

FOREIGN LANGUAGE SPANISH

Paper 7160/12
Listening

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

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

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

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

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

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

General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, which are designed to increase gradually in length and complexity.

In the first, picture-based multiple-choice task, **Questions 1–8** are based on simple transactional exchanges in which the key information is usually carried by a single word; **Questions 9–14**, also visually based, focuses on information conveyed in phrases or short sentences in a short monologue. For **Questions 15–19**

candidates hear a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moves 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, contextualised interactions about watching TV in a friend's house, in which it was necessary to focus on a single sentence. The exercise caused little difficulty overall, with all items answered correctly by over 9 tenths of candidates. However, only one item (**Question 8**) was answered correctly by the whole cohort. **Question 2** and **7** proved to be slightly more challenging for some weaker-performing candidates. **Question 2** and **7** depended on a single item of vocabulary, *deporte* and *viento*, possibly unfamiliar to some.

Questions 9–14

Here candidates heard a short piece of a continuous monologue announcement on a bus which is going to cross the border into another country. Questions focused on aspects related to places, location, time and shopping. Most questions were answered correctly by the majority of candidates, with **Question 12** and **14** answered correctly by nearly all candidates. Only **Question 11**, and **13** appear to have been more challenging for some weaker-performing candidates. On **Question 11**, possibly the key word *aparcamiento* was unfamiliar in spoken form. On **Question 13**, despite most candidates choosing the correct answer, key **B**, most of the remaining candidates were tempted by option **D**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about the jobs they want to do in the future. A large majority of candidates chose correctly, and for each item, all of the distractor options were in play amongst the weaker candidates. However, the strongest-performing candidates consistently chose the correct answer, not being tempted by any of the distractors. Overall, candidates performed very well in this exercise.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a man who is talking about the time he spent sleeping in a tent in the garden. Apart from increased length, the content and language and format of the exercise represented an increase in difficulty. The questions discriminated between abilities, and this was reflected in the performance of the candidates.

Question 20 Almost all candidates spotted the number-based key **C**.

Question 21 Almost all candidates correctly chose key **A**.

Question 22 was answered correctly by the majority of candidates who identified a long sentence paraphrase in Key **B**. A number of weaker-performing candidates were tempted by distractor **A**, which was plausible but not supported by the text.

Question 23 was slightly more challenging. Key **A** involved a paraphrase of the final sentence in the extract. Many weaker-performing candidates opted for distractor **B**, which was logical but not supported by the text. Stronger-performing candidates were not tempted by any of the distractors.

Question 24 Most candidates answered correctly. Despite being a direct contradiction, some candidates were attracted to distractor **B**.

Question 25 This was the most challenging item in this section. Although a lot of candidates correctly selected key **C** based on a paraphrase, distractor **B** was a direct contradiction but proved attractive to some candidates who possibly missed the link between *tiene miedo* in the key and *no me preocupan* in the text.

Question 26 Correct responses were seen from the majority of the candidates. Key **B** was supported by two elements in the transcript. Some candidates were attracted by distractor **A** which was plausible but not supported in the text.

Question 27 was correctly answered by the majority of candidates choosing key **B**, which was based on a paraphrase link to the item stem. Some candidates were attracted to the word-echo *plantas* in distractor **A**.

Although **Question 28** appeared to be more demanding, nearly all the stronger-performing candidates identified key **A**. Some candidates opted for distractor **B**, which was directly contradicted in the text.

Questions 29–34

Candidates heard an interview with a young Bolivian who talks about his career as a painter. Candidates generally performed unevenly overall – with some items proving challenging for around a third of candidates.

Question 29 Most candidates chose key **A**, which required candidates to link *personas conocidas* to *gente famosa*. All of the distractors were in play, with **B**, though unsupported by the extract, the most popular option for weaker-performing candidates.

Question 30 Around half of the candidates chose correctly, linking *representaba la naturaleza* in key **D** to *mostraba la selva* in the extract. Most of the remaining candidates were tempted by distractor **C** with the link between *habitante* and *vecino*.

Question 31 A large number of candidates chose key **C** correctly, linking *le molestó la idea* to *se enfadó* in the extract. Careful listening was needed, and distractors **A**, **B** and **D** were all in play for the weaker candidates.

Question 32 proved less demanding: most candidates answered correctly, linking key **A** to the paraphrase in the extract. Stronger-performing candidates were not tempted by the distractors, though some candidates opted for distractor **D**, with its echo of *La Paz*.

Question 33 proved slightly more challenging: a lot of candidates identified key option **B**, linking *pintó* to *estaba pintando* in the extract. Distractors **A** and **C**, based on partial echoes, attracted some weaker-performing candidates. Distractor **D** tempted the least; whilst plausible there was no in-text reference to support it.

Lastly, **Question 34** effectively discriminated between the strongest- and weakest-performing candidates. Approximately two thirds of candidates answered correctly, linking the paraphrase in key **B** to *puede ser que me dedique a ser director un día* in the extract. Distractors **C** and **D** were plausible but not supported in the text and attracted few candidates. However, distractor **A**, containing a word-echo *instituto*, proved attractive to some.

Questions 35–37

In this exercise, candidates heard an interview with a woman talking about her grandfather, who was a musician. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. Candidates always need to take care on this section, 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. Overall, the stronger-performing candidates consistently selected the correct answer in each item.

Both keys in **Question 35**: A large number of candidates chose the correct keys. Key **C** depended on linking the item to the paraphrased sentence ... *grandes reunions de toda la familia* in the extract. On key **D**, the answer depended on making the connection between *era famoso en otros países* to *se lo conocía por toda Latinoamérica* in the extract.

Identifying the two key options on **Question 36** proved challenging for some candidates. The majority of candidates were able to identify key **A**, which depended on spotting the paraphrase of *casi no hay gente en Perú que se llame Arrubal* in the extract as un *apellido poco común* in the key. On key **E**, where again a large number of candidates chose correctly, the answer depended on making the link between *ya no están casados* in the item and *se divorciaron* in the extract. Distractors **B**, **C** and **D** connected with details in the listening text but were incorrect, while still being plausible and attractive to some candidates.

In **Question 37** key **D** proved demanding for some candidates, while key **E** seemed more straightforward. Despite the word-echo *noventa años*, only around half of the candidates were able to link *ya tiene casi* in key **D** to *pronto cumplirá* in the listening extract. Key **E**, where stronger-performing candidates answered correctly, was a paraphrase of the final sentence in the extract. Distractors **A**, **B** and **C** were all tempting for weaker-performing candidates, based partly on echoes and partly on plausible yet incorrect suggestions.

FOREIGN LANGUAGE SPANISH

Paper 7160/22

Reading

Key messages

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

- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time to either check their answers at the end or as they work through the paper.
- 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, especially in multiple-choice, offers no chance of scoring a mark.
- Bear in mind that to answer in the first person **Questions 4 and 6** is unlikely to be correct.
- Read the question to make sure the question is answered, starting with a gerund is unlikely to be correct, it frequently needs a verb e.g. *sigue, estaba*, etc.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Start writing their answers close to the left margin to have enough space to enter all the information on the line given.

General comments

Many candidates demonstrated a good level of understanding of the texts and attempted all the questions. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text. This often resulted in inappropriate information being included in the answer, and the mark could therefore not be awarded. Candidates that answered using quotation marks instead of answering using reported speech lost the marks. The candidates did reasonably well in general but it was incredibly rare for candidates to achieve full marks out of 45.

Candidates need to be unambiguous in their answers to **Questions 4 and 6**. They must be able to correctly manipulate personal, object and reflexive pronouns, and verb endings and tenses. They must also pay attention to agreement of number and gender between nouns and qualitative and possessive adjectives. Candidates who can correctly understand interrogatives usually provide more appropriate answers. Candidates who have a wide range of vocabulary and can recognise synonyms are well equipped to tackle the exercises in this paper, in particular **Questions 3 and 5**.

Overall, consistent inaccuracies included candidates:

- Lifting indiscriminately from the text which resulted in them writing the answer in the first rather than the third person.
- Lifting excessively and failing to identify the correct part of the answer.
- Copying the stem that is already in the question leading to errors that invalidate the answers.
- Missing accents which change the meaning of their answer and therefore losing their mark i.e., *pasó/paso*. Candidates must be careful with the difference between *por qué* meaning *why* and *porque* meaning *because*..

Comments on specific questions

Section A

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to the countryside. Candidates needed to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Many candidates understood all the statements. Perhaps the statements that caused most difficulty was **(b)** *Los árboles son muy bonitos*. Many candidates went for **A** the flock of birds. For statement **(c)** *Me interesan mucho los pájaros* several wrong answers were chosen. There were few mistakes in the others and no clear pattern.

Question 2

In this question, candidates 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 sport centre. Most candidates attempted all the questions, and many gained full marks. The statement that caused most difficulty was **(c)** *A ver si nuestro equipo gana la copa*. Many went for **C** *Aparcamiento para bicicletas* possibly because they did not the meaning of *Aparcamiento*, but the other options were also chosen. The other options were mostly correct.

Question 3

Candidates read a text about a girl talking about her last birthday party. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully. Very few boxes were left unpicked.

- (a) *La fiesta fue en...* Many candidates understood *en mi casa* in text and went for **B** *la casa de Antonia*. A common wrong answer chosen was **A** *el colegio de Antonia*, possibly because colegio was mentioned in the text.
- (b) *¿Quién preparó comida para la fiesta?* Many candidates chose the correct answer **B** *la madre de Antonia* because they found *Mi madre preparó un pastel de chocolate y unas ensaladas* in the text. The few that went for either **A** or **C** possibly did not understand that the father and sister had been sorting out the furniture.
- (c) *Nadie en la familia de Antonia hizo...* A lot of candidates linked *la pizza la pedimos a un restaurante* in the text with the correct answer **C** *la pizza*. Few went for **A** *el pastel* possibly because it was mentioned in the text.
- (d) *Los primeros invitados llegaron...* Most candidates who read the passage carefully and understood *empezaron a llegar a las nueve y media* went for **A** *después de las nueve*.
- (e) *Lo primero que hicieron en la fiesta fue...* Candidates needed to know synonyms to answer this question correctly and link **A** *hablar* with *charlamos*. They also had to pay attention to *luego* to discard both **B** *bailar* and **C** *cantar*.
- (f) This was one of the most challenging questions. *¿Qué regalo le gustó más a Antonia?* Some candidates were able to link *unos pendientes* with **C** *unas joyas* and got the mark. While other candidates went for **B** *unos caramelos* showing some lack of knowledge of the required vocabulary.
- (g) *¿Quiénes durmieron en la casa de Antonia después de la fiesta?* There was a good understanding of this question. Most candidates read *varios amigos que viven un poco lejos* and selected **B** *algunos invitados*. There were very few wrong answers.

Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by Roberto who builds wooden houses for birds in his garden. Candidates were required to write short responses in Spanish. The text was written in the first person. Therefore, candidates needed to change the first person verb to the third person when required so that their answers were correct. Some of the questions could be answered with a precise lift from the text. Others need some level of manipulation. All responses had to be succinct and unambiguous to demonstrate sufficient comprehension. Questions had to be in the tenses they were asked.

- (a) Candidates understood the question (a) *¿Cuándo construye Roberto las casitas para pájaros?* and gave the straightforward answer *en el tiempo libre* that was enough to get the mark. It was very well tackled.
- (b) *¿Cuántas casitas ha hecho Roberto?* was well answered by candidates that understood that the question word *cuántas* required an amount and answered with a direct lift *más de 500*. The longer version *ha construido más de 500* was also accepted. Many answered only *500* showing not enough comprehension of the text and lost the mark.
- (c) Many candidates understood the information that they needed to provide to answer *¿Dónde vendió Roberto las últimas casitas que construyó?* They accurately answered *en el extranjero*. Some candidates answered *a los vecinos, a parques*, but the key word in the question was: *últimas*.
- (d) This question *¿Por qué está contento Roberto con su trabajo?* The question word *por qué* required a reason. It was well answered succinctly by many with *ayuda al medio ambiente* changing the verb to the third person. The longer version *Está contento trabajando en su taller porque sabe que con esto ayuda al medio ambiente* required much greater grammatical changes. Some candidates failed to change *sé* to *sabe*. Several candidates started the sentence with *por qué* meaning *why*, so they unfortunately lost the mark.
- (e) The question *¿De quién aprendió mucho Roberto sobre su pasión?* The question word *quién* led candidates to look for a person. Most candidates located the correct part of the text. The lift *su padre* or *el padre* was enough to get the mark. A substantial number went for *su hermano menor* but this was not the correct answer.
- (f) This question *¿Qué causó la reducción en el número de pájaros en el jardín?* was well handled by many candidates. The answer was a simple lift *los productos químicos* or *los productos químicos que utilizaban los agricultores en los campos*. Some issues arrived when candidates tried to manipulate the verbs *usar* and *causó/causan/causar*. There were answers along the lines of *se quejó mucho de que se veían cada vez menos pájaros en el jardín* or variations of this answer, which were not correct responses.
- (g) *¿Cómo se siente Roberto cuando regresan ciertos pájaros al jardín?* Most candidates were able to find the correct part of the text to answer question with a simple lift *alegre*. They seemed to understand that *cómo se siente* required an emotion. There were other acceptable answers *se siente alegre, está alegre* but *estoy alegre* did not get the mark. Sometimes it was misspelt i.e., *alegro, alegra*.
- (h) This question *¿Por qué se ven menos pájaros en el jardín en invierno?* The question word *por qué* required a reason. To express it correctly the verb had to be manipulated *han pasado/ pasan el invierno en África*.
- (i) All that was needed to answer the question *¿Por qué es bueno tener pájaros en un jardín?* a direct lift answered both parts of the question *Los pájaros son muy útiles en un jardín porque comen los insectos que dañan a las plantas, y hasta comen los que pican en verano*. Shorter versions such as *comen los insectos que dañan a las plantas, y los que pican en verano* was equally correct.
- (j) *¿Dónde encuentra Roberto el material para hacer las casitas?* was well answered by candidates who seemed to understand the question word *dónde* and looked for a place *la playa* or *en la arena*. Some answered with *el garaje* or *en el garaje de su padre*, which was incorrect.

(k) This question *¿Cuándo empezará Roberto sus estudios de medicina?* Most were able to locate the relevant part of the text and gave the correct answer *el año próximo*. This was the question that seemed to be tackled best in this exercise.

Question 5

Candidates were required to match a series of eight descriptions of concerts with the comments made by five different people who went to them. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose relevant skills were less well developed. In general, candidates marked all the replies, but it was not uncommon for candidates to achieve less than 2 or 3 out of 5. There was no impression of a pattern on this exercise. All items attracted incorrect answers. Few scored full marks.

(a) In order to chose **option 4** candidates needed to read the texts carefully to fully understand the references to a concert *de treinta músicos de alta calidad tocarán obras de los grandes maestros de la música* because Álex liked *oír una orquesta francesa profesional* that played *música alemana del siglo diecinueve*. Furthermore, he liked *estar sentado cuando oigo música* and there were *butacas cómodas*. Many candidates went for **option 7** but these were only *Cuatro músicos ... en esta pequeña sala*. Many candidates found this question difficult.

(b) In order to select **option 7** candidates needed to understand that *LAURA* went to see a *músico mexicano que tocaba solo* and linked it with *una persona con una guitarra pueda crear tanta variedad de ambientes*. In a small environment she was able to *estudiar la técnica de este gran músico*, as she said *sus dedos se movían rápidamente*. The most frequent wrong answers were **option 6** because candidates overlooked that *Fernanda...cuenta su vida y sus sentimientos* not a *variedad de ambientes*.

(c) Candidates made the link between *SIMÓN* who at the concert was *bailando y gritando* and **option 2** that offered *emoción y alegría moviéndote*. It also made clear that *Estos chicos llevan dos años de gira por Europa* *SIMÓN* who said that his favourite band *no vienen a España con frecuencia*. However, many went for **option 5** possibly because they read about *pasarás toda la noche en la pista de baile* but this group was about to do *su primera gira internacional*.

(d) There was a mixed response to this question. Many candidates went for **option 6** where the singer offered *su disco más reciente* and in her songs *cuenta su vida y sus sentimientos*. They were able to understand that *PILAR* went to see her because *Fernanda escribe siempre su propia música* and the lyrics are *muy personal*. There was no clear pattern of mistakes. This was one of the best answered of the whole exercise.

(e) A lot of candidates correctly selected **option 1**. The group played music that had *siglos de tradición* and *la entrada es gratis*. They understood that *TOMÁS* went to listen *grupo folclórico* and that *no tuvimos que pagar*. The most common wrong answer was **option 7** because it mentioned *variedad de ambientes y efectos* but there was only one player not a group.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a person who had a bakery. Candidates 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 candidates had a good understanding of the text.

(a) Candidates who understood the question *Según Juan, ¿por qué tiene valor el juego?* gave the answer with a direct lift *empiezas jugando y terminas aprendiendo*. This question was challenging to many who answered *su abuela lo llevaba a la panadería, era la profesión de su abuela* or other variations of this answer, which were not correct.

(b) **1 and 2:** The next question *En su tienda, ¿qué dos actividades de sus empleados menciona Juan?* The correct answers were *tratan con el público* and *fabrican el pan*. However, many included *los que* that invalidated the answers or lifted indiscriminately.

(c) **1 and 2:** Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Cómo explica Juan el éxito de su pan?* candidates had

to understand that in the shop *hay muy buen ambiente en el equipo* and that Juan *sigue mejorando los productos que vende*. While the first answer was a direct lift the second needed modification of the verb. Some wrote only *hay muy buen ambiente* and did not specify that it was *en el equipo*. Some wrote *bien* instead of *buen*. To answer the second part, it was necessary to include *sigue* for the answer to make sense. Common incorrect answers were *es un trabajo duro*, or *contribuye a la fama de sus productos entre los clientes*.

(d) *¿Qué hizo Juan recientemente en otro país?* Many candidates were able to answer with a lift, modifying the verb from the first to the third person, *estuvo en Francia aprendiendo sobre unos hornos modernos*. However, a frequent error was *estuve en Francia aprendiendo*. Candidates must read the question and adjust the answer to fit this question.

(e) In general, candidates located the correct part of the text for the answer (e) *¿Por qué hay tanta variedad en los productos de la tienda de Juan?* The ones who understood the question word *por qué* looked for a reason and answered *Cada cliente tiene gustos diferentes*. If including the possessive adjective, to get the mark, candidates had to change the possessive adjective from *nuestro* to *suyo* i.e., *Cada cliente suyo tiene gustos diferentes*

(f) The answer to the question *¿Por qué tienen precios más altos los panes tradicionales?* Candidates had to find *se tarda más tiempo en prepararlos*. Sometimes candidates missed *los* from the end, meaning the attempt was incorrect. The ones that started with *aquellos más tradicionales* lost the mark because the text was not adjusted sufficiently to answer the question.

(g) This question *¿Qué hacen los clientes de Juan para recordar sus vacaciones?* needed candidates to supply a verb *compran/comen/se interesan por panes extranjeros*. Candidates that located the correct section of the text but lifted the sentence *los han probado durante unas vacaciones/quieren acordarse de las experiencias y sabores de otros países* lost the mark because they did not answer the question of what the customers did. Forms like *proben/proba* were not accepted. This question proved challenging to many candidates.

(h) The question (h) *Según Juan, ¿cuándo termina de ser 'un producto vivo' el pan?* was challenging to many candidates. The correct answer was *cuando se mete en el horno/en el horno* or *dentro del horno*.

(i) *¿A quién puede identificar siempre Juan al ver un pan?* required understanding of the question word *quién*, which gave the clue that person was needed. Many gave the correct answer lifting *al panadero que lo hizo*. Many went for *un amigo* because it was mentioned in the text, but it did not answer the question.

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. They must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet.
- Teacher/Examiners can repeat a role play task if the candidate has not understood and/or provides an ambiguous response or did not hear the task. Teacher/Examiners must not rephrase or replace the role play tasks.
- Teachers/Examiners should not ask candidates additional questions in the role plays once the tasks have been completed. There is no need for candidates to develop or extend responses.
- 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. 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 interests 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.
- 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.

General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (May/June 2025).

In the majority of cases, centres completed the necessary documentation to a high standard and there were few clerical errors. 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.

Teacher/Examiners should follow the randomisation instructions in strict order. 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 test.

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 following convention: centre number_candidate number_syllabus number_component number.

Centres should check that the file that they have uploaded onto the Submit for Assessment portal corresponds to the correct candidate.

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.

Teacher/Examiners need to enter the candidate's 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. Teacher/Examiners should check that marks, candidate numbers and names are transferred correctly from the working mark sheet (WMS) onto the Submit for Assessment portal. In most cases, Teacher/Examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal.

Comments on specific questions

Role Plays

In the role plays, candidates should focus on communicating the required information. Candidates do not need to provide any additional information; they do not need to develop or extend their responses. Brief responses are perfectly acceptable. Candidates who give ambiguous responses should be given the opportunity to work for the available marks by repeating the task. Tasks with '*cómo*' and '*cuándo*' appear to cause most difficulties for candidates. Furthermore, tasks 4 and 5, which required candidates to use a past or future time frame, caused problems particularly for weaker candidates. Recurring issues were:

Role play 1

Task 1

The pronunciation of numbers caused difficulties for some candidates.

Task 4

Candidates struggled to use a correct past time frame.

Task 5

Some candidates responded with '*me gusta*' instead of '*me gustaría*'.

Role play 2

Task 4

As in **Role play 1**, some candidates responded with '*me gusta*' rather than using the conditional '*me gustaría*'.

Task 5

A few candidates seemed not to understand *¿qué hiciste?*

Role play 3

Task 3

Some candidates responded by describing what they like instead of what they want to eat and drink.

Task 4

Some candidates had problems producing the correct tense.

Role play 4

Task 3

Although acceptable, some candidates were going on long 'excursions' abroad. A few candidates did not understand *¿para cuánto tiempo?*

Role play 5

Task 4

A few candidates described the last time they played sport however omitted to respond to 'cuándo'. Some candidates misunderstood or were not sure how to answer the second part of the task and others responded with a form of transport.

Role play 6

Task 1

A few candidates misunderstood the task and replied with '*mi cumpleaños*'.

Role play 7

Task 1

Pronunciation of countries and use of adjectival endings with 'ser' and nationality.

Role play 8

Task 1

A few candidates did not understand '*tamaño*' or were unable to respond appropriately.

Task 5

Some candidates responded with '*me gusta*' instead of '*me gustaría*'.

Role play 9

Task 2

¿Para qué día? often required repetition.

Topic Conversations

Topics Conversations were conducted well by the majority of the centres with Teacher/Examiners following the guidelines in the Instructions for Teacher/Examiners booklet (May/June 2025). In some cases, Teacher/Examiners used the alternative question as well as the initial question unnecessarily as the candidate had already given a suitable response. Extension questions and two further questions were not always used well. Teacher/Examiners should use extension questions more often 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. 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. A few centres did not adhere to the timings. In some two-part questions, Teacher/Examiners did not always pause between the questions. Where candidates give ambiguous responses or do not understand the question, Teacher/Examiners should make greater use of the alternative questions, which would be helpful to many candidates. In general, candidates responded well to the topics. Candidates who performed well were able to give full responses, share opinions and talk about their experiences confidently using a wide range of language and structures. Recurring issues were:

Topic 1 El clima

Question 1

A few candidates did not understand ‘*estación del año*’. The verb form and pronunciation of ‘*prefiero*’ caused difficulties.

Question 2

Some candidates struggled with using the correct verb/verb form to speak about the weather.

Topic 2 Las compras y la ropa

Question 1

Occasionally ‘*dónde*’ was missed.

Question 2

Some candidates did not understand *¿Con quién?* instead providing information on what they buy.

Topic 3 Tu información personal

Questions 1 and 2

Candidates understood and communicated the information despite frequent errors with adjectival endings.

Question 3

Reflexive verb ‘*levantarse*’ caused difficulties.

Topic 4 Las compras

Question 4

A few candidates did not understand ‘*regalo*’.

Topic 5 Tu país

Question 1

Use of adjectival endings with nationality.

Question 4

¿Cuándo? was sometimes omitted and ‘*por tu país*’ was not always understood.

Topic 6 La educación

Question 3

There were many good responses although some candidates spoke about homework in general instead of homework that they had completed recently.

Topic 7 Las fiestas y las celebraciones

Question 3

This question sometimes proved challenging where candidates struggled with vocabulary items and verb forms.

Assessment

All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (May/June 2025). Teacher/Examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, a brief response, if accurate and communicates the required information can be awarded two marks. Two marks cannot be awarded for an ambiguous response, incorrect verb formation or an incorrect time frame.

Candidates were able to respond to the questions in the topic conversations, 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. 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 '*en el pasado*' or '*en el futuro*' for example. The use of '*en mi opinión*', '*pienso que*' and similar phrases are useful however, candidates should avoid starting all their responses with the same phrase, as this tends to undermine rather than enhance their overall performance.

In the topic conversations, some Teacher/Examiners were sometimes too generous in their assessment of Communication where candidates had not shown the ability to develop quality responses with justifications and opinions, and in their assessment of Quality of Language where candidates had not used a wide range of language and structures. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions, justifications, and use more complex language and structures. Teacher/Examiners need to adjust questioning by using alternative and extension questions, to give candidates every opportunity to perform to the best of their ability. The IGCSE (9-1) Spanish Foreign Language exam is for learners of Spanish as a foreign language. Candidates do not need to be native-speakers or near native speakers to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

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 impact the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**.

General comments

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. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, 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. 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., *apprendo*, *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'.

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

Comments on specific questions

Question 1

Un trabajo de voluntaria

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. Most candidates were able to correctly produce a school subject for Gap 1. The most common errors were with spelling, (e.g., ‘*hystoria*’; ‘*muzika*’) or producing the name of a country rather than the language, (e.g., ‘*Francia*’; ‘*Alemania*’). The majority of candidates were able to produce an appropriate adjective to describe a personal quality for Gap 2, with a range of answers (e.g., ‘*habladora*’; ‘*chistoso*’; ‘*generosa*’). A very small number of candidates produced inappropriate answers (e.g., ‘*muy mas*’). Marks were awarded for minor spelling errors which did not impede communication (e.g., ‘*intelligente*’). Responses which were not recognisable as a word in Spanish (e.g., ‘*solar*’; ‘*seriosa*’) could not be rewarded. There were few problems with producing a colour for Gaps 3 and 4, with a broad range of answers (e.g., ‘*rojo*’; ‘*verde*’; ‘*negro*’). There was a wide range of accurate vocabulary produced for a drink in Gap 5 (e.g., ‘*agua*’; ‘*leche*’; ‘*zumo*’). There were a few responses with ‘*sumo*’ for ‘*zumo*’, which was not accepted. Some candidates produced inappropriate responses (e.g., ‘*futbol*’; ‘*yo no preferida*’) which could not be rewarded.

Question 2

Los intereses de los jóvenes

Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary related to TV and other interests, 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. 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 best 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., ‘*pais*’; ‘*tambien*’; ‘*proxima*’; ‘*despues*’), but did not usually prevent candidates from achieving a high mark. 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*’.

Task 1 required candidates to describe their favourite television series and was answered successfully by most candidates. For task completion it was acceptable to reference the genre, plot or actors, (e.g., ‘*se trata de un doctor*’; ‘*es una serie cómica/romántica*’), or how the series made them feel, (e.g., ‘*es divertido/emocionante/interesante*’). Some weaker candidates only named the series and did not offer any description, whilst incorrect verbs and spelling prevented others from completing the task, (e.g., ‘*mi serie favorita hace mucho caracticas*’; ‘*su grupo de agentos CBI solvan crimos*’).

Task 2 required candidates to state whether they prefer to watch TV or go to the cinema and was generally successfully answered, (e.g., ‘*prefiero ver la tele*’; ‘*es mejor ver la tele que ir al cine*’). Weaker candidates struggled to correctly form opinion verbs (e.g., ‘*yo preferido ir al cine*’; ‘*yo preferio ir al cine*’; ‘*me gusta veo ir al cine*’).

Task 3 required candidates to give a reason for their choice in **Task 2** and was generally answered well. Stronger candidates included explanations and appropriate topic vocabulary (e.g., ‘*es más cómodo que el cine*’; ‘*la pantalla es gigante y el sonido de alta calidad*’). Ambiguity and spelling errors prevented weaker

candidates from completing the task (e.g., ‘el cine es ruidoso y aburrido con la personas veer con mi’; ‘al cine es muchas expensivo’). Some candidates did not complete the task as they outlined the pros and cons of both watching tv and going to the cinema, without actually stating their preference.

Task 4 required candidates to explain why they like spending time with their best friend. Most candidates provided a range of reasons to successfully complete the task, (e.g., ‘nos reímos mucho juntos’; ‘es divertido y generoso’; ‘compartimos el mismo pasatiempo’). Stronger candidates added extra details (e.g., ‘siempre nos divertimos cuando estamos juntos’). Weaker candidates did not complete the task as they referred to going out with friends in general rather than their best friend. Others confused ‘pasar tiempo’ with ‘pasatiempo’ and simply explained what they do with friends, (e.g., ‘normalmente ir a caza en las montañas’).

Some struggled to correctly form verbs and coherent responses, (e.g., ‘ellas gusta me mucho’; ‘yo salir con mi amigos la proxima interesante de deporte’; ‘te gusta pasar tiempo con mi amigo en la piza, nachos y popcorn’).

For **Task 5**, the candidates needed to state when they are going to go out with their friends the next time and use an appropriate verb form in a future tense. Stronger candidates successfully manipulated the verb in the rubric from 2nd to 1st person and included a future time reference to complete the task, (e.g., ‘Voy a salir con mis amigos este viernes’). Some weaker candidates had problems with producing an accurate form of a future tense (e.g., ‘Proxima vez soy salir con mis amigos es al las fines de semana’; ‘Me vas a salir con mi amigos en dos días en la semana’). Other weaker candidates stated what they normally do *with their friends*, (e.g., ‘normalmente salgo con mis amigos de mi paseo tiempo’ or produced responses in the past tense, (e.g., ‘nos salimos la pesada semana en la parque’; ‘fuimos a la discoteca en la noche’). Candidates should be reminded to focus on the rubric as a common error was omitting to respond to ‘cuándo’, (e.g., ‘La próxima vez me gustaría ir con mi amigos a la otro país’). None of these could be accepted for task completion.

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. The candidates then wrote with justifications, developments and opinions which served to enhance their responses by adding further information. Some candidates 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 be successful 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.

Some candidates struggled when using both basic and more complex tenses. To improve, they could:

- 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.

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., ‘*apprendo*’; ‘*necessito*’; ‘*communicar*’)
- 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 gusta*’; ‘*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 viajo en el futuro*’)
- 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*’)
- inappropriate inclusion of a preposition in verb constructions (e.g., ‘*escucho a*’)
- omission of the preposition following verbs (e.g., ‘*voy el instituto*’)
- not indicating possession with *de* (e.g., ‘*mi amigo’s*’)

Question 3

(a) Un viaje en barco

This was the most popular question with most 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 task, including appropriate salutations and endings.

Task completion

Task 1 required candidates to explain why they went on a boat trip 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 and an explanation, (e.g., *'hicimos el viaje en barco porque era el cumpleaños de mi abuela'*). The use of the imperfect when preterite was more appropriate did not prevent task completion. Stronger candidates added appropriate extra detail, (e.g., *'porque recientemente he terminado mis exámenes y ahora es verano para vacaciones'*). They also included a personal reaction as required for marks in the top bands, (e.g., *'ha sido una pasada'*; *'me lo pasé bomba'*). A response in the present tense, (e.g., *'hicimos el viaje en barco porque es una experiencia única'*; *'me gusta viajar en el mar'*) was accepted if considered appropriate to the question. Weaker candidates produced inaccurate verb forms which could not be rewarded, particularly struggling with the past form of *'hacer'*, (e.g., *'hico un viaje en barco porque estaba hacer nada'*; *'hici un viaje en barco porque estaba me cumplíaños'*). There were also many instances of confusion between *'fui'* and *'fue'* (e.g., *'el viaje fui muy divertido'*).

Task 2 required candidates to say what the weather was like during the trip 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., *'Al llegar hacia buen tiempo, pero antes de terminar empezó a llover'*; *'durante mi viaje hizo mucho calor, por eso me resultó bastante húmedo'*). Weaker candidates did not use the tenses correctly and produced responses in the present tense, (e.g. *'el tiempo hace muy amable'*) which could not be considered under task completion. A common error was candidates confusing the concept of *'tiempo'* as weather with time, (e.g., *'tiempo hizo durante el viaje es pequeño, dos horas'*; *'yo hice mucho tiempo, siete días'*). These responses could only be considered as partial attempts at task completion.

Task 3 required candidates to give their opinion on whether it is better to travel with your school or your family. This was generally addressed successfully, with most candidates able to provide an opinion with valid reasons, (e.g., *'es más barato y puedo pasar tiempo con mi familia'*; *'ahora yo vivo solo y casi nunca veo a mi familia'*). Weaker candidates struggled to express themselves clearly and accurately enough to be rewarded (e.g., *'no es diferencia, ellas es felices y bonitos'*; *'yo mucho gusto con tu instituto porque es mejor viajar'*; *'me encanta todos miembros de mi familia'*).

Task 4 required candidates to state what their preferred mode of transport is. Most candidates were able to produce appropriate topic vocabulary and complete the task, (e.g., *'mi modo de transporte preferido es un avión/taxi/autobús/coche'*). Stronger candidates provided a wide variety of reasons, (e.g., *'te ofrecen la comida'*; *'es más rápido y cómodo'*; *'me gusta ver la ciudad y las luces'*).

Task 5 required candidates to say what other trip they will do in the future and required a verb in a future tense for task completion. Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g., *'haré un viaje a Bilbao para visitar el estadio de mi club preferido'*; *'si tuviera la oportunidad viajaría a California para descansar en la playa'*). Weaker candidates produced inaccurate verb forms which could not be rewarded, (e.g., *'en el futuro otro viaje harás es en barco'*; *'mi encantaría hacás en Japón'*).

Range

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 – *'si ganara la lotería y tuviera mucho dinero'*, present perfect – *'he oido decir'*, continuous with gerund – *'estaba pensando'*, adverbs – *'desafortunadamente'*, negatives – *'nunca había pensado en viajar'*, time markers – *'primero'*; *'hace un mes'*; *'finalmente'*, comparatives and superlatives – *'es mucho mejor que'*). For many candidates, it often proved difficult due to an insufficient range of tenses and other complex structures used. There was evidence of a wide range of topic vocabulary within the cohort (e.g., *'viento'*; *'tormenta'*; *'llueve a cántaras'*; *'vuelo'*; *'olas'*; *'naturaleza'*) and appropriate idioms (e.g., *'cada moneda tiene dos caras'*; *'fue un rollo'*; *'cuesta un ojo de la cara'*). The best responses were in an informal register and contained appropriate

salutations (e.g., ‘espero que estés 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 demonstrated poor competence with basic structures (e.g., ‘yo encontrar amigos...’; ‘quiero tu estar con mi’; ‘puedes ver’) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing. Stronger candidates use a wider range of connectors (e.g., ‘la cual’; ‘no obstante’; ‘por otro lado’; ‘así que’).

Accuracy

The stronger candidates 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 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.

Question 3

(b) Los idiomas

This option was slightly less popular with the candidates. 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 BP was lacking. Most candidates understood and completed the tasks, with Task 4 presenting the most challenge. 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 state how many hours a week they study Spanish at school. The majority of candidates successfully completed the task, (e.g., ‘suelo estudiar español tres horas a la semana en mi instituto’; ‘solemos hacer alrededor de nueve horas semanales de español’). Stronger candidates included additional detail, (e.g., ‘sinceramente creo que deberíamos hacer más...’). A number of candidates omitted references to school/Spanish/per week, (e.g., ‘mi estudio español en mi instituto. Ir allí por dos meses’; ‘me gusta estudiar para dos horas todos los días’). Weaker candidates did not express themselves clearly and accurately enough to be rewarded, (e.g., ‘en mi instituto en la semana estudiaba cinco horas’).

Task 2 asked candidates to explain what they do to improve their languages outside of school and required a verb in the present tense in order to complete the task. Most candidates were able to respond appropriately (e.g., ‘Tambien estudio con Duolingo en mi tiempo libre’; ‘Practico mi español en la red y utilizo mi tableta’). Weaker candidates did not refer to learning outside of the classroom and produced responses about their lessons in school, (e.g., ‘me gusta la profesora. Ella usar videos y cine’).

Task 3 required candidates to give their opinion on why it is (not) important to speak languages and required a verb in a present tense for task completion. The majority of candidates produced responses with accurate verb forms, (e.g., ‘puedes comunicar con mucha gente’; ‘es importante hablar idiomas para entender y ayudar a las personas..’). Stronger candidates were able to produce additional details, (e.g., ‘para que sea más fácil cuando vas de viaje a otro país’). Weaker candidates produced responses with grammatical or spelling errors which could not be rewarded, (e.g., ‘es ayudar aprender nuevas culturas’; ‘es importante para aquirar amigos’).

Task 4 required the candidates to describe an occasion when speaking another language was useful for them. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g., ‘fui a la oficina y hablé con los trabajadores de seguridad’; ‘pudimos comunicarnos con la gente’) and added detail, (‘y movernos por el país con facilidad’). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g., ‘yo hablo con lo locales’; ‘una ocasión cuando yo hablo español es durante los clases con mis amigos’; ‘no lo se como necessito ir de restaurante’).

Task 5 required candidates to state which other languages they will learn in the future and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g., ‘me gustaría aprender japonés aunque sería un idioma difícil’; ‘aprenderé lenguas orientales’) and a few were able to produce more ambitious sentences, (e.g., ‘Ójala pudiera viajar a muchos países y aprender su idioma allí’). Weaker candidates did not address the task successfully (e.g., ‘me gustaría otros idiomas por ejemplo French’; ‘en el futuro yo estudio inglés y italiano’). 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*’; ‘*además de*’; ‘*mientras*’, and produced more complex structures and different tenses (e.g., ‘*he estudiado*; ‘*suelo estudiar*; ‘*estoy pensando en encontrar un trabajo*’; ‘*cuando sea mayor quiero vivir en Francia*’; ‘*cuando vaya*’; ‘*me ayudó*; ‘*afortunadamente*’). These candidates also often used a wide range of vocabulary specific to the topic, (e.g., ‘*culturas*; ‘*costumbres*’; ‘*tradiciones*’; ‘*empresa*; ‘*conjugaciones*’; ‘*equipos*’; ‘*letras*’; ‘*gramática*’; ‘*vocabulario*’; ‘*temas*’) and some included idioms, (e.g., ‘*cuesta un ojo de la cara*’; ‘*pan comido*’). Weaker candidates found it difficult due to an insufficient range of tenses and other complex structures used in their answers.

Accuracy

The stronger candidates 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.