SPANISH

Paper 7160/11
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The recorded extracts in the paper gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward, contextualised sentences, in which it was necessary to focus on a single piece of information. The exercise, overall, caused little difficulty to candidates: although **none of the questions were** answered correctly by all, nearly all candidates chose the correct response. Only on **Question 2** (the key, *monedero* may be a slightly less familiar vocabulary item) and **4** (candidates sometimes **are** uncertain about names of shops which have a similar ending) did a significant number of weaker candidates have difficulty.

Questions 9–14

Here candidates heard a short piece of continuous speech about an unnamed holiday destination. Questions focused on transport, familiar products and predictable activities. **Questions 9**, **13** and **14** appear to have been answered with little difficulty overall – although none was answered correctly by all candidates. **Question 10** (key: ***sillas***) seems to have proven more demanding to weaker candidates and likewise **Q12** – possibly because the key **D** was *hacer vela*, a slightly less common item of vocabulary.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about familiar places in a town. The questions all seemed to perform as expected, with the number choosing correctly between two thirds and four fifths, and stronger candidates overall performing better. On **Question 19**, a high proportion of candidates were able to connect *todo el fin de semana* in the transcript with *sabados y domingos* in the option, and 91% chose the key correctly. Overall, again, candidates performed fairly well in this exercise, which suggests that the multiple matching test format did not present them major problems.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a professional swimmer. Although this is a familiar type of exercise in terms of content, the language and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, nine out of ten candidates responded correctly, rejecting the distraction of *del colegio* **(A)**, which was explicitly negated in the transcript but still selected by a minority.

Question 21 proved very slightly less accessible, although more than four fifths identified the key **C** correctly; the remainder may have been tempted to distractor **A** by the echo of the word *oportunidades* – although *perder* in the option made it an unacceptable answer.

Question 22 proved not excessively demanding: nearly nine out of ten answered correctly, even though the key **C**, was a summary, and required candidates had to understand the gist of two quite long speeches in the extract. The two distractor options performed equally.

Question 23: this proved the most demanding question, in that only three quarters could answer correctly. The distractor **B** contained an exact echo of language from the text, and attracted a number of weaker candidates even though it was negated as a possible answer in the transcript.

Question 24 seemed to cause fewer problems, in that more than nine out of ten candidates were able to identify key option **C**. Those who chose distractor **A** may have connected *lugar* in the extract with the same word in the option. The key, however, depended on linking *lo mejor* in the transcript with *Lo que más le gusto* in the stem.

Question 25: this also proved accessible to candidates, with over nine out of ten able to understand the paraphrase and identify key option **B**. The mention of *entrenar* attracted a minority to choose distractor **A**.

On **Question 26** more than four fifths of the candidates answered correctly. To choose the key **C**, they needed to spot how *lo más caro* in the extract echoed *necesita dinero sobre todo para pagar* in the stem. Distractor **B** was clearly tempting, although it did not quite reflect the sense of the extract.

Question 27 was similarly accessible, with four fifths choosing the key **B**. In order to do so, they had to understand a paraphrase. A sizeable minority selected distractor **A**, presumably attracted by the echo of *Los negocios* from the transcript.

On **Question 28** three quarters selected key **A**, which paraphrased the extract. Distractor **C** proved attractive, with its echo of *vida privada*, although this was clearly negated in the transcript.

Questions 29–34

Candidates heard an interview with the organizer of a school choir. This was an appropriately demanding exercise, in content, language and format (4-option multiple choice), at this stage of the paper.

Question 29 proved an accessible first item, with four fifths choosing the key option **C**, linking the paraphrase in the option to *nos hacía cantar a todos* in the extract. Options **A** and **B** were the most popular distractors – presumably candidates were able to hear that the context of *la iglesia* (**D**) was not mentioned.

Question 30 proved more challenging, and just over half could answer correctly; candidates had to connect *más amigos* in the speech with *amistad* in order to identify key option **B**. Distractor **D** tempted a sizeable number, who may well have connected the word *móviles* in the option with the same word in the extract.

On **Question 31**, nine tenths chose correctly, connecting the word echo *enfermera* in the extract, to the same word in the key option **A**. *Medico* and *cartero* were mentioned in the extract, but few candidates chose the distractors.

Question 32 proved fairly challenging, in that fewer than three quarters of candidates were able to link the long section *que las personas mayores conocerían de su juventud* in the transcript to *de otra época* in the key option **D**. Distractor **C** was more popular, echoing the word *moderno* in the extract.

Question 33 proved most challenging. Slightly over half of the candidates were able to identify key option **A**, which required them to link *Ese día llovía* to *el tiempo* in the option. Distractor **B** was a plausible choice and echoed *enfermarse* in the extract, produced the majority of incorrect answers.

Lastly, on **Question 34** three quarters answered correctly, linking *una vez por semana* to *reunirse regularmente* in key option **B**. Distractor options **A**, **C** and **D** were all fairly popular, **C** and **D** linking more simply to language in the extract.

Questions 35–37

In this exercise, candidates heard two inhabitants of a town talking about a film being made there. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this section, because the two keys for each section may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

On **Question 35** three quarters of the candidates selected key option **C.** The relevant key information was mentioned in the extract only in the fourth speech, and was preceded by the content linking to distractors **A** and **B**, which proved attractive to a number of candidates. Over four fifths, however, selected key option **D**, which involved a paraphrase of content from the extract.

Identifying the two key options on **Question 36** was more challenging for candidates. Just over half offered key option **D**, and three quarters correctly chose the other key, **E**. The key information for the two options occurred in the fourth and sixth speeches, with content for the three distractors occurring before them. Some candidates may have been unprepared for this distribution, and distractor option **A**, which echoed words from the text although improbable, attracted a number.

The last two key were successfully selected by nearly three quarters of candidates. In **Question 37**, key option **A** demanded the interpretation of a paraphrase in the second speech, while key **E** occurred in the final sentence of the extract. Candidates did well to identify them correctly.

Candidates appear to have become more familiar with the format of the exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of two complex responses to a single question. Both distractors and keys may be based on paraphrases, and candidates will benefit from practice on the exercise, followed by a reading of the extract and analysis of both keys and distractors.

SPANISH

> **Paper 7160/21**
> **Reading**

Key messages

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

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear.
- Pay attention to agreement of number and gender between nouns and adjectives.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Need to be unambiguous and check if their answers need a verb.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.
- Write with a reasonably mainstream format of the letters. A few candidates seem to expect markers to give a squiggle the benefit of the doubt. Care is especially necessary – whether copying or transforming – where a particular vowel can change a verb ending from correct to unacceptable.

General comments

There seemed to be a clear gradient of difficulty in the exercises. Problems in **Questions 1** or **2** often indicated errors to come in **Question 3** and thereafter. Very often a candidate who struggled slightly with **Question 4** would encounter major problems on **Question 6**. Outcomes on **Question 5** often correlated roughly with the candidate's performance on **4** and **6**.

The best responses were those which were concise and focused on the precise piece of information required to answer the question. Mistakes were predominantly in adding incorrect material attributed to too much lifting from the script. Spelling errors contributed to some lost marks. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*publicó/publico, preocupó/preocupo/porque/por qué* etc.). Verbs like *parecerse, sentirse, etc.* require proper manipulation and use of the reflexive or object pronouns. Candidates that write their answers as quotes in inverted comas cannot get their marks because the answers must be written in reported speech.

Candidates who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Questions 3 and 5**.

Comments on specific questions

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to places. Candidates needed to remember that one of the pictures was surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Most candidates understood all the statements. Very rarely there was a wrong answer.

Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen in a town. Most candidates attempted all the questions, and many gained full marks. The statements that caused most difficulty was *(c) Quiero recomendaciones sobre hotels* and *(d) Dos equipos compiten en un partido hoy.* There was not a clear pattern of errors.

Question 3

Candidates read a text about a girl talking about her birthdaty. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully enough and went for distractors.

(a)   Many candidates were able to identify *una celebración pequeña en casa* in the text and went for **B** *su casa.* Candidates that did not understand went for either of the other options.

(b)   Many candidates chose the correct answer **C** *se despertó tarde.* Very few candidates got this question wrong.

(c)   There was a good understanding of *fresas y plátanos* to be the correct answer **B** *frutas* to *Para el desayuno, Alba tomó …* Some used common sense and gave **A** *tostadas* but lost the mark.

(d)   This was a well understood question. Most candidates were able to discard options **B** *un reloj* and **C** *unos pendientes* and answer to *Los padres de Alba le dieron.* **A** *unos libros.*

(e)   Most candidates who read the passage carefully and understood *Preferí el regalo de mi abuelo* went for **B** *su abuelo* to answer *El regalo favorito de Alba fue el de…*

(f)   This was the most challenging of all the questions. Better candidates linked *¡Le molestó mucho!* in the text with the correct answer **A** *enfadado.* Many struggled with this question *Cuando Alba ganó la partida de cartas, su hermano se sintió* and went mainly for option **B** *feliz.*

(g)   Candidates needed to know synonyms to answer *Lo que más le gustó a Alba fue…* properly *lo mejor fue el pastel que me hicieron* had to be linked to **A** *la tarta que comió.* It was well answered by most.

Question 4

In Question 4 candidates were required to answer questions on a longer text, which in this case was an account by Marta about voluntary work she is doing to protect the environment. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to change the first person to the third when required to make their answers correct. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked.

(a)   Candidates understood the **Question (a)** *¿Con quién vio Marta un documental?* and gave the straightforward answer *con su hermana* that was enough to get the mark. Some included *vio Marta un documental sobre el medio ambiente* that was also correct, but the ones who did not change the possessive adjective and wrote *mi hermana* could not get the mark.

(b)   This question *¿Cuándo creó el grupo medioambiental Marta?* could be answered with a direct lift *hace seis meses.* However, many candidates did not understand the difference between *seis meses* and *hace seis meses* because a very common wrong answer was *seis meses.* Another frequent wrong answer was *con tres amigos* because the question word *cuándo* was confused with *con quién.*

(c)   Many candidates read the question *¿Qué distribuyeron los amigos de Marta?* carefully and understood the information that they needed to provide. It was well answered succinctly by many with *folletos.* Some added *por el barrio* or *que escribió Marta* or *para animar a la gente a ser más ecológica.* However, when they added only *para animar* the answer did not make sense. A

common wrong answer was *por el barrio* or *animar a la gente a ser más ecológica* which showed lack of understanding of the question words *qué* and *dónde.*

(d) 1 and 2: The **Question (d)** *¿Cuáles eran los consejos del grupo ecologista?* was challenging. Most candidates located the correct part of the text and understood the question and had no difficulty in answering **part 2** *usar los contenedores de reciclaje*. However, **part 1** required manipulation of the text *tenemos un sistema muy bueno de transporte público en esta ciudad, y hay que utilizarlo.* It was one of the questions that was tackled least well. Better candidates were able to answer *usar transporte público*. Many simply answered *en esta ciudad hay un sistema muy bueno de transporte público* but did not say that the advice was to use it. Candidates needed to include the infinitives of *usar/utilizar* to answer the question. Some answered simplly *hay que utilizarlo* but made no reference to what they were talking to.

(e) This **Question (e)** *¿Por qué se sentía pesimista Juana*? was tackled well by most candidates. It could be accurately answered with a simple lift (porque) ella pensaba que no iban/iban a cambiar nada. Pensaba que no <u>ibamos</u> a cambiar nada was a very common answer, showing how candidates had simply lifted from the text without changing their answer into the third person which was of course, rejected by the mark scheme. Candidates have to be careful with the question work por qué 'why', that in the answer it has to be changed into porque 'because'. They have different meanings.

(f) This **Question (f)** *Para su nuevo proyecto, ¿cómo invitó a participar a sus compañeros de clase Marta?* Another challenging question for many candidates, as although they were able to identify the correct answer, many were unable to manipulate the verb, with incorrect answers such as '*publiqué/publiquo/publico* being written instead. The importance of accents must be highlighted to candidates as any ambiguity will result in the mark not being awarded as was the case with this question *publico/publicó*.

(g) The question *¿Dónde quedan los miembros del grupo para ir al parque*? could be answered with a direct lift enfrente del instituto. Some added y desde allí van caminando juntos hasta el parque. Alternative answers such as delante del instituto was also being accepted. However, when candidates omitted changing the verb from vamos to van they lost the mark.

(h) *¿Cuántas personas forman parte del grupo ahora?* was well handled by most candidates. The question could be answered with only one word *40.* Some wrote *cuarenta,* some wrote both *40/cuarenta*. A common error was *12* because some candidates missed the word *ahora* not at the beginning.

(i) This question *Según Marta ¿por qué es más fácil tener equipos distintos?* was a straight forward question that could be answered with a direct lift *cada uno limpia una zona diferente del parque.* It was well answered by most.

(j) All that was needed to answer the question *¿Cómo se siente Marta con respecto a su trabajo voluntario?* was a well handle by many. Lifting the word *orgullosa* was enough. Some wrote *está muy orgullosa*. If they did not change the verb from *estoy* to *está* they lost the mark. Candidates that changed the verb *estar* to *ser* and wrote *es orgullosa*, also lost the mark. *Siente orgullosa* was also not accepted as candidates had omitted the use of the reflexive pronoun *se*. Some candidates added *de lo que hemos conseguido*, which invalidated their answer because *hemos* should have been changed to *han*.

(k) To answer the question *En el futuro, ¿qué esperan hacer los miembros del grupo para mejorar su barrio?* It was enough to pick up *reducir el uso de plástico*, the ones who added *entre sus vecinos* got the mark because they adjusted the possessive adjective *nuestros* to *sus*. A common wrong answer was *No van a seguir haciendo lo mismo* or *van a seguir haciendo lo mismo* that did not answer the question.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to go on holidays. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in

this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers. It was not uncommon for candidates to achieve less than 5/5.

(a)   In order to select **option 4** candidates needed to understand the references to *SILVIA* who wanted to go to a place where her small children could swim while she sunbathed. A common wrong answer was **option 6** but it was not a suitable place for children.

(b)   There was a mixed response to this question. Candidates needed to read the texts carefully to fully understand the references to *MIGUEL* wanting to go round the city but actively, therefore **option 8** that offered a cycling city tour was the correct choice. Many candidates went for **option 1**, but they missed that he wanted to explore the city.

(c)   Candidates that got it right made the link between *MARICARMEN* who wanted a historical city with no guided tour and **Option 7** that precisely offered that. Many went for **option** 1 but she wanted something educational.

(d)   The best candidates went for **option 6.** They were able to understand that *LOLA* who could only take a trip during the morning had no other option for a nature trip. The most chosen wrong answer was **option 1** but it was for the whole day.

(e)   Good candidates correctly selecting **option 3.** They understood that *CRISTIÁN* needed something to suit his young son, and a bus drive was the best option. Many went for **option 5** because it was a museum that offered activities for children, but the boy did not like museums.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a boy who climbed a tree in order not to miss his school lessons. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately. it is important to note that for **parts (a)**, **(b)** and **(c)**, the candidate needed to answer the question in the past tense for them to be awarded the mark. The question gave a clue on the way the answer should be framed regarding tenses.

(a)   Candidates who understood the question *¿Por qué los estudiantes de la aldea no pudieron viajar a clase*? gave the answers with a direct lift hubo unos problemas con las carreteras or simply problemas con las carreteras. Given that the question was in the past tense a reply in the present was not accepted. Common wrong answers were no podían ir al instituto, no cuenta con servicio de internet en casa, or las escuelas mandaran a los alumnos a estudiar en línea.

(b)   The next question Al principio, *¿cómo se sintió Fernando al no poder viajar al instituto*? was well understood and most gave the correct answer se preocupó mucho changing me to se. Other possible answers were se sintió preocupado, le/lo preocupó mucho. Many candidates answered with preocupó without the appropriate reflexive pronoun, which invalidated their answer or the accent on preocupo that turned it into the present tense. There were other unacceptable answers such as se sintió preocupo other unrelated like No sabía cómo iba a acceder a mis clases, no cuenta con servicio de internet en casa or nada iba a interrumpir mis estudios.

(c)   Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Por qué podía Fernando conectarse desde el árbol?* candidates had to lift *Era el único lugar donde su celular tenía conexión inalámbrica.* Shorter answers such as *su celular tenía conexión inalámbrica* or *celular tenía conexión* were also correct. Common wrong answers were *interrumpir mis estudios, la rama más alta, Fernando no cuenta con servicio de internet en casa* which showed they did not understand what had been asked.

(d) 1 and 2 The answers to the question *¿Qué artículos llevaba puestos Fernando cuando estudiaba desde el árbol?* were easy to locate in the text but challenging to answer to many mainly because they did not understand the expression *llevar puesto* to wear as opposed to *llevar* to take. The correct answers were *gafas de sol* and *sombrero* but many went for other things he took *celular, cuaderno, lápiz* or *libros*.

(e)   Not all candidates understood the question *¿Por qué necesita sacar buenas notas Fernando?* Good candidates answered para ser ingeniero. Those who lifted phrases such as sacrificio vale la

pena para realizar nuestros sueños, Sin las mejores notas or será imposible lograr esto did not answer the question. Also *el mío es ser ingeniero* failed to answer the question asked. It should be noted that this part of the question needed to be answered in the present tense and *quería ser ingeniero* was not awarded the mark.

(f) *¿Cuál fue la primera reacción de Juancho al ver a Fernando?* saw a mixture of responses and insecure spellings. Most candidates located the correct part of the text but not all were able to change the pronoun to *Le sorprendió mucho*; *sorprendido* was also accepted. *Sorprendió* was a common answer which was not awarded the mark as the object or reflexive pronoun *se/le* had been omitted. Other acceptable answers included *se ha sorprendido/estaba sorprendido/sorpresa.*

(g) 1 and 2 This question *Según Juancho, ¿cómo es Fernando*? was challenging to many because it required more manipulation of the text. The correct answers were *listo* and *disfruta trabajando* or *trabajador*. Some went for *le pareció muy listo* but only got the mark if *me* was changed to *le*. However, many did not understand the text and went for *perezoso, en vez de ser perezoso* or lifted *admiro a los que disfrutan trabajando* and did not get the mark. *Se siente listo* was rejected too. For **part 2** acceptable answers included *disfruta trabajando/le gusta trabajar/disfruta el trabajo/admirable como trabaja*. However, *disfruta trabajar* and *le gusta trabajando* were not awarded the mark.

(h) The question *¿Dónde leyeron los periodistas la historia de Fernando?* was also difficult to many candidates. Most candidates understood the interrogative *¿Dónde*? but only better ones answered *en las redes sociales*, other added *en una descripción de su padre en las redes sociales.* A number lifted *su padre decidió tomarle una foto para subirla a las redes sociales* that was not answering the question. The shorter version *a las redes sociales* or *sobre las redes sociales* was also rejected.

(i) This question *¿Cuántas veces ha aparecido Fernando en un diario nacional?* was answered well by the ones who paid attention to the question word and provided a number as the answer *tres veces* or simply *tres.* The direct lift *por tercera vez* did not answer the question and no mark was awarded.

SPANISH

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Paper 7160/03
Speaking
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Key messages

- Teacher/Examiners should familiarise themselves with the scripts of the role play and topic conversations before beginning any 'live' speaking tests and must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet.

- Teacher/Examiners can repeat any role play question if the candidate has not understood or did not hear but must not rephrase or replace any of the role play questions.

- In the topic conversations where there is a two-part question, teacher/Examiners must pause as indicated to allow candidates to respond to the first part. They should use the alternative questions in **Questions 3**, **4** and **5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.

- In the interests of fairness to all candidates, teacher/Examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, teacher/Examiners should use **up to two open-ended further questions**, on the same topic, to make sure the conversations last 4 minutes.

- During the topic conversations, teacher/Examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre…, ¿Qué más me puedes decir sobre…? ¿Puedes decirme algo más (sobre eso)?* When used effectively, of extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.

- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.

- Centres should take note of the comments on the Report to Centres.

General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (October/November2023).

Centres uploaded the correct sample size for moderation. The recording quality was variable. Prior to the speaking test, centres should position the microphone correctly, check the recording settings and ensure that the room where the test will take place is quiet. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal. Teachers/Examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded).

Teacher/Examiners should follow the randomisation instructions in strict order (page 14 and 15). Each candidate's speaking test must contain an introduction with the centre and syllabus details, the exam series/year and name of examiner at the beginning of the recording. The teacher/Examiner should announce their name, the candidate's name and number, the candidate card number and the date on which the test is conducted before each speaking examination.

Where centres make use of digital recording software, they should save each candidate's file individually as an .mp3 file. The digital file for each candidate's test must be named clearly, using the following convention: centre number_candidate number_syllabus number_component number.

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

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

In most cases, Teacher/Examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal. Teacher/Examiners need to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column. The name of the teacher/Examiner conducting the speaking test should be legible. Teachers/Examiners are encouraged to use the electronic WMS forms.

Comments on specific questions

Role Plays

Teachers/Examiners should set the scene for the role play scenario exactly as it is printed in the instruction booklet. In the role plays, candidates should focus on communicating the required information. In two part questions, teachers/Examiners must pause as indicated to allow candidates to respond to each part. Where candidates do not understand a question or do not hear the question, teachers/Examiners can repeat the question to give candidates the opportunity to work for the available marks. They must not rephrase or replace the question.

Very few candidates were awarded zero marks (no creditable response). Short responses to questions one and two of the role plays were perfectly acceptable. Candidates do not need to provide additional information beyond what they have been asked. If candidates use an incorrect tense, an incorrect subject of the verb or omit part of a question, they cannot be awarded two marks for the response.

The majority of role plays were completed well by candidates. Questions with *'cómo'* and '*quién*' appear to cause most difficulties for candidates. Candidates who have already provided an explanation in questions where there is a '*por qué'* task following a pause, do not need to be asked for this information again. **Questions 4** and **5**, which required candidates to use a past or future time frame, tended to cause more problems for weaker candidates.

Role play 1

Question 2

Many candidates did not know '*tarjeta de crédito*' or '*en efectivo*'.

Question 4

Some candidates explained how they had travelled and not what they had done.

Role play 2

Question 2

Candidates mostly understood '*¿dónde?'* however, '*quedamos*' was not always understood and teachers/Examiners often had to repeat the question.

Questions 4 and 5

Some candidates' responses showed uncertainty with future and past time frames.

Role play 3

Question 5

Candidates were unsure of how to respond to '*¿qué hiciste?'*

Role play 4

Question 1

Candidates understood the question however, the correct form of *'doler'* caused difficulties.

Role play 5

Question 2

Some candidates struggled with this question in particular *'vienes'.*

Question 5

Candidates seemed unfamiliar with the past form of *'hacer'* in *¿qué tiempo hizo?*

Role play 6

Candidates communicated the necessary information well.

Role play 7

There were some issues with the pronunciation of numbers and forms of the verb *'jugar'.*

Role play 8

Question 5

Candidates managed to provide an acceptable response despite a few candidates struggling with the appropriate past verb form.

Role play 9

Candidates communicated the necessary information well.

Topic Conversations

The topic conversations were generally well conducted, although there were more topic conversations that were either two short or two long. In some cases, teacher/Examiners did not use extension questions and further questions when needed. Teacher/Examiners should use extension questions to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses. In two part questions, teacher/Examiners they must pause as indicated to allow candidates time to respond to the first part. Furthermore, it is important to allow candidates time to respond to the initial question and the repetition of this question, before moving onto the alternative question. Candidates should be given the opportunity to work for the available.
In the interests of fairness, teacher/Examiners should adhere to the prescribed timings for the two topic conversations (4 minutes each) and make use of extension questions as necessary to encourage candidates to develop their responses and to perform to the best of their ability. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, teacher/Examiners must ask up to **two** further questions on the same topic. It is important that candidates are familiar with the way the teacher/Examiner would ask them to expand using a question such as *¿Puedes decirme algo más sobre ….?*

Topic 1 La ropa

The majority of candidates managed to communicate the required information well and in detail.

Question 1

Candidates communicated the information despite errors in the correct verb and adjective agreement of colours.

Question 3

Ropa *'deportiva'* confused some candidates.

Question 4

There were some issues with the pronunciation of *'ventajas'* and '*desventajas'*.

Topic 2 La comida

Question 1

Candidates were able to provide information about their breakfast although some candidates used an incorrect past time frame.
There were issues with the pronunciation of *'huevos'.*

Question 2 and **4**

Some candidates confused *'cocinar'* with *'comer'* when responding to this question.
There were sometimes inaccuracies and difficulties in the pronunciation of the verb *'preferir'* when used.

Topic 3 Tus amigos, tu familia y tú

Question 2

Candidates sometimes did not understand the question, describing their character instead of their physical appearance. There were frequent errors in adjectival agreement.

Topic 4 El clima

Weather expressions caused problems in particular the use and pronunciation of *'llover'* and *'lluvia'*. The correct use of *'ser'* and *'hacer'* was difficult.

Question 1 and **2**

A few candidates did not understand *'tiempo'*. There was some confusion between *'tiempo'* and *'estación'*.

Question 4

Some candidates struggled to explain what they were doing.

Topic 5 El trabajo y los estudios

Question 5

Some candidates initially thought that they were being asked about housework rather than working from home. Teacher/Examiners easily rectified this by the repeating the question and/or using of the alternative question. Many candidates still managed an appropriate response.

Topic 6 Tu zona

Most candidates communicated the necessary information well.

Topic 7 Los festivales y las tradiciones

The majority of candidates managed to communicate the required information well and in detail.

Question 2

The word *'mes'* was not always understood.

Question 3

Some candidates had difficulties using a past time frame and a few did not understand *'¿Cómo fue?'*

Assessment

The majority of centres assessed their candidates fairly and close to the agreed standard. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (October/November 2023). Teacher/Examiners should be consistent in their marking. Marking should be positive, rewarding achievement.

In the role plays, some centres were too keen to deduct marks for errors that did not impede comprehension or for short responses. A brief response (for example, one or two words), if accurate and communicates the required information can be awarded two marks. The topic conversations discriminated well. Candidates were able to respond to the questions, even if less successfully due to limited vocabulary and/or grasp of verb forms. Stronger candidates responded confidently to questions and often expanded their responses even if not asked extension questions. They communicated relevant information justifying and explaining their responses, thereby accessing higher grades.

Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as *'la última vez'* or *'en el futuro'* for example. Candidates were better prepared when answering questions including, '*ventajas'*, and *'desventajas'*.

In the topic conversations, some teacher/Examiners were generous in their assessment of Communication, but harsh in their assessment of Quality of Language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they need to develop quality responses providing explanations, opinions, justifications, and use a wide range of language and structures. Teacher/Examiners need to adjust questioning by using alternative questions as necessary and use extension questions to elicit fuller responses thereby giving candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

SPANISH

Paper 7160/41
Writing

Key messages

- Candidates should read the initial rubric of each question and each task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all the tasks in **Questions 2** and **3**, candidates may benefit from attempting the tasks in the order in which they appear on the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in their response to **Question 3** in order to give themselves access to the full range of marks available. Similarly, they need to develop their answers by including additional information (e.g. explanations, reasons, opinions, etc.).
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect the marks for the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3.**

General comments

Work from the whole ability range was seen. Many candidates performed very well in **Questions 1** and **2**. In **Question 3** stronger candidates showed control of varied sentence structures and verb tenses, and complex linguistic structures were seen.

In **Question 1** candidates should always try to produce an answer for each of the five gaps. They need to read the initial rubric carefully, as well as the tasks themselves, so that they can provide appropriate responses. Candidates should avoid writing answers outside the dotted lines provided. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, up to 12 marks are awarded based on task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 12 marks cannot be awarded if they omit or do not successfully convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose with reference to the question asked, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. In response to the task that is presented in the future/conditional, the verb must be in an appropriate future tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, *también, pero*, etc.).

Question 3 offers a choice of two options: a letter/email and a report/article. There are 10 marks available for Task Completion, 10 marks for Range and 8 marks for Accuracy. Candidates should read through both options before choosing which one to answer. Candidates should ensure that they select the question which will allow them to best demonstrate the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *compr**e** for compré*; minor subject error e.g. *__mi__ padres son*; double-consonants in verbs e.g. *apprendo, reccomendaría*; Imperfect/Preterite e.g. *el sábado pasado iba a una tienda*; Ser/Estar e.g. *el centro comercial es cerca de mi casa*; Indicative/Subjunctive e.g. *Espero que me __respondes__)*. Such errors will be considered under Accuracy.

When considering which band to place the mark in, relevance and detailed information will also be taken into account.

Range: Marks are awarded based on the candidates' ability to extend and link sentences, the range of tenses and other structures used, as well as the range of vocabulary. The use of extended sentences, a range of connectives, tenses, varied complex structures and vocabulary is required in order to reach the top mark band. When the descriptor states 'uses', it should be read as 'uses successfully'. Candidates who struggle to use basic tenses are likely to achieve a maximum of five marks for Range. Only those who attempt some complex structures are able to access a mark of six or higher for Range.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve the full 8 marks available for Accuracy. Minor errors which do not impede communication will not be penalised.

When finalising their responses for **Question 2** or **Question 3**, candidates need to be careful if they decide to cross out any parts of their response. There were some instances where crossing-out had occurred, and this affected the coherence and clarity of the piece of writing overall.

Comments on specific questions

Question 1

Vas a participar en un festival internacional de ajedrez.

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. The majority of candidates were able to correctly produce a language for Gap 1, with a range of answers (e.g. '*inglés'; 'italiano'; 'coreano'; 'portugués'*). Weaker candidates produced countries rather than languages (e.g. '*Francia*'), and this could not be rewarded. There were few problems with providing a mode of transport for Gap 2, with the most popular answers being variations on the word car (e.g. '*coche'; 'carro*'; '*auto*'). Words which produced an answer with a different meaning (e.g. *'caro' for 'carro'*) could not be rewarded due to ambiguity. A few candidates responded incorrectly to Gap 3. This was probably due to misreading the rubric, and instead of focusing on the preferred day, they produced an activity that they thought collocated with the verb '*jugar*' (e.g. '*futbol'; 'rock y roll*'). Some spellings were unacceptable due to inaccuracy (e.g. '*satabos'; 'auga*'). Some candidates produced digits instead of a spelling in Spanish (e.g. '11/09/23'). Candidates should be reminded that this is a writing examination, and the expectation is that for **Question 1** they produce five words in Spanish. Most candidates were able to produce accurate spellings of food items for Gaps 4 and 5. The most popular answers were '*hamburguesas*' and '*pizza*'. Minor spelling errors did not prevent the award of marks, (e.g. '*mansana*'), but words that were unrecognisable as Spanish could not be credited here (e.g. '*hambugasta'; 'palla*'). A very small number of candidates did not understand the rubric, '*prefieres comer*' and left blank spaces.

Question 2

La televisión

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to TV and viewing habits, with detailed information sometimes expressed in more complex language. However, a number of candidates (especially those who seemed to be either native speakers or heritage speakers) often extended their responses with superfluous information or inappropriate set phrases and grammar, which often resulted in a higher raw number (though not higher proportion) of grammatical errors. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead which meant that task completion marks could not be awarded. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*mas'; 'television; 'tambien;*

'gustaria'; 'pelicula'), but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (*y, o, pero, también*), using more complex connectors (e.g. '*sin embargo'; 'además'; 'mientras'*), whereas weaker candidates tended to rely on *'y'* and '*porque'*. There were examples of candidates writing '*por que'* when they intended *'porque'* and misspelling of '*cuando'* with '*quando'*. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

Task 1 required candidates to state where they normally watch TV and was answered well by most candidates, (e.g. '*Normalmente veo la television en mi habitación'*). The most common error was candidates describing what they watch or with whom without referencing where (e.g. '*Normalmente veo la television con mi hermano'*)' or producing an inaccurate verb (e.g. '*vez'; 'vejo'; 'visto'; 'histo'*). These responses did not complete the task and could not be rewarded.

Task 2 required candidates to state how often they watch the television and was generally successfully answered (e.g. *'Veo la television los fines de semana'*). Many candidates combined the first two tasks together, which was acceptable (e.g. *'Mi familia y yo vemos la television todos los días'*). The most common error here was producing inaccurate verb forms (e.g. '*No custumo ver la tele con mucha frequencia por que tieno trabajar'*). A few candidates misunderstood the word '*frecuencia'* in the rubric (e.g. '*Veo la tele en la frecuencia 34')*. These responses could not rewarded for task completion.

Task 3 required candidates to describe their favourite actor/actress and was generally answered well, with most candidates making use of the prompts in the rubric and describing hair, eyes and general appearance or personality (e.g. '*es alto y delgado'*). Weaker candidates produced incorrect responses, often using 2nd rather than 3rd person verb endings (e.g. '*tienes pelo negro'*). Confusion with subject pronouns caused ambiguity and prevented successful task completion (e.g. '*elle es un hombre'*). There were many examples of incorrect noun/adjective agreements here (e.g. '*los ojos azul'; 'Ella es bajo'*).

Task 4 required candidates to explain why it is (not) bad to watch a lot of television. Most candidates understood the task and provided a range of appropriate reasons to successfully complete the task (e.g. '*No es saludable'*; '*Puede ser una adicción'*; '*Te afecta los ojos'*). Errors from first language interference prevented marks from being awarded for weaker candidates (e.g. *'acaban ficando cedentarias'*).

Most candidates understood **Task 5**, which asked them to state what type of programme they are going to see this weekend. For full task completion, the candidates needed to use a verb in a future tense as in the question, or any other appropriate verb form in a future tense. Most candidates responded successfully, using an appropriate form of a future tense and referencing a genre of programme to complete the task (e.g. '*Este fin de semana voy a ver una comedia con mi familia'; 'quiero ver una película'*). Weaker candidates had problems with producing an accurate form of the future tense (e.g. *'yo voy ver television'; 'yo vas a ver un programa'*). As with **Task 1**, explicitly addressing the bullet point was sometimes missed altogether; some candidates would specify what they watch generally at weekends, but not refer to the future idea of this weekend, and so did not complete the task (e.g. '*Mis favorito tipo de programa es comedio'; 'Fin de semana el deportes programa es en television'*).

Question 3

General comments

The majority of candidates chose **Question 3(b)** rather than **3(a)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then 'backfilled' with justifications, developments and opinions which served to enhance their responses by adding further information. The best candidates also made brief notes next to the BPs to remind themselves which structures they were going to include and where. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

Task completion

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

- Address all the tasks given in the question.
- Reference the rubric for each task to ensure that the target audience fully understands the context
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.
- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

Range

Some candidates expressed their ideas using extended, well-linked sentences which demonstrated strong cohesion as well as correct and varied use of vocabulary, tenses and other structures.

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

- Subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien/si*).
- Appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con, con quien hablé*).
- A range of timeframes and first-person and third-person verb forms.
- Adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives.
- Adjectival agreement between the subject and its adjective(s).
- Correct use and placement of object pronouns in relation to conjugated verbs and infinitives.
- Negatives, including appropriate word order (e.g. nada/nunca).
- Correct use of por and para.
- Adverbs, prepositional phrases, time references, opinion markers.
- Linking words other than y, pero and porque.
- Definite and indefinite articles.

Candidates who did not attempt structures from the list above or who did not use subordinate clauses could not usually achieve a mark higher than five for Range. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Range. To achieve a mark beyond the 5 – 6 band, candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *'aunque'; 'además'* etc.), opinion markers (e.g. '*pienso que'; 'opino que'* etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

Some candidates struggled when using both basic and more complex tenses. To improve, they need to ensure that they:

- Include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses.
- Include the personal a with verbs that require it.
- Form regular and common irregular verbs in the preterite, particularly the first-person singular (e.g. *llevé/comí/bebí/vi/elegí/hice/di, tuve/dije/busqué/jugué*) .
- Use appropriate prepositions in verb constructions when required (e.g. *tengo que, ayuda a, tratar de).*
- Avoid using tiene where hay is required and vice versa, and es/son where hay is required and vice versa.

Accuracy

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially

in more complex language) which do not affect communication can be considered for the award of marks in the top band.

Frequent inaccuracies will limit the overall mark awarded for Accuracy. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be placed in the 3 – 4 band, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually achieve a mark beyond the 3 – 4 band, since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1 – 2 band.

Common errors

The following common errors were seen:

- omission of the relative pronoun que
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g. '*apprendí'; 'passdo'; 'preffiero'; 'reccomiendo''*)
- inappropriate use of *estar* when ser was required and vice versa
- confusion between sacar/tomar/llevar
- incorrect combinations of ser/estar with bueno/bien and malo/mal
- use of third-person singular of ser with a plural subject and third-person plural of ser with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. '*me gusto'; 'mi gusta'; 'se gustan'; 'lo gusto'*)
- omission of the preceding a (e.g. '*a mí; 'me gusta'*)
- incorrect formation of ir and tener in the preterite tense (e.g. '*fuiemos'; 'fuieron; 'tuvía'; 'tení'*)
- use of fue/fuiste when fui was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo mas dinero'*)
- omission of accents on verb forms (e.g. '*compre'*) or inappropriate use of accents (e.g. *'fuí''*)
- omission of the appropriate preposition in verb constructions (e.g. '*voy comprar'; 'juego futbol'*)
- inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a hablamos'*)
- omission of the preposition following verbs (e.g. '*fui el centro comercial'*)
- inventing words (e.g. '*ofertar'*)
- not indicating possession with de (e.g. *'mi tias ropa*)
- attempting a past tense using tener (e.g. *'tengo visto'*)
- inappropriate translation of idioms from the candidate's first language (e.g. '*tiene mucho divertido'; 'tengo un buen tiempo'*) when the Spanish idiom *pasarlo bien* was intended).

(a)   Una solicitud de trabajo

This was much less popular with 37.5 per cent of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the register of the task (i.e. a formal job application), including appropriate salutations and endings.

Task completion

Task 1 required candidates to state where they saw the job advertisement. This was generally well-completed, with the most popular answer being '*vi el anuncio en internet*'. If candidates added an accent, (e.g. '*ví*') or used another past tense rather than the preterite, (e.g. '*la semana pasada he visto un anuncio..*') this did not prevent the task from being completed. Weaker candidates copied the second person verb from the rubric with no attempt to change it (e.g. '*viste el anuncio …*') or were unable to complete the task due to verb error which prevented communication (e.g. *'yo visto'; 'me hago visto'*). Candidates who did not read the rubric carefully and answered with verbs in the present tense, even if they were correctly formed, could not be rewarded for communication (e.g. '*veo el anuncio en la oficina*).

Task 2 required candidates to state why they are interested in working in the tourist office. Many candidates were able to manipulate the rubric and supply a convincing reason, (e.g. '*Me interesa trabajar en la oficina de turismo porque me encanta viajar*'). Stronger candidates developed their responses with more complex structures and vocabulary, (e.g. 'Trabajar con personas extranjeras me da much alegría'; '*He aprendido muchos idiomas por cursos en linea*'). Weaker candidates produced incorrect opinion verbs and verb conjugations, (e.g. '*Soy es interesa a trabajar por que yo amar a ayudar.*'), which could not be rewarded for communication, but could be considered under relevance.

Task 3 required candidates to state which days they could work. Stronger candidates generally addressed this successfully (e.g. '*Podría trabajar todos los días.*'). Many candidates did not comprehend the requirement to use the conditional tense here, with the most frequent error being answers in the present tense. Another common error was to omit the infinitive verb following '*poder*', (e.g. '*Podría cinco días en el semana*').

Task 4 required candidates to describe their recent work experience. Stronger candidates answered successfully, producing correct past tenses and a variety of workplaces (e.g. '*Trabajé en el aeropuerto*'; '*Antes trabajaba en una tienda*'; '*Era recepcionista*'). Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. *'Compría relojs'; 'Trabajar en la biblioteca.'*).

Task 5 required candidates to give their opinion on what the necessary qualities for this job are. Most candidates understood the task and there was a range of answers. Stronger candidates took the opportunity to develop their answers with extra detail and opinion or use a wide range of topic specific vocabulary. Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*Persona haciendo feliz y amigable'; 'Tiene que haber sobre los lugares famosos*'; '*Las qualidades necessarias son ser muy amiga de estrajeros y hablar linguas*').

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band, (e.g. '*Si me das la ocupacion*'; '*tuve que venderlos*'; '*Ojalá me escriban*'). Stronger candidates produced a wide range of tenses such as pluperfect indicative, present subjunctive, imperfect subjunctive, and more sophisticated opinions and expressions (e.g. '*digamos que no tenía una vida social*'). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. The most common attempts at complexity were using comparatives and superlatives. Candidates should find ways to introduce more complex structures and a variety of tenses in their writing even if those tenses are not use in the bullet points. The best responses were written in the style of a formal letter e.g. '*Estimado…/atentamente'*). They also addressed the readers with *'usted/ustedes'; 'le escribo/les escribo*'. However, the majority of candidates chose to start their piece of writing with an informal salutation (e.g. 'Hola'; '*Buenos días*'. Weaker candidates demonstrated poor competence with basic structures (e.g. '*Me llamo es…'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing, although there were many examples of 'por que' instead of '*porque*'. Stronger candidates use a wider range of connectors (e.g. 'dado que'; '*ya que'; 'en cambio'; 'ni…ni*').

Accuracy

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only the strongest candidates managed to consistently place pronouns and accents accurately. Poor spelling of vocabulary was also common in this question (e.g. '*por que'; 'nececitaban'; 'ofertando'; 'assisto'; 'muchos energie'; 'un trabajaro'*).

(b)   Comprar ropa

This was the most popular option with 62.5 per cent of candidates choosing this option. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP was lacking. Many candidates engaged well with the register of the task, i.e. a newspaper for the school magazine.

Task completion

Task 1 asked candidates to state what clothes they normally wear. This was generally well addressed with most candidates able to manipulate the verb in the rubric to complete the task (e.g. *'Normalmente llevo una camisa..'*). Stronger candidates used a range of appropriate verbs along with a variety of topic specific vocabulary (e.g '*Solo me gustan las camisas de manga corta porque siento que puedo moverme más facilmente*'). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'Haco compra de ropa de la playa'; 'Normalmente llegar pantalones azul').*

Task 2 asked candidates to describe the last time they went shopping for clothes and required a verb in the past tense in order to complete the task. Most candidates were able to use the prompts to provide appropriate examples (e.g. '*La semana pasada fui al centro comercial; 'Mi hermano y yo fuimos….'*). The stronger candidates were able to use a range of verbs and give detailed explanations. (e.g. *'Encontre cosas muy chulas'; 'Alli me compre un vestido que uso para dormir'*). The omission of the accents on the verbs here did not prevent communication marks being awarded as the past context was clearly defined. Weaker candidates struggled to form correct conjugations in the past tense, and this could not be rewarded (e.g. *'nosotros no comprar ropa'; 'yo comprá ropa'; 'quieramos voy a la tienda').*

Task 3 required candidates to state the advantages **or** disadvantages of buying clothes in a shopping centre. Many candidates answered both advantages and disadvantages, which enabled them to provide extra detail and a second opportunity to complete the task. Candidates who completed the task successfully were able to form correct subject verb agreements (e.g. '*Las ventajas son que hay muchos diferentes estilos de ropa'*). Their answers included detail and good topic vocabulary *(e.g. 'Es ruidoso, me sobre estimula y me hace estresada'*). Verb and spelling errors in responses from weaker candidates prevented task completion (e.g. '*no tiene qualidad y puedes se destruir'; 'la gente mucho andar en un centro comercial'*).

Task 4 required the candidates to give their opinion on what we should do with clothes that we no longer use and was the most challenging task for this question. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'deberíamos donarla'; 'Sería mejor si la donaran'*) and adding reasons. (e.g. '*así puedes ayudar a las personas con menos dinero')*. Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'tu quieres reciclaje ropa vieja').* Weaker candidates were also challenged by verb formation (e.g. *'Ropa que no usamos más dieron los hermanos'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance. A few candidates omitted the task entirely.

Task 5 required candidates to state how they are going to change their habits when buying clothes in the future and was generally successfully addressed. Stronger candidates answered with a short, simple sentence in which an accurate form of the verb was produced (e.g. '*en el futuro voy a dar mi ropa a tiendas de segunda mano')* and a few were able to produce more ambitious sentences (e.g. *'cambiaré mis hábitos por comprando lo que necesito y no lo que deseo'; en el futuro no creo que cambie mis hábitos..'*). Weaker candidates did not address the task successfully because their response was too inaccurate (e.g. 'no vas a comprar ropa'; '*En el futuro yo no comprar mucho ropa'; 'Compraría es importante concidir como útil la ropa es'*). Lack of vocabulary also prevented task completion (e.g. *'me gustaría mas tipos de ropa en mi armarillo').*

Range

Some candidates were able to include a range of appropriate linking words. Most candidates tended to use simple structures, and a few made attempts to use more complex structures. The stronger candidates included a much wider range of connectives in their responses, such as '*cuando'; 'ya que'; 'aunque'; 'lo que'* and produced more complex structures and different tenses (e.g. '*había cambiado mi armario*'; 'si se lo das'; '*dejando a un lado mis preferencias*'; '*que la gente deposite*…'). These candidates also often used a wide range of vocabulary specific to the topic (e.g. '*para ahorrarme un dinerillo; 'regalar, reciclar, donar*'). The stronger candidates also adopted an appropriate register in response to the rubric ' an article for the newspaper', with an introduction and conclusion (e.g. '*uno de los temas más hablados*…').

Accuracy

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation and only the strongest candidates managed to consistently place pronouns and accents accurately. Candidates

should focus on verb conjugation and learn where to place accents, as these can often determine whether the task completion mark is awarded or not.