates appeared to have taken time to read the questions carefully and thus were able to rule out the incorrect responses. In question 2A, as seen in previous years, there were still a few who failed to make the necessary correction when judging the statement to be false. All candidates should be reminded that this is a requirement in order to be awarded the mark. Recognising the word 'fortaleza' proved problematic in 2A (h) for some candidates who lost a mark as they were unable to make the link to 'un sitio de importancia militar'. Overall, the standard of written Spanish when correcting the statement has improved with candidates writing succinctly and with a pleasing degree of accuracy.

In question 2B (1), a number of candidates did not know the meaning of 'se halla' and chose one of the other two possibilities offered. A good strategy here, if faced with an unfamiliar word, can be to approach the answer by using a process of elimination having listened to the recording carefully a second time.

There was continued improvement in the way candidates handled questions 3A and 3B with targeted lifts used well. In question 3A however, some candidates failed to get across the idea of vulnerable people receiving financial support to pay for utilities and medicines in the fourth bullet point. This was the key idea.

Section B – Reading

Once again, as seen in last year's exam, this section was done successfully by many. It was pleasing to note improved performance on question 5A, the synonym exercise, a skill that has previously proved challenging for many AS candidates. This type of exercise is worth practising on a regular basis. As with the listening section, continued improvement was noted regarding the written responses offered in questions 5B. Candidates appear to be comfortable using a targeted lift and many showed a pleasing ability when manipulating the Spanish. In 5B (e) a few weaker candidates lost a mark because they thought that the text suggested a high level of general knowledge among the students when in fact, the opposite was true.

In question 6B many candidates performed well, and it was pleasing to note how a good number had spent time categorising the words in the box into groups such as nouns, adjectives and verbs. This can be a helpful strategy and should be encouraged. Some candidates did not know 'estrenos' which is a useful lexical item when dealing with the topic of film in the lives of young people.

Section C – Translations

The translation into English was done very well by many candidates. Once again, however, candidates should make sure they read back through what they have written to ensure it makes sense and think carefully about context. Some lexical items continue to catch out some candidates such as 'relaciones familiares' which should be translated as 'family relationships' rather than 'relations' which could cause ambiguity. When faced with 'que se hizo' in section 7 some candidates couldn't seem to move away from the translation 'did or made' and needed to think about what would sound more natural in English. Also, candidates would do well to consider the tense being used; several lost marks in this regard when failing to recognise the future tense in section 11.

The translation into Spanish continues to be the biggest discriminator between more able and weaker candidates. Some candidates still struggle with writing numbers accurately which will be penalised at AS and specific targeted structures still prove difficult such as 'but also' in section 8 after 'not only' in section 7. Candidates should expect to have to show knowledge of at least two other tenses other than the present in the translation into Spanish and some candidates struggled with this.

Summary for centres when preparing AS candidates for Component 2:

- read questions carefully
- practise recognition and writing of numbers
- continue to work on developing knowledge of tenses
- practise synonym type exercises regularly
- work on the acquisition of idiomatic language
- avoid translating literally
- work on improving conjugation of common verbs, as well as correct use of gender and adjectival agreement.

SPANISH

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COMPONENT 3 – CRITICAL RESPONSE IN WRITING

Overview of the Component

In this component, candidates:

- are expected to demonstrate their ability to show knowledge of aspects of the culture and society of Spanish-speaking society as reflected in the literary work or film that they have studied (AO4)
- must respond critically in writing, showing a detailed understanding of their chosen work within its cultural and social context
- in 2024 candidates produced essays that were similar in style and content to previous series, the paper having performed as expected.

In the 2024 paper, candidates chose to write essays on only three of the prescribed works. The most popular choice this year was Joshua Marston's *María, llena eres de gracia*, followed closely by Guillermo del Toro's film *El laberinto del fauno*. This is a low volume entry paper and, not surprisingly at AS level, the majority of candidates chose to offer a response on a film rather than a text. There were only a very small number of essays on one text, Lorca's *La casa de Bernarda Alba*. There were no entries on the Almodóvar film or on the remaining two texts.

Comments on individual questions/sections

In this paper, the most successful responses are those that are carefully planned, respond critically to the question and offer evidence from the film or work to support points of view.

In **Question 1**, option (a) was the more popular choice. Candidates were required to consider Bernarda's relationships with other characters in the play. There is a lot of material to be considered in this essay as Bernarda is clearly the pivotal character in the play; candidates discussed her relationship with her daughters, with la Poncia and Josefa, her mother, as well as with the wider community (the *qué dirán*). These essays were generally successful, and candidates attempted to offer a critical response in their answers.

Option (b) required candidates to consider the struggle between oppression, represented by Bernarda and the constraints caused by the expectations of society, with freedom. This is represented by Adela's determination to break social norms and defy her mother with her quest for sexual freedom and her relationship with Pepe el Romano.

Questions 2 and 3 were not attempted by any candidate in this series.

In **Question 4**, the more popular option was (a). Once again, this year, candidates appeared to have a good knowledge of the film, and many were able to offer a critical appreciation supported by evidence. In option (a), there were many very successful responses with some very perceptive ideas. Candidates recognised the two important elements contained within the film – that of the fantasy world contrasting with the brutality of the post-war era in Spain – and were able to argue their point of view successfully. The best candidates offered an evaluative approach and provided evidence from the film to back up their points of view. Weaker candidates' essays were more superficial, lacking in evidence and without valid conclusions being drawn.

Option (b) was much less popular and tended to produce less successful responses; however, those candidates that performed well considered Vidal's obsession with his baby son, his dismissive attitude to his wife, whose health is badly affected by her pregnancy and Carmen's subsequent death. It is also important to consider the effect that this has on Ofelia and Ofelia's developing relationship with Mercedes who adopts a maternal role towards the girl and later to the baby.

Question 5 was not attempted by any candidate in this series.

The most popular option in **Question 6** was option (a). This year, many candidates produced excellent essays in response to this question; they considered the factors that make María dissatisfied with her life in Colombia, such as her family's reliance on her for financial support, the unsatisfactory relationship with her boyfriend, now complicated by a pregnancy, her work in the flower factory and, overall, the lack of hope for a better life. Candidates recognised that the drug-traffickers offer María a tempting view of how things could be improved, and she risks the dangers of carrying the drugs in the hope of securing a better future for herself and her child. Most of these essays communicated their points of view and arguments very well; candidates drew successful conclusions, and their arguments were backed-up with evidence from the film.

In option (b), candidates mentioned the events in the United States that could have deterred María from continuing as a drug mule, such as Lucy's death and the callous behaviour of the drug-runners, but they also focused on the more positive aspects of María's time there, such as her relationship with Carla and the role of Don Fernando, which eventually bring her to the decision to stay in the US and build a better life for herself and her child.

Overall, this year, candidates scored high marks on AO3. Many of the essays were highly accurate and a pleasure to read. The most successful candidates made very few errors and used a wide range of lexis and structures. They were able to express their ideas in language which was appropriate for the task. A minority of candidates, however, did not employ the correct register; in a piece of formal writing such as this it is not appropriate for candidates to refer to the film as *la peli*, neither is it appropriate to abbreviate Del Toro's name to GDT. Centres should remind their candidates of the importance of using the correct style and register in their work, although these were in the minority.

Summary of key points

To produce a successful response at this level, candidates should:

- produce a detailed critical appreciation of the literary work or film that they have studied
- offer points of view which are justified and supported by evidence from the literary work or film
- show the ability to accurately manipulate the language
- use a wide range of structures and appropriate lexis
- use a register that is appropriate to a literary essay.

It is recommended that candidates should:

- plan their work carefully to avoid repetition in their ideas
- for each idea, follow the structure “point-evidence-comment”
- ensure that they have an appropriate range of vocabulary in order to discuss their particular literary work or film
- remember the importance of AO4 (knowledge and understanding of the culture and society) in the context of their chosen literary work or film.

Conclusion

It was very encouraging to see the high quality of responses submitted this year by candidates for this qualification. The majority had an excellent understanding of the literary work or film and were able to express their ideas successfully showing a good understanding of the work.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4296

Email: languages@eduqas.co.uk

Qualification webpage: [AS SPANISH](#)

See other useful contacts here: [Useful Contacts | Eduqas](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.eduqas.co.uk/home/professional-learning/>

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