

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

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

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

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

Some candidates did not know the Spanish interrogative words and would therefore benefit from further practice in this area.

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

General comments

Overall, performance on this paper was good.

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

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

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

the rubrics were generally understood and followed. Performance in this exercise was generally very good. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 4**, where candidates encountered difficulty with *nueve menos cuarto*.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *norte*, although some candidates struggled with the spelling due to the influence of their first language.

Question 10: Most candidates identified *restaurante* in the transcript and therefore chose **B**.

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

Question 12: The majority of candidates knew *insectos* and answered this question correctly.

Question 13: Nearly all candidates got this question right, selecting **C** for *Puente*. However, a few opted for **B** (*árbol*) instead.

Question 14: Most candidates knew *verde*, although some candidates struggled to spell it, perhaps because of the influence of their first language.

Question 15: Most candidates identified *Internet* and chose **B**.

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 Matías: some candidates did not understand the idea that the dining room in his school was always full and did not tick option **(j)**. A few other candidates did not understand that, in Santiago's school, there was not always a dessert for everybody, and ticked option **(f)**. Most candidates did very well when responding to Adela and Paula. The majority of candidates selected six answers as required by the rubric but a few candidates chose only four. The key in this question is to understand synonyms and ideas which convey the same meaning as what is said on the recording.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates could answer *mayores*. Only the best candidates could spell it completely accurately. Some candidates gave extra information about the age (*60–85 años*). In most cases, this was harmless additional information. In a few cases the additional information was wrong and invalidated an otherwise-correct answer.

Question 18: Most candidates could answer *años*.

Question 19: Better candidates could answer *alquilar*. Many had difficulty with its spelling. The most recurrent mistake was *aquilar*.

Question 20: Better candidates gave the correct answer *suficiente*. Only the best candidates could spell it completely accurately. Minor spelling mistakes were tolerated. However, alternative words such as *mucho* were not accepted.

Question 21: Most candidates could answer *tímidos*.

Segunda Parte

Question 22: Better candidates gave the best answer *en parejas*. Some candidates wrote their answer as a single word *enparejas* or *emparejas*, which could not be rewarded since it did not show sufficient understanding.

Question 23: Only the best candidates gave the best answer *encantador*. Candidates struggled with the spelling of the word and provided answers such as *cantador*. The most common wrong answer was *genial*, which conveyed a different meaning and could not therefore be rewarded.

Question 24: Better candidates gave the best answer *pastel* and spelling mistakes were not common. Some candidates gave a completely different answer.

Question 25: Most candidates were able to identify the correct answer *viaje*. Some added a verb such as *ir a un viaje*, which was acceptable.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: The correct answer was **B** (*encontró un perro herido*) and this question was handled well by most candidates. Option **C** was the most commonly chosen wrong answer (*se peleó con su madre*). In this question there were some distractors. It is important that candidates expect them and they should listen carefully to the whole utterance on the recording before choosing their answer each time.

Question 27: This was straightforward for most candidates. Option **B** was the most commonly chosen wrong answer (*pedir dinero a sus amigos*), which was a distractor.

Question 28: This was straightforward for most candidates. Overall, there was no clear pattern of mistakes.

Question 29: This was straightforward for many candidates from across the ability range.

Question 30: The best candidates chose the correct answer **D** (*el trabajo tan duro de Julia*). Some candidates opted for **B** (*el número de libros que Julia ha vendido*) instead, since this was the distractor.

Question 31: Most candidates chose the correct option **B** (*se muda de casa*). Some candidates opted for **C** (*tenga más animales*), which was a distractor.

Ejercicio 2 Preguntas 32–40

Question 32: The best candidates could accurately answer *se aburría*. Some weaker candidates, who made considerable spelling errors, did not achieve the mark here. The reflexive pronoun was required since the word *aburría* on its own conveys a different meaning. The alternative answer *aburrida* was also accepted. Most stronger candidates were awarded the mark here.

Question 33: Most candidates attempted this answer and gave the fully accurate answer *dar vueltas (a la pista)*. The most common alternative was *conducir*, which was not precise enough to achieve the mark.

Question 34: The fully correct answer (*sacaba malas notas*) was given by candidates from across the ability range. Weaker candidates often answered with the distractor *los profesores*.

Question 35: Most candidates from the top and middle of the ability range could answer *estar en forma*. However, weaker candidates struggled with this question and some opted for other information such as *las horas conduciendo*, which was not rewarded.

Question 36: Most candidates attempted this question and some answered it well. Most of the stronger candidates could give the correct answer (*a la sierra*). Weaker candidates misspelt *sierra* as *cierra*, which could not be rewarded since the meaning of the word was different.

Question 37: Most scored the mark here. The prepositional phrase *antes de* was required.

Question 38: Most candidates from the top and middle of the ability range could answer *exigente*. Some minor spelling errors were accepted but others were rejected, since they obscured the meaning of the word. Weaker candidates often offered *excelente* as their answer, which could not be rewarded. Emotions and personality traits are tested in **Sección 3** and candidates should make sure to learn them.

Question 39: Only the very best candidates could provide the answer *se marea*. Many candidates misspelt the verb to a point which resulted in the meaning being obscured. When the answer was given as a single word *semarea*, the mark could not be rewarded because this did not show adequate comprehension.

Question 40: The majority of the more able candidates could answer (a) *un sitio tranquilo*. Misspellings such as *tanquillo* conveyed a different meaning and were therefore rejected. However, other minor spelling mistakes which did not affect the meaning were accepted. Shorter answers, such as *un sitio*, did not show sufficient understanding and could not be rewarded.



SPANISH (Foreign Language)

Paper 0530/12
Listening

Key messages

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

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

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

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

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

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

General comments

Overall, performance on this paper was very good.

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

The difference between the two letters *n* and *ñ* is more than just an accent. The letter *ñ* is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, the absence of a tilde in the word *pequeños* meant that some candidates could not gain the mark in **Question 39**. Similarly in **Question 25**, examiners insisted on the tilde in the word *niños*. In other cases, the use of an extraneous tilde, for example in the word *entrenar*, meant that a mark could not be awarded.

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

This 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. Performance in this exercise was generally very good. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 6**, where the word *mochila* was not always known. A few candidates ticked **C** rather than **B** in **Question 3**.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *17*. A number of candidates spelt it out in words instead of using figures, or used both, but there were a number of incorrect attempts, including combinations of the correct digits but incorrect spelling and in such cases the mark could not be awarded. Writing out a number in figures alone was acceptable; there was no need to spell out the word.

Question 10: Most candidates identified *cafetería* and therefore chose **C**.

Question 11: The majority of candidates knew *ventana* and scored the mark here.

Question 12: Good candidates read the stem of the question correctly and wrote *sábado*. Some added *10:00* or *10:00–11:30* and were awarded the mark because it did not invalidate their answer. However, some added *11:30* to *sábado* and could not gain the mark because *11:30* was not the time that they met. Some wrote *sábado por la mañana* and this was accepted.

Question 13: The majority of candidates knew *galletas* and chose **A**. Some went for **C** instead.

Question 14: Most candidates identified *cuaderno* and chose **B**.

Question 15: Almost all candidates knew *ciencia ficción* and answered this question correctly.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. However, a number of candidates crossed only four boxes; candidates need to ensure that they read the rubric for this exercise carefully. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening text relating to Emilio: the better candidates ticked statement **(e)** because they understood *durante las vacaciones mis amigos y yo pasamos tres semanas juntos en la costa*. Many opted instead for statement **(d)** because they did not pick up *la amistad es lo mas importante en mi vida*. Most candidates understood Mariana when she said *mi hermana gemela y yo nos llevamos genial; ella es mi mejor amiga* and went for **(b)**. The ones who did not understand *para mí, hacer amigos es complicado* went for **(a)**. When listening to Susana, good candidates picked up *mi mejor amiga y yo hablamos por primera vez durante un viaje en tren* and ticked statement **(g)**. Not all understood *llevaba una camiseta de mi grupo de música favorito [...]* *íbamos al mismo concierto* and did not tick statement **(h)**. When listening to Arturo, many candidates understood *vive justo al lado de mi casa* and ticked statement **(k)** but a number of candidates didn't cross this answer. Many left **(j)** blank because they did not understand *siempre está de buen humor*.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: A good number of candidates gave the correct answer *histórico*. Some wrote *antiguo* and did not get the mark.

Question 18: Good candidates identified the right answer *pintor*. A number were unfamiliar with the word and how to spell it. *Pintur* or *paintor* were common misspellings.

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

Question 20: Good candidates could answer *regaló*. Common wrong answers were *gusta* and *suerte*.

Question 21: Better candidates identified *mejor*. The spelling caused problems because many candidates confused *mejor* and *mayor* and made one word out of the two.

Segunda Parte

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

Question 22: A good number of candidates found the answer *hoteles*. A common wrong answer was *moteles*; no mark could be awarded for this.

Question 23: Most candidates could answer *pie*. Some added *cuando corría* and this was accepted, but some made mistakes that invalidated the correct answer. Some candidates only picked up *cuando corría* rather than *pie*. It is important the candidates read the question carefully and work out what is required (in this case, a body part). *Pie* was the only body part mentioned in the recording so the answer should have been straightforward. It was often spelled with a *d* or a *z* at the end. Some candidates wrote *piel* but this did not fit the context at all.

Question 24: Only the best candidates could answer *arroz*. A number of candidates did not understand *arroz*. A number of candidates wrote a lengthy answer containing whatever words they had identified or went for the distractors *pan*, *fruta* and/or *verduras*.

Question 25: Good candidates were able to identify *entrenar niños*; many candidates could not spell *niños*. The main problem in this question was that candidates used *entreñar*, *entrenada* or *entrenado*.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Good candidates chose the correct answer **C** because they identified *he tenido que visitar a toda la familia y no he tendido tiempo para hacer nada más*. Quite a few opted for **A**.

Question 27: Most candidates correctly picked up *hacer un proyecto medioambiental* and therefore ticked **A**.

Question 28: Many candidates identified *estaba al lado del trabajo* and went for **B**. Option **C** was the most commonly chosen wrong answer.

Question 29: A good number of candidates chose **D** because they understood *estaban riquísimos* when Marta was talking about the food served in restaurants. Weaker candidates could not answer this question.

Question 30: Examiners saw a range of answers here. A good number of candidates correctly chose **A** because they heard *no se parecía en nada a los parques de atracciones en los que había estado antes*. Weaker candidates could not handle this question.

Question 31: This was the most straightforward question in this exercise. The majority of candidates ticked the correct answer **C**, having heard *vamos a recorrer varios sitios en coche*.

Ejercicio 2 Preguntas 32–39

Question 32: Better candidates were able to answer *medio siglo* but this seemed to be an unfamiliar term for a lot of candidates. Some did not understand that a length of time was required. Others who did wrote something with *16*, which came later in the recording. The answer *50 años* was also accepted.

Question 33: This was straightforward and most candidates got it right. Some added something about animals, which invalidated the answer.

Question 34: Various types of answer were accepted here, including answers that suggested that Víctor was old enough and that he had worked there for a long time, or that the owner was quite elderly and he wanted to rest. Frequent problems involved omitting a principal verb before *descansar* and *bastante mayor*.

Question 35: Good candidates answered *disfruta del trabajo* which they had picked up from the recording. Some added *es lo esencial* which did not invalidate the answer. Some went for the distractor *compañeros fantásticos*, having misread the question.

Question 36: Good candidates identified *personas con problemas de salud*, including the three elements (people/problems/health). Many other candidates answered only *personas con problemas* but this was not enough to gain the mark. The word *salud* was not known by a number of candidates, who struggled with its spelling.

Question 37: Only the better candidates could express *la mayoría repite la experiencia*. Some candidates got the sense but could not express it coherently. The three words (*mayoría – repite – experiencia*) were difficult for most.

Question 38: Most candidates understood *a principios de agosto*. On its own, *agosto* was not enough. A number of candidates could not spell *agosto* correctly.

Question 39: This was a straightforward question. Good candidates gave the right answer *son más pequeños*. The candidates who did not get this right invariably omitted the verb, wrote *pequenos* or wrote *por qué* instead of *porque*.

SPANISH (Foreign Language)

Paper 0530/13
Listening

Key messages

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Some candidates did not know the Spanish interrogative words and would therefore benefit from further practice in this area.

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

General comments

Overall, performance on this paper was very good.

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

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was generally very good. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 7**, where candidates missed *una compañera* and chose **C** (the two boys).

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *2000*. Some candidates did not gain the mark here because they chose to answer in words (rather than in figures) and could not produce an acceptable spelling of *dos mil*.

Question 10: Most candidates identified *pequeñas casas* in the transcript and therefore chose **B**.

Question 11: Most candidates knew *microondas* and answered this question correctly, although some chose **C**.

Question 12: The majority of candidates knew *pescado* and answered this question correctly.

Question 13: Nearly all candidates got this question right, selecting **C** for *montaña*.

Question 14: The majority of candidates knew *agosto* and scored the mark here. Some could not spell it and quite a number of candidates did not recognise the word *mes* and wrote *en las pistas* as their answer.

Question 15: Most candidates identified *cámara fotográfica* and chose **C**.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers, with virtually all candidates scoring at least five marks here. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening text relating to Javier: the better candidates ticked statement **(b)** because they understood *mi tío que, cuando era joven, jugaba para este equipo*. Most candidates understood Paula when she said *me encanta acampar al aire libre* and therefore ticked statement **(f)**. Some got confused because she said that she was interested in animals and went for the distractor **(d)**. When listening to Raúl, not all understood *me despierto temprano con mucha energía sin problema* and ticked statement **(g)**. Good candidates picked up *paso la aspiradora todos los sábados* and ticked statement **(h)**. Most candidates understood Alba when she talked about the colour blue (*es un color que me ayuda a estar tranquila*) and its importance because she was about to sit her exams, and ticked statements **(k)** and **(l)**.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates could answer *divertido*.

Question 18: Most candidates identified the right answer *muebles*. A good number did not know the word and wrote only an attempt at the sound of a word that they had picked up from somewhere in the recording.

Question 19: Better candidates identified *leer*. A number of candidates went for *ver* but it was not enough to get the mark.

Question 20: Good candidates gave the correct answer *formado*. Many candidates went for *salvado* but that referred to the *cine* rather than to the *club*.

Question 21: Most candidates identified the right answer *anuncios*.

Segunda Parte

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

Question 22: A good number of candidates found the answer *un teatro*; some added *de la ciudad*, which was acceptable.

Question 23: Good candidates could answer *grupo de aficionados* but many did not know the word.

Question 24: Many candidates were able to identify *hacer películas* but many wrote *un director famoso*, which was part of the question and showed no understanding of what the question had asked.

Question 25: Only the best candidates could answer *todos participan*. A number of candidates wrote something connected with *lujoso* and could not be awarded the mark.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Good candidates chose the correct answer **B** because they identified *viajo una hora en autobús para llegar al centro de la ciudad*. Quite a few opted for **C**, which might have been because they heard the word *parque*.

Question 27: Many candidates picked up *la vida en una ciudad moderna es demasiado rápida y complicada* and therefore ticked **C**.

Question 28: Most candidates correctly identified that **A** was the right answer. Option **B** was the most commonly chosen wrong answer because candidates did not pick up *esto es lo que les cuesta más*.

Question 29: A good number of candidates chose **D** because they understood *un médico les puede hacer un examen*. Weaker candidates went for **A**.

Question 30: Candidates who read the question well and noticed the phrase *lo primero* were able to give the correct answer **C**. Many went for **A** instead.

Question 31: Examiners saw a range of answers here. A good number of candidates correctly chose **B**; many went for **C** instead.

Ejercicio 2 Preguntas 32–40

Question 32: Many candidates got this question right. However, there were also many candidates who did not seem to understand the question, answering with *hace cinco años*, and therefore could not gain the mark.

Question 33: Better candidates were able to answer *ganar suficiente* and some added *para vivir*, which was acceptable. Many candidates confused *vivir* with *beber* and wrote that tennis players needed money for drinking.

Question 34: Good candidates could answer *esperando en los aeropuertos*. Some answers suggested that candidates had not understood the interrogative *¿cuándo...?* as they gave answers which said that Carolina wanted *una vida tranquila*. Such answers did not answer the question asked.

Question 35: This was a straightforward question and many candidates answered *repetir ejercicios*. The spelling of *repetir* caused problems in some cases.

Question 36: Only the better candidates could answer *la competencia*. Some candidates added *es triste*. This was considered a harmless addition but on its own it did not answer the question.

Question 37: Good candidates correctly identified *periodistas*. Many other candidates did not understand *molestar* and wrote *el novio*. Some candidates answered *una/la periodista* instead of *los periodistas/algún periodista*; by identifying the gender of the journalist they invalidated the answer as such answers specify a journalist in particular instead of the generalisation that Carolina talked about.

Question 38: Many candidates encountered difficulty here; most were tempted by the distractor *me gustaría ser una persona normal*. Better candidates were able to identify *cómo proteger tu vida privada* and therefore gained the mark.

Question 39: Good candidates gave the right answer *se siente más cómodo*. The answers *es más cómodo* and *ayuda mucho* were also accepted. A number of candidates wrote only *cómodo* but that was not enough to gain the mark.

Question 40: Candidates who read the question carefully identified *exposiciones* because that was the place she went to. Candidates who did not read the question carefully enough, overlooking the words *adónde* and *iba*, wrote *arte moderno*, which did not address the question that had been asked. Some candidates wrote something about *energía*.

SPANISH (Foreign Language)

Paper 0530/21
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 answer 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 read the questions carefully and make sure that the answer is directly linked to the question. Adding an incorrect or superfluous connective, preposition, piece of information, etc. may invalidate the answer, especially in **Sección 2** and **Sección 3**.

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**.

General comments

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

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text and this resulted in inappropriate information being included in the answer. Connectives, prepositions or other extra material were sometimes included in such a way that they invalidated the answer.

Comments on specific questions

Sección 1

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

Ejercicio 1 Preguntas 1–5

Most candidates scored full marks on this exercise.

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

Question 2: Most candidates knew *puerto* and matched it with **B**. Some candidates confused *puerto* with *aeropuerto*.

Question 3: Most candidates knew *gato* and matched it to **D**.

Question 4: Most candidates understood *panadería* and linked it with **C**.

Question 5: Most knew *uvas* and linked it with **C**. Some candidates did not appear to understand *uvas* and were unable to give the correct answer.

Ejercicio 2 Preguntas 6–10

The majority of candidates performed well in this exercise.

Question 6: Almost all candidates were able to link *cocina* with **C**.

Question 7: Most candidates successfully linked *jardín* with **B**.

Question 8: Most candidates were able to match *baño* to **A**.

Question 9: Candidates understood *dormitorio* and matched it to **F**.

Question 10: Candidates successfully linked *salón* with **E**.

Ejercicio 3 Preguntas 11–15

Most candidates showed good understanding of the text and performed very well. Some candidates did not demonstrate understanding of longer pieces of information in the text. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Question 11: Most candidates correctly chose option **B**, and were able to link *feliz* with *alegre*.

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

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

Question 14: Most candidates successfully chose option **A**. Some candidates seemed to have read *no cocina* and decided that the *abuelo* was *perezoso*.

Question 15: Most candidates correctly selected option **B**.

Sección 2

Ejercicio 1 Preguntas 16–20

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

Questions 16 and 17: These questions were both generally well answered.

Question 18: Some candidates incorrectly wrote *sur* which fitted in the sentence but was not the right answer.

Question 19: This was sometimes incorrectly answered with *desayunar*, or occasionally *vieja*.

Question 20: Some candidates wrote *lavar* instead of *traer*.

Ejercicio 2 Preguntas 21–30

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

Question 21: Most candidates understood the question and were able to answer *fiesta de cumpleaños* without adding any unnecessary information.

Question 22: Most candidates correctly answered with *a las seis*.

Question 23: Most candidates were able to identify *pescado delicioso*.

Question 24: This question proved challenging for some candidates. Many could locate the sentence which contained the information required but gave answers such as *un sitio que conozco* or *hacer patinaje*, instead of *el último lugar al que quiere ir*.

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

Question 27: Most candidates answered well. Some thought Mercedes didn't need anything as she also says *no tengo claro lo que quiero*. Candidates needed to understand *lo único que me hace falta* in order to link it with *necesita* in the question. Some candidates, thought that *la van* in *me la van a comprar* in the text meant a van, so they answered that Mercedes needed a van.

Question 28: This question was quite straightforward for the majority of candidates. Some incorrect answers were due to not understanding *quien* and giving answers such as *vestido/de moda*.

Questions 29 and 30: Most candidates responded well to these questions.

Sección 3

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

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for an answer which simply adds *no...* to the original statement.

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

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

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

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

Many candidates identified that the statement in **Question 31** was false and correctly justified it with *tienen menos de 13 años*.

Some candidates correctly stated that **Question 32** was false but then gave an incorrect justification by thinking that *organizan* was different from *hacen* and so they corrected that part of the sentence instead of writing *saben más*. Other candidates thought the statement was true perhaps because they matched *organizados* with *organizar el contenido*.

Many candidates correctly identified **Question 33** as a false statement but not all were able to provide a justification with the correct and relevant wording.

Most candidates identified **Questions 34** and **35** as true statements.

Ejercicio 2 Preguntas 36–42

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

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

Question 36 was generally well answered and most candidates carefully selected the right part of the text without adding unnecessary words.

Many candidates answered **Question 37** correctly. Some chose the wrong part of the text, for example, writing *esfuerzo y dedicación*.

Many candidates located the correct answer to **Question 38** in the text. Some simply lifted random words from the text or did not change *he* for *ha*.

Question 39 was generally well answered.

Question 40 was also well answered by most candidates. Some added things like *se queda sola* which invalidated the answer unless they also had *porque* before it, turning it into an explanation of why his wife suffers more.

In answer to **Question 41**, candidates who were able to select the precise bit of the text which directly answered the question (*tener cuidado con la seguridad*) scored the mark, but some candidates chose to answer with *hacer una lista* which, although related, did not fully answer the question.

Question 42 was generally well answered by candidates who were able to select *es probable que olvide algo*.

SPANISH (Foreign Language)

Paper 0530/22
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 answer 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 read the questions carefully and make sure that the answer is directly linked to the question. Adding an incorrect or superfluous connective, preposition, piece of information, etc. may invalidate the answer, especially in **Sección 2** and **Sección 3**.

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**.

General comments

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

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text and this resulted in inappropriate information being included in the answer. Connectives, prepositions or other extra material were sometimes included in such a way that they invalidated the answer.

Comments on specific questions

Sección 1

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

Ejercicio 1 Preguntas 1–5

Most candidates scored full marks on this exercise.

Question 1: This proved to be the most difficult question in this exercise, with some candidates unable to correctly identify *llover* and link it with **D**. Option **B** was the common wrong answer.

Question 2: Most knew *aeropuerto* and linked it with **C**.

Question 3: Most knew *pájaro* and matched it to **A**.

Question 4: Most knew *zapatería* and were able to link it to **A**.

Question 5: Most knew *naranjas* and linked it with **B**.

Ejercicio 2 Preguntas 6–10

Most candidates performed very well in this exercise.

Question 6: Some candidates found this question challenging but most were able to successfully link *vivo en una granja en el campo* with **E**.

Question 7: Almost all candidates knew *normalmente voy al instituto en moto* and linked it with **B**.

Question 8: The majority understood *me gusta mucho cantar* and linked it with **F**.

Question 9: Some candidates did not understand *me duele bastante la cabeza* while others showed good comprehension and matched it with **A**.

Question 10: Almost all candidates were able to link *mi actividad favorita es leer* with option **D**.

Ejercicio 3 Preguntas 11–15

Most candidates showed good understanding of the text and performed well in this exercise. Some candidates did not demonstrate understanding of longer pieces of information in the text. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Question 11: Most were able to link *desayunar bien* and the subsequent breakfast items in the text with the correct response *toma un buen desayuno* (option **C**). A few candidates wrongly selected **B**.

Question 12: Most candidates were able to avoid the distractor of *mis padres* in the text and link *un amigo y yo vamos a pie juntos* correctly with **B**.

Question 13: Almost all candidates were able to successfully link *me duele el estómago* with **C** but a few wrongly opted for **A**.

Question 14: Many candidates linked *hace un mes* correctly with **B** but a few wrongly opted for **A**.

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

Sección 2

Ejercicio 1 Preguntas 16–20

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

Question 16: Most candidates correctly chose *monumentos* from the list.

Question 17: Most candidates correctly selected *joven* from the list but a few weaker candidates wrongly opted for *mayor*.

Question 18: This question proved difficult for weaker candidates, with many opting for *uniforme* instead of *instrumento*, perhaps being more used to using the verb *llevar* with items of clothing.

Question 19: This proved to be the most challenging question in this exercise with many candidates wrongly opting for *competir*. Candidates had to look closely at the detail in the text to select the correct answer.

Question 20: Most candidates recognised *descuentos* and correctly linked it with *baratas*. Some candidates chose *fáciles*.

Ejercicio 2 Preguntas 21–30

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

Question 21: Most candidates understood the question and were able to answer correctly with *(en la) montaña*. Some candidates incorrectly alluded to *dos años*.

Question 22: Most candidates correctly answered with *un fin de semana* or *dos días* but those who misinterpreted the question selected *dos años*.

Question 23: This question proved challenging for some candidates, but most were able to correctly identify *(la abuela) estudió biología* as the answer. To avoid ambiguity the accent was needed in order to distinguish between the first person present tense and the third person preterite, unless the subject, *la abuela*, was included before the verb. Some answers solely focused on her grandmother having *un gran conocimiento* which was only accepted if it was clear it was as a result of her studying biology.

Question 24: Most candidates were able to identify the response *durante los paseos* but some candidates also incorporated *las plantas que vemos* from the end of that sentence in the text.

Question 25: The more able candidates identified *hacía frío* in the text, but some candidates did not appear to have understood the question and referred to the weather forecast.

Question 26: This question was answered succinctly by the majority of candidates *(el) paisaje (es precioso)*.

Question 27: The majority of candidates answered correctly with *tenía 12 años*. A verb was needed to gain the mark. A few candidates confused Alfredo's age with his brother's and wrote 10 instead of 12, and a few candidates copied *tenía 12 años y él 10* which did not show sufficient understanding.

Question 28: This question was relatively straightforward for most candidates who answered with *en tren*.

Question 29: Most candidates identified the information being asked for here and many were able to answer correctly with either *fue emocionante* or *iba a ser aburrido*. A number of candidates gave too much extra information which invalidated their answer.

Question 30: This question proved to be the most difficult in this exercise. Candidates could have copied *firmó la entrada* from the text, but many tried to manipulate and adapt the content and the language of the text in their answers. A number of candidates did not appear to understand the nature of the question and gave answers relating to *restaurante* and *acercarse*.

Sección 3

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

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for an answer which simply adds *no...* to the original statement.

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

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

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

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

Most candidates correctly stated that the statement in **Question 31** was false. The best candidates gave a correct justification with answers such as *comenzó a aprender español en Francia* or *ya estudiaba lenguas modernas, entre ellas español*. To gain the mark candidates needed to identify that Dani had started to learn Spanish prior to his arrival in Mexico.

Many candidates identified **Questions 32** and **33** as true statements.

Most candidates recognised **Question 34** as a false statement and many were able to identify the correct information in the text: *siempre te ayudan si lo necesitas*. Some weaker responses were unable to score a mark because they included the reflexive pronoun *se ayudan* which changes the meaning of the sentence. Others focused on *los profesores son estrictos* which on its own did not correct the sentence.

Most candidates identified **Question 35** as a false statement and a range of correct answers were accepted including *su plan es trabajar* and *va a quedarse en Veracruz*. Weaker candidates often did not change the verb ending or reflexive pronoun and therefore could not be awarded the mark.

Ejercicio 2 Preguntas 36–41

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

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

Question 36 was generally well answered by candidates who were able to identify *una periodista local* in the text. Some candidates answered with *una amiga de la familia*.

In **Question 37** many candidates omitted the *cajas de* in front of *medicinas* or *medicamentos* or they added *de manera extraña* which invalidated their answer.

Question 38 was the most accessible question in this exercise with most candidates correctly responding with *quería aprender rápido*. Some incorrectly used *como* in their answer or did not add the verb or preposition *para*. A few weaker candidates incorrectly copied *después decidieron tener clases de lunes a viernes*.

In **Question 39(a)** the majority of candidates identified the correct part of the text and many answered correctly with *vivía muy aislado (con su familia)*. Weaker candidates copied the conjunction *no solo ...* which invalidated their response. In **Question 39(b)** most candidates were able to correctly answer with *tuvo que trabajar (en el campo) (desde niño)*. Weaker candidates invalidated their response with the conjunction *sino que...*

Most found the correct answer to **Question 40** in the text but only the best candidates were able to correctly manipulate the language and use the appropriate verb and pronouns *parecía/pensaba que todos se iban a ir (de él)*. Omission of *parecía/pensaba* caused a problem in some responses.

Question 41 proved to be the most challenging question in this exercise. The strongest candidates, who showed good understanding of the text, identified *en su papel de maestra* as being synonymous with *como profesora* and could answer with *ha tenido mucho paciencia*. Many answers included a lot of extraneous material, the concept of *inteligente* being by far the most common.

SPANISH (Foreign Language)

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

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**.

General comments

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

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text and this resulted in inappropriate information being included in the answer. Connectives, prepositions or other extra material were sometimes included in such a way that they invalidated the answer.

Comments on specific questions

Sección 1

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

Ejercicio 1 Preguntas 1–5

Most candidates scored full marks on this exercise.

Question 1: Some candidates struggled here. They were unable to correctly identify *viento* and link it with **B**. Option **C** was the most common wrong answer.

Question 2: Most knew *estación de autobuses* and linked it with **D**.

Question 3: Most knew *pez* and linked it with **C** but a few wrongly chose **B**.

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

Question 5: Some candidates did not know *plátanos* and did not therefore choose the correct option (**A**). Option **C** was the most common wrong answer.

Ejercicio 2 Preguntas 6–10

Most candidates performed very well in this exercise.

Question 6: Most linked *esquí acuático* with **C**.

Question 7: Almost all knew *me gusta trabajar en el jardín* and linked it with **F**.

Question 8: Almost all knew *voy a sacar la basura* and linked it with **D**.

Question 9: The majority knew *necesito llamar a mi padre* and linked it with **E**.

Question 10: Most candidates were able to link *siempre tomo el desayuno en la cocina* with option **B**.

Ejercicio 3 Preguntas 11–15

Most candidates showed very good understanding of the text and performed well in this exercise. Some candidates did not demonstrate understanding of longer pieces of information in the text. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Question 11: Most candidates read the text carefully and correctly chose **A**. A few candidates wrongly selected **B**.

Question 12: Most candidates correctly chose **C**. A few wrongly selected **B**.

Question 13: Almost all candidates successfully selected **B**.

Questions 14: Most candidates correctly opted for **C**.

Question 15: Some candidates struggled here. Option **B** was the correct answer but **C** was a commonly selected wrong answer.

Sección 2

Ejercicio 1 Preguntas 16–20

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

Question 16: Most candidates correctly chose *menos* from the list. The word *más* was the most common wrong answer.

Question 17: Weaker candidates tended to struggle here, with many opting for *pagar* rather than the correct answer *conseguir*.

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

Question 19: Some candidates confused the prepositions *dentro* and *enfrente*. The word *dentro* was the correct answer.

Question 20: Most candidates recognised *tranquilo* and correctly linked it with *ruido*. Some weaker candidates chose the wrong noun (*tráfico*).

Ejercicio 2 Preguntas 21–30

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

Question 21: Most candidates understood the question and were able to answer correctly with *(con) los deberes*.

Question 22: Most candidates correctly answered succinctly with *matemáticas*.

Question 23: Most candidates understood the question and answered correctly *el instituto*.

Question 24: Most candidates were able to lift the response *mis amigos*.

Question 25: Most candidates correctly answered *una mala nota*.

Question 26: Almost all candidates answered correctly *una semana*.

Question 27: Some weaker candidates encountered difficulty here, with many candidates misunderstanding the question and answering *es profesora*. The stronger candidates understood that it was relating to her personality and answered succinctly: *sociable*.

Question 28: This question was straightforward for most candidates, who answered with *no sabe qué decirles*.

Question 29: Some candidates struggled here. Most identified the information being asked for and some were able to answer correctly with *prepara bien (sus clases)* but many gave too much extra information which invalidated their answer.

Question 30: Most candidates answered correctly within *un año*.

Sección 3

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

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for an answer which simply adds *no...* to the original statement.

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

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

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

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

Most candidates identified the statement in **Question 31** to be false and the best candidates could answer correctly with *no se sentía nerviosa*. Many candidates wrongly focused on *participar fue un sueño*.

Most candidates recognised **Question 32** as a false statement and many were able to correctly lift from the text *no pasó nada durante seis meses*. There was a wide range of wrong answers lifted from various parts of the text.

Most candidates identified **Questions 33** and **34** as true statements.

Most candidates realised that **Question 35** as a false statement but only the stronger candidates were able to answer correctly with *no piensa dejar su empleo en la comisería*. The verb and the pronoun had to be changed correctly from the first to the third person. Many other lifts from this final paragraph were offered as a response but were not precise enough to gain the mark.

Ejercicio 2 Preguntas 36–42

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

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

Those who understood **Question 36** were able to lift from the text *se casa con alguien del mismo ambiente*. Weaker candidates lifted various parts of the first paragraph in the hope of gaining a mark but their attempts were rarely precise enough to demonstrate sufficient understanding.

In answer to **Question 37**, the best candidates were able to lift *seis espectáculos por semana* successfully from the text but weaker candidates struggled to locate the correct answer.

Most candidates were able to locate the correct answer to **Question 38** in the text: *(hay que tener) (completa) confianza (en tus compañeros)*. However, many invalidated their response by adding extra information.

Most candidates correctly responded to **Question 39** with *(la mayoría de) los Ayuntamientos*.

In **Question 40** most candidates were able to correctly answer: *no (siempre) se les trataba bien (a los animales)*. Many weaker candidates focused their response on *los niños...*

In **Question 41** most found the correct answer in the text: *hacen muchas pruebas de seguridad*. However, only the best candidates were able to correctly manipulate the verb, changing *hacemos* to *hacen*.

The strongest candidates who demonstrated a sound knowledge of the text and understood **Question 42** could answer with *ser fuerte*. There was much extraneous material inserted into the many varied responses.

SPANISH (Foreign Language)

Paper 0530/03
Speaking

Key messages

For the role plays, teacher/Examiners should familiarise themselves with their own roles before beginning any 'live' Speaking tests and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.

Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as concern, dissatisfaction and gratitude. Centres should practice and provide guidance about suitable verbal responses to express emotions.

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

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

In both the topic conversation and the general conversation, candidates need to be given the opportunity to show that they are able to use past and future tenses accurately so that they can access the full range of marks for Language (table C).

Documentation: all centres are provided with a cover sheet for moderation sample to ensure that the moderation documentation and the recorded sample have been checked prior to despatch. This completed cover sheet should be enclosed with the recorded sample.

Internal moderation: a detailed explanation of the centre's internal moderation procedures and how marks were agreed must be enclosed with the recorded sample where more than one examiner is used to conduct the speaking tests.

Additions: centres need to check all additions carefully in order to avoid arithmetical errors. The additions on the working mark sheet (WMS) and the transfer of marks onto the *MS1* (or computer, if the centre submits marks electronically) must be correct and it is the responsibility of the centre to ensure that these checks are carried out. Centres where more than one teacher/examiner has conducted/assessed the Speaking test must ensure that the correct marks following internal moderation are transferred from the WMS onto the *MS1* (or computer).

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

General comments

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

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good.

Centres are responsible for ensuring good quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge International.

Each candidate's file must be saved individually as an .mp3 file so that it can be accessed for the purposes of moderation. The digital file for each candidate's test must be clearly named using the following convention:
centre number_candidate number_syllabus number_component number.

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

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 not be stopped between the different parts of the test.

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

Many arithmetical errors were found. 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.

Comments on specific questions

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

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

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 1: This task was completed well by most candidates.

Task 2: Some candidates, although familiar with the scenario, had difficulties responding to the question *¿De qué quiere el bocadillo?*

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. A short response was adequate here.

Task 4: 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 usually completed well.

Task 1: This task was completed well by most candidates.

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

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

Task 4: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 5: This task was completed well by the majority of candidates.

Role Play A (7, 8, 9)

Most candidates performed well in these tasks.

Task 1: This task was completed well by candidates.

Tasks 2 and 3: Short responses to complete these tasks were perfectly acceptable.

Task 4: If a task asks candidates to choose one of the options offered by the teacher/Examiner, then this is what they should do.

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: This task was completed well by candidates.

Task 2: Most communicated the required information although sometimes the language used was not accurate (e.g. use of preterite and past perfect).

Task 3: Some candidates struggled here. A short response to complete this task was perfectly acceptable.

Task 4: *Discúlpate* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

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

Role Play B (2, 5, 8)

Most candidates carried out the specified tasks well.

Task 1: This task was completed well by most candidates although the language used was not always accurate (e.g. use of past perfect).

Task 2: Many candidates struggled here. A short response to complete this task was perfectly acceptable.

Task 3: This task was completed well by most candidates.

Task 4: *Estás contento/a: ¿Qué dices?* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

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: This task was completed well by most candidates.

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

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

Tasks 4 and 5: These tasks were completed well by most candidates.

Topic Presentation/Conversation

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

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

Please note: it is not within the spirit of the examination for all candidates in a teaching group/class/centre to choose the same topic.

The teacher/Examiner should allow the candidate to speak for up to two minutes uninterrupted and then ask specific questions, some of which are expected and some of which are unexpected. They should ask questions that draw and expand on the material presented by the candidate. Candidates should not simply repeat the material presented. 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, in order to access higher marks.

Teacher/Examiners must remember the requirement for candidates to demonstrate that they can use past and future tenses accurately in each conversation (both topic and general). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Teacher/Examiners should be prepared to ask several questions that require candidates to use past and future tenses. 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).

General Conversation

The general conversation should last five minutes. A few teacher/Examiners did not adhere closely to the timing and consequently disadvantaged their candidates.

The general conversation provides candidates with the opportunity to show that they can converse adequately on topics of a more general nature using as wide a range of structures and vocabulary as possible. The teacher/Examiner should aim to cover two or three of the Defined Content topics with each candidate and, as in the topic presentation/conversation, should avoid asking too many closed questions, which only require minimal responses, or moving too quickly from one topic to the next. If a candidate is clearly struggling with a topic, the teacher/Examiner should move on to another topic but the teacher/Examiner needs to ensure that this does not lead to a series of closed questions covering too many topics, which prevent candidates from using a range of structures and vocabulary necessary to access higher marks for Language (table C).

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

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

Assessment

Candidates were fairly assessed by the majority of centres. All assessment should follow the marking criteria as set out in the Teachers' Notes booklet (May/June 2018). Teacher/Examiners should be consistent in their marking.

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

two tasks in one response it is not necessary for teacher/Examiners to repeat the prompts as this can confuse candidates.

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

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

Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.



SPANISH (Foreign Language)

Paper 0530/41
Writing

Key messages

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

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

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

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

Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.

Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.

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

The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.

The word count, particularly in Question 3, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for Question 2 and 140 words for Question 3 often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in Question 3) is awarded globally. Candidates who go considerably beyond 140 words in response to Question 3 may well not spend enough time on Question 2 which, whilst easier than Question 3, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was a little better than last year.

Question 1 allows candidates to a confident start as a basis for further success in this question paper. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelled items receive a mark. If candidates cannot recall the word for any of the items shown in the question paper, then they are free to use the word for a different item provided that the item fits within the context of the question.

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

In **Question 2**, up to 10 marks for Communication are awarded across the question; there is no requirement to provide exactly the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 10 marks for Communication cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks, including questions that include two tasks. Candidates are required to write responses in full sentences. There must be an attempt at a recognisable part of an appropriate verb in order for the award of a Communication mark to be considered. Up to five marks are awarded for Language according to the published table of grade descriptors.

Question 3 offered a choice of three options, each of which reflected the styles of writing required in past sessions: a letter/e-mail, a report/article and a story line to be continued. There are 10 marks available for Communication, with two marks available for each of the specified tasks making up the question. Language marks are awarded in two categories: 8 marks are available for Verbs and 12 marks are available for Other Linguistic Features.

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, to read all three options before choosing which one to answer. A close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures which will be needed to respond effectively and fully to the question.

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

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

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

Comments on specific questions

Question 1: Vas al mercado para comprar fruta y verduras

The demands of this question were straightforward. Candidates were required to give the Spanish for eight fruits or vegetables that they might buy at a market. The majority of candidates achieved the full five marks available.

Many candidates produced accurate spelling in each of their responses. However, some candidates took English words and gave them a Spanish makeover (e.g. *carrota*). Such words rarely communicated in Spanish and could not therefore be rewarded. The most commonly misspelled words were *zanahoria*, *limón* and *cebolla* but, on the whole, candidates' attempts at these words were close enough to warrant the mark. The most common error was writing *fresco* or *fresca* instead of *fresa*; neither of these two faulty attempts could be credited. Repetition of the example *lechuga* did not earn credit.

Question 2: Mi vida en el colegio

Communication

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary and detailed information expressed in complex language. Candidates generally respected the guidelines about length, producing between 80 and 90 words.

The first bullet point required candidates to say what their school is like. This was generally answered well. Common responses included details relating to the size, the gender and quantity of candidates, as well as the facilities offered and the quality of teaching. Some candidates made the error of only saying where their school was or what it was called, which on its own did not answer the question; it was rewarded, however, rewarded as supplementary information provided that the candidate had, somewhere in their response, addressed the specific bullet point adequately.

The second bullet point required candidates to say what they wear to school. This was answered well on the whole but some candidates lost the opportunity to gain marks here because they wrote only a list of three pieces of uniform; lists of three items only score one mark and it seemed that some candidates were unaware of this. The best responses dealt with uniform worn by boys and girls as well detailing whether they liked or disliked the uniform and what they would prefer to wear.

The third bullet point required candidates to write about break-time activities. Some candidates struggled with the conjugation of *hacer* but on the whole this was answered well. The most common responses were chatting, playing sports, doing homework and eating. The best responses added simple justifications or opinions to the activities mentioned.

The fourth bullet point, which asked candidates what they are going to study in the future, did cause some confusion. It is important that candidates read the question closely as many wrote solely about what job they want to do in future, rather than their future studies. Some missed the concept of the future altogether and wrote only about what they study now. The best candidates answered the question directly before justifying it with a choice of profession as well as opinions, e.g. *en el futuro, voy a estudiar las ciencias porque pienso que son muy interesantes y quiero ser veterinario*.

Language

In good answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates demonstrated lack of control over *ser* and *estar* when describing where their school was. Some weaker candidates kept things simple by using the verb from the question and writing about themselves rather than others, and this was often a good strategy. There was generally good use of justification, predominantly using *porque* as well as some basic opinion phrases. School subjects were sometimes spelled incorrectly but not in such a way as to impede communication. The verb *gustar* was often followed by *de*. Whilst all four bullet points could be answered using the present tense, other tenses were used appropriately by some candidates. For the fourth bullet point, a number of candidates attempted to use the future or conditional tense but struggled to do so accurately.

Question 3

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.

Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Communication

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

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

Verbs: More able candidates used a variety of verbs and tenses appropriate to the tasks. Less able candidates tended to struggle with the manipulation of the verb *gustar*. Even the more able candidates often missed out on marks because of lack of accents on verbs or incorrect usage of accents. There was quite often a lack of advanced/more complex verbal structures, and many candidates struggled in the tasks owing to the simplicity of their language. Although many candidates struggled to apply the preterite accurately, some candidates attempted past tenses confidently and there were some excellent sentences in candidates' responses to **Question 3(c)** 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
- include the personal *a* with verbs that require it
- can form regular and common irregular verbs in the preterite, particularly the first person singular e.g. *gané, leí, vi, hice, di*
- use appropriate prepositions in verb constructions that require it, e.g. *tengo que..., ayudo a..., tratar de...*
- avoid using *tiene* where *hay* is required and vice versa
- avoid using *es/son* where *hay* is required and vice versa
- include a variety of verbs and do not rely on *es, hay* and *tiene*.

Candidates should take care to avoid the following pitfalls:

- inappropriate use of *estar* when *ser* is required and vice versa
- use of third person singular of *ser* with a plural subject and 3rd person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun (e.g. *a mí me gusta...*)
- incorrect formation of *hacer* and *tener*
- use of *fue/fuiste* when *fui* is appropriate
- use of third person formation when first person is intended.

Other Linguistic Features: The 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 and third person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive.

Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

- subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien*)
- constructions with verbs requiring a preposition (e.g. *hablar con..., con quien hablé*)
- a range of tenses and first- and third-person verb forms
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- por* and *para*
- adverbs, prepositional phrases, time references, opinion markers
- linking words other than *y* and *pero*
- definite and indefinite articles
- time markers
- opinion markers.

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless in order for such a mark to be given.

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

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a) Recientemente pasaste un día en una ciudad en tu país. Escribe un e-mail a tu amigo/amiga español(a).

This was the most popular question, selected by nearly four fifths of the candidates.

The first bullet point asked candidates to say which city they had been to. Many could not gain the both of the available Communication marks because they included an accent on *fui*. A few candidates wrote about a country rather than a city, or about an unspecified city, which wasn't usually precise enough to score the marks for Communication. Some candidates did not notice that the context of the bullet point was set in the past and therefore wrote an answer in an inappropriate tense. Candidates need to take care to identify the tense of each bullet point before responding.

The second bullet point asked candidates to say what places of interest they had visited in the city. Many candidates used the verbs *visitar* or *fuimos* to avoid repetition of *fui*. The most common answers were monuments, shops, parks, museums or names of specific sights such as *Cristo Redentor* in Rio de Janeiro. A few candidates missed an opportunity to gain marks for Verbs and Other Linguistic Features because they simply wrote a long list of nouns.

The third bullet point asked candidates to give their opinion on the city. Many candidates combined their answer to this bullet point when they addressed the first bullet point (i.e. by saying where they went and what they thought of it). Some gained only one mark for Communication because they omitted the accent on *me gustó* or *me encantó*. Again, close reading of the bullet point is advised. Most candidates answered this bullet point very well.

The fourth bullet point required candidates to say when they were thinking of doing another trip. This was generally answered well, although some candidate missed the key concept of *cuándo*. Others struggled because they attempted to use *estoy pensando* but inserted the letter *i* into the word *pensando*. Candidates who produced the best answers usually used either *quiero* or *me gustaría*.

The fifth bullet point required candidates to invite their friend to accompany them on their next trip. This was tackled much better than similar tasks in previous years. Many candidates produced good answers with *¿Quieres...?*, although *conmigo* and *contigo* were occasionally misspelled.

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

The first bullet point asked candidates to say whereabouts they usually read. This was generally answered well although some candidates misspelled *leer*, which in most cases prevented them from accessing any marks for this task. The most common responses were the bedroom, living room, kitchen and school.

The second bullet point required candidates to say how much time they had spent reading during the previous week. Many candidates seemed well prepared to answer a question of this type and tackled it well. Some candidates could not manipulate *pasaste*, which in many cases resulted in one mark for Communication rather than two.

The third bullet point asked candidates to say what sort of books they used to read when they were children. Some candidates encountered difficulty here, with many candidates either not understanding the premise of the question or not displaying accurate control of the imperfect tense. The best candidates chose a genre and expanded on why they liked it. It is worth noting that in tasks like this, a good grasp of past tenses is essential in order to gain marks across the three marking criteria.

The fourth bullet point asked candidates who their favourite author was. The majority of candidates were able to respond adequately here. Some wrote that they had no favourite author, which was acceptable.

The fifth bullet point asked candidates to explain why they do or do not like to receive books as a present. Many candidates lacked the vocabulary or knowledge of structures to respond confidently to this bullet point.

Question 3(c) “La semana pasada fui a una ceremonia donde recibí un premio al mejor póster...”

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

The first bullet point asked candidates to say what the theme of their poster was. This attracted a range of answers, covering themes from environment to celebrities. Those who made use of the language given in the bullet point usually scored both of the Communication marks available. Those who tried to manipulate *tratar* often could not do so adequately so scored only one of the marks available.

The second bullet point asked candidates to explain why they thought their poster had won. The need to be creative here caught many out. A good strategy is to address the bullet point simply and accurately before then displaying creative licence and ambition. The simpler reasons given by candidates, such as the poster being creative or colourful, usually communicated best.

The third bullet point asked candidates to say what happened during the prize-giving ceremony. Many candidates lacked the vocabulary necessary to address this bullet point well. The best responses dealt with the audience’s reaction, such as applauding or shouting, but a number of candidates could not find anything to say here.

The fourth bullet point asked candidates to say how they felt upon receiving the prize. This was generally answered well although candidates frequently confused *ser* and *estar*, and the misuse of *sentirse* was also common. The most common emotions communicated were ‘happiness’ and ‘surprise’.

The fifth bullet point required candidates to say what they were going to do with the prize. There were some excellent responses here, where simple and creative went hand in hand. The most creative candidates said that they received money, and this opened up a range of avenues for the candidate to explore with a variety of language. Many opted to put their prize in their bedroom which, whilst it did address the bullet point, limited what they could say by way of expansion.

SPANISH (Foreign Language)

Paper 0530/42
Writing

Key messages

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

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

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

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

Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.

Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.

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

The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.

The word count, particularly in Question 3, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for Question 2 and 140 words for Question 3 often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in Question 3) is awarded globally. Candidates who go considerably beyond 140 words in response to Question 3 may well not spend enough time on Question 2 which, whilst easier than Question 3, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

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

Question 1 allows candidates to a confident start as a basis for further success in this question paper. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelt items receive a mark. If candidates cannot recall the word for any of the items shown in the question paper, then they are free to use the word for a different item provided that the item fits within the context of the question.

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

In **Question 2**, up to 10 marks for Communication are awarded across the question; there is no requirement to provide exactly the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 10 marks for Communication cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks, including questions that include two tasks. Candidates are required to write responses in full sentences. There must be an attempt at a recognisable part of an appropriate verb in order for the award of a Communication mark to be considered. Up to five marks are awarded for Language according to the published table of grade descriptors.

Question 3 offered a choice of three options, each of which reflected the styles of writing required in past sessions: a letter/e-mail, a report/article and a story line to be continued. There are 10 marks available for Communication, with two marks available for each of the specified tasks making up the question. Language marks are awarded in two categories: 8 marks are available for Verbs and 12 marks are available for Other Linguistic Features.

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, to read all three options before choosing which one to answer. A close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures which will be needed to respond effectively and fully to the question.

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

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

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

Comments on specific questions

Question 1: Preparas unos bocadillos.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items that they might use to prepare a sandwich. The majority of candidates achieved the full five marks available. Some candidates who produced good responses to **Questions 2** and **3** seemed unfamiliar with the necessary vocabulary to achieve full marks for this question.

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. *mantaquilla* was accepted). However, spelling errors which produced a word with a different meaning, and which did not communicate sufficiently (e.g. *plata* for *plato*, *tuna* for *atún*), could not be rewarded. The words *pesca* and *pez* (when *pescado* was intended) were not rewarded. Words that were unrecognisable as Spanish (e.g. *keso* for *queso*, *jambon* for *jamón*) could not be credited. Items such as *cuchillo* and *mesa* were accepted. Repetition of the example *lechuga*, and the word *bocadillo*, did not earn credit.

Question 2: Mis pasatiempos

Communication

Candidates were able to use familiar language and structures and usually gained full marks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary and detailed information expressed in complex language. Some candidates wrote at length in responses to the first bullet point, to the detriment of the remaining tasks.

The first bullet point asked candidates to identify their favourite pastime. Many candidates provided a lengthier, more meaningful response with several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this question. Responses including verbs like *me encanta* and *me gusta mucho* were accepted but some candidates omitted any reference to a favourite pastime and their responses combined the first and second tasks and, as a result, credit could not be given for the first task. The word *pasatiempos* appeared to be misunderstood by some candidates

The second bullet point asked candidates what other things they do in their free time. Almost all candidates responded adequately and some included detailed information, supported by explanations relating to where and when they do these activities.

The third bullet point required candidates to say what they do not like to do in their free time and why. The most common responses mentioned either homework or reading because they are considered to be boring. Some candidates omitted this question entirely; a few candidates answered the first part but omitted to give a reason for their dislike.

The fourth bullet point required candidates to identify a new activity that they would like to do in the future. There was variety in the content of responses. Many candidates provided a reason for their choice of new activity. A small number of candidates mentioned an activity that had been included in responses to one of the first two questions; these responses did not address the bullet point adequately and did not earn credit.

Language

In good answers, candidates produced accurate verbs throughout their response. In weaker responses, candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was wide variation in control of verb formations; candidates should note that even minor errors in spellings which create a word that does not exist in the verb's paradigm prevent the award of marks for a task. The absence of accents on verbs was widespread.

Tenses other than the present tenses were used appropriately by some candidates. The inappropriate use of several tenses within a response to a single task was often seen.

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, and in all tenses. It was common to see *gustar* followed by a conjugated verb rather than an infinitive. The verb *es* was frequently seen where *son* was required and vice versa. In addition, candidates need to note that the verbs *preferir* and *odiar* are not

reflexive verbs. An inappropriate form of *hacer* was often seen where *hago* was required and inaccurate spellings of attempts at other conjugated versions were common. In responses which included *jugar* followed by a sport, very few candidates included the preposition *a*, which is required in this construction. The verb *jugar* was often used where *tocar* was required in relation to playing an instrument. Inappropriate placement of the simple negative *no* was often seen in responses to the third bullet point.

Question 3

For each of the three options, there were many engaging responses. The best answers were well structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the 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
- ensure that their response to each of the tasks uses the tense required by the task
- copy accurately when using words provided in the question.

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

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

Candidates should take care to avoid the following pitfalls:

- inappropriate use of *estar* when *ser* is required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third person singular of *ser* with a plural subject and 3rd person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun (e.g. *a mí me gusta...*)
- incorrect formation of *hacer* and *tener*
- use of *fue/fuiste* when *fui* is appropriate
- use of third person formation when first person is intended
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a..., ir a..., tratar de...*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de..., necesito de...*)
- omission of the preposition following verbs (e.g. *fui al cine, jugué al balonmano, he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended)
- inaccurate spelling of simple adjectives and absence of agreement between the subject and the adjective.

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, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive. The following sentences are examples of high-quality language that was seen by Examiners:

elegí este regalo visto que mi primo me ha dicho frecuentemente lo que le gustaría recibir me parece que el problema más grave fuera de toda duda es la cantidad de basura que tira la gente en las calles
estaba tan ocupada regando las plantas cuando me di cuenta de que Juani se había ido que me sentí fatal al no saber dónde estaba

Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien*)
constructions with verbs requiring a preposition (e.g. *hablar con..., con quien hablé*)
a range of tenses and first- and third-person verb forms
adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
adjectival agreement between the subject and its adjective(s)
object pronouns
negatives, including appropriate word order (e.g. *nada/nunca*)
por and *para*
adverbs, prepositional phrases, time references, opinion markers
linking words other than *y* and *pero*
definite and indefinite articles
time markers
opinion markers.

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless in order for such a mark to be given.

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

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a) La semana pasada fuiste a la boda de tu primo/prima. Escribe un e-mail a tu amigo/amiga español(a).

This was the most popular question, selected by nearly three fifths of the candidates.

A proportion of the candidates who attempted this question appeared not to recognise the meaning of the word *boda* and produced a response that was not related to the theme of the question. Where responses to bullet points 2, 3 4 and 5 were answered appropriately, they were given credit despite any irrelevance or misunderstanding in the first bullet point. Similarly, the words *primo/prima* and *novios* did not appear to be recognised by many candidates. Errors with verbs frequently delayed or prevented communication of the intended message. Similarly, where candidates produced more than one time frame in a response which required only one time frame, e.g. a preterite and a future tense when only past time frames were appropriate, communication of the intended message was often compromised.

The first bullet point asked candidates how the wedding was celebrated. Responses usually made reference to the place of the wedding, to guests, to opinions about the ceremony and the food and/or to activities during the wedding reception, after the ceremony. Stronger candidates went on to provide engaging, detailed information using varied language and complex structures. In cases where fewer than two Communication marks were awarded, this was most usually because of a lack of control of verb formations and/or choice of time frame. The verbs *celebrar* and *celebrarse* were frequently used inappropriately: they were often presented in the wrong time frame or in the wrong person (i.e. first person formation where a third person was required) and similar errors were seen in the use of *ser* and *estar*.

The second bullet point asked candidates to state what they bought as a present for the newlyweds. There was evidence of well-reasoned explanations for the choice of purchases in which examples of complex language were produced by stronger candidates. Any item which was mentioned by a candidate as a present was accepted as responding adequately to the bullet point. Some candidates mentioned buying items of clothing but few succeeded in producing *ropa* in its correct singular form. Candidates who mentioned only presents for other family members did not respond appropriately to the task. Some candidates were awarded only one Communication mark because they produced an inappropriate form of the verb *comprar*, frequently writing *compro* or *compraste*. The omission of the accent on *compré* was another common error. Where candidates included descriptions of items purchased, adjectival agreement was rarely correct.

The third bullet point asked candidates to explain why they had chosen the gift. There were many interesting explanations and justifications from stronger candidates, in which engaging content was expressed using accurate, complex structures. In contrast, inappropriate formations of the verb *elegir* prevented the award of marks in many responses.

The fourth bullet point asked candidates to say what clothes they like to wear to a wedding. There were some interesting responses where candidates justified their preference and stronger candidates produced appropriate agreement between the subject and any adjective used to describe it. Where candidates merely stated the clothes that they had worn to their cousin's wedding, using a past time frame, the task was not considered to have been answered adequately unless there was also an expression of liking or of preference. Communication of the intended message was sometimes delayed or incomplete. The word *ropa* was often used in a plural form, particularly after *me gusta*. Similarly, candidates often produced a plural version of *gente* in response to this bullet point. This also occurred in responses to the first bullet point.

The fifth bullet point asked candidates to give their opinion of family celebrations. This was often answered with a short, simple sentence. Many candidates went on to add interesting explanations for their opinion, using complex structures. Some candidates used a past time frame to give an opinion about the cousin's wedding; these responses did not address the task adequately. Errors in the subject (*las celebraciones*) and in the use of *es* when *son* was required frequently prevented the award of two Communication marks.

Question 3(b) El medio ambiente. Escribe un artículo sobre este tema.

This question was selected by nearly a third of the candidates.

The first bullet point asked candidates to say what they consider to be the most serious environmental problem. Most candidates adapted the wording from the bullet point by adding an appropriate noun; many of them went on to provide further details, producing a variety of successful constructions in complex sentences introduced by a subordinate clause. Errors in copying the subject from the question were seen frequently. Some candidates omitted any reference to the most serious problem (*más grave*); even if they mentioned several environmental problems, these responses only partially addressed the task and could be awarded only one Communication mark as a maximum.

The second bullet point required candidates to say what they have done recently to help the environment. Responses were sometimes short but there were some detailed accounts in complex sentences where justifications for the actions taken were expressed well. Candidates who responded in the present tense were not considered to have answered the task adequately. Inaccuracy in the use of verb formations in the preterite tense often prevented the award of both Communication marks for this task. Many candidates produced an inappropriate definite article with *problema* which prevented the award of both Communication marks here. In response to this bullet point, many ambiguous responses were seen with inappropriate combinations of verbs, and *salvar* was seen when *ahorrar* was intended.

The third bullet point asked candidates to say what more their school could do to protect the environment. Stronger candidates tended to start their response by saying what their school does, or how little, at present, before making suggestions for future ideas. These suggestions tended to begin with an opinion marker (e.g. *creo que...*, *pienso que...*) before making recommendations using appropriate formations of the conditional tense; there were also examples of correct use of verbs in the subjunctive. Responses varied from a short sentence to detailed information. In response to this bullet point, there was evidence of a lack of control of verb formations in regular and irregular verbs in the present, future and conditional tenses. The phrase *podría hacer* was often copied incorrectly from the wording in the bullet point. Some candidates omitted to cover this bullet point, or mentioned only what more they could do personally, with no clear reference to their school.

The fourth bullet point asked candidates to say how they travelled to school this morning. Many candidates produced a simple sentence, altering the verb provided in the question and adding a means of transport. Stronger candidates provided more detailed information by relating their response closely to the theme of this option. A past time frame was required to respond adequately to this task: when the response was phrased in the present tense, or when there was no reference to *esta mañana*, the task was not addressed fully. An error in the verb formation of *viajar* was a frequent reason for the award of fewer than two Communication marks here.

The fifth bullet point asked candidates what they think about living in a town without cars. Many candidates were successful in adding a brief, simple phrase to the language provided in the question, and interesting justifications for opinions were seen. The strongest candidates, expressing their responses with accuracy, proposed advantages or disadvantages that were supported by detailed explanations. The most frequent reasons for the award of fewer than two Communication marks were errors in verbs, usually an inappropriate tense of *ser* or a spelling error in attempts at a future time frame, including the omission of an accent.

Throughout this option, candidates often resorted to using English instead of Spanish, e.g. *pollution* was used instead of *polución*, *recycle* was used instead of *reciclar*, *important* was used instead of *importante*.

Question 3(c) “Había perdido a mi gato. No sabía qué hacer...”

There were varying levels of success here, both in terms of the range of structures/vocabulary and in the level of accuracy. Examiners saw ideas that were interesting and imaginative in their content. In contrast, some narratives were over-ambitious which led to ambiguous statements. Errors delayed or prevented communication of the intended message in a number of cases.

The first bullet point asked candidates to say what they were doing when they realised that the cat was missing. The strongest candidates added a detailed narrative to express their ideas using complex sentences and a variety of structures. Some candidates chose to make a very brief statement which met the requirements of the task, whilst others mentioned only where they were at the time. Responses which omitted to say what the candidate was doing did not address the bullet point adequately and were not rewarded. A lack of accuracy in the formation of high-frequency verbs was the most common reason for the award of fewer than two Communication marks here.

The second bullet point asked candidates to describe their feelings at the point of realising the cat was missing. Many candidates succeeded in covering this bullet point, having chosen to use a simple sentence involving *estar* followed by an adjective; in most cases the imperfect tense was produced accurately in this context. There were responses which included detailed information, with explanations for the feelings expressed in complex sentences. There were some more adventurous responses to the task, using good grammatical structures, e.g. *no podía parar de llorar*. Some candidates chose to address this bullet point by using *sentir/sentirse*. In many cases, errors in the chosen verb led to the award of fewer than two Communication marks, most usually because the reflexive pronouns was omitted when required or because there was no accent on the first person singular of the preterite formation.

The third bullet point asked candidates to say what they did in order to find the cat. There was considerable variety in candidates' responses here. Most candidates produced an account which included several actions taken, each of which satisfied the requirements of the task and could earn the two available Communication marks; these narratives were usually coherent, logical and expressed using a variety of grammatical structures. Other candidates attempted the same approach but were less successful because errors hindered the understanding of the intended message. Nevertheless, there was usually a response which earned some credit. Overall it was this bullet point with which candidates struggled the most, either because they did not know the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication. Errors in the formation of regular and irregular verbs in the preterite tense were seen frequently.

The fourth bullet point required candidates to say where the cat was found. Responses tended to appear as a conclusion to the narrative produced in response to the third bullet point. Most candidates were rewarded when they made a simple statement using *estar* in an appropriate form of the imperfect tense. The strongest candidates combined the required information with more detail, explaining why the cat was there and what they had to do to retrieve it. Errors in the choice of verb or in the formation of the verb were the most frequent reason for the award of fewer than two Communication marks. Errors in some responses prevented effective communication of the intended message.

The fifth bullet point asked candidates to state their reaction on finding the cat. Responses to this question tended to be brief, with a limited quantity of additional information. Correct use of *sentir* followed by a noun or *sentirse* followed by an adjective was rewarded with two Communication marks but incorrect use of these verbs meant that full marks for Communication were not achieved. After meeting the basic requirements of this bullet point, some candidates went on to describe future measures that they are going to take to ensure that the cat doesn't get lost again in future; this additional information was usually produced using good language involving a range of grammatical structures in complex sentences.

SPANISH (Foreign Language)

Paper 0530/43
Writing

Key messages

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

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

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

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

Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.

Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.

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

The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.

The word count, particularly in Question 3, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for Question 2 and 140 words for Question 3 often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in Question 3) is awarded globally. Candidates who go considerably beyond 140 words in response to Question 3 may well not spend enough time on Question 2 which, whilst easier than Question 3, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

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

Question 1 allows candidates to a confident start as a basis for further success in this question paper. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelt items receive a mark. If candidates cannot recall the word for any of the items shown in the question paper, then they are free to use the word for a different item provided that the item fits within the context of the question.

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

In **Question 2**, up to 10 marks for Communication are awarded across the question; there is no requirement to provide exactly the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 10 marks for Communication cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks, including questions that include two tasks. Candidates are required to write responses in full sentences. There must be an attempt at a recognisable part of an appropriate verb in order for the award of a Communication mark to be considered. Up to five marks are awarded for Language according to the published table of grade descriptors.

Question 3 offered a choice of three options, each of which reflected the styles of writing required in past sessions: a letter/e-mail, a report/article and a story line to be continued. There are 10 marks available for Communication, with two marks available for each of the specified tasks making up the question. Language marks are awarded in two categories: 8 marks are available for Verbs and 12 marks are available for Other Linguistic Features.

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, to read all three options before choosing which one to answer. A close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures which will be needed to respond effectively and fully to the question.

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

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

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

Comments on specific questions

Question 1: Te sientes mal. Vas al hospital.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items that might be seen in a hospital. The majority of candidates achieved the full five marks available. Everyday items that could be seen in a hospital (e.g. *cama*) and professions of people commonly seen in hospitals (e.g. *enfermero*) were all appropriate responses.

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. *ordenator* was accepted). However, spelling errors which produced a word with a different meaning, and which did not communicate sufficiently (e.g. *tiempo/hora* for *reloj*), could not be rewarded. Words that were unrecognisable as Spanish (e.g. *telephone*) could not be credited. Many different spellings of *ambulancia* were seen. Repetition of the example *inyección*, and the word *hospital*, did not earn credit.

Question 2: Los meses del año

Communication

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary and detailed information expressed in complex language.

The first bullet point required candidates to say which their favourite month is and why. Some candidates appeared to misunderstand the word *mes*. Many candidates provided detailed responses to explain their preference. These responses usually included several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this question. Responses which referred only to a season did not address the question adequately but any reasons appropriate to the task were given credit in these responses.

The second bullet point asked candidates to describe what they do during their favourite month. The majority of candidates responded adequately and some included detailed information, supported by explanations and reasons for the activities that they mentioned.

The third bullet point asked candidates to say which their least favourite month is and why. Most candidates were successful in identifying the month that they don't like and many candidates provided a clear reason for their choice. Some candidates omitted to provide a reason.

The fourth bullet point required candidates to say what they are going to do next month with their family. There was variety in the content of responses; most candidates referred to activities that they able to do at the weekend or to holiday plans. A number of candidates omitted any reference to family and such responses did not address the task adequately.

Language

In good answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates relied upon infinitives or offered inappropriate tenses/spellings of verbs. There was wide variation in control of verb formations; candidates should note that even minor errors in spellings which create a word that does not exist in the verb's paradigm prevent the award of marks for a task. The absence of accents on verbs was widespread.

Whilst all four bullet points could be answered using the present tense, other tenses were used appropriately by some candidates. The inappropriate use of several tenses within a response to a single task was often seen. For the fourth bullet point, good answers were often offered with accurate use of the future tense.

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of spellings of conjugated verbs, including regular and high frequency irregular verbs. Errors with *gustar* and *encantar* in both the singular and plural form were common. In addition, candidates need to note that the

verbs *preferir* and *odiar* are not reflexive verbs. An inappropriate form of *hacer* was often seen where *hago* was required and inappropriate use of *hacer/practicar/jugar* was seen in some responses.

In responses which included *jugar* followed by a sport, very few candidates included the preposition *a*, which is required in this construction. The verb *jugar* was often used where *tocar* was required in relation to playing an instrument. Inappropriate placement of the simple negative *no* was often seen in responses to the third bullet point.

Question 3

For each of the three options, there were many engaging responses. The best answers were well structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the 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
- ensure that their response to each of the tasks uses the tense required by the task
- copy accurately when using words provided in the question.

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

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

Candidates should take care to avoid the following pitfalls:

- inappropriate use of *estar* when *ser* is required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third person singular of *ser* with a plural subject and 3rd person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun (e.g. *a mí me gusta...*)
- incorrect formation of *hacer* and *tener*
- use of *fue/fuiste* when *fui* is appropriate
- use of third person formation when first person is intended
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a..., ir a..., tratar de...*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de..., necesito de...*)
- omission of the preposition following verbs (e.g. *fui al cine, jugué al balonmano, he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended)
- inaccurate spelling of simple adjectives and absence of agreement between the subject and the adjective.

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, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive. The following sentences are examples of high-quality language that was seen by Examiners:

*celebré mi éxito por salir con unos amigos del equipo para felicitar a otros jugadores que habían ganado distintos galardones
nunca encontré un lugar donde tenía la oportunidad de descansar, tampoco vi sitios para ponerme al abrigo de la lluvia
cuando vi quien se bajaba de esta limusina ya no estaba distraído por el vehículo sino por el actor*

Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien*)
constructions with verbs requiring a preposition (e.g. *hablar con...*, *con quien hablé*)
a range of tenses and first- and third-person verb forms
adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
adjectival agreement between the subject and its adjective(s)
object pronouns
negatives, including appropriate word order (e.g. *nada/nunca*)
por and *para*
adverbs, prepositional phrases, time references, opinion markers
linking words other than *y* and *pero*
definite and indefinite articles
time markers
opinion markers.

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless in order for such a mark to be given.

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

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a) Recibiste un premio especial. Escribe un e-mail a tu amigo/amiga español(a).

The first bullet point asked candidates to say what they did to win the prize. The most successful candidates provided engaging information about several activities in which they had been involved in order to win the prize. They used complex sentences with subordinate clauses introduced by conjunctions and relative pronouns. Some candidates provided only a simple sentence which tended to describe the award rather than what had been done to win it (e.g. *fui el mejor futbolista de mi equipo*). There were some confusing responses which did not succeed in addressing the question adequately; in many of these responses, the candidate was over-ambitious in the choice of vocabulary or grammatical structures.

The second bullet point asked candidates to say what they received as a prize. There was a variety of suggestions here. Where candidates said that the prize was money, there were some interesting accounts of what they intended to do with it; these responses often included detailed explanations using complex sentences. Some candidates responded indirectly to this question, explaining what they would do with the trophy that they had been given; these responses addressed the task adequately, with interesting explanations and ideas. The most common reason for the award of fewer than two marks for this question was an incorrect formation of a verb, usually of a verb in the preterite tense (e.g. *dar*), which resulted in partial communication of the intended message. The verb *recibiste* was often copied from the question without alteration. Some candidates omitted a response to this question.

The third bullet point asked about the candidate's opinion of the prize. Responses to this task tended to be brief. The more successful candidates recognised the opportunity to provide a detailed explanation of their opinion and used complex sentences with subordinate clauses to do so. Responses which mentioned a candidate's feelings earned credit but in some cases fewer than two marks were awarded because of inappropriate formations of the verbs *sentir* or *sentirse*. Some candidates omitted a response to this question.

The fourth bullet point required candidates to say how they were going to celebrate their success. This required a response with a clear reference to the future. There were some engaging responses in which candidates explained where they intended to go, what they intended to do and with whom; some candidates went on to explain a reason for their choice. There were some brief responses to this task where candidates made a simple change to the verb given in the question and added a short phrase (e.g. *en un restaurante* and *con mi familia*); these responses were successful in addressing this task. Responses which referred to an event in a past time frame only partially met the requirements of the questions and were awarded a maximum of one mark for Communication.

The fifth bullet point asked candidates to say what type of person deserves to win prizes. The strongest responses contained correct language, including appropriate spelling of verbs, and they often also contained additional details and opinions. Some candidates appeared to not understand the word *merece*. Where candidates scored fewer than two Communication marks for this task, errors in verb formations or a response which did not address the question were the most common reasons.

Question 3(b) Los conciertos. Escribe un artículo sobre este tema.

This was the most popular question, selected by nearly four fifths of the candidates.

The first bullet point asked candidates to give their opinion on the price of concert tickets. There were many engaging responses in which candidates gave detailed information, particularly about the cost of tickets for young people with little or no money. There were some interesting observations about performers and concert organisers who charge high prices. Language in stronger responses included complex sentences with subordinate clauses introduced by conjunctions and relative pronouns. Most candidates based the start of their response to this task on the language provided in the question; some gave only a short, simple sentence. The most common reasons for the award of fewer than two Communication marks here were errors in the subject of the verb, where the article was incorrect or omitted, and inappropriate verb forms, e.g. the use of *es* when *son* was required and vice versa, or the inclusion of a tense other than the present.

The second bullet point required candidates to describe the disadvantages of open-air concerts. Some candidates struggled here. Stronger candidates produced accurate language using complex structures and some candidates, having given an introduction to their response in the present tense, developed the response with a detailed description of their experience at a past event. Responses of this nature addressed the question very well. There were a number of responses that were confused and less successful in addressing the question. There were frequent errors in the appropriate verb when candidates chose to make reference to the weather. Responses which mentioned only the advantages of open-air concerts did not address the question adequately. This bullet point was omitted by some candidates.

The third bullet point asked candidates to describe the last concert that they had attended. There were some very detailed accounts in response to this task, where candidates described the journey to the venue, the location of the concert, the genre of music or the name of the artist, and their opinions about aspects of the concert. The strongest candidates presented the information using several grammatical constructions in complex sentences. Vocabulary tended to be relatively basic in most responses. Where fewer than two Communication marks were awarded, the reason tended to be errors in high-frequency verbs such as *ir* and *ser/estar* (including incorrect tenses and verb endings).

The fourth bullet point asked candidates to say with whom they had attended the concert. Many candidates responded to this question with a very short, simple sentence. In some cases, the required information was combined with the response to the previous task by the addition of a short phrase.

The fifth bullet point asked candidates to say who they would like to see in concert in the future. Stronger candidates answered the task by producing detailed reasons for their choice, using complex structures. Some candidates offered a short response, making the necessary changes to the language in the question before adding the name of the person they would like to see in concert. Where fewer than two Communication marks were awarded, this was most usually because candidates mentioned only a genre of music, which did not address the task adequately, or because they made errors in their formation of the verb *gustar*; many candidates omitted the accent in *me gustaría*. A number of candidates omitted a response to this question.

Question 3(c) “Estaba en mi pueblo cuando vi un coche de lujo aparcado en la plaza...”

This was the least popular question. There were varying levels of success, both in terms of the range of structures/vocabulary and in the level of accuracy. Some responses contained interesting and imaginative content; other narratives were over-ambitious, leading to confusing statements, some of which made little or no sense.

The first bullet point asked candidates to say who got out of the car. Almost all candidates addressed this question. Some provided a short, simple sentence to identify the person getting out of the car. Other candidates produced a more detailed account, using a range of grammatical structures to express their ideas, including complex sentences with subordinate clauses introduced by a variety of conjunctions. Where candidates scored fewer than two Communication marks, an error in the main verb (including incorrect copying of the verb *vi* from the introductory sentence) was usually the reason.

The second bullet point asked candidates to explain why the person had come to their hometown. Several candidates provided a well-reasoned explanation using complex sentences with subordinate clauses introduced by relative pronouns and conjunctions, whilst others offered a simple sentence relying on the language given in the question with the addition of *para* followed by an infinitive. In this task some candidates were over-ambitious, particularly when they appeared to lack the necessary vocabulary to express themselves with success.

The third bullet point asked candidates to say what they did with the person. Stronger candidates offered extended accounts which fitted logically into the overall narrative, using accurate language in complex sentences with a range of grammatical structures. Some candidates struggled here, as they appeared to lack the control of verb formations and vocabulary to express their ideas. Similarly, where candidates chose to include dialogue, levels of success were limited as control of verb forms and other language were often not sufficient to deliver the intended message. Attempts using this approach were sometime ambiguous or failed to convey the intended message.

The fourth bullet point asked candidates to describe their reaction on meeting this person. Candidates tended to address this question with an explanation of their feelings, using *sentir/sentirse* to do so. In many cases, errors in the chosen verb led to the award of fewer than two Communication marks, particularly as the reflexive pronouns was omitted when required or there was no accent on the first person singular of the preterite formation. There were some more adventurous responses here, using more complex grammatical structures, e.g. *no podía parar de sonreír* but it was not always clear that a candidate had understood the phrase *al encontrar a esa persona* as responses did not always appear in the most appropriate place in the candidate's text.

The fifth bullet point required candidates to say if they had plans to see this person again. Responses to this question were usually developed well by the more successful candidates, who provided two or more pieces of information, including statements of feelings. Several candidates provided good responses in a short sentence, some of which included an appropriate subjunctive verb form. There were responses in which candidates stated that there were no plans to see the person again, and they provided a reason in most cases. These responses were considered to address the task adequately and credit was given. Some candidates omitted a response to this bullet point.