SPANISH

Paper 7160/11
Listening (Multiple Choice)

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

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

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

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

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

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

Cambridge Assessment
International Education

General comments

This was the first November series in which the Listening test was solely multiple-choice. Overall, performance was excellent. Most candidates attempted all questions.

The Spanish extracts heard by candidates gradually increased in terms of length and density and featured monologues, conversations and interviews. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, as well as opinions and explanations, in longer extracts.

Comments on specific questions

Questions 1–8

Performance in this exercise was generally very good, with most candidates answering the majority of the questions correctly. Where mistakes did occur, this was most usually in **Question 3** where candidates had difficulty identifying *la segunda calle a la derecha*. In **Question 7** candidates heard the phrase *lleva un collar*, which related to option **C**; a number of candidates chose option **D** instead.

Questions 9–14

Question 9: Almost all candidates identified *220* in the recording and therefore chose option **C**.

Question 10: The majority of candidates knew *septiembre*.

Question 11: Most candidates identified *avión*.

Question 12: Many candidates understood *torre* and therefore chose option **A**, but some candidates chose option **B** or option **D**.

Question 13: Nearly all candidates identified *hombre a caballo* and chose option **C**.

Question 14: Some candidates knew *zanahoria* and therefore selected option **B**, but a significant number chose either the mushroom (option **A**) or the pepper (option **D**) instead.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends, Manuela and Juan, about holidays. Most candidates performed very well in this exercise.

Question 15: This was the question that was answered best in this exercise, with many candidates understanding the phrase *hace demasiado frío* and linking it with option **F** (*A Manuela no le gusta el clima*).

Question 16: Most candidates understood *tres hijos que son mayores que yo* and therefore chose option **A** (*Manuela es más joven que sus primos)*. The candidates who answered incorrectly most often chose option **D** (*Manuela podría hacer nuevos amigos)*.

Question 17: This was the question that was answered least well in this exercise. Many candidates did not understand the phrase *con niños tengo poca paciencia*, which linked with option **B** (*A Manuela no le gusta ese tipo de trabajo)*. Quite a few candidates chose option **A** (*Manuela es más joven que sus primos*).

Question 18: This question was generally answered very well. Most candidates understood the phrase *estaría en el autobús dos horas todos los días* and therefore chose option **E**.

Question 19: This question was generally tackled well, with many candidates correctly choosing option **C** (*Manuela disfrutará estando en contacto con la naturaleza*) because they understood Manuela's phrase *me entusiasma la idea de estar al sol entre campos y árboles* in the dialogue.

Cambridge Assessment
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Questions 20–28

In this exercise, candidates heard an interview in two parts with Rafael, who spoke about a business that he had set up. The exercise represented a step up in the incline of difficulty of the test.

Question 20: Most candidates understood *tengo poco dinero para comprarla* in the recording and linked it with *no tiene dinero para ropa* (option **A**).

Question 21: The better candidates understood *un amigo que siempre lleva ropa bonita* and chose option **B** (*tiene ropa elegante*). Of those who did not answer correctly, approximately half chose option **A** and half chose option **C**.

Question 22: Almost all candidates understood *costaba un cuarto del precio que tenía en las tiendas del centro* and therefore chose option **C**.

Question 23: Stronger candidates identified the key phrase *necesitaba dinero para empezar y él me lo podía dar* and selected option **C** (*dinero para la empresa*). Weaker candidates chose option **B** because they heard the word *ordenador*.

Question 24: This question was generally answered well. Good candidates found the right answer (option **A**), having understood the phrase *principalmente que no había pensado el tiempo que este proyecto me iba a llevar*. Of those who did not answer correctly, approximately half chose option **B** and half chose option **C**.

Question 25: Many candidates understood the phrase *la idea era buena pero no tan sencilla como yo creía* and linked it with the adjective *buena* (option **B**), but many were tempted by *sencilla* (option **A**). No candidates chose *perfecta* (option **C**).

Question 26: Overall, this question was answered well. Most candidates chose *primavera* (option **A**) because they correctly identified the season that was mentioned in the phrase *en una feria que hay en mi colegio en primavera.* Some opted for *otoño* (option **B**) because they misunderstood what was said about the fair.

Question 27: This question was answered quite poorly. Many candidates chose *al lado de los libros* (option **A**), which was incorrect. Stronger candidates identified the word *pasteles* in the recording and were able to link it with *junto a donde se vendía comida* (option **C**).

Question 28: Most candidates worked out that *ganó mucho* (option **A**) was the correct answer, having listened carefully to the phrases *vino mucha gente y por suerte vendí todo* and *¡me quedé contento con el dinero que había ganado!*. Of those who did not answer correctly, approximately half chose option **B** and half chose option **C**.

Questions 29–34

In this exercise, candidates heard an interview with Dr Santana, who spoke about her work in war zones.

Question 29: Nearly all candidates understood the statement *lo que me despertó el deseo fue una serie de televisión sobre la vida de los médicos* and linked it with *cuando vio unos programas de televisión* (option **C**). The most frequently chosen wrong answer was option **B** (*cuando estudió biología en el colegio*) because candidates overlooked Dr Santana's clarification (*me interesó, sí, pero también otras asignaturas*).

Question 30: This question was not answered particularly well, with fewer than half of candidates answering correctly. The most frequently chosen wrong answer was option **B** (*estaba la mayor parte del tiempo limpiando las camas*) because candidates heard the phrase *me pasaba el día recorriendo las camas* and latched on to the mention of *camas.* The correct answer was option **D** (*hablaba cuando podía con los pacientes*).

Question 31: Some candidates were able to identify the key phrase in the recording (*eso me pareció interesante*) and linked it with *le interesó el trabajo que describían* (option **B**), but a significant number chose either option **A** or option **D**.

Question 32: This question was not answered well. Stronger candidates listened carefully to *yo los atendía en el orden en el que llegaban* and worked out that *a la gente que había llegado primero* (option **D**) was the right answer. Many selected option **B** (*a las madres con los bebés*), which was a sensible (albeit incorrect) guess given that Dr Santana had talked about *mujeres que iban a tener un bebé.*

Question 33: This was a straightforward question, but many candidates did not score the mark here. Stronger candidates understood *allí fue donde conocí a mi marido* and linked it with *conoció a su futuro marido* (option **C**), but many chose option **D** (*solía tener un resfriado terrible*) because they heard the phrase *un día terrible*.

Question 34: Most candidates understood *los niños necesitaban vivir en un lugar tranquilo* and connected it with *sus hijos vivirían mejor* (option **A**). Of the incorrect answers, option **B** (*su marido ya estaba allí*) was the most frequently chosen, perhaps because of a misunderstanding of the phrase *mi marido volvió después*.

Questions 35–37

Candidates heard an interview with Javier, who spoke about a project that he had organised to help young people. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

Question 35: A good number of candidates understood *como en muchas otras ciudades modernas, había un grupo de chicos jóvenes que estaban causando bastantes problemas* and therefore chose option **A** (*el problema del que habla Javier es común en ciudades modernas*). Many candidates chose option **D** (*Javier pensaba que había que quejarse por la conducta de los jóvenes*) because they misheard *quejándose no se conseguía nada*; careful listening to this phrase would have enabled candidates to eliminate option **D** as a true statement. A number of candidates chose option **B** (*los jóvenes venían de otros lados a jugar al barrio de Javier*), but there was no mention on the recording of young people from other areas causing problems in Javier's district.

Question 36: Better candidates were able to understand *con sus teléfonos móviles buscaron la letra de las canciones en Internet* and were able to eliminate option **A** (*los chicos usaban los móviles para escuchar canciones de moda*). Most eliminated option **B** (*el que mejor cantaba era Javier*) because they understood the phrase *algunos cantaban bien, mejor que yo*. One of the correct answers was option **C** (*cambió el ambiente cuando estaban todos cantando*) which linked with the phrase *se creó un ambiente agradable y sobre todo muy tranquilo* in the recording. The other correct answer was option **E** (*los chicos decían que tenían poco para divertirse)* which linked with the phrase *me contaron que estaban siempre aburridos porque no tenían nada que hacer* in the recording.

Question 37: This question was the least well answered in this exercise. A good number of candidates understood *algunos pusieron mala cara, pero otros aceptaron y juntaron lo que estaba tirado* and chose option **B** (*a varios jóvenes les gustó una idea que propuso Javier*). However, only half were able to understand that the mayor *salió a felicitarnos por lo bien que cantábamos y lo limpia que estaba la zona*, which led them to option **C** (*el alcalde felicitó a Javier y a los chicos por las dos cosas que hacían*). Many candidates chose option **E** (*después de la fiesta, los chicos van a volver a limpiar las calles*), but the recording stated that *ya no necesitamos recoger basura porque las calles están limpias*.

SPANISH

Paper 7160/21
Reading

Key messages

To maximise their chances of success on this paper, candidates should:
- aim to write short, accurate answers – sometimes a single word is appropriate – and not rely on lifting from the text without modification
- make sure to eliminate any extra material which could invalidate an otherwise-correct answer
- read the questions carefully and make sure that their answers are directly linked to the precise questions asked
- bear in mind that in **Questions 4** and **6**, answers in the first person are unlikely to be correct
- aim to attempt every question in the paper, as leaving questions blank offers no chance of scoring a mark
- remember that in **Questions 4** and **6**, the questions follow the order of the text
- plan their time carefully so that they have enough time to deal with the longer, more demanding exercises, and allow time at the end to check their answers (or check them as they work through the paper)
- read the rubrics carefully and write clearly and legibly in the spaces provided. If they change their mind about an answer, they should ensure their final response is clear and obvious.

General comments

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

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

Candidates need to be unambiguous in their answers and be able to correctly manipulate verbs, personal pronouns and possessive adjectives.

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

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

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 free time activities. Candidates need to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and most gained full marks. Almost all candidates knew *jardinería* and *cuidar las plantas* and could link these vocabulary items with option **B**, and nearly all candidates understood the word *batería* and correctly chose option **E**. Almost all candidates correctly linked *tele* with option **A**, and nearly all knew recognised *libros* and chose option **F**. The majority of candidates realised that *pintar* linked with option **C**.

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 found in a supermarket. In general, candidates attempted all the questions, and many gained full marks. Most candidates were able to link *bebidas* with option **A** (*refrescos y agua*). Almost all candidates were able to link *los clientes no pueden entrar* with option **D** (*solo empleados*); those who didn't get this question right often selected option **H** (horario). The majority of candidates matched *lechuga* and *ensalada* with option **E** (*sección de frutas y verduras)*. Some candidates struggled to link *hay información sobre cuándo abre el supermercado* with option **H** (*horario*); option **D** (*solo empleados*) and option **E** (*sección de frutas y verduras*) were common incorrect answers. Nearly all candidates were able to link *pollo y cordero* with option **C** (*carnicería*).

Question 3

Candidates read a text about school and answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates attempted all the questions, and many gained full marks.

Question 3(a): This question was the one that was answered best in this exercise. Almost all candidates selected the correct answer, option **B**.

Question 3(b): Most candidates selected the correct answer, option **A** (*a pie*), but a few were tempted by *en coche* in the text and chose option **B** instead.

Question 3(c): Candidates needed to link *la clase nunca es aburrida* in the text with the correct answer, option **C** (*interesante*).

Question 3(d): Almost all candidates found the correct answer, option **B**.

Question 3(e): Candidates needed to read the text carefully in order to select the correct answer, option **A**.

Question 3(f): Most candidates were able to link option **B** (*va a casa*) with the phrase *vuelvo a casa* in the text. The reference to her brother playing basketball distracted some candidates, who incorrectly chose option **C**.

Question 3(g): Candidates needed to read the question and text closely in order to select the right answer, option **C** (*cinco*). A few candidates chose option **A** (*dos*) instead, but this referred to the duration rather than the time of departure.

Question 4

In **Question 4** candidates are required to answer questions on a longer text, which in this case was an email from Marina about the work experience that she had done recently. 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 make their answers unambiguous. Many of the answers could be answered with a precise lift from the text, but responses needed to be succinct and unambiguous in order to demonstrate sufficient comprehension.

Question 4(a): Most candidates were able to recognise that the question was asking for a feeling and responded succinctly with *contenta*. If candidates included a verb in their answer, then they needed to change it from the first person to the third person.

Question 4(b): Most candidates provided a precise lift (*la moda*) directly from the text, but some lifted too much and invalidated their answer.

Question 4(c): Nearly all candidates understood the interrogative *dónde* and extracted the answer *banco* from the text. Candidates were able to lift the whole phrase if they wished to (*tuvieron que hacerlas en el banco*), and some made use of the verb given in the question (*las hicieron en un banco*).

Question 4(d): This was a question that required two answers. Only the strongest candidates understood that the question was asking for two different items of clothing. For one answer, candidates could just write *vestidos*. Many included a verb (either *fabrica* or *diseña y fabrica*), which was acceptable. For the other answer, candidates could just write *trajes*. Many lifted the phrase *crea trajes para hombres,* which was

accepted. Weaker candidates tended to write *diseña vestidos* for the first answer, and *fabrica vestidos* for the second answer. This resulted in a total of one mark being awarded for **Question 4(d)**.

Question 4(e): Most candidates understood that the response needed to contain the word *inútil*, but a verb was needed in order to make the answer clear. Candidates therefore needed to include *era* or *es*, or manipulate the verb *encontrar* from the first to the third person (*encuentra*). Weaker candidates tended to leave the verb in the first person (*encuentro*), which meant that the mark could not be awarded.

Question 4(f): Most candidates wrote *diseñar (algo)*, which was correct, but weaker candidates copied too much from the text and invalidated their response.

Question 4(g): Stronger candidates were able to lift *ver cómo toman decisiones* from the text and perform a successful manipulation of the verb *poder* from the first to the third person, although this was not required in order for the mark to be awarded. Answers starting with *puedes* were also accepted. Weaker candidates tended to either leave the verb in the first person (*pude*) or were unable to conjugate it correctly and unambiguously.

Question 4(h): On the whole, candidates were successful here, lifting *(habrá) más oportunidades* from the text. The verb was not essential for the mark to be awarded.

Question 4(i): Weaker candidates struggled with the object pronoun here. Candidates needed to change the object pronoun *me* to the third person. The answers *la/le/se echarán de menos* were accepted, as well as *echarán de menos a Marina*, but many omitted an object pronoun or wrote *los padres se echarán de menos*, with no reference to Marina, implying that the parents would miss each other. In such cases the mark could therefore not be awarded.

Question 4(j): Most candidates understood the interrogative *cuándo* and were able to extract *pronto* from the text. Weaker candidates tended to include *te aconsejo* in their answer, or did not manipulate it correctly.

Question 4(k): This question was answered correctly by the majority of candidates, who were able to lift *nunca ganas un sueldo* from the text. There was also some adept paraphrasing by stronger candidates here.

Question 5

Candidates were required to match a series of descriptions with the requirements and interests of five different people looking for appropriate holiday accommodation. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit accommodation 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. In general, there was a very good response to this question, but candidates should be reminded to read the rubric carefully as several candidates wrote the name of the accommodation rather than the number of the description. Candidates need to make sure that they write the numbers clearly in the space provided and ensure there is no ambiguity in their answers.

Question 5(a): Most candidates were able to link *en la costa* with *a la orilla del mar*, and *instalaciones estupendas* with *las mejores instalaciones*, in order to find the correct answer (option **2**). Weaker candidates were tempted by the reference to *mar* in options **6** and **8**, but stronger candidates made sure to read the rest of the criteria carefully, which enabled them to rule out these two options.

Question 5(b): The majority of candidates could link *económicas* with *barato*, and *actividades* with *excursiones*, in order to select the correct answer (option **7**). Candidates needed to understand the word *tampoco* in order to rule out option **8**. Some candidates chose option **3**, but careful reading of Luz's preferences would have enabled candidates to rule out this option.

Question 5(c): Candidates needed to distinguish between the imperfect tense and the present tense in order to understand what Javier used to prefer and what he is looking for now. Candidates could link *tranquilas, sin ruido* with *silencioso*, and *descansar* with *desconectar*. The reference to the *piscina* also lead most candidates to select the correct answer (option **5**). Some weaker candidates chose option **1** because of the reference to the nightlife and the swimming pool.

Question 5(d): Candidates needed to know the word *tienda* and associate it with *camping*. Candidates also needed to link *senderismo* with *paseos*, and read the texts carefully in order to fully understand the requirements of the location. The correct answer was option **8**.

Question 5(e): This was the question that was answered best in this exercise, with most candidates selecting the correct answer, option **3**. Candidates were able to link *comida* with *restaurants*, and also make the connection between the location and the attractions.

Question 6

Candidates had to answer questions on a longer, more demanding text about a festival. Candidates were required to write short answers in Spanish. Responses need to be precise and unambiguous. Verbs, personal pronouns and possessive adjectives need to be correctly manipulated.

Question 6(a): Most candidates understood the interrogative *cuándo* and were able to give an appropriate answer. Stronger candidates understood that *empezar* and *comenzar* were synonymous and were able to give an appropriate answer (e.g. *hace 12 años*). A common incorrect answer was *2016.*

Question 6(b): Most candidates were able to locate the correct answer in the text, but the object pronoun needed to be changed from the first person to the third person. The answers *se sorprende* and *le sorprende* were accepted. Responses needed to be given in the present tense. The answers *está sorprendido*, *sorprendido* and *sorpresa* were accepted, but the verb *sorprender* caused difficulties for some weaker candidates.

Question 6(c): Candidates could not lift the response directly from the text; they needed to manipulate the verb *ayudamos*. Candidates could either put the verb into the infinitive, or the third person singular or plural: *ayudar/ayudan/ayuda a los grupos de música de la región* were acceptable responses, although many omitted the phrase *de la región* which was essential in order for the mark to be awarded.

Question 6(d): This was a question that required two answers. Most candidates located the correct part of the text for both responses. For one answer, almost all candidates identified the correct response *entusiastas de la música*. For the other answer, candidates could answer succinctly with *adolescentes*. Weaker candidates usually selected *mayores* and *niños* as their two answers, both of which were mentioned in the text.

Question 6(e): This was another question that required two answers, and was the question that was answered best in this exercise. Nearly all candidates gained both marks available here. For one answer, candidates could lift *los otros festivals aún no han empezado* directly from the text. For the other answer, candidates needed to omit the phrase *en mi opinion*, or change it to *en su opinión*, in order to provide an acceptable answer (e.g. *el primer festival del año es el más emocionante*).

Question 6(f): This question attracted a wide variety of responses from candidates. Their answers needed to imply that there was less rain or better weather (i.e. *menos lluvia* or *mejor tiempo*). A number of candidates suggested that there was no rain at all, which was incorrect.

Question 6(g): Stronger candidates were able to manipulate the verb *continuar* from the first person to the third person, and gave appropriate answers such as *continúa trabajando.*

Question 6(h): Most candidates located the correct answer in the text, but only the very strongest could manipulate the verb appropriately and include all the necessary information. The answers *es muy popular entre los grupos importantes* and *son muy populares entre los grupos importantes* were accepted; the phrase *los grupos importantes* needed to be included in order for the mark to be awarded.

Question 6(i): Only the strongest candidates were able to answer this question correctly, providing appropriate answers such as *hay un ambiente feliz* or *tiene un ambiente feliz*. Many candidates lifted too much from the text and included *trabajamos mucho* in their response, which invalidated the answer. Even if candidates manipulated the verb to *trabajan*, the response was still incorrect because the reason that lots of people wanted to go to the festival was for the atmosphere, not because they had worked hard.

SPANISH

Paper 7160/03
Speaking

Key messages

- Examiners need to ensure that they familiarise themselves with the scripts for both the role plays and the topic conversations before conducting any 'live' speaking tests. They must adhere to the scripts as set out in the relevant instructions for teachers/examiners booklet.
- At the start of each candidate's test, the examiner should greet the candidate using the prompts provided and set the scene for the role play by reading out the role play scenario. The examiner should select the appropriate form for their role, e.g. in role play 1 the examiner needed to say either *Yo soy el dependiente* or *Yo soy la dependienta* (rather than reading out the whole phrase *Yo soy el dependiente/la dependienta*).
- In the topic conversations, examiners should always make use of the scripted alternative questions when candidates are unable to provide a response to the main question.
- In the topic conversations, examiners should be prepared to use extension questions. If candidates answer briefly, examiners can encourage a fuller response by asking extension questions or prompts such as *Háblame un poco más sobre…, ¿Qué más me puedes decir sobre…?* and *¿Puedes decirme algo más (sobre eso)?*. The extension questions give candidates the opportunity to develop their ideas and provide justifications, opinions and explanations so that they can demonstrate their command of a range of more complex language and structures.
- In the interests of fairness to all candidates, examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, examiners should use up to two open-ended further questions, on the same topic, to make sure the conversations last 4 minutes. They should not repeat previous questions that they have already asked earlier in the conversation or use the alternative questions as further questions.
- Candidates should be encouraged to learn (and know how to use accurately) a range of verb forms, particularly the present, past and future. Equally, candidates should ensure that they know a good range of vocabulary relating to the various topics listed in the syllabus.
- Examiners must not share the role plays or the topics of the topic conversations with candidates before their speaking test. In addition, examiners must not share the topics of the topic conversations with the candidates during their preparation time.

General comments

To be read in conjunction with the instructions for teachers/examiners booklet (November 2021).

Please note that examiners **must** follow the randomisation instructions provided when allocating role plays and topic conversations to candidates.

Examiners are reminded that once a speaking test has started, the recording must run without interruption and must <u>not</u> be stopped or paused at any point during the test.

Almost all centres sent the correct sample size for moderation and the quality of the recordings was generally good. Centres are responsible for ensuring the quality of recordings and it is essential that centres check this before despatching them to Cambridge International.

Each sample that you submit to Cambridge International must contain a recorded introduction. This should include the centre number, the centre name, the syllabus and component number, the syllabus name and the exam series/year (e.g. November 2021). At the start of the test, and after pressing 'record' on the recording equipment, the examiner must announce their own name, followed by the candidate's number and name, the role play card number and the date on which the speaking test is taking place. Candidates should not introduce themselves.

Each recorded file in the sample must be named clearly using the following convention:

centre number_candidate number_syllabus number_component number.

CDs need to be labelled clearly with the centre name, centre number and the candidates' names and numbers in the order in which they appear on the CD.

In most cases, the working mark sheets were completed correctly. Examiners need to remember to enter the candidate name, candidate number, role play card number, topic conversation numbers and breakdown of marks in the appropriate columns. The name of the examiner conducting the test needs to be legible.

The majority of centres assessed their candidates fairly. All assessment needs to follow the marking criteria as set out in the relevant instructions for teachers/examiners booklet. Examiners should be consistent in their marking. Marking should be positive, rewarding achievement.

Comments on specific questions

Role Plays

The nine role plays were all set in situations in which candidates could find themselves in real life. The first two tasks in each role play were of a factual nature and gave candidates the opportunity to answer briefly. Short responses to tasks 1 and 2 were perfectly acceptable. The last three tasks gave candidates the opportunity to give longer responses. The majority of candidates coped well with the role plays, with most candidates able to use appropriate vocabulary and a variety of tenses correctly. Questions which asked *quién* and *cuándo* were the ones that candidates most often struggled with.

Most examiners assessed their candidates well in the role plays, although a few were too severe. Some candidates were not rewarded sufficiently when they committed only minor errors which did not impede or confuse the message that they needed to transmit. Some candidates did not receive due credit when they offered a brief response. If it is accurate and communicates the required information, a brief response can be awarded the full two marks available for the task.

Role play 1: In task 2, some candidates were not familiar with the word *talla*. In task 3, the verb *se celebra* was not known by some candidates. Although candidates generally responded well to the first element of task 4, including use of a correct timeframe, some candidates had difficulty using an accurate past tense in response to the second element, resulting in an ambiguous response.

Role play 2: In task 2, some candidates struggled with *¿Para cuánto tiempo?*. In task 5, some candidates explained which countries, rather than cities, they would like to visit.

Role play 3: In task 3, several candidates omitted to respond to one of the two elements of the task, usually the *¿cuándo?* element.

Role play 4: In task 2, most candidates managed to communicate a size, but some candidates struggled with the word *tamaño*. In task 3, a number of candidates encountered difficulty with the verb *ver* in the preterite tense. The second element of the task (a description of the contents of the suitcase) was generally completed very well. In task 5, the question *¿Qué piensa hacer?* was not always understood.

Role play 5: In task 3, some candidates struggled with the verb *volver*. In response to task 5, a brief response to the first element of the task was perfectly sufficient.

Role play 6: In task 4, a number of candidates could not handle the verb *empezar* in the preterite tense.

Role play 7: In task 5, some candidates did not know the word *invierno*.

Role play 8: In task 2, some candidates misunderstood the phrase *documento de identificación.*

Role play 9: In response to task 4, a number of candidates encountered difficulty with the pronunciation of *cocinar* and with forming the preterite tense of *cocinar*.

Topic Conversations

Examiners are reminded to introduce the topic area just before they start each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were based on one of the sub-topics of Areas C, D and E in the syllabus. All the sub-topics were familiar to candidates and a full range of performance was seen, with each conversation having its easier and more challenging tasks. As in the role plays, the first two tasks in each conversation were more closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language. The final three tasks in each conversation were more open and required candidates to communicate in past and future timeframes. Each topic conversation also gave candidates the opportunity to express opinions and, where appropriate, develop the reasons for their opinions.

It is important that examiners familiarise themselves with the difference between alternative questions (which allow candidates the opportunity to respond when they haven't been able to say anything in response to the main question), extension questions (which the examiner can use within the body of the main topic conversation itself in order to elicit a fuller response from the candidate) and further questions (which the examiner can use in order to ensure that the topic conversation adheres to the timings stipulated in the instructions for teachers/examiners booklet).

Examiners should ensure that they read and follow the information printed at the top of each page on which the topic conversations are printed. Some examiners did not understand how to use the alternative questions. In some cases, the candidates gave a suitable and full answer to the main question, and the examiner then asked the alternative question as well, which caused some confusion for candidates.

In general, almost all candidates were able to attempt the questions even if weaker candidates were less successful compared to their stronger counterparts because of limited vocabulary and/or a limited grasp of verb forms. Stronger candidates responded confidently to the tasks and often expanded their responses, even if not prompted to do so. They communicated relevant information which justified and explained their responses, thereby giving themselves access to the higher mark bands in many cases.

Some examiners were too generous in their assessment of Communication, but too severe in their assessment of Quality of Language. Candidates do not need to be of native-speaker standard to achieve the highest possible mark. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions and justifications, and use more complex language and structures. Examiners need to adjust their questioning by using alternative and extension questions as necessary in order to give candidates every opportunity to perform to the best of their ability. Candidates should be encouraged to listen carefully to the timeframe of the task and to respond accordingly, e.g. by using an appropriate verb tense and/or time marker such as *ayer* or *en el futuro*.

Topic 1, *la salud*: Most candidates communicated the necessary information well.

Topic 2, *el tiempo libre*: Most candidates responded successfully and in detail to the five tasks. In task 2, candidates needed to focus on the precise question asked before beginning and developing their response. Some candidates were not familiar with the reflexive verb *levantarse*.

Topic 3, *en casa*: In task 3, the verb *ayudar* in the preterite was not understood by some candidates.

Topic 4, *el medio ambiente*: There were many well-developed responses to the tasks; it was clear that many candidates had practised talking about this topic during their course of study. However, some candidates struggled to respond to tasks 4 and 5.

Topic 5, *los estudios y el trabajo*: Candidates sometimes struggled with task 5, although there were many good and excellent responses too.

Topic 6, *la cultura y los festivales*: A number of candidates encountered difficulty with tasks 4 and 5. In some cases, if candidates had been asked the alternative questions available, these difficulties might have been resolved. In response to task 4, candidates tended to rely on a few vocabulary items and struggled to put sentences together.

Topic 7, *tu zona*: The majority of candidates managed to communicate all of the required information. In task 1, some candidates did not know the word *barrio*.

SPANISH

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Paper 7160/41
Writing
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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 responses 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 **Questions 2** and **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, including idiomatic expressions.

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 have more than one element. Candidates are required to write responses in full sentences and to form their response as a piece of prose, rather than as a series of bullet points. Candidates need to produce a recognisable part of an appropriate verb in order to gain credit for task completion. It is acceptable for two tasks to be completed in a single sentence. 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*. The marks for *Range* are awarded based on the candidates' ability to extend and link sentences, and the range of tenses and other structures used, as well as the range of vocabulary. Candidates should ensure that they select the question which will allow them to best show the Spanish that they know. Candidates should read through both options before choosing which one to answer. 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.

Task completion: For a task to be considered complete, candidates must respond using the tense required by the task, with the production of a wholly accurate verb. Minor spelling errors might be tolerated, e.g. when a missing accent does not produce another tense which causes ambiguity.

Range: The use of extended sentences, a range of connectives, tenses, varied structures including idioms 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 are tolerated.

When finalising their responses for **Questions 2** and **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: Tu amigo, Pablo, quiere ser miembro de un polideportivo en España.

The majority of candidates achieved the full five marks available for this question. A single word was sufficient to gain the mark for each of the five tasks. Many candidates produced accurate spellings in each of their responses and there was a very wide variety of sports offered for task 1. Minor spelling errors were tolerated as long as the word would be recognised and understood by a native speaker of Spanish. In many cases, minor spelling errors did not prevent the award of marks (e.g. *balloncesto*, *futeból* and *boxe* were all accepted in response to task 2). However, spelling errors which produced a word with a different meaning (e.g. *majo* instead of *mayo*) could not be rewarded. Words or phrases that were unrecognisable as Spanish could not be credited (e.g. *branco* or *amarilio* for task 5).

Question 2: Las películas

Most candidates were able to use familiar language and structures when responding to **Question 2**, and many gained full marks here. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary related to the cinema and detailed information, sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best responses, 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 taken into account when establishing the final mark for the piece of writing. The absence of accents on verbs was frequent but did not usually prevent candidates from achieving a high mark. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. The inappropriate use of several tenses within a response to a single task was often seen. Stronger candidates used a range of basic connectors (*y*, *o*, *pero*, *también*), whereas weaker candidates tended to rely on *y* and *porque*.

Task 1 was answered well by most candidates, who were able to state what type of films they liked. There were frequent errors with the verb *gustar*, as well as mistakes with pronouns (*mi* or *mí* was often used where *me* would have been appropriate), and the plural ending was often seen in place of the singular and vice versa.

Tasks 2 and 3 required candidates to state whether they prefer to watch films at home or at the cinema, and why. There was a range of responses to these tasks and most candidates were able to state their preference and provide a reason. It was common to see misspellings of the verb *preferir* (e.g. *preferio*, *prefirio*). In some cases, the misspellings were still accurate enough for the tasks to be considered complete. In addition, candidates need to remember that the verb *preferir* is not a reflexive verb. Some candidates opted to use the verb *gustar* and there were some errors of conjugation with *me gusta* + infinitive (e.g. *me gusta veo*). Weaker candidates did not know the topic-specific vocabulary and referred to *la televisión grande en el cine* instead of *la pantalla*.

Task 4 required candidates to say who they normally go to the cinema with. Most candidates responded successfully here, correctly identifying another person. Some candidates were unable to manipulate the verb from the task, using the *tú* form of the verb (e.g. *normalmente vas al cine con mi amigo*).

Task 5 was addressed successfully by most candidates, who were generally able to respond using a future timeframe. A clear reference to the future was needed, either by using a verb referring to the future (e.g. *voy a ver*, *espero ver*, *quiero ver*) or by using the present tense along with a future time phrase (e.g. *el próximo sábado veo una película*). A few candidates used a future timeframe with an inappropriate past tense verb (e.g. *el fin de semana próximo vi una película*) and in these cases the task could not be considered complete.

Question 3: General comments

Most candidates chose **Question 3(a)**, and many produced interesting responses. The strongest responses were well-structured and showed signs of thoughtful planning. 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.

Task completion

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

- address all of the tasks given in the question
- 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
- address 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

Many candidates expressed their ideas using extended, well-linked sentences which demonstrated strong cohesion as well as correct and varied use of vocabulary, verbs 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, idiomatic expressions and appropriate use of the subjunctive.

It is important that all candidates 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. 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 (e.g. *compré/comí/bebí/vi/elegí/hice/tuve/dije/practiqué/jugué*)
- use appropriate prepositions in verb constructions when required (e.g. *tengo que*, *ayudo 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 in order 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
- 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, including the omission of the preceding *a* (e.g. *a mí, me gusta*)
- incorrect spelling of *preferir* in the present tense
- incorrect formation of *hacer/decir/tener/poner/poder/querer* in the preterite
- 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
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a*, *ir a*, *tratar de*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de*, *necesito de*)
- omission of the preposition following verbs (e.g. *fui a la casa de mi amigo*, *he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended).

Question 3(a): Una excursión al zoo

This was the slightly more popular question, with approximately 55% of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a significant number of 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 describe the zoo. Most candidates described the zoo only in the present tense, which was acceptable, but limited the range of tenses used. Stronger candidates described the zoo using a variety of tenses (e.g. *cuando llegamos al zoo me quedé sorprendida porque el zoo era grande y había muchos animales*).

Task 2 required candidates to say what they did at the zoo, and this was tackled well by the majority of candidates. Many candidates developed their answers using a range of topic-specific vocabulary and tenses (e.g. *vi muchos animales que nunca había visto antes*). Stronger candidates were able to talk about different animal species and their habitats.

Task 3 required candidates to explain why they would or would not recommend the zoo that they had visited. Candidates often found it difficult to form an appropriate response here, either because they could not spell *te recomendaría* correctly or because they could not use an appropriate tense to give a reason, or both. There were many examples of incorrect verb spelling here (e.g. *recomando*, *recomendario*) and several candidates lifted the second-person verb form *recomendarías* unaltered from the question. In such cases, these were considered to be unsuccessful attempts at the task. Stronger candidates used a variety of expressions for recommending the zoo together with suitable reasons (e.g. *deberías ir al zoo porque tiene tantas cosas para hacer*).

Task 4 required candidates to explain why it is or isn't a good idea to have animals in a zoo. This was addressed successfully by most candidates, with responses usually talking about the conditions in the zoo for the animals compared to their life in the wild. Stronger candidates used appropriate topic-specific vocabulary and attempted more complex language (e.g. *animales en peligro de extinción* and *es importante que protejamos la naturaleza*). Some candidates omitted to provide a response to this task as they had confused this task with task 3 and wrote just one sentence which could cover either one (but only one) of these tasks.

Task 5 required candidates to say what they thought about having a job relating to animals. Most candidates were confident using *pienso que*, but the second-person verb form (*piensas que*) was sometimes copied unaltered from the question, meaning that the task could not be considered complete. Some candidates opted to use the verb *gustar* (e.g. *me gustaria trabajar con animales porque les puedes ayudar así*) and despite the lack of accent on the letter *í*, this could be rewarded. Many candidates did not go beyond the present tense in their response to this task. Stronger candidates gave detailed responses using a variety of verbs and tenses (e.g. *sería emocionante*, *quisiera ayudar a los animales heridos*, *lo estuve pensando todo el día y me encantaría tener un trabajo…*).

Range

Some candidates demonstrated a strong grasp of the language, combining fluency, breadth and variety. These candidates used a broad range of tenses, which were mostly accurate, combined with other complex grammar and vocabulary. Only those candidates who could produce longer, complex sentences linked with a range of connectors could score a mark in the top band. For some candidates, it often proved difficult to gain a mark higher than five or six due to a lack of more complex tenses, grammar and vocabulary. The most common reasons for low marks being awarded in this category were inaccuracy of tenses (especially the preterite), an insufficient range of tenses and other complex structures, and ideas presented as a list of simple sentences with no attempt at linkage.

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. The most common errors which hindered communication were errors in the subject, tenses or verbs. There were also many examples of confusion between *por qué* and *porque*.

Question 3(b): Una vida sana

This was the slightly less popular question, with about 45% of candidates choosing this option. However, it was generally tackled well, appealing to those candidates with good knowledge of the topic-specific vocabulary. Most candidates addressed all of the tasks, with some good attempts at explanations and development of ideas. Some candidates produced a standard piece of writing in response to the bullet points, whereas others engaged well with the register of the task (i.e. an article for the school magazine). Some candidates misunderstood the question and wrote an article talking about how to lead a healthy life in general, giving advice instead of talking about their personal experience.

Task completion

Task 1 asked candidates to say what they normally eat in order to lead a healthy life. Responses from weaker candidates tended to rely on repetition of *como* and *bebo* and mentioned a small number of food and drink items. Stronger candidates used a range of appropriate verbs along with a variety of topic-specific vocabulary (e.g. *intento comer...*, *cuando pueda*, *incluyo proteina*).

Task 2 asked candidates to describe the last time that they ate fast food. Weaker candidates struggled to use an accurate verb in the preterite (e.g. *comé*) or used the present tense instead. A significant number of responses contained the second-person verb form (*comiste*), which had been lifted directly from the question; in such cases task 2 could not be considered complete. Stronger candidates were able to say when they last ate fast food (e.g. *la última vez que comí comida basura fue hace un mes*), use a range of verbs in the preterite and give detailed explanations.

Task 3 required candidates to say what they had done recently to relax. This task required a response using a past-tense verb in order to complete the task. Many candidates responded in the present tense, saying what they normally do to relax (e.g. *leo un libro*, *voy al polideportivo*) and in these cases the task could not be considered complete. Some candidates were able to use the present perfect or other appropriate past tenses to give detailed answers (e.g. *he visto una película*, *he hecho yoga*, *fui a la piscina*).

Task 4 required candidates to explain why, in their opinion, some young people do not do sufficient exercise. This was attempted successfully by most candidates. Most responses referred to young people not having enough time because they are studying, or that young people prefer to play computer games. Many candidates generated a lot of appropriate topic-specific vocabulary (e.g. *quieren hacer otras cosas que el deporte como salir con sus amigos o ir al cine*).

Task 5 required candidates to explain why they would or would not like to try a new sport in future. Some candidates responded with a short, simple sentence in which an accurate form of the future was produced, together with an appropriate reason (e.g. *me gustaría probar alpinismo porque parece peligroso*). Weaker candidates did not address the task successfully because they used the second-person verb form unaltered from the question (e.g. *no te gustaría probar…*). Stronger candidates were able to exploit the opportunity and use more complex language (e.g. *si saco buenas notas me apuntaré a clases de natación. Espero poderlas empezar pronto*).

Range

Some candidates were able to include a wide range of connectives and appropriate linking words. Most candidates tended to use simple structures but made some attempt to use more complex structures. Stronger candidates included a very wide range of complex structures in their responses, such as *si*, *cuando*, *ya que*, *aunque*, *debido a* and *lo que*, and also included, sometimes, a wide range of connectives within one sentence. Some candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns and conditional clauses. These candidates also often used a wide range of vocabulary specific to the topic. The most common reasons for low marks being awarded in this category were inaccuracy of tenses (especially the preterite), an insufficient range of tenses and other complex structures, and ideas presented as a list of simple sentences with no attempt at linkage.

Accuracy

Most candidates tended to use simple structures accurately. The most common errors which hindered communication were errors in the subject, tenses or verbs.