SPANISH

| **Paper 0530/03** |
| **Speaking** |

Key messages

- For the role plays, Teacher/examiners should familiarise themselves with their own roles before beginning any 'live' Speaking examinations 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 practice and provide guidance about suitable verbal responses.

- In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates should be allowed to present their topic for one to two minutes uninterrupted. Where role plays take less than five minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted five minutes each in order to compensate.

- 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).

- Centres need to check all additions carefully in order to avoid arithmetical errors.

- **New**
  There is video support available for the Speaking test, which Examiners can access on the Teacher Support Site.

General comments

To be read in conjunction with the Teachers' Notes booklet (May/June 2017).

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 the quality of recordings and it is essential that Centres check the quality of the recordings prior to despatch to Cambridge.

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

Centre number_candidate number_syllabus number_component number.

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

Candidates should not introduce themselves on the recording. Instead, the Teacher/examiner should introduce the candidates as stated in the Teachers' Notes booklet.

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 transfer were found and corrected.

Comments on specific questions

Materials for the Speaking examination 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. When 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 greetings, expressions of emotion such as concern and gratitude that candidates sometimes omit inadvertently.

Careful preparation is essential in situations where the Teacher/examiner has to initiate the dialogue. If a genuine mistake does occur then the Teacher/examiner can quickly and confidently take up the appropriate role, thereby avoiding any unnecessary confusion and anxiety for the candidate.

Role Plays A

Role Play A (1, 2, 3)

The majority of candidates performed well in these tasks.

Task 2

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

Task 3

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

Task 5

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

Role Play A (4, 5, 6)

This role play was completed well.

Task 1

Some candidates had difficulties in pronouncing *hamburguesas.*

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

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 3 marks for this task. Some candidates struggled to formulate an accurate question often using an incorrect verb and sometimes mispronouncing the correct form of the verb 'costar'.

Role Play A (7, 8, 9)

Candidates coped well with the specified tasks.

Task 2

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

Task 3

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

Task 4

A short response to complete this task was perfectly acceptable.

Task 5

Dale las gracias formed part of the task and, if omitted, the candidate could not score the full 3 marks 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

Some candidates did not understand *cambiar.*

Task 2

Discúlpate forms part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 3

Most candidates communicated the necessary information although some candidates omitted the year of birth and could not score the full 3 marks for this task.

Task 4

There were difficulties in formulating a suitable question.

Task 5

This task was completed well by most candidates.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1

Some candidates did not understand *para qué llamas* confusing it with *¿Cómo te llamas?*

Task 3

A short response to complete this task was perfectly acceptable. *Viajó* was not understood by some candidates.

Task 4

Estás contento/a formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Some candidates did not understand *recoger.*

Task 5

This task was completed well by most candidates.

Role Play B (3, 6, 9)

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

Task 1

Some candidates had difficulties in pronouncing *alquilar* and therefore could not be awarded the full 3 marks.

Task 2

This task was completed well by most candidates.

Task 3

Estás contento/a formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 4

A short response to complete this task was perfectly acceptable. Candidates responded well.

Task 5

Candidates, despite some appearing unsure about devolver, asked a suitable question.

Topic Presentation/Conversation

A wide variety of topics were presented and there were many excellent presentations.

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. The Teacher/examiner should advise the candidate on the choice of topic which, ideally, should be from the candidate's own experience.

The Teacher/examiner should allow the candidate to speak for up to two minutes uninterrupted and then ask specific questions, which are both expected and unexpected. The Teacher/examiner should ask questions that draw and expand on the material presented by the candidate. Too many closed questions, which only require a yes/no answer, should be avoided as this causes the conversation to stall. Candidates must be encouraged to develop their responses by providing explanations, opinions and justifications as appropriate.

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. 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).

Most Teacher/examiners encouraged their candidates and gave them the opportunity to access the full range of marks.

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

General Conversation

The general conversation 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 part, should avoid asking too many closed questions, which only require minimal responses, or moving too quickly from one topic to the next. If a candidate is clearly struggling with a topic, the Teacher/examiner should move on to another topic but he/she needs to ensure that this does not lead to a series of closed questions.

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/examiner asked questions at an appropriate level that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions.

Assessment

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

In the role plays, some Centres were too keen to deduct marks for minor errors such as the use of an incorrect preposition 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.

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 the use of more complex language and structures.

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 0530/11
Listening

Key messages

There are several multiple-choice questions in this paper and candidates must mark their answers very clearly. If a candidate makes a mistake, he/she needs to cross out the answer carefully and then write the amended version, indicating clearly which is his/her final answer. 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 very well before writing in their final answer in pen.

Candidates use different strategies in order to complete the test correctly (e.g. some candidates annotate the questions mostly in English whereas others translate the question). These strategies are allowed as long as the annotations do not interfere with the answer itself, since annotations can make it very difficult to read the candidate's answer.

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. Extra words might invalidate an answer which would otherwise be correct. In **Sección 2, Ejercicio 2, Segunda Parte**, answers should be concise and candidates are allowed to lift directly what they hear. 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.

A number of candidates did not know the Spanish interrogative words and would therefore benefit from further practice in this area. Candidates should identifify the interrogative form and then listen out for a likely answer. For example, if a question asks *dónde*, the candidate should listen out for a place.

In **Sección 2, Ejercicio 2, Segunda Parte,** and in **Sección 3, Ejercicio 2**, candidates need to be aware that their answer must be coherent with the question they have been asked. 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 were sometimes a problem. If the Examiner cannot read what a candidate has written, no marks can be awarded. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

This year, some 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. 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 the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1 – 8

The rubrics were generally understood and followed.

Most candidates could cope very well with all of the questions in this exercise. Where errors did occur, these were most usually in **Question 2**, where a significant number of candidates had difficulty with *adolescentes* **(A)**.

Ejercicio 2 Preguntas 9 – 15

Most candidates understood the passage well.

Question 9

Most candidates knew *montaña* **(A)**.

Question 10

Most candidates knew *julio*, although some candidates struggled with the spelling.

Question 11

Most candidates knew *ocho* and could spell it correctly. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer.

Question 12

Most candidates identified *saco de dormer* **(B)**.

Question 13

Most candidates knew *ordenador* **(C)**. Some candidates opted for *dinero* **(B)** instead.

Question 14

The majority understood *natación* **(A)**.

Question 15

The majority of candidates knew *lavar los platos* **(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 Rosa: some candidates did not understand the idea that Rosa's house is old and did not tick option **(d)**. A few other candidates did not understand that her auntie's house is better, according to her, and did not tick option **(e)**. Most candidates did very well in the utterances related to Alejandro and Carolina. A small number of candidates ticked only four answers instead of six. The key in this question is to understand synonyms and ideas which convey the same meaning as the utterances in the question.

Ejercicio 2 Preguntas 17 – 25

Primera Parte

Question 17

Most candidates could answer *compró*.

Question 18

Better candidates could answer *cara* but many had difficulty with its spelling. The most recurrent mistake was *carra*.

Question 19

Most candidates identified the answer *garaje* but some had difficulty with its spelling. Some candidates lifted more than one word and the inaccuracy of the additional word invalidated the answer.

Question 20

Better candidates gave the correct answer *preocupada*. Only the best candidates could spell it fully accurately. Minor spelling mistakes were tolerated. However, alternative words such as *ocupada* were not accepted.

Question 21

Most candidates could answer *navidad*.

Question 22

Only the best candidates gave the best answer *(la) vida moderna*. Some candidates only wrote *moderna*, which does not communicate enough. The most recurrent wrong answer was *canciones modernas*, which conveys a different meaning.

Question 23

Most candidates correctly answered *artistas famosos*. Candidates who used the English word *artists* did not get the mark.

Question 24

Only the best candidates gave the correct answer: *optimista*. Minor spelling mistakes were tolerated.

Question 25

Most candidates were able to identify the correct answer *(parte) derecha*. Many struggled with spelling and, in some cases, it was rejected due to lack of enough evidence of understanding. The most recurrent misspelling was *de hecha.*

Sección 3

Ejercicio 1 Preguntas 26 – 31

Question 26

The correct answer was D and this question was handled well by most candidates. When another option was chosen, A was the most common one (*a los 18 años*). In this question, there were distractors. It is important that the candidates expect them and they must listen to the whole answer in the transcript before crossing their answer.

Question 27

This was straightforward for most candidates.

Question 28

The best candidates chose B (*se quedó callada*). When another option was chosen, C was the most common one (*se enfadó*). Emotions are tested in **section 3** and candidates must learn them.

Question 29

This was straightforward for many candidates from the full ability range.

Question 30

Most candidates chose the correct answer C (*comprender bien a los clientes*). Some candidates opted for B (*gastar mucho en publicidad*) instead, since this was the distractor.

Question 31

This was straightforward for most candidates.

Ejercicio 2 Preguntas 32 – 40

Question 32

The strongest candidates could accurately answer *medio ambiente/medioambiente*. In this section, a higher level of spelling accuracy is required and candidates who misspelt the word(s) significantly did not achieve the mark.

Question 33

Most candidates attempted this answer, and gave the accurate answer: *fenomenal.* Emotions are tested in **section 3** and it is important for candidates to learn them.

Question 34

This was a very successful question for most candidates. A verb was required and no change of person or tense was expected.

Question 35

This question was a very successful differentiator. Many stronger candidates could answer *oscuridad*. Some minor misspellings were accepted. Weaker candidates struggled with this question and some opted for the additional information *prefiere los días con luz*, which was not rewarded.

Question 36

Stronger candidates gave the full answer *en la cantina*. Weaker candidates did not give a fully correct grammatical answer, or they misspelt cantina to such an extent that the meaning was obscured.

Question 37

Most of the stronger candidates answered *tenis de mesa*. The distractors were *bar*, *biblioteca* and *sala de juegos*. Weaker candidates gave the incomplete answer *tenis*.

Question 38

Only the strongest candidates could provide the answer *salvará el planeta*. The answer *es esencial* did not demonstrate enough understanding.

Question 39

The majority of the more able candidates could answer *una flor (especial)*. Misspellings such as *flora* or *flores* conveyed a different meaning and, therefore, were rejected.

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Question 40

Only the strongest candidates could provide the answer *las dificultades de ser científico.* Many candidates misspelt *científico* and wrote *scientific*. Some candidates answered *las dificultades científicas*, which does not convey the same meaning and did not show enough understanding.

SPANISH

Paper 0530/12 **Listening**

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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.

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, as this can help them to listen out for the appropriate information.

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. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

This year a small number of candidates left some multiple-choice questions unanswered. 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 the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1 – 8

The rubrics were generally understood and followed. Most candidates could cope with all the questions in this exercise.

Question 4

Understanding directions caused some difficulty.

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Question 5

Some candidates did not seem to understand the word: 'revista'.

Question 8

Question 8 was the one that caused greatest difficulty in this exercise. Some candidates did not seem to understand the word 'miedo' and therefore did not associate it with the images of ghosts.

Ejercicio 2 Preguntas 9 – 15

Question 9

Most candidates knew 'lunes' but a few candidates wrote 'domingo', 'aquaticos' and 'nueves'. All other questions were correctly answered by most candidates.

Questions 15

A number of candidates did not seem to know the word: 'bañador'.

Sección 2

Ejercicio 1 Pregunta 16

Most candidates ticked the required six answers. However, some ticked only four. A couple of candidates ticked more than 6 answers.

Most candidates understood '*Mis padres tienen una tienda de artesanía mexicana en el centro del pueblo. Yo los ayudo como dependiente.*' and went for **(a)** although some candidates chose **(c)** instead.

Most candidates understood Victoria when she said 'He tenido diferentes trabajos, por ejemplo, en un supermercado, en una biblioteca y en una oficina' and marked **(f)**. However, many missed 'En mi pueblo siempre se puede disfrutar del sol y del calor' and left **(d)** unmarked.

As for Juan Pablo's monologue, better candidates identified **(i)** because they understood 'gasto poco del dinero que mis padres me dan durante el año y ahora puedo pasar estas vacaciones sin trabajar', but many left it unmarked.

In Sonia's monologue, the stronger candidates picked up on 'no me llevaba bien con el jefe y los clientes eran bastante maleducados' and went for **(k)** but not all candidates managed to understand this utterance.

Ejercicio 2 Preguntas 17 – 25

Primera parte

Question 17

Most candidates could answer 'primo'.

Question 18

A good number of candidates gave the correct answer: 'tranquila'. The most common mistake was 'tranquilla', which could not be accepted because it means 'latch'.

Question 19

Stronger candidates gave the correct answer: 'nerviosa'.

Question 20

Most candidates could answer 'poco'/'un poco'. Some answered 'unpoco', which showed a lack of understanding.

Question 21

Stronger candidates wrote 'lentamente' but many went for the distractor 'serios'.

Segunda parte

Question 22

The simplest answer was 'Descansar'. Many candidates answered 'descansar cada 15 minutos', for which they also got the mark.

Question 23

A good number of candidates could answer 'cinco chicas'. The spelling of 'cinco' was difficult to some.

Question 24

Many candidates understood this question and answered 'todas las mañanas'.

Question 25

Some candidates answered 'controlar el barco', which did not answer 'cómo se sentía'.

Sección 3

Ejercicio 1 Preguntas 26 – 31

Question 26

Most candidates understood 'mirando la televisión' and went for D.

Question 27

This question was also relatively accessible.

Question 28

Stronger candidates understood 'aunque mi mujer y mis hijos aceptan lo que hago, los echo de menos. Lo que encuentro más difícil es no estar con ellos' and went for option A.

Question 29

Stronger candidates chose C 'sus vacaciones' but weaker candidates tended to go for the distractor B.

Question 30

Stronger candidates chose the correct option B but many candidates chose the distractor A.

Question 31

Stronger candidates chose the correct option D but weaker candidates tended to choose option C.

Ejercicio 2 Preguntas 32 – 40

Question 32

Stronger candidates wrote 'en la calle' but many wrote 'Internet' or 'teléfono móvil'.

Question 33

Stronger candidates could identify the reaction and answered 'él gritaba de alegría' but many candidates wrote '¡se había hecho famoso!'

Question 34

Many candidates seemed to have difficulty with the word 'sabían' and wrote 'habian' instead.

Question 35

Stronger candidates picked up 'participar en la Copa del Mundo'; the spelling of 'copa' was difficult to many.

Question 36

Many candidates could identify 'un día sería famoso'. Direct speech answers ('serás famoso') were also accepted.

Question 37

Stronger candidates gave the succinct answer 'como recuerdo'. The answer 'porque el piano se lo regaló la abuela' was also accepted.

Question 38

Stronger candidates wrote 'en sus ratos libres'. However, many wrote 'pasatiempo', which demonstrated that they had not understood the question word 'cuándo'.

Question 39

This was a challenging question but many candidates could identify 'compartir vídeos' and stronger candidates were able to answer: 'los jóvenes músicos pueden compartir vídeos de su propia música.'

Question 40

Stronger candidates got the right answer: 'músicos muy conocidos'. Answers such as 'un concierto' or 'un festival de música' suggested that they had not understood the question words: 'con quién'.

SPANISH

Paper 0530/13
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, as this can help them to listen out for the appropriate information.

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. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

This year a small number of candidates left some multiple-choice questions unanswered. 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 the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Most candidates seemed to cope with the questions in this exercise.

Question 1. Some candidates had some difficulty identifying 'duchando' and went for C.

Question 5. Some candidates had difficulty identifying C: 'mariscos'.

Question 8. Some candidates had difficulty identifying D: 'biología'.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9 most candidates knew '40'. If a candidate thinks they are unable to spell the number, then it is fine if they provide it numerically (e.g. '40' instead of 'cuarenta').

Question 10 most candidates knew 'sacar fotos'.

Question 11 most candidates knew 'sala de conciertos'.

Question 12 was the most challenging in this exercise. Not all candidates recognised 'ventanas' (A) and went for C instead.

Question 13 most candidates new 'plaza'.

Question 14 the majority knew 'azul' and could spell it correctly.

Question 15 the majority understood 'postales y regalos' and went for B.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates could answer most of the questions.

In Susana's monologue, stronger candidates identified (c) because they understood 'nos hace trabajar en silencio', but many candidates left it unmarked.

In Tomás's monologue, many went for (f) 'Tomás tiene que hacer muchos deberes de historia' because they did not seem to understand that he said 'no hace falta dar deberes.'

In Juana's monologue, stronger candidates identified (g) but weaker candidates ticked (i) 'A Juana le falta tiempo para hacer los deberes' because they seemed to have missed 'siempre termino pronto. Así tengo tiempo libre…'

In Eduardo's monologue, most candidates got (k) right but some missed (l) because they seemed unable to pick up 'mis padres son científicos y me pueden ayudar por la tarde'.

Most candidates ticked the required six answers; but some still ticked only four.

Ejercicio 2 Preguntas 17–25

Primera parte

Question 17 many candidates found the spelling of 'zoológico' difficult and attempted to write something that sounded like it: some split it in two words 'zoo logico' and lost the mark.

Question 18 most candidates could answer 'turistas' and spelled it correctly. However, many went for 'para niños y padres'. Many candidates wrote 'turisto'.

Question 19 most candidates could answer 'yoga' and spelled it correctly.

Question 20 many candidates gave the correct answer: 'tradicionales'. Weaker candidates went for 'teatro'. A common mistake was to write 'tradicionades'.

Question 21 most candidates could answer 'segundo' and spelled it correctly.

Segunda parte

Question 22 many candidates wrote the correct answer: 'comida'.

Question 23 stronger candidates could answer 'los niños disfrutaron mucho'.

Question 24 many candidates understood this question 'cómo se sintió' and answered 'orgulloso'. However, some candidates answered 'nervioso y con estrés' because they did not seem to spot 'cuando todo había terminado', which was the cue to the answer.

Question 25 only the stronger candidates could identify 'con varios conciertos por la noche'. Many candidates confused 'varios' with 'barrios' and lost the mark.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26 many went for the distractor A, but stronger candidates were able to pick up 'mis resultados en los exámenes eran siempre peores de lo que esperaban mis profesores' and went for right answer: D.

Question 27 stronger candidates could answer B because they identified 'a mis padres no les importó'. However, many went for C 'les sorpendió a sus padres'.

Question 28 stronger candidates identified 'rodeado de estudiantes mucho más jóvenes que yo' and chose option A. Weaker candidates tended to opt for the distractors, such as B or D.

Question 29 many candidates went for the distractor, but candidates who understood 'lo más útil para mí fue que la universidad tenía unos cursos por Internet' chose option A.

Question 30 was the most accessible question in this exercise. Many candidates identified 'saber utilizar bien el tiempo para estar' and chose option C.

Question 31 Stronger candidates chose option C but many chose the distractor A.

Ejercicio 2 Preguntas 32–40

Question 32 many candidates seemed to find the verb 'mejorar' unfamiliar, but as long as the idea of 'mejor para la salud' was conveyed the mark was awarded.

Question 33 many candidates could answer 'puede ser aburrida' or 'aburrida', which was enough to gain the mark. Some weaker candidates wrote 'doce, trece', which did not answer the question.

Question 34 Many students seemed to have mistaken 'con quién' for 'con qué', so they answered 'con unos amigos / con su madre' instead of 'con una lata'.

Question 35 stronger candidates were able to answer 'terminaba con un catarro'.

Question 36 most candidates could answer 'el estrés de la vida moderna'. 'El estrés' or 'la vida moderna' was enough to get the mark because it showed comprehension.

Question 37 many candidates found it challenging to correctly spell the answer ('inundación')

Question 38 most candidates could answer 'el ruido del agua'.

Question 39 stronger candidates managed to provide the correct answer: 'ser feliz'.

Question 40 stronger candidates managed to provide the correct answer: 'hay silencio'.

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Paper 0530/21
Reading

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Key Messages

Candidates should aim to write short, accurate answers – sometimes a single word or infinitive 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 line shown, the answer is expected to fit in that space.

Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.

All 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 be careful to read the questions thoroughly and make sure the answer is directly linked to the question.

In *Sección 2*, **Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.

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*.

A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

In the first exercise of Sección 3, candidates need to remember that marks are awarded for correctly ticking Verdadero or Falso, as well as for providing an appropriate justification for the false statements.

General Comments

Most candidates attempted all of the questions and adhered to the rubrics. It was very nice to see how well some candidates have been prepared and how they had been taught to paraphrase and not to lift indiscriminately from the text. This helps to demonstrate effective cognitive processing.

For the most part, candidates wrote legibly and presented their work neatly.

In the exercises which required short answers, the stronger candidates wrote concisely. They knew which parts of the text to omit and found short, focused responses to the questions.

The stronger candidates also used appropriate pronouns and verb endings in the reading exercises in *Secciones 2* and *3*.

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Comments on specific questions

Section 1

Exercise 1   Questions 1–5

Most candidates scored full marks on this exercise. The items of vocabulary which caused problems for some candidates were *carnicero* and *regalos*.

Question 1

Most candidates knew *cafetería* and linked it with **C**.

Question 2

Most candidates knew *piano* and linked it with **A**.

Question 3

Most candidates knew *carnicero* and linked it with **A**. Some candidates confused "carnicero", "bombero" and "camarero", choosing randomly between those pictures.

Question 4

A few candidates confused "bebidas" and "regalos" and wrongly ticked C

Question 5

Most knew *ciencias* and linked it with **D**.

Exercise 2   Questions 6–10

Question 6

Candidates were able to link *apartamento* with **B**.

Question 7

The majority of candidates successfully linked *camping* with **D.**

Question 8

Many candidates were able to link *casa* with **F**.

Question 9

Most candidates knew to link *albergue* with **C.** Some candidates ticked E, however, maybe not knowing what "albergue" meant.

Question 10

Most candidates successfully linked *hotel* with picture **A.**

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Exercise 3   Questions 11–15

Most candidates showed good understanding of the text and scored full marks in this exercise. Questions 12, 13 and 14 seemed to be the most demanding, whereas question 11 seemed to be the easiest one, as it was completed successfully by most candidates.

Question 11

Many candidates correctly chose **A**.

Question 12

The majority of candidates correctly opted for **B.** Some wrongly selected A or C.

Question 13

Most candidates read and understood the full sentence and correctly chose **A**. Some candidates went for "se pelean", perhaps because they were not sure of the meaning of "*lo pasan bien*", therefore not being able to link it to "*reímos*" y "*divertimos*".

Question 14

Most candidates were able to successfully select **B**.

Question 15

Most candidates were able to link *el verano próximo* and *el verano que viene* and ticked the right option.

Section 2

Exercise 1   Questions 16–20

Most candidates performed well on this section. A small number of candidates who followed the rubric but chose the wrong answer from the box didn't demonstrate a good grasp of grammatical or structural knowledge, as they failed to deduce the correct word-type required in the gaps.

Questions 16, 17 and 18 were generally well answered**.**

Question 19 was sometimes wrongly answered with *teléfono*.

Question 20 was sometimes wrongly answered with *frecuentemente*.

Exercise 2   Questions 21–29

Overall there was a consistently good response to this set of questions. Stronger candidates identified the correct part of the passage from which to extract the correct answer and gave succinct and accurate answers. Weaker candidates tended to lift indiscriminately in the hope of including the correct information.

Question 21

Most candidates understood the question and were able to answer just with the word required, *medioambiental* without adding any unnecessary information.

Question 22

Most candidates correctly answered with *el alcalde.* Answers like *reunirme con el alcalde* showed that the candidate could locate where the response was, but wasn't able to lift the most relevant parts.

Question 23

A few candidates who didn't fully understand what the question went for "no hay suficientes basureros".

Question 24

Most candidates wrote the correct answer (*hace tres meses*).

Question 25

Most candidates were able to locate the response and score the point.

Question 26

This question was generally answered correctly. Some candidates tried to add too much and ended up not saying what the text said (e.g. *los semáforos no funcionan porque es peligroso*).

Question 27

Most candidates answered well.

Question 28

This question was relatively straightforward for the majority of candidates who answered with either *no sirve or no sirve de nada*. A few candidates incorrectly responded with *el ayuntamiento no sirve de nada,* which wasn't what the text said, so the answer was invalidated.

Question 29

Most candidates were able to answer correctly with *optimista*; some added *y le desea suerte*, which was not part of the answer as it wasn't referring to Rosa's mother's personality.

Question 30

Most candidates answered correctly.

Section 3

In this section, candidates are required to extract answers from a longer text with more complex language than in Section 2.

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 recognise the regular and irregular forms of a range of common verbs and are able to use the third person.

Exercise 1   Question 31–35

Many candidates coped reasonably well with this section and were able to offer justifications. Justifications were well identified but marks were often lost through inclusion of extraneous material and indiscriminate lifting. The more successful candidates selected the justifications carefully.

Question 31

Many candidates identified this statement to be false and correctly justified it with *lleva 35 años viajando*

Question 32

Most candidates recognised this as a true statement.

Question 33

Many candidates identified this as a false statement but only the stronger candidates were able to provide a correct justification.

Question 34

Most candidates recognised this as a false statement.

Question 35

Most candidates identified this as a true statement.

Exercise 2   Questions 36–42

This was a challenging text that required a deeper understanding of more complex language and vocabulary. A good number of candidates were able to identify the required information and answer with precision. Answers that were succinct and precise were more successful than long responses that were lifted indiscriminately from the text or included extraneous information.

Question 36

Generally well answered, most candidates carefully selected the right part of the text without adding unnecessary words.

Question 37

Many candidates found the correct answer. Some candidates chose the wrong bit of text to answer the question, for example, writing *no dormía bien*.

Question 38

Most candidates located the correct answer in the text.

Question 39: This was generally well answered.

Question 40

This question was generally well answered by most candidates.

Question 41

Candidates who were able to select the precise part, which directly answered the question (*jamás han visto el campo)* scored the mark.

Question 42

This was generally well answered by candidates who were able to select *satisfechos*.

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| Paper 0530/22 |
| Paper 2 Reading |

Key messages

Candidates should aim to write short, accurate answers – sometimes a single word or infinitive 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 line shown, the answer is expected to fit in that space.

Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.

All 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 be careful to read the questions thoroughly and make sure the answer is directly linked to the question.

In *Sección 2*, **Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.

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*.

A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

In the first exercise of Sección 3, candidates need to remember that marks are awarded for correctly ticking Verdadero or Falso, as well as for providing an appropriate justification for the false statements.

General comments

Most candidates attempted all of the questions and adhered to the rubrics. It was very nice to see how well some candidates have been prepared and how they had been taught to paraphrase and not to lift indiscriminately from the text. This helps to demonstrate effective cognitive processing.

For the most part, candidates wrote legibly and presented their work neatly.

In the exercises which required short answers, the stronger candidates wrote concisely. They knew which parts of the text to omit and found short, focused responses to the questions.

The stronger candidates also used appropriate pronouns and verb endings in the reading exercises in *Secciones 2* and *3*.

Comments on specific questions

Section 1

The majority of candidates attempted all questions in section one and many achieved full marks.

Questions 3 and **12** were the least accessible whereas **Questions 1**, **2** and **5** were the most accessible

Exercise 1 – Questions 1–5

Many candidates scored full marks on this section. The item of vocabulary which caused problems for some candidates was *camerero.*

Question 1

The majority of candidates knew *discoteca* and linked it with **B.**

Question 2

The majority of candidates knew *guitarra* and linked it with **D.**

Question 3

The majority of candidates knew *camerero* and linked it with **D,** but some candidates wrongly selected **A** or **C**.

Question 4

The majority of candidates knew *bebida* and linked it with **C.**

Question 5

The majority of candidates knew *matemáticas* and linked it with **A.**

Exercise 2 – Questions 6–10

The majority of candidates scored full marks on this section. However, the items of vocabulary which caused problems for some candidates were *dibujar con mis lápices* and *caminar cerca del lago.*

Questions 8 and **9** were the least accessible whereas **Questions 6** and **10** were the most accessible.

Question 6

The majority of candidates linked *montar a caballo* with **C.**

Question 7

The majority of candidates knew *juego al ajedrez* and linked it with **B**, but a few answered with **D.**

Question 8

The majority of candidates knew *dibujar con mis lápices* and linked it with **D**, but a few candidates opted for **B.**

Question 9

The majority of candidates knew *caminar cerca del lago* and linked it with **F.** Amongst the incorrect answers the most common was **E.**

Question 10

Most candidates were able to link *cocinar* with picture **A.**

Exercise 3 – Questions 11–15

Many candidates scored full marks in this section. The item of vocabulary that caused problems for some candidates was *correr* as many failed to link this with *ejercicio.*

Question 12 was the most challenging to answer whereas **Questions 11** and **15** were completed successfully by most candidates.

Question 11

Most were able to link *nada aburrida* in the text with the correct response *interesante*.

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Question 12

Most candidates were able to link *nunca he trabajado en el teatro pero me encanta ir a ver espectáculos allí* with **C** but a few candidates wrongly opted for **A.**

Question 13

The majority of candidates were able to link *me gusta correr* with **B** *'ejercicio* but a few wrongly opted for **A.**

Question 14

Most linked *clases de idiomas* correctly with **A**, but a few wrongly opted for **C.**

Question 15

Most candidates successfully selected **B**.

Section 2

Exercise 1 – Questions 16–20

Many candidates performed well on this section. Higher ability candidates were able to use their grammatical knowledge to recognise the type of word needed. Candidates were clearly aware of common phrase patterns for accommodation, transport and weather and often chose a viable grammatical option.

Candidates found **Questions 17** and **19** the most difficult whereas **Questions 16** and **18** were completed successfully by the majority of candidates.

Question 16

Most candidates chose *empieza* correctly from the list, but a few opted for *termina*.

Question 17

Most candidates recognised the need for an infinitive, correctly selecting *competir* from the list, but weaker candidates tended to opt for enseñar.

Question 18

This question proved difficult for weaker candidates, with many opting for *hotel* instead of *camping*.

Question 19

Higher level candidates understood the need for a method of transport and correctly opted for *moto.* A few candidates wrongly lifted the word *bicicleta* from the text without fully comprehending the question or paragraph.

Question 20

Most candidates recognised the noun *lluvia* and correctly linked it with the verb *llover,* but some weaker candidates chose the wrong weather word *niebla.*

Exercise 2 – Questions 21–30

Overall there was a consistently positive response to this set of questions. Stronger candidates identified the correct part of the passage from which to extract the correct answer and gave succinct and accurate answers. Most errors came as a result of candidates misunderstanding the questions and writing inappropriate answers or weaker candidates lifting indiscriminately in the hope of including the correct information. **Questions 22** and **26** were the most successful but weaker candidates struggled with **Question 27**.

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Question 21

Most candidates understood the question and were able to answer correctly with *los 50 años de la boda (de los abuelos).*

Question 22

Most candidates correctly answered with *(todo) la familia (excepto los abuelos)*.

Question 23

This question proved the most problematic in this section as many weaker candidates struggled with answering the question precisely with *restaurante* as many lifted *llegaron al restaurante* from the text. No verb was needed but the stronger candidates were able to use *van* from the question in their response.

Question 24

Most candidates were able to lift the response *no sabían qué decir* but some weaker candidates copied too much information or chose emotions that were mentioned in other parts of the text.

Question 25

The more able candidates could answer succinctly with *bailar* or a conjugation of the verb but weaker candidates lost marks by including erroneous information.

Question 26

This question was the most successful in this exercise with a variety of answers accepted *(viaje) en barco (por el Caribe).*

Question 27

This question proved to be the most difficult in this section with many weaker candidates answering *emocionado* or *no dijo mucho*. Many failed to identify the timeframe *normalmente* being questioned or didn't recognise *dijo* from the text as a past tense. The correct response of *callado* was only identified by the more able candidates.

Question 28

This question was relatively straightforward for most candidates who answered with *(se) cancelaron (los) trenes*. A few candidates incorrectly responded with *me sentí fatal.*

Question 29

Most candidates identified the information being asked for here and were able to answer correctly with *fotos*.

Question 30

Most candidates correctly answered with *esta noche*.

Section 3

In this section, candidates are required to extract answers from a longer text with more complex language than in Section 2. Careful lifting from the text is acceptable but candidates are expected to eliminate words which are superfluous or do not follow on logically from the question. Candidates will need to use their knowledge of different tenses when reading the text and responding to questions. They are also expected to be able to understand and change possessive, object and reflexive pronouns to the appropriate form.

Exercise 1 – Question 31–35   True/False

This exercise contained more challenging vocabulary and concepts. The more able candidates were able to demonstrate their level of understanding. Justifications were generally well identified but marks were often lost through the inclusion of extraneous material and indiscriminate lifting. The more successful candidates selected the justifications carefully, and effectively manipulated the verb forms and information in the text.

Question 31

Most candidates identified this statement to be false and correctly justified it with *(son) (bastante) graciosos.*

Question 32

Most candidates identified this as a false statement but only the most able candidates were able to provide a correct justification.

Question 33

Most candidates recognised this as a true statement.

Question 34

Many candidates recognised this as a true statement.

Question 35

Most candidates identified this as a false statement and the more able students were able to provide the correct justification.

Exercise 2 – Questions 36–42
This was a challenging text that required a deeper understanding of more complex language and vocabulary. A good number of candidates were able to identify the required information and answer with precision, but weaker candidates struggled to score marks, although the vast majority did attempt answers. Candidates were usually able to identify the correct section of the text but the requirement for answers to be changed from the first to the third person caused a few problems. Answers that were succinct and precise were more successful than long responses that were lifted indiscriminately from the text or included extraneous information. **Questions 37** and **39** were the most accessible in this exercise.

Question 36

Candidates were able to lift *(estaba empleada como) dependienta (en una tienda de ropa)* directly from the text.

Question 37

This was generally well answered by candidates who could lift directly from the text *se puso enfermo.*

Question 38

This was the most challenging question in this exercise. Most of the candidates identified the correct part of the text but had not read the question closely enough, so included *casita* in the answer or wrote *ambas cosas*. Only the most able candidates understood *terreno* and answered correctly.

Question 39

Most candidates could answer correctly with *le gustaba descansar*.

Question 40

The most able candidates could lift *eran los mejores* directly from the text.

Question 41

The strongest candidates understood the meaning of *echaría de menos* and constructed their answer from that expression: *los lujos de la ciudad*.

Question 42

The candidates who did best here were able to identify that *es esencial tenerlo* referred to *coche* in the previous sentence.

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| **Paper 0530/23** |
| **Reading** |

Key Messages

Candidates should aim to write short, accurate answers – sometimes a single word or infinitive 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 line shown, the answer is expected to fit in that space.

Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.

All 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 be careful to read the questions thoroughly and make sure the answer is directly linked to the question.

In *Sección 2*, **Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.

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*.

A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

In the first exercise of Sección 3, candidates need to remember that marks are awarded for correctly ticking Verdadero or Falso, as well as for providing an appropriate justification for the false statements.

General Comments

Most candidates attempted all of the questions and adhered to the rubrics. It was very nice to see how well some candidates have been prepared and how they had been taught to paraphrase and not to lift indiscriminately from the text. This helps to demonstrate effective cognitive processing.

For the most part, candidates wrote legibly and presented their work neatly.

In the exercises which required short answers, the stronger candidates wrote concisely. They knew which parts of the text to omit and found short, focused responses to the questions.

The stronger candidates also used appropriate pronouns and verb endings in the reading exercises in *Secciones 2* and *3*.

Comments on Specific Questions

Section 1

The majority of candidates attempted all questions in section one and many achieved full marks.

Question 2 was the least accessible item whereas **Question 5** was successfully answered by the majority of candidates.

Exercise 1   Questions 1–5

Many candidates scored full marks on this section. The item of vocabulary which caused problems for some candidates was *batería.*

Question 1

The majority of candidates knew *biblioteca* and linked it with **A.**

Question 2

Some knew *batería* and linked it with **B,** but candidates across the ability range wrongly selected **C.**

Question 3

The majority of candidates knew *bombero* and linked it with **C,** but **A** and **D** were common wrong answers.

Question 4

Most knew *comida* and linked it with **D.**

Question 5

The majority of candidates knew *historia* and linked it with **B.**

Exercise 2   Questions 6–10

Many candidates scored full marks on this section. The item of vocabulary which caused problems for some candidates was *albuerge juvenil*. **Question 10** was the most challenging whereas **Questions 6** and **7** were the most accessible.

Question 6

Most linked *broncearme al sol* with **D.**

Question 7

Most knew *esquiar* and linked it with **F**.

Question 8

Most knew *bañarme en el mar* and linked it with **A**.

Question 9

Most knew *pasear por el campo* and linked it with **E**, but some candidates wrongly chose **C**.

Question 10

Many candidates were able to link *alburgue juvenil* with picture **C**, but **B** and **E** were among the incorrect choices**.**

Exercise 3   Questions 11–15

Many candidates scored full marks in this section. The item of vocabulary that caused problems for some candidates was *perdido,* as many failed to link this with the past tense verb *se perdió.*

Question 15 was the most challenging, whereas **Questions 11** and **14** were completed successfully by most candidates.

Question 11

Most were able to link *mi abuelo* in the text with the correct response **B**.

Question 12

Most candidates correctly selected **A**, but a few wrongly opted for **B**.

Question 13

Many candidates correctly opted for **C***,* but a few wrongly opted for **A.**

Questions 14

The majority of candidates correctly selected **A.**

Question 15

C was the correct answer but many wrongly opted for **B**, picking out the word *triste* from the text and wrongly linking it to the *perro*.

Section 2

Exercise 1 Questions 16–20

Higher ability candidates performed well on this section as they could use their range of vocabulary and knowledge of grammatical structures to recognise the type of word needed. Weaker candidates found this exercise more challenging as it involved careful reading of the text and an appropriate selection of vocabulary.

Candidates found **Questions 19** and **20** the most challenging whereas **Question 17** was the most accessible.

Question 16

Most candidates chose *lloviendo* correctly from the list, but a few opted for *deportiva*.

Question 17

Most candidates chose *deportiva* from the list.

Question 18

Most candidates understood the need for a time indicator and chose *después*, but many wrongly selected *antes*.

Question 19

Many candidates found this question challenging and only the higher-level candidates read and understood the paragraph and correctly chose *ganar.*

Question 20

Another challenging question with only the stronger candidates understanding *bebida fresca* in the text and being able to link it with *sed*. Many wrongly chose *hambre*.

Exercise 2   Questions 21–30

Overall there was a consistently positive response to this set of questions. Stronger candidates identified the correct part of the passage from which to extract the correct answer and gave succinct and accurate answers. Most errors came as a result of candidates misunderstanding the questions and writing inappropriate answers or weaker candidates lifting indiscriminately. **Questions 24** and **26** were the most accessible whereas **Questions 27** and **28** were the most challenging.

Question 21

Candidates had to read the question carefully and select the precise answer *(es) calvo*, and not include extra information relating to being *alto* or with *una gran nariz*.

Question 22

Most candidates correctly answered with *no está de moda*.

Question 23

Most candidates found the correct answer *corbata.*

Question 24

Most candidates understood the question and answered correctly with *ocho menos cuarto*, ignoring the distractor of *ocho y media*.

Question 25

Most candidates answered correctly with *levantarse temprano es difícil*.

Question 26

This question was the most accessible in this exercise.

Question 27

This question proved to be the most difficult in this section with many weaker candidates indiscriminately lifting parts of the text.

Question 28

Another difficult question for the weaker candidates who focused on the wrong part of the paragraph. The strongest candidates could answer with precision: *se portaban mal*.

Question 29

Most candidates identified the information being asked for here and could answer correctly with *mochila*.

Question 30

The majority of candidates answered correctly.

Section 3

In this section, candidates are required to extract answers from a longer text with more complex language than in ***Section 2.*** Careful lifting from the text is acceptable but candidates are expected to eliminate words which are superfluous or do not follow on logically from the question. This often involves removing common conjunctions or changing verb endings.

Exercise 1   Question 31–35

In this exercise, the more able candidates were able to demonstrate their level of understanding. Many candidates coped well with this section and were able to offer the required justifications. However, marks were often lost through the inclusion of extraneous material and indiscriminate lifting. The more successful candidates selected the justifications carefully and manipulated the verb forms and information in the text.

Question 31

The most able candidates recognised this as a true statement but many weaker candidates wrongly chose false.

Question 32

Most candidates identified this as a false statement but only the best candidates were able to provide a correct justification.

Question 33

Most candidates identified this as a false statement but only the very best candidates gave the correct answer *continúan con su trabajo agrícola.*

Question 34

Most candidates recognised this as a true statement.

Question 35

Most candidates identified this as a false statement and many could provide the correct justification.

Exercise 2 Questions 36–42

This text required a deeper understanding of more complex language and vocabulary in comparison to previous exercises. The more able candidates could identify the required information and answer with precision. Answers that were succinct and precise were more successful than long responses that were lifted indiscriminately from the text or included extraneous information. **Questions 38** and **40** were the most accessible in this exercise.

Question 36

Candidates could lift *(cuando) caía la tarde* directly from the text to answer the question. Candidates had to understand the interrogative *cuándo* in the question.

Question 37

Candidates had to carefully and precisely lift *los perfumes del día anterior* from the text to answer the question.

Question 38

This was the most accessible question in this exercise and a lot of candidates coped well with manipulating the verb from the first to the third person, *tiene que estar bien organizada.*

Question 39

Many candidates could answer correctly *(a veces) (son) difíciles de conseguir*.

Question 40

This question was straightforward with the majority of candidates answering correctly.

Question 41

This was the most challenging question in this exercise. Only the strongest candidates fully understood the text and were able to answer with *aceites.*

Question 42

The most able candidates were able to provide the correct answer: *nunca usa perfume*.

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│      Paper 0530/41          │
│        Writing              │
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General comments

Question 1 allowed candidates to establish a solid basis for further success. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelt nouns 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. As had been indicated in the specimen paper, there is no requirement to include a definite/indefinite article.

Question 2; One mark is awarded for each relevant detail. Up to 10 marks are awarded across the question; there is no requirement to provide the same amount of information for each of the tasks.
Candidates should be reminded that the maximum of 10 marks cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks.

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

Verbs: Ticks are awarded to correct verbs up to a total of 18 ticks. Candidates must 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 ablest 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 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.

Candidates need to plan their time carefully during the examination in order to allow themselves time at the end to check their work.

Candidates need to pay careful attention to their handwriting, particularly when forming vowels.

Comments on specific questions

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

The demands of this question were straightforward. Candidates were required to give the Spanish for eight of the items, represented by the pictures that they would see at a theme park. The majority gained the full five marks available for this question.

Most problems were caused by candidates confusing Portuguese and English lexicon.

While candidates can go beyond the pictures relating to the question, the vast majority used them to supply their answers, usually specifically (*helado*) and sometimes generically (*comida*).

The most commonly misspelled words were *helado*, *restaurante* and *árbol* but there were very few instances of not receiving the mark due to their proximity to the correct spelling.

Question 2: Las Vacaciones

Communication
This proved to be a very accessible question; 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.

The first task, asking candidates where they normally went on holiday was generally tackled well.

The second task required candidates to describe the place where they went. Many provided detailed accounts and it was this task which tended to elicit most information from candidates. The activities which they did at this place were also credited as it was felt that this added to the description.

The third task required candidates to describe why they liked spending the holidays there. Some candidates merged bullet points 2 and 3 together, but it is advisable to use different paragraphs for each bullet point, as this helps to provide a clear, well-organised answer.

The fourth task, which asked candidates with whom they would like to go on holiday next year and why, was generally answered well. Although the conditional tense was not used confidently by some, the information was conveyed adequately enough in most cases.

Candidates generally respected the guidelines about length, producing approximately 80 words.

Language
Overall, there was good use of verbs at this level. The main difficulty was caused by confusion between *ser* and *estar* when describing the place they went on holiday as well as double conjugation of two verbs (i.e. *me gusta compro)* and overly complex sentences.

Question 3

Communication: 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.
3(a) and **3(b)** tended to be answered better when laid out in paragraphs for each bullet point.
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 sometimes a lack of advanced/more complex verbal structures, and many candidates struggled in the tasks owing to the simplicity of their language. Some candidates attempted past tenses confidently and there were some excellent sentences which contained well-structured indirect and reported speech and appropriate, correctly-conjugated verbs.

Some candidates were less successful in their grasp of verbs. In order to improve, they need to ensure that they:
include accents on verbs where necessary
know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
are able to use *ser* and *estar* appropriately
know the difference between *fui* and *fue*
can form regular (and irregular) verbs in the preterite, particularly the first person singular and first person plural
can conjugate *hacer* and *tener* in the preterite
include a variety of verbs and do not rely on *es*, *hay* and *tiene*.

Other Linguistic Features: There was, as expected, a much wider range of structures and vocabulary displayed by the more able candidates, which included: the use of complex conjunctions in subordinate clauses; the correct use of personal, object and demonstrative pronouns; and descriptive adjectives. A good number of candidates scored relatively well here and were able to display a range of structures and vocabulary appropriate to the level. Many candidates had developed good techniques for adding extra details by using conjunctions or extending the content of their responses, and a number used linking words suchas *porque*, *así que*, *por eso* and *cuando* to good effect. Less able candidates relied on basic structures. In general, candidates would benefit from more practice in the following areas:

use of *por* and *para*
object pronouns
use of personal *a* after verbs that require it
adjectival agreements
negatives
adverbs and prepositional phrases
conjunctions and relative pronouns.

Question 3(a) Un concierto de tu grupo/cantante favorito.

Approximately three fifths of the entry answered this question.

The first task asked candidates to invite their friend to the concert. A question or statement was required in order to gain the full two marks available for this task. There was some difficulty here due to the fact that asking the question required a verb to be conjugated in the *tú* form or the use of a pronoun (e.g. *quiero invitarte*).

The second task required candidates to say what they were going to wear. Candidates generally responded to this task successfully.

The third task required candidates to say why they liked the group or singer in question. Most answered this well – omission on stress mark/accent on *él* lost some candidates marks (e.g *porque el canta bien*) as did verb and subject agreement problems (e.g. el grupo son).

For the fourth and fifth tasks, candidates responded well, as there was plenty of scope for their answer especially the '*where*, *when* and *with whom*'. Confusion between *fui* and *fue*, as well as writing *fuí* was generally where candidates lost marks.

Question 3(b) Internet

Approximately one fifth of the entry answered this question. The first task was generally answered well.

Weaker candidates found the manipulation of *utilizaste* demanding. Some candidates did not read the full question and wrote about videogames and films instead of using it **in class.**

The third and fourth tasks were answered well as the topics and vocabulary were accessible for nearly all candidates. Weaker candidates found the manipulation of *pasaste* challenging in the last task.

Question 3(c) 'Estaba tomando un refresco con unos amigos cuando vi un robo…'

A similar number of candidates chose this question as chose **Question 3(b)**. Candidates were required to continue the story line provided.

Many candidates did not continue the introductory sentence but rewrote it. The first task was often answered creatively. Accuracy of past tenses or lack thereof, caused candidates to lose marks.

Task two was generally answered well. Lack of accent on *el ladrón* and on the subject pronoun *él* lost communication marks for some candidates.

Task four was answered better by stronger candidates. Weaker candidates found preterite manipulation difficult or omitted the friends from the action.

SPANISH

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| **Paper 0530/42** |
| **Writing** |
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General comments

Question 1 allowed candidates to establish a solid basis for further success. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelt nouns 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. As had been indicated in the specimen paper, there is no requirement to include a definite/indefinite article.

Question 2; One mark is awarded for each relevant detail. Up to 10 marks are awarded across the question; there is no requirement to provide the same amount of information for each of the tasks.
Candidates should be reminded that the maximum of 10 marks cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks.

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

Verbs: Ticks are awarded to correct verbs up to a total of 18 ticks. Candidates must 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 ablest 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 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.

Candidates need to plan their time carefully during the examination in order to allow themselves time at the end to check their work.

Candidates need to pay careful attention to their handwriting, particularly when forming vowels.

Comments on specific questions

Question 1: Estás el el aeropurto. Haz una lista de 8 cosas que puedes ver.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items that they may see in an airport. 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 / malleta*). However, spelling errors which produced a word with a different meaning (e.g. *escalador* for *elevador*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *relogio*) could not be credited. Many different spellings of *restaurante* and *pasaporte* were seen and *tiempo* was often used in place of *reloj.*

Question 2: Los deberes/La tarea

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.

The first question embraced two tasks. The first task asked candidates to identify their favourite subject; the second task asked for a reason for their preference. Almost all candidates addressed both tasks. Incorrect spellings of subjects, where an inappropriate anglicized version was given, did not earn credit (e.g. *physica*)

The second question also included two tasks, asking when and where candidates do their homework. Almost all candidates responded adequately and some included detailed information, supported by explanations relating to completion of homework at different times of the week. A small proportion of candidates addressed only one of the two tasks.

The third question asked candidates to state how much homework they would like to have each day. A significant proportion of candidates mentioned how much homework they have currently, and therefore did not address the question adequately, as the question referred to a conditional time reference.

The fourth question required candidates to identify a negative aspect of homework. There was variety in the content of responses; most candidates referred to activities that they were unable to do because of homework.

Language

Many candidates produced accurate verbs in appropriate tenses throughout the response. The absence of accents on verbs was widespread, however.

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of *gustar* and *encantar* in both the singular and plural form.

Question 3

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

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

  cover all of the bullet points in the question
  provide sufficient information relating to each bullet point in the question – a 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: Many candidates demonstrated accurate and varied use of verbs, but some candidates were less successful with verb conjugation. 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, particularly in the first person singular and first person plural
know how to conjugate *gustar* and *encantar* appropriately, including the preceding pronoun
know the difference between *fui* and *fue*
are able to use *ser* and *estar* appropriately

Other Linguistic Features: The most impressive performances included use of subordinate clauses throughout the response introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and second person (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Less able candidates relied on basic structures.

In general, candidates would benefit from more practice in the following areas:

correct use of '*por'* and '*para'*
inclusion of the personal *a* where required
correct placement of object pronouns in relation to conjugated verbs and infinitives
adjectival agreement between the subject and its adjective(s)
negatives, including appropriate word order (e.g. *nada/nunca*)
linking words other than *y* and '*pero'*

Question 3(a) Un día en el centro comercial

This was an option chosen by approximately 50 per cent of the candidates.

The first question asked candidates to state when and with whom they last went shopping. Most candidates succeeded in indicating with whom they had gone shopping. Other candidates were awarded fewer than the two marks available because they omitted an appropriate time reference, often repeating only *la última vez* from the rubric.

The second question asked candidates to state what they bought. There was evidence of well-reasoned explanations for the choice of purchases in which examples of complex language were produced by the more successful candidates. The omission of the accent on *compré* was a common error, however.

The third question asked candidates to state what they liked least about shopping centres. There were many interesting explanations and justification of opinions from the more successful candidates, in which engaging content was expressed using accurate, complex structures. However, a negative opinion was required in response to this question and some candidates expressed only their liking for shopping centres. In these cases, the bullet point was not addressed appropriately.

The fourth question asked candidates to give the advantages or disadvantages of buying by Internet. A single advantage **or** disadvantage was sufficient to give candidates access to both marks. The quality of language produced by more successful candidates was similar to that in the third bullet point, with some detailed and well-argued statements about both advantages and disadvantages.

The final question asked candidates to say in which city they would like to go shopping. Answers to this question ranged from brief and simple sentences to those that also included clear explanations for their choice of city with more complex structures.

Question 3(b) Mi barrio/pueblo

This option was chosen by just approximately 40 per cent of the candidates.

The first bullet point asked candidates to give a description of the area in which they live. Candidates used a variety of ways to meet the requirements including short sentences with an appropriate adjective and/or sentences describing the facilities and leisure opportunities available.

The second question required an opinion about public transport in the area where the candidates live. There were some interesting and well expressed justifications. Responses tended to be formed with a simple sentence using *ser* as the verb and *los medios de transporte as the subject*; errors in copying this subject from the question paper were common.

The third question asked candidates to state what they had done in the last week for entertainment. Responses varied from a short sentence to detailed information. In response to this question, there was some evidence of a lack of control of verb formations in regular preterite verbs.

The fourth bullet point asked candidates to describe their area 50 years ago. Successful candidates used appropriate forms of *tener* and *hay* in the imperfect tense to respond. The fifth question asked candidates to explain what aspect of their area they would like to change, and a reason for their choice was required. Some candidates suggested a change without providing an explanation and could be awarded a maximum of 1 mark. Some candidates omitted the accent on *me gustaría*.

Question 3(c) 'Hice un viaje con mi colegio. El último día muchos de mis amigos y yo estuvimos enfermos…'

Approximately 10 per cent of the candidates chose this option. The first question asked candidates to state the destination of the trip. The most successful candidates added information using complex sentences and a variety of structures to express their ideas. Scoring fewer than two marks was often due to errors in the main verbs included in the candidate's answer.

The second question asked candidates to explain the reason for the trip. The most successful candidates expanded on their answer and gave a more detailed explanation for the purpose of the trip, and used complex sentences and subordinate clauses to do so. Weaker candidates, however, displayed the need for a greater demonstration of grammatical accuracy.

The third question asked candidates to identify the cause of the illness. This was the question that presented the greatest difficulty to candidates. There were logical explanations that fitted well into the narrative, but in some cases understanding the link between the illness and the cause in the candidate's response was challenging.

The fourth question asked candidates to describe the return journey. Responses to this question were usually developed well by the more successful candidates with detailed accounts. The final question asked candidates to state their feelings on arriving home. Some candidates had not read the question carefully and described emotions or feelings during the trip, and not how they felt when arriving home.

SPANISH

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Paper 0530/43
Writing

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General comments

Question 1 allowed candidates to establish a solid basis for further success. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelt nouns 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. As had been indicated in the specimen paper, there is no requirement to include a definite/indefinite article.

Question 2; One mark is awarded for each relevant detail. Up to 10 marks are awarded across the question; there is no requirement to provide the same amount of information for each of the tasks.
Candidates should be reminded that the maximum of 10 marks cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks.

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

Verbs: Ticks are awarded to correct verbs up to a total of 18 ticks. Candidates must 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 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.

Candidates need to plan their time carefully during the examination in order to allow themselves time at the end to check their work.

Candidates need to pay careful attention to their handwriting, particularly when forming vowels.

Comments on specific questions

Question 1: Una vida sana. Haz una lista en español de 8 cosas para una vida sana.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items or activities that may contribute to a healthy lifestyle. 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. *insalada*). Words that were unrecognisable as Spanish, particularly English words, (e.g. *salad/fruito/football*) could not be credited. Many different spellings of *gimnasio* and *bicicleta* were seen. Repetition of the example *leche* does not earn credit.

Question 2: Mi vida diaria

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 less-common vocabulary and detailed information expressed in more complex language.

The first question asked candidates to say what they do each morning before going to school. Many candidates provided detailed responses including several relevant, credit-worthy clauses and/or sentences. The second question asked candidates to state what they are going to do this afternoon/evening after getting home from school. The majority of candidates responded adequately and some included detailed information. A clear future reference was required in order to earn credit. Responses which omitted a future context did not address the question adequately. Where fewer than 10 marks were awarded, this was often due to the omission of a future context.

The third question included two tasks. The first task asked candidates to state which day of the week they prefer and the second task asked for an explanation for this preference. Most candidates were successful in identifying a favourite day of the week and many candidates provided a clear reason for their choice. A lack of control of accuracy, especially with verbs, was seen in many responses. Some candidates omitted an explanation, which prevented the award of 10 marks. The fourth question required candidates to identify how they spend their weekends. There was variety in the content of responses; most candidates referred to activities that they are able to do either on their own or with family and friends. A lack of control of accuracy with verbs was seen in many responses.

Language

More able candidates produced accurate verbs in appropriate tenses throughout the response. Other candidates relied upon infinitives or offered inappropriate tenses and incorrect spelling of verbs.

Errors with *gustar* and *encantar* in both the singular and plural form were common. In addition, candidates often thought that the verbs *preferir* and *odiar* were reflexive.

Question 3

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

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

cover all of the bullet points in the question
provide sufficient information relating to each bullet point in the question – a good strategy is to provide at least two full sentences in response to each bullet point
ensure that their response to each of the tasks uses the tense required by the task.

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Verbs: Many candidates demonstrated accurate and varied use of verbs. Some candidates were less successful. In order to improve, they need to ensure that they:

> include accents on verbs where necessary
> include the personal *a* with verbs that require it
> can form regular and common irregular verbs in the preterite, particularly the first person singular and first person plural, for example*, compré/comí/vi – compramos/comimos/vimos*

In each of the three options in Question 3, examiners saw the following common errors:

> inappropriate use of *estar* when *ser* was required and vice versa
> incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun
> inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*

Other Linguistic Features: The most impressive performances included the use of subordinate clauses throughout the response introduced by a variety of conjunctions and relative pronouns, and accurately-formed verbs in the first, third and second person. There was also evidence of an interesting choice of vocabulary, 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 and relative pronouns (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien)*
> a range of time frames and first- and third-person verb forms
> adjectival agreement between the subject and its adjective(s)
> inclusion of the personal *a* where required (particularly with impersonal verbs, e.g. *gustar/encantar*, etc.)
> negatives, including appropriate word order (e.g. *nada/nunca)*
> correct use of '*por'* and '*para'*
> linking words other than *y* and '*pero'*

Question 3(a) Tu amigo/amiga que vive en Chile viene a pasar las vacaciones en tu casa

This was the option chosen by more than 80% of the candidates.

The first question asked candidates to explain the advantages of visiting the region. The most successful candidates provided engaging information about the attractions of the region and its facilities, including additional details about previous excursions and activities. They used complex sentences with subordinate clauses introduced by conjunctions and relative pronouns.

The second question asked candidates to describe what they would do together on the first day of the visit. There was evidence of a variety of suggestions with well-reasoned explanations for the choice of activity or activities. The most common reason for the award of fewer than two marks for this question was the absence of any reference to the first day of the visit and some candidates did not include the friend in the proposed activity.

The third question asked about the weather in the region last summer. Responses tended to be brief. The more successful candidates recognised the requirement to use verbs in a past time-frame and added some detail to their response. Candidates need to demonstrate improved control of verb formations required to describe weather, including the use of the appropriate verb.

The fourth question asked candidates to give advice about the clothing that the friend should bring. Candidates who made the simple change to the verbs given in the question were successful in addressing this question; they often added an explanation for the suggested clothing. Candidates who copied the verbs unchanged or attempted an imperative form tended to be awarded only one mark for communication.

The final question asked candidates to say what they did with friends last summer. Candidates who were most successful with this question answered using correct language, including appropriate spelling of verbs in the preterite, and they often added additional details and opinions. Where candidates scored fewer than two marks for this question, omission of reference to what they did with friends or errors in verb formations were the most common reasons.

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Question 3(b) ¿Te gusta cocinar?

This option was chosen by approximately 15% of the candidates.

The first question asked candidates to state when and with whom they learnt to cook. There were engaging responses from successful candidates in which they gave detailed information, particularly about the person with whom they had learnt to cook. Language included complex sentences with subordinate clauses introduced by conjunctions and relative pronouns.

The second question required candidates to mention what dishes they prepared last week. Responses tended to be formed with a simple sentence using *preparar* or *cocinar* as the verb, with some responses which listed several items of food. Some candidates found it challenging to produce the appropriate form of *preparar*.

The third question asked candidates to state what special meal or food they were going to prepare for their family. Responses to this question followed a similar pattern to those seen in the second question. Responses varied from a short sentence to detailed information. The most successful candidates offered a correct version of a verb in the future tense. In the construction *ir a* …(for the immediate future) some candidates omitted the preposition 'a' after the first verb.

The fourth question asked candidates if they considered it useful to know how to cook. There were some well-argued accounts of the importance of the ability to cook and the most successful candidates often mentioned its value for the future when they will live independent lives. Control of structures, including verb errors, made some candidates' responses difficult to understand. A response to this question was frequently omitted.

The fifth question asked candidates to give an opinion of their country's typical food. Successful candidates produced descriptions and opinions of typical national food which included detailed information. Candidates also gave themselves access to both marks for this question with a simple sentences ending in an adjective.

Question 3(c) "Estaba solo/sola en casa. De repente, oí un golpe en la puerta…"

Very few candidates chose this option. Examiners saw ideas that were interesting and imaginative in their content. In contrast, some narratives were difficult to understand.

The first question asked candidates to state why they were alone at home. Most candidates chose to mention that their parents or a brother or sister had gone out. The most successful candidates explained where these family members had gone and in some cases provided a reason why the candidate had chosen to stay at home. Where candidates scored fewer than two marks for this question, errors in the main verb were the reason.

The second question asked candidates to explain what they were doing when they heard the noise. Several candidates included additional information providing a well-reasoned narrative using complex sentences with subordinate clauses introduced by relative pronouns and conjunctions. Some candidates showed limited success in the control of the verb formation, with missing accents being quite a frequent error.

The third question asked candidates to say how they felt when they heard the noise. The most successful candidates offered logical explanations which fitted well into the narrative. Some candidates found this question challenging as they tended to demonstrate a lack of vocabulary to express their ideas.

The fourth question asked candidates to describe everything that happened when they opened the door. Responses to this question were usually developed well by the more successful candidates who provided two or more pieces of information. When fewer than full marks were awarded, the reason tended to be errors in verbs, particularly in the preterite tense of both regular and irregular verbs.