

External Assessment Report 2012
Spanish Intermediate 2

Number of candidates, 1,715 in 2012 (up from 1,423 in 2011)
173 centres presented at Intermediate 2 Spanish and there were 29 centres presenting for the first time.

The component averages were:

Paper 1 Reading 18.7 out of 30 (19.2 in 2011)
Paper 2 Listening 11.8 out of 20 (11.7 in 2011)
Paper 3 Writing 14.6 out of 20 (14.2 in 2011)
Speaking 24.9 out of 30 (24.6 in 2011)

PERFORMED WELL

- In **Reading** there were an encouraging number of candidates who scored 20 plus out of 30. Many candidates coped well with the questions which required an amount of detail to gain marks.
- In **Listening** the paper was considered to be very accessible but there was a very varied response, with some candidates scoring very high marks but most scoring around 11/12, and there were some very poor responses.
- Many candidates were thoroughly prepared for the **Writing** and wrote full and interesting applications. Many candidates went beyond the level of language for Intermediate 2 and quite a lot achieved full marks. The majority scored 12 plus, and there were very few marks lost through missing bullet points.
- The **Speaking** marks gave evidence of a well prepared and able cohort.

DEMANDING

- In **Reading**, many candidates found questions 2(a) and 4(c) ii particularly difficult - missing out on the comparatives. There was a fair proportion of candidates who got basic numbers wrong. Candidates must watch out for questions where two details are required for one mark (applicable to Reading and Listening).
- **Writing** was generally well done by most candidates ... Many markers stated that the bullet point least well done was the one where they ask for information about the job, with many candidates often asking just one or two questions. In this respect, candidates should aim for a fuller and more balanced response.

ADVICE FOR PREPARATION OF FUTURE CANDIDATES

Reading and Listening

- Candidates should learn vocabulary for key areas, such as time, numbers, weather, colours, sports and pastimes, food and drink, jobs and careers, places in town, directions, common adverbs & comparatives, prepositions and adjectives.
- Complacency and lack of care can mean that marks are lost for simple things like easy numbers and illegible handwriting
- Candidates should carefully read the introductions and key question words such as **Who, When, What, Why** and so on.
- Please stress to candidates that they are not allowed to give alternative answers, for example by using an oblique or brackets, be it in **Reading** or **Listening**. If one of the answers is incorrect, they will lose the mark, even if the other one is correct.

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Writing

- Centres are asked to ensure they share and discuss the Extended Criteria for Writing with candidates.
- Candidates should take time to understand what the job is they are to apply for. It will be highlighted in bold, and a quick check at the dictionary will ensure that they have got it right.
- The writing exercise ... although the job changes from year to year, most areas can be prepared and learned in advance. It is important that candidates get plenty of practice in this part of the assessment and that they get good feedback on their attempts.
- Candidates should address all five compulsory bullet points fully and in a balanced way, including some complex sentences, handling grammar and spelling accurately. The optional bullet points do not have to be attempted to achieve a top award but they can, of course, enhance the quality of an application.
- As stated in previous reports, some centres appear to use a template letter where no real attempt is made to personalise the application and, as a result, there are exam scripts where all letters are almost identical. Although candidates will not be penalised in any way for this, centres should be encouraged to make the exercise more meaningful in class by allowing candidates to bring in their own ideas and opinions into their applications with, of course, teacher-led support.
- Candidates should be advised to use the dictionary only to check for accuracy in spelling and accents, and not to make up new sentences in Spanish.