



GCE AS EXAMINERS' REPORTS

**SPANISH
AS**

SUMMER 2022

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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 – AS COMPONENT 1

General Comments

This year the majority of assessments were carried out by visiting examiners, with a small number of centres administering their own tests, which were then externally marked. Candidates were generally well prepared, and the different cards differentiated well and proved accessible to candidates.

Comments on individual questions/sections

The best candidates were able to answer both prepared and supplementary questions by providing detailed responses which were well supported by specific reference to the text, as set out in the mark scheme under AO2. Many were also able to demonstrate knowledge, understanding, and appreciation of Spanish culture and society as set out in the mark scheme under AO4. Examples of this were references to “festivales” such as “La Tomatina” and “San Fermín” when discussing Card B1 on “Rodeo” in Chile. Understandably, accuracy and pronunciation, as set out under AO3, were generally better in responses to the prepared question than in those to the supplementary one. Weaker candidates tended to flounder when the examiner asked a question in the past or future tense. The main language errors were adjectival agreements, the use of “gustar” and subject/verb agreements. The best candidates were able to support their views or contradict the examiner by providing detailed responses which were well supported by evidence and specific examples, details, facts, or statistics.

Summary of key points

In preparing future candidates, it would be advisable to get them not only to make specific reference to the text (AO2 assessment objective) but to provide further evidence or examples, facts, details, statistics of their own (AO4 assessment objective).

It would also be worth reminding candidates before the examination that time passes very quickly during the test itself, and that they may not necessarily cover all the material they have prepared because other issues raised may be discussed. It should be remembered that the conversation is meant to be interactive and spontaneous.

The responses of some candidates could be improved by practising answering questions in the past and future tenses.

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SPANISH – AS COMPONENT 2

General Comments

It was pleasing to see that this exam, the first one to be sat post-pandemic, was fair and a good test of candidates' knowledge of Spanish, proving largely accessible to the majority but also testing the ablest candidates. The main discriminating tasks continue to be the comprehension and summary questions, and the translation task into Spanish.

General observations were that handwriting is extremely poor among many candidates causing genuine legibility issues at times, adjectival agreement is problematic and common verbs are often conjugated incorrectly. It also appears that some candidates need to spend more time reading questions or statements. On a positive note, many candidates showed a wide range of skills and an impressive understanding of both written and spoken Spanish. Translations into English were often done well with candidates showing a flair for the transfer of meaning.

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SPANISH – AS COMPONENT 3

General Comments

The entry for this Component was small this year. The candidates were able to write knowledgeably about their chosen work and most illustrated their points of view with relevant evidence from the literary work or film, either by the use of quotations or references to specific scenes or events within the work. At AS level, candidates are generally asked to comment on or discuss a particular aspect of the work rather than to analyse or evaluate as they are at A level, but it was pleasing to see that many of these candidates were able to offer a level of analysis and were able to express their ideas in clear language which communicated their message successfully.

Comments on individual questions/sections

This year, the majority of candidates chose to write their response on a film; the most popular choice this year was Del Toro's *El laberinto del fauno*, closely followed by Marston's *María, llena eres de gracia*. The study of a literary work was less popular with only a few candidates responding on Esquivel's *Como agua para chocolate* and García Lorca's *La casa de Bernarda Alba*. There were no responses on either Almodóvar's *Mujeres al borde de un ataque de nervios* or Fernán-Gómez's *Las bicicletas son para el verano*.

Successful essays should be well-structured, focused on the question and should provide evidence from the film or literary work to back up the candidate's points of view. To achieve marks in the top band for AO4, candidates are required to offer a critical and detailed appreciation of the work. It is not appropriate for the candidate to relate the plot or to describe a scene, as responses which do this cannot score high marks for AO4. There were some excellent examples of essays which remained focused on answering the question, and in which the candidates successfully showed their detailed knowledge of the work by offering relevant evidence to support their ideas. Candidates are reminded that a well-structured essay, with a short introduction and conclusion, and a new paragraph for every new idea is helpful in successfully communicating their ideas to the examiner. The suggested word limit for this question is 250 words and candidates are advised to adhere to this recommended limit; essays that are over-long can quickly become repetitive and the language can become more inaccurate as the candidate struggles to complete the task within the given timeframe.

Candidates are reminded that the language that they use must be accurate enough to allow their message to be clearly communicated. While the language does not have to be entirely error-free, essays that contain many significant or major errors (such as errors in verb forms or subject-verb accord) will be harder to understand and the communication of the ideas will be less effective. In addition, candidates need to consider the range of lexis and structures that they are using; at this level, candidates should be using subordination in their sentence structure and aiming to include some complex structures. When discussing a film or literary text, it is most appropriate to use the present historic tense to refer to events or characters. In addition, candidates must be sure to spell characters' names correctly and to use an appropriate style and register when writing their essay.

Summary of key points

In this component, candidates are advised to:

- read the questions and consider the requirements of each question before making a choice
- plan the structure and the content of the essay
- identify suitable evidence from the work to reinforce points of view
- keep referring to the question to ensure that the essay is focused on offering an appropriate answer
- reinforce each idea or point of view with relevant evidence in the form of a reference to the work or a quotation
- vary the use of structures and lexis, using synonyms where appropriate
- include the use of subordination, complex structures, and idiomatic language
- check accuracy of verb forms, adjectival agreements, spellings, and characters' names
- allow time to read through the final version of the response before the end of the examination.



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