



L-Università
ta' Malta

MATSEC
Examinations Board



Examiners' Report
IM Spanish

First Session 2025

Examiners' Report (2025): IM Spanish

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A. STATISTICAL INFORMATION

The total number of candidates who registered to sit for Intermediate Spanish in 2025 was 54, which is twelve candidates more than the previous year. This reinstates an increase in the number of candidate registrations for this subject.

Table 1 shows the distribution of grades for the First 2025 session of the examination

GRADE	A	B	C	D	E	F	Absent	TOTAL
No. of candidates sitting for exam in 2025	6	5	13	5	8	3	14	54
% of candidates sitting for exam in 2025	11.1	9.7	24.1	9.7	14.8	3.7	25.9	100
No. of candidates sitting for exam in 2024	3	10	9	6	3	2	9	42
% of candidates sitting for exam in 2024	7.1	24	21	14	7.1	4.8	21	100

Table 1: Distribution of grades for IM Spanish 2025 First Session

B. GENERAL REMARKS

General Comments

A total of 54 candidates registered for this year's examination. Fourteen candidates, however, did not sit for one or more components, reducing the number of those who completed all parts to 40.

The grade distribution shows that a small number of candidates achieved a Grade A, while a considerably larger proportion obtained Grades B and C. The percentage of candidates awarded Grade D was also relatively high when compared to Grades E and F. Overall, 52.1% of candidates achieved a grade between A and C.

A total of fourteen candidates were absent from the examination, representing 25.9% of all those registered for the Intermediate Level Spanish examination.

While many candidates performed satisfactorily, others did not meet the expected standard for this level. Their responses were often repetitive, poorly structured, or lacked clear meaning.

C. FOCUSED REMARKS

Oral – Picture Interpretation and Topic Conversation

The Oral Component of the Intermediate Examination consists of two sections and lasts approximately 15 minutes. In the first section, candidates engage in a conversation based on one of three given topics, chosen by the candidate.

In the second section, Picture Interpretation, the candidates discuss a given image, exploring the different ideas and messages it conveys. Throughout this component, candidates are expected to express themselves

using appropriate vocabulary and accurate grammar. They are also permitted to make corrections while speaking.

Listening Comprehension

In the first section, some candidates failed to record their answers correctly, and several orthographical errors were noted, even in simple words such as “festivales”.

Most candidates performed well in the second part, which required them to indicate whether statements were *Verdadero* (True) or *Falso* (False) according to the information they were given in the audio recording.

The third part, which required candidates to complete phrases in their own words, proved to be the most challenging. Only a few candidates managed to provide accurate and complete answers.

Essay Writing

In this section, candidates were asked to write an essay of approximately 250–300 words on one of the following four titles:

(1) Write to a friend to cherish memories of a past summer. (2) Present your ideas about the advances in the field of medical science and how patients can be treated better. (3) Discuss the cultural richness of our country. (4) Write an email to a university you would wish to attend to ask for information as a prospective student.

Most candidates chose questions 1 and 3, while question 2 was the least popular.

The most common errors observed were grammatical, including incorrect gender and number agreement, misuse of pronouns, and inaccurate verb tenses. It was also frequently noted that candidates borrowed words from other languages, particularly Italian, to express themselves. Some resorted to English words placed in inverted commas to indicate that the term was not Spanish.

Orthographical errors were also common, particularly the omission or incorrect use of accents. The Examination Panel wishes to highlight that, at Intermediate Level, such grammatical and orthographic mistakes should be minimal. Candidates lost a considerable number of marks due to these shortcomings.

Reading Comprehension and Language Use Exercises

In this section, candidates were given a text entitled “La adaptación al cambio climático y el futuro de la agricultura” followed by a series of questions aimed at testing their linguistic and grammatical competence.

Most candidates performed well in Section B1, which involved direct questions about the text. They demonstrated good understanding and attempted nearly all questions. However, Section B2 proved more difficult for some. In B2.1, which focused on synonyms, a few candidates left questions unanswered. In B2.2, candidates were required to replace underlined phrases with different expressions while maintaining the original meaning. While some performed successfully, others failed to rephrase the text appropriately, resulting in lost marks. No marks were awarded when the wording of the original sentences remained unchanged.

Literary Texts and Cultural Themes

In the final section of the examination, candidates were required to write an essay of approximately 200–250 words in response to questions from two areas. They had several options to choose from, including Section C1.1 – *La Casa de Bernarda Alba* by Federico García Lorca, Section C1.2 – *Rimas* by Gustavo Adolfo Bécquer, Section C1.3 – *La casa de los Espiritus* by Isabel Allende, Section C2 – Cultural topics.

The majority of candidates selected Section C1.1, writing about “La Casa de Bernarda Alba”. A smaller number chose “Rimas”, while others opted for the cultural section. Some candidates produced well-structured essays, demonstrating sound language use, relevant references to the literary texts, and good analytical ability. Others, however, did not reach the expected level of performance. Their essays contained numerous grammatical and linguistic errors, which prevented them from attaining higher marks.

Common errors included basic grammatical inaccuracies such as misplaced articles, incorrect noun–adjective agreement, inappropriate use of verbs and tenses, and interference from Maltese, English, or Italian. In some cases, candidates failed to include direct quotations from the literary texts, which weakened the quality of their essays.

Those who answered the Cultural Topics section generally performed well. However, some candidates did not support their arguments with sufficient cultural examples, which limited their potential to achieve higher marks.

Chairperson

Examination Panel 2025