

SPANISH

<p>Paper 7160/11 Listening</p>

Key messages

There are several multiple-choice questions in this paper and candidates must mark their answers very clearly. If candidates make a mistake, they need to cross out the answer carefully and then write the amended version, indicating clearly which their final answer is. Candidates should be advised against writing a new response over their original response as the result can be difficult to read and mark. Likewise, candidates should avoid writing their responses in pencil and then writing over them in pen as this can also make it very difficult to read. If candidates wish to write down the answers in pencil first, then they should erase them before writing in their final answer in pen.

In this paper, the focus is on comprehension and, although grammatical accuracy is not assessed, written answers must be comprehensible and unambiguous. In answers to open questions, the correct meaning must be conveyed and not invalidated by other elements.

In **Sección 2, Ejercicio 1**, six answers are required. If extra answers are given, these are subtracted from the total. There were still some candidates who marked only four boxes rather than six.

In **Sección 2, Ejercicio 2, Primera Parte**, candidates are expected to give one-word answers. In **Sección 2, Ejercicio 2, Segunda Parte**, answers should be concise. Likewise, in **Sección 3, Ejercicio 2**, candidates must take care to read the questions carefully and to give a concise response that answers the specific question asked.

Some candidates did not know the Spanish interrogative words and would therefore benefit from further practice in this area. Candidates need to be aware that sometimes they need to produce a verb in order for their answer to make sense. In order to improve their responses and avoid errors, candidates are advised to

- (i) read the question carefully
- (ii) identify the question word
- (iii) think about the type of answer (a day, a person, a noun, a finite verb etc.) that is required.

General comments

Overall, performance on this paper was very good.

Examiners found that handwriting and legibility was sometimes a problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Some candidates wrote different vowels (e.g. *o* and *a*) in a very similar way. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

Candidates should check whether their answer needs a verb. If candidates do include a verb, they should make sure that the subject of the verb is unambiguous.

This series, a small number of candidates left some multiple-choice questions unanswered. All candidates should aim to attempt every question.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1 – 8

The rubrics were generally understood and followed. Performance in this exercise was very good. Most candidates managed all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 1**, where the word *nadar* was not always known. In **Question 7** there was confusion between *dos* and *doce* for some candidates.

Ejercicio 2 Preguntas 9 – 15

Most candidates understood the passage well.

Question 9

Most candidates knew *nieve* and could spell it correctly but some tried to transcribe what they thought they had heard and went for *llueve* or *niebla*.

Question 10

Most candidates identified *familias* in the recording and correctly chose C.

Question 11

The majority of candidates knew *billete de avión* and scored the mark here. Some went for B

Question 12

Most candidates identified that there were no *ordenadores* in the rooms and so correctly chose *B televisión*.

Question 13

The majority of candidates knew *desde las ocho hasta las diez* and chose A.

Question 14

Most candidates identified *ir caminando* and chose C, some went for B.

Question 15

Almost all candidates knew *discoteca* and answered this question correctly.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers but a significant number of candidates crossed fewer than six boxes (four being the most common option). A clutch of candidates crossed too many boxes, up to 8. **Jaime** was well understood and most candidates identified *El balcón pequeño pero de todos modos me puedo sentar* and ticked **(b)** and *Mis dos hermanas comparten el dormitorio; por eso es más grande que el mío* went for **(c)**.

When listening to **Rosario**, stronger candidates picked up *Mi casa tiene un jardín muy grande donde puedo jugar con mi perro* and ticked **(d)**. Many opted instead for statement **(f)** because they did not understand *Hay varios árboles grandes y a mi hermano le gusta subir y pasar allí mucho tiempo*.

On the listening text relating to **Manuel**, stronger candidates ticked statement **(g)** because they understood *Yo paso mucho tiempo en el salón de mi casa porque allí puedo ver la televisión*. However weaker candidates missed *tengo que darme prisa para terminar antes de la cena* and left **(i)** unticked.

When listening to **Carmen**, stronger candidates picked up *Mi casa no tiene jardín pero no me importa porque hay un parque a cinco minutos andando y voy a jugar allí cuando quiero. También me encuentro con otras amigas del barrio* and went for **(k)**. Many candidates went for the distractor **(j)** because they missed *Vivo en una casa que se encuentra muy cerca de mi colegio. Por eso puedo ir caminando* or they misread *querría*.

Ejercicio 2 Preguntas 17 – 25

These questions require a one-word answer, although candidates will not automatically be penalised for including extra words, unless the extra material obscures or contradicts the answer.

Primera Parte

Question 17

A good number of candidates gave the correct answer *internet*.

Question 18

Many candidates gave the correct answer *grandes*.

Question 19

Most candidates identified the right answer *amigos*.

Question 20

This question was more challenging for weaker candidates. A common mistake was *gusta* or *suerte*. The spelling caused problems because many candidates went for *placa* and *playa*.

Question 21

Stronger candidates identified *horrible*. Many wrote the whole sentence *Fue un día con un tiempo horrible* and also got the mark. Some wrote *malo* which was not correct.

Segunda Parte

A number of candidates gave long answers copying the stem of the question. This is not necessary and they can lose marks if they include something that may invalidate the answer.

Question 22

A good number of candidates found the answer *nadie* or *no vino nadie*, *ninguno* was also accepted. A common mistake was *padres y amigos*.

Question 23

Most candidates could answer *difícil*.

Question 24

Only the strongest candidates answered this question correctly.

Question 25

Stronger candidates were able to identify *a trabajar en grupo* or *a trabajar con los otros chicos*; a surprisingly high number of candidates could not spell *grupo*. Some went for *nos llevamos perfectamente* and lost the mark.

Sección 3

Ejercicio 1 Preguntas 26 – 31

Question 26

Strong candidates chose the correct answer C because they identified *fue una vecina la que la convenció a mi madre para que me llevara a clases de baile*. Quite a few opted for A.

Question 27

Examiners saw a range of answers here. A good number of candidates correctly chose B because they picked up *me gustaba ser la mejor*. Option C was the most commonly chosen incorrect answer.

Question 28

Many candidates identified *mi abuela me iba a buscar por la tarde e íbamos a su casa. Allí hacía los deberes* and went for the correct answer that was D. Option C was the most commonly chosen incorrect answer.

Question 29

A good number of candidates chose C because they understood *Voy a una clase de arte todos los jueves por la noche* but weaker candidates answered this question incorrectly.

Question 30

Most candidates correctly picked up *Cualquier chica joven, que quiera estar bien en forma, hace lo mismo para estar sana* and therefore ticked D.

Question 31

This exercise was challenging for many candidates. The strongest candidates ticked the correct answer A having heard *me gustaría ser profesora*, but many chose B.

Ejercicio 2 Preguntas 32 – 39

Question 32

This was straightforward and most candidates got it right writing *al terminar la universidad*. Some added *Además un amigo, Luis, quiso venir conmigo*. It was also accepted because it did not invalidate the answer. Some went for *al terminar el colegio*, which was not accepted.

Question 33

This question was challenging. Stronger candidates were able to answer *Luis quería viajar de forma diferente*.

Question 34

The term *incómodo* seemed to be unfamiliar for a lot of candidates.

Question 35

Strong candidates answered *pelear* because they were able to pick up the phrase from the recording. Some went for *¡qué drama!* that did not answer the question.

Question 36

Most candidates could understand *contento* or *muy contento* and got the mark.

Question 37

Only the stronger candidates could identify *demasiado duro* or *era demasiado duro para seguir*. Some added *el peso de la mochila, el calor, los insectos*. It was accepted because it did not invalidate the answer.

Question 38

Most candidates could understand *había una fiesta importante*.

Question 39

The strongest candidates gave the right answer *era algo verdadero* or *no era solo para los turistas*. Many chose *Pudimos ver los bailes tradicionales con trajes típicos* which was Luis' answer to the interviewer's question *¿Qué tal fue la fiesta?* The exam question was not, 'What was it like? (*¿Qué tal?*) but, 'Why did they like it?' (*¿Por qué les gustó?*).

Question 40

Likewise, quite a few answered with *visitaron pueblos, lugares maravillosos, ruinas*, which answered the interviewer's question *¿Cómo continuó el viaje?* Whereas the exam question was *¿Cómo terminaron el viaje?* Candidates are advised to think carefully about the question they are being asked. The strongest candidates answered correctly.

SPANISH

<p>Paper 7160/21 Reading</p>

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- All candidates should aim to attempt every question. Leaving blank spaces offers no chance of scoring a mark.
- In answers to open questions, candidates must read the questions carefully and make sure that the answer is directly linked to the question.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3** and allow time at the end to check their answers or check them as they work through the paper.

General comments

Most candidates demonstrated a good level of understanding of the texts and attempted all of the questions.

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text and this often resulted in inappropriate information being included in the answer.

Candidates who can correctly recognise interrogatives usually provide more appropriate answers.

Comments on specific questions

Sección 1

Candidates attempted all questions in **Sección 1**, most performed very well.

Ejercicio 1 Preguntas 1–5

Many candidates scored full marks on this exercise.

Question 1

This proved to be the most difficult question in this exercise, with some candidates unable to correctly identify *dibujo* and link it with **C**. Option **B** was the most common incorrect answer.

Question 2

Most candidates were able to link *correr* with **A**.

Question 3

All candidates knew *hamburguesa y patatas* and matched it to **D**.

Question 4

Almost all candidates knew *castillo* and were able to link it to **B**.

Question 5

All candidates knew *geografía* and linked it with **A**.

Ejercicio 2 Preguntas 6–10

All candidates performed very well in this exercise, with the majority gaining full marks.

Question 6

All candidates were able to successfully link *chocolate* with **E**.

Question 7

Almost all candidates knew *falda* and linked it with **B**.

Question 8

All candidates understood *me duele mucho el estómago* and linked it with **F**.

Question 9

All candidates linked *cocinar* with **A**.

Question 10

All candidates were able to link *hablo con mi amigo por teléfono* with option **D**.

Ejercicio 3 Preguntas 11–15

Most candidates showed good understanding of the text and performed well in this exercise.

Question 11

Most candidates were able to link *todos los años* in the text with the correct response *una vez al año*, option **C**.

Question 12

All candidates correctly chose **B**, linking *ir de pesca* with the correct infinitive *pescar*.

Question 13

Almost all candidates were able to successfully select **C**.

Question 14

Almost all candidates correctly selected **A**.

Question 15

Most candidates successfully selected **B**.

Sección 2

Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. Some candidates did not demonstrate a sound grasp of Spanish grammar and selected a word which did not fit grammatically in the sentence. Others selected a word which was grammatically correct but did not demonstrate understanding of the text.

Question 16

Most candidates correctly chose *imediatamente* from the list.

Question 17

Most candidates correctly selected *clases* from the list.

Question 18

Most candidates correctly selected *sin* but *con* was a common incorrect answer.

Question 19

Most candidates correctly selected *sol* but there was a range of incorrect answers.

Question 20

This question proved to be challenging for some candidates with many wrongly selecting a range of responses over the correct answer *sucio*.

Ejercicio 2 Preguntas 21–30

Overall there was a consistently good response to this set of questions. Stronger candidates were generally able to identify the part of the text which contained the relevant information and gave succinct and accurate answers. Weaker candidates tended to lift indiscriminately in the hope of including the correct information in their answer but in doing this did not always demonstrate that they had understood the text.

Question 21

Most candidates understood the question and were able to answer correctly with *ciencias*.

Question 22

The majority of candidates answered correctly with *emocionantes*.

Question 23

Most candidates were able to answer correctly with *director*.

Question 24

Most candidates could answer correctly with *el periódico*.

Question 25

Stronger candidates were able to answer this question with *una amiga de Camila*, but many omitted *de Camila* which left their answer too ambiguous and with insufficient information to gain the mark.

Question 26

Candidates needed to fully understand the question so they could answer correctly with *tres semanas*. Weaker candidates took their answer using different time frames than were in the text, *el año pasado ...* or *un día ...*

Question 27

The majority of candidates answered correctly with *alegría* but there was a range of incorrect answers lifted from the text.

Question 28

Most candidates were able to answer correctly with *no quería llamar atención*.

Question 29

Many candidates understood the interrogative *cómo* and answered correctly *orgulloso*. Weaker candidates answered a *dónde* question with *en una gran ceremonia en Madrid*.

Question 30

Most candidates answered correctly with *los ganadores*.

Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is no longer enough just to be able to locate the correct area of the text which will supply the required answer: candidates need to show that they have understood the text and have focused precisely on the details required for the answer. In **Sección 3**, while it may still be possible to lift answers from the text, candidates need to be very precise in what they choose for their answer – additional material copied may invalidate an otherwise correct response. Candidates who lift indiscriminately do not demonstrate genuine comprehension and cannot therefore score the marks.

It helps if candidates can recognise and use the regular and irregular forms of a range of common verbs and are able to change verbs and pronouns from the first to the third person.

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to decide which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. It is not enough to make the statement negative or positive, a justification has to be provided.

Candidates who are able to manipulate the language perform better in this exercise as answers in the first person copied directly from the text are not accepted.

Most candidates performed well on the *Verdadero/Falso* element, but weaker candidates found it difficult to provide an appropriate justification for the false statements.

Question 31 V

Many candidates identified this as a true statement.

Questions 32 F/J

Most candidates recognised this as a false statement, and many were able to identify the correct information in the text *las empresas le mandan sus nuevos productos gratis*. Common incorrect answers were *no se gana dinero* and *Adriana gana un poquito de dinero*.

Questions 33 F/J

Most candidates correctly stated that the statement was false. The strongest candidates gave a correct justification with *ha tenido que incluir anuncios*. Weaker candidates did not change the verb from the text into the third person and answered with *he tenido que ...*

Question 34 F/J

Many identified this as a false statement but only the strongest candidates could correctly justify it with *no debe ser demasiado general*. Incorrect responses started with *me explica ...* or copied far too much.

Question 35 V

Most candidates identified this as a true statement.

Ejercicio 2 Preguntas 36–42

This final exercise is the most demanding part of the paper. A good number of candidates were able to identify the required information and answer with precision. Some candidates were able to locate the correct part of the text but copied out a whole sentence or more which often rendered their answer invalid.

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant.

Question 36

Most candidates located the correct part of the text and the strongest candidates were able to carefully lift *nadie se sorprende* from the text. Weaker candidates copied too much information.

Question 37

This was the most successful question in this exercise with most candidates answering correctly *un año y medio*. A few candidates were distracted by *12 años* and *25 años*.

Question 38

Candidates could lift *sus propios compañeros de trabajo* from the text, but many omitted *de trabajo* and did not get the mark.

Question 39

Candidates could answer succinctly with *estrés*, but there were many incorrect answers that focused on the first sentence in that paragraph. Candidates had to read the text carefully to elicit the precise information.

Question 40

Most candidates were able to locate the correct piece of information in the text, but manipulation was required for an accurate answer. Candidates had to change *nos entrenamos* to *(se) entrenan regularmente* to gain the mark.

Question 41

Candidates had to understand the interrogative *dónde* in the question to be able to answer with *en ciudades extrañas*. Many omitted the preposition *en* or added too much extraneous information.

Question 42

This was the most challenging question in this exercise, with only the strongest candidates answering correctly with *somos/son todos iguales*. Most candidates located the correct part of the text but many added too much information that invalidated their response.

SPANISH

<p>Paper 7160/03 Speaking</p>

Key messages

- For the role plays, Teacher/examiners should familiarise themselves with their own roles before beginning any 'live' Speaking tests and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.
- Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as concern, dissatisfaction and gratitude.
- In the interests of fairness to all candidates, Examiners should adhere to the timings for the two conversation sections. Candidates may be unduly penalised by lack of opportunity where conversation sections are too short and candidates are not able to demonstrate the range of language needed to access higher marks. Where conversations are too long, this may cause candidates problems in expressing themselves accurately and result in lower marks.
- Teacher/examiners must indicate the transition from the Topic Presentation/Conversation to General Conversation by saying, for example, '*Ahora pasamos a la conversación general.*'
- In both the Topic Conversation and the General Conversation, Teacher/examiners should give candidates the opportunity to show that they are able to use past and future tenses accurately so that they can access the full range of marks for Language (table C).
- Documentation: all centres are provided with a Cover Sheet for Moderation Sample to ensure that the moderation documentation and the recorded sample have been checked prior to despatch. Centres should enclose the completed Cover Sheet with the recorded sample.
- Centres need to check all additions carefully in order to avoid arithmetical errors: the additions on the working mark sheet (WMS) and the transfer of marks onto the *MS1* (or computer printout, if the centre submits marks electronically).
- There is video support available for the Speaking test, which Teacher/examiners can access on the public website. For all Teacher/examiners and especially those new to the Speaking test, this is an excellent resource to supplement the Teachers' Notes booklet (October/November 2019).

General comments

To be read in conjunction with the Teachers' Notes booklet (October/November 2019).

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good. Centres should ensure that a suitably quiet room is available to avoid background noise from distracting candidates. Centres are responsible for ensuring the quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge.

Introduction/identification of candidates on the recording: please record the centre and syllabus details, and name of Examiner at the beginning of each CD. The Examiner must announce the candidate name, number and role play card number before each speaking examination.

Where centres make use of digital recording software, they should save each candidate's file individually as an .mp3 file so that it can be accessed for the purposes of moderation. The digital file for each candidate's test must be clearly named using the following convention:

centre number_candidate number_syllabus number_component number.

The CDs should be clearly labelled with the centre name and number and the candidates' names and numbers in the order in which they appear on the CD. A card clearly stating the order of the candidates on the recording must be enclosed with each CD.

Teacher/examiners are reminded that once a test has started, the recording must run without interruption and must not be stopped between the different parts of the test.

Generally, the working mark sheets were completed correctly. Teacher/examiners need to remember to enter the candidate name, candidate number, role play card number and a mark in each column. The name of the Teacher/examiner should be legible.

Difficulties most commonly arose when candidates answered tasks out of order and omitted elements of tasks. When candidates omit a role play task or an element of a task, Teacher/examiners should prompt them to give candidates the opportunity to gain marks. Most Teacher/examiners were well prepared for the role plays and able to give candidates opportunities to respond to missed stimuli. Where candidates complete two or even three tasks in one response, Examiners do not need to repeat the other task(s) as this can confuse candidates.

Particular attention needs to be paid to understanding key interrogative words, expressions of emotion such as satisfaction and dissatisfaction that candidates sometimes omit or struggle to communicate.

Comments on specific questions

Role Plays A

Role Play A (1, 2, 3)

The majority of candidates performed well in these tasks.

Task 1: Most candidates completed this task well.

Task 2: If a task asks candidates to choose one of the options offered by the Teacher/examiner, then this is what they should do. A short response was adequate here.

Task 3: Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full 3 marks available for this task.

Task 4: A short response to complete this task was perfectly acceptable.

Task 5: *Dale las gracias* formed part of the task and, if omitted, candidates could not score the full 3 marks for this task. Some candidates struggled to formulate an accurate question often using an incorrect verb and particularly when using the verb *costar*.

Role Play A (4, 5, 6)

This role play was completed well.

Task 1: Most candidates completed this task well.

Task 2: A short response to complete this task was perfectly acceptable.

Task 3: If a task asks candidates to choose one of the options offered by the Teacher/examiner, then this is what they should do.

Task 4: Some candidates did not understand *fecha de nacimiento*, providing only their birthday and not the year. In most cases, Teacher/examiners provided a suitable prompt and candidates completed the task.

Task 5: Candidates completed this task well.

Role Play A (7, 8, 9)

Candidates performed well in these tasks.

Task 1: Candidates completed this task well.

Task 2: If a task asks candidates to choose one of the options offered by the Teacher/examiner, then this is what they should do.

Task 3 and 4: Short responses to complete these tasks were perfectly acceptable.

Task 5: *Dale las gracias* formed part of the task and, if omitted, candidates could not score the full 3 marks for this task. Some candidates struggled to formulate an accurate question often using an incorrect verb and particularly when using the verb *costar*.

Role Plays B

These role plays were designed to be more challenging than the role plays A. Candidates generally responded well to the more open-ended nature of the tasks set.

Role Play B (1, 4, 7)

The majority of candidates managed to communicate all of the information.

Task 1: Candidates completed this task well.

Task 2: Most candidates communicated the information although sometimes candidates confused *cuánto* with *cuándo*.

Task 3: A short response to complete this task was perfectly acceptable.

Task 4: *Estás contento/a* forms part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Candidates completed the second element of the task well.

Task 5: Some candidates had difficulty in formulating a suitable question.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1: Most candidates completed this task well.

Task 2: Candidates completed the first element of this task well. In the second element of the task, the language used was not always accurate.

Task 3: *No estás contento/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 4: A short response to complete this task was perfectly acceptable.

Task 5: Candidates completed this task well.

Role Play B (3, 6, 9)

The majority of candidates communicated all of the information required in this role play.

Task 1: Most candidates completed this task well.

Task 2: Most candidates communicated the information although in the second element of the task sometimes the language used was inaccurate.

Task 3: *No estás satisfecho/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Some candidates found it difficult to provide a reason.

Task 4: Candidates completed this task well.

Task 5: Most candidates completed this task well although some candidates seemed confused by *quién*.

Topic Presentation/Conversation

Candidates presented a variety of topics and there were many excellent presentations. Candidates often chose topics of personal or local interest. Most Teacher/examiners encouraged their candidates and gave them the opportunity to access the full range of marks. Topic conversations were well prepared with timings about right. The majority were within the candidates' ability and experience. Prepared questions were interspersed with some unexpected questions, which many candidates coped with very well.

Candidates perform best when they have a real interest in their chosen topic and when the topic chosen is not limiting in terms of scope for discussion. Candidates should not be allowed to present general topics about themselves such as '*Mi vida*' as these can often pre-empt the general conversation section. The topic chosen should also be one which allows candidates to demonstrate their linguistic ability fully but which is not too difficult for them in terms of structures, vocabulary, idiom or concept. Teacher/examiners should advise candidates on the choice of topic, which, ideally, should be from candidates' own experience. Candidates who often rely on the topics of '*Mi familia*', '*Mi barrio*' and '*Mi rutina*' in the General Conversation should be encouraged to prepare a topic such as '*Mi deporte preferido*' in order to extend the scope for discussion.

Teacher/examiners should allow candidates to speak for up to two minutes uninterrupted and then ask specific questions, which are expected and unexpected. They should ask questions that draw and expand on the material presented by candidates. Candidates should not simply repeat the material presented. Teacher/examiners should avoid too many closed questions, which only require a yes/no answer as this causes the conversation to stall. Candidates must be encouraged to develop their responses by providing explanations, opinions and justifications as appropriate, to access higher marks.

Teacher/examiners must remember the requirement for candidates to demonstrate that they can use past and future tenses accurately in each conversation (both topic and general). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Teacher/examiners should be prepared to ask several questions that require candidates to use past and future tenses and do so consistently. If a candidate does not show that he/she can use past and future tenses accurately, he/she cannot be awarded a mark above 6 for Language (table C).

Teacher/examiners should make a clear distinction between the topic presentation/conversation and the general conversation by saying, for example, '*Ahora pasamos a la conversación general.*'

General Conversation

The general conversation provides candidates with the opportunity to show that they can converse adequately on topics of a more general nature using as wide a range of structures and vocabulary as possible. The Teacher/examiner should aim to cover two or three of the Defined Content topics with each candidate and, as in the topic presentation/conversation, should avoid asking too many closed questions, which only require minimal responses, or moving too quickly from one topic to the next. Some Examiners covered too many topics in the general conversation.

Most Teacher/examiners covered a variety of topics appropriate to their candidates, asking a range of straightforward, probing and sometimes challenging questions to provide candidates with every opportunity to access higher marks. One or two conversations relied on straightforward questions alone, which invited some candidates to give equally straightforward, often one-word answers. If candidates are clearly struggling with a topic, Teacher/examiners should move on to another topic. Teacher/examiners need to ensure that this does not lead to a series of closed questions or unconnected questions covering too many topics, which prevent candidates from using a range of structures and vocabulary necessary to access higher marks for Language (table C).

The general conversation should last five minutes. Most Examiners conducted conversations of an appropriate length. Examiners should be encouraged to follow the advised timings so that candidates are not unduly penalised by lack of opportunity or by too many questions, which often leads to increasing inaccuracy

in responses. A few teacher/examiners did not adhere closely to the timing and consequently disadvantaged their candidates.

Candidates performed best when teacher/examiners asked questions at an appropriate level that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions. The onus is on the candidate to take the initiative and engage in conversation, encouraged by the teacher/examiners to perform to the best of their ability.

Assessment

Candidates were fairly assessed by the majority of centres. All assessment should follow the marking criteria as set out in the Teachers' Notes booklet (October/November 2019). Teacher/examiners should be consistent in their marking.

In the role plays, some centres deducted marks for minor errors such as the use of an incorrect adjective ending but did not deduct marks for pronunciation that impeded comprehension or major errors such as the use of an incorrect verb. Full marks can be awarded for one word or short answers provided they are correct and appropriate. In the role plays, Teacher/examiners can only award marks for tasks that are completed by candidates. If candidates do not complete all elements of a task, they cannot be awarded full marks for that task. Candidates need to take care with greetings and expressions of gratitude that they sometimes omit. Where candidates complete two tasks in one response it is not necessary for the Teacher/examiners to repeat the prompts as this can confuse candidates.

In the topic presentation/conversation and general conversation, some Teacher/examiners were too generous in their assessment of Language (table C) but too harsh in their assessment of the Impression mark (table D).

To score highly in the conversation sections, candidates need to do more than answer a series of straightforward questions: they should also be able to answer unexpected questions, requiring explanations, opinions, justifications, and use of more complex language and structures. Teacher/examiners need to adjust questioning to give 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 and idiom.

SPANISH

Paper 7160/41
Writing

Key Messages

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. In **Questions 3**, candidates aiming for the highest grades showed control of sentence structure and verb tenses; complex linguistic structures were in evidence, including idiomatic expressions.

- Candidates should read the initial rubric of each question **and** each communication 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 of the required tasks in **Questions 2** and **3**, candidates may benefit by attempting the communication tasks (bullet points) in the order in which they appear in the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available in **Question 3**.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language. Clear and legible writing enables Examiners to give appropriate credit for the language produced.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant.
- Candidates should be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring.
- Candidates should bear in mind that the mark for 'Other Linguistic Features' (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go beyond 140 words in response to **Question 3** often include errors which detract from the overall quality of language produced.

General Comments

Overall, performance was similar to last year, although responses warranting the highest marks in the available range were slightly less common.

Question 1 allows candidates to make a confident start as a basis for further success in this question paper. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelt items receive a mark. If candidates cannot recall the word for any of the items shown in the question paper, then they are free to use the word for a different item provided that the item fits within the context of the question. There is no requirement to include a definite/indefinite article. Candidates should be reminded that they should write one item per line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures.

In **Question 2**, up to 10 marks for Communication are awarded across the question. Each relevant piece of information has the potential to earn credit, provided an acceptable verb is included. Candidates should be reminded that the maximum of 10 marks for Communication cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks (bullet points), including questions that include two tasks. Candidates are required to write responses in full sentences.

Question 3 offers a choice of three options: a letter/e-mail, a report/article and a story line to be continued. There are 10 marks available for Communication, with two marks available for each of the specified tasks

making up the question. Language marks are awarded in two categories: 8 marks are available for Verbs and 12 marks are available for 'Other Linguistic Features'.

Candidates are advised to read all three options before choosing which one to answer. A close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures which will be needed to respond effectively and fully to the question.

Communication:

In order to have access to the two marks available for each task, candidates must respond to the tasks using the tense required by the task with the production of a wholly accurate verb and, where included, a wholly accurate subject of the verb.

Verbs:

Ticks are awarded to correct verbs up to a total of 18 verbs. Candidates should remember that only a different form of a verb earns a tick.

Other Linguistic Features:

The published table of grade descriptors highlights the range of language structures expected. Further guidance is included on pages 4 and 5 of this report.

Comments on specific questions

Question 1 – ¿Adónde vas con tus amigos/amigas? Haz una lista en español de 8 lugares.

Candidates were required to give the Spanish for eight places where they go with friends. The majority of candidates achieved the full five marks available.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *caffé*, *cientro comercial*).

However, spelling errors which produced a word with a different meaning (e.g. *puerta* for *puerto/tienda* for *tienda*) could not be rewarded, and the example *discoteca* did not earn credit. Words that were unrecognisable as Spanish could not be credited.

A single word was sufficient to gain a mark for each of five acceptable responses. Some candidates wrote a full sentence to describe where they go; where these sentences included appropriate vocabulary, credit was given.

Question 2 – Mi familia

Communication:

Candidates were able to use familiar language and structures and usually gained full marks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were some interesting responses which included a variety of less-common vocabulary and detailed information, sometimes expressed in more complex language.

The first task asked candidates to describe their family. Many candidates provided a response with several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this question. Many candidates named family members followed by their age, a physical description, personality and, in some cases, details about parents' jobs. Some responses were presented in a short sentence stating how many sisters/brothers they had. There were examples of candidates who wrote at length on the first task, to the detriment of the remaining tasks. Candidates tended to rely on the use of *ser* and *tener* to express their ideas.

The second task sought a statement about the activities that the candidate does with family members. Almost all candidates responded adequately, with a clear statement which started either with a verb in the first-person plural, or a first-person singular followed by *con mi familia/con mi madre*, etc. Some candidates offered several details about activities which they do with various family members, mentioning different days of the week. A small number of candidates indicated a preference, and some included detailed information,

supported by explanations for their preferences. A small number of candidates omitted a response to this task.

The third task asked about the preferred food (or meal) of the candidate's family. There were some extended responses in which candidates explained their family's preference for food from their home country with several candidates explaining that a particular family member prepares an excellent dish which is liked by everyone. There were frequent references to family visits to restaurants, as well as eating at home. Occasionally, a candidate mentioned only her/his favourite food, with no reference to family preferences; these responses were not considered to address the task adequately, preventing the award of 10 marks for 'Communication'. Some candidates omitted a response to this task.

The fourth task required candidates to describe their ideal brother or sister. There were some detailed descriptions of an ideal sister/brother. In addition to descriptions of personality, some candidates included information about activities that they would be able to do together or how a sister/brother would be able to help. Some candidates identified characteristics of their sister/brother and described them as ideal. Negative statements, stating that an ideal sister/brother does not exist were given credit. There were several examples of candidates producing information about a sister/brother, without making reference to the central concept of the task i.e. *ideal*. Although these responses did not meet the requirements of the task, they were often given credit as responses to the first task.

Language:

In stronger responses, candidates produced accurate verbs. Other candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations; even minor errors in spellings, which create a word that does not exist in the verb's paradigm, prevent the award of marks for a task.

Whilst all five tasks could be answered using the present tense, other tenses were used appropriately by some candidates in the second and third tasks.

In response to the first task, weaker candidates used inappropriate forms of *ser* and *tener*, including past tenses when a present tense was needed. The verb *está*, was frequently seen where *es* was required.

Spelling attempts at verbs related to activities sometimes prevented the award of marks in second and third tasks e.g. *jugar/cocinar*. Control of the formation of *gustar* and *encantar* was also variable in responses to the second and third tasks. There were frequent errors with the appropriate pronoun – *mi* or *mí* was seen where *me* was appropriate – and the plural ending was often seen in place of the singular and vice versa. It was common to see that *gustar* was followed by a conjugated verb rather than an infinitive.

Question 3

There were engaging responses for each of the three options. The best answers were well structured and showed signs of thoughtful planning. Some candidates gained fewer marks because they omitted to cover one or more of the bullet points. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Communication:

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

- cover all of the bullet points in the question.
- provide sufficient information relating to each bullet point in the question – a successful strategy is to provide at least two full sentences in response to each bullet point.
- use verbs accurately and include accents where necessary.
- ensure that their response to each of the tasks uses the tense required by the task.
- copy accurately when using words provided in the question.

Verbs:

Many candidates demonstrated accurate and varied use of verbs. Some candidates were less successful. In order 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, for example, *compré/comí/bebí/vi/elegí/hice/tuve/dije/practiqué/jugué*.
- use appropriate words in verb constructions when required, e.g. *tengo que ... layudo a... ltratar de ...*.
- avoid using *tiene* where *hay* is required and vice versa and *es/son* where *hay* is required and vice versa.

Other linguistic features

The strongest performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive.

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*)
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con...*)
- a range of time frames 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* and *pero*
- definite and indefinite articles
- time markers
- opinion markers

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 in order for such a mark to be given. Frequent inaccuracies may limit or reduce the overall mark awarded for 'Other Linguistic Features'.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for 'Other Linguistic Features'.

Question 3(a) – Un trabajo de verano. Escribe un e-mail a tu amigo/amiga sobre tu trabajo de verano.

This was an option chosen by approximately 70% of the candidates.

The first task asked candidates to describe what work they are doing in their summer job. The strongest candidates provided engaging, detailed information using complex structures. Some of these responses included descriptions of how the candidates found their summer job. In accounts which adopted this approach, responses in the past tense could be accepted, although it was expected that a present tense should be used to respond to this task. There were several brief responses, which stated what tasks the candidates do, or did, in their summer job; some candidates mentioned only the place where they worked. The responses of this nature were sufficient to meet the requirements of the task and to give access to both marks for 'Communication'. Control of verb formations accounted for the award of fewer than two marks for this task in some responses. Where the continuous present of a verb was used, attempts at formations of the participle were sometimes unsuccessful or *estoy/estaba* was omitted. Minor misspellings of verbs related to activities undertaken also limited the award of marks for 'Communication', e.g. *ayudar/servir/hacer*.

The second task asked candidates to describe their first day in the job. There was evidence of detailed descriptions of a number of activities undertaken during the first day and some candidates described how other employees had helped them. Examples of complex language were produced by the stronger candidates. Many candidates offered a simple sentence to meet the requirements of this task. They relied upon the language provided in the question with the addition of a high frequency adjective, for example, *bueno* or *malo*. Alternatively, they used a simple sentence to describe their feelings on the first day, or to give their opinions of other staff. There were errors which limited the award of marks in these short responses; inappropriate combinations of *ser* with an adverb e.g. *fue malsic./estaba bueno* were seen, and errors with the verb *sentirse*, usually the omission of the reflexive pronoun, appeared in some responses. When mentioning activities undertaken to address this task, some candidates were awarded only one mark as they produced an inappropriate form of their chosen verb. The most frequent examples were in the formation of *hacer* and *ir*; the regular verbs *comer* and *beber* were regularly conjugated as *-ar* verbs.

The third task asked candidates to state what they have learnt in this job. Some candidates created a link between this task and the second task to produce a natural progression in their response to the topic of a holiday job. In the strongest responses, where complex sentences were offered, candidates mentioned not only activities that they had learnt how to do and skills that they had learnt, but also developments to their personality, for example, that they learnt to be more confident and responsible. Shorter responses often included similar information. There was a contrast in the control of grammatical accuracy, including verb formations. Language produced in this task tended to be accurate throughout the candidate's response or contained errors which prevented the award of both marks for 'Communication'. There were frequent errors in the use of the verb *aprender*, either when the tense given in the question was attempted, or when a preterite form of the verb was offered. Inappropriate endings or the omission of the accent on the first person singular form were seen frequently.

The fourth task asked candidates to give their opinion about the worst aspect of the job. Responses in the present tense or a past tense were considered to be appropriate. The strongest responses tended to be introduced by an opinion marker (e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*). Strong candidates produced a short sentence which met the requirements of the task and went on to include detailed information and explanations which also added the positive aspects of the job. Errors in the subject of the verb, which could be copied from the question, also prevented the award of two marks for 'Communication'. Not all candidates offered a response to this task, perhaps because they were unfamiliar with the word *peor*.

The final task asked candidates to mention the advantages of having a job during the summer. Following the language provided in the question, this task was often answered with a short, simple explanation. Some candidates went on to add detailed explanations for their opinion, using complex structures. The most common reason for the award of fewer than two marks for this task was an error in the chosen verb, including the use of *es* where *son* was required and vice versa.

Question 3(b) – Las zonas turísticas. Escribe un artículo sobre este tema.

This option was chosen by fewer than 10% of the candidates.

The first task asked candidates to describe a weekend that they spent in a tourist area. Most candidates were successful in identifying the place which they visited, usually mentioning a town. There were some detailed accounts in which candidates mentioned activities that they had done during their visit; these accounts were usually presented in accurate language and included some complex structures. There were responses which offered full descriptions of what can be seen or done in the location mentioned. Other responses were brief and relied on basic verbs such as *hay* and *es*. Whilst a past tense was expected to meet the requirements of the question, descriptions of the place in the present tense were accepted, provided that there had been a clear reference to a visit in the past. Candidates who were awarded fewer than two marks for this task had usually made an error in their chosen verb. There was also some confusion in the appropriate use of *puede* and *se puede* and of *hay* and *tiene*.

The second task asked candidates to state what they had learnt about the area. In a similar way to the first task, responses were sometimes short but there were some extended accounts which offered information about the town or country. Examples of the information provided were details about the history and the cuisine of the place, or the nature of the people who live there. Some candidates found alternatives to the use of the verb *aprender* to meet the requirements of the question, for example, *ahora sé que ...*, and credit was also given to responses when a candidate was clearly addressing the question, rather than giving a description of the place visited. An absence of control of the verb *aprender* was seen frequently. Some candidates copied the form of the verb given in the question without alteration, whilst others produced inappropriate forms of the preterite tense; the accent on the first person singular of the preterite was omitted regularly. Errors in the formation of other verbs also resulted in the award of fewer than two marks for 'Communication'. Some candidates omitted a response to this task.

The third task asked candidates to say how often they visit tourist areas in an average year. There were some responses which provided the required information and added further details of several recent visits. These responses tended to include complex sentences and accurate language. Some candidates provided the information in a single, short sentence. A response in the present tense was expected for this question. However, it was usually possible to award both marks for 'Communication' when a candidate was clearly addressing the question and provided a past context, for example *el año pasado fui de vacaciones tres veces*. Lack of control of verb formations, including *visitar*, where the verb form provided in the question was reproduced without alteration, reduced the maximum mark available for 'Communication' to one mark. Not all candidates attempted a response to this task.

The fourth task asked candidates to give their opinion on why it would (or would not) be a good experience to live in a tourist area. Some candidates provided detailed information, and their responses tended to be introduced by a simple opinion marker e.g. *en mi opinión* or by a high frequency introduction e.g. *creo que*. The strongest responses offered several positive aspects of living in a tourist area and also included some disadvantages. Although the question is phrased using a verb in the conditional tense, responses in the present tense were also considered to meet the requirements of the question. Some responses were awarded only one of the two available marks when there were errors in the verb chosen by candidates; these errors were sometimes a tense which was not appropriate to the context of the candidate's ideas, or where there was an error in the spelling of the chosen verb. Candidates who stated that there were no advantages or disadvantages were rewarded. Some candidates omitted a response to this task.

The fifth task asked candidates to explain if tourism damages the environment. An explanation was required to give candidates access to the marks for 'Communication'. There were some topical ideas expressed, including over-development. Strong candidates produced accurate language which included complex structures and, in some cases, appropriate use of the subjunctive mood. Other candidates were successful in responding, for example, identifying litter left by tourists and seasonal over-crowding. Candidates who offered a simple statement without providing an explanation, and using only the language of the question, did not have access to the marks for 'Communication'.

Question 3(c) – ‘Estaba en clase cuando la directora del colegio, con una cara feliz, entró acompañada por mis padres ...’ Continúa la historia.

This option was chosen by approximately 20% of the total entry.

Some responses were of a high standard in terms of the grammatical structures produced, the range of vocabulary chosen, and the overall accuracy in each task. Examiners saw ideas that were interesting and imaginative in their content. In contrast, some narratives were over-ambitious which led to ambiguous statements. There were some excellent responses which could not be awarded all the available marks for 'Communication' when accents were missing from verbs. In some scripts there were no accents included on any verb in the preterite, imperfect or conditional/future tenses; in these responses, access to marks for 'Accurate use of verbs' was limited despite evidence of control of grammatical accuracy elsewhere.

The first task asked candidates to say what they are doing in the class/classroom. Responses to this task tended to be brief, offering a short, simple sentence, which succeeded in meeting the requirements of the task. The strongest responses included an explanation, which mentioned why an activity had been given or how much they enjoyed the activity. Some candidates mentioned where they were when the headteacher came in, without stating what they were doing; these responses were not considered to have addressed the task adequately. Where the continuous form of a verb in a past context was used, attempts at formations of the participle were sometimes unsuccessful, or *estaba/estábamos* was omitted; these were the usual reasons for the award of fewer than two marks for 'Communication' in this task.

The second task included two elements. The first element asked candidates to explain how they felt on seeing their parents and the second element asked them to provide an explanation/a reason for this feeling. Responses to the each of the elements were assessed as separate but linked, each of which could earn two marks for 'Communication'. Many candidates were successful in their response to this task, providing a detailed, coherent narrative which expressed their feeling and gave a clear explanation. These responses often included complex sentences with subordinate clauses. In a small number of responses, it was not clear that the candidates' feelings were linked to the moment that they saw their parents in the classroom. There was considerable variety in candidates' responses to the second element of the task. There were some more adventurous responses, in a logical sequence, in which complex grammatical structures were produced, whilst other responses were brief, sometimes a single sentence. A small number of candidates lacked knowledge of the vocabulary and control of verb formations to express their ideas effectively.

The third task required candidates to state what the headteacher announced. Some responses included clear statements of what was said by the headteacher. There were examples of some detailed announcements, using both direct quotation and reported speech. Some candidates also mentioned where the announcement took place – either in front of the class, or outside the classroom. A small number of candidates did not include any information about the headteacher's announcement.

The final task sought a description of what the candidates did next. Responses tended to be brief and usually mentioning what the candidate did to celebrate with her/his parents, whom she/he told about the announcement, or what happened as a result of the news. Most candidates attempted to respond by producing complex sentences, with subordinate clauses. Some responses were not effective in communicating the candidates' intended ideas. Whilst there were sometimes errors in parts of the response which provided additional information, accurate language was usually seen where the candidate addressed the main focus of the task and said what she/he did, thus meeting the requirements of the task and giving access to both marks for 'Communication'.