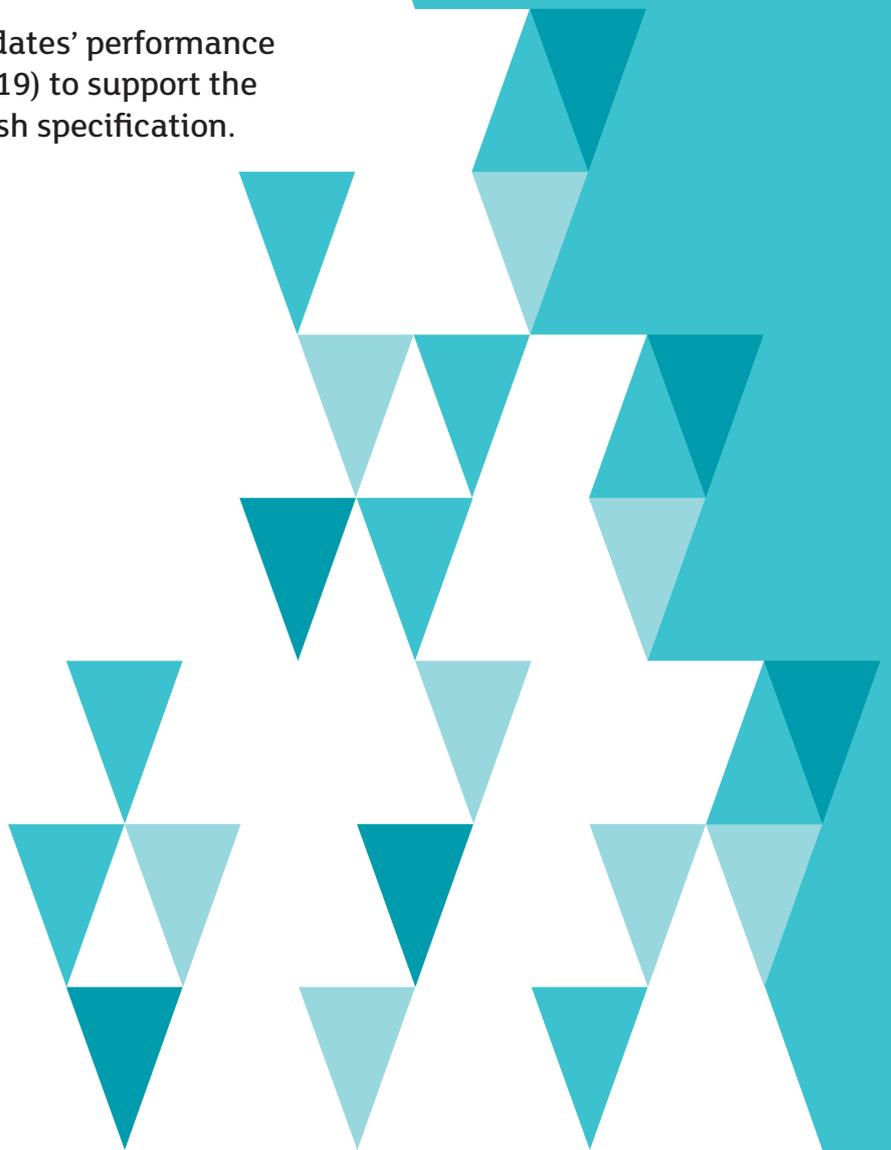


GCSE



CCEA GCSE Exemplifying Examination Performance Spanish

This is an exemplification of candidates' performance in GCSE examinations (Summer 2019) to support the teaching and learning of the Spanish specification.



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EXEMPLIFYING EXAMINATION PERFORMANCE

GCSE Spanish

Introduction

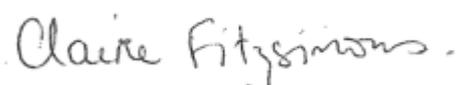
These materials illustrate aspects of performance from the 2019 summer GCSE examination series of CCEA's revised GCSE Specification in 2017.

Students' grade A responses are reproduced verbatim and accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students' responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes



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GCSE: Spanish

Unit 4: Writing

Grade: A Exemplar

Q1 Your Spanish friend is going to visit you and wants to know more about the area.



Source: Thinkstock 524533102

Write, in **Spanish**, **one** short sentence for each of the following.

Q1a What you do in town. [2]

Student's response

Compro muchas cosas como libros y faldas.

Q1b Your favourite type of shop. [2]

Student's response

tiendas de ropa.

Q1c What there is for young people. [2]

Student's response

hay un centro comercial y un cine.

Q1d Where your school is situated. [2]

Student's response

Mi colegio está situado en las afueras de Belfast.

Q1e How you travel to school. [2]

Student's response

voy al colegio en coche.

Examiner's comments

Question 1 and 2 were similar and the mark scheme which applied to both put a clear emphasis on communication in relation to the candidates' responses. In Question 1, despite a slight lapse in Question 1 (b), the candidate simply but clearly conveyed the required information. The failure to write a full sentence in Question 1 (b) was the only reason for 1 mark being awarded instead of 2. They also recognised that, in order to communicate each point, it was not necessary to use anything other than the present tense. Although the linguistic requirements of this question seem basic, the candidate did not make the mistake that several others did, of using the wrong person of the verb or simply using the infinitive preceded by "yo". The responses were consistently clear and accurate deserving an overall mark of 9/10.

Q2 You try to lead a healthy lifestyle and e-mail your Spanish friend to share some ideas with him/her.



Source: Thinkstock 663860058

Write, **in Spanish**, **three** pieces of advice about healthy living.

Example: No debes tomar muchas bebidas gaseosas. [2] [2] [2]

Student's response

Q2a *debes comer comida sana.*

Q2b *debes hacer muchos deportes.*

Q2c *debes dormir por muchas horas.*

Q2 Write, **in Spanish**, **two** ways in which you are going to maintain a healthy lifestyle in the future. [2] [2]

Student's response

Q2d *voy a jugar al fútbol.*

Q2e *voy a comer comida como las fresas y las naranjas.*

Examiner's comments

In Question 2, the candidate merited the 10 out of 10 which were awarded. In Question 2 (a), the repetition of “**debes**” does not affect the overall mark adversely. On the contrary, this was appropriate for the task given and thus communication was fully achieved. Although many candidates failed to acknowledge that in Question 2 (d) and (e) future reference was required, and wrote their answers in either the past or present tenses, this was not the case in the responses given in this script. Answers were simple but correct and, in a similar fashion to the previous answer, the candidate clearly and accurately conveyed all the information required by the tasks.

Q3 Translate the following sentences **into Spanish**.

Q3a Normally, I go on holiday to the south of Spain. [2]

Student's response

Normalmente, voy a en vacaciones al sur de España.

Q3b It is sunny and warm every day. [2]

Student's response

Todos los días, hace sol y calor.

Q3c Last summer we stayed in a hotel near the beach. [2]

Student's response

El verano pasado, nos alojamos en un hotel cerca de la playa.

Q3d The room was comfortable and there was a balcony. [2]

Student's response

La sala estaba cómoda y había un balcón.

Q3e I would like to go to an apartment because it is cheaper. [2]

Student's response

Me gustaría ir a un apartamento porque es más barato.

Examiner's comments

In Question 3, the candidate scored almost full marks due to the accuracy of all five versions of the translation given. The one mark deducted was for the use of “**sala**” as “**habitación**”, “**cuarto**” or “**dormitorio**” would have been more appropriate in this context. The answers generally demonstrated a good awareness of tense as well as a high level of grammatical skill and a wide knowledge of vocabulary. The use of “**nos alojamos**”, “**había**” and “**me gustaría**” showed that the usage of tenses other than the present did not pose problems for the candidate. Also, the candidate avoided the tendency to omit key words or phrases which was evident in some other examination scripts and which inevitably resulted in marks being deducted. Although in Question 3 (d), “**era**” would have been preferable to “**estaba**”, and the preposition “**a**” is unnecessary in Question 3 (a), the mark scheme clearly indicated that 2/2 could still be awarded for both as the overall meaning was clear.

Q4 Choose **one** question from the three options provided and write your answer **in Spanish**.

You must write **five** paragraphs.

Context 1

You have an exchange partner in Madrid and you have recently visited them.

- Describe your exchange partner
- Describe what you did during your visit
- Say what the food was like
- Say which country you prefer and why
- Say what you will do when your friend comes to Northern Ireland [30]

Question not exemplified by Examiner.

Q4 Context 2

Your Spanish friend wants to know a little more about the area where you live.

- Describe where you live
- Say whether you prefer the town or the countryside
- Say what problems there are in your town/local area
- Say how you would improve your area
- Say what you did in your local area recently [30]

Question not exemplified by Examiner.

Q4 Context 3

Your friend in Spain wants to know about school life in Northern Ireland.

- Describe your school
- Describe your uniform and give your opinion of it
- Mention some other school rules
- Say what you did in school last week
- Say what you would like to change in your school [30]

Student's response

Context 3.

Mi colegio es muy moderno y grande. Está en una zona urbana y hay algunas casas al lado. Está rodeado de árboles. Es nuevo y hay muchas instalaciones muy buenas. Por ejemplo, hay un gimnasio y salas de ordenadores.

En mi colegio, es obligatorio de llevar uniforme. Llevo los zapatos negros, un jersey azul y una camisa blanca. No me gusta el uniforme. Cuando se llueve, el jersey huele mal y pesa más. Prefiero llevar mi propia ropa como una sudadera y vaqueros.

En un colegio tan grande, es necesario tener muchas reglas para mantener la disciplina. Por ejemplo se debe llegar antes de las nueve, no se debe correr en los pasillos y no se debe llevar maquillaje. También los chicos no se debe tener el pelo demasiado corto.

La semana pasada, fui al colegio a pie. Antes de las clases, hablé con mis amigos. En la clase de inglés leímos y en la clase de español aprendimos mucho sobre la cultura española. A la hora de comer, comí un bocadillo. Era muy delicioso.

En mi colegio, me gustaría tener más actividades extra scolaires. Ahora, hay un club de español, un equipo de netball y la chorale. Pienso que con más actividades, los alumnos podrían intergrarse muy bien en la vida scolaire. Me gustaría un equipo de baloncesto!

Examiner's comments

Communication

The candidate produced a well balanced response, addressing each bullet point in turn and conveying a good deal of information in relation to each one. They avoided the pitfall of focusing on one or two points but saying little about others or simply omitting them altogether. Although the candidate sometimes simply listed information, for example in relation to school facilities, there were also some nice examples of development in other paragraphs. When referring to school uniform, the candidate mentioned “**cuando llueve.....el jersey huele mal y pesa más**”. Similarly, information concerning school rules was preceded by reference to the fact that “**En un colegio tan grande, es necesario tener muchas reglas para mantener la disciplina**”. In another paragraph concerning extra-curricular activities, the candidate explained that “**con más actividades los alumnos podrían integrarse muy bien**”. Despite the occasional spelling mistake, the ability to consistently expand and give further detail in this manner demonstrated the “excellent knowledge” referred to in the mark scheme. The content of each paragraph was clear and unambiguous and, due to the fact that this was a consistent feature of the overall response, a mark was awarded in the top band for communication.

Grammar and Structures

The candidate's response was generally accurate and contained a good range of vocabulary and structures relating to each of the bullet points. In paragraph four, the use of the preterite tense was well sustained and the candidate also showed the ability to manipulate the verb when necessary. In the final paragraph, the conditional (“**me gustaría**”, “**podrían**”) was also appropriately and accurately used. The overall response included a good variety of opinion and of topic related vocabulary. Occasionally, however, the language used tended to be repetitive. Examples of this included the repeated use of “**hay**” in the first paragraph and “**se debe**” in paragraph three. Although there was a good level of accuracy overall, there were some lapses, one of these being the inclusion of a number of French words (“**extrascolaires**”, “**chorale**”, “**scolaire**”) in the final section of the answer. The candidate did show the ability to use more complex structures but, on occasions, the content was more basic and factual. Taking the language used throughout the full response into account, the candidate was awarded a mark just outside the top band of 8.

