

FOREIGN LANGUAGE SPANISH

Paper 0530/11
Listening

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

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

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

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

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

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

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 little difficulty to candidates and most items were answered correctly by nearly all. Only **Question 4** proved slightly problematic for a minority, possibly because the word *f fuente* was unfamiliar.

Questions 9–14

Here candidates heard a short piece of continuous speech about a historic area of a town. Questions focused on simple aspects related to times, rules, and attractions. No questions were answered correctly by all candidates, but none proved exceptionally difficult. **Question 9, 10, 11** and **13** appear to have caused problems for a minority of weaker candidates – the first one, possibly, because the key depended on a time of day, which seems often to be problematic. The other three required candidates to understand an extended phrase to be sure of the correct answer.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends around the topic of films to see during the previous week. All the items appear to have functioned at the target level of difficulty, with the number choosing correctly roughly between two thirds and four fifths, and stronger candidates overall performing better. Most of the items were based on paraphrase of content, through equivalent words or phrases. On **Question 15** and **18** weaker candidates performed slightly worse. For the former they had to link *reír* and/or *humor* in the extract to *comedia* in the item sentence. **Question 18** demanded that candidates understand *al final vi esa* in the extract, and link it to *Esta es la película que Carla vio* in the item sentence.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a blogger on the subject of his travels and his place of residence. Apart from increased length, the content and language of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

In **Question 20**, the item contained limited distraction and almost all responded correctly.

Question 21 proved, less accessible. The key contained a partial paraphrase, and some weaker candidates were tempted by the word-echo *consejos* in the distractor. However, four fifths identified the key **C** correctly.

Question 22 proved more accessible: over four fifths answered correctly. To find key **B**, candidates had to link *aprender* to *conocer*, but they were likely helped by the repetition of the word *historia*.

Question 23 was more demanding, and only two thirds answered correctly. The word-echo of *padres* in distractor **C** proved attractive. To identify key **A** candidates needed to understand the backward reference in *siempre que viajo, la llevo conmigo*.

Question 24 seemed also to cause problems, especially for weaker candidates. The key **A** paraphrased quite complex language, and many candidates may have guessed in choosing the two distractors, both of which were tempting.

In **Question 25**, distractors **A** and **B** – both of which were referenced in the extract – proved attractive to weaker candidates.

In **Question 26** over four fifths answered correctly. The word-echo of *amigo* in the key surely helped candidates, although they still had to handle a paraphrase to identify the key **B** correctly.

Question 27 seems to have proved more demanding, in that only two thirds correctly selected key **C**, where *puerto* was a paraphrased link to *viendo llegar barcos* in the extract. Distractor **A** contained a word-echo of the extract, but attracted a sizeable number of weaker candidates.

Question 28 seems to have been the most demanding item: just over half of candidates were able to link *con mucho que hacer* to *Nunca me aburro aquí con tanto entretenimiento* in the extract in order to select key **A**. A sizeable proportion were attracted to distractor **B**, where *segura* echoed *seguridad* in the extract.

Questions 29–34

Candidates heard an interview about an environmental project.

Question 29 proved a challenging first item, with just over half choosing the key option **D**, which was based on a paraphrase of *trabajo dando clases de biología* in the extract. Many candidates chose distractor option **A**, which seemed close to the information in the extract but contained an additional incorrect element.

Question 30 proved less challenging; candidates had to understand *continuar durante un mínimo de cinco años* in order to identify *durará al menos cinco años* in key **D**. Distractor **B** – where the word *sentarse* echoed the extract – tempted the majority of weaker candidates.

In **Question 31**, three quarters chose correctly, connecting *botellas y bolsas* in the extract, to *basura* in the key option **A**.

Question 32 proved slightly less challenging, with four fifths of candidates able to link *traigan sus propios platos de casa* in the extract to *llevan sus propios platos de casa* in the key option **C**. All three distractors seem to have been in play for weaker candidates.

Question 33 proved less accessible: two thirds were able to identify key option **B**, which required them to link *sucias* in the option to *no limpian con agua* in the extract. Distractor **A**, echoing language in the extract, produced the majority of incorrect answers.

Lastly, on **Question 34** two thirds answered correctly, linking *contentos* in key option **C** to *satisfechos* in the extract. 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 pilot. 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.

Question 35 was demanding, in that the keys were the last two options. Thus candidates had to listen to the whole of the first speech while processing three distractors. Both keys **D** and **E** depended on paraphrase. Around half of the candidates selected key **D**, which required comprehension of two complex sentences. The three distractor options were all negated in the extract, the first explicitly, **B** and **C** by quite demanding paraphrases.

Identifying the two key options on **Question 36** seemed to prove similarly demanding. Just over half identified how key option **A** paraphrased the extract; and slightly fewer correctly chose key option **C**, which worked similarly. All three distractors, based on word-echo and paraphrase, seem to have been in play for candidates.

Both keys in **Question 37** proved fairly accessible: key option **B** was chosen by nearly three quarters, and key option **E** by two thirds. **B** was based on a paraphrase, and required the connection of two elements of content in the extract. **E** was similar in demand, and also paraphrase-based. The first distractor option (**A**), was based on a word-echo, and seems to have been less attractive. **C** was a paraphrase negated in the extract, while **D**, surprisingly popular, was based on a word-echo.

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 the section of 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 0530/12
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 0530/13
Listening

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

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

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

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

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

Question Number	Key
35	C / E
36	B / D
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 held 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 little difficulty to candidates and most were answered correctly by nearly all. Only **Questions 1** and **8** proved slightly problematic for a minority: on **Question 1** some candidates did not understand *árboles*, and on **Question 8**, the word *peluquería*.

Questions 9–14

Here candidates heard a welcome announcement in a museum. Questions focused on varied simple aspects related to places, dates, times, activities and products. Most questions were answered correctly by nearly all candidates. **Questions 11** and **12** appear to have caused problems for a minority of weaker candidates. **Question 12** focused on time of day, which often seems problematic for some candidates.

Questions 15–19

This was a matching exercise in which candidates heard a dialogue between friends about films. All the items appear to have functioned at the target level of difficulty, with the proportion of candidates choosing correctly roughly between two thirds and four fifths, and stronger candidates overall performing better. **Question 15** and **Question 16** were based on a summary of quite detailed sentences. **Question 17** focused on an expression of opinion at the end of a speech. The remaining items were based on paraphrasing and weaker candidates found these more difficult.

Questions 20–28

In this exercise, candidates heard two separate but connected short interviews: the first with the owner of an island hotel, the second with a guest at the hotel. 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 was an accessible beginning, and nine tenths correctly identified key **B**. Candidates needed to understand the language surrounding the key month mentioned.

Question 21 proved similarly accessible, with candidates able to connect *bicicletas* in the extract to *transporte* in key option **C**.

Question 22 proved much more demanding: just over half answered correctly, linking *colegio* in key **C** to the mention of a former *escuela infantil* in the extract.

In **Question 23**, nine tenths of candidates answered correctly, identifying the link between *hacen demasiados selfis* in key option **A** and *haciéndose fotos* in the extract.

Question 24 clearly caused problems, especially for weaker candidates, and fewer than half answered correctly, spotting the oblique paraphrase in key **A** (*encontró algo cerca del mar*) of *vio una bolsa pequeña en la arena* in the extract. Distractor **B**, with its word-echo of *maleta*, was attractive for many weaker candidates.

Question 25 was a less demanding question which proved accessible, with nearly two thirds choosing key **B** despite the difficulty of the paraphrase in the option sentence. Distractor **A**, based on a word-echo of *solo*, proved attractive to many weaker candidates.

Question 26 also seems to have proved similarly less demanding; Candidates needed only to spot the word-echo of *reír* and equate *comenzó* with *empezó* to identify key **C**. Distractor **A** contained a word-echo of the extract, and attracted a number of candidates.

Question 27 caused problems for more than half the candidates. Stronger candidates understood the language around *fuego* and chose key **A**. Many weaker ones were attracted to distractor **B**, encouraged by the partial word-echoes of *pescar* in the extract.

Question 28 was also problematic for around half of the candidates, who needed to spot the paraphrase *algo para la lluvia* in key **C** to *el paraguas* in the extract. Many were attracted to the partial word-echo in distractor **B**.

Questions 29–34

Candidates heard an interview with the director of a travel project.

Question 29 proved a demanding first item, with fewer than half choosing the key option **D**. Identifying the answer required candidates to connect the key option *tenía la edad necesaria* with a comment in the extract. Word-echoes in distractors **A** and **B** attracted many candidates.

Question 30 proved slightly less challenging; candidates had to understand a paraphrase of *el transporte* in the extract as *los vuelos* in key option **A**. Distractor **C**, with its word-echo *la comida*, was attractive for many candidates.

On **Question 31**, nearly two thirds chose correctly, understanding the paraphrase of *enseñar a un grupo de niños* as the option *dio clases a niños* in the key **D**. Distractor **B**, with a word-echo of *zapatería*, proved attractive.

Question 32 proved more challenging, with half able to link a fairly long sentence in the extract to *durmió menos de lo normal* in the key option **C**. All three distractors proved attractive.

Question 33 was also challenging: just over half were able to identify key option **C**, which contained a paraphrase and required the identification of a preferred activity. For weaker candidates, all three distractors were attractive.

Lastly, on **Question 34** two thirds answered correctly. This, like the previous question, was an instance where the stem was important: the key had to be the reason why Miguel was *contento*. This involved listening for a paraphrase of the stem in the extract. Other possible reasons were mentioned, but **A** was the key option.

Questions 35–37

In this exercise, candidates heard an interview with a comic artist. 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.

Question 35 proved comparatively accessible, in that around two thirds of the candidates selected the keys **C** and **E**. The key information for both items comes in the second speech of the section: candidates need to be aware that this may happen, and be patient. Key **C** contained a word-echo, *colores*. Key **E**, however, required comprehension of a whole sentence that was paraphrased in the option. All three distractors were attractive: **A** was based on word-echo, and **B**, while plausible, was not closely referenced in the extract. **C** was specifically negated in the extract.

Identifying the two key options on **Question 36** seemed to prove slightly less demanding. Nearly three quarters identified the two key options **B** and **D**. Key sentence **B** paraphrased two sentences of the section in the extract; key **D** focused on a detail around a word-echo. All three distractors, based on word-echo and paraphrase, seem to have been in play for candidates.

Question 37 key **A** proved fairly accessible and over half of candidates were able to identify it. The key option sentence effectively summarised the first, 3–line speech of the section. Key option **C** caused more problems. It was also based on a paraphrase of a long sentence in the extract, which had to be understood as a whole. Distractor option **D** proved particularly attractive: careful attention was needed to be sure that it was not correct because of the time aspect.

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 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

<p>Paper 0530/21 Reading</p>
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Key messages

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

- Answer the question precisely and avoid providing unnecessary information that can invalidate the answer.
- Avoid using the first person in specific questions: Responses in the first person for **Questions 4 and 6** are typically incorrect.
- Manipulate grammatical elements accurately: Correctly handle verbs, personal, object, and reflexive pronouns, and possessive adjectives to ensure clarity.
- Match tenses: Respond in the correct tense as indicated by the question.
- Follow the text sequence: Questions follow the order of the text, so proceed accordingly.
- Attempt all questions: Some questions are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Manage time effectively: Allocate sufficient time for the longer, more demanding questions, and leave time at the end to check answers.
- Write clearly and legibly: Especially when copying or transforming text, ensure clarity to avoid misinterpretation.

General comments

Many candidates demonstrated a good understanding of the texts and made an effort to answer all questions. The best responses were concise and focused on the precise information required. Weaker responses often involved copying entire sentences from the text, which led to the inclusion of irrelevant information and the loss of marks. Additionally, marks were lost when candidates used direct quotes instead of converting them to reported speech.

Common issues included:

- Excessive text lifting: Over-reliance on copying from the text resulted in first-person responses instead of the required third person or failure to extract the relevant part of the text.
- Misreading questions: Inaccurate reading or misunderstanding of questions, especially with interrogatives.

Candidates with a broad vocabulary and the ability to identify synonyms performed better, particularly in **Question 5**. Those who accurately recognized interrogative words generally provided more appropriate answers. Effective time management was essential, especially for the more challenging questions at the end of the paper.

In summary, candidates should focus on providing clear, precise answers with careful attention to grammatical accuracy and the specific demands of each question.

Recommendations for Improvement

- Reading and understanding Instructions: Candidates need to focus on understanding the exact requirements of each question, particularly paying attention to specific keywords.
- Verb manipulation: Greater emphasis on the manipulation of verbs from first to third person and direct to indirect speech is required.
- Singular vs plural nouns: Candidates should be reminded that some words, like 'clothes' in Spanish, are singular.

- Detailed reading: Encourage candidates to read the text and questions in detail to avoid common misunderstandings.
- Practice with synonyms: Developing a wider range of vocabulary and understanding synonyms would benefit candidates in exercises requiring matching descriptions.

Comments on specific questions

Question 1

In this question, candidates needed to match short statements in Spanish with the correct picture. All pictures and statements were related to daily routines. All candidates attempted the question and most of them gained full marks, demonstrating a good understanding of the task.

Question 2

In this question, candidates were shown eight images of signs that could be found in a hospital and were asked to match five sentences in Spanish that corresponded to these signs. Generally, candidates attempted all the questions, and many gained full marks. **Question E:** Many candidates answered with A instead of C. After consideration, it was decided to allow A as an alternative answer as it was considered a plausible response for this level. In this way no candidate will have been disadvantaged by the difficulty of this question.

Question 3

Candidates read a text about someone called *Carlos* and answered a set of seven multiple-choice questions, each of which had three options. Candidates answered all the questions and on the whole gained full marks.

Question 4

In this question candidates were required to answer questions on a longer text in Spanish, which in this case was about Clara, from Barcelona who is passionate about sustainable fashion. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to take care to change the first person to the third person, when required, in order to answer the question appropriately.

Many of the questions could be answered with a precise lift from the text, but extra care should be taken not to indiscriminately lift large chunks of text which can invalidate the answer as the candidate might not demonstrate their understanding of which part of the text answers the question.

- (a) *¿Qué sitio de la ciudad puede ver Clara desde su habitación?* A straightforward opening question, which could be answered simply by *el mercado*. Most candidates answered the questions correctly, a few answered *Barcelona* as they misread the question and focused on *ciudad* instead of *sitio*.
- (b) *¿Qué inspira especialmente a Clara de su ciudad?* Candidates who focused on the keyword *inspira*, answered the questions correctly.
- (c) *¿Quién le dio a Clara la idea de crear su propia ropa?* A short answer was needed to answer this question – *turista*. Most candidates understood the question and located the required information. Mostly well answered with only one word needed.
- (d) *¿Cómo hizo Clara su primera blusa de ropa vieja?* Generally well answered, many candidates were able to lift the correct part of the text *reutilizando dos faldas*. A common incorrect answer was *un bolso sino una blusa*.
- (e) *¿Cómo se siente Clara sobre el medioambiente?* Most candidates located the answer in the text. Only a few could manipulate *como a mí* to *la/le/se preocupa* and instead they answered *se preocupada*.
- (f) *¿Qué quiere hacer Clara con la ropa que sus amigos y ella crearán en el proyecto?* This question only needed *venderla*. A lot of candidates still unaware that *ropa* is singular by answering *venderlas*.

- (g) *¿Qué han hecho los padres y el director del instituto para ayudar a Clara?* This was a question that required two answers.
1. *Dado dinero* was the lift necessary to gain the mark. Most candidates copied the necessary information from the text.
 2. This question needed some verb manipulation in order to earn credit. Candidates needed to change the text from first person to third person.
- (h) *¿Cuándo va a tener lugar la sesión de bienvenida?* Most candidates answered correctly, the weakest candidates did not understand *dentro de*.
- (i) This question *¿qué se podrá hacer en la sesión de bienvenida del proyecto?* was generally well answered. The candidates copied *apuntarse al proyecto*, that is what was needed to gain the mark.
- (j) *¿Dónde planean reunirse los miembros del proyecto en el instituto?* A lot of candidates misread *dónde* for *cuándo* and the most common incorrect answer was *dos Semanas*.
- (k) *¿Quién estará con los miembros del proyecto en todas las sesiones?* This question needed some manipulation by changing *nuestra* to *su/la*. Some candidates lost the marks as they omitted *preferida*.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people looking for a person to share their flat with. Therefore, there were three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit person for each flat. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this question than those whose range of vocabulary and knowledge of synonyms were less well developed.

Question 5(c), (d), and (e) were well done. To perform well on this exercise, candidates need to read for detail.

Question 6

Candidates were required to answer questions in Spanish on a longer, more demanding text about Javier, a professional 'karateka' who is celebrating his 50th anniversary in the sport. Responses need to be precise and unambiguous. Verbs, personal pronouns, and possessive adjectives needed to be correctly manipulated.

- (a) In the question *¿Cuándo abrió Javier su primera escuela de kárate?* most candidates were able to locate the correct part of the text and answered it well. A few candidates, who added the verb, struggled to manipulate the first person *cumplí* to third person *cumplió*.
- (b) *¿Por qué tenía problemas Javier con otros niños?* In general, candidates located the correct part of the question and answered *tenía que protegerla*. Only the stronger candidates mentioned *su hermana menor* and got the mark.
- (c) Candidates who understood the question *¿Quién sugirió llevar a Javier a clases de kárate?* Gave the answer with a direct lift *un amigo de la familia*. Weaker candidates found it challenging due to the many relatives in the text ('padre, tía, hijo').
- (d) In this question *¿Cómo se siente Javier al llegar a una clase de kárate?* Most candidates identified that the response should contain an emotion and answered well.
- (e) Many candidates had some difficulty answering this question *¿En qué ha sido positivo el kárate para Javier como persona?*. The answer required some manipulations from the text and it proved a hurdle for many candidates (*me* for *le/mi* for *su*) They knew the answer but struggled to express in the correct way grammatically.
- (f) This question *¿Qué hace Javier en sus clases de kárate?* had two parts:
1. The answer to this question was a straight lift from the text *Juegos a niños* and most candidates were able to answer correctly.

2. Many candidates did not locate the second part of the question *a los adultos les cuenta experiencias útiles* and looked for the answer in the fourth paragraph, using *se empieza y se termina con un saludo*.

- (g) This question *¿Qué deben hacer cada maestro y cada alumno para aprender el uno del otro?* was challenging for many candidates. Most were able to locate the correct part of the text *demuestra respeto* but failed to communicate their understanding.
- (h) *¿Cuál es el motivo del evento especial del próximo domingo?* was well answered by most candidates. Only a small number of candidates were not awarded the mark because of the omission of *de Javier* when answering *el 50 aniversario* meant that the answer was ambiguous.
- (i) There was an error in **Question 6(i)** *¿quién va a asistir al evento del próximo sábado?* The word *sábado* was used instead of *domingo* in the question. This has been corrected in the published version of the paper. Due to the issue with this question, full marks have been awarded to all candidates for this question to make sure that no candidates were disadvantaged.

FOREIGN LANGUAGE SPANISH

Paper 0530/22
Reading

Key messages

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

- Answer the question precisely 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.
- Take care that handwriting is legible. Care is especially necessary—whether copying or transforming—where a particular vowel can change a verb ending from correct to unacceptable.

General comments

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 also invalidated their mark (*creó/creo, diseño/diseñó, estudiará/estudiara* etc.).

Candidates 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, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to air travel. Candidates need 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. One challenging answer for the candidates was **C** *Leo bastante durante el viaje*. In addition, in the first response **1(a)** many candidates erroneously opted for **B**.

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 post office. Most candidates 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 stronger candidates went for **F** *Correo al extranjero*.

Question 3

Candidates 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, 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 enough, and sometimes relied on what they knew about life in general rather than on what was written in the text.

- (a) Many candidates 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 candidates chose the correct answer **A hablar con sus amigos**. Even when there was a reference to *juegos* in the text which tempted some candidates 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 candidates went for the correct answer **B hace unos días**.
- (d) Candidates 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 candidates who read the passage carefully and understood *que los estudiantes hicimos* went for **A los alumnos**.
- (f) A challenging question, stronger candidates were able to link *lo que estudiamos* with **B trabajo escolar**. and got the mark. Incorrect answers followed no particular pattern.
- (g) This was the most challenging of all the questions. Stronger candidates 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** candidates 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. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates 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) Candidates understood the question *¿Dónde leyó Juana algunos textos de teatro?* and gave the simple answer *el instituto* which was enough to get the mark. *En su instituto* and *en el instituto* were also correct. Most candidates 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 candidates did not understand *dijeron* because a very common wrong answer was *unos vecinos dijeron*. *Su/s* and *unos vecino/s* were often written without agreement.
- (c) Many candidates 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*. The ones who lifted *pero como no tenía otra cosa que hacer* lost the mark because the extra content invalidated the answer. 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 candidates. 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 stronger candidates. Weaker candidates omitted a reference to *oro* as a colour and answered *color de oro* or *está pintado de oro*. It was not a direct lift and required careful reading. *De oro* was not

enough for the mark. In **part 2c** most candidates located the correct part of the text and gained the mark for *imágenes de personajes*.

- (e) This question *¿Qué llevaba Juana para la visita del teatro?* was one that candidates 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. Candidates 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 candidates 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*. Weaker candidates failed to answer this correctly, generally finding the wrong passage from the text. There were many incorrect variations, using for example, *se asiente*. Many candidates 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 candidates but on occasion weaker candidates struggled by missing the pronoun *se* and answering only *sentía emocionada*. The question could be answered with only one word *emocionada*. Those who went for the long answer *se sentía emocionada* also got the mark. Some candidates 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 candidates. 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 candidates who made reference to the television in their response. Some lifted *se parece mucho a mi hermano*, and did not 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 candidates incorrectly wrote *había visto en la tele*.
- (j) This question *¿Qué hizo Juana cuando vio de final de la obra?* differentiated between stronger and weaker candidates with weaker candidates finding it challenging. *Me/se hizo reír* or *Juana hizo reír* were often incorrect answers that appeared. To answer the question, a conjugation of the verb *reírse* or *reír* was required. 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 candidates 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 candidates 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

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to go on an excursion. 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 range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers.

- (a) There was a mixed response to this question. Candidates 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**, candidates 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) Candidates 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 strongest candidates went for **option 2**. They were able to understand that Lucas did not like being in groups and going at his own pace, *tú decidirás 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 strong candidates correctly selecting **option 5**. They understood that Alba wanted a guided visit, *visita guiada* and that she was in a rush which led to candidates identifying *comida rápida* as the key to the right answer.

Question 6

Candidates were required to answer questions on a longer, more demanding text about how football had helped create a better world. Candidates were required to write short answers in Spanish. Responses needed 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, 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 the use of *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.

Many candidates 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*.
- (b) The next question *¿Qué suelen comprarse los futbolistas más ricos? Menciona dos cosas* was a two-part question. In **part 1**, many candidates 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 an appropriate 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 candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿A quién quiere Raul dar las gracias?* candidates 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 challenging. Also, many candidates 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. 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 candidates 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. Some weaker candidates 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 differentiate themselves.

- (e) In this question *¿De dónde vienen los inmigrantes que vio Ousmane Diallo?* candidates had to distinguish between where Ousmane played, and where he grew up. The correct answer *dónde él nació* was accepted with or without accents which helped some candidates attain the mark. Some candidates mistakenly identified where Ousmane played, answering *en la calle francesa*. The answer did not require a change in any verb which meant that many 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 candidates 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 candidates identified it from the passage *se puso triste* which was also accepted for the mark. Occasionally candidates responded with *sintió triste* which without the *se* pronoun as a prefix, made the answer somewhat vague and 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 stronger candidates could establish themselves, although it could be answered with a simple *los ricos* for the mark. *La gente rica* was also accepted. Some weaker candidates only lifted from the text *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 weaker candidates 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 María Penedes?* was not quite so difficult to many candidates as other questions in section 6. Most candidates understood the correct passage in the text *Después de ganar la copa* and consequently attained the mark. Other candidates failed to reference the correct passage at all, but it was not uncommon for lower to middle range candidates 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 María Penedes?* was certainly a polarised question. Either candidates 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*. There were lots of erroneous answers using *admire* and *admiro* (first person) rather than *admira/admiró lo que ella hizo*.

FOREIGN LANGUAGE SPANISH

<p>Paper 0530/23 Reading</p>
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Key messages

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

- Ensure that they answer the question precisely and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 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 and to answer in the corresponding tenses.
- Be unambiguous and check if their answers need a verb or a preposition to make sense. i.e., dónde has to be answered using a preposition.
- 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.
- Take care with legibility of handwriting and spelling. Care is especially necessary – whether copying or transforming – where a particular vowel can change a verb ending from correct to unacceptable.

General comments

The majority of candidates demonstrated a good level of understanding in **Questions 1, 2, and 3**.

The manipulation of language and reflexive pronouns in **Questions 4** and **6** caused some students to lose marks. Common inaccuracies included misuse of possessive and reflexive pronouns, incorrect verb endings, untargeted lifting of text, and spelling errors, such as missing accents that altered the meaning and invalidated their responses.

The best responses were concise and focused precisely on the required information to answer the questions.

Comments on specific questions

Question 1

In this task, candidates matched short Spanish sentences with corresponding family-related pictures, noting that one picture was extra. Most candidates attempted all questions, with many achieving full marks. The majority understood the statements well, resulting in few errors and no consistent pattern of mistakes.

Question 2

In this question, candidates read five sentences in Spanish and matched each to the correct option from eight signs typically found in a bookshop. Most candidates attempted all questions, with many achieving full marks. The statement that posed the most difficulty was **(e)** *Este libro sobre pintura es excelente*, as many candidates did not identify *Arte y Fotografía* as the correct answer.

Question 3

Candidates read a text about Marcos, a boy discussing the sport he plays and his team. They then answered seven multiple-choice questions, each with three options. Most candidates attempted all questions, and many achieved full marks. Errors typically occurred when candidates did not read the text carefully, often relying on general knowledge instead of the details provided.

- (a) Most candidates deduced from the phrase *a parte de jugar al baloncesto, Marcos...* in the text that the correct answer was **C**, *estudiante*.
- (b) Most candidates correctly chose answer **A**, *No es muy alto*, because they understood the phrase *soy un poco bajo* from the text.
- (c) Many candidates selected the correct answer **A**, *ha tenido buenos resultados*, as they understood *no hemos perdido ningún partido* from the text.
- (d) Most candidates correctly chose answer **B**, *aproximadamente 12 meses*, because they understood *hace casi un año* from the text.
- (e) In this question, some candidates were unable to match *nos quedamos en un albergue* to **B**, *duermen fuera de casa*. Many candidates selected one of the two distractors instead.
- (f) The strongest candidates were able to match *es muy feo* to the statement *porque es marrón y ese color es horrible*.
- (g) Candidates generally demonstrated good understanding of this question. Many read *va a venir un jugador famoso a vernos* and correctly chose **C**, *va a conocer un jugador importante*. However, some candidates selected either of the two distractors.

Question 4

In **Question 4** candidates were tasked with answering questions based on a longer text narrated by a Uruguayan girl named Lidia. The text detailed her experience living in Spain with an older woman as part of a program called *Convivir*, where university students live with elderly individuals. Candidates were required to provide short responses in Spanish. Since the text was written in the first person, candidates had to convert it to the third person as necessary to ensure correct answers. Some questions could be answered directly by quoting from the text, while others required manipulation. Answers needed to be in the appropriate tenses as specified, and they had to be concise, accurate, and clear to demonstrate sufficient understanding.

- (a) Some candidates provided straightforward answers such as *la nieta de Isabel* or *una compañera de clase*, which were sufficient to earn marks. However, many candidates mistakenly answered *Isabel*, the name of the 80-year-old lady Lidia lived with.
- (b) *Al principio, ¿cómo empezaron a conocerse bien Isabel y Lidia?* could be answered by manipulating the grammar: *empezaron a hacerse buenas amigas cocinando*, or simply *cocinando*. Some candidates included *empezamos* and lost marks because it was in the first person and invalidated the answer. A common mistake was using *cocinado*.
- (c) Many candidates understood the question word *¿Cuándo...?* which required a specific time. *¿Cuándo acabará Lidia su curso?* was accurately answered by many with *el próximo verano*. A common mistake was adding *hasta* to *el próximo verano* or answering *cinco meses*.
- (d) Many candidates answered this question incorrectly. A concise answer such as *el ruido* was sufficient to earn a mark.

- (e) The question had two parts and posed a challenge to some candidates. Most located the correct parts of the text. The correct answer was a direct lift *una chaqueta (preciosa)* and the second part was *porque siempre tiene frío*. Candidates who included the possessive adjective had to modify it accordingly.
- (f) This question, *¿Qué suele causar problemas entre Isabel y Lidia?*, was well handled by many candidates. The answer was with a direct lift *qué ver en la televisión or la televisión*.
- (g) This question, *¿Normalmente, ¿adónde van cada semana Isabel y Lidia?* was well answered by many candidates. The correct response was simply *van al mercado or al mercado*.
- (h) To answer the question *¿Qué es lo que no le gusta a Lidia de su experiencia?* candidates could simply lift *hay que llegar a casa antes de las 11*, as if they were taking notes. However, some struggled to answer this correctly due to a misunderstanding of the question.
- (i) In order to answer this question, some manipulation of grammar, such as *ha prestado la Bicicleta* or *le prestó la bicicleta*, was required. Those who included *le ha prestado la bicicleta* needed to change the pronoun 'me' to 'le' to receive full credit as well as *ha prestado* to *he prestado*. A common incorrect answer was using *se* instead of *le*.
- (j) The question was sometimes answered well. While most candidates understood the question, some struggled with manipulating the grammar correctly. The correct answer required changing the auxiliary verb from *he* to *ha*, such as *ha comprado un billete de avión*. Simply lifting *un billete de avión* would have sufficed.
- (k) This question, posed a challenge to many candidates. While most located the relevant text, they struggled with manipulating the grammar correctly. Many misunderstood and inferred the answer as *ya no vivirán juntas*. Some who understood the question but could not answer correctly responded with *seguiren en contacto*.

Question 5

In **Question 5**, candidates were tasked with matching a series of eight descriptions with accounts from five different people who visited a museum, resulting in three surplus descriptions. This required processing a variety of information and selecting the most suitable match for each person. Candidates with extensive vocabulary and a good understanding of synonyms generally performed better in this exercise compared to those with a more limited vocabulary. Overall, the response to this question was quite weak, with only some candidates scoring full marks in this section.

- (a) Candidates were required to carefully read the texts to grasp Marina's mention that the museum she visited was beneficial for understanding the daily lives and diets of people from past centuries. Text **6**, provided the information and objects to understand a typical day for people from the region 300 years ago. There was no consistent pattern of mistakes to the incorrect answers.
- (b) To select **text 7**, candidates needed to comprehend the references to Ana, who, as a scientist, avoids science museums but enjoys visiting museums about children's book and cartoon characters—**text 7** being such a museum. Many candidates answered this incorrectly; some chose **text 2**, which mentions words like *experimentos*, *ciencia*, and *planetas*.
- (c) Candidates who made the connection with Jaime, who enjoyed a museum that, despite its child-oriented appearance, featured expert explanations on tram workings and navigating oceans, should have selected **text 1**, where people can learn how to travel *por tierra, mar y aire*. There was no consistent pattern of mistakes to the incorrect answers.
- (d) The strongest candidates understood that Fabio enjoyed seeing items from his favourite writer and mentioned the unchanged furniture. **Text 8** was the correct match, as it described a *casa museo* where people could view personal objects and furniture of a famous writer. Many candidates answered this one incorrectly but there was no consistent pattern of mistakes to the incorrect answers.

- (e) There was a mixed response to this question, but it was generally well-answered. Most candidates correctly selected **text 4**, understanding that Lucía enjoyed trying on hats and appreciated seeing the outfits.

Question 6

Question 6 required candidates to answer questions based on a longer and more challenging text about an unexpected gift. The text described Carlota and Eduardo, a married couple who used to spend their holidays in Argentina. Upon passing away, they left an inheritance to the receptionist of the hotel where they used to stay during their winter holidays. Candidates were expected to provide short answers in Spanish that were precise and clear. They needed to manipulate verbs, personal, object, and reflexive pronouns, as well as possessive adjectives correctly. While many candidates demonstrated a good understanding of the text, they were not always able to communicate it precisely, succinctly, and accurately.

- (a) The first question, *¿En qué estación del año iban Carlota y Eduardo a la Patagonia?*, was well understood, and most candidates gave the correct answer, *en invierno*.
- (b) The next question, *Además de montañas, ¿qué se podía ver desde la habitación de Carlota y Eduardo?*, was well understood, and most candidates gave the correct answer, *un lago (profundo)*.
- (c) Some candidates invalidated their answers to this question by lifting too many words from the text or e.g. **que** *se comenzó limpiando las habitaciones* or too few *limpiando las habitaciones*.
- (d) This was a two-part question. While most candidates were able to locate the answer, many encountered difficulties with manipulating their responses correctly. For example, to answer *Cuando supo que iba a recibir dinero, ¿cómo reaccionó Jorge? Menciona dos cosas*, candidates had to change *tuve que sentarme* to *tuvo que sentarse* and *estuve en silencio* to *estuvo en silencio*. Some candidates lost marks because they failed to correctly adjust the language from the first person singular to the third person singular, as well as changing reflexive pronouns from *me* to *se*.
- (e) Some candidates became confused when locating the correct answer, often mixing up what the employer from the hotel received with what a family member received. For **Question (e)**, *¿Qué recibió el miembro de la familia de Carlota y Eduardo? Menciona dos cosas*, the correct answers from the text were *un piso (en el barrio antiguo)* and *(su) coche*, highlighting the need for careful reading to provide an accurate response. Common incorrect answers included *cuadro* and *dinero*, chosen by candidates who misinterpreted the text.
- (f) The answer to this question was easily located in the text, but it presented a challenge for many candidates. The correct answer could be given with an infinitive like *pasear por el campo* or a conjugated form such as *paseaban por el campo*. Some candidates struggled with verb conjugation, incorrectly changing *pasear por el campo* to *pasar por el campo*.
- (g) The question *¿Qué quiere hacer Jorge gracias a Carlota y Eduardo?* required candidates to manipulate the verb correctly in their response. Some candidates located the correct section of the text but incorrectly lifted the phrase *sobre todo de otros lugares en el mundo*, which came after the phrase *gracias a los dos*. The actual answer was found in the next sentence: *viajaré a algunos lugares que recomendaron*, where *viajaré* needed to be changed to *viajará* to receive full credit. Alternatively, the infinitive form *viajar* could also have been accepted.
- (h) The correct answer was *sus compañeros (de trabajo/del hotel)* or *los amigos del hotel*. A common mistake was answering *unos periodistas*.
- (i) The question *¿Por qué habrá canciones durante la fiesta en honor a Carlota y Eduardo?* could be answered with *eran (grandes) aficionados a la música*, but some candidates did not change *éramos* to *eran*. However, most candidates provided the correct answer.

FOREIGN LANGUAGE SPANISH

Paper 0530/03
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 0530/41
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 an 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 encontrar tu mochila perdida

The majority of candidates achieved four or five marks for this question. 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 produce accurate spellings of days for Gap 1 with the most popular answers being '*lunes*' and '*sábado*'. In response to '*Tamaño*' for Gap 2, stronger candidates produced a range of answers (e.g. '*grande*'; '*mediano*'; '*pequeño*'). Weaker candidates consistently misunderstood the rubric and produced inappropriate responses (e.g. '*divertido*'; '*gucci*'; '*seis*') which could not be rewarded. There were few problems with producing a noun for a place in Gap 3, with a broad range of answers (e.g. '*escuela*'; '*parque*'; '*el mar*'). Most candidates were able to produce appropriate classroom related items for Gaps 4 and 5, (e.g. '*cuaderno*'; '*dinero*'; '*bolígrafo*' and '*estuche*'). However, a small number of candidates did not understand the rubric, '*Cosas que hay en la mochila*', and produced inappropriate answers (e.g. '*grande*'; '*amigos*'; '*school*'; '*inteligente*'). Marks were awarded for minor spelling errors which did not impede communication (e.g. '*cientro comercial*'; '*mercoles*'). Spellings which were not recognisable or produced a word in Spanish with another meaning (e.g. '*cosa*' for '*casa*') could not be rewarded. A few candidates wrote answers in English or left a blank space.

Question 2

El cine

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. 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 cinema and films, 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. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the strongest answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. 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. '*pelicula*'; '*tambien*'; '*gustaria*'; '*romantica*') but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to 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. 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*' and '*porqué*', 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 type of films they like and was answered successfully by most candidates, (e.g. '*Me gustan películas de acción*'; '*Me encanta mirar películas de terror*'). Stronger candidates use a good range of vocabulary to describe the genre of film they like (e.g. '*comedia*'; '*acción*'; '*romance*'; '*aventura*'). The most common verb errors were subject/verb agreement with the verb *gustar*, ('*me gustas*'; '*yo gusto*'; '*me gusta las películas*'; '*mi película prefiero*') which could not be rewarded for task completion but considered under relevance.

Task 2 required candidates to state when they normally go to the cinema and was generally successfully answered (e.g. '*Normalmente voy al cine 3 veces en la semana*'; '*Voy al cine cuando estoy con mis amigos*'). Weaker candidates produced incorrect verbs (e.g. '*Normalment visite al cine...*'; '*mi familia y yo iramos al cine*'). A common error was saying who they go with rather than when, (e.g. '*voy con mi familia...*').

Task 3 required candidates to describe their favourite actor/actress and was generally answered well. The majority of candidates used topic appropriate vocabulary to describe hair, eyes, clothing and personality. A common error was omitting the article with body parts (e.g. '*los ojos*'). Inappropriate verbs, verb formation and spelling prevented weaker candidates from completing the task (e.g. '*hace corto pelo*'; '*ella tengo...*').

Task 4 required candidates to give their opinion of this person. Most candidates understood the task and provided a range of appropriate details to successfully complete the task (e.g. '*esta persona es divertida y extrovertida*'; '*Creo que es una persona muy amable*'). Stronger candidates provided extra information (e.g. '*Es una persona cariñosa porque siempre es muy paciente con gente*'). Weaker candidates did not correctly form verbs and a common mistake was to replicate the English form for possession (e.g. '*Zendayas persona es divertido*').

Most candidates understood **Task 5**, which asked them to state what they are going to do after going to the cinema the next time. For full task completion, the candidates needed to use an appropriate verb form in a future tense. Many candidates successfully manipulated the verb in the rubric from 2nd to 1st person (e.g. '*La próxima semana voy a comer con mis amigos después de la película*'). For task completion, candidates who used the present tense rather than subjunctive in the introductory phrase, were not penalised, (e.g. '*La próxima vez que voy al cine voy a salir con mis amigos despues*'). Weaker candidates had problems with producing an accurate form of a future tense (e.g. '*mis amigos y yo veramos Top Gun*'). Some candidates omitted reference to '*después de ir al cine*' and stated what they are going to do in the cinema or how they are going to get there (e.g. '*la proxima vez mis amigos y yo vamos a ir en mi carro*'). A few candidates produced inappropriate responses in the past tense (e.g. '*Mi proximo al cine era el año pasad*'; '*fuimos el sábado pasado*'). These responses could not be credited 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 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. In addition, basic structures must, in general, be used successfully. 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.

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/puse/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. '*aprender*'; '*interesante*'; '*diferentes*')
- 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*'; '*yo encantaría*'; '*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*'; '*tuavía*'; '*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 vuelvo*')
- omission of accents on verb forms (e.g. '*compre*') or inappropriate use of accents (e.g. '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g. '*voy ir*'; '*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 museo*')
- inventing words (e.g. '*separtar*'; '*usandar*')
- not indicating possession with *de* (e.g. '*Rafas coche*')
- attempting a past tense using *tener* (e.g. '*tengo bebido*')
- inappropriate translation of idioms from the candidate's first language (e.g. '*yo tenía mal tiempo*'; '*tengo un tiempo divertido*') when the Spanish idiom *pasarlo bien* was intended).

Question 3(a) Un año en el extranjero

This was the most popular question with almost 68% of candidates choosing this option. Most candidates 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. Some weaker candidates interpreted the task as going on holiday rather than the idea of spending a year abroad.

Task completion

Task 1 required candidates to state where they are going to go and required a future reference to complete the task. This was generally well-completed, with many candidates producing a simple phrase using a future tense, (e.g. '*Voy a ir a Francia*'). Stronger candidates added appropriate extra detail, (e.g. '*Voy a pasar un año en Italia porque pienso que es un país bonito*'). Weaker candidates copied the second person verb from the rubric with no attempt to change it (e.g. '*Vas a ir Italia*') or produced inaccurate verb forms, (e.g. '*Quiero vas España*'; '*Yo ir Mexico*').

Task 2 required candidates to say why, in their opinion, it is a good idea to spend a year abroad and required an appropriate explanation to complete the task. Stronger candidates were able to produce correctly formed verbs in their explanations, (e.g. '*puedes aprender muchas cosas nuevas*'). They also developed their responses with more complex structures and vocabulary, (e.g. '*me ayudará (a) mejorar mi italiano*'; '*se puede aprender de otras culturas*'). Weaker candidates produced incorrect verb forms and

spellings, (e.g. *'hacé hablar con otro gentes'*; *'porque bescando pais nuevo'*, which could not be rewarded for communication.

Task 3 required candidates to state what plans they have for after their year abroad and required a future reference to complete the task. Most candidates addressed this successfully (e.g. *'Me gustaría pasar tiempo con mis amigos'*; *'voy a trabajar con animales'*; *'estamos planeando otra protesta por la semana próxima'*). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. *'mi planes despues de mi año en el extranjero es no divertido'*; *'nosotros viaje a la playa'*). There were also examples of verb errors that could not be rewarded for task completion but could be considered under relevance (e.g. *'yo gustario ir universidad'*).

Task 4 required candidates to invite their friend to visit them during their year abroad. Stronger candidates answered successfully, using a wide range of structure, (e.g. *'deberías visitarme durante tus vacaciones de invierno'*; *'Quisiera invitarte a visitarme cuando esté ahí'*). Despite some candidates producing relevant responses, they were not rewarded due to verb and tense error (e.g. *'yo quiero de invita tu'*; *'tu pondo visita de mi'*; *'me gustaría por te visito'*).

Task 5 required candidates to describe what they did the last time they went to another country. Most candidates understood the task and there was a range of answers using holiday inspired vocabulary, (e.g. *'fuimos a la playa'*; *'comimos en un restaurante'*). Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g. *'fui a londres y conocí una chica que estudió marketing'*; *'me recuerdo que fue flipante'*). Minor verb errors such as omission of prepositions after verbs or accents did not prevent task completion marks, (e.g. *'compre un vestido'*). A few candidates produced responses with inappropriate tenses, (e.g. *'la última vez ire con mi madre'*). Instead of describing the activities they did, a few candidates limited themselves to stating which country they went to with no further information, (e.g. *'fui a Francia'*). These responses could not be rewarded for task completion.

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. *'probar'*; *'cultura'*; *'nuevas lenguas'*; *'oportunidad de aprender'*) and attempts at idioms (e.g. *'pan comido'*). The strongest responses were in an informal register and contained appropriate salutations (e.g. *'espero que estés bien'*; *'Escríbeme pronto'*). Weaker candidates demonstrated poor competence with basic structures (e.g. *'yo quiero vas...'*; *'yo tiene'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linking devices 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'*; *'finalmente'*).

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. It was noticeable that many 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.

Question 3(b) La salud

This was a less popular option with just over 32% candidates choosing this question. Most candidates addressed all of the tasks with some good attempts by the strongest candidates at explanations and development of ideas. A few candidates engaged well with the register of the task, i.e. a newspaper for the school magazine, giving their work a title and their name, (e.g. *'¡Escuelas con salud! – por'*).

Task completion

Task 1 asked candidates to describe a healthy diet and this was clearly understood by most candidates. Stronger candidates used appropriate vocabulary and structures in their responses, (e.g. *'debemos evitar alimentos como pasteles y dulces'; 'una dieta sana tiene muchas frutas y verduras'*). Weaker candidates talked about their own diet or their favourite foods and did not complete the task, (e.g. *'mi dieta es pollo de arroz'*).

Task 2 asked candidates to explain why it is important for them (or not) to eat healthily and most candidates were able to provide a suitable explanation. The most common response was *'es bueno para la salud'*. The stronger candidates were able to respond appropriately and give additional details, (e.g. *'me ayuda en todas las partes de mi vida'; 'es muy importante para tener energía para los entrenamientos'*). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g. *'es importante porque no enfermo'*).

Task 3 required candidates to state what physical activity they did last week and required a verb in the past tense in order to complete the task. Most candidates were able to provide appropriate examples, (e.g. *'fuimos a la piscina'; 'jugué al fútbol'*). Weaker candidates struggled to form correct conjugations in the past tense and this could not be rewarded, (e.g. *'la semana pasada fue voy al parque'; 'los actividades fisico hago la semana pasada son la caminar...'; 'jugo al baloncesto'*).

Task 4 required the candidates to explain why it is important (or not) to do exercise regularly and there were many thoughtful responses about the benefits of doing exercise. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g. *'mejora la salud física y mental'*) and adding reasons, (*'cuando hacemos ejercicios estamos mejorando nuestra cualidad de vida'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'es bueno por mi sano y vir muchos amigos; 'porque puedas tengas una vida sana'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Task 5 required candidates to state what other things they will do in the future to lead a healthy lifestyle and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'voy a dormir más y voy a ir a mi cama más temprano'; 'no comeré comida basura nunca'*). Weaker candidates did not address the task successfully because their responses were too inaccurate to be rewarded, (e.g. *'voy a hacé ejercicio y empiézé futbol; 'tengo beber agua'*).

Range

Some candidates were able to include a range of appropriate linking words. Most candidates tended to use simple structures, and a few made attempts to use more complex structures, although not always successfully, (e.g. *'Cuando sea mayor me gusta ...'*). The stronger candidates included a much wider range of connectives in their responses, such as *'por eso; 'ya que; 'aunque; 'lo que'* and produced more complex structures and different tenses (e.g. *'Ójala pudiera; 'necesitas hacerlo para vivir; 'muchísimo'*). These candidates also often used a wide range of vocabulary specific to the topic, (e.g. *'lechugas; 'proteínas; 'azúcar; 'legumbres; 'corazón; 'los pulmones; 'recuperación'*) and an occasional idiom, (e.g. *'el dinero no crece en los árboles'*).

Accuracy

The stronger candidates tended to produce pieces of writing which was mostly accurate with errors that occasionally impeded communication. Examples of inaccurate spelling were seen throughout responses from weaker candidates in this question (e.g. *'ejercicio; 'balencesto; 'nescesitario'*). There were also examples of non-Spanish words (e.g. *'football; 'ennyeux; 'teř'*). Other 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.

FOREIGN LANGUAGE SPANISH

Paper 0530/42
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*'; '*clases*'; '*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 2nd to 1st 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 hecho 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.

FOREIGN LANGUAGE SPANISH

Paper 0530/43
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 (*Ir* + infinitive is acceptable as a future tense/time reference). 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 an 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 reservar una habitación en un hotel

The majority of candidates achieved five marks for this question. 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 produce an accurate spelling of a day for Gap 1, with a variety of months being named. The majority of candidates were able to correctly produce a mode of transport for Gap 2, with a range of answers (e.g. *'tren'*; *'metro'*; *'coche'*; *'carro'*). There were few problems with producing a noun for a breakfast item in Gaps 3 and 4, with a broad range of answers (e.g. *'pan'*; *'leche'*; *'huevos'*). Spellings which were not recognisable or produced a word in Spanish with another meaning (e.g. *'celeares'*; *'plata'*) could not be rewarded. There were very few examples of candidates producing inappropriate responses (e.g. *'voy a la playa'*) which could not be rewarded. There was a wide range of accurate vocabulary produced for a place to visit in Gap 5 (e.g. *'parque'*; *'castillo'*; *'teatro'*). Marks were awarded here for minor spelling errors which did not impede communication (e.g. *'resturante'*; *'centro commercial'*).

Question 2

Los animales

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 animals and family life, 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 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. *'pajaro'*; *'tambien'*; *'proxima'*; *'está'*) 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'*. 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 describe their ideal pet and was answered successfully by most candidates, (e.g. *'Mi animal doméstico ideal es un perro negro'*; *'mi animal ideal debería ser un perro blanco'*). Some common errors included using 'me' instead of 'mi' or omitting the accent on the verb, 'sera' instead of 'será'. However, these were considered as minor errors for this question and did not prevent task completion marks. Stronger candidates used a good range of vocabulary to describe their ideal animal (e.g. *'con ojos grandes'*; *'cuerpo bajo'*; *'un perro de tamaño pequeño'*). Some weaker candidates did not reference the concept of 'ideal' and made general statements which could not be rewarded, (e.g. *'un caballo es muy alto y bonita'*).

Task 2 required candidates to give their opinion on insects and was generally successfully answered (e.g. *'Odio los insectos'*; *'los insectos son divertidos'*). Stronger candidates were able to identify different types of insects (e.g. *'mariposas'*; *'cucarachas'*). Weaker candidates produced incorrect verbs and did not respect noun/adjective agreement (e.g. *'los insectos eran feo'*; *'son muy malo'*; *'los bodas de los insectos diferentes es tan unico'*). Weaker candidates also struggled to correctly form opinion verbs (e.g. *'no me gusta insectos'*) which could not be rewarded for task completion but considered under relevance.

Task 3 required candidates to state what other animals they like and was generally answered well, with a variety of animals being named (e.g. *'oso'*; *'panda'*; *'tortuga'*; *'caballo'*; *'tigres'*). Poor verb formation and spelling prevented weaker candidates from completing the task (e.g. *'me gusta el gato porque muy sympatica'*; *'los gatos estas muy bonitos'*).

Task 4 required candidates to state who in their family has a pet. Most candidates understood the task and produced accurate responses, mentioning a range of family members to successfully complete the task (e.g. *'mi primo tiene una pez pequeña'*; *'mi hermano mayor tiene un cerdo'*). Stronger candidates also included extra detail and description. Weaker candidates produced inaccurate or inappropriate verbs (e.g. *'mi padra hace el perro'*; *'mi hermana tene el perro en el parque'*) which could not be rewarded for task completion.

Most candidates understood **Task 5**, which asked them to state what they are going to buy for their pet the next time that they go to a pet shop. For full task completion, the candidates needed to use an appropriate verb form in a future tense. Stronger candidates successfully manipulated the verb in the rubric from 2nd to 1st person (e.g. *'La próxima semana voy a comprar comida para mi perro'*). They also produced alternative verbs (e.g. *'me gustaría comprar un juguete'*; *'voy a ir a la tienda para comprar una pelota'*). Weaker candidates had problems with producing an accurate form of a future tense (e.g. *'no animales comprar un gato'*; *'soy comprar comida'*) or produced inappropriate responses in the past tense (e.g. *'fui la tienda de animales el abril.'*) Some candidates misunderstood the rubric and talked about an animal they would like to buy (e.g. *'voy a comprar mi propio perro'*; *'quiero compara un gato'*) which could not be accepted for task completion.

Question 3

General comments

Slightly more candidates chose **Question 3(b)** rather than **3(a)** 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/puse/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*'; '*interessante*'; '*diferente*'; '*zappatos*')
- 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. '*fuemos*'; '*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 soy profesor*')
- 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 dar*'; '*ayudo profesor*')
- inappropriate inclusion of a preposition in verb constructions (e.g. '*necesitas a visitar*')
- omission of the preposition following verbs (e.g. '*fuimos parque*')
- inventing words (e.g. '*voluntar*')
- not indicating possession with *de* (e.g. '*mi primo's regalo*')
- inappropriate translation of idioms from the candidate's first language (e.g. '*yo tengo mal tiempo*'; '*tengo un buen tiempo*') when the Spanish idiom *pasarlo bien* was intended)

Question 3(a) Un día de trabajo voluntario

This was slightly less popular, with just under 50% of candidates choosing this option. The majority of candidates 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 what work they did during the day at the infant school 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. '*trabajé como la profe de matemáticas*'; '*ayudé a preparar la comida*'). Stronger candidates added appropriate extra detail, (e.g. '*también escuché los problemas de los estudiantes*'; '*los niños eran ruidosos*'). Weaker candidates produced inaccurate verb forms, (e.g. '*yo ayudó los profesores*'; '*yo leó un libro*'; '*jugé con los niños*').

Task 2 required candidates to describe the people they worked with and verbs in the present or a past tense were accepted for task completion. Most candidates were able to supply a description to complete the task (e.g. '*era demasiado ruidoso*'; '*es alta y guapa*'). Stronger candidates developed their responses with more complex structures and vocabulary, (e.g. '*por eso no teníamos muchos intereses en comun*'; '*Jaime es muy simpático así que (a) los niños les gusta mucho*'). Weaker candidates produced incorrect verb forms and adjective agreements, (e.g. '*mi amigos tambien tengo diecinueve años*'; '*mis compañeros fue muy amable*'), which could not be rewarded for communication, but could be considered under relevance.

Task 3 required candidates to give their opinion on the best or the worst thing about the experience and required a verb in a past tense to complete the task. Stronger candidates generally addressed this successfully, adding relevant detail, (e.g. *'lo mejor fue el ambiente del colegio porque hubo naturaleza maravillosa que me encantó'*; *'los alumnos eran divertidos así que me chifló enseñar aquí'*). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. *'a veces los infantiles hay triste'*; *'los peores es los estudiantes pequeño rudio'*; *'durante el vountario yo recontare muchas personas'*).

Task 4 required candidates to explain why it is (not) important to work as a volunteer. Stronger candidates answered successfully, using a wide range of topic vocabulary (e.g. *'es una oportunidad para ser creativo'*; *'personalmente yo puedo olvidar mis presiones del trabajo mientras ayudo a los demás'*; *'es importante que ayudemos la sociedad'*; *'la comunidad menos suertuda'*; *'gente sin ni hogar ni dinero'*). Despite some candidates producing appropriate responses, they were not rewarded due to verb and tense error (e.g. *'tu ganaría muchas experiencias'*; *'la experiencia es el way beuno tener amigos'*; *'podemos experience trabajos diferente'*).

Task 5 required candidates to state what job they would like to do in the future. Most candidates understood the task and there was a range of answers. Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g. *'quisiera ser profesora porque me encanta conocer gente'*; *'Cuando sea mayor me gustaría ser empresario dado que reciben salarios altos'*). Many candidates struggled to produce an appropriate future tense, (e.g. *'yo voy trabajo es mathematica'*). In some instances, the use of *'tener'* when *'ser'* was more appropriate also prevented task completion, (e.g. *'me gustaria tener profesora'*).

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 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. *'enseñar'*; *'suelo'*; *'salario'*; *'bombero'*; *'mi sueño es'*; *'la habilidad'*) and attempts at idioms (e.g. *'me aburrí como una ostra'*; *'nos peleamos como el perro y el gato'*; *'no es pan comido'*). The best responses were in an informal register and contained appropriate salutations (e.g. *'Espero que estés bien...'*; *'Escríbeme'*). Weaker candidates demonstrated poor competence with basic structures (e.g. *'fuemos...'*; *'yo queiro'*; *'nosotros hacimos'*) 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. Stronger candidates used a wider range of connectors (e.g. *'dado a'*; *'mientras'*; *'puesto que'*; *'así que'*) and included time markers (e.g. *'primero'*; *'en segundo lugar'*).

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. It was noticeable that many candidates produced several sentences for each task but often with only one sentence with a completely correct verb. 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. Poor spelling of vocabulary was also common in this question, (e.g. *'por que'*; *'beino'*; *'experienca'*; *'classe'*; *'rudio'*; *'sympatico'*).

Question 3(b) Los cumpleaños y otras celebraciones

This was slightly more popular than **Question 3(a)**, with just over 50% of candidates choosing this option. 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 points was lacking. A few candidates engaged well with the register of the task, i.e. a newspaper for the school magazine, giving a title and the name of the author, but the majority focused on responding to the bullet points.

Task completion

Task 1 asked candidates to state how they celebrated their last birthday and required a verb in the past tense in order to complete the task. Most candidates were able to use the prompts to provide appropriate examples, (e.g. *'jugamos juegos de fiestas'; 'bailé y escuché música'*). Weaker candidates struggled to form correct conjugations in the past tense, which could not be rewarded, (e.g. *'mi madre cociné un pastel'; 'yo celebramos mi fiesta'; mi madre preperió una grande comida'*).

Task 2 asked candidates to explain why they (do not) like receiving presents. The stronger candidates were able to respond appropriately and give additional details, (e.g. *'es una experiencia divertida en mi opinion cuando mis amigos me sorprenden con regalos que me encantan'; 'dar regalos a un amigo es como estás diciendo que les amas'*). Weaker candidates struggled to form correct conjugations in the past tense, and there were many examples of verbs in the infinitive, which could not be rewarded (e.g. *'mis regalos de recibir era bastante bonito'; 'mis padres comprar una camiseta como yo'; 'porque celebraste mi cumpleaños no necesito regalos'*). A few candidates stated an opinion, (e.g. *'me encanto recibir regalos'*), but did not offer an explanation to complete the task.

Task 3 required candidates to state what they would wear for an outdoor festival/party/celebration. Stronger candidates were able to produce an appropriate response using a conditional form and a range of vocabulary related to clothing, (e.g. *'llevaría unos pantalones cortos'; 'zapatos negros', 'una chaqueta de marca'*). However, many candidates misunderstood the task and responded with what they normally wear to a party or what they wore to their last birthday party, *'normalmente pongo un falda corto'; 'llevo un vestido porque mi cumpleaños es en mayo'*. These responses with an inappropriate tense could not be accepted for task completion. Inaccurate verb formations were also not accepted for task completion, (e.g. *'yo llevó la camiseta'*);

Task 4 required the candidates to describe another traditional/typical festival in their country and most candidates addressed this successfully. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g. *'el 25 de diciembre celebramos la navidad';*) and adding detail, (e.g. *'celebramos Diwali en noviembre y mi madre y tía cocinan comida deliciosa'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'mi familia celebrar fiesta de primavera y hacer muy actividades'; 'mis familia ir a ciudad y nos cusinos la comida traditanales'; 'nosotros llevar ropa de tradiciones'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Task 5 required candidates to explain why it is important (or not) for them to celebrate this festival and was generally successfully addressed. There were many thoughtful responses about being with family, friends and enjoying the activities. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'es un tiempo de felicidad y tranquilidad y puedo relajarme mucho'; 'fiestas son una manera para despejar sus mentes'; 'puedo ver a mi familia y pasar tiempo juntos'*) and some were able to produce more ambitious sentences, (e.g. *'Ójala que pueda pasar más tiempo con ellos'; 'te permite crear nuevos amigos'*). Weaker candidates did not address the task successfully because inaccuracy impeded communication, (e.g. *'yo quero con miembros de mi familia; 'es muy emocionande pero yo muy vaga'; 'durante la fiesta volvo a mi familia'*).

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. However, most candidates were able to include a range of appropriate linking words and produce a cohesive piece of writing. Stronger candidates included a much wider range of connectives in their responses, (e.g. *'por eso'; 'dado que'; 'aunque'; 'lo que'*). These candidates also used a wide range of vocabulary specific to the topic, (e.g. *'fuegos artificiales'; 'luces'; 'evitar mala energía'; 'sopa'; 'pasteles cremosas'; 'tacones altos'*) and idioms, (e.g. *'lo pasé bomba'; 'cuesta un ojo de la cara'*).

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. Examples of inaccurate

noun/adjective agreement were seen throughout weaker candidates' responses in this question (e.g. '*comida delicioso*'; '*regalos útil*'; '*falda blanco*'). Other common errors which hindered communication, were errors with the subject, inappropriate tenses or poor verb formation. Candidates should read the rubric carefully to make sure they respond in an appropriate tense, and focus on verb conjugation, as these can often determine whether the task completion mark is awarded or not.