

# FOREIGN LANGUAGE SPANISH

Paper 7160/12  
Listening

Question Number	Key
1	C
2	B
3	D
4	B
5	A
6	A
7	D
8	C

Question Number	Key
9	B
10	A
11	D
12	C
13	B
14	A

Question Number	Key
15	B
16	F
17	A
18	D
19	C

Question Number	Key
20	A
21	C
22	B
23	C
24	B
25	A
26	B
27	C
28	C

Question Number	Key
29	C
30	D
31	A
32	B
33	C
34	D

Question Number	Key
35	B / C
36	A / E
37	A / C

## General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, gradually increasing in length and complexity. **Questions 1–8** were based on simple transactional exchanges in which the key information is usually carried by a single word; **Questions 9–14** focused on information conveyed in phrases or short sentences in a short monologue. For **Questions 15–19** candidates heard a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual speeches, to testing

their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

### Comments on specific questions

#### Questions 1–8

The extracts were short, straightforward, contextualised interactions, in which it was necessary to focus on a single sentence. The exercise, overall, caused very little difficulty to candidates and most were answered correctly by all or nearly all. Only **Question 7** proved slightly problematic for a small minority, possibly because of the use of a preterite verb (*Los dejé en mi cama.*) – although the phrase content seems accessible.

#### Questions 9–14

Here candidates heard a short announcement made in a supermarket. Questions focused on simple aspects related to times, products and locations. No questions were answered correctly by all candidates, but none proved noticeably difficult. **Question 12** appears to have caused problems for a minority of weaker candidates, possibly because *despertador* may have been new to some.

#### Questions 15–19

This was a matching exercise in which candidates heard a dialogue between friends about the experience of living in other countries. The proportion of candidates choosing correctly was roughly between three quarters and nine tenths. **Question 15** and **Question 16** were based on connected word topics in the extracts, reflecting *hacer deporte* in **Question 15** and *comida* in **Question 16**. The remaining items were based on paraphrase of content. For **Question 17** and **Question 19** the paraphrase was expressed in long speeches, and weaker candidates found these rather more difficult. Candidates need to be aware of how the meaning of phrases and whole sentences is reflected in the item sentences.

#### Questions 20–28

In this exercise, candidates heard two separate but connected short interviews: the first with an athlete, the second with a bus driver who had helped him. Apart from increased length, the content and language of the exercise represented a step up in the incline of difficulty. The questions discriminated between abilities and this was reflected in the performance of the candidates.

**Question 20** required very careful listening. The focus of the question on the paper was different from the one asked by the interviewer. Candidates had to understand *por primera vez* in a sentence in order to answer correctly (key **A**) and avoid distractor **C**. Over two thirds did so.

**Question 21** proved, less accessible. Only half of the candidates **connected** the paraphrase *volaron* in key **C** to *llegamos juntos en avión* in the extract. Many weaker candidates were attracted by the distractor in **A**.

**Question 22** proved much more accessible: over four fifths answered correctly, linking *escuchó música* in key **B** to *puse mi grupo de rock favorito en el móvil* in the extract.

**Question 23** was more demanding, and two thirds answered correctly. The word-echo of *la parada incorrecta* in distractor option **A** seemed for many weaker candidates to link to *no....correcto* in the extract. To identify key **C** candidates needed to identify a sentence which summarised the situation.

**Question 24** was challenging for weaker candidates, and slightly fewer than half answered correctly. The key **B** paraphrased the last sentence and many weaker candidates were attracted to the word-echo in distractor **C**.

**Question 25** was a fairly simple question – again based on paraphrase – which proved more accessible, with over two thirds choosing key **A**. Distractor **B**, based on a word-echo of *tiempo*, proved attractive to weaker candidates.

**Question 26** seems to have proved less demanding; four fifths correctly appreciated *estaba sentado dentro* and selected key **B**. Distractor **A** contained a word-echo of the extract, but attracted comparatively few candidates.

**Question 27** was similarly accessible. The partial word-echo of *campeonato* in the key surely helped candidates, although they still had to handle a paraphrase (*recuerdo*) to identify the key **C** correctly.

**Question 28** was also accessible for four fifths of candidates, who were able to link *sorprendió* to *mi gran sorpresa* in the extract in order to select key **C**. Only a small proportion were attracted to distractor **B**.

### Questions 29–34

Candidates heard an interview with the director of a musical instrument library. This was a more demanding exercise, in content, language and format (4–option multiple choice), for this later stage of the paper.

**Question 29** proved an accessible first item, with well over four fifths choosing the key option **C**, which was based on a fairly simple paraphrase of *algunas dificultades que afectaron a mi familia* in the extract.

**Question 30** proved more challenging; candidates had to understand the implied link between *sin límite de tiempo a cualquiera que quiera aprender. Fijese: ¡la mitad de nuestros clientes son adultos!* and *se prestan a personas de todas las edades* to identify key **D**. All three distractors were in play for candidates.

On **Question 31**, over half chose correctly, understanding the paraphrase of a complex sentence in the key option **A**. All three distractors proved attractive.

**Question 32** was slightly less challenging, with three quarters of candidates able to link *instrumentos históricos* in the extract to *antiguos instrumentos* in the key option **B**. Distractor **A**, with a word-echo of *Internet*, was attractive for weaker candidates.

**Question 33** proved more accessible: three quarters were able to identify key option **C**, which paraphrased a whole sentence in the extract. For weaker candidates, all three distractors were attractive.

Lastly, on **Question 34** again over three quarters answered correctly, linking *hacerla con otras personas* in key option **D** to *hacerla con otras personas* in the extract. Again, all three distractor options seem to have been in play for weaker candidates.

### Questions 35–37

In this exercise, candidates heard an interview with a veterinary nurse. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this task, because the keys may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

**Question 35** proved demanding. Under half of the candidates selected key **B**, which required comprehension of *te deja poco tiempo libre*, in relation to *no tiene suficientes ratos de ocio* in the key option. Surprisingly, key **C** was identified by a quarter of candidates. The option sentence was a fairly simple paraphrase. However, of the distractor options, **A** was a simple negation, but **D** and **E** were attractive, requiring detailed comprehension of quite long sentences in the extract to identify them as false.

Identifying the two key options on **Question 36** seemed to prove less demanding. Three quarters identified key option **A** and over two thirds, key **E**. The first paraphrased the second sentence of the section in the extract; Key **E** focused on a detail from an anecdote. All three distractors, based on word-echo and paraphrase, seem to have been in play for candidates.

Both keys in **Question 37** proved demanding, and in each case only around a third of candidates were able to identify them. Key option **A** was based on a paraphrase of a long sentence in the extract, which had to be understood as a whole. Key **C** was similar in demand, and also paraphrase-based. Distractor options **B** and **E** proved particularly attractive: careful attention was needed, to be sure that they were not correct.

Candidates appear to have become more familiar with the format of this final exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of quite complex dialogue. Candidates will benefit from practice on this exercise, followed by a reading of the extract and analysis of both keys and of the way the distractors work.

# FOREIGN LANGUAGE SPANISH

Paper 7160/22  
Reading

## Key messages

To maximise their chances of success on this paper, learners should:

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Question 4** and **6** are unlikely to be correct.
- Be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear.
- Pay attention to agreement of number and gender between nouns and adjectives.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.
- Write with a reasonably mainstream format of the letters. A number of learners seem to expect markers to give a squiggle the benefit of the doubt. Care is especially necessary—whether copying or transforming—where a particular vowel can change a verb ending from correct to unacceptable (e.g., **4(g)**).

## General comments

There seemed to be a clear gradient of difficulty in the exercises. Problems in **Question 1** or **2** often indicated errors to come in **Question 3** and thereafter. Very often a Learner who struggled slightly with **Question 4** would encounter major problems on **Question 6**. Outcomes on **Question 5** often correlated roughly with the learner's performance on **4** and **6**. One or two seemingly gave up at the end of **Question 6**, but fewer than it might have been expected: the last text was clearly accessible to nearly all, at least in terms of initial reading. So the paper appeared to be working exactly as it should, and was certainly covering the extremes of the anticipated range of ability among the learners.

The best responses were those which were concise and focused on the precise piece of information required to answer the question. Mistakes were predominantly in adding incorrect material attributed to too much lifting from the script. Spelling errors contributed to some lost marks. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*creó/creo, diseño/diseño, estudiará/estudiara* etc.).

Learners who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Question 5**.

## Comments on specific questions

### **Question 1**

In this question, learners needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to the air travel. Learners need to remember that one of the pictures is surplus to requirements. In general, learners attempted all questions, and many gained full marks. Many learners

understood all the statements. One challenging answer for the learners was **C** *Leo bastante durante el viaje*. In addition, in the first response **1(a)** many learners erroneously opted for **B**.

## Question 2

In this question, learners read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a post office. Most learners attempted all the questions, and many gained full marks. The statement that caused most difficulty was **(a)** *Escribi una carta a mi tia que vive en otro pais*. Only good learners went for **F** *Correo al extranjero*. There was not a clear pattern of mistakes that showed that learners did not understand the statement.

## Question 3

Learners read a text about a girl talking about her school day and a visit by the president of the country and his wife Elisa. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, learners answered all the questions, and many gained full marks. Where errors did occur, this was most usually because learners had not read the text carefully enough, and sometimes relied on what they knew about life in general rather than on what was written in the text.

- (a)** Many learners were able to identify *parque público* in the text and went for **B** *un espacio verde*. A rare wrong answer chosen was **A** *la estación de tren*.
- (b)** Many learners chose the correct answer **A** *hablar con sus amigos*. Even when there was a reference to *juegos* in the text which tempted some learners into choosing **B**, most read it correctly *prefiero hablar con mis amigos*.
- (c)** There was a good understanding of this question that said *El viernes pasado* so learners went for the correct answer **B** *hace unos días*.
- (d)** Learners needed to know to distinguish between items of clothing to answer this question properly *Ella levaba un traje pantalon* had to be linked to **C** *un traje*. Rather than **B** *un vestido*. It was well answered by most.
- (e)** Most learners who read the passage carefully and understood *que los estudiantes hicimos* went for **A** *los alumnos*.
- (f)** A challenging question, better learners were able to link *lo que estudiamos* with **B** *trabajo escolar*. and got the mark. A frequent wrong answers followed no particular pattern.
- (g)** This was the most challenging of all the questions. Better learners linked *los profesores estaban nerviosos* in the text with the correct answer **C** *preocupados*. Many struggled with this question and went for other options in no particular order.

## Question 4

In **Question 4** learners were required to answer questions on a longer text, which in this case was an account by *Juana* about a woman who went to the theatre for the first time. Learners were required to write short responses in Spanish. The text was written in the first person; learners needed to change the first person to the third when required to make their answers correct. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked.

- (a)** Learners understood the question *¿Dónde leyó Juana algunos textos de teatro?* and gave the simple answer *el instituto* that was enough to get the mark. The addition of *en su instituto* was also enough. Some added *en el instituto* that was also correct. Most learners obtained the mark. Those that did not invariably used completely the wrong passage from the text.
- (b)** This question *¿Quién invitó a Juana a ir al teatro?* could be answered with a direct lift *unos vecinos*. However, many Learners did not understand the difference in between *unos vecinos* and *unos vecinos dijeron* because a very common wrong answer was *unos vecinos dijeron*. *Su/s* and *unos vecino/s* often written without agreement.

- (c) Many Learners read the question carefully and understood the information that they needed to provide. The question *¿Por qué aceptó Juana la invitación?* was well answered succinctly by many with *no tenía otra cosa que hacer*. Some gave a longer answer *no tenía otra cosa que hacer ese día*. Occasional use of present tense *tiene* did not attain the mark. The ones who lifted *pero como no tenía otra cosa que hacer* lost the mark because they did not answer the question. A common wrong answer was *tiene* written instead of *tenía* in the present tense.
- (d) The question *¿Cómo está decorado el interior del teatro?* was a two part question and quite challenging to some learners. In **part 1**, the ones who understood the question word were able to distinguish between the colour gold, and the metal gold, and this was mostly answered well by higher ability learners. Lower ability learners omitted a reference to *oro* as a colour and answered *color de oro* or *esta pintado de oro*. It was not a direct lift and required careful reading. *De oro* was not enough for the mark. In **part 2** Most learners located the correct part of the text and gained the mark for *imágenes de personajes*. It was perhaps the answer in which almost all learners gained the mark for a direct lift from the text.
- (e) This question *¿Qué llevaba Juana para la visita del teatro?* was one that learners tackled well in this exercise. It could be accurately answered with a simple lift *falda*. Many also went for *una nueva falda*. Some wrote *falta* and lost the mark because it has a different meaning.
- (f) This **question (f)** *¿Cómo hablaba la gente en el teatro?* was challenging to some. Learners who copied the whole statement *todos charlaban de forma muy educada* got the marks whereas *educada* on its own was not considered enough for the mark. Some used the verb *hablar* rather than *charlar* which was not penalised and gained the mark. Some learners misidentified the answer in the text with *educadamente* and also some erroneously wrote *se vestía elegante* here.
- (g) The question *¿Por qué tenía Juana una buena vista en el teatro?* could only be answered with a direct lift *mi asiento era unos de los mejores de la sala* while it had an addition of *su* or *el* in place of *mi*. Lower ability learners failed to answer this correctly, generally finding the wrong passage from the text. There were many incorrect variations, using for example, *se asiente*. Many learners also omitted the mention of the seat *asiento* answering *era uno de los mejores* so were unable to gain the mark.
- (h) *¿Cómo se sentía Juana cuando el espectáculo iba a empezar?* was well handled by most learners but on occasion lower ability learners struggled by missing the pronoun *se* and answering only *sentía emocionada*. The question could be answered with only one word *emocionada*. The ones who went for the long answer *se sentía emocionada* also got the mark. Sometimes learners used the word *emocionante* which of course means something entirely different and lost the mark.
- (i) This question *¿Por qué el actor principal sorprendió a Juana?* was very difficult for some learners. It was necessary to make a distinction between seeing the actor on the television, and being surprised that the actor looked very much like Juana's brother. Despite the question containing *sorprendió*, there was no shortage of learners who made reference to the television in their response. Some lifted *se parece mucho a mi hermano*, and failed to manipulate first person *mi* to third person *su* while others copied excessively from the second half of the sentence or missed the pronoun *se* from *se parece*. The concise answer *se parecía a su hermano* was also accepted in the imperfect and present tenses. Occasional misspellings *se parace* also occurred and many learners incorrectly wrote *había visto en la tele*.
- (j) This question *¿Qué hizo Juana cuando vio de final de la obra?* appeared to be where lower ability learners struggled somewhat. It was rare for lower ability learners to achieve the mark. A challenging question which challenged the learner's ability to be coherent. *Me/se hizo reír* or *Juana hizo reír* were often incorrect answers that appeared. It enabled higher ability learners to differentiate themselves. All that was needed to answer the question was a simple conjugation of the verb *reirse* or *reír* but learners found this tricky. Many referred to *se hizo reír* which was not quite enough for the mark, and many incorrect spellings of *reír/se rió* for example *se rio* or *se reió*.
- (k) To answer the question *Según Juana, ¿por qué es más fácil actuar en el cine que en el teatro?* the best was to lift *en el cine pueden filmar una conversación muchas veces*. Alternatively, the answer *en el teatro, tienen que hacerlo bien a la primera* was also accepted, or a combination of the two so there was a wide scope for learners to achieve the mark as long as they defined *en el teatro* alongside *tienen que hacerlo bien a la primera*. Answers like *tiene que hacerlo bien a la primera* were not accepted as they did not define where or why. Several learners also included reference to

special effects which was considered as invalidating the answer, or alternatively as an answer which again did not attain the mark.

### Question 5

Learners were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to go on a perfect excursion. There were therefore three descriptions that were surplus to requirements. Learners needed to process a range of information and look for the best-fit offer for each person. Learners with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers. It was not uncommon for Learners to achieve less than 5/5.

- (a) There was a mixed response to this question. Learners needed to read the texts carefully to fully understand the references to BAÑARSE and BOCADILLO Y FRUTA PARA COMER relating to wanting to be at the beach and eat something light and going for **option 7**.
- (b) In order to select **option 8** learners needed to understand the references to TREN DE LUJO as a reference for Julia who was interested in traditional modes of transport and also to dine with service. Further help was offered with EN LOS AÑOS 30 which referred to the traditional mode of transport.
- (c) Learners that made the link between Dario who wanted to leave the city and POR LAS MONTAÑAS referencing an ancient building in the mountain range. HACE TRES SIGLOS also helped identify the correct **option 3** that precisely offered that and also a reference to eating in a restaurant for any learner that was still unconvinced.
- (d) The best learners went for **option 2**. They were able to understand that Lucas did not like being in groups and going at his own pace, TÚ DECIDERÁS EL HORARIO was the key to gaining the mark which was perhaps the least answered correctly of the exercise.
- (e) This was one of the best answered of the whole exercise, with good learners correctly selecting **option 5**. They understood that Alba wanted a guided visit, VISITA GUIADA and that she was in a rush which led to learners identifying COMIDA RÁPIDA as the key to the right answer.

### Question 6

Learners were required to answer questions on a longer, more demanding text about how football had helped create a better world. Learners were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many learners had a good understanding of the text, but they were not always able to communicate it precisely and accurately. Frequently the question gave a clue on the way the answer should be framed regarding tenses.

- (a) The question *¿Por qué están delante del estadio algunos aficionados?* Required a correct preposition to the answer using *quieren/para/esperan/esperando* ahead of identifying the correct passage in the text *sacar una foto* but also requiring *de su jugador favorito*. Pluralised *sus jugadores favoritos* was also accepted, giving a perfect answer looking something as *para sacar una foto de su jugador favorito*.  
  
Many lower ability learners omitted the preposition *para* or a relevant verb before the answer, with just *sacar una foto* while others misidentified the passage altogether. Common wrong answers included *porque esperando sacar una foto de su jugador favorito*, or alternative answers using *porque* rather than *por qué*.
- (b) The next question *¿Qué suelen comprarse los futbolistas más ricos? Menciona dos cosas* was a two-part question. In **part 1** many learners gained the mark for *coches deportivos*. The inclusion of *de marca italiana* instead of *deportivos* was also accepted. Some incorrect answers omitted *coches* or were invalidated due to lifting *les permite tener* before the answer. The answers that also had *tener* as a prefix to the answer were also invalidated as not being a coherent response to the question. **Part 2** was also well understood overall and most gave the correct answer *casa de sus sueños*. Incorrect answers followed no pattern.

- (c) Most Learners were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿A quién quiere Raul dar las gracias?* Learners had to extract from the whole sentence *a la gente con quien crecí* and then manipulate the verb *crecer* to a suitably acceptable answer *a la gente con quien creció*. Answers missing the accented *ó* were not penalised, but the question proved very tricky and left many lower ability and indeed, higher ability learners without marks. Also, often learners lifted completely incorrect passages from the text, for example *un equipo alemán* was a common wrong answer.
- (d) The answer to the question *¿Por qué suelen aparecer futbolistas en los medios? Da dos razones.* Was another two-part question. Both answers were accepted in both columns. The response did not require much manipulation for **part 1** and *se pelea en una discoteca* was accepted as a direct lift, alongside *se pelean* or reference to *peleas* in night clubs. In **part 2** again the text *accidentes de tráfico* was accepted as an answer that was directly lifted from the text. In addition, if learners lifted *tampoco faltan historias accidentes de tráfico* this was viewed as an exceptional answer that was only accepted in **part 2** as it made sense as a continuation of **part 1** only. Lower ability learners completely missed the answers, or correctly identified the passage but were unable to fully understand the negative *faltan* invalidating the answer. Others occasionally identified the correct passage in the text. A difficult but potentially rewarding question for the higher ability learner to establish themselves.
- (e) This question *¿De dónde vienen los inmigrantes que vio Ousmane Diallo?* Learners had to distinguish between where Ousmane played, and where he grew up which proved challenging. The correct answer *dónde él nació* was accepted with or without accents which helped some learners attain the mark. Some learners mistakenly identified where Ousmane played, answering *en la calle francesa*. The answer did not require a change in any verb which meant many learners from lower abilities were able to gain this mark in the more difficult section 6, however some lifted the pretext *llegados recientemente del país donde él nació* which no longer was a direct answer to the question. *Del país donde él nació* was seen as acceptable.
- (f) Not all Learners understood the question *¿Cómo se sintió Ousmane Diallo al ver a los inmigrantes?* But again, of the entire section/question 6 this was perhaps the mark most widely attained. The simple one-word response *triste* was enough for the mark meaning many learners identified it from the passage *se puso triste* which was also accepted for the mark. Some learners responded with a direct lift *se puso triste y fue a hablar con ellos* which was generously awarded also. Occasionally learners responded with *sintió triste* which without the *se* pronoun as a prefix, made the answer somewhat vague and unfortunately meant the mark was not attained.
- (g) This question *Según Ousmane Diallo, ¿quiénes tienen la responsabilidad de ayudar a la gente sin dinero?* Was an answer that did require some manipulation and consequently meant higher ability learners could establish themselves, although it could be answered with a simple *los ricos* for the mark. *la gente rica* was also accepted. Some lower ability learners only lifted from the text *los aquellos que somos ricos* in the first-person plural which was not accepted. Others wrote about the footballers being responsible. This question proved tricky for gender agreement of wording and lower ability learners were unable to correctly match 'rica/o' with the feminine 'gente' if they had attempted to manipulate their answer.
- (h) The question *¿Cuándo ocurrió la celebración que inspiró a Maria Penedes?* Was not quite so difficult to many learners as other questions in section 6. Most Learners understood the correct passage in the text *Después de ganar la copa* and consequently attained the mark. Other learners failed to reference the correct passage at all, but it was not uncommon for lower to middle range learners to perhaps attain only this mark and the mark for **Question 6(f)** in the section 6.
- (i) This question *¿Cuál es la opinión de Raúl sobre el programa que inició Maria Penedes?* was certainly a polarised question. Either learners understood the question and if so, frequently answered correctly with a range of possibilities as follows: *admira/admiró lo que hizo* or *lo/le/la admira* or *admira el programa*. Lower ability learners were not able to conjugate 'admirar' correctly as 'admira or admiró' and indeed strangely often added the English 'admire' instead. Higher ability learners were able to identify correctly and were able to distinguish themselves well in this question. Whether the full question was fully understood was not always completely clear but higher ability and mid-range learners in general did well here, whereas lower ability learners had many difficulties with the verb *admirar*. There were lots of erroneous answers using *admire* and *admiro* (first person) rather than *admira/admiró lo que ella hizo*.



# FOREIGN LANGUAGE SPANISH

Paper 7160/03  
Speaking

## • Key messages

- Teacher/Examiners should familiarise themselves with the scripts of the role play and topic conversations before beginning any 'live' speaking tests and must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet. Failure to do this can have a significant impact on candidate performance and outcomes.
- Teacher/Examiners can repeat a role play question if the candidate has not understood or did not hear the question but must not rephrase or replace the role play questions.
- In the topic conversations where there is a two-part question, teacher/examiners must pause as indicated to allow candidates to respond to the first part before asking the second part of the question. They do not need to ask the second part to the question if the candidate has already answered that question in their response. They should use the alternative questions in **Questions 3, 4 and 5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.
- In the interest of fairness to all candidates, teacher/examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, teacher/Examiners should use **up to two** open-ended further questions, on the same topic, to make sure the conversations last 4 minutes.
- During the topic conversations, teacher/examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre...*, *¿Qué más me puedes decir sobre...?* *¿Puedes decirme algo más (sobre eso)?* When used effectively, extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.
- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.
- Centres should take note of the comments on the Report to Centres.

## General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (May/June 2024).

Centres uploaded the correct sample size for moderation. The recording quality was variable. In a few cases, the candidates were inaudible or partially audible. Prior to the speaking test, centres should position the microphone correctly, check the recording settings and ensure that the room where the test will take place is quiet. It is essential that centres check the quality of the recordings **prior** to uploading onto the Submit for Assessment portal. Teachers/Examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded).

Teacher/Examiners should follow the randomisation instructions in strict order (page 14 and 15). Each candidate's speaking test must contain an introduction with the centre and syllabus details, the exam series/year and name of examiner at the beginning of the recording. The teacher/examiner should announce their name, the candidate's name and number, the candidate card number and the date on which the test is conducted before each speaking examination.

Where centres make use of digital recording software, they should save each candidate's file individually as an .mp3 file. The digital file for each candidate's test must be named clearly, using the naming convention provided in the Submit for Assessment Admin Guide.

Centres should check that the file that they have uploaded onto the Submit for Assessment portal corresponds to the correct candidate. They should check that marks, candidate numbers and names are correctly transferred.

**Teacher/Examiners are reminded that once a test has started, the recording must run without interruption and must not be stopped at any point during the test.**

In most cases, teacher/examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal. Teacher/Examiners need to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column. The name of the teacher/examiner conducting the speaking test should be legible. Teachers/Examiners are encouraged to use the electronic WMS forms.

### **Comments on specific questions**

#### ***Role Plays***

Teachers/Examiners should set the scene for the role play scenario exactly as it is printed in the Instructions for teachers/examiners booklet. In the role plays, candidates should focus on communicating the required information. In two part questions, teachers/examiners must **pause** as indicated to allow candidates to respond to each part. Where candidates do not understand a question or do not hear the question, teachers/examiners can repeat the question to give candidates the opportunity to work for the available marks. Teachers/Examiners must not rephrase or replace questions.

Very few candidates were awarded zero marks (no creditable response). Short responses to questions one and two of the role plays were perfectly acceptable. Candidates do not need to provide additional information beyond what they have been asked. If candidates use an incorrect tense, an incorrect subject of the verb or omit part of a question, they cannot be awarded two marks for the response.

The majority of role plays were completed well by candidates. Questions with '*cuándo*', '*dónde*' and '*cómo*' appear to cause most difficulties for candidates. Candidates who have already provided an explanation in questions where there is a '*por qué*' task following a pause, do not need to be asked for this information again. **Questions 4 and 5**, which required candidates to use a past or future time frame, caused more problems for weaker candidates.

#### **Role play 1**

##### **Question 1**

Candidates struggled to answer correctly using '*a la/las*' despite understanding '*hora*'.

##### **Question 2**

There were difficulties with the pronunciation of numbers and currencies.

##### **Question 4**

In the second element, a few candidates struggled with the use of a past time frame.

## **Role play 2**

### **Question 2**

Some candidates tried to produce very specific vocabulary. Items such as t-shirt or hat were perfectly acceptable.

### **Question 5**

Candidates did not always understand '*llegaste*'. The correct form and pronunciation of '*llegar*' caused difficulties. There was also uncertainty of how to respond to '*¿qué hiciste?*'

## **Role play 3**

### **Question 1**

'*Sabor*' was difficult for some candidates.

### **Question 2**

Several candidates had problems understanding the word '*tamaño*'.

### **Question 3**

Occasionally candidates misheard '*verano*' and continued to talk about ice-cream. There were problems producing correct weather expressions (when used).

### **Question 4**

Candidates did not always understand '*llegaste*'. The correct form and pronunciation of '*llegar*' caused difficulties. There was also uncertainty with how to respond to '*¿qué has hecho aquí?*'

## **Role play 4**

Candidates communicated the necessary information well.

## **Role play 5**

### **Question 1**

Some candidates struggled with expressing the time correctly.

### **Question 2**

A few candidates only heard '*dónde*' misunderstanding '*¿De donde eres?*'

### **Question 5**

In the second element, a response related to what candidates did on the journey or more generally on the trip was acceptable.

## **Role play 6**

Candidates communicated the necessary information well.

### **Question 4**

Despite some candidates lapsing into the present tense, candidates understood the question.

### **Role play 7**

#### **Question 2**

A few candidates had problems understanding the word '*tamaño*'.

#### **Question 4**

Candidates did not always understand '*alojamiento*'.

### **Role play 8**

Candidates communicated the necessary information well.

#### **Question 4**

Candidates managed to provide an acceptable response despite a few candidates struggling with the appropriate past verb form.

#### **Question 5**

Some candidates did not understand '*volver*' and/or '*país*'. Candidates answered the second element well.

### **Role play 9**

Candidates communicated the necessary information well.

### **Topic Conversations**

Generally, the topic conversations were conducted well, although there were more topic conversations that were either two short or two long. In some cases, teacher/examiners did not use extension questions and further questions when needed leading to short or overlong topic conversations. Teacher/Examiners should use extension questions to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses. In two part questions, teacher/Examiners must pause as indicated to allow candidates time to respond to the first part. Furthermore, it is important to allow candidates time to respond to the initial question and the repetition of this question, before moving onto the alternative question. In the interest of fairness, teacher/examiners should adhere to the prescribed timings for the two topic conversations (4 minutes each) and make use of extension questions as necessary to encourage candidates to develop their responses and to perform to the best of their ability. A few Centres did not adhere to the timings, which in some cases fell short by two minutes. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, teacher/Examiners must ask up to **two** further open-ended questions on the same topic. It is important that candidates are familiar with the way the teacher/examiner would ask them to expand using a question such as *¿Puedes decirme algo más sobre ...?*

### **Topic 1 La televisión y el cine**

The majority of candidates managed to communicate the required information well and in detail.

#### **Question 1 and 5**

The present tense of '*preferir*', '*gustar*' or '*encantar*' (when used) was problematic for some candidates.

#### **Question 2**

Some candidates did not understand '*sueles*'.

#### **Question 3**

Candidates communicated the information despite errors in the correct form of the verb '*gustar*' and agreement of adjectives.

#### **Question 4**

The correct past form of the verbs '*ir*' and '*ver*' caused difficulties.

## **Topic 2 El deporte**

### **Question 2**

Occasionally candidates answered '*¿Cuándo?*' instead of '*¿Dónde?*'

### **Question 3**

The conditional '*practicarías*' caused problems for some candidates.

### **Question 4**

There were inaccuracies and difficulties in the pronunciation of the verb '*jugar*' when used. Sometimes candidates omitted the second element. Some candidates completed the task in the present tense instead of the past.

## **Topic 3 Los viajes y el transporte**

Candidates communicated the necessary information well.

### **Question 2**

A few candidates did not understand '*mes*'. The pronunciation and the first person present tense of '*preferir*' were problematic for some candidates.

## **Topic 4 El lugar donde vives**

### **Question 1**

Candidates understood the question although there were errors with the first person present tense of '*vivir*'.

### **Question 2**

Some candidates mistook '*cerca de tu casa*' with '*en tu casa*' while a few candidates described their house. There were difficulties with the use of '*ser/estar*' and frequent errors in adjectival agreement.

## **Topic 5 Los animales**

### **Question 3**

Candidates had difficulty understanding and replying to '*te daban miedo los animales*'.

## **Topic 6 Los idiomas**

Most candidates communicated the necessary information well.

### **Question 3**

Some candidates had problems with the expression '*mejorar tu español*'.

### **Question 4**

Some candidates had difficulty in replying to '*¿Cómo te sentiste?*'

## **Topic 7 Los cumpleaños y las celebraciones**

The majority of candidates managed to communicate the required information well and in detail.

### **Question 2**

The word '*mes*' was not always understood.

### **Question 3**

Some candidates had difficulties using a past time frame.

### **Assessment**

The majority of centres assessed their candidates fairly and close to the agreed standard. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (May/June 2024). Teacher/Examiners should be consistent in their marking. Marking should be positive, rewarding achievement.

In the role plays, some centres deducted marks for errors that did not impede comprehension or for short responses. A brief response (for example, one or two words), if accurate and communicates the required information can be awarded two marks. However, a few centres mistakenly awarded full marks to some candidates who used the incorrect time frame or incorrect person of the verb or occasionally when an element of a task had been omitted.

The topic conversations discriminated well. Candidates were able to respond to the questions, even if less successfully due to limited vocabulary and/or grasp of verb forms. Stronger candidates responded confidently to questions and often expanded their responses even if not asked extension questions. They communicated relevant information justifying and explaining their responses, thereby accessing higher grades.

Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as '*la última vez*' or '*en el futuro*' for example. Candidates were better prepared when answering questions including, '*ventajas*', and '*desventajas*'.

In the topic conversations, some teacher/examiners were generous in their assessment of Communication, but harsh in their assessment of Quality of Language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they need to develop quality responses providing explanations, opinions, justifications, and use a wide range of language and structures. Teacher/Examiners need to adjust questioning by using alternative questions as necessary, and use extension questions to elicit fuller responses thereby giving candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary.

# FOREIGN LANGUAGE SPANISH

Paper 7160/42  
Writing

## Key messages

- Candidates should read the initial rubric of each question and each task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all the tasks in **Questions 2 and 3**, candidates may benefit from attempting the tasks in the order in which they appear on the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in their response to **Question 3** in order to give themselves access to the full range of marks available. Similarly, they need to develop their answers by including additional information (e.g. explanations, reasons, opinions, etc.).
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect the marks for the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**.

## General comments

Work from the whole ability range was seen. Many candidates performed very well in **Questions 1 and 2**. In **Question 3** stronger candidates showed control of varied sentence structures and verb tenses, and complex linguistic structures were seen.

In **Question 1**, candidates should always try to produce an answer for each of the five gaps. They need to read the initial rubric carefully, as well as the tasks themselves, so that they can provide appropriate responses. Candidates should avoid writing answers outside the dotted lines provided. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, up to 12 marks are awarded based on task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 12 marks cannot be awarded if they omit or do not successfully convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose with reference to the question asked, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. In response to the task that is presented in the future/conditional, the verb must be in an appropriate future tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. *y*, *también*, *pero*, etc.).

**Question 3** offers a choice of two options: a letter/email and a report/article. There are 10 marks available for Task Completion, 10 marks for Range and 8 marks for Accuracy. Candidates should read through both options before choosing which one to answer. Candidates should ensure that they select the question which will allow them to best demonstrate the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *baile* for *bailé*; minor subject error e.g. *mi* *padres* *son*; double-consonants in verbs e.g. *aprendo*, *preffiero*; Imperfect/Preterite e.g. *el sábado pasado iba a una protesta*; *Ser/Estar* e.g. *el centro comercial es cerca de mi casa*; Indicative/Subjunctive

e.g. *Espero que me respondes*). Such errors will be considered under Accuracy. When considering which band to place the mark in, relevance and detailed information will also be taken into account.

**Range:** Marks are awarded based on the candidates' ability to extend and link sentences, the range of tenses and other structures used, as well as the range of vocabulary. The use of extended sentences, a range of connectives, tenses, varied complex structures and vocabulary is required in order to reach the top mark band. When the descriptor states 'uses', it should be read as 'uses successfully'. Candidates who struggle to use basic tenses are likely to achieve a maximum of five marks for Range. Only those who attempt some complex structures are able to access a mark of six or higher for Range.

**Accuracy:** Candidates do not have to produce a perfectly accurate piece of writing in order to achieve the full 8 marks available for Accuracy. Minor errors which do not impede communication will not be penalised.

When finalising their responses for **Question 2** or **Question 3**, candidates need to be careful if they decide to cross out any parts of their response. There were some instances where crossing-out had occurred, and this affected the coherence and clarity of the piece of writing overall.

### **Comments on specific questions**

#### **Question 1**

##### **Quieres ir a una fiesta de fin de curso**

The majority of candidates achieved four or five marks for this question and it was noticeable that very few candidates left a blank space. A single word was sufficient to gain the mark for each of the five gaps. The great majority of candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Responses which were not recognisable as a word in Spanish (e.g. '*oriz*'; '*jaketa*') could not be rewarded. Most candidates were able to produce an accurate spelling of a day for Gap 1, with no one day being more popular. The majority of candidates were able to correctly produce an item of clothing for Gap 2, with a range of answers (e.g. '*camiseta*'; '*vestido*'; '*chaqueta*'; '*franela*'). A very small number of candidates produced inappropriate answers (e.g. '*roba*'). Marks were awarded for minor spelling errors which did not impede communication (e.g. '*vestida*'). There were few problems with producing a noun for an item of food in Gaps 3 and 4, with a broad range of answers (e.g. '*pollo*'; '*paella*'; '*frutas*'). Some candidates produced inappropriate responses (e.g. '*coca cola*'; '*agua*') which could not be rewarded. There was a wide range of accurate vocabulary produced for a means of transport in Gap 5 (e.g. '*coche*'; '*metro*'; '*tren*'; '*autobús*').

#### **Question 2**

##### **La rutina escolar**

Candidates generally performed well here, with many achieving full marks. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to school and routine, with detailed information sometimes expressed in more complex language. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead which meant that task completion marks could not be awarded. Candidates should ensure that they reference the bullet points, making use of the rubric to formulate their answers and ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. However, there was a wide variation in control of verb formations. In the strongest answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*geografia*'; '*tambien*'; '*proximo*'; '*despues*') but did not usually prevent candidates from achieving a high mark. There were many instances of candidates misspelling words included in the rubric (e.g. '*despues*'; '*classes*'; '*proffessor*'). Weaker candidates also struggled to respect gender agreements when using articles, nouns and adjectives. Stronger candidates often went beyond a range of basic connectors (*y*, *o*, *pero*, *también*), using more complex connectors (e.g. '*sin embargo*'; '*además*'; '*dado que*'), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing



'por que' when they intended 'porque'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

**Task 1** required candidates to state what their routine is before going to school and was answered successfully by most candidates. For task completion it was essential to reference the school day, with many candidates choosing to start their response with '*Antes de ir a colegio...*'. Other candidates contextualised their response by inclusion of extra details such as travel to school (e.g. '*desayuno y luego tomo el autobus al colegio*'). There were many instances of candidates omitting the reflexive pronoun in their response (e.g. '*lavo*'; '*despierto*'; '*ducho*'). This was considered a minor error for this question and did not prevent task completion marks. Weaker candidates did not make it clear that they were describing a school day as opposed to any other day and could not be rewarded for the task completion element.

**Task 2** required candidates to state what they usually drink during breaktime and was generally successfully answered (e.g. '*En el recreo bebo zumo de naranja*'). Weaker candidates produced incorrect verbs (e.g. '*tengo recreo y beber agua*'; '*prefiero bebo agua*') or did not reference the idea of '*durante el recreo*' and therefore the response could not be credited for the task completion element (e.g. '*Normalmente me gusta beber zumo*').

**Task 3** required candidates to give their opinion on their timetable and was generally answered well. The most popular adjectives for describing their timetable were '*bueno*'; '*mal*'; '*aburrido*'. Stronger candidates included explanations and appropriate topic vocabulary (e.g. '*mi horario es bien porque tengo muchas pausas*'; '*mi horario es perfecto porque tengo muchas clases de mis asignaturas favoritas*'). Ambiguity and spelling errors prevented weaker candidates from completing the task (e.g. '*mi horario es muy variedad*'; '*Para mi es peligroso ya que es mas tiempo*'). Some weaker candidates misunderstood this task, producing inappropriate responses (e.g. '*mi harario es sympatica y amable*').

**Task 4** required candidates to describe their favourite teacher. Most candidates provided a range of appropriate physical and characteristics to successfully complete the task, (e.g. '*tiene ojos azules*'; '*es como mi amigo*'; '*es simpatico, gracioso y alto*'). Stronger candidates added extra details (e.g. '*Tiene paciencia con la clase lo que me gusta mucho*'). It was noticeable that many candidates produced several sentences for this task with very often only one sentence with a completely correct verb to complete the task. Weaker candidates struggled to correctly form opinion verbs (e.g. '*se gusta leer*'; '*el gusta deportes*') and did not respect subject/verb agreement (e.g. '*el ojos colores es verde*').

For **Task 5**, the candidates needed to use an appropriate verb form in a future tense, referencing the activities they are going to do after school the following week. Many candidates successfully manipulated the verb in the rubric from 2<sup>nd</sup> to 1<sup>st</sup> person (e.g. '*La próxima semana despues de clase voy a comer en un restaurante con mis amigos*'). Some weaker candidates had problems with producing an accurate form of a future tense (e.g. '*la proxima semana despues classes yo y mis amigos cocinar churros*'; '*mis amigos vamos ha jugar football*'). Other weaker candidates stated what they normally do in their class (e.g. '*la actividades en mi clase es jugo voleibol*'; '*la actividades hace en clase jugamos muchos depostes*') which could not be accepted for task completion. A few candidates produced inappropriate responses in the past tense (e.g. '*la proxima semana hice mis deberes.*').

### Question 3

#### General comments

The majority of candidates chose **Question 3(a)** rather than **3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then 'backfilled' with justifications, developments and opinions which served to enhance their responses by adding further information. The best candidates also made brief notes next to the bullet points to remind themselves which structures they were going to include and where. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

#### Task completion

In order to obtain high marks for Task completion, candidates need to ensure that they:

- Address all the tasks given in the question.
- Compose a comprehensive written response driven by specific prompts, and they should reference the rubric for each task to ensure that the target audience fully understands the context.
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.
- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

### Range

Some candidates expressed their ideas using extended, well-linked sentences which demonstrated strong cohesion as well as correct and varied use of vocabulary, tenses and other structures.

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

- subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien/si*)
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con, con quien hablé*)
- a range of timeframes and first-person and third-person verb forms
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- correct use and placement of object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- correct use of *por* and *para*
- adverbs, prepositional phrases, time references, opinion markers
- linking words other than *y*, *pero* and *porque*
- definite and indefinite articles.

Candidates who did not attempt structures from the list above or who did not use subordinate clauses could not usually achieve a mark higher than five for Range. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Range. To achieve a mark beyond the 5 – 6 band, candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *‘aunque’*; *‘además’* etc.), opinion markers (e.g. *‘pienso que’*; *‘opino que’* etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

Some candidates struggled when using both basic and more complex tenses. To improve, they need to ensure that they:

- include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses
- include the personal *a* with verbs that require it
- form regular and common irregular verbs in the preterite, particularly the first-person singular (e.g. *llevé/comí/bebí/vi/puseí/hice/di, tuve/dije/busqué/jugué*)
- use appropriate prepositions in verb constructions when required (e.g. *tengo que, ayuda a, tratar de*)
- avoid using *tiene* where *hay* is required and vice versa, and *es/son* where *hay* is required and vice versa.

### Accuracy

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

Frequent inaccuracies will limit the overall mark awarded for Accuracy. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be placed in the 3 – 4 band, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually achieve a mark beyond the 3 – 4 band, since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1 – 2 band.

### Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- inaccuracies in word order with adjectives before nouns
- inappropriate double consonants in Spanish (e.g. '*apprendí*'; '*necessito*'; '*pollución*'; '*commercial*')
- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. '*me gusto*'; '*mi gusta*'; '*se encantan*'; '*lo encanto*')
- omission of the preceding *a* (e.g. '*a mí*'; '*me gusta*')
- incorrect formation of *ir* and *tener* in the preterite tense (e.g. '*fuiemos*'; '*fuieron*'; '*tuvía*'; '*tení*')
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo mas dinero*')
- omission of accents on verb forms (e.g. '*baile*') or inappropriate use of accents (e.g. '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g. '*voy hacer*'; '*juego futbol*')
- inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a ir*')
- omission of the preposition following verbs (e.g. '*fui el centro comercial*')
- inventing words (e.g. '*arribo*'; '*supportivo*')
- not indicating possession with *de* (e.g. '*mi colegio's*')
- inappropriate translation of idioms from the candidate's first language (e.g. '*yo teni un tiempo divertido*'; '*tengo un buen tiempo*') when the Spanish idiom *pasarlo bien* was intended)

### Question 3 (a) Una competición de surf

This was the most popular question with around 70 per cent of candidates choosing this option. The majority attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings.

### Task completion

**Task 1** required candidates to state when the competition was and required a verb in a past tense to complete the task. This was generally well-completed, with many candidates producing a simple phrase using the preterite tense, (e.g. '*La competición fue el verano pasado*'; '*Ayer mi colegio tuvo una competición*'). Stronger candidates added appropriate extra detail, (e.g. '*Quiero contarte sobre la competición que gané la semana pasada*'; '*había un montón de estudiantes y música*'). They also included a personal reaction as required for marks in the top bands, (e.g. '*me lo pasé genial*'). Weaker candidates produced inaccurate verb forms which could not be rewarded, (e.g. '*la competición que has hacido el 5 de febrero*'; '*el*

*fin de semana pasado voy a el la competición*). There were also many instances of confusion between 'fui' and 'fue' (e.g. *'la competición fui el fin de semana'*).

**Task 2** required candidates to say what was the best or worse thing about the competition and required a verb in a past tense to complete the task. Stronger candidates were able to produce a correct verb form and they also developed their responses with more complex structures and vocabulary, (e.g. *'Lo mejor de la competición fue pasar un día tan precioso en el agua con todos mis mejores amigos'*; *'lo mejor fue que tenía mucha energía y no estaba estresada'*). Weaker candidates did not reflect the tenses and produced responses in the present tense, (e.g. *'lo mejor es que es muy facil'*) which could not be considered under task completion. A common error was candidates confusing the concept of the best/worst thing about the competition with who performed the best or why the competition was best, (e.g. *'lo mejor de la competición fue mi hermano Carlos y lo peor fue mi amigo'*; *'Es mejor competition porque hay 150 personas'*). These responses could only be considered as partial attempts at task completion.

**Task 3** required candidates to state what other water sport they will do in the future and required a future reference to complete the task. Stronger candidates generally addressed this successfully (e.g. *'Quiero probar una competición de nadar'*; *'me gustaría practicar natación'*). There were many examples of candidates not completing the task as they did not focus on a specific water sport, (e.g. *'me gustaría jugar al fútbol'*; *'voy a empezar el baloncesto'*). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. *'me gustaria nadar acuatico haras'*; *'si pudiera la oportunidad ha participado un coche de agua'*; *'me gustaria hago paraguismo'*).

**Task 4** required candidates to explain why it is (not) important to do sport. The most popular responses centred around keeping fit and healthy, with stronger candidates producing accurate verb forms, (e.g. *'para vivir una vida saludable'*; *'los deportes te ayudan mucho con la salud'*; *'puedes conocer mucha gente'*). Despite some candidates producing appropriate responses, they were not rewarded due to verb and tense error (e.g. *'te puede ayudo con tu sano mental'*; *'nosotros reciclamos de aqua usar para cocina'*; *'me encanta el sense de libre me da'*).

**Task 5** required candidates to say what the advantages or disadvantages are of doing a team sport. Most candidates understood the task and there was a range of answers, the most popular being the idea of meeting people and making new friends, (e.g. *'te ayuda conocer nueva gente y hacer amigos'*). The omission of the personal 'a' was frequent but did not prevent task completion being rewarded. Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g. *'una desventaja es que mis compañeros me molestan muchísimo y son sumamente ruidosos'*; *'participar en competiciones juntos es más emocionante que participar solos'*). Weaker candidates misunderstood 'equipo' and produced inappropriate responses about equipment, (e.g. *'el equipo es muy caro'*). Weaker candidates also produced inaccurate verb forms which could not be rewarded, (e.g. *'tiene que te decide el lidero'*; *'son las ventajas hacer deporte en equipo es muy util'*).

### Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. Stronger candidates were able to introduce more complex structures and a variety of tenses in their writing even if those tenses are not used in the bullet points (e.g. present and imperfect subjunctive, present perfect, continuous with gerund, adverbs, negatives, time markers, comparatives and superlatives). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. There was evidence of a wide range of topic vocabulary within the cohort (e.g. *'una experiencia'*; *'tener éxito'*; *'campeón'*; *'modificación'*; *'olas'*; *'coordinación'*; *'trofeo'*; *'premio'*; *'primer puesto'*) and appropriate idioms (e.g. *'me aburrí como una ostra'*; *'dos pájaros de un tiro'*). The strongest responses were in an informal register and contained appropriate salutations (e.g. *'espero que tu familia y tú todos estéis bien'*; *'Escríbeme pronto'*). However, the majority of candidates chose to start their piece of writing with an informal salutation (e.g. *'Hola'*; *'Buenos días'*). Weaker candidates relied on basic structures (e.g. *'yo tiene muchos accidentes ...'*; *'quero hace el nadar'*; *'tu mentener'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linking words and even the weaker candidates attempted a piece of cohesive writing, although there were many examples of *'por que'* instead of *'porque'*. Stronger candidates use a wider range of connectors (e.g. *'debido a'*; *'no obstante'*; *'lo cual'*; *'así que'*) and included time markers (e.g. *'primero'*; *'hace dos días'*; *'finalmente'*).

### Accuracy

The stronger candidates, who scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. It was noticeable that weaker candidates produced several sentences for each task with very often only one sentence with a completely correct verb to complete the task. This was reflected in a high mark for task communication, but a much lower mark for accuracy. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest candidates managed to consistently place pronouns and accents accurately. Weaker candidates produced poor spelling of vocabulary and invented words, (e.g. *'comunicacion'; 'injuries'; 'doctorias'; 'excitamente'; 'rudioso'; 'decio'*).

### Question 3 (b) Los problemas globales

This was a less popular option with about 30% of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the bullet point was lacking. Most candidates understood and completed **Tasks 1 – 3** but were less successful with **Tasks 4** and **5**. A few candidates engaged well with the register of the task, i.e. a newspaper for the school magazine, but the majority focused on the main body of text.

#### Task completion

**Task 1** asked candidates to say what they think the worst global problem is. The majority of candidates successfully completed the task using the rubric to introduce their response, (e.g. *'El peor problema global es el cambio climático'*). Stronger candidates added appropriate explanations, (e.g. *'el peor problema es contaminación de agua debido (a) que es necesario para todos para vivir'*). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g. *'el problema con el Earth es gentes agresivos'*).

**Task 2** asked candidates to state who recycles the most in their family and required a verb in the present tense in order to complete the task. The stronger candidates were able to respond appropriately and give additional details, (e.g. *'En mi familia es importante que reciclemos'; 'Normalmente mi madre recicla más que mi padre y yo porque le encanta cuidar al medio ambiente'; 'Sin una sombra de deuda es mi hermano que tiene 21 años que recicla más'*).

**Task 3** required candidates to state what they did last week to protect the environment and required a verb in a past tense for task completion. The majority of candidates produced responses with accurate verb forms, (e.g. *'apagué las luces'; 'reciclé los plásticos'; 'empecé a tomar duchas más cortas'*). Stronger candidates were able to produce additional details, (e.g. *'no solo usabamos transporte de publico sino tambien separabamos la basura'*). The omission of the accents on the verbs here did not prevent communication marks being awarded as the past context was clearly defined. For task completion, the use of the imperfect when preterite was intended is also accepted. Weaker candidates struggled to form correct conjugations in the past tense or used inappropriate tenses which could not be rewarded (e.g. *'la semana pasada useo menos agua porque no voy a mi baño'; 'mi familia y yo viajaste a un playa para un clean up'*).

**Task 4** required the candidates to say what other things their school should do to look after the environment. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g. *'tienen que poner más botes afuera en el patio'; 'mi cole debería hacer clases sobre el medio ambiente'*) and adding reasons, (*'sería realmente efectivo'*). A common misunderstanding was that candidates wrote about what their school already does rather than what it should do (e.g. *'plantamos árboles'; 'tenemos un contenedor para recicle'*) and these responses could not be rewarded for task completion. Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'mi colegio debe hacer consiensier los estudiantes'; 'recientemente tendré una proyecto de historia'; 'hiciste un dibujo'*).

**Task 5** required candidates to give their opinion on what the advantages or disadvantages would be of prohibiting cars in their area and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'prohibir los coches reduciría el tráfico y las emisiones'; 'habría menos polución en el aire'*) and a few were able to produce more ambitious sentences, (e.g. *'mucha gente tendría problemas llegando al trabajo porque el transporte público aquí llega tarde'*). Weaker candidates did not address the task successfully because their responses were too inaccurate to be rewarded (e.g. *'los ventajas es que haría meno contaminación'; 'los coches no es barato'; 'son no espacio de verde para gentes'*). These responses were considered partial attempts and could not be rewarded for

communication but could be considered under relevance.

### *Range*

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. The stronger candidates included a much wider range of connectives in their responses, such as *'por eso'*; *'ya que'*; *'aunque'*; *'en vez de'*; *'a pesar de'* and produced more complex structures and different tenses (e.g. *'Me habría gustado reciclar antes'*; *'suelo reciclar'*; *'es esencial que los vecinos no tiren la basura'*; *'es menester que los profesores enseñen a los alumnos'*; *'cuando salgamos'*; *'lo encuentro'*; *'tristemente'*). These candidates also often used a wide range of vocabulary specific to the topic, (e.g. *'calentamiento global'*; *'vidrio'*; *'latas'*; *'recoger basura'*; *'contenedores'*; *'ecológico'*; *'humos'*; *'cambio climático'*; *'especies en peligro de extinción'*; *'dióxido de carbono'*) and some included idioms, (e.g. *'cuesta un ojo de la cara'*; *'cada muerte de un obispo'*). For weaker candidates, it was difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures.

### *Accuracy*

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. Weaker candidates tended to produce errors which obstructed communication, such as errors with the subject, inappropriate tenses or poor verb formation, rather than spelling errors. Candidates should focus on verb conjugation and sentence construction, looking at examples of texts to help them construct their own paragraphs of writing.