SPANISH (Foreign Language)

> **Paper 0530/11**
> **Listening**

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. Some candidates 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.

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.

This series, a few candidates left some multiple-choice questions unanswered. Leaving a multiple-choice question unanswered rules out any chance of getting a potential mark even if the candidate is not fully certain of the answer. All candidates should aim to attempt every question, as there are some questions in every section of the paper which are designed to be accessible to candidates from the whole ability range.

Candidates also need to be aware of the difference between the two letters *n* and *ñ*. The letter *ñ* is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, omitting the tilde in the word *año* meant that candidates could not gain the mark for **Question 25**.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was generally very good. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 4**, where candidates encountered difficulty with *hacer vela*. **Question 6** also posed some difficulty; some candidates did not understand *tomar el autobús al lado de la iglesia* and chose **A** instead of **D**.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *viernes* and could spell it correctly. Some answered *este viernes*, which was rewarded.

Question 10: Not all candidates identified *un espectáculo cómico* in the transcript and opted instead for *fuegos artificiales* (**C**).

Question 11: Almost all candidates knew *animales* and answered this question correctly.

Question 12: Better candidates knew *lápices de colores* and answered this question correctly. Some went for **A** (*hojas de papel*) because they did not understand *les vamos a dar las hojas de papel pero tienen que traer los lápices de colores para pintar sus dibujos.*

Question 13: Nearly all candidates got this question right, selecting **C** (*pastel*). However, a few opted for **A** (*hamburguesa*) instead.

Question 14: Most candidates knew *debajo de los árboles* and chose **B**.

Question 15: Most candidates identified *paraguas* and chose **C**.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Where marks were not gained, this most usually occurred on the listening text relating to Raúl: some candidates did not understand that he was leaving home at eight and went for **(e)**, and missed that he liked to watch television before going to bed **(d)**, the right answer. A few other candidates did not understand that Sara liked to take a shower before having breakfast and ticked option **(b)**. Most candidates did very well when responding to Patricia and Juan. Some missed that Patricia's father wakes her up and therefore ticked **(h)**.

The majority of candidates selected six answers as required by the rubric but a few candidates chose only four. The key in this question is to understand synonyms and ideas which convey the same meaning as what is said on the recording.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates could answer *pierna*.

Question 18: Most candidates could answer *jardín.* A few struggled with the spelling; the answer *gardín* was not accepted.

Question 19: Most candidates could answer *distintos*. The spelling *distinctos* was also accepted. Many candidates answered *tan distintos*, which was accepted when it was presented as two words. Many candidates wrote their answer as a single word *tandistintos*, which could not be rewarded since it did not show sufficient understanding.

Question 20: Most candidates could answer *hermana*.

Question 21: Better candidates gave the correct answer *reconocer* but *conocer* was also accepted. A number of candidates went for *grupos, fotos* or *mejor*.

Segunda Parte

Question 22: Better candidates gave the best answer *a las verduras*. Some candidates did not know the word and wrote an attempt at a sound that they could pick up.

Question 23: Better candidates gave the best answer *reciclan la comida.* The verb *reciclar* caused some difficulty. The spelling *recyclan* was accepted.

Question 24: Most candidates could answer *universidad*. The spelling *universida* was also accepted.

Question 25: Most candidates were able to identify the correct answer *cuatro años*. Some spelled *cuatro* as *quarto*, and this was accepted. However, omission of the tilde from the word *años* invalidated the answer because the meaning of the word is different.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: The correct answer was **B** (*rodeada de ordenadores*) and this question was handled well by most candidates.

Question 27: This was straightforward for most candidates. Option **C** was the most commonly chosen wrong answer (*siempre habia querido trabajar con caballos*).

Question 28: This was straightforward for many candidates from across the ability range. Overall, there was no clear pattern of mistakes.

Question 29: The best candidates chose the correct answer **B** (*tener los caballos listos para los clientes*). There was no clear pattern of mistakes.

Question 30: The correct answer was **A** (*durante todo el año*). Option **B** was the most commonly chosen wrong answer (*solo si el tiempo es ideal*). In this question there were some distractors. It is important that candidates expect them and they should listen carefully to the whole utterance on the recording before choosing their answer each time.

Question 31: The best candidates chose the correct option **D** (*el ruido de la vida urbana*). Some candidates opted for **C** (*la vida tranquila que tenía*).

Ejercicio 2 Preguntas 32–40

Question 32: Most candidates attempted this question and gave the fully accurate answer *a los mismos (chicos).*

Question 33: The fully correct answer *íbamos a estudiar poco para los exámenes* was given by candidates from across the ability range. Some rephrased it as *no íbamos a estudiar (mucho) para los exámenes* and were awarded the mark.

Question 34: Most scored the mark here for the answer *porque todos querían actuar.*

Question 35: Most candidates attempted this question and many answered it well. Most of the better candidates could give the correct answer *el tipo de obra (que uno buscaba)*. *Gustaba* instead of *buscaba* was also accepted. Weaker candidates often wrote something about *Internet* or *formulario*.

Question 36: Most candidates from the top and middle of the ability range could answer *querían un público más importante*. However, weaker candidates struggled with this question and some opted for other information such as *no les gustó la idea de presentar una obra suya en un colegio.* This answer was effectively a repetition of the question and could not therefore be rewarded. The most common wrong answer was *querían un público más grande*, which was not precise enough to achieve the mark. The spelling of *importante* caused difficulty for some candidates.

Question 37: Most scored the mark here. The correct answer was *cantar (con los actores).* A good number answered *cantar y bailar* and could not gain the mark because *bailar* invalidated the answer. There was some confusion between the words *actores* and *autores*.

Question 38: Most candidates from the top and middle of the ability range could answer *era ropa que todos ya tenían.* Some minor spelling errors were accepted but others were refused, since they obscured the meaning of the word. The word *ropa* caused difficulty for many. Some wrote *roba*; others wrote *roupa* and could not gain the mark.

Question 39: Only the best candidates could provide the right answer *la autora* and spell it correctly. Some went for *la directora* and therefore did not gain the mark.

Question 40: Most of the better candidates could answer *alegría*. Misspellings such as *allegría* was refused.

SPANISH (Foreign Language)

> **Paper 0530/12**
> **Listening**

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. Some candidates 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.

General comments

Overall, performance on this paper was 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.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was generally very good. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 5**, where candidates missed *una corbata.* There was also some confusion in **Question 2** between *mercado* and *supermercado*. In **Question 7**, some candidates went for *hamburguesa* (option **D**) instead of *bocadillo* (option **A**).

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage very well.

Question 9: Most candidates understood *tiene cuatro plantas* and therefore chose **C***.*

Question 10: Most candidates identified *derecha.* Some could not spell it and wrote *de recha;* this did not demonstrate sufficient understanding.

Question 11: Most candidates knew *a las ocho y cuarto* and answered this question correctly. Some opted for **C** (*a las ocho y media*).

Question 12: The majority of candidates knew *tenis de mesa* and answered this question correctly.

Question 13: Nearly all candidates got this question right, selecting **A** (*montañas*).

Question 14: The majority of candidates knew *árboles* and gained the mark here. Those who did not gain the mark most usually opted for **C** (fuente).

Question 15: Most candidates identified *fútbol* and therefore chose **B**.

Sección 2

Ejercicio 1 Pregunta 16

A number of candidates found all of the correct answers. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening text relating to Jorge: the better candidates ticked statement **(e)** because they understood *me acompaña cuando estoy en casa*. Many candidates ticked the distractor **(d)** (*Juan tiene un gato blanco y uno negro*) but what Jorge said was *tengo un gato blanco y negro que se llama Capitán*. Most candidates understood Ana when she said *yendo con mi perro, estoy más tranquila* and therefore ticked statement **(c)**. Most candidates understood Penélope when she talked about *mis padres dicen que cuesta muchísimo* and *sé que los animales nos mejoran la vida y la salud* and therefore ticked statements **(g)** and **(i)**. When listening to Arturo, not all candidates understood the sentence *la vida en familia es más divertida con animales porque todos tienen un carácter muy diferente* and left **(l)** blank. Stronger candidates picked up *tener un animal enseña disciplina al niño* and ticked statement **(k)**. The key in this question is to understand synonyms and ideas which convey the same meaning as what is said on the recording.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates could answer *último*. A number wrote *primero* as their answer, which was the word given in the question that needed to be changed.

Question 18: Only the best candidates identified the right answer *ilusión*. Many did not know the word and wrote only an attempt at the sound of a word that they had picked up from somewhere in the recording. The spelling *illusión* was also accepted.

Question 19: Better candidates identified *dio*. Many candidates wrote for *medio* because they could not identify the verb in the phrase *mi hermana me dio una chaqueta*.

Question 20: Most candidates identified the right answer *autocar.*

Question 21: Only good candidates understood that the correct answer was to be found in the phrase *tenía un pueblo cerca*. Many candidates went for *orillas* or attempted something that sounded like it.

Segunda Parte

A number of candidates gave long answers, copying out the stem of the question. Copying out the stem is not usually necessary and may prevent the mark from being awarded if the copied-out portion contains an error that impedes communication or otherwise invalidates the answer.

Question 22: Good candidates could answer *a la sombre*. Many wrote *hombre* and could not therefore be awarded the mark. The interrogative *dónde* should have indicated to candidates that the phrase *el fin de semana* could not be correct; many wrote this as their answer.

Question 23: Many candidates could not answer this question. Many wrote *lo pasamos bomba*, showing that they had not understood the question.

Question 24: Many candidates were able to identify *había poco espacio* but many wrote *charlamos hasta muy tarde* or *comimos muchos caramelos*, neither of which were the problem *en la tienda*.

Question 25: Most candidates could answer *deportes acuáticos*. A number of candidates wrote *deportes acquáticos.* This spelling was accepted.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Most candidates chose the correct answer **B** because they identified *organizado por los estudiantes mayores.* Quite a few opted for **A** (*es solo para los alumnos mayores*).

Question 27: Many candidates chose **C** (*practica los miércoles y jueves*) because they did not pay sufficient attention to the days of the week mentioned on the recording (*practica allí los martes y jueves*).

Question 28: Only the best candidates could answer **C**, having picked up *muchas veces tienen éxito y los ganan.* Option **A** was the most commonly chosen wrong answer because candidates did not notice or understand the phrase *equipos de tenis y baloncesto entre otros deportes.*

Question 29: Most candidates identified **C** as the right answer.

Question 30: Candidates who understood *me dan un poco de miedo* were able to tick the correct answer **B**. Many went for the other options; there was no clear pattern of mistakes.

Question 31: Examiners saw a range of answers here. Many candidates correctly chose **C** because they listened carefully to *con el dinero que ganamos hacemos visitas al teatro y viajes a la costa*; many chose **A** instead.

Ejercicio 2 Preguntas 32–40

Question 32: Many candidates picked up *sud* and got this question right. However, there were also many candidates who did not know the word and wrote *sul*.

Question 33: Better candidates were able to answer *drogas* because they read the question carefully and knew that they needed to identify the topic that Alejandro's grandmother was interested in. Many candidates wrote *mi abuela trabajaba en una organización*.

Question 34: Good candidates could answer *quiere mejorar la vida de los jóvenes.* The answer without *quiere* was also accepted. Many missed the idea of *mejorar* and therefore did not gain the mark. The spelling of *mejor* was frequently confused with *mayor*.

Question 35: This was a straightforward question and many candidates answered *una buena educación.* The word *educación* on its own was not considered enough to demonstrate understanding. Many answered *clases de arte* and this was also accepted.

Question 36: Only the better candidates could answer *no hacen pensar a los niños*. Many candidates encountered difficulty here and answered *profesores no piensan en los estudiantes* or some words they heard such as *escuchar y copiar.*

Question 37: Good candidates correctly identified *hay diferentes formas de ver el mundo*. Many candidates did not understand *de ver* and wrote *deber*, which did not make sense*. Some candidates answered *trabajó en muchos institutos* or *tener un buen trabajo*, which did not answer the question which asked what children should know.

Question 38: Good candidates correctly identified *optimista*. Many candidates did not understand the word and instead wrote *tenista*.

Question 39: Most candidates gave the right answer *nuevas tecnologías.* The answer *nuevas technologías* was also accepted.

Question 40: Candidates who read the question carefully identified *un mundo mejor* because that was what they wanted to achieve. The answer *quieren mejorar el mundo* was also accepted. Candidates who did not read the question carefully enough, overlooking the words *qué quieren conseguir*, wrote *con amigos de Ecuador y Francia,* which did not address the question that had been asked. Some candidates wrote something about *Internet*, which could not be awarded the mark.

SPANISH (Foreign Language)

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Listening</td></tr>
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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.

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In *Sección 2*, **Ejercicio 1**, six answers are required. If extra answers are given, these are subtracted from the total. Some candidates 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.

Candidates need to be aware that sometimes they need to produce a verb in order for their answer to make sense.

A number of candidates did not know the Spanish interrogative words and would therefore benefit from further practice in this area. Other common errors included not reading the question carefully enough and not thinking about the type of answer that was required (e.g. a day, a person, a noun, a finite verb, etc.).

General comments

Overall, performance on this paper was 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 also need to be aware of the difference between the two letters *n* and *ñ*. The letter *ñ* is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, omitting the tilde in the word *tamaño* meant that some candidates could not gain the mark in **Question 33**.

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

This series, a few candidates left some multiple-choice questions unanswered. Leaving a multiple-choice question unanswered rules out any chance of getting a potential mark even if the candidate is not fully certain of the answer. All candidates should aim to attempt every question, as there are some questions in every section of the paper which are designed to be accessible to candidates from the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was generally very good. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 1**, where the word *ventana* was not always known. A few candidates had difficulty with the word *dibujo* in **Question 3**.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *doce*. A number of candidates spelt it out in words instead of using figures, or used both. Writing out a number in figures alone was acceptable; there was no need to spell out the word *doce* usually prevented the mark from being awarded.

Question 10: Most candidates identified *casa de una familia* and therefore chose **A**.

Question 11: The majority of candidates understood *a la una y cuarta* and therefore chose **B**. Some went for **C** (*a la una y media)*.

Question 12: The majority of candidates knew *bebidas frescas* and chose **B**. Those who did not gain the mark most usually opted for **A**.

Question 13: The majority of candidates knew *jardín* but some candidates could not spell it in an acceptable way; a number wrote *garden* and the mark could not therefore be awarded.

Question 14: Most candidates identified *cocina española* and chose **C**.

Question 15: Almost all candidates understood *sala de ordenadores* and answered this question correctly. Some went for **C** instead.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. However, a number of candidates crossed only four boxes; candidates need to ensure that they read the rubric for this exercise carefully. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening text relating to Pedro: the better candidates ticked statements **(b)** and **(c)**. Many did not tick **(b)** because they did not understand *si un alumno utiliza el móvil en clase, el profesor se lo quita y los padres tienen que venir al colegio a buscarlo.* Most candidates understood Mónica when she said that she shared photos with her friends and ticked **(d)** but many missed *paso mucho tiempo en el parque con mis amigos y cuando hacemos algo divertido, saco una foto* and ticked **(e)**, which was wrong because she did not take pictures of nature. When listening to Luis, good candidates picked up *lo uso solo para organizar partidos de tenis con mis amigos* and ticked **(h)**. Those who did not understand *para navegar en Internet, utilizo el ordenador en casa* ticked statement **(i)**. Rosa was generally well understood but those who missed *normalmente prefiero ver lo que hacen mis amigos en las redes sociales* ticked **(k)**. The key in this question is to understand synonyms and ideas which convey the same meaning as what is said on the recording.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Many candidates identified the correct answer *Inglaterra* and spelled it correctly.

Question 18: The better candidates found the right answer *esperar*. Many wrote *controles* or *estrictos.*

Question 19: Most candidates identified the right answer *tren*.

Question 20: Better candidates identified *niebla*. The spelling caused problems for many; a number wrote *nieve* or *nube*.

Question 21: Good candidates could answer *lejos*. Common wrong answers were *preocupada* and *grupo*.

Segunda Parte

A number of candidates gave long answers, copying out the stem of the question. Copying out the stem is not usually necessary and may prevent the mark from being awarded if the copied-out portion contains an error that impedes communication or otherwise invalidates the answer.

Question 22: Only the best candidates could answer *la velocidad del avión*. A number of candidates did not understand *velocidad*. Many candidates wrote *nerviosa*.

Question 23: Many candidates found the answer *sus viajes*. Some misread the question and answered *era muy amable*, which did not answer the question which asked what Ángela's neighbour talked to her about.

Question 24: Good candidates were able to identify *sobre las nubes.* Some candidates only picked up *por la ventana* rather than *sobre las nubes*. A number wrote *en las nubes* or *bajo las nubes*, neither of which was precise enough to gain the mark. Others wrote *hizo una foto a mí* because they misread or did not understand the interrogative *dónde*.

Question 25: Most candidates could answer *ciencias*.

Sección 3

Ejercicio 1 Preguntas 26–31

It was difficult to identify a pattern of mistakes in this exercise.

Question 26: Good candidates chose the correct answer **A** because they identified *hay que seguir sonriendo y dando lo mejor de sí mismo aun cuando el trabajo es muy duro.* Quite a few opted for **B** because they heard the number in *trabajé veinte años en hospitales en Buenos Aires* and therefore assumed that **B** would be the right answer*.*

Question 27: Most candidates correctly picked up *interesarme por lo que pasaba cuando la persona salía del hospital* and therefore ticked **B.** Option **A** was the most commonly chosen wrong answer here.

Question 28: Examiners saw a range of answers here. Many candidates identified *sobre todo lo importante que es hacer ejercicio regularmente* and chose **D**.

Question 29: Many candidates chose **C** because they understood *rodeada de un grupo de médicos y enfermeros tan bueno* when Lidia was talking about her team. Weaker candidates chose **B** because she said *uno de ellos ha hecho nuestra página de Internet.*

Question 30: Many candidates correctly chose **C** because they heard *los ciudadanos del futuro están estudiando en el instituto ahora.* Weaker candidates went for **A** (*estudiantes en la universidad*).

Question 31: The best candidates chose the correct answer **D**, having heard *muchas familias disponen de poco dinero.*

Ejercicio 2 Preguntas 32–40

Question 32: Better candidates were able to answer *alquilar uno en vez de comprar* or simply *alquilar*. A lot of candidates did not seem to be familiar with the word *alquilar*. Some did not understand question and wrote *compra un instrumento bastante bueno.*

Question 33: Many encountered difficulty here. Good candidates answered *tamaño reducido* which they had picked up from the recording. The answer *tamaño pequeño* was also accepted.

Question 34: Many candidates identified *difíciles de corregir*. The word *corregir* was not known by a number of candidates, who struggled with its spelling.

Question 35: Only the better candidates could express *(al/el) nivel del alumno*. Many went for *busca alguien que tenga experiencia con gente joven*, which did not answer the question. A number of candidates wrote a lengthy answer containing some random words they had identified on the recording.

Question 36: Good candidates understood *desarrollar el control de los dedos*; the answer *el control de los dedos* was also acepted. Some candidates understood the sense of the recording but could not express their answer coherently.

Question 37: Most candidates understood *canciones favoritas*; the answer *música favorita* was also accepted.

Question 38: This was straightforward and many candidates produced a correct answer here. Many candidates wrote only *con otros compañeros*; this was not sufficient to gain the mark.

Question 39: Most candidates understood *con seis meses de práctica.* On its own, the answer *seis meses* was not enough.

Question 40: This was a straightforward question. Good candidates gave the right answer *actuar en público*. Some went for the distractor *ser una gran estrella.*

SPANISH (Foreign Language)

Paper 0530/21 **Reading**

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.

* Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.

* In answers to open questions, candidates must read the questions carefully and make sure that their answer is directly linked to the question. Adding an incorrect or superfluous connective, preposition, piece of information, etc. may invalidate the answer, especially in *Sección 2* and *Sección 3*.

* 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*. Candidates should also 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 resulted in inappropriate information being included in the answer. Candidates who were able to correctly recognise interrogatives usually provided more appropriate answers.

Comments on specific questions

Sección 1

Most candidates attempted all questions in *Sección 1* and most performed very well.

Ejercicio 1 Preguntas 1–5

Most candidates performed very well in this exercise.

Question 1: Most candidates knew *relojes* and linked it with **D**. A few candidates wrongly selected **A** or **B**.

Question 2: Most candidates understood *arriba* and matched it with **D**. Some candidates wrongly selected **A** or **C**.

Question 3: Nearly all candidates knew *karate* and matched it to **C**.

Question 4: Almost all candidates understood *móvil* and linked it with **A**.

Question 5: Most knew *helados* and linked it with **B**. A few candidates wrongly selected **C**.

Ejercicio 2 Preguntas 6–10

Candidates generally performed well in this exercise.

Question 6: Almost all candidates were able to link *bicicleta* with **A**.

Question 7: Nearly all candidates successfully linked *gato* with **F**.

Question 8: The majority of candidates were able to match *libro sobre España* to **C**.

Question 9: Most candidates understood *semáforo* and matched it to **E**.

Question 10: Most candidates successfully linked *pastel* with **B**.

Ejercicio 3 Preguntas 11–15

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

Question 11: Almost all candidates correctly chose **B**, linking *es hijo único* with *no tengo hermanos*.

Question 12: The majority of candidates correctly opted for **B**. Some candidates wrongly selected **C**.

Question 13: Most candidates understood the full sentence and correctly chose option **C**. A few candidates wrongly selected **A**.

Question 14: Most candidates successfully chose **A**.

Question 15: Most candidates correctly selected **C**.

Sección 2

Ejercicio 1 Preguntas 16–20

Most candidates performed well on this exercise. Some candidates selected a word which was grammatically correct but did not demonstrate understanding of the text.

Question 16: Most candidates correctly chose *mucho,* but *nunca* was a common wrong answer.

Question 17: Most candidates correctly chose *internacionales,* but *baratos* was a common wrong answer.

Question 18: Most candidates correctly chose *autobús.*

Question 19: Many weaker candidates opted incorrectly for *pasar.* The correct response was *subir.*

Question 20: Almost all candidates correctly answered *tomate*.

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 demonstrate that they had understood the text.

Question 21: Almost all candidates correctly answered *los sábados*.

Question 22: Most candidates correctly answered *un amigo.*

Question 23: Most candidates were able to identify *tu profesor te encuentra una*.

Question 24: Most candidates answered correctly *excelentes* but some weaker candidates added too much additional information and invalidated their answer.

Questions 25 and **26**: Most candidates answered these questions correctly.

Question 27: Candidates needed to understand the interrogative in the question (*para qué*) in order to answer this question correctly.

Questions 28, **29** and **30**: Most candidates answered these questions well.

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 from the first to the third person. Candidates also need to be able to change pronouns accurately into the third person.

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates must make up their minds 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.

When correcting the false statements, single words or short phrases are appropriate in some cases but some answers will require a longer sentence or phrase. Those candidates who can conjugate verbs accurately in the various tenses and who can use pronouns appropriately enough to avoid ambiguity often achieve higher marks.

Where a candidate indicates that an answer is false, he/she should be wary of writing *no* at the beginning of the justification as it can invalidate a correct answer if not handled appropriately.

If a candidate enters a tick in both the *Verdadero* box and the *Falso* box for a particular question, a mark cannot be awarded for that element. Candidates need to be aware that they need to tick either *Verdadero* or *Falso* for every question.

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

Question 31: Most candidates identified that the statement was false and many correctly justified it with *aparecía por todos lados.* If candidates included the first part of the sentence, they had to change the personal pronoun from the first to the third person.

Question 32: Many candidates correctly indicated that this statement was false but not all were able to provide a correct justification. Only the stronger candidates could manipulate the pronouns in the text and answer with *la llevaron a un fotógrafo.*

Question 33: Not all candidates correctly identified this as a true statement.

Question 34: Most candidates correctly identified this as a true statement.

Question 35: Most candidates identified this as a false statement and were able to correctly justify it with *estaba pensando en los problemas del mundo.*

Ejercicio 2 Preguntas 36–42

This final exercise was, as intended, 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 should look carefully at the wording of each question to ensure that their answers are relevant.

Question 36: Almost all candidates correctly answered *en el periodico.* Wrong answers included references to *en Internet*.

Question 37: Many candidates answered correctly with *no lo/le habían elegido.* Some candidates could not get the mark because they added too much extra detail which invalidated their response.

Question 38: Candidates could lift the answer directly from the text (*la única pregunta fue si era fuerte*) but many candidates attempted an answer from the previous paragraph.

Question 39: The better candidates understood what the question was asking and could respond with *para conseguir el trabajo*. Weaker candidates instead described what Roberto was lying about.

Question 40: Many candidates answered correctly with *montar las tiendas* but often too many unnecessary details were added.

Question 41: Candidates needed to change the verbs from the second to the third person (*dijo que tenía mucha práctica deportiva*).

Question 42: Candidates could lift succinctly from the text *no podia seguir*. However, many candidates wrote too much, showing a lack of understanding of the question and text.

SPANISH (Foreign Language)

> **Paper 0530/22**
> **Reading**

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.

* Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.

* Candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. 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 their 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*. Candidates should also 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

The majority of candidates attempted all questions in *Sección 1* and most performed very well.

Ejercicio 1 Preguntas 1–5

Many candidates performed very well in this exercise.

Question 1: Most candidates knew *zapatos* and linked it with **A**.

Question 2: A number of candidates did not understand *abajo*. Option **D** was the most common wrong answer.

Question 3: Almost all knew *gimnasia* and matched it to **B**.

Question 4: Nearly all knew *escuchar música* and therefore linked it to **C**.

Question 5: Almost all knew *flores* and linked it with **D**.

Ejercicio 2 Preguntas 6–10

Most candidates performed very well in this exercise.

Question 6: The majority of candidates were able to successfully link *coche* with **E**.

Question 7: Almost all candidates knew *avión* and linked it with **B**.

Question 8: Nearly all candidates understood *manzana* and linked it with **D**.

Question 9: Almost all candidates linked *correr* with **F**.

Question 10: Almost all candidates were able to link *planchar un pantalón* with option **C**.

Ejercicio 3 Preguntas 11–15

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

Question 11: Almost all candidates were able to link *le encanta la música* in the text with the correct response *ama la música* (option **A**).

Question 12: Almost all candidates correctly chose **B**.

Question 13: Most candidates were able to successfully select **A** but a few wrongly opted for **B** or **C**.

Question 14: Many candidates correctly selected **B** but a few wrongly opted for **C**.

Question 15: Most candidates successfully selected **C**.

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 *todos* from the list but many weaker candidates wrongly opted for *algunos*.

Question 17: Most candidates correctly selected *tráfico* from the list. The most common wrong answer was *basura*.

Question 18: Most candidates correctly selected *mejor* but there was a range of incorrect answers.

Question 19: This proved to be challenging for some candidates, with *dejar* the most commonly selected wrong answer. The word *conocer* was the correct answer.

Question 20: Some candidates encountered difficulty here, with many wrongly selecting *puerto* instead of the correct answer *lago*.

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 *el mes pasado*. Some candidates did not address the interrogative *cuándo*, instead answering with what Eduardo was doing rather than when.

Question 22: Most candidates answered this question correctly but weaker candidates either copied too much from the text or wrongly selected *el año pasado*.

Question 23: Some candidates struggled here as they did not fully understand the question. They needed to answer precisely with *siete* but many wrote too much, e.g. *entre 7 y 12 años*, which did not answer the question.

Question 24: The best candidates just wrote *vecino* but many copied too much, e.g. *un vecino estuvo allí*, which did not answer the question unless they inserted the word *que*. Other common wrong answers included *María* and *él me sugirió este trabajo*.

Questions 25, **26**, **27**, **28**, **29** and **30**: These questions were answered well by most candidates.

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 from the first to the third person. Candidates also need to be able to change pronouns accurately into the third person.

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates must decide which of the given statements are *Verdadero* and which are *Falso*. 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.

When correcting the false statements, single words or short phrases are appropriate in some cases but some answers will require a longer sentence or phrase. Those candidates who can conjugate verbs accurately in the various tenses and who can use pronouns appropriately enough to avoid ambiguity often achieve higher marks.

Where a candidate indicates that an answer is false, he/she should be wary of writing *no* at the beginning of the justification as it can invalidate a correct answer if not handled appropriately.

If a candidate enters a tick in both the *Verdadero* box and the *Falso* box for a question, a mark cannot be awarded for that element. Candidates need to be aware that they need to tick either *Verdadero* or *Falso* for every question.

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: Many candidates identified this as a true statement.

Question 32: Most candidates recognised that this was a false statement and many were able to identify the correct information in the text to justify it (*lo que realmente necesitan es un lugar seguro*). Many wrote *los ratones prefieren vivir en una buena temperatura*.

Question 33: Most candidates correctly indicated that the statement was false. The best candidates gave a correct justification (*su número ha aumentado muchísimo*). Weaker candidates focused on the wrong part of the text or added too much extra information which invalidated the answer.

Question 34: Nearly all candidates identified this as a false statement but only the best candidates could correctly justify it. Some manipulation of the text was necessary to produce a correct response.

Question 35: Many candidates identified this as a true statement, although a number ticked false.

Ejercicio 2 Preguntas 36–41

This final exercise was, as intended, 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 should look carefully at the wording of each question to ensure that their answers are relevant.

Question 36: Candidates could simply lift *enfadada* from the text. Weaker candidates focused on what Elena did rather than how she felt.

Question 37: The correct answer was *podemos aprender mucho* but many candidates concentrated on the following sentence for their answer or copied too much from the text.

Question 38: The best candidates could lift correctly *escuchar lo que dicen los demás*. A common incorrect answer included the first person *voy a…* .

Question 39: Candidates could answer succinctly with *una inundación* but some copied the whole sentence or the previous sentence.

Question 40: Only the best candidates answered this correctly (*quedarse callada*). There was a range of incorrect answers taken from the same paragraph or the previous one.

Question 41: Candidates needed to read the text and question carefully in order to be able to extract the correct answer *le preguntaron su opinión.*

Question 42: Most candidates answered this question correctly.

SPANISH (Foreign Language)

Paper 0530/23
Reading

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.

- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.

- Candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.

- In answers to open questions, candidates must read the rubrics and questions carefully and make sure that their answer is directly linked to the question. Adding an incorrect or superfluous connective, preposition, piece of information, etc. may invalidate the answer.

- 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*. Candidates should also 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 resulted in inappropriate information being included in the answer. Candidates who are able to correctly recognise interrogatives usually provide more appropriate answers.

Comments on specific questions

Sección 1

Most candidates attempted all questions in *Sección 1* and most performed very well.

Ejercicio 1 Preguntas 1–5

Most candidates performed very well in this exercise.

Question 1: Most knew *gafas* and correctly chose **B**.

Question 2: Most knew *izquierda* and linked it with **A**, but a few wrongly chose **B**.

Question 3: Most knew *pintura* and linked it with **D**, but a few wrongly chose **C**.

Question 4: Most knew *fumar* and linked it with **B**.

Question 5: Most knew *caramelos* and correctly chose **C**.

Ejercicio 2 Preguntas 6–10

Most candidates performed very well in this exercise.

Question 6: Almost all linked *servicios* with **F**.

Question 7: Most knew *llave* and linked it with **A**. Common wrong answers were **C** and **E**.

Question 8: Nearly all knew *carne* and linked it with **D**.

Question 9: The majority knew *mapa* and linked it with **B**.

Question 10: Almost all knew *sombrero* and linked it with **C**.

Ejercicio 3 Preguntas 11–15

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

Question 11: Some weaker candidates struggled with this question and wrongly linked *disfruto* in the text with **B** *molestan* or **C** dan igual, rather than with the correct synonym in **A** *gustan*.

Question 12: Almost all candidates successfully selected **C**.

Question 13: Nearly all candidates correctly chose **B**.

Question 14: Option **A** was the correct answer but some weaker candidates selected **B** or **C**.

Question 15: Most candidates correctly selected **C**.

Sección 2

Ejercicio 1 Preguntas 16–20

Most 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 *hacer* as their answer. There was a wide range of incorrect answers.

Question 17: Weaker candidates tended to struggle here, with many confusing the prepositions and opting for *dentro* rather than the correct answer *cerca.*

Question 18: The majority of candidates correctly opted for *costa*.

Question 19: The word *histórica* was the correct answer but a few candidates chose the wrong adjective *pequeña*.

Question 20: Most candidates recognised the need for a plural noun but weaker candidates wrongly chose *comidas* instead of the correct response *bebidas*.

Ejercicio 2 Preguntas 21–30

Candidates who understood what information the questions were asking for were usually able to identify the relevant part of the text 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 demonstrate that they had understood the question or text.

Questions 21 and **22**: Most candidates understood these questions and were able to answer correctly.

Question 23: Most candidates located the correct part of the text. Weaker candidates focused on *mi abuela me regaló*, whilst the better candidates understood the question fully and were able to answer correctly with *(para) ahorrar.*

Question 24: Many weaker candidates struggled here, answering with *mis sueños* or *en una tienda*. Stronger candidates could correctly answer *(en) una revista.*

Question 25: The better candidates could answer succinctly with *recibo* but many candidates did not fully understand the question and lifted from the end of that sentence (*no sé si me devolverán el dinero*).

Question 26: Almost all candidates answering this question correctly.

Question 27: This was a two-part question, with answers being interchangeable. The first acceptable answer *la falta de autobuses* was the one most usually written by candidates. Weaker candidates sometimes encountered difficulty with the second possible response to this question. Although most located the correct part of the text, many were not precise enough with their answer.

Question 28: This question could be succinctly answered with *consejo* but many weaker candidates did not fully understand the question and focused on the wrong part of the text.

Question 29: Candidates who understood the question were able to respond with an emotion (*animada*) but weaker candidates focused on why she was feeling this way and often responded with *buenas notas en el colegio.*

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 from the first to the third person. Candidates also need to be able to change pronouns accurately into the third person.

Ejercicio 1 Preguntas 30–34

For this exercise, having read the text, candidates must decide which of the given statements are *Verdadero* and which are *Falso*. 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.

When correcting the false statements, single words or short phrases are appropriate in some cases but some answers will require a longer sentence or phrase. Those candidates who can conjugate verbs accurately in the various tenses and who can use pronouns appropriately enough to avoid ambiguity often achieve higher marks.

Where a candidate indicates that an answer is false, he/she should be wary of writing *no* at the beginning of the justification as it can invalidate a correct answer if not handled appropriately.

If a candidate enters a tick in both the *Verdadero* box and the *Falso* box for a question, a mark cannot be awarded for that element. Candidates need to be aware that they need to tick either *Verdadero* or *Falso* for every question.

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 30: Most candidates identified the statement to be false and the best candidates could answer correctly with *hacía dibujos de cosas imaginados.* Many candidates wrongly focused on *de pequeño pasaba mucho tiempo leyendo libros históricos.*

Question 31: Most candidates recognised that this was a false statement but only the best candidates were able to correctly change the pronoun from the first to the third person and correctly answer *un amigo le enseñó.* Weaker candidates used the word *me* or used the reflexive pronoun *se* or lifted from a different part of the text (*mis padres compraron nuestro primer ordenador*).

Question 32: Most candidates identified this as a true statement.

Question 33: Many candidates identified this as a true statement but some wrongly selected false.

Question 34: Most candidates identified this as a false statement but only the stronger candidates were able to answer correctly with *se podrá bajar fácilmente.* Weaker candidates often lifted too much, which invalidated their answer.

Ejercicio 2 Preguntas 35–41

This final exercise was, as intended, the most demanding part of the paper. The more able 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 whole sentences or more which often rendered their answer invalid. Candidates should look carefully at the wording of each question to ensure that their answers are relevant.

Question 35: Most candidates understood the interrogative *dónde* and answered with a place. Many weaker candidates wrote *la casa de los animales.* Only the best candidates fully understood *creció* in the question and correctly answered *granja.*

Question 36: Most candidates were able to locate the correct part of the text but may wrote too much. They needed to answer with more precision (*lo escuchaban*).

Question 37: Candidates needed to be careful when answering this question. They were able to lift *no pueden cuidar más de sus animales* from the text or the shortened version *cuidar de sus animales* but many gave the answer *cuidar más de sus animals*, which gave a different meaning and invalidated the answer.

Question 38: Candidates were able to answer succinctly with *harta* but many described the reason why Félix's wife felt this way, which had already been stated in the question and was not required in the answer.

Question 39: Only the very best candidates answered correctly with *alquiler (muy) bajo.* Many candidates included the rest of the sentence *y los animales acabaron viviendo allí* which rendered the response invalid.

Question 40: The majority of candidates answered this question correctly.

Question 41: The strongest candidates who demonstrated a sound knowledge of the text and understood the question could answer with *comprar/comprará(n) mantas (nuevas)*. Some weaker candidates wrote about how Félix was going to raise the money rather than what he was going to use it for.

SPANISH (Foreign Language)

> **Paper 0530/03**
> **Speaking**

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. Centres should practise and provide guidance about suitable verbal responses to express emotions.

- In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates may be unduly penalised by lack of opportunity where conversation sections are too short, whereas when conversations are too long, this may lead to increasing inaccuracy in responses.

- Teacher/Examiners must indicate the transition from the topic presentation/conversation to the general conversation by saying, for example, "*Ahora pasamos a la conversación general.*"

- In both the topic conversation and the general conversation, candidates need to be given 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. This completed cover sheet should be enclosed with the recorded sample.

- Additions: 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, if the centre submits marks electronically) must be correct and it is the responsibility of the centre to ensure that these checks are carried out. Centres where more than one teacher/Examiner has conducted/assessed the Speaking test must ensure that the correct marks following internal moderation are transferred from the WMS onto the *MS1* (or computer).

- There is video support available for the Speaking test, which teacher/Examiners can access on Cambridge International's website

General comments

To be read in conjunction with the Teachers' Notes booklet (October/November 2018).

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good. Centres are responsible for ensuring good quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge International.

Please record the centre and syllabus details, and the name of the teacher/Examiner, at the beginning of each CD. The teacher/Examiner must announce the candidate name, number and role play card number before each Speaking test. Candidates should not introduce themselves on the recording.

Each candidate's file must be saved 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 <u>not</u> 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.

Centres are reminded of their responsibility for checking the accurate addition and transfer of marks for all candidates. Centres are also reminded that the marks on the *MS1* (or computer printout, if the centre submits marks electronically) must be a direct transcription of the marks on the working mark sheet. Arithmetical errors and errors in the transfer of marks were found by Moderators and corrected.

Comments on specific questions

Materials for the Speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/Examiners to familiarise themselves with their own roles. Teacher/Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and they must not create additional tasks nor change the order of tasks.

Difficulties most commonly arose when candidates attempted tasks out of order and/or omitted elements of tasks. If a candidate omits a role play task or an element of a task, the teacher/Examiner should try to prompt him/her to attempt it, to give him/her the opportunity to gain marks. Particular attention needs to be paid to tasks which require candidates to produce greetings and expressions of emotion (such as concern, gratitude, etc.) which candidates sometimes omit inadvertently.

If a candidate completes two or even three tasks in one response, the teacher/Examiner does not need to repeat the task(s) that the candidate has already answered, as this can confuse the candidate.

Role Plays A

In role plays A, some candidates either did not greet the teacher/Examiner (in task 1) or did not thank the teacher/Examiner (in task 5). When candidates only partially complete a task, the maximum possible mark is one.

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 three 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, the candidate could not score the full three marks available for this task. Some candidates struggled to formulate an accurate question, often using an incorrect verb, particularly when using the verb *costar*.

Role Play A (4, 5, 6)

This role play was generally tackled 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: Most candidates completed this task well.

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full three marks available 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 (7, 8, 9)

Most 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.

Tasks 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, the candidate could not score the full three marks available for this task.

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: Many candidates completed this task well. Some candidates mispronounced *estómago*.

Tasks 2 and 3: Most candidates communicated the information although sometimes the language used was inaccurate.

Task 4: *Estás preocupado/a: ¿Qué dices?* formed part of the task and, if omitted, the candidate could not score the full three marks available for this task. Candidates generally completed the second element of this task well.

Task 5: Many candidates had difficulty formulating a suitable question.

Role Play B (2, 5, 8)

Most candidates carried out the tasks well.

Task 1: Most candidates completed this task well although the language used was not always accurate. In particular, the use of past perfect was often incorrect.

Task 2: Candidates completed this task well.

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

Task 4: *Estás contento/a: ¿Qué dices?* formed part of the task and, if omitted, the candidate could not score the full three marks available for this task.

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: *No estás contento/a: ¿Qué dices?* formed part of the task and, if omitted, the candidate could not score the full three marks available for this task.

Task 3: Candidates generally completed this task well.

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

Task 5: Some candidates struggled to formulate an appropriate question.

Topic Presentation/Conversation

A wide variety of topics were presented and there were many excellent presentations. Most teacher/Examiners encouraged their candidates and gave them the opportunity to access the full range of marks.

Most of the topic conversations were well prepared and of an appropriate length, and 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 conversion 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 the candidates' own experience.

The teacher/Examiner should allow the candidate to speak for up to two minutes uninterrupted and then ask specific questions, some of which are expected and some of which are unexpected. They should ask questions that draw and expand on the material presented by the candidate. 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 the 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 ensure that they 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 should last five minutes. A few teacher/Examiners did not adhere closely to the timing and consequently disadvantaged their candidates.

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.

Most teacher/Examiners covered a variety of topics appropriate to their candidates, asking a range of straightforward, probing and sometimes thought-provoking questions to provide candidates with every opportunity to access the higher marks. A few conversations relied on straightforward questions alone, which invited some candidates to give equally straightforward, often one-word answers. If a candidate is clearly struggling with a topic, the teacher/Examiner should move on to another topic but the teacher/Examiner needs 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 the higher marks for Language (table C).

The onus is on the candidate to take the initiative and engage in conversation, encouraged by the teacher/Examiner to perform to the best of his/her ability.

Candidates performed best when the teacher/Examiners asked questions at an appropriate level which enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions.

Cambridge Assessment
International Education

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 2018). Teacher/Examiners should be consistent in their marking.

In the role plays, some centres were too keen to deduct marks for minor errors such as the use of an incorrect adjective ending but did not deduct marks for major errors such as the use of an incorrect verb. In the role plays, teacher/Examiners can only award marks for tasks that are completed by candidates. If elements of tasks are not completed, a candidate cannot be awarded full marks for that task. Care should be taken with greetings and expressions of gratitude that are sometimes omitted. Where candidates complete two tasks in one response it is not necessary for 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 their questioning to give each candidate the 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 (Foreign Language)

> **Paper 0530/41**
> **Writing**

Key messages

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. Candidates aiming for the highest grades responded succinctly and clearly to the tasks, using idiomatic, highly accurate Spanish. They showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks. Candidates who could use verbs and pronouns (especially reflexives) correctly were more likely to be able to write answers that were unambiguous.

- In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.

- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.

- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks 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.

- 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.

- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

- 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. However, candidates should still 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 considerably beyond 140 words in response to Question 3 may well not spend enough time on Question 2 which, whilst easier than Question 3, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was similar to last year.

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.

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should not write their answers as labels beneath the pictures. There is no requirement to include a definite/indefinite article.

In **Question 2**, up to 10 marks for Communication are awarded across the question; there is no requirement to provide exactly the same amount of information for each of the tasks. 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, including questions that include two tasks. Candidates are required to write responses in full sentences. There must be an attempt at a recognisable part of an appropriate verb in order for the award of a Communication mark to be considered. Up to five marks are awarded for Language according to the published table of grade descriptors.

Question 3 offered a choice of three options, each of which reflected the styles of writing required in past sessions: 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.

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, 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. They must produce 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 ticks. Candidates should remember that each **different** form of a verb earns a tick.

Other Linguistic Features: The published table of grade descriptors highlights the range of language structures expected. The most able candidates will be able to demonstrate, among other things, varied sentence patterns using subordinate clauses (*porque...*, *que...*, *dijo que...*, *creo que…*), object pronouns, linking words/conjunctions (*sin embargo*, *por lo tanto*, *por eso*, etc.), negatives (*nunca…*, *nadie…*, etc.), comparative/superlative forms of adjectives, adverbs and prepositions. They will also be familiar with, and include, some less common vocabulary, pertinent to the subject matter. It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions.

Comments on specific questions

Question 1: Vas al zoo con tus amigos. Haz una lista en español de 8 cosas que puedes ver.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight things that they might see at a zoo. 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. *famillia* was accepted). However, spelling errors which produced a word with a different meaning, and which did not communicate sufficiently (e.g. *caro* for *carro*, *rato* for *rata*, *pero* for *perro*), could not be rewarded. Words that were unrecognisable as Spanish (e.g. *telephono*) could not earn credit. Items such as *bebida* and *mesa* were accepted. Repetition of the example *pez*, and the word *zoo*, did not earn credit.

Question 2: Mi barrio/pueblo

Communication

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. 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 many interesting and competent responses which included a variety of vocabulary and detailed information expressed in complex language. Candidates generally respected the guidelines about length, producing between 80 and 90 words.

The first bullet point required candidates to respond to two tasks, firstly to say where their district/village is located and secondly to give a description of it. Both tasks were generally tackled well. Common responses included information relating to the location of the district/village (e.g. on the coast) or in which country it was. Descriptions varied from very detailed responses to a short, simple statement (e.g. *es grande*). Some candidates misunderstood the bullet point and wrote about their house. Most of these responses earned credit for only the first of the two tasks.

The second bullet point required candidates to say what there is for young people in their district/village. This was answered well on the whole and many candidates responded using one or more complex sentences including a clause introduced with a conjunction. Some candidates did not gain as many marks as they could have done here because they omitted to make it clear that the facilities that they had mentioned were of interest to young people. Credit was given when candidates stated that there was nothing for young people in their district/village.

The third bullet point required candidates to write about the advantages of living in their district/village. The most common responses mentioned some aspect of the area that the candidate liked, often referring to information given in response to the first or second bullet point. The best responses added simple justifications or opinions. A number of candidates omitted a response to this bullet point.

The fourth bullet point asked candidates to say where they would like to live in the future, and there were many interesting responses here. The best answers addressed the bullet point directly before justifying it with an explanation (e.g. *en el futuro, voy a vivir en … porque allí hay más oportunidades en el mundo del trabajo).* A number of candidates omitted a response to this bullet point.

Language

In the best answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates demonstrated lack of control over *ser* and *estar* when describing where their district/village was and what it was like, even though the appropriate verbs were provided in the bullet points. In the first and second bullet points there was confusion in the use of *hay* and *tiene* but errors did not tend to prevent the award of marks. There was some good use of justification, predominantly using *porque* as well as some basic opinion phrases. Facilities for young people were sometimes spelled incorrectly but not in such a way as to impede communication; however, in response to this third bullet point, inaccurate spellings of common verbs (e.g. *ir, jugar, hacer, tener*) were often seen. The formation of the impersonal verb *gustar* was often inaccurate. Whilst all four bullet points could be answered using the present tense, other tenses, including past tenses, were used appropriately by some candidates. For the fourth bullet point, a number of candidates attempted to use the future or conditional tense but struggled to do so accurately.

Question 3

There were some imaginative and engaging responses for each of the three options. Some candidates did not gain as many marks as they could have because they omitted to cover one or more of the bullet points. The most successful answers were well structured and showed signs of thoughtful planning.

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 good strategy is to provide at least two full sentences in response to each bullet point
- use verbs accurately and include accents where necessary
- respond to each of the tasks using the tense required by the task.

Verbs: More able candidates used a variety of verbs and tenses appropriate to the tasks. Less able candidates tended to struggle with the manipulation of the verb *gustar*. Even the more able candidates often missed out on marks because of lack of accents on verbs or incorrect usage of accents. There was quite often a lack of advanced/more complex verbal structures, and many candidates were awarded fewer than 8 marks owing to the simplicity of their language. Although many candidates struggled to use the preterite tense accurately, some candidates attempted past tenses confidently and there were some excellent sentences in candidates' responses to **Question 3(c)** which contained appropriate, correctly-conjugated verbs. Candidates should pay attention to the verbs included in the bullet points as these verbs often provide an indication of appropriate spelling that can be used for the award of marks for both Communication and Verbs. Some candidates were less successful in their control of verb formations. In order to improve, they need to ensure that they:

- include accents on verbs where necessary
- include the personal *a* with verbs that require it
- can form regular and common irregular verbs in the preterite tense, particularly the first person singular e.g. *gané*, *leí*, *vi*, *hice*, *di*
- use appropriate prepositions in verb constructions that require it, e.g. *tengo que...*, *ayudo a...*, *tratar de…*
- avoid using *tiene/es/son* where *hay* is required and vice versa
- include a variety of verbs, and avoid relying on *es*, *hay* and *tiene*.

Candidates should take care to avoid the following pitfalls:

- inappropriate use of *estar* when *ser* is required and vice versa
- 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 pronoun (e.g. *a mí me gusta…*)
- incorrect formation of *hacer* and *tener*
- use of *fue/fuiste* when *fui* is appropriate
- use of third person formation when first person is intended.

Other Linguistic Features: The best responses 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 tenses, and accurately-formed verbs in the first and third 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*)
- constructions with verbs requiring a preposition (e.g. *hablar con…, con quien hablé*)
- a range of tenses and verb forms in the first and third person
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- *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.

In a response that warrants five or six marks for Other Linguistic Features, Examiners are looking for several subordinate clauses but more complexity is required. Verb constructions, such as *tengo que pagar, después de …, antes de que …, empezó a leer,* add complexity of structure, as do opinión markers like *pienso que* and *creo que.* Appropriate agreement of adjectives also adds to the complexity. Accuracy is a major factor in deciding an appropriate mark for Other Linguistic Features. For the award of five or six marks, inaccuracy with more complex language may be in evidence but, overall, the response should be more accurate than inaccurate, especially when structures and language/vocabulary generally tend to be simple.

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 Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a): Durante el verano hiciste un curso. Escribe un e-mail a tu amigo/amiga español(a).

This was the most popular question, selected by approximately 70% of candidates.

The first bullet point asked candidates to say what type of course they attended. Many candidates produced a simple sentence using *ser* in an appropriate form to earn both of the available Communication marks. Where further explanations were provided, both marks could be awarded to the initial, accurate sentence despite errors in subsequent sentences. When candidates chose to present their information using the verb *ir*, only one mark could be awarded for Communication in many responses because an accent was included on *fui*. There were examples of detailed information in response to this bullet point, including a variety of complex sentences. Some candidates did not notice that the context of the bullet point was set in the past and therefore wrote an answer in an inappropriate tense; in these cases, a maximum of one mark was awarded for Communication. Candidates need to take care to identify the tense of each bullet point before responding. A small number of candidates did not appear to recognise the word *curso* and offered responses which did not meet the requirements of the bullet point.

The second bullet point asked candidates to describe what they did during the course. Candidates tended to mention one or two activities using an appropriate verb in a past tense, usually the preterite. Some candidates used the first person plural form of an appropriate verb and these responses were accurate in most cases. There were some extended responses which provided a lot of information whilst other responses were short. The extended responses often helped to give candidate access to high marks for Other Linguistic Features through the use of complex sentences introduced by a variety of conjunctions. Errors in verb formations, including the omission of an accent when required, limited the award for Communication to a maximum of one mark. Some candidates omitted a response to this bullet point or phrased their response in such a way that did not meet the requirements of the bullet point.

The third bullet point required candidates to give their opinion of the other people on the course. Overall, there was a lack of variety in candidates' responses as many stated simply *las otras personas son/fueron amables*. The majority of responses referred to participants on the course whilst others made reference to the teachers; both types of response met the requirements of the bullet point. Better candidates produced more detailed statements in support of their opinions, often explaining what other participants had done in support of the candidate or that they had gone out together in the evenings after the course. Some candidates gained only one mark for Communication because they produced an inappropriate verb form (i.e. *me gustó or me encantó* where *me gustaron* or *me encantaron* was required. In addition, many candidates could receive only one mark for Communication as they omitted the personal *a* when *using conocer*. When *la gente* was used as the subject of the sentence, it was frequently followed by *son/fueron* when *es/fue* was appropriate.

In the fourth bullet point candidates were asked to explain why they think that it is important to do a course in their free time. This was generally answered well, with detailed explanations of the advantages to be gained from doing courses; many of these explanations included confident use of complex structures. In contrast, some explanations lacked clarity due to errors with verbs, and lack of control of grammatical structures limited or prevented success in communicating the intended message. Some candidates omitted a response to this bullet point.

The fifth bullet point asked candidates to indicate in which other courses they would like to participate in the future. Some candidates did not achieve any marks for Communion here as their spelling of *participar* was inaccurate. Responses followed a similar pattern to that of the previous bullet point. Some candidates omitted any reference to a course stating only an activity that they would like to try; in these cases, the intended message was either incomplete or did not meet the requirements of the bullet point. The omission of the accent on me *gustaría/me encantaría* also limited the award of marks. Some candidates omitted a response to this bullet point.

Question 3(b): Durante la semana pasada tu colegio celebró 100 años. Escribe un artículo sobre este tema.

This was the least popular question. It was answered very well by some of the candidates who did attempt it but some of those who attempted an answer encountered considerable difficulty.

The first bullet point asked candidates to say what there was in the exhibition organised at the school. Responses tended to be limited in the amount of information provided with little variety in the details of the content of the exhibition. Photographs from previous years were mentioned most frequently. Similarly, control of grammatical accuracy was limited with the result that few candidates were awarded both of the available marks for Communication. Several candidates omitted a response to this bullet point, perhaps because they did not know the word *exposición*.

The second bullet point required candidates to say what special activities the students did during the week of celebrations. There were some interesting responses which mentioned unusual activities not often associated with schools and these responses were generally expressed accurately using complex structures and including less-common vocabulary. In contrast, some candidates offered common-place school activities, particularly sports, and control of grammatical accuracy, particularly verb formation, was relatively weak with the result that the award for Communication was often limited to a maximum of one mark.

In the third bullet point candidates were asked to describe the feelings of the teachers at the end of the week of celebrations. The majority of candidates encountered difficulty here, with many candidates not seeming to understand the premise of the question. Although the bullet point referred to the teachers' feelings at the end of the week, some responses which described their feelings during the week of celebrations were sometimes considered appropriate. Inaccurate control of the verb *sentirse*, which should be used with an adjective, and *sentir*, which should be followed by a noun, was seen frequently. Although responses using either a present or a past tense were acceptable, spelling errors in the verb often limited the award of marks.

The fourth bullet point asked candidates to say what they thought the best aspect their school was. Most candidates were able to respond adequately here. There were some short responses which relied on the language provided in the bullet point with the addition of a noun; it was often possible to award both of the available marks for Communication to these brief responses. There were also some responses which included detailed explanations to support the candidate's opinion, with accurate use of complex structures in evidence. Responses of this nature often contributed to the award of higher marks under Other Linguistic Features.

The fifth bullet point asked candidates to describe what changes they would like to see in their school over the next 100 years. Responses followed a similar pattern to those in the previous bullet point, with both short and more detailed contributions. The omission of the accent on me *gustaría/me encantaría* limited the award of marks for Communication and in some case this slip limited the marks in responses that were otherwise error-free. Some candidates omitted a response to this bullet point, perhaps because they did not know the verb *cambiar*.

Question 3(c): "El jueves pasado me sentía fatal. No era grave pero tuve que ir al hospital. Mi amigo/amiga vino de visita…"

This question was attempted by approximately 20% of candidates. It was answered very well by a number of candidates; most candidates were successful in expressing their ideas.

The first bullet point asked candidates to say what they were doing when the pain started. There were examples produced by several candidates of uncommon vocabulary which responded successfully to this bullet point. Some of these candidates wrote only a relatively short sentence, using a complex structure, whilst others went on to give a detailed explanation. There were responses which stated where the candidate was when the pain started but included no additional information; responses of this nature did not meet the requirements of the bullet point adequately.

The second bullet point asked what things the friend did to raise the candidate's spirits. Responses varied in content but the majority mentioned a gift brought by the friend or games that they played together. There were some imaginative ideas expressed which used complex structures with a high degree of accuracy. In contrast, in simple statements there was an absence of control of verb formations in the preterite tense, particularly *jugar* and *traer* which usually limited the award of marks for Communication to a maximum of one.

The third bullet point required candidates to say how they felt after the friend's visit. Responses followed a similar pattern to those produced in response to the first bullet point, with some highly accurate ideas expressed in both short and more detailed sentences, using complex structures. The most frequent reason for the award of fewer than two Communication marks was the inaccurate use of *sentirse/sentir*, in particular the omission of the accent in both the imperfect and preterite tenses, but inappropriate use or absence of the reflexive pronoun was an error seen in several responses. Although the question asked about feeling after the friend's visit, credit was often given where candidates were less specific about the timing of their feelings.

The fourth bullet point asked candidates to say what they planned to do with their friend when they were feeling better. This bullet point was answered well by the majority of candidates, who usually succeeded in using a future or conditional tense accurately. There were examples of brief responses and responses which provided more detailed information, including an explanation for the choice of activity. In more detailed responses, language using complex structures was seen. There were varied levels of success when candidates tried to manipulate the phrase *cuando te mejores* which appeared in the bullet point but this did not usually prevent the award of the maximum mark for Communication, as it was the content of main clause which was rewarded.

The fifth bullet point asked candidates to give their opinion of the doctors and/or nurses. There were some interesting ideas expressed in complex language but overall there was a lack of variety in responses. Many candidates said that *los médicos y enfermeros estaban amables.* Errors in the chosen verb or the omission of the accent on *médicos* were the most frequent reasons for the award of fewer than two marks for Communication. Candidates need to remember that the subject of a sentence and its verb must be wholly accurate in order to give access to all of the marks available under this criterion. Some candidates omitted a response to this bullet point.

SPANISH (Foreign Language)

Paper 0530/42
Writing

Key messages

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. Candidates aiming for the highest grades responded succinctly and clearly to the tasks, using idiomatic, highly accurate Spanish. They showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks. Candidates who could use verbs and pronouns (especially reflexives) correctly were more likely to be able to write answers that were unambiguous.

- In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.

- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.

- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks 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.

- 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.

- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

- 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. However, candidates should still 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 considerably beyond 140 words in response to Question 3 may well not spend enough time on Question 2 which, whilst easier than Question 3, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

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

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.

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should not write their answers as labels beneath the pictures. There is no requirement to include a definite/indefinite article.

In **Question 2**, up to 10 marks for Communication are awarded across the question; there is no requirement to provide exactly the same amount of information for each of the tasks. 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, including questions that include two tasks. Candidates are required to write responses in full sentences. There must be an attempt at a recognisable part of an appropriate verb in order for the award of a Communication mark to be considered. Up to five marks are awarded for Language according to the published table of grade descriptors.

Question 3 offered a choice of three options, each of which reflected the styles of writing required in past sessions: 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.

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, 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. They must produce 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 ticks. Candidates should remember that each **different** form of a verb earns a tick.

Other Linguistic Features: The published table of grade descriptors highlights the range of language structures expected. The most able candidates will be able to demonstrate, among other things, varied sentence patterns using subordinate clauses (porque..., que..., dijo que..., creo que…), object pronouns, linking words/conjunctions (sin embargo, por lo tanto, por eso, etc.), negatives (nunca…, nadie…, etc.), comparative/superlative forms of adjectives, adverbs and prepositions. They will also be familiar with, and include, some less common vocabulary, pertinent to the subject matter. It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions.

Comments on specific questions

Question 1: Estás en la playa con tus amigos. Haz una lista en español de 8 cosas que puedes ver.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight things that they might see at the beach. 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. *gaffas* was accepted). However, spelling errors which produced a word with a different meaning, and which did not communicate sufficiently (e.g. *sello* for *silla*, *pero* for *perro*), could not be rewarded. Words that were unrecognisable as Spanish (e.g. *telephono*) could not earn credit. Words such as *natación* and *deportes acúaticos* were accepted. Repetition of the example *toalla*, and the word *playa*, did not earn credit.

Question 2: Mi casa

Communication

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. 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 many interesting and competent responses which included a variety of vocabulary and detailed information expressed in complex language. Candidates generally respected the guidelines about length, producing between 80 and 90 words.

The first bullet point required candidates to describe their home. This was generally answered well. Many candidates started with a short sentence about the size or colour of their house; they went on to give a detailed account of rooms, in some cases explaining what they are able to do in a room (e.g. …*donde veo la tele*). Responses which indicated the particular type of house or flat that the candidate lived in were given credit.

The second bullet point asked candidates to say what they have in their bedroom. This was answered well on the whole; some candidates provided a lot of information about items in their bedroom and the best candidates added further details and explanations using complex sentences. There were many responses which provided descriptions with similar content to the responses in the first bullet point but some candidates lost the opportunity to gain marks here because they simply gave a description of their bedroom without mentioning its contents. The word *amarillo* was often seen when *armario* was intended.

The third bullet point included two tasks, firstly to say where in the house the candidate prefers to study and secondly to give a reason why. A simple statement was sufficient to earn credit for the first task and most candidates used the conjunction *porque* to introduce a reason. There were some very detailed and interesting explanations for the candidate's preferred place. Despite the common occurrence of errors in language (see below), most candidates earned credit for both tasks.

The fourth bullet point, which asked candidates to say what they would like to change about their house, was sometimes misunderstood because the word *cambiar* seemed to be unknown by some candidates. They mentioned activities that they would like to do in the future at home, often writing about helping with household jobs. These responses did not meet the requirements of the bullet point. Some responses were in a short sentence, adding only a word or two to the language provided in the bullet point. Better candidates mentioned a change of colour to a room, the replacement of a major item of furniture, or the addition of a swimming pool, for example. Some candidates provided a detailed explanation for their suggestion using complex language.

Language

In the best answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates demonstrated lack of control over *ser* and *estar* when describing their house and there was confusion in the use of *hay* and *tiene* in each of the first three bullet points; these errors did not tend to prevent the award of marks. When answering the third bullet point, there were frequent errors with the verb *preferir*. The use of the second or third person form was often seen and candidates should also remember that *preferir* is not a reflexive verb. Some spellings were so inaccurate that they prevented the award of marks. When using the adjective *tranquilo*, many candidates omitted the final letter *o* but credit was given as communication of the candidate's idea was usually achieved despite the error. In addition, the noun

espacio was used where the adjective *espacioso* was intended. There was some good use of justification, predominantly using *porque* as well as some basic opinion phrases. Whilst all four bullet points could be answered using the present tense, other tenses, including past tenses, were used appropriately by some candidates. For the fourth bullet point, a number of candidates attempted to use the future or conditional tense but struggled to do so accurately.

Question 3

There were some imaginative and engaging responses for each of the three options. Some candidates did not gain as many marks as they could have because they omitted to cover one or more of the bullet points. The most successful answers were well structured and showed signs of thoughtful planning.

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 good strategy is to provide at least two full sentences in response to each bullet point
- use verbs accurately and include accents where necessary
- respond to each of the tasks using the tense required by the task.

Verbs: More able candidates used a variety of verbs and tenses appropriate to the tasks. Less able candidates tended to struggle with the manipulation of the verb *gustar*. Even the more able candidates often missed out on marks because of lack of accents on verbs or incorrect usage of accents. There was quite often a lack of advanced/more complex verbal structures, and many candidates were awarded fewer than 8 marks owing to the simplicity of their language. Although many candidates struggled to use the preterite tense accurately, some candidates attempted past tenses confidently and there were some excellent sentences in candidates' responses to **Question 3(c)** which contained appropriate, correctly-conjugated verbs. Candidates should pay attention to the verbs included in the bullet points as these verbs often provide an indication of appropriate spelling that can be used for the award of marks for both Communication and Verbs. Some candidates were less successful in their control of verb formations. In order to improve, they need to ensure that they:

- include accents on verbs where necessary
- include the personal *a* with verbs that require it
- can form regular and common irregular verbs in the preterite tense, particularly the first person singular e.g. *gané*, *leí*, *vi*, *hice*, *di*
- use appropriate prepositions in verb constructions that require it, e.g. *tengo que...*, *ayudo a...*, *tratar de…*
- avoid using *tiene/es/son* where *hay* is required and vice versa
- include a variety of verbs, and avoid relying on *es*, *hay* and *tiene*.

Candidates should take care to avoid the following pitfalls:

- inappropriate use of *estar* when *ser* is required and vice versa
- 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 pronoun (e.g. *a mí me gusta…*)
- incorrect formation of *hacer* and *tener*
- use of *fue/fuiste* when *fui* is appropriate
- use of third person formation when first person is intended.

Other Linguistic Features: The best responses 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 tenses, and accurately-formed verbs in the first and third 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*)
- constructions with verbs requiring a preposition (e.g. *hablar con…, con quien hablé*)
- a range of tenses and verb forms in the first and third person
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- *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.

In a response that warrants five or six marks for Other Linguistic Features, Examiners are looking for several subordinate clauses but more complexity is required. Verb constructions, such as *tengo que pagar, después de …, antes de que …, empezó a leer,* add complexity of structure, as do opinión markers like *pienso que* and *creo que.* Appropriate agreement of adjectives also adds to the complexity. Accuracy is a major factor in deciding an appropriate mark for Other Linguistic Features. For the award of five or six marks, inaccuracy with more complex language may be in evidence but, overall, the response should be more accurate than inaccurate, especially when structures and language/vocabulary generally tend to be simple.

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 Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a): Recientemente fue tu cumpleaños. Escribe un e-mail a tu amigo/amiga español(a).

This was the most popular question, chosen by approximately three quarters of candidates. There was a range of performance here: some candidates found it difficult to produce accurate language to convey their ideas whilst others wrote engaging material using accurate language.

The first bullet point asked candidates to say what their parents had organised for the day of the birthday. Most candidates stated that their parents had organised a party although a small number of candidates mentioned a holiday or an excursion. Some candidates altered the language of the question to write *mis padres organizaron mi cumpleaños* and added no other information; these responses were not considered to have addressed the bullet point adequately. Many responses went into detail, using complex structures, whilst some candidates wrote only a short, simple sentence. In responses where candidates wrote about what they did on their birthday, some candidates were successful in producing verbs in the third person singular and plural to describe what other people did during the birthday celebrations. In contrast, there were frequent errors with verbs (e.g. *ser, estar, ir*) and in the formation of verbs in the preterite tense but these errors did not tend to prevent the award of both marks for Communication as the requirements of the bullet point had been met earlier in the response.

The second bullet point required candidates to say what presents they received. Candidates tended to respond in two parts, firstly mentioning gifts received from family and then referring to presents received from friends. Whilst there were some brief responses to this bullet point, most candidates added additional information, usually offering an opinion about the presents. Lack of control of verbs prevented the award of both marks for Communication in a large number of responses. Inappropriate or inaccurate forms of the verb *recibir* appeared in many responses and where the candidate wished to produce a preterite tense, the second person form given in the question was reproduced or the third person singular form was given; when the appropriate first person form was used, the required accent was often omitted. There was a variety of attempts to spell the verb *dar* in the preterite tense although some candidates were successful in using the form provided in the third bullet point or in producing the third person singular form. Some responses were given in the present tense.

The third bullet point asked candidates to explain why they liked the presents received from their friends, but responses which referred to presents from either family or friends were considered to meet the requirements of the bullet point. There were some detailed explanations offered, which tended to include complex structures with subordinate clauses and there was some less-common vocabulary in evidence. There were also some very short sentences in response. Both present and past tenses were considered acceptable for this bullet point. Lack of control of *gustar* was seen frequently, with the singular form produced when the plural was required and vice-versa; these errors did not tend to limit the marks for Communication as it was the explanation that met the requirements of the bullet point. In short responses, the verb *estar* was seen frequently where *ser* was required, and the third person plural form of *ser* when the third person singular should have appeared and vice-versa.

In the fourth bullet point candidates were expected to say how they would celebrate their birthday if they had a lot of money. There were some imaginative responses, using the conditional tense accurately in both regular and irregular verbs; these responses were often expressed using complex structures with subordinate clauses and, in some cases, more than one subordinate clause. There were frequent examples of candidates stating simply *celebraría en un hotel de cinco estrellas;* these brief responses met the requirements of the bullet point. Some candidates were awarded only one of the marks available for Communication as they reproduced the second person verb form from the bullet point without alteration, or because they omitted the accent. Few candidates produced an accurate verb in the conditional clause used to introduce the response, where a variety of spellings was seen; as in the previous bullet point, these errors did not usually limit the marks for Communication as it was the explanation that met the requirements of the bullet point.

The fifth bullet point required candidates to ask their friend for some information about his/her birthday. Most responses tended to be brief, with a limited range of questions. Some candidates used the questions seen in the second and fourth bullet points; these questions were rewarded with both available marks for Communication. The question ¿*Cúando es tu cumpleaños?* appeared most frequently as the response to this bullet point. Some candidates omitted a response here.

Question 3(b): La comida. Escribe un artículo sobre este tema.

This question was attempted by approximately one fifth of the candidates. On the whole, this question was answered well.

The first bullet point asked candidates to say which of their family members did the grocery shopping last week. There were some interesting responses to this bullet point, particularly when candidates described the usual arrangements for shopping before saying that another family member had done the shopping last week. These responses often included a reason for the change; complex structures with the use of subordinate clauses were often seen. Other candidates produced a short sentence in simple language. Some candidates appeared to misunderstand the question and wrote about shopping for clothes; given that the focus of this question was food, these responses were not considered to meet the requirements of the bullet point. Responses in the present tense and errors in the use of the verb *hacer* in the preterite tense limited the award to a maximum of one mark for Communication. Similarly, there were often errors in the subject which prevented the award of two marks for Communication, for example where a candidate wrote *mi padres hicieron la compra*. For the award of both marks for Communication, the verb and its subject must be wholly correct. Some candidates omitted a response to this bullet point.

The second bullet point required candidates to say what they ate the last time that they went to a restaurant. There were some detailed accounts of a visit to a restaurant which included the reasons for the visit, opinions about the type and quality of the food served there, followed by information to meet the requirements of the bullet point. Several candidates explained what each member of the family chose to eat, producing accurate forms of the verb *comer* in the third person singular and plural, and in the first person singular and plural. In contrast, there were frequent errors in the formation of the verb, including the use of *comiste,* which appeared in the question, and the omission of the accent on *comí*. In many cases, these errors were the most usual reason for awarding fewer than two marks for Communication. Some attempts were not recognisable as a part of the verb *comer*.

The third bullet point asked candidates to describe what, in their opinion, constitutes a healthy diet. Better candidates produced an extended explanation, giving examples of healthy and less healthy foods which included reference to the benefits of a healthy diet. In these responses, the candidates' ideas were often expressed using complex structures with subordinate clauses and control of appropriate, relevant vocabulary. There were responses which were offered in brief, accurate sentences but, in some cases, lack of control of the verbs *ser* and *estar* limited the award of marks for Communication. Some candidates included information and opinions about the value of exercise; whilst these responses did not meet the requirements of the bullet point, they were considered to be relevant to the theme and contributed to the award of marks for Other Linguistic Features.

The fourth bullet point required candidates to compare the food that they eat at school with the food eaten at home. Most responses were expressed in simple language in two short sentences; vocabulary to make a comparison was rarely seen but it was clear that the requirements of the bullet point had been met. There were some detailed descriptions which explained why unhealthy food was available at school whilst healthy food was served at home. Candidates tended to express a preference but use of the word *mejor* was not always successful due to spelling errors. The word *peor* was only seen in the responses of the best candidates. Lack of accuracy in the subject of the sentence and the use of *estar* when *ser* was required limited the award of marks for Communication.

The fifth bullet point asked candidates to describe what changes they would make to their diet to improve their health. Responses followed a similar pattern to those in the previous bullet point, with both short and more detailed contributions. Brief responses usually included accurate use of the conditional tense and more detailed explanations were seen, supported with reasons for the changes. Some candidates referred only to exercise and these responses were not considered to have met the requirements of the bullet point. The omission of the accent on me *gustaría/me encantaría* limited the award of marks for Communication and in some case this slip limited the marks in responses that were otherwise error-free. Some candidates omitted a response to this bullet point, perhaps because they did not know the verbs *cambiar* and/or *mejorar*.

Question 3(c): "Estaba en el aeropuerto. Delante de mí, un señor se cayó…"

This question was attempted by a small number of candidates. Some tackled it very well but others struggled to meet the requirements of the question.

The first bullet point asked candidates to say what they were doing in the airport. Responses which described why the candidate was in the airport, or what they were doing whilst there, were accepted as meeting the requirements of the bullet point. Candidates tended to state that they were either waiting for the arrival of a friend or waiting to take a flight; some mentioned buying an item in a shop. Most responses were presented in short, simple sentences although there were some more detailed explanations. Errors in verbs often limited the award for Communication to a maximum of one mark.

The second bullet point required candidates to say who the man was who had fallen. Very few candidates offered a response to this bullet point. Responses that earned credit were usually expressed in a short, simple sentence.

The third bullet point required candidates to say what they did to help the man. A small number of candidates wrote a detailed account of what they did, producing complex sentences. In these more detailed accounts, there were frequent errors with verbs but these responses usually included at least one sentence which met the requirements of the bullet point with sufficient accuracy for the award of both of the marks available for Communication. There were examples of shorter responses where errors with verbs limited the appropriate award for Communication to one mark; inappropriate forms of *decidir* were seen and the accent was omitted from attempts at the first person form of the preterite tense. Some responses did not succeed in conveying the candidate's intended idea.

The fourth bullet point asked candidates to describe the man's reaction. A few responses included a brief narrative where at least one sentence could be rewarded. Where candidates wished to say that the man offered his thanks, errors in the use of *dar* (either a present tense verb being given, or an error in the preterite tense) sometimes limited the award to a maximum of one mark for Communication. Similarly, when describing the man's feelings at some stage during the event, inappropriate forms of the verb *sentirse* were seen, including the omission of the accent on *se sentía* or on *se sintió.*

The fifth bullet point asked candidates to describe how they felt after the event. Responses tended to be brief, although a few candidates produced an accurate sentence with a subordinate clause, offering a reason for their feelings. As in responses to the fourth bullet point, there were errors when candidates used the verb *sentirse*, including use of the second person form provided in the bullet point.

SPANISH (Foreign Language)

Paper 0530/43
Writing

Key messages

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. Candidates aiming for the highest grades responded succinctly and clearly to the tasks, using idiomatic, highly accurate Spanish. They showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks. Candidates who could use verbs and pronouns (especially reflexives) correctly were more likely to be able to write answers that were unambiguous.

- In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.

- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.

- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks 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.

- 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.

- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

- 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. However, candidates should still 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 considerably beyond 140 words in response to Question 3 may well not spend enough time on Question 2 which, whilst easier than Question 3, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

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

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.

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should not write their answers as labels beneath the pictures. There is no requirement to include a definite/indefinite article.

In **Question 2**, up to 10 marks for Communication are awarded across the question; there is no requirement to provide exactly the same amount of information for each of the tasks. 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, including questions that include two tasks. Candidates are required to write responses in full sentences. There must be an attempt at a recognisable part of an appropriate verb in order for the award of a Communication mark to be considered. Up to five marks are awarded for Language according to the published table of grade descriptors.

Question 3 offered a choice of three options, each of which reflected the styles of writing required in past sessions: 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.

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, 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. They must produce 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 ticks. Candidates should remember that each **different** form of a verb earns a tick.

Other Linguistic Features: The published table of grade descriptors highlights the range of language structures expected. The most able candidates will be able to demonstrate, among other things, varied sentence patterns using subordinate clauses (porque..., que..., dijo que..., creo que…), object pronouns, linking words/conjunctions (sin embargo, por lo tanto, por eso, etc.), negatives (nunca…, nadie…, etc.), comparative/superlative forms of adjectives, adverbs and prepositions. They will also be familiar with, and include, some less common vocabulary, pertinent to the subject matter. It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions.

Comments on specific questions

Question 1: Estás en un camping. Haz una lista en español de 8 cosas que puedes ver.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight things that they might see at a campsite. 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. *mochilla* was accepted). However, spelling errors which produced a word with a different meaning, and which did not communicate sufficiently (e.g. *caro* for *carro*, *sello* for *silla*, *pero* for *perro*), could not be rewarded. Words that were unrecognisable as Spanish (e.g. *telephono*) could not earn credit. Items such as *comida* and *botellas* were accepted. Repetition of the example *saco de dormir*, and the word *camping*, did not earn credit.

Question 2: Mi cumpleaños

Communication

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. 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 many interesting and competent responses which included a variety of vocabulary and detailed information expressed in complex language. Candidates generally respected the guidelines about length, producing between 80 and 90 words.

The first bullet point required candidates to say when their birthday is. This was generally answered well. Most candidates provided the day and month of their birthday. Some candidates mentioned only the season in which they celebrate their birthday; responses of this nature earned credit. Most responses were very brief but successful candidates added additional information, explaining why they liked or disliked the date of their birthday. Some months provided by candidates were unrecognisable as Spanish and could not therefore earn credit.

The second bullet point asked candidates to say what they do to celebrate their birthday and with whom. This was generally answered well, with candidates offering more than one explanation. For example, some candidates described what they do if they are on holiday and what they do if they are at home, whilst others stated what they do when their birthday is at the weekend and when it is during the week. Some responses were very brief but almost all candidates remembered to mention with whom they celebrate their birthday. The best responses included a lot of detailed information in response to this bullet point.

The third bullet point asked candidates to say whether or not they like to receive money for their birthday and to give a reason for their response. The best candidates responded in detail. When they stated that they did not like receiving money, they explained why and went on to say what they do like to receive instead, adding a justification for their preference. Similarly, candidates provided interesting explanations of the advantages of receiving money as a birthday present. There were some brief responses which provided a short explanation, usually introduced by the conjunction *porque*. Other candidates met the requirements of the bullet point with brief, simple sentences. Some candidates omitted a response to this bullet point.

The fourth bullet point asked candidates to say what they would like to receive for their next birthday. Some candidates appeared to be unfamiliar with the word *próximo* or to misunderstand the word as they responded with information about a recent birthday and the presents that they had received. Responses of this nature did not address the bullet point adequately. Most candidates responded adequately; there were some brief responses which added a noun to the language provided in the bullet point but there were also some responses from the best candidates which went into detail to explain the reason for their preference. Some candidates omitted a response to this bullet point.

Language

In the best answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates demonstrated lack of control over *ser* and *estar* when giving the date of their birthday, even though the appropriate verb was provided in the question. There was generally good use of basic opinion phrases as well as expressions of justification, predominantly using *porque* and there were also complex sentences introduced by *cuando* or *donde*. In the second bullet point, inaccurate spellings of common verbs (e.g. *ir, jugar, hacer, tener*) were often seen. In the third bullet point, where candidates did not

use the impersonal verb *gustar*, there were very frequent errors with the verb *recibir*. These errors were often in the use of the second or third person form of the present tense; candidates should also remember that *recibir* is not a reflexive verb. Some spellings were so inaccurate that they prevented the award of marks. Whilst all four bullet points could be answered using the present tense, other tenses, including past tenses, were used appropriately by some candidates. For the fourth bullet point, a number of candidates attempted to use the future or conditional tense but struggled to do so accurately, often because the formation of the impersonal verb *gustar* was inaccurate. In most cases, these errors did not prevent the award of marks.

Question 3

There were some imaginative and engaging responses for each of the three options. Some candidates did not gain as many marks as they could have because they omitted to cover one or more of the bullet points. The most successful answers were well structured and showed signs of thoughtful planning.

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 good strategy is to provide at least two full sentences in response to each bullet point
- use verbs accurately and include accents where necessary
- respond to each of the tasks using the tense required by the task.

Verbs: More able candidates used a variety of verbs and tenses appropriate to the tasks. Less able candidates tended to struggle with the manipulation of the verb *gustar*. Even the more able candidates often missed out on marks because of lack of accents on verbs or incorrect usage of accents. There was quite often a lack of advanced/more complex verbal structures, and many candidates were awarded fewer than 8 marks owing to the simplicity of their language. Although many candidates struggled to use the preterite tense accurately, some candidates attempted past tenses confidently and there were some excellent sentences in candidates' responses to **Question 3(c)** which contained appropriate, correctly-conjugated verbs. Candidates should pay attention to the verbs included in the bullet points as these verbs often provide an indication of appropriate spelling that can be used for the award of marks for both Communication and Verbs. Some candidates were less successful in their control of verb formations. In order to improve, they need to ensure that they:

- include accents on verbs where necessary
- include the personal *a* with verbs that require it
- can form regular and common irregular verbs in the preterite tense, particularly the first person singular e.g. *gané*, *leí*, *vi*, *hice*, *di*
- use appropriate prepositions in verb constructions that require it, e.g. *tengo que...*, *ayudo a...*, *tratar de…*
- avoid using *tiene/es/son* where *hay* is required and vice versa
- include a variety of verbs, and avoid relying on *es*, *hay* and *tiene*.

Candidates should take care to avoid the following pitfalls:

- inappropriate use of *estar* when *ser* is required and vice versa
- 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 pronoun (e.g. *a mí me gusta…*)
- incorrect formation of *hacer* and *tener*
- use of *fue/fuiste* when *fui* is appropriate
- use of third person formation when first person is intended.

Other Linguistic Features: The best responses 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 tenses, and accurately-formed verbs in the first and third 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*)
- constructions with verbs requiring a preposition (e.g. *hablar con…, con quien hablé*)
- a range of tenses and verb forms in the first and third person
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- *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.

In a response that warrants five or six marks for Other Linguistic Features, Examiners are looking for several subordinate clauses but more complexity is required. Verb constructions, such as *tengo que pagar, después de …, antes de que …, empezó a leer,* add complexity of structure, as do opinión markers like *pienso que* and *creo que.* Appropriate agreement of adjectives also adds to the complexity. Accuracy is a major factor in deciding an appropriate mark for Other Linguistic Features. For the award of five or six marks, inaccuracy with more complex language may be in evidence but, overall, the response should be more accurate than inaccurate, especially when structures and language/vocabulary generally tend to be simple.

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 Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a): Quieres trabajar en un restaurante. Escribe una carta al propietario de un restaurante para pedir un trabajo.

This was the most popular question, selected by approximately 70% of candidates.

The first bullet point asked candidates to say where they had seen the advertisement for the job. The best candidates tended to include an introductory sentence related to eating or having eaten in the restaurant in which they wanted to work, with descriptions of the food served. They went on to state where they had seen the advertisement and a variety of ideas was seen, many of which were expressed using complex structures including subordinate clauses introduced by a conjunction. Some candidates responded with a brief sentence with little additional information. The most frequent cause of the award of fewer than two marks for Communication was inappropriate forms of the verb *ver*, as candidates sometimes used the second person singular form given in the question, the third person singular form, or added an accent to the first person singular form. Some candidates omitted a response to this bullet point.

The second bullet point asked candidates to explain why they wanted to work in that particular restaurant. As with the first bullet point, responses were sometimes expressed in a short sentence but often included more detailed information. There was some variety in the content of responses which included ideas related to enjoyment of cooking, to the need to earn money, and to pleasant experiences of eating in the chosen restaurant. In the shorter responses, candidates tended to rely upon the use of *es/son* to describe food or staff at the restaurant whilst the more detailed responses were expressed using complex structures. Acceptable ideas were given using past and present tense verb formations but the most frequent reasons for the award of fewer than two marks for Communication were an error in the formation of the verb, inappropriate agreement between the subject and its verb, or a spelling error in the subject of the verb. For the award of two marks, the verb and its subject must be wholly correct.

The third bullet point required candidates to describe their previous work experience. Most candidates referred to work in other restaurants, in cafés or in shops. There were examples of candidates listing several different tasks that they had performed, using accurate verbs in the imperfect or preterite tenses. In more detailed responses, candidates often included opinions of the work. A small number of candidates mentioned tasks that they did to help out at home and these ideas were usually accepted as being relevant to the focus of the bullet point. Some candidates responded using only the present tense; these responses did not meet fully the requirements of the bullet point as information about past work experience was required; they were usually considered to have partially addressed the bullet point and were awarded up to one mark for Communication.

In the fourth bullet point candidates were asked to explain why they thought that they were the ideal person for the job. Overall, there was a lack of variety in candidates' responses as many candidates stated simply *soy amable* or *soy trabajador(a)* although some candidates explained that they get on well with people or that they enjoy the work as a cook or waiter in a restaurant. Where explanations of this type were provided, candidates tended to be successful in producing accurate language with complex structures. Enjoyment of cooking was offered as a reason by some candidates. Not all candidates included a statement about being the ideal person for the job; in these circumstances, it was usually considered that the message had been communicated in part, leading to the award of up to one mark for Communication. There were frequent errors where candidates tried to use the language provided in the question. Usually, these errors involved no change to the verb *crees*. Provided that the language which followed met the requirements of the bullet point, two marks could usually be awarded for Communication. Where *eres* was copied form the question, a maximum of one mark could be awarded.

The fifth bullet point asked candidates to indicate when they would be able to work. In view of the language in the question, candidates tended to offer one of two slightly different responses – either stating on which days and/or at which times they could work, or when they could first start to work in the restaurant. Both types of response were considered to address the bullet point appropriately. In some cases candidates stated when they could not work; these responses could usually be accepted as addressing the bullet point. There were some short responses which used simple language and also more detailed ideas which provided explanation for days and times when the candidate was available for work. Responses in the present, future and conditional tenses were seen. Many candidates could not be awarded two marks for Communication due to errors in their chosen verbs. The verb *podrías* was sometimes reproduced without the necessary change of spelling and where *gustar* or *encantar* were used in the conditional tense, the required accent was omitted. Some candidates omitted a response to this bullet point.

Question 3(b): Los animales domésticos. Escribe un artículo sobre este tema.

This was the second most popular question. It was answered very well by a small number of candidates and less successfully by a number of candidates.

The first bullet point asked candidates to say how their family had acquired the animal. The majority of responses mentioned receiving the animal, almost always a dog or a cat, as a present although some candidates referred to buying their animal. Use of the word *mascota* was not often seen. The best candidates introduced the topic by writing a short explanation that they had had a pet in the past or that it had been a wish for a long time to have a pet before indicating how they had acquired one. They went on to provide additional information and in these responses there was successful use of complex language and structures. Errors with verb formation, in particular inaccurate or inappropriate versions of *conseguir*, led to the award of fewer than two marks for Communication; the verb given in the question was sometimes copied without alteration, and there were several occasions when the verb *dar* was spelt incorrectly. A few candidates wrote at length about animals that family member had without any explanation related to the focus of the bullet point.

The second bullet point required candidates to give their opinion on the ways in which an animal should be cared for. There was a contrast in the levels of success achieved in response to this bullet point. Some candidates omitted a response to this bullet point, perhaps because they were not familiar with the word *cuidar;* the responses of other candidates revealed that they had misunderstood the word. In contrast, the better candidates gave appropriate information introduced by *se debe*, offering a variety of responsibilities from feeding, exercising and arranging visits to a vet. In addition to the inclusion of some impressive vocabulary (e.g. *asegurarse*), structures involving accurate use of the subjunctive were produced.

The third bullet point asked candidates what they did with their pet last week. The majority of candidates were awarded two marks for Communication here. This was often achieved through the use of simple sentences in the preterite tense, although there were some extended narratives with interesting information produced using complex structures introduced by conjunctions. Where candidates were awarded fewer than two marks for Communication, errors in verbs (e.g. *jugar* and *ir*) tended to be the cause.

The fourth bullet point asked candidates to say what the advantages or disadvantages of having a pet are. The majority of candidates were able to respond adequately to this bullet point. Although the question required only an advantage or a disadvantage, candidates sometimes provided examples of both. Several of these responses showed flair in producing a range of complex structures which often contributed to the award of higher marks under Other Linguistic Features. There were some errors which were seen regularly; the words *ventajas* and *desventajas* were spelt incorrectly and the conjunction *que* was often omitted. These errors sometimes, but not always, restricted the award for Communication to one mark. There were also errors in verb formation when candidates attempted to use the verb *tener*.

The fifth bullet point asked candidates to say if they would like a job working with animals when they are older. Some candidates gave themselves access to the two marks available for Communication in this bullet point by producing a simple sentence, introduced with *sí* or *no*, followed by the language provided in the question, making the required change to the pronoun. The omission of the accent on me *gustaría/me encantaría* limited the award of marks for Communication and in some case this slip limited the marks in responses that were otherwise error-free. The best candidates followed a simple statement with a detailed explanation of the reason for wishing, or not, to work with animals and included complex structures in their response. Some candidates omitted a response to this bullet point,

Question 3(c): "La semana pasada conocí a un actor/una actriz famoso/a. ¡Mi opinión de él/ella ha cambiado para siempre!…"

This was the least popular question. On the whole, it was answered well.

The first bullet point asked candidates to describe the meeting with the famous actor. The best candidates provided several pieces of information to describe the meeting, creating a narrative leading up to the meeting. In most cases this information included explanations based on the prompts given in the question as well as other statements to outline the circumstances. Accuracy of language and a range of structures were features of these responses. Some candidates offered limited information in a short, simple sentence (e.g *estaba en un restaurante con mi padre*) which met the requirements of the bullet point but did not make a significant contribution to the mark to be awarded for Other Linguistic Features. Errors with verbs (e.g. incorrect formation of *ver*) and inappropriate use of the present tense prevented the award of two marks for Communication in some responses.

The second bullet point asked candidates what clothes the actor was wearing. Most candidates were awarded both available marks for Communication as they used the verb provided in the question, followed by at least one item of clothing. In several responses, there was a lack of accuracy in the spelling of clothes and inappropriate adjectival agreement. Where the verb and its subject were correct two marks could be awarded provided that communication of the intended idea was not prevented by errors. The best responses offered some imaginative situations. For example, one candidate explained that he/she did not immediately recognise the actor because of the wig and dark glasses worn.

The third bullet point required candidates to say how they felt when talking to the actor. Candidates who demonstrated their wide range of vocabulary and control of verb formation provided extended accounts of the conversation with the actor; they produced an interesting narrative and found ways to express their feelings without using the verb *sentirse/sentir*. Some candidates responded with a relatively short sentence, relying on the language provided in the question. Inappropriate forms of *sentirse/sentir* limited the award for Communication to a maximum of one mark. In place of the required first person form of the preterite tense, second and third person versions were seen, and when the imperfect tense was used, the required accent was often omitted; where required, the reflexive pronoun was also omitted in some cases.

The fourth bullet point asked candidates to explain how their opinion of the actor had changed. Many candidates offered on opinion of the actor but their response gave no indication of a change of opinion; responses of this nature did not meet the requirements of the bullet point. There were examples of the candidate's opinion before the meeting followed by a different opinion in which uncommon and imaginative adjectives were seen and in which justifications were given. The contrasting opinions usually appeared together but, in a few responses, an initial opinion was given in the response to the first bullet point, with the altered opinion expressed later. In most cases the candidate's opinion of the actor was positive after the meeting.

The fifth bullet point asked candidates to state the topic of the actor's next film. The best candidates used accurate language to describe the actor's next film, giving a relatively detailed account. Others produced a short sentence and it was clear that most candidates lacked either the vocabulary or the control of grammatical structures to express their ideas adequately. This bullet point was omitted in some responses.