

# FOREIGN LANGUAGE SPANISH

Paper 0530/03  
Speaking 03

## Key messages

- Teacher/examiners should familiarise themselves with the scripts for both the role play and topic conversations before beginning any 'live' speaking tests and must adhere to scripts as set out in the Instructions for Teacher/examiners booklet.
- Teacher/examiners can repeat any role play question if the candidate has not understood or did not hear but must not rephrase or replace any of the role play questions.
- In the topic conversations where there is a two-part question, Teacher/examiners must pause as indicated to allow candidates to respond to the first part. They should use the alternative questions in **Questions 3, 4 and 5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.
- In the interests of fairness to all candidates, Teacher/examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, Teacher/examiners should use up to **two** open-ended further questions, on the same topic, to make sure the conversations last 4 minutes.
- During the topic conversations, Teacher/examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre...*, *¿Qué más me puedes decir sobre...?* *¿Puedes decirme algo más (sobre eso)?* When used effectively, of extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.
- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.
- Teacher/examiners must not share the role plays or the topics of the conversations with candidates before their tests or share the topics of the conversations with the candidates during their preparation time.
- Centres should take note of the comments on the Report to centres.

## General comments

To be read in conjunction with the Instructions for Teacher/examiners booklet (May/June 2023).

Centres uploaded the correct sample size for moderation. The quality of the recordings was generally good. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal. Teachers/examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded). Teachers/examiners are encouraged to use the electronic WMS forms.

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

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

centre number\_candidate number\_syllabus number\_component number.

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

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

In most cases, the working mark sheets were completed correctly, and uploaded onto the Submit for Assessment portal. Teacher/examiners need to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column. The name of the Teacher/examiner conducting the speaking test should be legible.

### **Comments on specific questions**

#### ***Role Plays***

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

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

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

#### **Role play 1**

##### **Question 4**

Some candidates had difficulties using a past time frame.

##### **Question 5**

Occasionally candidates explained where they were going (*voy a ir a casa*) instead of what they were planning to do next weekend.

#### **Role play 2**

##### **Question 4**

Candidates struggled with the second part of the question answering what they liked doing and not what they liked doing.

#### **Role play 3**

##### **Question 2**

There were some issues with the communication of the time and the pronunciation of numbers.

##### **Question 4**

Some candidates did not understand '*lugares*' in the context of the role-play.

#### **Role play 4**

#### **Question 3**

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

#### **Role play 5**

#### **Question 1 and Question 2**

There were some issues with the pronunciation of numbers and days of the week.

#### **Question 4**

Candidates had difficulties using a past time frame

#### **Role play 6**

#### **Question 1**

Pronunciations of numbers.

#### **Question 4**

Some candidates thought that they were being asked how much they wanted to be paid rather than how they intended to spend the money earned. Candidates possibly confused '*ganar*' with '*gastar*'.

#### **Role play 7**

#### **Question 4**

Some candidates struggled with '*volver*'

#### **Role play 8**

Candidates seemed to be less familiar with the '*Usted*' form. This was not an issue for the majority of candidates.

#### **Question 2**

Some candidates struggled with '*conducir*'.

#### **Role play 9**

#### **Question 3**

Candidates communicated the necessary information well

#### **Topic Conversations**

The topic conversations were conducted well. There was greater use of extension questions although in some cases Teacher/examiners did not use extension questions and further questions when needed. Teacher/examiners should use extension questions to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses as appropriate. In two-part questions, Teacher/examiners they must pause as indicated to allow candidates time to respond to the first part.

Teacher/examiners should use the alternative question where the candidate does not respond to the initial question and the repetition of this question. It is important to allow candidates time to respond following the repetition before moving onto the alternative question.



In the interests of fairness, Teacher/examiners should adhere to the prescribed timings for the two topic conversations (4 minutes each) and make use of extension questions as necessary to encourage candidates to develop their responses and to perform to the best of their ability. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, Teacher/examiners must ask up to **two** further questions on the same topic. It is important that candidates are familiar with the way the Teacher/examiner would ask them to expand using a question such as *¿Puedes decirme algo más sobre ....?*

### **Topic 1 Las personas importantes para ti**

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

#### **Task 3**

Some candidates struggled to name a famous person and talked about a family member.

### **Topic 2 El tiempo libre y los amigos**

#### **Question 2**

A few candidates did not understand '*tiempo*'. Weather expressions caused problems.

### **Topic 3 Comer y beber**

#### **Question 2**

Some candidates did not understand '*cocina*'.

#### **Question 4**

Candidates talked about food they liked rather than responding to '*gustaría*'.

### **Topic 4 El medio ambiente y el tiempo**

#### **Question 4**

Some candidates struggled to describe a particular class and the activities.

### **Topic 5 El instituto**

#### **Question 3**

Candidates had difficulties using a past time frame

#### **Question 4**

The pronunciation of the conditional form '*preferirías*' caused difficulties

#### **Question 5**

Candidates frequently provided advantages and disadvantages. Some candidates had difficulties with pronunciation of '*ventajas*' and '*desventajas*'.

### **Topic 6 Viajar**

Most candidates communicated the necessary information well.

### **Topic 7 El mundo del trabajo**

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

#### Question 4

Candidates had difficulties using a past time frame.

#### Question 5

Candidates frequently provided advantages and disadvantages.

#### Assessment

The majority of centres assessed their candidates fairly close to the agreed standard. All assessment should follow the marking criteria as set out in the Instructions for Teacher/examiners booklet (May/June 2023). Teacher/examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, some centres were too keen to deduct marks for errors that did not impede comprehension or for short responses. A brief response (for example, one or two words), if accurate and communicates the required information can be awarded two marks.

The topic conversations discriminated well. Candidates were able to respond to the questions, even if less successfully due to limited vocabulary and/or grasp of verb forms. Stronger candidates responded confidently to questions and often expanded their responses even if not asked extension questions. They communicated relevant information justifying and explaining their responses, thereby accessing higher grades.

Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as '*la última vez*' or '*en el futuro*' for example. Candidates were much better prepared when answering questions including, '*ventajas*', and '*desventajas*'. In the topic conversations, some Teacher/examiners were too generous in their assessment of Communication, but too harsh in their assessment of Quality of Language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions, justifications, and use more complex language and structures. Teacher/examiners need to adjust questioning by using alternative questions as necessary and use extension questions to elicit fuller responses thereby giving candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

# FOREIGN LANGUAGE SPANISH

**Paper 0530/11**  
**Listening (Multiple Choice)**

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

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

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

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

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

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

## General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, gradually increasing in length and complexity. **Questions 1 to 8** focus on simple transactional exchanges, **9–14** on a short monologue. For **Questions 15–19** candidates heard a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges..

### Comments on specific questions

#### Questions 1–8

The extracts were short, straightforward, contextualised interactions, in which it was necessary to focus on a single sentence. The exercise, overall, caused little difficulty to candidates and most were answered correctly by nearly all. **Questions 1, 2, 6 and 8** proved problematic for a small minority, but none of the items appeared to contain language unfamiliar across the ability range.

#### Questions 9–14

Here candidates heard a short piece of continuous speech about a library. Questions focused on simple aspects related to visiting times, rules and facilities. No questions were answered correctly by all candidates, but none proved exceptionally difficult. **Questions 10, 11 and 14** appear to have caused problems for a minority of weaker candidates – the first two, possibly, because the keys depended respectively on *carnet* and *mochila*, slightly less familiar items of vocabulary.

#### Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends around the topic of cooking their preferred food dishes. All the items appear to have functioned at the target level of difficulty, with the number choosing correctly roughly between two thirds and four fifths, and stronger candidates overall performing better. **Questions 15 and 19** both contained an element of paraphrase between the language of the item and that of the extract, and here in each case weaker candidates performed slightly worse. Overall, candidates performed fairly well in this exercise, which suggests that the multiple matching task format is not presenting them with major problems.

#### Questions 20–28

In this exercise, candidates heard an interview in two parts with the president of a neighbourhood group. Apart from increased length, the content and language of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, three quarters responded correctly. Items which involve numbers are often problematic, and weaker candidates had difficulty here.

**Question 21** proved, similarly, fairly accessible. More than two thirds identified the key **A** correctly; a proportion of weaker candidates were tempted by distractor **B**, where *electricidad* echoed language in the extract.

**Question 22** proved much more demanding: just over half answered correctly. To find key **B**, candidates had to understand a difficult paraphrase, and many opted for **A** – which was plausible but not in the text.

**Question 23** proved accessible to three quarters, even though the key **C** was a paraphrase of quite complex language in the extract.

**Question 24** seemed to cause more problems, especially for weaker candidates. The key **A** paraphrased quite complex language, and many candidates may have guessed in choosing the two distractors, neither of which was clearly mentioned in the extract.

**Question 25:** this proved very accessible, with over four fifths choosing key **A**, where *más importante* echoed *más importancia* in the recording. Distractor **B** also echoed language in the extract, but was far less popular.

On **Question 26** candidates had to handle a paraphrase between item and extract for key **C**, but *concurso* and *competición* did not prove too problematic and three quarters of the candidates answered correctly.

**Question 27** seems to have proved similarly accessible: over four fifths correctly selected key **B**, where *pequeño* clearly echoed the extract. Distractor **A** also echoed *colegio* in the extract, but attracted fewer takers.

On **Question 28** candidates had to link *cansado* to a paraphrased version in the extract in order to select key **A**. Stronger candidates had no difficulty: weaker ones were split between Distractors **B** and **C**.



### Questions 29–34

Candidates heard an interview with a dog trainer. This was a much more demanding exercise, in content, language and format (4-option multiple choice), for this later stage of the paper.

**Question 29** proved a challenging first item, with just over half choosing the key option **B**, linking the paraphrase *fuera* in the option to *en el jardín* in the extract. Weaker candidates tended to choose Distractor Options **C** and **D**.

**Question 30** proved equally challenging; candidates had to understand quite a lengthy section of the speech in order to identify key **D**. Distractor **B** – where the word *sentarse* echoes the extract – tempted the majority of weaker candidates.

On **Question 31**, two thirds chose correctly, connecting *perros violentos* in the extract, to *perros peligrosos* in the key option **A**.

**Question 32** proved slightly more challenging, with only just over half of candidates able to link *comentarios de boca en boca* in the text to *recomendaciones* in the key option **B**. Distractors **A** and **D** tended to attract weaker candidates.

**Question 33** proved slightly more accessible, and nearly two thirds were able to identify key option **C**, which required them to link the option concept to a long paraphrase in the extract. Distractor **B**, echoing language in the extract, produced the majority of incorrect answers.

Lastly, on **Question 34** half answered correctly, linking two the simple phrase in key option **A** to a series of connected comments in the extract. Distractor option **C** was popular, echoing words in the extract.

### Questions 35–37

In this exercise, candidates heard a future volunteer on a project discussing the project with a friend. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this section, because the keys may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

On **Question 35** around half of the candidates selected key **C**, where the option was a paraphrase of an entire sentence. The relevant key information was mentioned in the extract in the first part of the speech, and followed immediately by the statement relevant to key option **D**, which was identified by slightly fewer candidates. The three distractor options were all negated in the extract, but **B**, where the word *turismo* echoed the text, proved popular.

Identifying the two key options on **Question 36** seemed to prove easier for candidates. Well over half offered key option **A** (potentially quite difficult, in that the key word is spoken not by David, but by his friend), and three quarters correctly chose key option **D**, despite this being the paraphrase of a section of some eighteen words in the extract. The first two distractors were word-based, although quite demanding, while the third required close attention to detailed meaning in the extract.

Both keys in **Question 37** proved fairly accessible: key option **B** was chosen by nearly three quarters, and key option **E** by two thirds. **B** was based on a paraphrase, and required the connection of two statements in the text. **E** was similar in demand, also paraphrase-based. The first distractor option (**A**), around the idea of David's not having gone to university, was negated in the extract. **C** and **D** linked to more complex language in the extract, and were plausible but clearly wrong.

Candidates appear to have become more familiar with the format of this final exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of quite complex dialogue. Candidates will benefit from practice on this exercise, followed by a reading of the extract and analysis of both keys and of the way the distractors work.



# FOREIGN LANGUAGE SPANISH

**Paper 0530/12**  
**Listening (Multiple Choice)**

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

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

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

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

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

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

## General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, gradually increasing in length and complexity. **Questions 1 to 8** focus on simple transactional exchanges, **Questions 9–14** on a short monologue. For **Questions 15–19** candidates heard a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

### **Comments on specific questions**

#### **Questions 1–8**

The extracts were short, straightforward, contextualised interactions, in which it was necessary to focus on a single sentence. The exercise, overall, caused little difficulty to candidates: most items were answered correctly by nearly all, and on **Question 5** the outcome was 100 per cent correct. **Question 1** proved slightly problematic for a number of candidates, possibly because the key depended on the word *granjero*, which might have been unfamiliar to some.

#### **Questions 9–14**

Here candidates heard a short piece of continuous monologue about a hotel during a taxi journey. Items focused on simple aspects related to location, facilities, the journey and money. Most questions were answered correctly by nearly all candidates, and none proved challenging except **Question 14**; here the key information included the word *mochila*, which for weaker candidates may have been a slightly less familiar item of vocabulary.

#### **Questions 15–19**

This was a matching exercise in which candidates heard a conversation between two friends around the topic of internet shopping. All the items appear to have functioned at the target level of difficulty, with the number choosing correctly roughly between two thirds and four fifths, and stronger candidates overall performing better. **Questions 16** and **17** both contained an element of paraphrase in the language of the extract in comparison with that of the item, and here in each case weaker candidates did not perform quite as well. Overall, candidates performed fairly well in this exercise, which suggests that the multiple matching task format does not present them with major problems.

#### **Questions 20–28**

In this exercise, candidates heard an interview in two parts with a speaker who encountered a famous person while travelling. Apart from increased length, the content and language of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, over 90 per cent responded correctly despite the paraphrase in the key option **B**, which reflected the familiar language in the extract.

**Question 21** proved, much less accessible. Although there were two relevant content elements, only just over half identified the key **A** correctly; a high proportion of weaker candidates were tempted by the two distractors.

**Question 22** proved slightly less demanding: nearly two thirds answered correctly, but weaker candidates suffered here. To find key **C**, candidates had to understand quite a difficult paraphrase.

**Question 23** proved accessible to more than four fifths; although the key option **A** was based on a paraphrase, the key language in the extract seems to have been easily understood.

**Question 24** seemed to cause far more problems, especially for weaker candidates. The key **C** paraphrased quite a long sentence in the text and the option contained the word *una firma*, which may have been unfamiliar.

**Question 25** proved similarly demanding, with slightly over half choosing key **A**; here again the option was a paraphrase, this time of an idiomatic phrase in the recording.

On **Question 26** did not prove too problematic and over three quarters of the candidates answered correctly. The option key **B** partly echoed the language of the extract.

**Question 27** seems to have proved similarly accessible: over four fifths correctly selected key **B**, where *agradable* clearly echoed the extract.

On **Question 28** candidates had to link key **C** to quite complex expressions in the extract in order to make the right choice. Stronger candidates had little difficulty: weaker ones were split between the distractors.

### Questions 29–34

Candidates heard an interview with an online physical trainer. This was a much more demanding exercise, in content, language and format (4-option multiple choice), for this later stage of the paper.

**Question 29** proved a moderately challenging first item. Although some three quarters chose the key option **D** – where the re-use of *equipo* and *forma* helped them – weaker candidates tended to choose Distractor option **C**, which also echoed language in the extract.

**Question 30** performed similarly to **Question 29**; although the language in key option **A** was quite close to that of the extract, distractor **D** – where the word *motivación* echoed *motivados* in the extract – tempted weaker candidates.

**Question 31** seems to have been far more demanding for candidates, and only just over half chose key **D**, connecting the paraphrase in the option with *divertir* and *nos reímos bastante* in the extract. Distractor **A** seemed to echo a phrase in the text, and proved attractive.

**Question 32** proved slightly less challenging, with nearly two thirds of candidates able to link *evitar daños en casa* in key option **B** to the *objetos de valor que se pueden romper* in the extract. Word-based distractor **D** proved attractive.

**Question 33** proved challenging and few weaker candidates were able to identify key option **B**, which effectively summarised a complex sentence in the extract. Distractor **D**, with the word *televisión* echoing language in the extract, produced the majority of incorrect answers.

Lastly, on **Question 34** nearly two thirds answered correctly, despite needing to grasp a long speech in the extract in order to identify key option **C**. All the distractor options proved very plausible and attractive to weaker candidates

### Questions 35–37

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

On **Question 35** only just over half of the candidates selected key **A**, where the option was a paraphrase/summary of long series of information items in the extract. The key information for the option included the word *mensajes*, which was re-used in the distractor option **B** and proved the most tempting distractor to weaker candidates. Key option **D**, which was identified by slightly more candidates, was a more straightforward paraphrase (*pidió información*) of *pedir consejos* in the extract. Distractor option **D** echoed a word in the text, while **E** was a paraphrased negation.

Identifying the two key options on **Question 36** seemed to prove easier for candidates. Well over four fifths found key option **A**, suggesting that the phrase *no hay señal* in the extract was familiar to many. The second key, **E**, was found by over two thirds, who connected *animales peligrosos* to *serpientes...* in the extract. The three distractors varied in the way they appealed to candidates, but none proved exceptionally attractive.

The first key in **Question 37**, (**D**), proved challenging, especially for weaker candidates. Although it was based on a fairly clear paraphrase (*buena suerte – afortunada*), the key information in the section of text did not come until near the end of the final speech, just before the key information for the second correct option (**E**). Candidates may have been expecting the key content to be divided between the two speeches: this may not always be the case. Key **E** proved less demanding, possibly because the option was a summary of fairly simple language in the extract

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

# FOREIGN LANGUAGE SPANISH

**Paper 0530/13**  
**Listening (Multiple Choice)**

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

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

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

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

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

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

## General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, gradually increasing in length and complexity. **Questions 1 to 8** focus on simple transactional exchanges, **Questions 9–14** on a short monologue. For **Questions 15–19** candidates heard a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

### **Comments on specific questions**

#### **Questions 1–8**

The extracts were short, straightforward, contextualised interactions, in which it was necessary to focus on a single sentence. The exercise, overall, caused little difficulty to candidates: most items were answered correctly by nearly all. **Question 6** proved slightly problematic for a number of candidates of all levels of ability, possibly because the key depended on the word *calcetines*, which might have been unfamiliar to some. Many candidates chose the other plural picture option (earrings).

#### **Questions 9–14**

Here candidates heard a short piece of continuous monologue about a prize-giving. Items focused on simple aspects related to the life and career of the recipient. Most questions were answered correctly by nearly all candidates, and none proved unusually challenging except **Question 14** – unexpectedly, since the key word in the extract was fairly familiar – *cena*. The following sentence (*una noche inolvidable*) may have inclined some candidates towards distractor picture **A** (fireworks).

#### **Questions 15–19**

This was a matching exercise in which candidates heard a conversation between two friends around the topic of means of transport. The items appear to have functioned at a variety of levels of difficulty.

On **Question 15**, where candidates needed to connect *demasiado caro* to *los precios han subido demasiado*, only just under two thirds identified key **F**.

In **Question 16** over 90 per cent identified key **A** – possibly helped by the repetition of *pequeña* in both option and extract.

On **Question 17** only just over half identified key **B**: here candidates needed to connect a lot of detailed information in the extract to *un objeto de gran valor* in the option.

**Question 18** was the most challenging item on this exercise, and fewer than half identified key **D**, where the option was a distant but valid paraphrase of information spread over two sentences in the extract.

In **Question 19**, where the key information was also spread over two sentences, four fifths were able to identify key **C**.

#### **Questions 20–28**

In this exercise, candidates heard an interview in two parts with an unusual farmer. Apart from increased length, the content and language of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, over two thirds correctly identified key option **B**, despite the fact that the item was based on time references, which often cause problems.

In **Question 21** candidates needed to connect *mal tiempo* to *mucha lluvia* in order to identify the key **A** correctly, just over half managed to do so. Both stronger and weaker candidates were tempted by the mention of *accidente*, echoing the text, in distractor **B**.

**Question 22** was less demanding: four fifths chose key **C** correctly, showing their ability to distinguish *frutas* from *verduras*.

**Question 23** was similarly accessible to many, although the item was not as simple as it might seem. *Restaurantes* was echoed in key **B**, but so was *mercado* in distractor **A**, so that candidates needed genuinely to comprehend the extract and the language around the echoed vocabulary.

**Question 24** proved challenging – just over half identified key option **A**, although the option was based on a paraphrase – *Se baña – nadar*. Distractor **C**, with *teléfono* echoing the text, proved tempting, especially to weaker candidates.

**Question 25** proved less demanding, with three quarters choosing key **B**; here again the option was a paraphrase, and the single word distraction in **C** seems not to have been very appealing.

**Question 26** did not prove too problematic and well over four fifths of the candidates answered correctly. The option key **C** partly echoed the language of the extract, but candidates still needed to understand a simple paraphrase.

**Question 27** seems to have proved challenging: fewer than half correctly selected key **B**, where *más grande* needed to be linked to *un puente mayor* in the extract. Many candidates were tempted by distractor **C**, with its paraphrase *arreglar las carreteras*.

**Question 28** was more accessible – over two thirds identified key **C**, with the paraphrase link of *contenta* to *le encanta* in the extract.

#### Questions 29–34

Candidates heard an interview with a hotel manager. This was a much more demanding exercise, in content, language and format (4-option multiple choice), for this later stage of the paper.

**Question 29** proved a very challenging first item, with subtle distraction. Only one fifth of candidates chose the key option **D**. Many were tempted by distractor option **A** (which might be accurate but is not stated at all in the extract) and distractor **C** (*muebles* are mentioned, but the option is incorrect).

**Question 30** performed similarly to **Question 29**, although more candidates (two fifths) identified key option **C**. The distraction was again tempting: in option **A**, *familia* seemed to link to the extract, and on **B**, careful attention to the recording was needed to see that it was incorrect.

**Question 31** also seems to have been demanding, and only just over a fifth chose key **B**. The distraction (especially Distractor **C**) proved effective for candidates of different levels of ability.

**Question 32** proved slightly less challenging, with nearly half of candidates able to link *hospital* in key **D** with the mention of the word in the extract. Distractors **B** and **C**, echoing words in the text, proved effective.

**Question 33** also proved challenging and only just over a quarter were able to identify key **A**. Weaker candidates found the item very demanding, many choosing word-based distractor **B**. A proportion of stronger ones were attracted to distractor **C**, which was more subtly incorrect.

Lastly, on **Question 34** only one third was able correctly to identify key option **B**, which was based on a valid but allusive pair of statements in the extract. Distractors **C** and **D** proved tempting for candidates of all abilities.

#### Questions 35–37

In this exercise, candidates heard an interview about a new personal project. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this section, because the keys may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

On **Question 35** only just under half of the candidates selected key **C**, where the option was a fairly simple paraphrase of a sentence in the extract. Stronger candidates identified the reference easily, but many weaker ones were attracted to distractors **A** and **B**, which linked to key information earlier in the interview. Key option **D**, which was identified by more than half the candidates, seemed a more straightforward paraphrase (*poco tiempo*) linking to *solamente en los ratos libres* in the extract.

Identifying the two key options on **Question 36** seemed to prove easier for candidates. Well over two thirds found the two key options **B** and **D**. The two sections to which the key options referred involved understanding paraphrases of long speeches, but the language and concepts seem to have proved accessible. The three distractors were fairly clear, although sometimes paraphrased, negations of what was said in the extract.

The first key in **Question 37** proved very accessible to candidates: over four fifths found key **A** correctly from the long section of key information at the start of the first interviewee speech. The three distractors that

followed are all based on clear negation of what is said in the extract. The second key, **E**, was identified by just over half the candidates: it is, in effect, a summary of the content of the last two lines of the interview.

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





# FOREIGN LANGUAGE SPANISH

**Paper 0530/21**  
**Reading 21**

## Key messages

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

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Remember that the questions follow the order of the text.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.

## General comments

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

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text, and this often resulted in inappropriate information being included in the answer, and the mark could therefore not be awarded. Candidates that answer using quotation marks instead of answering using reported speech lost the marks.

Candidates need to be unambiguous in their answers and be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear. They must pay attention to agreement of number and gender between nouns and adjectives.

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

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

Overall, consistent inaccuracies included:

Candidates lifting too excessively from the text which resulted in them either writing the answer in the first rather than the third person or lifting excessively and failing to identify the correct part of the answer, copying the stem that is already in the question that many times led to errors that invalidated the answer. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*gustó/gusto, llevo/levó, saludo/saludó* etc.)

## Comments on specific questions

### **Question 1**

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to part of a house. Most candidates answered all the questions correctly.

Candidates need to remember that one of the pictures is surplus to requirements. Some occasional confusion between garage **(f)** the correct answer, for garden **(e)**.

## Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at an airport. Most candidates attempted all the questions but had much more difficulty than with **Question 1**. The statement that caused most difficulty was **d** *Voy a preguntar si hay compañías de taxis aquí*. The correct answer was **c** *Información* but many went for **a** *Paradas de autobús* that was a plausible answer. For **(b)** *¡Mira! Nuestro avión va a salir tarde* The commonest misunderstanding here was to put **C** *Información* instead of **B** *Vuelo retrasado 2 horas*. A wide variety of responses for **(c)** *¡Vamos a recoger las maletas ahora mismo!* **C** *Información*, **B** *Vuelo retrasado* **D** *Ascensor* were all popular instead of the correct answer **E** *Equipajes*. A number of candidates did not understand the statement **(e)** *¡Qué bien! Así puedo leer en el avión* and gave a wide range of answers. The option answered best was **(a)** *¿Quieres beber algo caliente?* Most candidates went for *Máquina de café*.

## Question 3

Candidates read a text about a girl talking about her holidays. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. There were several candidates who put crosses in all three boxes, which is also a new departure. Where errors were made there were rarely more than one or two per paper.

- (a)** Many candidates were able to identify **B** *España*. in the text. Even when the two other countries were mentioned in the text very few candidates went for the distractors.
- (b)** Many candidates chose the correct answer **C** *sus padres*. There were references to *perro* and *abuela* all mentioned in the text that tempted candidates to go for both options. The other sections required more careful reading of the text, and an element of interpretation, so, some candidates took less care with **(a)** and **(b)**, and paid more detailed attention to the answers for **(c)** to **(g)**.
- (c)** Better candidates who knew synonyms linked *en las afueras de la ciudad* in the text with the correct answer **A** *lejos del centro de la ciudad*, but many struggled with this question and went for either of the two distractors.
- (d)** There was a good understanding of this question. Most candidates read *fui al gimnasio temprano* and selected **C** *hizo ejercicio*.
- (e)** Most candidates who read the passage carefully and understood *tenían dulces* went for **A** *dulces*. Few candidates went for the distractors.
- (f)** This was one of the most challenging questions. Candidates needed to understand *mañana va a llover mucho* to connected with the correct answer **C** *Va a hacer mal tiempo*. Surprisingly many went for **A** *Va a nevar*, but the other distractor **B** *Va a hacer sol* was also chosen.
- (e)** Most candidates were able to link *no abren ese día* with **B** *Están cerrados los lunes* and got the mark.

## Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by Carlos talking about the benefits or otherwise of technology. Candidates were required to write short responses in Spanish. The question required the candidate to be able to manipulate Spanish verbs sufficiently to change the person of the verb from the narrative first person to the third person, and to use tenses appropriately.

Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked. The candidate could lift vocabulary and phraseology from the text, but care should be taken not to lift indiscriminately large chunks of text which negate the answer. Equally, though preferable, succinct answers need to answer the form of the question as well as give the information. e.g. **Question 4 (c)** *¿Qué lee Paula todo el tiempo?* *mensajes* is fine as an answer, but *mirar*

*mensajes* is not because *mirar*, an infinitive (and, therefore, grammatically a noun), does not answer *¿Qué lee?* You cannot read *mirar*.

- (a) Candidates understood the question *¿Quién dio un teléfono móvil nuevo a Paula?* and gave the straightforward answer *su padre*. To get the mark the possessive adjective *mi* had to be changed to *su*. *El padre* was also accepted as correct, but *padre* alone was too vague. There were gender mistakes, *la padre*. It is understandable that some put *la madre* as *mi madre* was mentioned in the context. Even so, *los padres* would not do because one half, *la madre*, was against the gift. Candidates who did not recognise the question word *quién* requiring a person went for the distractor *por su cumpleaños* and lost the mark.
- (b) This question *¿Cuándo se quedó Paula totalmente en silencio?* could be answered with a direct lift *durante la cena*. An example of finding the correct information but lifting indiscriminately from the text was *pero durante la cena*. The alternative answer *ayer* was also accepted.
- (c) Many candidates read the question carefully and understood the information that they needed to provide. The question *¿Qué lee Paula todo el tiempo?* was accurately answered by many with *mensajes en el móvil*. A common wrong answer was *mirar mensajes*, candidates lifted too much because *mirar* invalidated because it was not an answer to *qué lee*.
- (d) This question *¿Qué ha intentado explicar Carlos a su hermana?* was well answered succinctly by many with *los peligros de la tecnología*. Many candidates lost the mark because they did not mirror the verb form from the question *intentado explicar los peligros de la tecnología* instead of *(Carlos) ha intentado explicar los peligros etc.*
- (e) Most candidates located the correct part of the text to answer *¿Cómo reaccionó Paula cuando Carlos habló con ella?* The correct answer was *no le/lo quiso escuchar*. Candidates needed to change the pronoun *me* to *lo/le*. It had to be answered in the past tense *no le/lo quiere escuchar* did not get the mark. The use of the pronouns was challenging to many who used *se*, the reflexive. Some copied too much including *Sin embargo* that invalidated the answer.
- (f) **1 and 2** This question was the one that was tackled least well in this exercise. Most candidates were able to find the correct part of the text to answer *¿Qué ha decidido hacer Carlos todos los días para usar menos el móvil?*. The answer *salir a diario* needed careful reading of the text. Some did not quite understand *a diario* – quite a few put *salir diario*, and one wrote, *Carlos escribe en su diario*. Many went for *ver a amigos en el parque* but that was what he was doing one day, not always. The ones who included a verb had to turn *ha decidido salir a diario* from first person *he* to third *ha* to get the mark. Likewise, *tengo el móvil apagado toda la mañana* required candidates to use third person *tiene*. (ii) was a case of supplying sufficient information. Many had Carlos switching off his mobile without saying when. *Por la mañana* or some such was essential.
- (g) This question *¿Cuándo tuvo que hacer Carlos la tarea de ciencias?* was well handled by candidates who understood the question word and answered *hace unos días*. Common wrong answer was *unos días*. The construction *hace* for time was not known by many.
- (h) Most candidates could locate the correct part of the text for the question *¿Para qué utilizó Carlos internet cuando hacía la tarea de ciencias?* but not all understood it. Better candidates answered *Pudo encontrar información en la red* changing the first person *pude* to *pudo* to get the mark. A direct lift of *encontrar información* was enough to get the mark. A frequent wrong answer was *proyecto para biología*.
- (i) All that was needed to answer the question *¿Qué le dio el profesor de biología a Carlos?* was a lift *buena nota*. The candidates who decided to answer with a full sentence had to modify the adjective and pronoun to get the mark *su profesor le puso muy buena nota*. There was more than one *profesora*.
- (j) The question *¿Cómo se sintió Carlos después de hablar con su padre?* required understanding that it was asking about Carlos and not his father. A direct lift *contento* was enough. Most candidates located the correct part of the text but the ones who answered *¡se puso tan contento como yo!* did not answer the question and lost the mark.
- (k) This question *¿Adónde tiene que ir Carlos pronto?* was well understood by most who answered *a la oficina de Correos* or *a Correos* and got the mark. The preposition *a* was important to answer the

question correctly. It was another question where candidates risked trying to give too much information and ended up losing the mark a *Correos para mandarlo, mandar* what?

### Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to do voluntary work. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed.

- (a) Candidates needed to read the texts carefully to fully understand the references to ALBA wanting to help at *las zonas costeras chilenas* and being able to pay for her accommodation to select **option 8**. A frequent wrong answer was **option 2** but that was at *los montes en el interior de Chile*.
- (b) In order to select **option 1** candidates needed to understand the references to FÁTIMA wanting to work with elderly people and being free only in the afternoons. Those who put **option 4** here realised Fatima liked working with the elderly, but failed to notice that the job offer was for weekends in the early morning, whereas she can only work in the afternoons. The several who suggested **option 7** concentrated on the job being unpaid and that she has been working for nothing for some time. None of the other conditions match.
- (c) Candidates that made the link between MARCOS who wanted to work with *gente con problemas en educación, fuera de España* went for **option 6** to work with *niños con necesidades especiales escolares*, had centres in different countries and wanted university graduates. **Options 3** and **5** were suggested here. **3** perhaps because Marcos is clearly in Spain, and the job is an hour from Madrid. However, Marcos wants to work outside Spain and he's interested in helping people with educational difficulties, which does not equate to helping *madres solteras* **option 5** does not fit the criteria in any way!
- (d) Candidates who were able to understand that DAVID wanted to go back to *proteger los peces y las plantas marinas* now that he had his degree but needed *un lugar donde vivir* went for **option 5** who needed an *ecologistas con experiencia* and *estudios universitarios* and offered *alojamiento gratis*. The candidates who suggested **option 8** here did not see that accommodation is not on offer and David needs somewhere to live.
- (e) Candidates who understood that LUCÍA wanted to help *jóvenes mamás* but had to be *dentro de la ciudad de Madrid* went for **option 7** that needed volunteers to work with *mujeres con hijos en un barrio de Madrid* during the weekdays. **Option 3** was the commonest erroneous suggestion here because Lucía's mother had been a *madre soltera* and Madrid is mentioned. Many also went for **option 4** but it was to work with elderly people.

### Question 6

Candidates were required to answer questions on a longer, more demanding text about an athlete that is still running marathons in his eighties. Candidates were required to write short answers in Spanish. Responses needed to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately. Many candidates answered with quotations, 'Pedro dice, " ....."' or lifted straight from the text and lost the marks.

- (a) Candidates who understood the question *¿Cuándo empezó Pedro a correr?* gave the answer with a direct lift *hace casi medio siglo*. This question was challenging to many who answered *con 86 años de edad*. Some copied too much *desde hace casi medio siglo* could not be accepted because that did not answer when he had started. Some worked it out and answered *a los 35 años* and got the mark.
- (b) Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿En qué país se mostrará el documental de Pedro?* candidates had to understand that *peruano* referred to *Perú* to give the name of the country as required. Common wrong answer was *Festival Peruano de Cine de Atletismo* that was not precise enough. *España, Francia and Chile* were also given as wrong answers.

- (c) The next question *¿Cuándo se dio cuenta Juanjo de que Pedro era ideal para su documental?* was challenging to many. The answer was *En el momento en el que conoció a Pedro* or *En el momento en el que lo/le conoció* changing the pronoun and the verb ending from first to third person. A direct lift *En el momento en el que conocí a Pedro* could not get the marks. The lack of personal *a* was not penalised. Some put it in inverted comas '*En el momento en el que conocí a Pedro*' but the mark could not be allocated because the answer required manipulation of the verb.
- (d) **1 and 2** The answer to the question *¿Qué hace Pedro para ganar a los jóvenes?* was easy to locate in the text but challenging to answer to many. Many were not able to manipulate verbs and pronouns correctly to answer *ve los errores que cometen* and *continúa cuando hay dificultades*. Some copied *la mayoría de los jóvenes de hoy no continúan cuando hay dificultades* and *los errores que cometen* but did not manipulate the text enough to answer the question. Even when the answers were in the reverse order the marks were awarded.
- (e) **1 and 2** In general, candidates located the correct part of the text for the answer *¿Qué tipos de carreras se han grabado para el documental?* and could be answered with two direct lifts *una carrera en pista de atletismo* and *una maratón*. Not all understood that what was recorded was a race, not the track as many answered. **Part 2** was easier to most. Even when the answers were in the reverse order the marks were awarded.
- (f) Not all candidates understood the question *¿Quiénes inspiraron a Juanjo para darle el título al documental?* The ones who read the text more carefully were able to answer *los nietos de Pedro* but the ones who lifted *sus nietos* lost the mark because that would have been referring to Juanjo and not Pedro. Others went for *los nietos de los vecinos*, presumably interpreting the *sus* of *sus nietos* as referring back to the preceding *vecinos* who *lo aplaudían*, and *los nietos y vecinos de Pedro*, which seems to be an attempt to cover more than one possibility.
- (g) The question *Según Pedro, ¿qué es lo que más lo ayuda a correr mejor?* was also difficult to many candidates. The correct answer required manipulation of the text. Candidates who understood *el verdadero secreto es que* were able to locate the part of the text *me levanto muy temprano para correr bien* and answered correctly changing the verb and the pronoun *se levanta muy temprano*. A number of candidates did not use the reflexive verb and lost the mark. Very many not appreciating that in this context *levantar* is reflexive. Something has to be *levantado*, and here its himself. A common mistake was to answer *me preocupo por comer bien* or *nunca he fumado*.
- (h) This question *¿Cómo se siente Pedro después de correr?* could be answered with a direct lift of the word *feliz*. The ones who included the verb had to make it reflexive to get the mark *se siente feliz*. Many lifted *el sueño por la mañana es duro* or *me dan ganas de quedarme en la cama* because they did not read the question well that was asking about how he felt after running.
- (i) This question *¿Por qué recomienda Juanjo a toda la gente ir al festival de cine?* was a challenge for many. The question *por qué* required a reason, the clue to identify the answer was *por lo que recomiendo a todo el mundo ir*. It could be answered with *Habrà una gran variedad de documentales internacionales*. Candidates that located the correct section of the text but lifted the phrases *habrà otros mayores tan admirables como Pedro* or *sin importar la edad o la nacionalidad* lost the mark.



# FOREIGN LANGUAGE SPANISH

Paper 0530/22  
Reading 22

## Key messages

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

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

## General comments

There seemed to be a clear gradient of difficulty in the exercises. Problems in **Questions 1** or **2** often indicated errors to come in **Question 3** and thereafter. Very often a candidate who struggled slightly with **Question 4** would encounter major problems on **Question 6**. Outcomes on **Question 5** often correlated roughly with the candidate's performance on **4** and **6**. One or two seemingly gave up at the end of **Question 6**, but fewer than it might have been expected: the last text was clearly accessible to nearly all, at least in terms of initial reading. So the paper appeared to be working exactly as it should, and was certainly covering the extremes of the anticipated range of ability among the candidates.

The best responses were those which were concise and focused on the precise piece of information required to answer the question. Mistakes were predominantly in adding incorrect material attributed to too much lifting from the script. Spelling errors contributed to some lost marks. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*creó/creo, diseño/diseño, estudiará/estudiara* etc.).

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

## Comments on specific questions

### **Question 1**

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to food. Candidates need to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Many candidates

understood all the statements. The most challenging for the candidates was **E** *Cenamos todos en el comedor*.

### Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at an airport. Most candidates attempted all the questions, and many gained full marks. The statement that caused most difficulty was **(e)** *Quieren mirar lo que llevas en la mochila*. Only good candidates went for **B** *Control de seguridad*. There was not a clear pattern of mistakes that showed that candidates did not understand the statement.

### Question 3

Candidates read a text about a boy talking about his holidays in a village by the sea. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully enough, and sometimes relied on what they knew about life in general rather than on what was written in the text.

- (a) Many candidates were able to identify *todos los veranos* in the text and went for **C** *todos los años*. A common wrong answer chosen was **B** *una vez al mes*.
- (b) Many candidates chose the correct answer **A** *limpia*. Even when there was a reference to *grande* in the text which tempted some candidates into choosing **B**, most read it correctly *no es muy grande*.
- (c) There was a good understanding of this question that said *no tiene jardín ni, desgraciadamente, piscina*, so candidates went for the correct answer **C** *balcón*.
- (d) Candidates needed to know synonyms to answer this question properly *a fuimos andando a la playa* had to be linked to **A** *a pie*. It was well answered by most.
- (e) Most candidates who read the passage carefully and understood *tenía la misma edad que yo* went for **B** *de su edad*.
- (f) This was a challenging question. Better candidates were able to link *los turistas* with **A** *los visitantes*, and got the mark. A frequent wrong answer was **B** *los habitantes*.
- (g) This was the most challenging of all the questions. Better candidates linked *no será tan tranquilo como antes* in the text with the correct answer **B** *más animado*. Many struggled with this question and went for **C** *más barato* even when the text said *sin duda todo será más caro*.

### Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by *Belén* about a woman scientist who lived many years ago in the town when she lives. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to change the first person to the third when required to make their answers correct. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked.

- (a) Candidates understood the question *¿Por qué a Belén le gustan las ciencias?* and gave the straightforward answer *son interesantes* that was enough to get the mark. Some added *son más interesantes que sus otras asignaturas* that was also correct, but the ones who added *son más interesantes que mis otras asignaturas* lost the mark because the possessive adjective was in the wrong person. Some answered *es más interesantes que sus otras asignaturas* and lost the mark because the verb was in the singular and the subject in the plural.
- (b) This question *¿Cuándo murió Marilena Ramos?* could be answered with a direct lift *murió hace 100 años* or *hace 100 años*. However, many candidates did not understand the difference in between *100 años* and *hace 100 años* because a very common wrong answer was *100 años*. The time expression using *hace* was not known to many.



- (c) Many candidates read the question carefully and understood the information that they needed to provide. The question *¿Qué oportunidad tenían pocas mujeres cuando Marilena era joven?* was well answered succinctly by many with *estudiar ingeniería*. Some gave a longer answer *muy pocas mujeres podían estudiar ingeniería*. The ones who lifted *muy pocas mujeres podían hacerlo* lost the mark because they did not answer the question. Verb not being in the infinitive was an issue. A common wrong answer was *estudió ingeniería* obviously misreading the text because it was precisely what women could not do.
- (d) The question *¿Para qué servía la máquina que inventó Marilena?* was challenging. The ones who understood the question word gave a reason *limpiaba el aire dentro de la fábrica*. It was a direct lift but required careful reading. Most candidates located the correct part of the text but gave a range of answers that showed lack of understanding.
- (e) This question *¿Qué dijo la profesora sobre el hecho de que el público ha olvidado a Marilena?* was one that ones tackled least well in this exercise. It could be accurately answered with a simple lift *no podía explicarse por qué*. However many went for *¡Era una mujer interesantísima!* or *hoy día casi nadie se acuerda de ella*. Some wrote *porque* and lost the mark because it has a different meaning.
- (f) 1 and 2 This Question (f) *¿Cómo juntaron dinero Belén y su profesora?* was challenging to many. Candidates who copied the whole statement got the marks when they made the correct adjustments *empezaron a juntar dinero escribiendo a varias organizaciones, y su profesora creó una página en internet donde la gente podía dar dinero* changing *empezamos* to *empezaron* and *mi* to *su* or *la*. Shorter answers such as *escribiendo a varias organizaciones, y la profesora creó una página en internet* show understanding of the question and left less margin for error. Candidates included verbs such as: *se escribiendo, escribiendan, escribiendar, escribienda, escribiendeen*. The answer *Creó una página en internet* was not enough because it did not make it clear the teacher had done it. The accent in *creó* was needed to get the mark because *creo* is first person. Some gave answer in the wrong tense. Marks were also lost through *crear/creer* confusion. Frequent wrong answers mentioned *una entrevista* and *as noticias locales*. Weaker candidates occasionally failed to identify the correct text altogether.
- (g) The question *¿Cuál fue el resultado de la conversación entre Belén y un periodista?* could be answered with a direct lift *empezaron a llegar grandes cantidades de dinero* or shorter *llegaron grandes cantidades de dinero* but the answer needed a conjugated verb in the past tense. Some candidates failed to include *empezaron a* which made the response meaningless, *grandes cantidades de dinero* was not enough. There was confusion between the use of the verbs *empezar, llegar, recibir*.
- (h) *¿Cómo le hace sentir a Belén el buen progreso del proyecto?* was well handled by many candidates but wrong pronoun used or adding too much invalid additional information was an issue. The question could be answered with only one word *feliz*. The ones who went for the long answer *La/le hace muy feliz el increíble éxito del proyecto* also got the mark but the ones that copied *Me hace muy feliz el increíble éxito del proyecto* lost the mark because they did not modify the reflexive pronoun from the first to the third person to answer the question. Another common error was *se hace feliz*.
- (i) This question *Aparte de la estatua, ¿qué más reconocerá el trabajo de la científica?* was very difficult for some candidates. It was necessary to make a distinction between the statue and the work of the scientist. Despite the question beginning with *Aparte de la estatua*, there was no shortage of candidates who made reference to the statue in their response. Some lifted *una artista famosa aceptó hacer una estatua de Marilena*, while others copied excessively from the second half of the sentence. The concise answer *un parque llevará su nombre* was the best. When copying the whole statement *pronto se podrá ver un parque que ahora llevará su nombre* it had to be adjusted removing *en* to make sense. Weaker candidates struggled to identify the correct material instead referring to other passages in the text such as *una artista famosa hacer una estatua, hay hombres científicos que lograron mucho menos en su carrera* or *escribió libros y artículos científicos* and lost the mark.
- (j) All that was needed to answer the question *¿En qué actividad espera trabajar Belén en el futuro?* was a lift *exploración del espacio* that was enough to get the mark. The ones who went to the full sentence *espera participar en el programa de exploración del espacio* had to change the verb from the first to the third person to get the mark.



- (k) To answer the question *¿Dónde continuará su educación Belén?* the best was to lift *en el extranjero*. If a verb was used the question had to be answered in the future tense. The ones who answer *tendrá que estudiar en el extranjero* got the marks when they changed *tendré* for *tendrá*. *En extranjero*, and *extranjero* alone were not accepted. Weaker candidates sometimes tried to formulate responses involving *importante*, which did not answer the question.

### Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to attend German classes. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers. It was not uncommon for candidates to achieve less than 5/5.

- (a) There was a mixed response to this question. Candidates needed to read the texts carefully to fully understand the references to XIMENA being an absolute beginner and wanting to learn quickly to speak to go for **option 4**.
- (b) In order to select **option 8** candidates needed to understand the references to EMILIANO who wanted to make friends and was not interested in sitting for exams. A common wrong answer was **option 6** that offered oral practice and Emiliano did not like that.
- (c) This was one of the best answered of the whole exercise. Candidates that made the link between JUANA who wanted individual tuition and business German went for **option 3** that precisely offered that.
- (d) The best candidates went for **option 1**. They were able to understand that SANTIAGO who lived in an isolated farm had to learn online. The most common wrong answer was **option 5** because it offered learning using technology, but candidates had to go to the school.
- (e) Good candidates correctly selecting **option 7**. They understood that PILAR wanted to study with other youngsters and wanted to become a teacher. The most frequent wrong answer was **option 6** because it offered classes at high level.

### Question 6

Candidates were required to answer questions on a longer, more demanding text about a person who organised chess games in a park. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately. Frequently the question gave a clue on the way the answer should be framed regarding tenses.

- (a) **1 and 2** Candidates who understood the question *¿Cuándo podía Carlos jugar contra su vecino?* gave the answers with a direct lift *si no llovía*, and *en momentos en los que había pocos clientes*. The key information came so late in the first paragraph that some candidates seemed to panic and grab for concepts and lifts from earlier on in the text. Common wrong answers were *a 50 centavos*, *revistas y cigarillos*, *un año perdí en la final* etc. because they did not know what had been asked. Candidates need to take care with *había*; *habían* is not appropriate in this context.
- (b) The next question *¿Por qué se quedaban los vecinos de Maldonado a ver las partidas de Carlos?* was well understood and most gave the correct answer *jugaban a un buen nivel*, changing the verb from the first to the third person because the answer required manipulation of the verb. The longer answer *Como jugaban a un buen nivel, la gente de la ciudad se paraba a mirar durante horas* was also accepted. A small amount chose the verb *tenían* instead of *jugaban*.
- (c) Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Quiénes asisten al parque a jugar al ajedrez?* candidates had to extract from the whole sentence *Hoy día los jugadores más serios de la ciudad se reúnen alrededor de las mesas el domingo por la mañana* and answer *los jugadores más serios*. The question proved very tricky and the failure to identify *más serios* left many weaker and indeed, stronger, candidates without marks. Also, often candidates lifted completely incorrect passages

from the text. There was a range of answers like *clientes*, *a gente de la ciudad*, etc. Weaker candidates looked for answers too early in the text, and used one part or the other of Carlos' quote – *porque (él fue) aficionado toda su vida* or *un año (perdió) en la final del campeonato nacional*.

- (d) **1 and 2** The answers to the question *¿Qué hacen los jugadores mientras juegan?* was easy to locate in the text but challenging to answer to many. The response required present tenses in the third person plural, *se critican* and *gritan*, although infinitive forms were also accepted. Weak candidates completely missed the answers, or if they correctly identified the passage were unable to change *criticándonos* into *se critican*. More candidates were able to change *gritamos* into *gritan*. Frequent wrong answers were *Jugamos rápidamente* or *nadie quiere perder*. Candidates who did not recognise *a menudo* and wrote *menudo gritan* invalidated their answer.
- (e) This answer required a reverse change in the verb: from a conjugated verb into an infinitive form, which many failed to do. Most of them found the answer to *¿Qué no deben hacer los espectadores?*, but they lifted it directly without realising about the structure with the verb *deber*. Had they spotted that, they would have known that *deber* is followed by infinitive. Most candidates answered *nunca dan consejos* not the correct answer *nunca dar consejos*. Thus, using the question as a springboard – even if it meant writing a little more – was here safer than seeking the minimum answer and tripping on the transformation. Those who lifted excessively – *los espectadores analizan el juego, pero nunca dan consejos* – failed to answer the question asked.
- (f) Not all candidates understood the question *¿Por qué prefiere Carlos no jugar al ajedrez por internet?* The question *por qué* required a reason. The ones who read the text more carefully were able to answer with a direct lift *es mucho más emocionante hacerlo cara a cara*. The alternative answer of *es mucho menos emocionante* was also accepted. The negative *no jugar* in the question proved tricky for understanding. Some candidates were able to identify *es mucho más emocionante* but unable to show understanding of *cara a cara*. Some copied '*es mucho más emocionante, a mi modo de ver, hacerlo cara a cara*' and put it in inverted commas and lost the mark.
- (g) This question *Según Carlos, ¿qué problema hay en la ciudad?* could be answer with *la contaminación*. Many candidates that located the correct section of the text and gave the correct answer. Weaker candidates often copied too much – *(ahora) con toda la contaminación* – which made their answer invalid. Other common incorrect answers included *El ajedrez debería ser una actividad sana* and *Carlos no está seguro*.
- (h) The question *¿De dónde venía el ajedrecista que visitó Maldonado?* was also difficult to many candidates. Most candidates understood the interrogative *¿De dónde?* and responded with a country or nationality. The accurate answer was *de la India*. Several alternatives were acceptable *era un hombre indio*, *era hindú*. A common mistake was to answer *venció a todos, excampeón del mundo*, basic mistakes between '*es indio*' or '*está indio*'. In Latin America *un indio* means an Amerindian.
- (i) This question *¿Cómo ve Carlos su nivel de ajedrez actual comparado con cuando era joven?* could be answered with a direct lift *menos fuerte*. If they lifted *me veo menos fuerte* they lost the mark because the pronoun and the verb had to be changed to *se ve menos fuerte*. *Me veo* gave rise to *se veo*, *le veo* and *se vee*. Most candidates found the answer, however lost the mark for lifting too much information from the text, or simply picking up the incorrect answer.

# FOREIGN LANGUAGE SPANISH

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

## Key messages

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

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

## General comments

Many candidates demonstrated a good level of understanding of the texts and attempted all the questions. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text, and this often resulted in inappropriate information being included in the answer, and the mark could therefore not be awarded. Candidates that answer using quotation marks instead of answering using reported speech lost the marks. Candidates who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Question 5**. Candidates who can correctly recognise interrogatives usually provide more appropriate answers.

Overall, consistent inaccuracies included:

Candidates lifting too excessively from the text which resulted in them either writing the answer in the first rather than the third person or lifting excessively and failing to identify the correct part of the answer, copying the stem that is already in the question that many times led to errors that invalidated the answer. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*gustó/gusto, llevo/levó, saludo/saludó* etc.)

## Comments on specific questions

### **Question 1**

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to the beach. Candidates needed to remember that one of the pictures was

surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Many candidates understood all the statements. There were few wrong answers and no pattern of mistakes.

## Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a musical festival. Most candidates attempted all the questions, and many gained full marks. The statement that caused most difficulty was **(d) Quiero saber cuándo toca mi grupo preferido**. Many candidates were unable to identify *Horario de conciertos* as the right answer/

## Question 3

Candidates read a text about a girl talking about her life in an island. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully enough, and sometimes relied on what they knew about life in general rather than on what was written in the text.

- (a) Many candidates were able to work out from *colombiana* in the text that the right answer was **C Colombia**.
- (b) Many candidates chose the correct answer **B los aviones** because they understood *pilotos en el aeropuerto*.
- (c) This was one of the most challenging questions. Candidates needed to know synonyms to answer this question properly. They had to understand *los vuelos cuestan demasiado* to chose **B Es caro llegar**. Candidates went for either of the two distractors.
- (d) Most candidates who read the passage carefully understood that what was necessary in the island was **C un cine**. A number of candidates misread *la biblioteca es excelente* and went for option **B una biblioteca**.
- (e) Most candidates were able to identify *la capital* in the text and went for option **A**.
- (f) Better candidates discarded **A verde** because they understood the statement *era verde pero la pintamos de naranja*. Many candidates went for that distractor. The ones who read *flores de nuestro jardín* chose option **C tiene jardín**.
- (g) There was a good understanding of this question. Most candidates read *un proyecto para proteger los árboles de la zona* and selected **A naturaleza**. Few candidates went for either of the two distractors.

## Question 4

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

- (a) Candidates understood the question *¿Hace cuánto tiempo que trabaja Isabel en su bar-restaurant?* and gave the straightforward answer *hace dos años* or *desde hace dos años* that was enough to get the mark. Some answered with a full sentence *desde hace dos años tiene su propio negocio* and were awarded the mark because they changed the verb *tengo* to *tiene* and *mi* to *su*.
- (b) This **Question (b)** *¿Cuándo cierra el bar?* could be answered with a direct lift *el mes de enero*. Some included too much *excepto el mes de enero* and lost the mark because *excepto* invalidated the answer. A common mistake was *todo el año, excepto el mes de enero* misreading the text that said *abrimos* in that period. Many candidates did not know the difference between *abrir* and *cerrar*.



- (c) Many candidates understood the question word *Dónde* that required a place. *¿Dónde están las habitaciones para los turistas?* was accurately answered by many with *encima del bar*. A common mistake was *en el verano*.
- (d) This question *¿Qué piensa Isabel del mapa que hay en la pared?* was well answered succinctly by many with *le encanta*. However, a number of candidates had difficulty with the pronoun that had to be changed from *me* to *le*. Common wrong answer was *se encanta* or *a los turistas les parece muy útil*.
- (e) The question *¿Qué le gustó mucho a la actriz?* was challenging to many. Most candidates located the correct part of the text. The correct answer was *sopa de verduras*. The ones that included the possessive adjective had to modify it. A number of candidates had difficulty in changing *nuestra* into *su* giving answers such as *ella sopa* or *sus sopa*. A common wrong answer was *la pidió cuatro veces*.
- (f) This **Question (f)** *¿De quién era la chaqueta que encontró Isabel?* was well handled by many candidates. The answer was simply *un cantante famoso* or *un cantante* or *un famoso*.
- (g) 1 and 2 Most candidates were able to find the correct part of the text to answer question *¿Qué había en los bolsillos de la chaqueta?*. The answers were *una cartera* and *llaves de casa* in whatever order. The question word should have given the clue the answer. A frequent wrong answer was *en un bolsillo vi una cartera*, they copied too much and *vi* invalidated the answer. A common mistake for **part 2** *dentro del otro* showing they did not understand the text.
- (h) To answer the question *Según los habitantes del pueblo, ¿cómo es Isabel?* candidates could simply lift *una persona con muy buen humor*. However, it needed careful reading of the text to get the right answer. Many went for *trabajadora* but this was how she described herself.
- (i) All that was needed to answer the question *¿Qué piensa Isabel del club de ajedrez?* was a lift *ideal para el invierno*. The ones that included *le parece ideal para el invierno*, to get the mark the pronoun *me* had to be changed to *le*. A frequent wrong answer was *club de lectura* and *se* instead of *le*.
- (j) The question *¿Quién trabajaba de camarero en el bar de Isabel hasta ayer?* was well answered by the ones who understood the question and answered *su primo* changing the possessive adjective from *mi* to *su*. There were other wrong answers such as *Isabel primo*, *se primo* or *ella primo*, using the subject pronoun as a possessive.
- (k) This question *¿Por qué van a ir periodistas al bar?* was challenging to many. Most were able to locate the text. The ones who understood the question words *por qué* gave a reason *la cocinera recibirá un premio internacional*. It was a direct lift but required understanding the question. Many did not understand that *vendrá gente de la televisión* was referring to *ir periodistas al bar*. They thought that journalists were coming because there would be other celebrities coming and answered *vendrá gente de la televisión*.

### Question 5

In **Question 5** candidates were required to match a series of eight descriptions with the accounts of five different people who went to parties. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. In general, there was a good response to this question.

- (a) Candidates needed to read the texts carefully to fully understand the references to NATALIA having had an informal birthday party with dancing till late, to select **option 6** that offered *música hasta altas horas de la madrugada* and did not expect people to wear formal clothes. Many went for **option 4** that offered *fiestas infantiles* while Natalia was celebrating her 18<sup>th</sup> birthday.
- (b) In order to select **option 8** candidates needed to understand the references to PABLO who has been celebrating his birthday regularly in a place where they dressed up as *animales salvajes* and what *Sala Paraíso* that is decorated *como la selva tropical, así que es necesario que vengas*



*vestido del mismo estilo*. Many went for **option 7** because it offered *actividades de aventura* and *paseos a caballo*.

- (c) Candidates that made the link between JULIO who had been to a wedding *un castillo antiguo* and had to go very formally dressed with **option 8** *un lugar especial...de siete siglos de historia*, that required *llevar trajes o vestido largo*. Some went for **option 3** because it required people to wear *ropa elegante* but the rest did not match at all. This was one of the best answered of the whole exercise.
- (d) The best candidates were able to understand that MIRIAM had a birthday cake that was *espectacular* and she was able to talk to her *deportista favorito* and **option 5** that organised contacts between *famosos con nuestros clientes* and the cooks were *expertos pasteleros*. A frequent wrong answer was **option 3** probably because it mentioned *futbolistas y modelos que han celebrado aquí sus fiestas*.
- (e) There was a mixed response to this question, but it was mainly well answered. Most candidates correctly selecting **option 2**. They understood that ALEJANDRO celebrated their wedding *en un jardín donde disfrutamos de un paisaje precioso* but they had forgotten to organise the music and chose *hay espacio al aire libre y maravillosas vistas para tu celebración* and if they wanted music they should have *avísanos con tiempo*.

### Question 6

**Question 6** Candidates were required to answer questions on a longer, more demanding text about a young person who runs a butcher's shop. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately.

- (a) **1 and 2** Candidates who understood the question *¿Dónde se hace la gente fotos en Villafranca?* gave the answer with a direct lift *en el edificio del mercado*. Many lost the mark because it needed *en* for the answer to make sense. For the reason *¿Por qué?* the answer was also a lift *es una joya de la arquitectura*. In this part many more remember to include the verb *es* to complete the answer.
- (b) The next question *¿Con qué frecuencia trabaja el abuelo de Carlos en la carnicería?* was well understood and most gave the correct answer *tres días a la semana*
- (c) Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Por qué se sorprende alguna gente con la profesión de Carlos?* candidates had to understand *ser carnicero no es lo típico para alguien de su edad*. When they lifted *ser carnicero no es lo típico para alguien de mi edad* they lost the mark because *mi* should have been changed to *su*.
- (d) The question *¿Qué pone contento al abuelo de Carlos?* required careful reading to answer it properly. Good candidates answered *Carlos le pide su opinión para todo*. If the subject Carlos was not included the answer was too ambiguous to get the mark. The clue was in *eso le hace feliz* referring to Carlos asking for the grandfather's opinion. There was a range of wrong answers such as *el abuelo empezó a hablar de jubilarse*, *Carlos decidió quedarse con el negocio*, *Ahora yo soy el jefe y él mi empleado*.
- (e) **1 and 2** In general, candidates located the correct part of the text for the answer (e) *Aparte de carne fresca*, *¿qué se vende en la carnicería de Carlos?* but it needed a careful reading of the text to give the correct answer *productos vegetarianos* and *platos precocinados*. The frequent wrong answers like *el pollo y las salchichas* from the ones who misread the text.
- (f) The answer to the question *¿Por qué piensa Carlos que es positivo trabajar mientras estudia?* was easy to locate in the text but challenging to answer for many. It could not be answered with a direct lift. It required manipulation of the text and there were two accepted answers *él/Carlos se paga la universidad* and *sus padres no tienen que pagar la Universidad*. Some candidates failed to conjugate the verb correctly, use the correct pronouns and found the idea confusing e.g. *sus padres no se tienen que pagar la Universidad* or *ellos no me tienen que pagar la Universidad*. Stronger candidates were able to articulate the answer correctly.

- (g) This question *En su infancia, ¿qué hizo Carlos?* required manipulation of the verb to answer it. Candidates that located the correct section of the text but lifted the phrase *Aprendí sobre los diferentes tipos de carne* had to change *aprendí* to *aprendió* to be awarded the mark. It was surprising that many candidates had difficulty with the past tense of *aprender*.
- (h) The question *¿Qué fue útil para Carlos el primer día que trabajó solo?* was also difficult to many candidates. The correct answer *los dependientes de otras tiendas hablaron con él*. A common mistake was to answer *los dependientes de otras tiendas* but that was not enough, the question was *qué* not *quiénes*. Other candidates were not able to change *conmigo* into *con él* to get the mark, many wrote *consigo*.
- (i) This question *Según Carlos, ¿quiénes cuentan historias divertidas?* could be answered with a direct lift *los padres de sus amigos* but changing the possessive adjectives from *mis* to *sus*. Most candidates got the correct answer.

# FOREIGN LANGUAGE SPANISH

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

## Key messages

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

## General comments

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

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

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

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

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *jugué* for *jugué*; minor subject error e.g. *mi profesores son*; double-consonants in verbs e.g. *aprendo*, *passo*; Imperfect/Preterite e.g. *durante la excursión visitaba un museo*; Ser/Estar e.g. *Mi casa es cerca de la playa*; Indicative/Subjunctive e.g. *Cuando*

**tengo tiempo**). Such errors will be considered under Accuracy. When considering which band to place the mark in, relevance and detailed information will also be considered.

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

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

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

### **Comments on specific questions**

#### **Question 1**

##### **Quieres formar parte de la banda musical escolar.**

The majority of candidates achieved five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Most candidates were able to correctly spell a day of the week for Gap 1, although a few candidates responded incorrectly (e.g. '*son las siete*'; '*música*'). Some spellings were unacceptable due to inaccuracy (e.g. '*llunes*'). In Gaps 2 and 3, most candidates were able to produce accurate spellings of musical instruments. There was a wide range of instruments produced with the most popular answers being '*guitarra*' and '*piano*'. Minor spelling errors did not prevent the award of marks, (e.g. '*guitara*'; '*fluta*') were accepted. Words or phrases that were unrecognisable as Spanish could not be credited here (e.g. '*gitaro*'; '*tropmento*'; '*saxophone*'). Gap 4 required candidates to say where they normally play their instrument and produced a range of acceptable answers (e.g. '*en mi cama*'; '*en mi dormitorio*'; '*centro comercial*'), with '*mi casa*' and '*escuela*' being the most popular answer. Weaker candidates confused the key question word '*dónde*' with '*cuándo*' and produced incorrect responses (e.g. '*todos los días*'; '*meircoles*'). For Gap 5, candidates produced a wide range of drinks (e.g. '*zum*'; '*leche*'; '*jugo*' and even '*mojitos*'). However, the most popular response was '*agua*'. Some candidates did not understand the word '*bebida*' in the rubric and produced inappropriate responses (e.g. '*rojo*'; '*mucho*'; '*hip hop*').

#### **Question 2: Mi profesor(a) favorito/a**

Candidates generally performed well here, with many achieving marks in the top band. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to personal descriptions and school, and detailed information, sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*simpatico*'; '*matematicas*'; '*tambien*'; '*gustaria*'; '*seria*'), but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (*y*, *o*, *pero*, *también*), using more complex connectors (e.g. '*sin embargo*'; '*además*'; '*no obstante*'; '*mientras*'), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' when they intended '*porque*' and frequent misuse of '*más*' and '*mucho*' instead of '*muy*'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

**Task 1** required candidates to describe the physical appearance of their teacher and was answered well by most candidates, who were able to give detailed descriptions of their teachers using appropriate conjugations of 'ser' and 'tener' in the Present tense (e.g. '*Mi profesor favorito es alto con pelo negro*'; '*tiene el pelo rubio*'). Some candidates described more than one teacher without specifying who their favourite teacher was and could not be rewarded for task completion. The most common error was candidates describing their favourite teacher without referencing their physical appearance (e.g. '*Mi profesor favorito es divertido y simpático*'). Weaker candidates produced responses which were too grammatically inaccurate to be rewarded (e.g. '*Son ojos muy azules es y pelo rubio*').

**Task 2** required candidates to give a reason why this teacher was their favourite and was generally successfully answered (e.g. '*Ella es muy amable y talentosa*'; '*Sabe explicar bien las cosas que estamos estudiando*'). The most popular adjectives mentioned here were '*divertido*' and '*simpático*' though the accent was frequently omitted. Words or phrases that were unrecognisable as Spanish could not be credited here (e.g. '*castanho*'; '*favorido*'; '*alencioso*'; '*grida*').

**Task 3** required candidates to state when they have classes with their favourite teacher. Most candidates completed the task successfully (e.g. '*Tengo las clases con mi profesora favorita todos los martes*'). Weaker candidates misunderstood the question and answered inappropriately (e.g. '*Yo tiene classes cinco*') or produced inaccurate forms of the verb (e.g. '*Tienes clases con mi profesor favorito todos los días*'; '*yo tengo clases....*'). These responses could not be rewarded for task completion.

**Task 4** required candidates to describe their favourite activities in their favourite teacher's classes and was generally understood by most candidates. Stronger candidates were able to conjugate the verb appropriately in either singular or plural form (e.g. '*Mi actividad favorita en su clase es ver una película*'; '*mis actividades favoritas incluyen hablar y escribir español...*'). Weaker candidates often produced responses which were relevant to the task but too inaccurate to fulfil the task completion criterion (e.g. '*Yo favorito actividades en la turf clase es mewing*'; '*nosotros jugar y practicar actividades*').

**Task 5** asked candidates to explain why they would (not) like to be a teacher in the future. For full task completion, the candidates needed to use a verb in a conditional tense as in the question, or any other appropriate verb form in a future tense. Stronger candidates correctly manipulated the verb form from the second to the first person and gave an appropriate explanation (e.g. '*No me gustaría ser profesor porque es mucho trabajo*'; '*Me gustaría ser profesora porque cuando ayudo a mis hermanos con sus tareas veo que me gusta enseñar*'). For weaker candidates, explicitly addressing the bullet point was sometimes missed altogether and they talked about why they would (not) like their teacher in the future (e.g. '*Me gustaría la profesora en el futuro porque ella tengo ser gentil y paciente*'). Weaker candidates also had problems with conjugations of verbs in yo form of the present tense and did not complete the task (e.g. '*Yo no ser profesor en el future porque es no divertido*'; '*En el futuro yo es la historia porque me gusta la historia*').

### Question 3: General comments

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

#### Task completion

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

- Address all the tasks given in the question.
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.



- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

### Range

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

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

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

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

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

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

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

### Accuracy

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

Frequent inaccuracies will limit the overall mark awarded for Accuracy. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be placed in the

3 – 4 band, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually achieve a mark beyond the 3 – 4 band, since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1 – 2 band.

### Common errors

The following common errors were seen:

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

### Question 3(a): Un concurso de escritura

This was much more popular with 64.6 per cent of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a number of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings.

#### Task completion

**Task 1** required candidates to state how they felt when they won the competition. This was generally well-completed with the majority of candidates producing an appropriate adjective of feeling/emotion. Stronger candidates were able to change the reflexive verb '*te sentiste*' in the preterite and to include the accent (e.g. '*Me sentí feliz*'). If candidates omitted the accent or the reflexive pronoun (e.g. '*Me senti*'; '*sentí*') this did not prevent the task from being completed. Some candidates copied the second person verb from the rubric with no attempt to change it (e.g. '*Como te sentiste contento...*'). Candidates who did not read the rubric carefully and answered with verbs in the present tense, even if they were correctly formed, could not be rewarded for communication (e.g. '*estoy muy Feliz cuando yo ganar el concurso*'; '*yo siento muy feliz*').

**Task 2** required candidates to state how much money they received for winning the competition and was generally completed successfully with most candidates supplying straightforward responses with verbs in the preterite tense (e.g. '*recibí*'; '*Por ganar me dieron cuatro cientos euros*'). Candidates who used other past tenses could still gain marks for Task completion provided the response was unambiguous (e.g. '*he recibido 100 euros*'). Very few candidates took the opportunity to develop their answers with extra detail and opinion



or use a wide range of topic specific vocabulary for this answer. Candidates who had not read the rubric carefully and answered **Task 1** with a present tense, often went on to answer **Task 2** with an inappropriate present tense as well (e.g. 'Ahora tengo \$1,500'). Weaker candidates were unable to manipulate the verb form and sometimes attempted to make it a reflexive verb (e.g. 'mi ganar cien euro'; 'Me recibiste 100,000 dolares').

**Task 3** required candidates to describe what they did to celebrate and required a response using a past tense. Stronger candidates generally addressed this successfully and the most popular celebrations were going to a restaurant or having a party (e.g. 'invite a unos amigos y los lleve a un restaurante'). The lack of accents on preterite verbs did not prevent Task Completion and was considered under Accuracy. Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. 'Yo celebra mi victoria a la resturante de mexicana nueve'; 'Para celebrar me organizei una fiesta'). Confusion with the preterite form of ser/ir was also seen (e.g. 'yo fue con mis padres al restaurante..').

**Task 4** required candidates to explain what their parents think about writing competitions and was the most challenging task in this question. Stronger candidates used appropriate topic vocabulary and attempted more complex sentences (e.g. 'Mis padres piensan que el concurso fue una buena experiencia para mi y esperan que lo haga otra vez'). Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. 'Mis padres me dijeron que concursos como este son grandes oportunidades'). Weaker candidates focused on how their parents felt about them winning the competition rather than their opinion of writing competitions in general (e.g. 'Ellos estaban sorprendido'; 'Ellos sonreíaron porque de mi concurso').

**Task 5** required candidates to state in which other competitions they are going to participate in the future. Most candidates were able to use a future tense here and stronger candidates went on to give explanations and opinions (e.g. 'Me gustaría participar en unos concursos de natación. Pienso que he mejorado muchísimo con este deporte'). Candidates who talked about future competitions, but omitted to say what they were, could not be rewarded (e.g. 'En el futuro voy a participar en otros concursos'). Weaker candidates could not be rewarded due to error (e.g. 'Creo que voy querer entrar en otro'; 'yo participar en...'; 'Yo queria un concurso').

### Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. It was common to see candidates with a high task completion mark but only being awarded a lower mark for Range. There were some examples of appropriate salutations (e.g. 'Quiero contarte.'; 'Espero que te vayas bien'). Responses from stronger candidates included continuous and perfect tenses as well as present subjunctive. However, there were few examples of phrases with 'ojalá'; 'tuviera/pudiera'; 'cuando sea mayor' and *si*-clauses involving subjunctives. They also produced responses with other complex features such as comparatives and direct/indirect object pronouns. Weaker candidates demonstrated poor competence with basic tenses and also used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing. Stronger candidates use a wider range of connectors.

### Accuracy

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

### Question 3(b): El medio ambiente

This was a less popular with only 35.4 per cent of candidates choosing this option. Stronger candidates addressed all of the tasks with some good attempts at explanations and development of ideas whereas weaker candidates lacked appropriate topic vocabulary and opinions. Many candidates engaged well with the register of the task, i.e. an article for the school magazine.

### Task completion

**Task 1** asked candidates to describe the environmental problems in their local area. Stronger candidates

responded with appropriately conjugated verbs in the present tense and a range of topic vocabulary (e.g. *'Hay basura en la calle'; 'hay falta de agua y comida'; 'Tenemos un montón de contaminación'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'Los problemas es no personas reciclata no mas'; 'el coches tomar mucho espacios'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

**Task 2** asked candidates to state what they did to look after the environment last week and required a verb in a past tense in order to complete the task. Most candidates were able to provide appropriate examples of what they did (e.g. *'apagamos los luces para usar menos electricidad'*). Tense and verb errors in responses from weaker candidates prevented task completion (e.g. *'yo reciclas mis basura y ayudar'; 'no uso muchos plásticos'*). Some candidates did not understand the concept of *'medio ambiente'* and produced inappropriate responses (e.g. *'hice practicar deportes en el medio ambiente'*).

**Task 3** required candidates to state the advantages of having green spaces in their local area. Stronger candidates produced responses which included detail and good topic vocabulary (e.g. *'Se puede plantar arboles para combatir la contaminación'*). Ambitious attempts at task completion could not always be rewarded due to error, (e.g. *'la gente pudieran mas lugares a ir'*). Basic errors in responses from weaker candidates also prevented task completion (e.g. *'las ventajas es hay muchos animales vivo en mi barrio'; 'es necessito proteger la planeta porque tenemos solo uno mundo'*). Some candidates did not address the specific detail of green spaces but instead talked about the advantages of living in their local area (e.g. *'ventajas de mi barrio son esta cerca de costa'*) and these responses were not rewarded.

**Task 4** required the candidates to explain what their friends think about the importance of protecting the planet, and most candidates understood the task. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'piensan que debemos ser más sostenible ya que no hay planeta B'*). Weaker candidates were challenged by simple verb formation (e.g. *'mis amigos no uso el recicló'; 'mis amigos son muy cuidando para el planeta'*) and could not be rewarded. Some candidates misunderstood the rubric and gave their own opinion about their friends (e.g. *'Pienso que es importante que mis amigos protegan el planeta'; 'es muy importante a piensan tus amigos la importacia de proteger el planeta porque el planeta es our casa'*).

**Task 5** required candidates to explain why they would (not) like to have an electric car when they are older and candidates engaged with the task, giving a wide range of reasons. Stronger candidates answered with a short, simple sentence in accurately manipulating the verb in the rubric and giving a valid reason (e.g. *'Cuando sea mayor no me gustaría tener un coche eléctrico puesto que es todavía mal por el planeta'*). Weaker candidates did not address the task successfully because despite being relevant, their response was too inaccurate to be rewarded (e.g. *'me gustaría tener un coche eléctrico porque es cuida para el planeta'; 'el coche normal ayudo con el produccion de pollution'*).

#### Range

Some candidates were able to include a range of appropriate linking words. The stronger candidates included a much wider range in their responses, such as *'cuando'; 'ya que'; 'aunque'; 'lo que'* etc. Most candidates tended to use simple structures and the stronger candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns, conditional clauses, etc. These candidates also often used a wide range of vocabulary specific to the topic, including idioms (e.g. *'el dinero no crece en los árboles'; 'es para chuparse los dedos'*).

#### Accuracy

Weaker candidates did not use simple structures accurately and it was common to see pre-learnt salutations and endings to letters and articles with a generally inaccurate body of writing. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms. Candidates should focus on verb conjugation and learn where to place accents as these can often determine whether the task completion mark is awarded or not.

# FOREIGN LANGUAGE SPANISH

Paper 0530/42  
Writing 42

## Key messages

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

## General comments

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

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

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

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

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *jugué* for *jugué*; minor subject error e.g. *mi profesores son*; double-consonants in verbs e.g. *aprendo*, *passo*; Imperfect/Preterite e.g. *durante la excursión visitaba un museo*; Ser/Estar e.g. *Mi casa es cerca de la playa*; Indicative/Subjunctive e.g. *Cuando*

**tengo tiempo**). Such errors will be considered under Accuracy. When considering which band to place the mark in, relevance and detailed information will also be taken into account.

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

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

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

### Comments on specific questions

#### **Question 1**

##### **Quieres hacer un curso de fotografía.**

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Although the majority of candidates were able to correctly spell a day of the week for Gap 1 and a month for Gap 2, a surprising number of candidates responded incorrectly. This was probably due to misreading the rubric and instead of focusing on the preferred day, writing down their preferred class (e.g. '*ciencias*'; '*música*'; '*matemáticas*'). In Gap 2, some candidates did not understand the word '*mes*' and responded with a time, an activity or perhaps just a guess rather than leaving it blank (e.g. '*a las 11*'; '*media hora*'; '*deportes*'; '*mi mejor amigo*'). Most candidates were able to produce accurate spellings of adjectives for Gap 3. The most popular answers were '*divertido*' and '*bonito*'. Minor spelling errors did not prevent the award of marks, (e.g. '*fasinante*'; '*unico*') were accepted. Words or phrases that were unrecognisable as Spanish could not be credited here (e.g. '*divertente*'; '*diveriente*'). Candidates produced a range of acceptable answers for Gap 4 (e.g. '*naranja*'; '*plátano*'; '*piña*'), with '*manzana*' being the most popular answer. Some spellings were unacceptable due to inaccuracy (e.g. '*narangha*'; '*mazaña*') and words which produced an answer with a different meaning (e.g. '*fresca*' for '*fresa*') could not be rewarded due to ambiguity. For Gap 5, candidates produced a wide range of animals (e.g. '*hipopótamo*'; '*serpiente*'; '*guepardo*' and even '*ornitorrinco*'). However, the most popular responses were '*perro*' and '*gato*'. The most common error was '*pero*' for '*perro*' and this could not be rewarded due to producing an answer with a different meaning.

#### **Question 2: Unos hábitos sanos**

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to food, diet and healthy living, and detailed information, sometimes expressed in more complex language. However, a number of candidates (especially those who seemed to be either native speakers or heritage speakers) often extended their responses with superfluous information or inappropriate set phrases and grammar, which often resulted in a higher raw number (though not higher proportion) of grammatical errors. There were many candidates, who did not focus on the specific detail in each task (e.g. '*desayuno perfecto*'; '*que no es sano*'; '*mejorar tu dieta*'; '*para relajarte*') and produced general statements instead which meant that task completion marks could not be awarded. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*más*'; '*sería*'; '*también*'; '*música*'; '*fútbol*'), but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should



read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (*y, o, pero, también*), using more complex connectors (e.g. *'sin embargo'; 'además'; 'no obstante'; 'mientras'*), whereas weaker candidates tended to rely on *'y'* and *'porque'*. There were examples of candidates writing *'por que'* when they intended *'porque'* and frequent misuse of *'cual'*, sometimes spelt as *'caul'*. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

**Task 1** required candidates to describe their perfect breakfast and was answered well by most candidates, who were able to describe their perfect breakfast including a variety of food items and used the Present or Conditional tense (e.g. *'Mi desayuno perfecto es un plato de salchichas con un huevo y tostada'*). The most common error was candidates describing their usual breakfast without referencing the idea of a perfect breakfast (e.g. *'Normalmente me desayuno a las seis y media'; 'desayuno pan y fruta'*) or describing their preference (e.g. *'Me encanta comer huevos'; 'me gustaría desayuno pan'*). These responses did not complete the task and could not be rewarded.

**Task 2** required candidates to state what they ate that was not healthy and was generally successfully answered (e.g. *'Como patatas fritas y no son sanas, pero son faciles de hacer'*). The most popular item of food mentioned here was *'Hamburguesa'* though it was frequently misspelled. The most common error here was naming the type of unhealthy food, but not explicitly stating that it was unhealthy (e.g. *'Normalmente como las patatas y chocolate despues mi cena'; 'Normalmente como italiana comida. Por ejemplo, patatas fritas, pasta, pizza y pan. Es muy delicioso y pizza es mi favorito plato.'*; *'Tambien como mas helado cada noche'*). These responses, whilst relevant to the topic could not be rewarded for task completion.

**Task 3** required candidates to state what they are going to eat in the future to improve their diet. For full task completion, the candidates needed to use a verb in a future tense as in the question, or any other appropriate verb form in a future/conditional tense. Most candidates responded successfully, using an appropriate form of a Future tense and adding *'para mejorar mi dieta'* or *'para comer sano'* to complete the task. Weaker candidates gave general answers without specifying the idea of improving their diet (e.g. *'Voy a comer mas verdes'*) or produced inaccurate forms of the verb (e.g. *'Para mejorar mi dieta comero mas fruta'*).

**Task 4** required candidates to state how many hours they sleep each night. Most candidates were able to recognise the stem-changing verb *'dormir'* and to conjugate it in the first person. Misspellings of the first person of *dormir* or not manipulating the verb from second to first person often prevented marks from being awarded for weaker candidates (e.g. *dormo, durmo, duermes*). Only a few candidates used the right preposition *'por'*. Most candidates used *para* (e.g. *'duermo para 7 o 8 horas'; 'puedo dormir para trece horas'*) although this was accepted for task completion.

Most candidates understood **Task 5**, which asked them to describe the activities they do to relax. Although most candidates understood they needed to reference the rubric, only the stronger candidates were able to change the reflexive form of the infinitive from *relajarte* to *relajarme*. Weaker candidates produced incorrect responses (e.g. *'para relajarte'; 'para relajar'*). Stronger candidates gave a range of appropriate answers with correctly conjugated verbs (e.g. *'veo una película'; 'juego al fútbol'; 'me gusta pasear al perro'*). Weaker candidates had problems with conjugations of verbs in *yo* form of present tense (e.g. *'yo mira television'; 'hecho jugar baloncesto'*). As with BP2, explicitly addressing the bullet point was sometimes missed altogether; some candidates would specify an activity that they do generally, but not relate it to the *para relajarte* section of the BP and did not complete the task.

### Question 3: General comments

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

### Task completion

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

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

### Range

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

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

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

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

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

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

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

### Accuracy





A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

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

### Common errors

The following common errors were seen:

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

### Question 3(a): Una excursión en bicicleta

This was much more popular with 70 per cent of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a number of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings. The most common error was that some candidates misunderstood the rubric and wrote about plans for a future trip rather than a trip last summer.

#### Task completion

**Task 1** required candidates to tell their friend how they prepared for the trip. This was generally well-completed, with candidates explaining various ways they had prepared (sometimes exercise, food, or packing items).

Stronger candidates were able to conjugate the reflexive verb '*prepararse*' in the preterite and to include the accent (e.g. '*Me preparé con ejercicio físico*'). If candidates omitted the accent or the reflexive pronoun (e.g.

'*Me prepare*'; '*Prepare*') this did not prevent the task from being completed. Some candidates copied the second person verb from the rubric with no attempt to change it (e.g. '*Para preparaste...*'). Weaker were unable to complete the task due to verb error which prevented communication (e.g. '*Nosotros prendías dos botellas de agua*'; '*nosotros preparar...*'; '*Por esta excursion he quedado zapatillas deportivas*'). Candidates who did not read the rubric carefully and answered with verbs in the future, even if they were correctly formed, could not be rewarded for communication (e.g. '*prepararé mi forma y mi energía*').

**Task 2** required candidates to state which places they visited during the trip and was generally completed successfully with most candidates supplying straightforward responses with verbs in the preterite tense (e.g. '*visitamos muchos castillos y pueblos pequeños*'). The most popular answers included '*monumentos*'; '*museos*' and '*playas*'. Candidates who used other past tenses could still gain marks for Task completion provided the response was unambiguous (e.g. '*Hemos visitado todo el parque*'; '*visitaba el parque*'). Very few candidates took the opportunity to develop their answers with extra detail and opinion or use a wide range of topic specific vocabulary for this answer. Candidates who had not read the rubric carefully and answered **Task 1** with a future tense, often went on to answer **Task 2** with an inappropriate future tense as well (e.g. '*En la excursion visitaré muchos monumentos en España*').

**Task 3** required candidates to give their opinion on what is the good thing about going on cycle trips, and stronger candidates generally addressed this successfully with a variety of reasons being mentioned (e.g. '*Es bueno para la salud*'; '*lo bueno es hacer ejercicio*'; '*lo bueno es estar en contacto con la natura(leza)*'; '*Es bueno por el (medio)ambiente*'). Weaker candidates made no reference to the specific point about what is good about cycle trips, with a significant number of candidates explaining why they like cycling, rather than explaining the benefits or citing the benefits of spending extra time with family and friends, comparing trips with the family to those with friends and explaining the relative benefits of each. Weaker candidates also lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*Es una buena actividad para tenerse en forma*'; '*Me prefiero hace excursiones en bicicleta porque hay muy ventajas, ejemplo enerje, divertida, safety*').

**Task 4** required candidates to explain who they prefer to go on cycle trips with. Stronger candidates answered successfully, regularly explaining the reasons behind their choice of bike trip partner – rather than merely stating a preference. Weaker candidates stated who they like going on a trip with or said that they would like to go 'with you' i.e. the recipient of the email and not explaining why (e.g. '*Prefiero hacer excursiones con ti*').

Stronger candidates used appropriate topic vocabulary and attempted more complex sentences (e.g. '*mis amigos son mas divertidos que mi familia*'; '*Mi novia es mas rapido en bicicleta*'; '*Mis amigos hacen que no me sienta tan solo*'). Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. '*Mi hermano haceré la excursion conmigo*'). Weaker candidates struggled to find appropriate vocabulary (e.g. '*Ella no sabe montañar el bici*').

**Task 5** required candidates to state where they are going to go on their next trip, giving the opportunity to refer to any type of trip, not just a cycling trip. Most candidates were able to use a future tense here and stronger candidates went on to give explanations and opinions. Candidates who talked about how or who they are going to go with, but omitted where, could not be rewarded (e.g. '*Estoy pensando en hacer una excursión el proximo año con mis amigos*'; '*Yo voy en coche*'). Weaker candidates could not be rewarded due to error (e.g. '*Creo que vé con mi padre a la montaña*'; '*Yo creo fui a la playa*'). There were many examples of nationalities being used instead of countries (e.g. '*voy a francés, a español*').

### Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. Some set phrases were well-used to increase range, especially '*ojalá tuviera/pudiera, cuando sea mayor*', and '*si*-clauses involving subjunctives (e.g. '*Es genial que hayas ganado el torneo*'; '*Si pudiera elegir a donde ir la próxima vez iría a los pirineos*'). There were also many examples of appropriate salutations (e.g. '*Te escribo para hablarte...*'; '*Espero que te apetezca venir conmigo la próxima vez*'). Weaker candidates demonstrated poor competence with basic tenses but could sometimes use set phrases which had been memorised effectively. Occasionally they were misplaced and added in inappropriately (e.g. '*Si tuviera la oportunidad*' repeated at the start of several sentences was repetitive and ineffective). Weaker candidates also used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing. Stronger candidates use

a wider range of connectors. One exception was the use of *'aunque,'* (including the comma) to mean 'however', where *sin embargo* would have been more suitable.

### Accuracy

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

### Question 3(b): Celebrar el Año Nuevo

This was a less popular with 30 per cent of candidates choosing this option. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP was lacking. Many candidates engaged well with the register of the task, i.e. an article for the school magazine.

### Task completion

**Task 1** asked candidates to state how New Year is celebrated in their country and was generally well completed. Stronger candidates either re-used the impersonal form of *'se celebra'* from the rubric or responded with appropriately conjugated verbs in the present tense. Many candidates wrote about how they celebrate the New Year with their families, sometimes linking them with the country's traditions (e.g. *'Para celebrar el año nuevo hay fuegos artificiales maravillosos.'*; *'Además mi familia y yo comemos comida sabrosa'*). Fewer candidates focused the answer on traditional festivities in their countries, but those who did produced interesting topic vocabulary. Stronger candidates used a range of appropriate verbs along with a variety of topic specific vocabulary (e.g. *'A las 11.50 preparas 12 uvas para comertelas los últimos 12 segundos de ese año'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'Yo y mis padres siempre quedan con mi tía y mis primos'; 'Solitamente la noche encomienca con una cena'*). These responses were considered partial attempts and could not be rewarded for communication, but could be considered under relevance.

**Task 2** asked candidates to state how they help with the preparations and required a verb in the present tense in order to complete the task. Most candidates were able to provide appropriate examples of how they help (e.g. *'Preparo la cena'; 'ayudo mi madre'; 'pongo la mesa'*). The stronger candidates were able to use a range of verbs in the present tense and give detailed explanations. (e.g. *'Me gusta mucho ayudar con las preparaciones, por eso siempre doy consejos sobre como adornar la casa y el jardín.'*). Very few candidates use the personal *'a'* with the verb *ayudar*, though this was considered a minor error and did not prevent communication marks being awarded. Weaker candidates described general help rather than what they did personally to help, and this could not be rewarded (e.g. *'los jóvenes ayudan llevando la comida'*).

**Task 3** required candidates to describe something surprising that happened during New Year last year and required a response using a past tense. This was the most challenging task in **Question 3** for the candidates and attempts at the task centred most frequently on describing what happened last New Year, with the candidate focusing on the final three words of the BP and not describing what was surprising about it. It seemed that New Year's Eve party is a nice family party for most of the candidates and they could not find any surprising/astonishing/amazing incidents around the celebration to talk about. Candidates who completed the task successfully referred to surprise visits from family, unexpected gifts, broken bones and trips to hospital. *Their answers included detail and good topic vocabulary* (e.g. *'alguien llamó a la policía por el ruido y la cuestión se acabó con.....'; 'pasada la medianoche todos los refrescos estaban gratis'*). Verb errors in responses from weaker candidates prevented task completion (e.g. *'Mi hermano compré demasiaso pasteles'; 'Mi primo se roto la mano'*).

**Task 4** required the candidates to explain why it is (not) important to celebrate special occasions with their family, and most candidates understood the task. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'es importante hacer actividades juntos para comunicar'; 'te puedes divertir y es importante para hacer buenos recuerdos'*). Weaker candidates were challenged by simple verb formation (e.g. *'tu familia siempre te gustas'; 'es bueno para comprar tiempo con personas que te encanta'*) and could not be rewarded. Responses which made a statement and did not go on to produce an explanation could not be rewarded (e.g. *'Creo que es importante celebrar ocasiones especiales con la familia'*).

**Task 5** required candidates to state where they would like to spend their next New Year and was generally successfully addressed. Stronger candidates answered with a short, simple sentence in which an accurate form of the verb was produced (e.g. *'el año que viene me gustaría pasar el año nuevo cerca de la playa.'*) and a few were able to produce more ambitious sentences (e.g. *'el año siguiente seguramente lo voy a pasar como siempre con mis amigos a mi pueblo'*). Weaker candidates did not address the task successfully because their response was incomplete or irrelevant (e.g. *'A mi me gustaría pasar el Nuevo Año con mi familia en otro país'*; *'El proximo año me gustaría pasar el año nuevo con mis amigos'*). Lack of vocabulary also prevented task completion (e.g. *'vamos a tralvelar con el coche'*)

#### Range

Some candidates were able to include a range of appropriate linking words. The stronger candidates included a much wider range in their responses, such as *'cuando'*; *'ya que'*; *'aunque'*; *'lo que'* etc. Most candidates tended to use simple structures and a few made attempts to use more complex structures. The stronger candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns, conditional clauses, etc. These candidates also often used a wide range of vocabulary specific to the topic, including idioms (e.g. *'el mar va a estar frio como el hielo'*; *'es para chuparse los dedos'*).

#### Accuracy

Weaker candidates did not use simple structures accurately and it was common to see pre-learnt salutations and endings to letters and articles with a generally inaccurate body of writing. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms. Candidates should focus on verb conjugation and learn where to place accents as these can often determine whether the task completion mark is awarded or not.

# FOREIGN LANGUAGE SPANISH

**Paper 0530/43**  
**Writing 43**

## Key messages

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

## General comments

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

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

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

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

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *jugué* for *jugué*; minor subject error e.g. *mi profesores son*; double-consonants in verbs e.g. *aprendo*, *passo*; Imperfect/Preterite e.g. *durante la excursión visitaba un museo*; Ser/Estar e.g. *Mi casa es cerca de la playa*; Indicative/Subjunctive e.g. *Cuando*



**tengo tiempo**). Such errors will be considered under Accuracy. When considering which band to place the mark in, relevance and detailed information will also be taken into account.

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

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

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

### Comments on specific questions

#### **Question 1**

##### **Mis preferencias**

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. The majority of candidates were able to produce an appropriate and correctly spelt breakfast item for Gap 1 and there was a wide range of food given (e.g. '*fruta*'; '*arroz*'; '*pan con huevos*'; '*cereales*'). In Gap 2, there were many examples of desserts given (e.g. '*pastel*'; '*helado de chocolate*'; '*fresas*'). However, a surprising number of candidates were not familiar with the word '*postre*' and produced inappropriate responses (e.g. '*música clásica*'; '*un gato*'; '*una mesa*'; '*plantas*'). Most candidates were able to produce accurate spellings of sports for Gaps 3 and 4. The most popular answers were '*fútbol*' and '*baloncesto*' and infinitive verb forms rather than nouns were accepted (e.g. '*correr*'; '*nadar*'; '*boxear*'). Minor spelling errors did not prevent the award of marks, (e.g. '*balancesto*'; '*balencesto*'; '*futbal*'; '*teniss*') were accepted. Words or phrases that were unrecognisable as Spanish could not be credited here (e.g. '*bolnecesto*'; '*basketball*'). Candidates produced a range of acceptable answers for Gap 5 (e.g. '*televisión*'; '*estantería*'; '*libros*'), with '*una cama*' and '*una mesa*' being the most popular answer.

#### **Question 2: Mi familia**

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to the family topic, and detailed information, sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*más*'; '*sería*'; '*también*'; '*música*'; '*fútbol*'), but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Few candidates went beyond a range of basic connectors (*y*, *o*, *pero*, *también*) and more complex connectors were rarely seen (e.g. '*sin embargo*'; '*además*'; '*no obstante*'; '*mientras*'). Weaker candidates tended to rely on '*y*' and '*porque*'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

**Task 1** required candidates to describe their family and was answered well by almost all of the candidates, with common descriptions being the number of people in their family or physical/personality traits of family members. (e.g. '*Somos cuatro en mi familia*'; '*Mi familia es muy grande. Hay mucho tías y tíos*'; '*mi padre es*



*muy trabajador y mi madre muy simpática*). Weaker candidates produced responses that were too inaccurate to be rewarded (e.g. *'mi familia hacer mi padre, mi madre y yo'*; *'mi padre's profesor un doctor'*). On rare occasions, candidates thought this task was simply a heading for the four questions which followed and so, in these cases, did not write anything for this task.

**Task 2** required candidates to state who they get on well with in their family and was only dealt with successfully by the strongest candidates. Not all candidates were familiar with the verb *'llevarse con'* and only the stronger candidates were able to change the reflexive form in the rubric from *'te llevas'* to *'me llevo'* (e.g. *'Me llevo major con mi madre'*). Weaker candidates who understood the task, produced incorrect responses (e.g. *'mi abuela llevas mejor'*; *'mi llevas major mi hermano'*). Other candidates did not consider the preposition *'con'* and misinterpreted the task (e.g. *'me llevo mejor en mi familia es en la playa'*).

Even though **Task 3** provided the explanation for **Task 2**, it was marked as a separate task, and candidates who did not complete **Task 2** could still be rewarded for **Task 3**. Most candidates were able to provide appropriate answers for **Task 3**, explaining why they got on well with that member of their family (e.g. *'mi hermano es muy amable y divertido'*; *'nos entendemos bien'*). Weaker candidates did not include a verb in their explanation (e.g. *'ella muy divertida'*) or produced an inaccurate verb formation (e.g. *'porque mi padre gusta escuchaba música'*). These responses, whilst relevant to the topic could not be rewarded for task completion.

Most candidates understood **Task 4**, which asked them to describe the activities they do with their families in the summer. Stronger candidates gave a range of appropriate answers with correctly conjugated verbs (e.g. *'vamos a visitar (a) mis abuelos'*; *'viajamos a otro países'*; *'mis padres toman el sol mientras mi hermano y yo jugamos al fútbol'*). Weaker candidates had problems with verb conjugations and inappropriate tenses (e.g. *'yo ver un películas de horror con mi padre y mi hermano'*; *'mi familia y yo viajé a Malasia'*). Explicitly addressing the bullet point was sometimes missed altogether; weaker candidates would specify an activity that they do generally, but not relate it to *'durante el verano'* and therefore did not complete the task (e.g. *'normalmente vamos al cine'*). Others did not acknowledge the idea of doing activities with their family and could not be rewarded either, (e.g. *'en el verano siempre monto en bicicleta'*).

**Task 5** required candidates to state what a fun celebration (fiesta) with their family would be like. For full task completion, the candidates needed to use a verb in a conditional tense as in the question, or any other appropriate verb form in a future tense. Stronger candidates responded successfully, manipulating the rubric and adding detail to complete the task (e.g. *'una fiesta divertida sería el año nuevo con mi familia'*; *'una fiesta divertida con mi familia debería tener comidas ricas'*). Weaker candidates did not respect the tense (e.g. *'una fiesta divertida es al lado de la playa'*; *'fiesta es divertida porque nosotros jugar con mi familia'*) or produced inaccurate forms of the verb (e.g. *'me gustaría ser una fiesta divertida con mi familia en un parque de atracciones'*). Others did not understand the concept and talked in a general sense about fun celebrations or their favourite festival (e.g. *'vamos a ir a una fiesta divertida, creo que va a ser guay'*). These answers could not be rewarded for task completion.

### Question 3: General comments

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

#### Task completion

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

- Address all the tasks given in the question.

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

### Range

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

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

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

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

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

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

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

### Accuracy

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

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

### Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g. '*abburido*'; '*tranquillo*'; '*officina*'; '*diferente*')
- inappropriate use of *estar* when *ser* was required and vice versa
- confusion between *sacar/tomar/llevar*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. '*me gusto*'; '*mi gusta*'; '*se gustan*'; '*lo gusto*')
- omission of the preceding *a* (e.g. '*a mí*'; '*me gusta*')
- incorrect formation of *ir* and *tener* in the preterite tense (e.g. '*fuiemos*'; '*fuieron*'; '*tuavía*'; '*tení*')
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo mas dinero*')
- omission of accents on verb forms (e.g. '*compre*') or inappropriate use of accents (e.g. '*sácamos*')
- omission of the appropriate preposition in verb constructions (e.g. '*va ayudar*'; '*juego futbol*')
- inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a hablamos*')
- omission of the preposition following verbs (e.g. '*fuimos el cine*')
- not indicating possession with *de* (e.g. '*mi tio's cumpleaños*')
- inappropriate translation of idioms from the candidate's first language (e.g. '*tuvimos muchos divertidos*') when the Spanish idiom *pasarlo bien* was intended)

### Question 3(a): Un viaje en tren

This was by far the most popular choice with 87.5 per cent of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a number of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings. The most common error was that some candidates misunderstood or ignored the rubric and wrote about trips in general.

#### Task completion

**Task 1** required candidates to tell their friend where they bought the train ticket. This was generally well-completed, with candidates stating the various ways they had bought the ticket, the most common answer being '*compré el billete en internet*'. If candidates omitted the accent (e.g. '*compre*') this did not prevent the task from being completed as long as the context was unambiguous. Some candidates copied the second person verb from the rubric with no attempt to change it and did not complete the task (e.g. '*compraste el billete en la internet...*'). Weaker candidates were unable to complete the task due to verb error which prevented communication (e.g. '*El fin de semana pasado yo comprar el billete de tren*'; '*El billete de tren es en Shanghai*'; '*el fin de semana pasado comprame el billete de tren*'; '*mi padres compró el billete*').

**Task 2** required candidates to describe what was the best or the worst thing about the trip and was generally completed successfully with most candidates being able to talk about the positives or negatives of the train journey or the journey/trip as a whole. Stronger candidates supplied straightforward responses with verbs in the preterite or imperfect tense (e.g. '*el tren no era cómodo, las camas eran tan pequeños*'; '*mis tíos viven*').

*en Alemania así aprendí mucho sobre la cultura'; 'lo mejor del viaje fue poder ver a mis tíos').* A few candidates took the opportunity to develop their answers with extra detail and opinion or use a wide range of topic specific vocabulary for this answer. Candidates who had not read the rubric carefully responded to this task with an inappropriate tense (e.g. *'es lo mejor del viaje es muy cómodo'; 'lo peor del viaje sería cuando me necesita hablar con mi profesor de escuela; 'Para mí lo fue mejor es que hay dos sofás').*

**Task 3** required candidates to describe the activities they did with their aunt and uncle, and stronger candidates generally addressed this successfully with a variety of activities being mentioned (e.g. *'cocinamos un pollo y una sopa'; 'ví una película con mis tíos'; 'fuimos a muchos restaurantes'; 'jugamos videojuegos').* Weaker candidates did not complete the task as they made no reference to the specific point about activities they did with their aunt and uncle and simply described what they did (e.g. *'hacer surfing cada día'; 'fui a la centro comercial').* Weaker candidates also lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. *'me ayuda mis tíos'; 'nosotros mucho comer').*

**Task 4** required candidates to give their opinion on other types of transport and candidates engaged well with this. The task allowed them to demonstrate knowledge of present tense as well as some comparative vocabulary. To complete the task, it was sufficient to state a preference (e.g. *'Prefiero viajar con coche o autobús') though the majority of candidates went on to give reasons for their preference (e.g. 'es muy cómodo/práctico/rápido'). Stronger candidates used appropriate topic vocabulary and attempted more complex sentences (e.g. 'Pienso que el coche es mejor que tren porque es más cómodo'; 'el barco es más lento que un caracol'). Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. *'otros medios de transporte será aburrido y mal'; 'si hubiera un propio coche lo hubiera hecho mejor').* Weaker candidates struggled to find appropriate vocabulary (e.g. *'el coche es peor en compartido el tren'; 'aviones tiene no espacia, sin embargo muy effcianado').**

**Task 5** required candidates to state which countries they are going to visit by train in the future. Most candidates were able to use a future tense here and stronger candidates went on to provide extra detail by giving explanations and opinions. Candidates who talked about who they are going to go with, but omitted to mention a country, could not be rewarded, (e.g. *'Yo voy a ir a la cine con mis amigos en el tren'; 'en el futuro yo viajar en tren con mi familia y mis amigos').* Other candidates could not be rewarded due to error (e.g. *'Yo querere visitar a Estados Unidos en tren'; 'otros países yo vas a visitar en tren es Delhi').* There were many examples of nationalities being used instead of countries (e.g. *'Voy a visitar inglés'; 'voy a francés') which were not acceptable for task completion.*

### Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. Some set phrases were well-used to increase range, especially *ojalá tuviera/pudiera, cuando sea mayor*, and *si*-clauses involving subjunctives (e.g. *'Yo que tú usaría más transportes públicos para proteger el planeta').* Stronger candidates even included complex compound structures (e.g. *'Si hubiera tenido un estómago más grande habría probado todos los postres ricos').* However, there were many examples of attempts at complex structures which were marred by error (e.g. *'Si tuviera mas dinero quisiera voy a visitar...')* Most candidates started their response with *'Hola, ¿qué tal?'* and only the strongest candidates qualified this salutation with extra language (e.g. *'Te escribo para contarte.')* Weaker candidates demonstrated poor competence with basic tenses but could sometimes use set phrases which had been memorised effectively. Weaker candidates also used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing.

### Accuracy

Although many candidates were able to complete the tasks successfully, the surrounding detail often contained many errors of spelling or verb formation. The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or inaccurate conjugations and only the strongest candidates managed to consistently place pronouns and accents accurately.



### Question 3(b): Unas prácticas de trabajo en un café

This was a much less popular choice with 12.5 per cent of candidates choosing this option and tended to be either done very well or with marks in the lower bands. Stronger candidates addressed all of the tasks with some good attempts at explanations and development of ideas. These candidates also engaged well with the register of the task, i.e. an article for the school magazine. Weaker candidates did not fully understand the tasks and struggled to produce appropriate responses.

#### Task completion

**Task 1** asked candidates to state what they did in the café each day and required a response using a past tense for task completion. Stronger candidates produced appropriately conjugated verbs in a past tense. (e.g. *'trabajé como la cajera'*; *'servía los clientes'*; *'Solamente me permitieron lavar los platos'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'En el café cada día nececcito hablar con muchas gentes'*; *'compraste para mas café y leche'*). These responses were considered partial attempts and could not be rewarded for communication, but could be considered under relevance.

**Task 2** asked candidates to describe a problem they had during their work experience and required a verb in an appropriate past tense in order to complete the task. Stronger candidates were able to use a range of verbs in a past tense and give detailed explanations. (e.g. *'El sitio web no funcionó bien porque fue tan antiguo'*). Weaker candidates used an inappropriate tense, and this could not be rewarded (e.g. *'Grande problema durante el trabajo es no internet'*; *'En las mañanas debe trabajar mucho'*) or their responses were too inaccurate to be accepted for task completion (e.g. *'Este comida se hice la boca agua pero no pudí comer durante el trabajo'*).

**Task 3** required candidates to state what they are going to spend the money on which they received from their work experience. Candidates who completed the task included detail and good topic vocabulary (e.g. *'No voy a gastar mi sueldo ahora, pienso ahorrarlo para mi universidad'*; *'voy a gastar este dinero para comprar un regalo para mi hermana'*). Verb errors in responses from weaker candidates prevented task completion (e.g. *'Durante las practicas no dinero pero recibo mucho experiencia trabajo'*; *'Vas a gastar mucho ganar el dinero'*).

**Task 4** required the candidates to explain what a good employee should be like, and most candidates understood the task. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. *'debería tener curiosidad para aprender nuevas cosas'*; *'es importante ser simpático y amable'*). Weaker candidates did not address the task successfully because their response was incomplete or irrelevant (e.g. *'Soy empleado porque me gustaria mucho'*; *'mi favorito empleador es Daniel'*). Weaker candidates were also challenged by simple verb formation (e.g. *'A debe un buen empleado, neccesito escuchar a el instructor'*) and could not be rewarded.

**Task 5** required candidates to give their opinion on how this work experience is going to help them and required a response using an appropriate future tense. Stronger candidates answered with a short, simple sentence in which an accurate form of the verb was produced (e.g. *'va a aumentar mi nivel de ingles'*) and a few were able to produce more ambitious sentences (e.g. *'Me guiará como trabajar y colaborar con otros'*). Weaker candidates did not address the task successfully because their response was incomplete or irrelevant (e.g. *'En mi opinión, experiencia de trabajo es muy aburrido y difícil'*; *'Estudí mucho y me gusto mucho trabaja en un café'*; *'En el futuro me gustaría visitar café con mis amigos'*).

#### Range

Some candidates were able to include a range of appropriate linking words. The stronger candidates included a much wider range in their responses, such as *'cuando'*; *'debido a'*; *'aunque'*; *'lo que'* etc. Most candidates tended to use simple structures, and a few made attempts to use more complex structures. The stronger candidates were able to include accurate examples of complex structures, including subjunctive structures, indirect pronouns, conditional clauses, etc. These candidates also often used a range of vocabulary specific to the topic, including idioms (e.g. *'como echar agua al mar'*).

#### Accuracy

The stronger candidates tended to produce pieces of writing that contained errors that did not impede communication. Weaker candidates did not use simple structures accurately. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms.

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