

SPANISH (Foreign Language)

Paper 0530/11
Listening

Key messages

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

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

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

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

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

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

General comments

Overall, performance on this paper was good.

Candidates generally demonstrated good knowledge and understanding of Spanish and good exam technique. Most candidates attempted to answer questions in all sections of the paper.

In the questions where a written answer (either a word or a sentence) was required, some candidates wrote unnecessarily long sentences. In some cases, the additional information invalidated an otherwise-correct answer. In cases where one answer was required, some candidates provided two. This put the Examiner in the position of having to 'choose' which was the candidate's 'final' answer – the Examiner could not be sure what the candidate had understood – and the mark could not be awarded.

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

This year a small number of candidates left some multiple-choice questions unanswered. All candidates should aim to attempt every question as there are some questions in every section of the paper which are designed to be accessible to the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Most candidates could cope with all of the questions in this exercise. Where errors did occur, these were most usually in **Question 4** where some candidates had difficulty with *ascensor* and opted instead for *B (calefacción)*, or in **Question 7** where some candidates struggled with *postales* and instead opted for *A (sellos)*.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *hospital*.

Question 10: Most candidates knew *nadar*, although some weaker candidates chose *B (jugar al fútbol)* instead.

Question 11: Most candidates knew *siete* and could spell it correctly. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer. Candidates should be reminded that the use of both the number in words and the number in figures in one answer can also invalidate if one of them is incorrect.

Question 12: Most candidates identified *bocadillo*. Some weaker candidates chose *ensalada*.

Question 13: Most candidates knew *cumpleaños*. Some candidates made very significant spelling mistakes which resulted in the meaning being distorted and the mark could therefore not be awarded.

Question 14: The majority understood *patinaje*.

Question 15: The majority knew *seis y cuarto*. Many weaker candidates chose *siete menos cuarto* instead. Candidates would benefit from further practice in understanding and identifying times in Spanish.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Where marks were not gained, this most usually occurred on the listening text relating to Luis: some candidates did not understand the idea that Luis could not do many things in his house and wrongly chose statement **(I)**. A few candidates were tempted by statement **(j)**. Marta's utterance regarding her preference to stay at home when there is a storm was not understood by some, who ticked statement **(h)** thinking that she preferred sunbathing for hours. Most candidates ticked the required six answers but a small number of candidates ticked only four answers instead of six.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates found the answer *antigua*. The majority spelt it correctly.

Question 18: Most candidates identified *salud* but weaker candidates struggled here. Some had difficulty with the spelling and a small number of candidates wrongly chose *forma*.

Question 19: Most candidates identified the answer *meses* but some had difficulty with its spelling. Examiners accepted a range of answers which contained *c* or *z* instead of *s* before *e* and *i*. Major errors such as *methes* were rejected. Candidates would benefit from further practice in the spelling of basic vocabulary items such as *meses*, *semanas*, *días*, etc.

Question 20: Most candidates gave the correct answer *prima*.

Question 21: Most candidates wrote the correct answer *bebía*. Some candidates offered *vivía* instead, which was rejected.

Question 22: Only the strongest candidates gave the best answer *correr (a menudo)*. The spelling of *a menudo* was a cause of difficulty for many and answers such as *correr aminudo* did not provide sufficient evidence of understanding for the mark to be awarded. Some candidates opted for the wrong part of the text (*para estar en forma*). Weaker candidates struggled with the spelling of *correr*.

Question 23: Only the strongest candidates gave the best answer (*estaban*) *llenos*. Many candidates opted for the wrong part of the text (*buscar donde dormir*).

Question 24: Most candidates understood this question and gave the correct answer *Francia*. The answer *France* was rejected.

Question 25: Only the best candidates were able to identify the correct answer *satisfecha*. Many struggled with its spelling and in some cases it was rejected due to lack of evidence of understanding. Other adjectives offered by candidates were rejected.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: This was straightforward and virtually all candidates were able to gain a mark here.

Question 27: This was straightforward for most candidates; in general, only weaker candidates chose an incorrect option. There was no clear pattern of mistakes.

Question 28: The correct answer was *C (quería divertir aún más a la gente)*. Some candidates opted for *A* or *B* instead, having perhaps been tempted by the text which mentioned *después de tirar el agua* or *traería dinero para mi pueblo*.

Question 29: This question was accessible to candidates from across the whole ability range. Most identified the right answer *A (ya conoce a muchos artistas)*. When another option was chosen, the most commonly selected option was *B (el público es poco exigente)*.

Question 30: Most candidates chose the correct answer *D (era la primera vez que lo organizaba)*. Weaker candidates often opted for *C (a la gente no le gustó la música)* instead. Some candidates left this question blank.

Question 31: This question required candidates to identify *tengo que pensar en el problema de la seguridad* and the best candidates chose *B (estén más seguros)* as a result, demonstrating that they could identify the connection between *seguridad* and *seguro*. Weaker candidates usually selected a different option; *D (ayuden a organizar)* was the most common choice. Some candidates left this question blank.

Ejercicio 2 Preguntas 32–40

Question 32: This was a straightforward question and many candidates found the right answer *tíos*. Weaker candidates chose the distractor *hermanos*.

Question 33: Many candidates attempted this question. Only the best gave the full answer (*volvía a leer alguno de sus favoritos*). Candidates who did not include the idea of re-reading (e.g. *volvía a leer/leía otra vez/leía de nuevo*, etc.) could not be awarded the mark since the idea of reading again was key.

Question 34: The best candidates could answer *cuando consiguió trabajo*. Those candidates who did not know the word *conseguir* attempted to reproduce the spelling and the attempts were generally inaccurate. A time indicator (e.g. *cuando*, *después de*, etc.) was required in order for the answer to be coherent.

Question 35: Most candidates could answer *aburrida*. This was a straightforward question which was targeted at candidates across the whole ability range. Some of the weaker candidates could not answer this question.

Question 36: Good candidates could answer *eran (algo) privado*. There were two key elements here: *ser/estar* and *privado*. Both of these elements were key for the answer to be coherent but both were quite straightforward words. Some candidates wrongly lifted *prefería escribir sola*, which did not provide sufficient evidence of understanding on its own but it was accepted as a harmless addition.

Question 37: The best candidates could explain the idea of Lucía's sister reading her stories. Examiners saw a wide range of answers to this question. Examiners were looking for clear understanding of three elements: *hermana*, *leer* and *historias*. The spelling of *leyendo* was difficult for many; Examiners accepted any tense and several orthographical variations of this word.

Question 38: Most candidates attempted to answer this question; the vocabulary tested here was straightforward. Most of the best candidates could answer *alumnos de diferentes colegios*. Some weaker candidates wrote simply *alumnos*, which did not demonstrate sufficient evidence of understanding. The concept of *otros* instead of *diferentes* was rejected since the meaning conveyed was different and it implied that Lucía's school did not participate.

Question 39: The majority of the more able candidates could answer *(lo van a) traducir al inglés*. The word *inglés* on its own or *traducir* did not provide sufficient evidence of understanding. Examiners were lenient with the *c/z/s* variations before *i*. However, candidates who did not know the word *traducir* and attempted to replicate the sound that they had heard usually could not write the word accurately enough for meaning to be conveyed.

Question 40: Only the best candidates could provide the answer *(organiza) cursos*. Many candidates offered *concurros* instead of *cursos*. Some candidates who provided additional information that was not required made mistakes which invalidated the answer.

SPANISH (Foreign Language)

Paper 0530/12
Listening

Key messages

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

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

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

General comments

Overall, performance on this paper was very good.

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

This year a small number of candidates left some multiple-choice questions unanswered. All candidates should aim to attempt every question as there are some questions in every section of the paper which are designed to be accessible to the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was better this year than last year. Most candidates could cope with all of the questions in this exercise. Where errors did occur, these

were most usually in **Question 3** where some weak candidates had difficulty identifying *ducha* and opted instead for *B (televisión)*, or in **Question 4** where some candidates did not know *tienda*, or in **Question 7** where a number of candidates opted for *C (segunda calle a la derecha)* rather than *B (segunda calle a la izquierda)*.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew 9:30. Some could not gain the mark because they wrote the time in words but also a different time in numbers. A few spelt *nueve* as *neuve* and were not awarded the mark. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer. Candidates should be reminded that the use of both the number in words and the number in figures in one answer can also invalidate if one of them is incorrect.

Question 10: Most candidates identified *árboles, flores y pájaros* in the transcript and correctly chose *C*.

Question 11: This was the most demanding question in this exercise. Only the best candidates identified *piragüismo*.

Question 12: Almost all candidates answered this question correctly.

Question 13: The majority of candidates scored the mark here.

Question 14: Nearly all candidates got this question right.

Question 15: Some candidates struggled here and opted for *B (cartas)* rather than *C (cantar)*.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening text relating to Cristina: the better candidates ticked statement **(c)** because they understood *la repetiré el año que viene*. Many left it unticked or opted instead for statement **(b)**. Most candidates understood Pablo when he said *lo mejor es que los grupos vengan a dar un concierto en tu ciudad* and therefore ticked statement **(f)** but many missed *me parece que cuestan demasiado* and missed statement **(d)**. Some candidates ticked statement **(e)**, perhaps because they missed the phrase *se deben mejorar*. When listening to Leticia, good candidates picked up *si llueve es muy incómodo* and ticked statement **(h)**. Not all understood *como se hace camping, se duerme fatal* and ticked statement **(i)**. When listening to Rafael, most candidates understood *conoció a una chica que ahora es mi novia* and ticked statement **(l)**. Not all picked up *no hablábamos el mismo idioma* and chose statement **(k)** instead of statement **(j)**. Most candidates ticked the required six answers but a small number of candidates ticked only four answers. A few candidates ticked more than six answers.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: A good number of candidates gave the correct answer *proteger*. The most common mistake was *protoger*. Quite a few candidates seemed not to know the word at all.

Question 18: Most candidates identified the right answer *sucia*. A common mistake was *suthia*.

Question 19: Most candidates could answer *botella*; many added *rota*. In this case the extra word did not invalidate the answer but candidates should remember that only one word is required in this part of the exercise. Many students did not seem to hear the difference between *l* and *ll*.

Question 20: Better candidates identified *recoger*. The words *coger* and *sacar* were also accepted. A common mistake was *recoher*.

Question 21: Good candidates wrote *cansados* but a number did not know the word and attempted to write down what they had heard, usually unsuccessfully; a common mistake was *consados*. Some attempted instead to transcribe *estábamos*.

Segunda Parte

Question 22: A good number of candidates found the answer *un plan perfecto*. The simplest answer was *perfecto*. By trying to give a longer answer, some candidates made difficulties for themselves, for instance with confusion between *creer* and *crear*.

Question 23: This was the most demanding question in this part of the exercise. Only the best candidates could answer *ofreció ayuda*. A number of candidates could not distinguish between *ayudó* and *ofreció ayuda*. The spelling of *ofrecer* was a cause of difficulty and even *ayuda* proved difficult for some to spell. Answers such as *no sofreció* did not demonstrate sufficient understanding and could not attract a mark. Many candidates wrote about the photos and posters that were made to attract the attention of the volunteers.

Question 24: Many candidates understood this question and answered *tienen poco tiempo*. The word *tareas* was sometimes misinterpreted by candidates as *ideas*. The phrase *poco tiempo* was rejected since it did not demonstrate sufficient understanding.

Question 25: Most candidates were able to identify *verano próximo*; some simply wrote *verano*, which was not enough.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Many candidates chose either *B* or *C*. Better candidates picked up *trabajaba dando clases de inglés en un instituto* and therefore ticked *D*.

Question 27: Good candidates chose the correct answer *A* because they identified *me convencieron de que podría ser un buen negocio*. Quite a few opted for *D*. This might have been because they did not recognise *animar* in option *A*.

Question 28: This was the most straightforward question in this exercise. The majority of candidates ticked the correct answer *C* (*tener que gastar tanto dinero*).

Question 29: A good number of candidates chose *B* (*actor*) but weaker candidates went for *D* (*director de cine*).

Question 30: Most candidates correctly identified that *B* was the right answer. Option *C* was the most commonly chosen wrong answer.

Question 31: Examiners saw a range of answers here. A good number of candidates correctly chose *C* (*escribir un libro de recetas*). Weaker candidates could not handle this question.

Ejercicio 2 Preguntas 32–40

Question 32: This was straightforward but many candidates did not get it right. Better candidates wrote *15 años*. Weaker candidates had problems with the spelling of *quince* and a few wrote *anos*, which could not be accepted since it produced another word in Spanish.

Question 33: Many candidates wrote *trabajaba en una compañía importante*, which was not enough. The best candidates gave the most succinct answer: *abogada*.

Question 34: Good candidates wrote *parecían maravillosos*. Many re-wrote the question using different words. The spelling of *maravillosos* caught out a number of candidates. The word *parecían* did not seem to be well known, although there were other ways of answering the question. Some candidates wrote *padres trabajan en un hotel*.

Question 35: Good candidates explained that *sus padres no tenían suficiente dinero*. Only the answers which clearly indicated that the subject of the sentence was Emilia's parents and not Emilia herself were accepted.

Question 36: Good candidates identified *hijo*. Many other candidates did not listen carefully enough and wrote *hermano*. Answers referring to the *blog* suggested that candidates had not understood the interrogative *¿quién...?* in the question. Many candidates could not distinguish between the different roles played by Emilia's brother and her son in her becoming *la abuela viajera*.

Question 37: Only the better candidates could answer *toma todas las decisiones*. Weaker candidates attempted something along the lines of *tiene muchas cosas buenas*, which was only a re-statement of the question. The various spellings of *decisiones* that Examiners saw suggested that the word was unfamiliar to some candidates. Several wrote *el lecho* or *como helecho* which demonstrated a lack of understanding.

Question 38: Candidates needed to include three key elements in their answer, although none of the three elements was particularly difficult in itself. This was a more demanding question but many correctly identified *algunos países son peligrosos*. Some candidates added *tenía miedo* to this, which would not have been enough as an answer on its own but did not invalidate their otherwise-correct response. Many wrote *son peligrosos*, which was not sufficient to attract the mark because it did not answer the question.

Question 39: Good candidates found the right answer (*alojamiento*). A number of candidates did not know the word and attempted to transcribe it, usually unsuccessfully. Some wrote *tiene mucha información*.

Question 40: Candidates needed to include two key elements in their answer: *comprender* and *tradiciones*. Many candidates wrote a good answer such as *comprender las distintas tradiciones*. Examiners accepted the use of *conocer* in place of *comprender*. A number of candidates did not write a verb, offering only *distintas tradiciones*, which was not enough for the mark to be awarded. Many opted for *monumentos y paisajes*. The interrogative *¿para qué...?* in the question pointed candidates in the direction of the answer but some did not seem to know this interrogative.

SPANISH (Foreign Language)

Paper 0530/13
Listening

Key messages

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

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

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

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

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

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

General comments

Overall, performance on this paper was good.

Examiners found that handwriting and legibility was sometimes a problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

This year, some candidates left some questions in **Sección 1, Ejercicio 2** unanswered. All candidates should aim to attempt every question as there are some questions in every section of the paper which are designed to be accessible to the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Most candidates could cope with all of the questions in this exercise. Where errors did occur, these were most usually in **Question 5** where some candidates knew

pelo negro but not know *barba* and therefore opted for C, or in **Question 6** where some candidates had difficulty identifying €12.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *90*. A small number of candidates chose *80*.

Question 10: This was the most demanding question in this exercise. Better candidates knew *hacer vela*. A number opted for *esquí acuático*.

Question 11: Most candidates knew *abril* and could spell it correctly. Some candidates started their answer with *lago en* which on this occasion did not invalidate. However, candidates should be advised to answer the question precisely. The question asked for a month so candidates needed to make sure that this was the only information that they provided.

Question 12: Most candidates knew *llueve*.

Question 13: There was a mixed response here. A number of candidate got the right answer (*cerveza*) but many others picked either *vino* or *aceite* instead.

Question 14: The majority knew *norte* and could spell it correctly.

Question 15: Most understood *camping*.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. It was difficult to identify a clear pattern of mistakes but, where marks were not gained, this most usually occurred on the listening text relating to Luis: only the better candidates ticked statement **(d)**, having understood the phrase *solo fui a otro país una vez para asistir a la boda de un primo*. Many did not tick this true statement. When listening to Sofía, many candidates ticked statement **(g)** (*Sofía está aprendiendo francés y alemán*) because they did not understand the phrase *de niña aprendí los dos idiomas*. Most candidates ticked the required six answers but a small number of candidates ticked only four answers instead of six.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates found the correct answer *sofá*.

Question 18: The majority of candidates wrote the correct answer *peligroso*. Weaker candidates did not know the word and attempted to write something that sounded like it.

Question 19: Most candidates identified the answer *cocinar*. However, many added *comida sana/de manera sana*. On this occasion these extra words did not invalidate the answer but candidates should be reminded that only one word is required here. Some answered with *cocinar de manera* and therefore could not gain the mark.

Question 20: A good number of candidates gave the correct answer *preocupan*.

Question 21: This was the most demanding question in this part of the exercise. Better candidates wrote *energía* but a good number wrote *esencial*, which did not make sense. Some candidates merely copied out the word *alegría* which was in the question.

Segunda Parte

Question 22: A good number of candidates identified the answer *después de las clases*.

Question 23: Only the best candidates could answer *fruta*. Many did not understand *en vez de* and wrote *chocolate*; others wrote *chocolate y fruta* and in this case the addition of *chocolate* invalidated the otherwise-correct answer.

Question 24: Many candidates understood this question and wrote the correct answer *botella de agua*. The phrases *beber agua* and *tomar agua* were also accepted. Some candidates wrote only *botellas* which was insufficient to gain the mark.

Question 25: Many candidates were able to identify *trabajan mejor*. Some added *soy optimista*, which invalidated the response because it did not answer the question.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: This was the most straightforward question in this exercise and virtually all candidates were able to gain a mark here.

Question 27: Better candidates were able to pick up *el profesor de música del instituto nos sugirió abrir una ludoteca* so chose the correct answer *A*. Many were tempted by options *B* and *C*.

Question 28: Good candidates found the correct answer *D* because they identified *algunos juguetes los hicimos nosotros*. Many chose *C* (*pidieron dinero a sus compañeros*).

Question 29: A good number of candidates chose *A* (*jueguen con sus hijos en casa*) which was correct but many selected one of the other options.

Question 30: The best candidates identified *de esta persona depende la seguridad de los niños* and ticked *C*. Some weaker candidates chose one of the other options.

Question 31: There was a wide range of answers here. A good number of candidates chose the right answer *aprendieron juegos*. Weaker candidates generally got caught out here, choosing option *A*.

Ejercicio 2 Preguntas 32–40

Question 32: This was straightforward but many candidates wrote *en la universidad*, which was incorrect. Better candidates wrote *al terminar los estudios* or *después de la universidad*, both of which were acceptable. The phrase *terminar los estudios* on its own did not make sense and could not therefore be awarded a mark.

Question 33: Many candidates wrote *dibujaba los edificios*. Some wrote only *dibujaba* and this was not enough to attract a mark.

Question 34: Most candidates identified *es parte de su educación*.

Question 35: Good candidates identified *sala de conciertos*. The phrase *edificio de conciertos* was also accepted. Many did not understand the question and wrote either *concurso* or *Buenos Aires*.

Question 36: Good candidates were able to explain that *tenían poca experiencia*. A verb was required in the answer in order for it to make sense.

Question 37: Only the better candidates knew *madera*. Many wrote *bosques* or *árboles*; these offerings were not accepted.

Question 38: This was a demanding question but many correctly identified *dedicarse a todos los estudiantes*. Others used *ayudar/educar/trabajar con...* and were also awarded the mark.

Question 39: Good candidates found the right answer (*nuevas ideas*). The phrase *buenas ideas* was also accepted. Many wrote *experiencia*, which was incorrect.

Question 40: Most candidates found the correct answer (*tener los ojos abiertos*).

SPANISH (Foreign Language)

Paper 0530/21
Reading

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more demanding exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.

General comments

Most candidates demonstrated a good understanding of the texts and attempted the questions with confidence. Very few candidates left questions blank.

The majority of candidates performed very well in the multiple-choice questions in **Sección 1**. Many candidates scored full marks.

In **Sección 2, Ejercicio 2** most candidates were able to locate the correct answers in the passage and those who understood the text gave succinct and accurate responses. Candidates who copied large chunks of text indiscriminately often could not gain the mark. Candidates would do well to be guided by the length of space allocated for an answer: if there is only one line shown, the answer is expected to fit in that space.

Sección 3 required candidates to display a sound knowledge of basic grammar and, when required in order to avoid ambiguity, an ability to use appropriate pronouns, verb endings and tenses. Weaker candidates who had difficulty manipulating verbs from the first to the third person scored less well in **Sección 3**. Candidates need to be able to adapt the text accurately and ensure that their responses are unambiguous in order to perform well.

Comments on specific questions

Sección 1

Almost all candidates performed well in this section of the paper.

Ejercicio 1 Preguntas 1–5

Most candidates scored full marks on this exercise. The words *ducharme* and *jamón* caused problems for some candidates.

Question 1: Most candidates knew *supermercado* and linked it with *D*.

Question 2: Almost all candidates knew *ropa deportiva* and matched it to *D*.

Question 3: The majority of candidates knew *voleibol* and therefore chose *C*.

Question 4: Most knew *ducharme* and linked it with *B* but a few candidates confused *ducharme* with *dormir* and wrongly ticked *A*.

Question 5: Nearly all candidates knew *jamón* and linked it with *A* but a few wrongly selected *B*.

Ejercicio 2 Preguntas 6–10

This exercise was generally very well done.

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

Question 7: The majority of candidates successfully linked *leer/novela* with *B*.

Question 8: Most candidates were able to link *desayunar* with *E*. A few candidates chose *A*, having confused breakfast with washing up.

Question 9: The majority of candidates knew to link *ventana* with *D*.

Question 10: Nearly all candidates successfully linked *llamar* with *F*.

Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Most candidates scored well here. Those who did not score full marks usually did not gain the mark for either **Question 14** or **Question 15**. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Question 11: Most candidates correctly chose *B* as they understood that *polideportivo* referred to Raquel's friends, not her. A few candidates chose *C* as they seemed only to have taken into account the words *Raquel* and *parque* but had not processed all of the information necessary in order to answer the question correctly.

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

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

Question 14: Most candidates selected the correct answer *B*. Some candidates were misled by *flores*, as they did not understand that *por todas partes* did not mean the same as *un lugar especial*.

Question 15: Many candidates were able to relate *se puede ir en barco* with *está permitido* and correctly chose *B*. A few candidates wrongly ticked *A*, having not taken notice of the word *no* in the text.

Sección 2

Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. A small number of candidates did not understand the rubric and answered using their own words rather than selecting them from the list given; other candidates added words to the blank spare boxes in the table and then used them to fill in the gaps.

Question 16: This was generally tackled well.

Question 17: This was sometimes answered wrongly with *ciudad*, therefore showing that candidates did not locate the right part of the text for the answer.

Question 18: This was sometimes answered incorrectly with *recientes*. Stronger candidates understood *hermosas* and *bonitas*.

Question 19: This question did not pose problems for candidates.

Question 20: This was generally answered well.

Ejercicio 2 Preguntas 21–30

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

Question 21: Most candidates understood the question and gave the correct age. Some candidates decided to add the rest of the sentence (*y tengo recuerdos maravillosos...*), thus invalidating their otherwise-correct answer.

Question 22: Most candidates answered correctly with *el sábado pasado*.

Question 23: Most candidates identified *calor* in the text but there were a few candidates who did not understand what the question was asking and wrote about what the day was like rather than the weather, or thought that *tiempo* was asking about the time rather than the weather and therefore wrote *por la tarde*.

Question 24: Most candidates found the correct answer (*tristes*) but there were some who added *por eso* at the end of their answer, which invalidated. A number of candidates seemed to think that the phrase *por eso* was a further description of how the girls were feeling.

Question 25: Most candidates located the right response and gained the mark. Some candidates wrote *es imposible porque duermen* which did not score because *es imposible* in the text referred to *es imposible verlos*, not to the why the animals did not run.

Question 26: This question was generally answered correctly. Some candidates did not gain the mark because their wrong choice of preposition rendered their answers ambiguous (e.g. *viven más alto de los árboles*, which meant that the birds did not live not in the trees, but somewhere else higher up).

Question 27: Most candidates answered well and included all of the elements required. Some candidates wrote too little (e.g. *todos los niños y los padres*) and they did not score because the answer required a verb to make it understandable.

Question 28: This question was relatively straightforward for the majority of candidates who answered with either *comen* or *comen y juegan*. A few candidates incorrectly responded with *juegan*, which was not enough, as the text clearly specified *casi siempre* for *comen*, so that part was essential in order for the answer to be considered correct.

Question 29: Most candidates answered correctly with *peces tropicales*. Some added *pero estaba cerrada*, which was accepted.

Question 30: The majority of candidates answered correctly, usually adding *pero la máquina no funcionaba*, which was accepted.

Sección 3

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

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 31**, no credit was given for a justification such as *Un grupo en California no quería poder viajar de manera barata*. The same applies when adding a negative prefix, e.g. changing *possible* to *impossible*.

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

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

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

Most candidates performed well on the *Verdadero/Falso* element but some candidates, across the ability range, found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately.

Some candidates resorted to lifting directly from the text and adding quotation marks. This technique is not usually precise enough to attract a mark.

Most candidates identified **Question 31** as false and correctly justified it with *querían viajar ecológicamente*. Some candidates did not gain the mark because they lifted indiscriminately; this usually produced a meaningless answer such as *quería viajar ecológicamente, se organizaron*.

Most candidates recognised **Question 32** as true.

Most candidates identified that **Question 33** was false but only the best candidates could provide a justification with the correct and relevant wording (*llamar la atención*). Some candidates added *se podía* at the beginning (i.e. *se podía llamar la atención*) which invalidated their answer as it did not quite correct the false sentence.

Most candidates realised that **Question 34** was false but many did not select the best phrase to justify why the sentence was wrong. Rather than choosing *se queja de los grupos* they opted for *las calles son para los coches*, which was linked to the general idea of the question but was not exactly what the taxi driver thought of the groups. On a few occasions, candidates wrote the wrong preposition (*se queja a los grupos* instead of *se queja de los grupos*) which changed the meaning of the sentence, therefore making the justification wrong.

Most candidates recognised that **Question 35** was true.

Ejercicio 2 Preguntas 36–42

This final exercise was, as intended, the most demanding part of the paper. Even though many candidates were able to locate the correct part of the text, some were not selective enough when deciding what was a relevant response to the question. It was often the case that where candidates chose to copy a chunk of text with the correct answer buried within it, the extra details they included rendered their answer invalid.

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

Whilst it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

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

Question 37: Most candidates found the correct answer. Some candidates chose the wrong part of the text and wrote, for example, *conocer gente*, which was not specific enough to answer the question.

Question 38: Most candidates located the correct answer in the text. Candidates did not gain the mark if they started their answer with *descubrí* or *descubrió*, which was an idea directly lifted from the text but not directly related to *qué hacían* in the question.

Question 39: This was generally tackled well. Where candidates did not gain the mark, this was usually because they kept the answer in the first person instead of changing it to the third person.

Question 40: This was one of the more demanding questions in this exercise. Many candidates answered correctly and succinctly but some gave too many reasons (*charlar un rato, sentarse con otros jóvenes...*) to explain why Jorge chose a different sports centre and omitted to give the real reason why he did so (*no estarían los jóvenes de su barrio*).

Question 41: This was the most demanding question in this exercise. The candidates who did best here were able to identify that all they needed was *saber cómo eran realmente*. The ability to be brief and to highlight the required information put candidates at an advantage. Those who gave longer answers often did not demonstrate a detailed understanding of the question which asked *¿cuál fue la ventaja de hablar...?*; a common mistake was to answer *charlar*, which was not the specific advantage of talking to the young people in the sports centre.

Question 42: This was generally answered well by candidates. Most used the succinct phrase *prestar atención* as their answer. Weaker candidates located the right area of the text but did not select the correct phrase for their answer; they seemed to have linked *inglés, en alemán, en francés* in the text with *clases de idiomas* and therefore incorrectly lifted the answer from that part of the text.

SPANISH (Foreign Language)

Paper 0530/22
Reading

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more demanding exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.

General comments

Most candidates demonstrated a good understanding of the texts and attempted the questions with confidence. Very few candidates left questions blank.

The majority of candidates performed very well in the multiple-choice questions in **Sección 1**. Many candidates scored full marks.

In **Sección 2, Ejercicio 2** most candidates were able to locate the correct answers in the passage and those who understood the text gave succinct and accurate responses. Candidates who copied large chunks of text indiscriminately often could not gain the mark. Candidates would do well to be guided by the length of space allocated for an answer: if there is only one line shown, the answer is expected to fit in that space.

Sección 3 required candidates to display a sound knowledge of basic grammar and, when required in order to avoid ambiguity, an ability to use appropriate pronouns, verb endings and tenses. Weaker candidates who had difficulty manipulating verbs from the first to the third person scored less well in **Sección 3**. Candidates need to be able to adapt the text accurately and ensure that their responses are unambiguous in order to perform well.

Comments on specific questions

Sección 1

Almost all candidates performed well in this section of the paper.

Ejercicio 1 Preguntas 1–5

Question 1: Most knew *jardín* and linked it with *B*.

Question 2: Almost all candidates knew *perfumes* and therefore chose *C*.

Question 3: Nearly all candidates knew *golf* and matched it to *B*.

Question 4: Most knew *dormir* and linked it with *A*.

Question 5: Most knew *queso* and linked it with *D* but a few candidates wrongly selected *A* or *B*.

Ejercicio 2 Preguntas 6–10

This exercise was generally very well done.

Question 6: Almost all candidates were able to link *vestido* with *B*.

Question 7: The majority of candidates successfully linked *barco* with *C*.

Question 8: Nearly all candidates were able to link *balcón* with *A*.

Question 9: Most candidates knew to link *la playa* with *D*.

Question 10: The majority of candidates successfully linked *las flores* with *F*.

Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Most candidates scored well here. Those who did not score full marks usually did not gain the mark for **Question 12**. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Question 11: Almost all candidates located *tres años* in the text and therefore chose *B*.

Question 12: On the whole, candidates correctly opted for *B*. Some wrongly selected *C*, having missed the final detail in the sentence *pero nunca la uso*. A few opted for *A*.

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

Question 14: Most candidates were able to link *juegan* with *están jugando* and successfully selected *C*.

Question 15: Nearly all candidates were able to locate *el ordenador* in the text and correctly chose *A*.

Sección 2

Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. A small number of candidates did not understand the rubric and answered using their own words rather than selecting them from the list given; other candidates added words to the blank spare boxes in the table and then used them to fill in the gaps. Stronger candidates were able to use their grammatical knowledge to recognise the type of word needed; even when candidates chose a wrong answer, Examiners were encouraged to see that the type of word chosen was grammatically possible.

Question 16: Weaker candidates often wrongly selected *desde* instead of the correct word *hasta*.

Question 17: Weaker candidates struggled with the impersonal construction *se debe* and often wrongly selected *prohíbe* from the list.

Question 18: The majority of candidates understood *a cualquier hora* and successfully selected *piscina*. Those who struggled to fully comprehend the text opted instead for *cafetería*.

Question 19: This was the question with the highest success rate in this exercise, with the majority of candidates correctly opting for *difícil*.

Question 20: Most candidates correctly chose *ruido*. Some weaker candidates chose the plural noun *fuegos*; a singular noun was required here.

Ejercicio 2 Preguntas 21–29

Overall, there was a consistently good response to this set of questions. Stronger candidates usually identified the correct part of the passage from which to extract the correct answers and gave succinct and accurate responses. Weaker candidates tended to lift indiscriminately in the hope of including the correct information. Candidates often made a good attempt to make the subject of the verb clear but many were unable to use pronouns correctly.

Question 21: Most candidates understood the question and were able to answer correctly with *(para) dar consejos a futuros estudiantes*. A few weaker candidates did not understand *por qué* as a 'cause and purpose' question rather than a 'cause only' question and answered with *he terminado mi primer trimestre en la universidad*. Some candidates omitted *dar consejos* and could not therefore be awarded the mark.

Question 22: Most candidates correctly answered with *en el piso de sus tíos*. Some candidates interpreted *al principio* as a reference to living with *sus padres*, rather than the beginning of university.

Question 23: Most candidates were able to identify *es más caro* in the text. Those who did not recognise it made reference to *libertad*, *espacio* or *apartamento compartido*.

Question 24: This was the most demanding question in this exercise. Many candidates wrote *fue inolvidable*, having not spotted the part of the text which mentioned the emotion that Antonia felt on her first day at university (*tenía miedo*). Candidates generally managed to identify the context of the response (i.e. that a reaction/feeling/emotion was required) but could not locate the precise answer.

Question 25: Most candidates were able to lift the response *tenía las mismas aficiones que ellos*. Stronger candidates showed that they could manipulate the sentences and have her colleagues as the subject, thereby changing the verb and the indirect object at the end. Some weaker candidates omitted the verb in their response and could not be awarded the mark.

Question 26: This was the question with the highest success rate in this exercise. Candidates did not need to use a pronoun in order to gain the mark, as the most concise answer was *trabajar (más) en grupo*. A few candidates incorrectly answered with *buenos profesores*.

Question 27: Two answers were required here; the question was generally answered well, with *la comida es rica* and *no cocina bien* being the most popular answers. Some candidates responded simply with *es rica*, which was not sufficient to attract a mark. Another common wrong answer was *de todas maneras*, which appeared on its own quite frequently or sometimes as an incorrect addition. Candidates seemed to misinterpret this phrase to mean 'varied'.

Question 28: This question was relatively straightforward for the majority of candidates who answered with *en la biblioteca*. A few candidates incorrectly responded with *el centro de la ciudad*.

Question 29: Most candidates were able to answer correctly with *(es muy) segura* but some gave too much extra information which invalidated their otherwise-correct response.

Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is no longer enough just to be able to locate the correct area of the text which will supply the required answer: candidates need to show that they have understood the text and have focused precisely on the details required for the answer. In **Sección 3**, while it may still be possible to lift answers from the text,

candidates need to be very precise in what they choose for their answer – additional material copied may invalidate an otherwise correct response. Candidates who lift indiscriminately do not demonstrate genuine comprehension and cannot therefore score the marks.

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

Ejercicio 1 Preguntas 30–34

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 32**, no credit was given for a justification such as *A Ruth no le molesta estar lejos de casa todo el tiempo*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

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

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

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

Most candidates performed well on the *Verdadero/Falso* element but some candidates, across the ability range, found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately.

Some candidates resorted to lifting directly from the text and adding quotation marks. This technique is not usually precise enough to attract a mark.

Most candidates identified that **Question 30** was false and correctly justified it with *muchos están convencidos de que será la campeona (del mundo)*. They were able to lift this directly from the text but some candidates did not gain the mark because they focused on the first part of the sentence: *se está preparando para los próximos campeonatos del mundo*.

Most candidates recognised that **Question 31** was true.

Most candidates identified **Question 32** as false but only the best candidates were able to provide a correct justification. Most candidates seemed to understand the idea that Ruth travelled around a lot with her family when she was younger but they had difficulty manipulating the grammar of the sentence which contained the correct answer. If the candidate had attempted to adapt the object pronoun from the first to the third person they were awarded the mark, so the answers *le/la/lo/se/ella/su da igual vivir en lugares diferentes* were all accepted. Many candidates did not gain the mark either because they used the first person (*me da igual*), or because they added extra, incorrect information or because they wrote a long response about Ruth's father's travel habits.

Most candidates realised that **Question 33** was true.

Most candidates identified that **Question 34** was a false statement and were able to lift the justification directly from the text. The most common errors were including *y no entiendo por qué* or starting the response with *por desgracia*, both of which invalidated the answer.

Ejercicio 2 Preguntas 35–41

This final exercise was, as intended, the most demanding part of the paper. Even though many candidates were able to locate the correct part of the text, some were not selective enough when deciding what was a

relevant response to the question. It was often the case that where candidates chose to copy a chunk of text with the correct answer buried within it, the extra details they included rendered their answer invalid.

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

Whilst it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

Question 35: Candidates were able to lift *transporte* directly and concisely from the text. The best candidates were able to change the verb *tener* from the first person plural to the third person plural. Weaker candidates misunderstood the question and text and referred to what the participants would be getting for free, rather than what they were required to pay for.

Question 36: This was generally answered well. Candidates were able to lift directly from the text: *participan voluntarias de diferentes países*. Some weaker candidates omitted a verb or answered with *algo de interés público*. On several occasions candidates lifted too much from the original text, demonstrating that they could locate the general area where the answer lay but were unable to adapt the text to provide an accurate response to the question.

Question 37: Most candidates found the correct answer: *(se) dedicarán al cuidado de los edificios antiguos*. Many invalidated their response by including *aunque*. Some candidates made reference to *joyas de la arquitectura* or *el castillo* or wrote merely *dirigidos por arquitectos*, which did not answer the question.

Question 38: Most candidates located the answer in the text and were able to lift it directly without the need to manipulate the verb *saber*. Candidates could not gain the mark if they continued with the sentence in the first person (*así que decidí entrenarme*), although the correct manipulation of this by stronger candidates was credited. A few candidates made reference to what Paula did to get fit.

Question 39: This was the question with the highest success rate in this exercise. Candidates were able to directly lift *estaban muy cansados* from the text. Weaker candidates often invalidated their answers by finishing their sentence with *y por eso*.

Question 40: Candidates were able to answer this succinctly with *dormir en el suelo* which eliminated the need to conjugate the verb *tener*. Weaker candidates did not conjugate the verb appropriately, did not include *que* or added *lo que encontré difícil* which invalidated their answer.

Question 41: This was the most demanding question in this exercise. The candidates who did best here were able to identify that all they needed was *son educados*. The ability to be brief and to highlight the required information put candidates at an advantage. Those who gave longer answers often did not demonstrate clearly how the inhabitants felt at the start and how they feel now. Some candidates struggled with the conjugation of the verb *descubrir*.

SPANISH (Foreign Language)

Paper 0530/23
Reading

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more demanding exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.

General comments

Most candidates demonstrated a good understanding of the texts and attempted the questions with confidence. Very few candidates left questions blank.

The majority of candidates performed very well in the multiple-choice questions in **Sección 1**. Many candidates scored full marks.

In **Sección 2, Ejercicio 2** most candidates were able to locate the correct answers in the passage and those who understood the text gave succinct and accurate responses. Candidates who copied large chunks of text indiscriminately often could not gain the mark. Candidates would do well to be guided by the length of space allocated for an answer: if there is only one line shown, the answer is expected to fit in that space.

Sección 3 required candidates to display a sound knowledge of basic grammar and, when required in order to avoid ambiguity, an ability to use appropriate pronouns, verb endings and tenses. Weaker candidates who had difficulty manipulating verbs from the first to the third person scored less well in **Sección 3**. Candidates need to be able to adapt the text accurately and ensure that their responses are unambiguous in order to perform well.

Comments on specific questions

Sección 1

Almost all candidates performed well in this section of the paper.

Ejercicio 1 Preguntas 1–5

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

Question 2: Almost all knew *teléfonos móviles* and therefore chose *B*.

Question 3: Nearly all candidates knew *tenis* and matched it to *D*.

Question 4: Most knew *estudiar* and linked it with *C*.

Question 5: Most knew *chorizo* and linked it with *B* but a few candidates were confused by the pictures and wrongly selected *A*.

Ejercicio 2 Preguntas 6–10

This exercise was generally very well done.

Question 6: The majority of candidates linked *subir al tercer piso* with *D* but a few candidates wrongly selected *F*.

Question 7: Most candidates knew *periódico* and linked it with *B*.

Question 8: This was the most demanding question in this exercise. The majority of candidates knew *aspiradora* and linked it with *E*. Some candidates chose *F* instead.

Question 9: Most candidates successfully linked *las botas* with *C*.

Question 10: Almost all were able to link *la playa* with *A*.

Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Most candidates scored well here. Those who did not score full marks usually did not gain the mark for either **Question 12** or **Question 13**. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Question 11: Almost all candidates were able to link *hace calor* from the question with *hace sol y las temperaturas son altas* in the text and successfully selected *C*.

Question 12: Most candidates understood from the text that option *A* (*variadas*) was the correct answer but a few chose *B*.

Question 13: Most candidates linked the correct answer *B* with the second paragraph in the text.

Question 14: The majority of candidates were able to locate *fuegos artificiales* in the text and correctly chose *A*.

Question 15: Most candidates linked the synonym *personas* in the text with *gente* in option *B*.

Sección 2

Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. Weaker candidates did not understand some of the vocabulary or did not read the text carefully enough. Stronger candidates were able to use their grammatical knowledge to recognise the type of word needed; even when candidates chose a wrong answer, Examiners were encouraged to see that the type of word chosen was grammatically possible.

Question 16: Candidates who read the text and question carefully opted for *cerrado*. Some wrongly selected *abierto*.

Question 17: The majority of candidates correctly chose *prohíbe* from the list.

Question 18: Most candidates understood *al lado* in the text and correctly selected *cerca*. Some candidates were distracted by *el segundo piso* and wrongly opted for *debajo*.

Question 19: This was the most straightforward question in this exercise with many candidates linking *comer* to *comida* in the text. The reference to *bebidas* earlier in the sentence resulted in some candidates opting for *beber*.

Question 20: This was the most demanding question in this exercise. Only the stronger candidates could link *baratas* with *precio reducido* in the text.

Ejercicio 2 Preguntas 21–30

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

Question 21: Most candidates understood the question and responded correctly with *el año que viene*.

Question 22: This was a straightforward question and the majority of candidates were able to answer correctly with *(son muy) deportistas*.

Question 23: This was another straightforward question and most candidates successfully linked *estación* in the question with *invierno* in the text.

Question 24: Candidates were usually able to locate the correct part of the text, with the majority giving the correct answer (*por lo menos*) *tres horas por semana*. Weaker candidates did not generally include all necessary parts of the answer, which changed the meaning and invalidated the response.

Question 25: The best candidates understood the interrogative *¿cómo...?* in the question and answered correctly with *(ir) a paso lento (para no sentir dolor)*. Many weaker candidates struggled with this and responded with *un terreno más difícil*.

Question 26: The majority of candidates understood the question and were able to effectively locate (*subiendo*) *una colina* in the text. Sometimes candidates negated their response by lifting only part of the rest of the sentence.

Question 27: The best candidates understood the question and answered with precision: *te pones en forma más rápido*. Weaker candidates did not fully comprehend the question or the text and often answered with *una mochila*.

Question 28: This was the most demanding question in this exercise, with many candidates writing *bien/buen ropa*. This did not address the *qué hay que hacer* part of the question. Only the very best candidates answered correctly with *elegir bien la ropa*.

Question 29: This was the question with the highest success rate in this exercise. Most candidates wrote (*son los que realmente te*) *protegen los pies*.

Question 30: This question was relatively straightforward for the majority of candidates who answered *cada veinte minutos (más o menos)*. A few invalidated their answer by omitting the *cada* which was necessary to gain the mark.

Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is no longer enough just to be able to locate the correct area of the text which will supply the required answer: candidates need to show that they have understood the text and have focused precisely on the

details required for the answer. In **Sección 3**, while it may still be possible to lift answers from the text, candidates need to be very precise in what they choose for their answer – additional material copied may invalidate an otherwise correct response. Candidates who lift indiscriminately do not demonstrate genuine comprehension and cannot therefore score the marks.

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 32**, no credit was given for a justification such as *Sara no prefiere los flashmobs para divertirse*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

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

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

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

Most candidates performed well on the *Verdadero/Falso* element but some candidates, across the ability range, found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately.

Some candidates resorted to lifting directly from the text and adding quotation marks. This technique is not usually precise enough to attract a mark.

Most candidates recognised that **Question 31** was a true statement.

The majority recognised that **Question 32** was false and most were able to justify it correctly with *para poder cambiar el mundo*. Some candidates correctly located the answer in the text but did not gain the mark for the justification because they lifted indiscriminately; some manipulation of the text was required to form an accurate response here.

Many candidates identified that **Question 33** was false and were able to lift the justification directly from the text: *se estaban cubriendo la boca con las manos*. Again, many candidates found it difficult to select a precise response and lifted too much information from the text, thereby negating their answer.

Most candidates realised that **Question 34** was true.

Most candidates identified **Question 35** as false. For the justification element, candidates usually located the correct part of the text but often lacked precision in their answers, omitting key words and negating their responses. The correct answer was *no se ha hecho nada para reducir el tráfico* but many started their response with *sin embargo* or *ahora*, which then changed the meaning of the response.

Ejercicio 2 Preguntas 36–42

This final exercise was, as intended, the most demanding part of the paper. Even though many candidates were able to locate the correct part of the text, some were not selective enough when deciding what was a relevant response to the question. It was often the case that where candidates chose to copy a chunk of text with the correct answer buried within it, the extra details they included rendered their answer invalid.

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

Whilst it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

Question 36: Candidates were able to lift the correct answer directly from the text: *no tenía a nadie con quien hablar*. The stronger candidates could change the possessive pronoun in the text from *mis* to *sus problemas* but this part was not essential in order to gain the mark. Those who left it in the first person negated their answer.

Question 37: The majority of candidates could lift the correct response directly from the text: *(no les gusta) decirles a los demás que se sienten solas*. Many chose to take their answer from the beginning of the paragraph, relating the *difícil para muchas personas* in the question to *muchas personas están tristes*.

Question 38: Many candidates understood the question and successfully selected the answer directly from the text: *(pensaba que iba a tratar únicamente de) las causas de sentirse aislado*. Those who did not fully understand the question responded with *consejos muy útiles*.

Question 39: This was the most demanding question in this exercise, with many candidates mistaking the interrogative form *¿cuándo...?* for *¿cómo...?* and responding with how they should do the breathing exercises *(lentamente con los ojos cerrados)* rather than when *(al levantarse)*.

Question 40: This was the question with the highest success rate in this exercise. The majority of candidates understood the question and answered with *en China el tenis está creciendo (mucho)*. The concepts of *en China* and *el tenis* were both needed in order to gain the mark.

Question 41: Candidates needed to focus on *la ventaja* in the question and locate *(así) había que hablar con los otros del grupo* in the text. Candidates who did not fully understand the question gave answers that related to *el profesor*.

Question 42: Most candidates located the correct part of the text but many had difficulty providing a precise answer. Successful answers were concise: *hacer un viaje a China*. Those who attempted to manipulate the verb *soñar* from the first person plural to the third person plural were often unsuccessful.

SPANISH (Foreign Language)

Paper 0530/03
Speaking

Key messages

- For the role plays, teacher/Examiners should familiarise themselves with their own roles before beginning any 'live' Speaking tests and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.
- Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as concern, dissatisfaction and gratitude.
- In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates should be allowed to present their topic for one to two minutes uninterrupted. Where role plays take less than five minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted five minutes each in order to compensate.
- In both the topic conversation and the general conversation, candidates need to show that they can respond to unexpected/unprepared questions so that they can access the full range of marks for Communication (table B).
- In both the topic conversation and the general conversation, candidates need to be given the opportunity to show that they are able to use past and future tenses accurately so that they can access the full range of marks for Language (table C).
- The Centre needs to check all additions carefully before submitting materials to Cambridge in order to avoid arithmetical errors.
- In Centres where more than one examiner is used to conduct the Speaking tests, a detailed explanation of the Centre's internal moderation procedures and a copy of the permission from Cambridge to use more than one examiner must be enclosed with the recorded sample. The sample submitted should be spread as evenly as possible across the Centre's range of marks, including the recording of the highest- and lowest- scoring candidates.

General comments

To be read in conjunction with the Teachers' Notes booklet (May/June 2016).

The majority of Centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good. Where recording quality was poor, this was often due to softly-spoken candidates, background noise or the positioning of the recording equipment.

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

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

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

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

Teacher/Examiners are reminded that once a test has started, the recording must run without interruption and must not be stopped between the different parts of the test.

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

Many arithmetical errors were found. Centres are reminded of their responsibility for checking the accurate addition and transfer of marks for all candidates. Centres are also reminded that the marks on the *MS1* (or computer print-out, if the Centre submits marks electronically) must be a direct transcription of the marks on the working mark sheet.

Comments on specific questions

Materials for the Speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/Examiners to familiarise themselves with their own roles. Teacher/Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and they must not create additional tasks nor change the order of tasks. If a candidate omits a role play task or an element of a task, the teacher/Examiner should try to prompt him/her to attempt it, to give him/her the opportunity to gain marks.

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

Role Plays A

Role Play A (1, 2, 3)

The majority of candidates performed well in these tasks.

Task 2: If a task asks candidates to choose one of the options offered by the teacher/Examiner, then this is what they should do. A short response was adequate here.

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

Task 4: Some candidates were unsure which verb to use when responding to this task.

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks on offer here.

Role Play A (4, 5, 6)

Candidates generally coped well with the specified tasks.

Task 2: If a task asks candidates to choose one of the options offered by the teacher/Examiner, then this is what they should do.

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

Task 4: Some candidates did not know the word *postre*.

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks on offer here. Some candidates struggled to formulate an accurate question, often using an incorrect verb.

Role Play A (7, 8, 9)

This role play was usually completed well.

Task 2: Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full 3 marks available for this task.

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

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

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks on offer here. Some candidates struggled to formulate an accurate question. It was not sufficient to merely read out the rubric or to just say *precio* or *hora de partido*.

Role Plays B

These role plays were designed to be more challenging than the role plays A. Candidates generally responded well to the more open-ended nature of the tasks set.

Role Play B (1, 4, 7)

The majority of candidates managed to communicate all of the information.

Task 1: Some candidates could not manipulate the verb *doler*.

Task 2: Candidates needed to complete both elements of the task to have access to full marks here. If candidates omit an element, the teacher/Examiners should prompt them to fulfil the task.

Task 3: The majority of candidates communicated the necessary information although some struggled with the pronunciation of *botella* and *litro* where used.

Task 4: *Estás preocupado/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks on offer here.

Task 5: This task was completed well by most candidates.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1: Some candidates explained that they wanted to go to the theatre but did not invite their friend to go with them. Teacher/Examiners should take care not to respond or move on to the next task too hastily as this can deny candidates the opportunity to gain marks.

Task 2: *No estás contento/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks on offer here.

Task 3: A short response to complete this task was perfectly acceptable. Some candidates appeared to understand the task but were unable to use the correct form of the verb *ir*. If a candidate uses a verb in response to a task, it must be correct in order to have access to full marks.

Task 4: Teacher/Examiners should take care not to pre-empt the question by providing the answer, thereby denying candidates the opportunity to gain marks.

Task 5: This task was completed well by most candidates.

Role Play B (3, 6, 9)

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

Task 1: Candidates usually attempted the second element of the task but it was not always accurately conveyed.

Task 2: Some candidates did not understand *vuelo*. They were often able to respond when the teacher/Examiners re-phrased the task using *avión* for *vuelo*.

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

Task 4: Some candidates struggled to formulate an appropriate question.

Task 5: The majority of candidates communicated the information.

Topic Presentation/Conversation

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

Candidates perform best when they have a real interest in their chosen topic and when the topic chosen is not limiting in terms of scope for discussion. The topic chosen should also be one which allows candidates to demonstrate their linguistic ability fully but which is not too difficult for them in terms of structures, vocabulary, idiom or concept. The teacher/Examiner should advise the candidate on the choice of topic which, ideally, should be from the candidate's own experience.

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

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

Teacher/Examiners must remember the requirement for candidates to demonstrate that they can use past and future tenses accurately in each conversation (both topic and general). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Teacher/Examiners should be prepared to ask several questions that require candidates to use past and future tenses. If a candidate does not show that he/she can use past and future tenses accurately, he/she cannot be awarded a mark above 6 for Language (table C).

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

General Conversation

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

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

The general conversation provides candidates with the opportunity to show that they can converse adequately on topics of a more general nature using as wide a range of structures and vocabulary as possible. The teacher/Examiner should aim to cover two or three of the Defined Content topics with each candidate and, as in the topic presentation/conversation part, should avoid asking too many closed questions which only require minimal responses. If a candidate is clearly struggling with a topic, the teacher/Examiner should move on to another topic but he/she needs to ensure that this does not lead to a series of closed questions.

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

Teacher/Examiners need to avoid using vocabulary or phrases from the candidate's first language; the whole test needs to be conducted in Spanish.

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

Assessment

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

In the role plays, some Centres were too keen to deduct marks for minor errors such as the use of an incorrect preposition but did not deduct marks for major errors such as the use of an incorrect verb. In the role plays, teacher/Examiners can only award marks for tasks that are completed by candidates. If elements of tasks are not completed, a candidate cannot be awarded full marks for that task.

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

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

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

SPANISH (Foreign Language)

Paper 0530/41
Writing

Key messages

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

- In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.
- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.
- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks in the order in which they appear in the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.
- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2** which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was rather better than last year.

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

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

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

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

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

Communication: In order to have access to the two marks available for each task, candidates must respond to the tasks using the tense required by the task.

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

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

Comments on specific questions

Question 1: Profesiones

The demands of this question were straightforward. Candidates were required to give the Spanish for eight jobs/professions. The majority of candidates achieved the full five marks available for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks. However, spelling errors which produced a word with a different meaning could not be rewarded. Words that were unrecognisable as Spanish (e.g. *professor*, *pilot*) could not be credited. Many candidates attempted to offer the feminine forms of professions but did not know the irregular ones such as *actriz*.

As candidates are free to offer the Spanish word for something not represented in the pictures, other jobs/professions were awarded a mark too.

Question 2: Mi pueblo/ciudad

Communication

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks.

Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less-common vocabulary and detailed information expressed in more complex language.

The first task asked candidates where their town/village was. Candidates often did not address this appropriately as they simply offered the name of their town/village rather than saying where it was. It seemed that some candidates did not know the interrogative *¿dónde...?*.

The second task asked candidates what their town/village was like. This was generally tackled very well with plenty of detail.

The third task asked candidates where they like to go in their town/village at the weekend. This task was approached in a similar manner to the previous task.

The fourth task asked candidates whether or not they would like to live somewhere else and an explanation for why this was the case. Even though the conditional tense was not used confidently by all, this task was generally attempted very well and a clear message was conveyed.

Language

In good answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates relied upon infinitives or offered inappropriate tenses and spellings. There was a wide variation in control of verb formations and the absence of accents on verbs was frequent.

Whilst all four tasks could be answered using the present tense, other tenses were used appropriately by many candidates. The inappropriate use of several tenses within a response to a single task was often seen. Most candidates used the present tense confidently.

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of adjectival/noun agreement, particularly when describing their town/village. In addition, candidates would benefit from further practice in using *ser* and *estar*; the verb *ser* was used frequently to give the geographical location of the town/village (e.g. *mi ciudad es en Florida*).

Question 3

Many candidates produced engaging responses for each of the three options. Some candidates did not gain as many marks as they could have done because they omitted to cover one or more of the bullet points or because they answered in an inappropriate tense. The best answers were well structured and showed signs of thoughtful planning. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

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

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

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

- include accents on verbs where necessary
- know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
- are able to use *ser* and *estar* appropriately
- know the difference between *fui* and *fue*
- can form regular and common irregular verbs in the preterite, particularly the first person singular and first person plural
- use an appropriate preposition in verb constructions that require *ir*, e.g. *tengo que...*, *ayudo a...*

- do not use *tiene* where *hay* is required and vice versa
- do not use *es/son* where *hay* is required and vice versa
- do not use *tener* where *tomar/comer* is required.

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

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

- subordinate clauses introduced by conjunctions, relative pronouns, etc., produced throughout the response (e.g. *cuando/donde/mientras (que)/visto que/puesto que/dado que/ya que/que/quien*)
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con... , con quien hablé*)
- a range of time frames and first- and third-person verb forms
- adjectives, possessive adjectives, demonstrative adjectives, comparative adjectives, superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- inclusion of the personal *a* where required (particularly with impersonal verbs, e.g. *gustar/encantar*, etc.)
- correct 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* and *pero*
- definite and indefinite articles
- time markers
- opinion markers.

Candidates should take care to avoid the following pitfalls:

- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was often translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended)
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it is required
- omission of the preposition with *jugar* (e.g. *jugué al balonmano*)
- overuse of lists of infinitives with, for example, impersonal verbs.

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

In a response that warrants 5 or 6 marks for Other Linguistic Features, Examiners are looking for several subordinate clauses but more complexity is required. Verb constructions such as *tengo que ayudar* and *empezó a leer* add complexity of structure, as do opinion markers like *pienso que* and *creo que*. Appropriate use of adjectives also adds to the complexity. Accuracy is a major factor in deciding an appropriate mark for Other Linguistic Features. For the award of 5 or 6 marks, inaccuracy with more complex language may be in evidence but, overall, the response should be more accurate than inaccurate, especially when structures and language/vocabulary generally tend to simple.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a) Mis estudios

A few candidates interpreted the word *deberes* as 'housework'. If they had read the whole question more carefully, including the title, they would have understood that *deberes* referred to 'homework' rather than to 'housework'.

The first bullet point asked candidates to describe the homework that they had done the previous night. Many candidates provided only a brief response to this bullet point and did not include enough information to attract all of the Communication marks on offer here.

The second bullet point asked candidates their opinion on whether or not homework is necessary, and a reason for their opinion. This was generally tackled quite well.

The third bullet point asked candidates in which subject they had gained good marks the previous year. Most candidates provided a brief but acceptable response here.

The fourth bullet point asked candidates what they would like to study in the future. A number of candidates struggled here and produced ambiguous or inappropriate forms of the verb. Some did not provide enough detail for their response to be meaningful.

In **Question 3(a)**, Examiners saw the following common verb errors:

- inappropriate use of *estar* when *ser* was required and vice versa
- errors in the use of *gustar*
- omission of accents on verbs
- use of *fue* when *fuí* was appropriate
- use of the verb *hiciste* from the question where *hice* would have been appropriate
- errors in the conjugation of *hacer*, *ir*, *estar* and *ser*
- omission of the appropriate preposition in verb constructions (e.g. *ir a...*, *tratar de...*).

Question 3(b) Las vacaciones

This was the most popular question.

The first bullet point asked candidates whether they preferred beach or city holidays and a reason why this was the case. This bullet point was generally addressed adequately.

The second bullet point asked candidates their opinion of skiing holidays. Some candidates struggled here; a few omitted it completely.

The third bullet point asked candidates how they spent their holidays the previous year. Many candidates provided plenty of information here and described the holiday well. Only a few of candidates achieved fewer than full marks for this bullet point.

The fourth bullet point asked candidates where they would like to go on holiday after exams. There were some detailed responses from some candidates.

In **Question 3(b)**, Examiners saw the following common verb errors:

- inappropriate use of *estar* when *ser* was required and vice versa
- errors in the use of *gustar/encantar* (the accent on *me gustaría* was often missing)
- omission of accents on verbs (the accent on *viagé* was often missing)
- use of *fue* when *fuí* was appropriate
- errors in the conjugation of *hacer*, *ir*, *estar* and *ser*
- omission of the appropriate preposition in verb constructions (e.g. *ir a...*, *tratar de...*).

Question 3(c) “El fin de semana pasado, fui a un concierto para ver a mi cantante favorito...”

Candidates who chose this question tended to produce responses of high quality, with creative and interesting content and sophisticated language, both in terms of the range of structures/vocabulary and in the level of accuracy. Weaker candidates who tackled this question often encountered when trying to use reported and direct speech.

The first bullet point asked candidates how they had got tickets for the concert. Candidates needed to use the past tense here but some could not. A number of candidates did not manage to provide a meaningful response to this bullet point.

The second bullet point asked candidates what they had done to have fun during the concert. Again, candidates needed to use the past tense here but some could not cope with this requirement and produced a response that was ambiguous or incomplete. In contrast, there were also some excellent responses to this bullet point.

The third bullet point asked candidates to give their opinion of the singer and to describe what they liked most about the concert. Some candidates responded well to this bullet point but a number of candidates did not address this bullet point at all. Candidates could have used the present tense in their response and many did so. A small number attempted the past tense and got into a muddle.

In **Question 3(c)**, Examiners saw the following common verb errors:

- inaccurate formation of regular and irregular verbs in the preterite (particularly the first and third person singular)
- errors in the use of *gustar* (the accent on *me gustaría* was often missing)
- omission of accents on verbs (the accent on *comí* was often missing)
- errors in the conjugation of *hacer*, *ir*, *estar* and *ser*
- use of the verb *hiciste* from the question where *hice* or *hicimos* would have been appropriate
- use of the verb *consequiste* from the question where *conseguí* would have been appropriate.

SPANISH (Foreign Language)

Paper 0530/42
Writing

Key messages

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

- In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.
- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.
- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks in the order in which they appear in the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.
- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2** which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was a little better than last year.

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

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

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

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

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

Communication: In order to have access to the two marks available for each task, candidates must respond to the tasks using the tense required by the task.

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

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

Comments on specific questions

Question 1: Objetos que hay en tu dormitorio

The demands of this question were straightforward. Candidates were required to give the Spanish for eight things that they have in their bedroom. The majority of candidates achieved the full five marks available for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks. However, spelling errors which produced a word with a different meaning (e.g. *libre* for *libro*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *telephone*, *tee-shirt*, *photo*) could not be credited. Some candidates confused similar-sounding words, offering *ventaja* for *ventana* and *amarillo* for *armario*; such words could not be credited. Many different spellings of *computadora* and *ordenador* were seen.

As candidates are free to offer the Spanish word for something not represented in the pictures, other things that could be found in a bedroom were awarded a mark too. However, a list of eight items of food did not fall within the given context, nor did words such as *garaje*.

Question 2: La comida

Communication

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less-common vocabulary and detailed information expressed in more complex language. It was not always clear that a candidate was responding to a task, particularly the fourth task, where a suitable time marker such as *el próximo fin de semana* was regularly omitted from the response.

The first task asked candidates to describe their favourite food. This often received a minimal response which attracted only one mark. In contrast, some candidates provided a lengthier, more meaningful response with several relevant, credit-worthy phrases and/or sentences.

The second task asked candidates what they did not like to eat. This was answered in a similar manner to the previous task.

The third task asked candidates whether or not they liked to cook and an explanation for why this was the case. Whilst this task was sometimes answered in a single sentence, many candidates made sure to provide an extended answer and supplied plentiful justifications for why they did or did not like to cook.

The fourth task asked candidates what they were going to eat the following week. This was answered in a similar manner to the previous task. A number of candidates omitted this task. Some mentioned where they were going to eat rather than what they were going to eat. A variety of time frames were accepted in response to this task.

Language

In good answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates relied upon infinitives or offered inappropriate tenses and spellings. There was a wide variation in control of verb formations and the absence of accents on verbs was frequent.

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

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of *gustar* and *encantar* in both the singular and plural form. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. In response to the first and second tasks, the noun *salud* was frequently used as an adjective instead of *sano* or *saludable*, and the word *salada* was often used for *ensalada*. Other common errors included inappropriate spellings of words such as *cocinar*, which was often

spelt *concinar*, *prefiero*, which was often spelt *preheiro*; *preferido*, which was often spelt *prefirido*. There was misuse of *un sabe* to mean *un sabor*, as well as *tengo* to mean *tomo/como*.

Question 3

Many candidates produced engaging responses for each of the three options. Some candidates did not gain as many marks as they could have done because they omitted to cover one or more of the bullet points. The best answers were well structured and showed signs of thoughtful planning. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

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

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

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

- include accents on verbs where necessary
- know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
- are able to use *ser* and *estar* appropriately
- know the difference between *fui* and *fue*
- can form regular and common irregular verbs in the preterite, particularly the first person singular and first person plural
- use an appropriate preposition in verb constructions that require *ir*, e.g. *tengo que...*, *ayudo a...*
- do not use *tiene* where *hay* is required and vice versa
- do not use *es/son* where *hay* is required and vice versa
- do not use *tener* where *tomar/comer* is required.

Other Linguistic Features: The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Examples of good sentences that Examiners saw were *si tuviera la oportunidad, asistiría otra vez* and *a pesar de cambiar de escuela muchas veces, me haré socio de clubes la próxima vez*.

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*)
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con...*, *con quien hablé*)
- a range of time frames and first- and third-person verb forms
- adjectives, possessive adjectives, demonstrative adjectives, comparative adjectives, superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- inclusion of the personal *a* where required (particularly with impersonal verbs, e.g. *gustar/encantar*, etc.)
- correct 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* and *pero*
- definite and indefinite articles
- time markers
- opinion markers.

Candidates should take care to avoid the following pitfalls:

- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was often translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended)
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it is required
- omission of the preposition with *jugar* (e.g. *jugué al balonmano*)
- overuse of lists of infinitives with, for example, impersonal verbs.

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

In a response that warrants 5 or 6 marks for Other Linguistic Features, Examiners are looking for several subordinate clauses but more complexity is required. Verb constructions such as *tengo que ayudar* and *empezó a leer* add complexity of structure, as do opinion markers like *pienso que* and *creo que*. Appropriate use of adjectives also adds to the complexity. Accuracy is a major factor in deciding an appropriate mark for Other Linguistic Features. For the award of 5 or 6 marks, inaccuracy with more complex language may be in evidence but, overall, the response should be more accurate than inaccurate, especially when structures and language/vocabulary generally tend to simple.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a) Los amigos y las amistades

This was the most popular question. A significant number of candidates provided only brief answers using simple vocabulary in basic language. Responses to the first, second and third bullet points often lacked any attempt at producing a complex sentence with conjunctions, relative pronouns, etc.

The first bullet point asked candidates to describe the personality of their best friend. Many candidates provided a brief comment on the character/personality of a friend and went on to develop the response with a detailed example and/or explanation. Short sentences with little or no additional information were a feature of many responses and some candidates provided only physical descriptions of a friend, omitting any reference to character or personality.

The second bullet point asked candidates what fun activities they had done with their friends the previous weekend. Successful responses to this task included plenty of details and referred clearly to the previous weekend. Even though the question asked for *actividades* in the plural, some responses included reference to only one activity. Some candidates responded in general terms in the present tense, describing what they usually do with friends at the weekend; this was not appropriate.

The third bullet point asked candidates why it was important to have friends. A number of candidates successfully conveyed the idea that friends are important because they offer support. Many candidates provided limited explanations, in simple language, for why friends are important, mentioning only that they are fun. Candidates who omitted to explain why friends are important could not earn credit here.

The fourth bullet point asked candidates what advice for making friends they would give to those who are moving schools. The best candidates gave clear advice and used appropriate combinations of time frames which helped to eliminate ambiguity. Even though it wasn't a requirement in order for full credit to be given, some candidates attempted the subjunctive here and were often successful. A number of candidates did not address this bullet point at all. The word *consejos* appeared to be unfamiliar to many; several candidates mentioned only how best to keep in contact with current friends. This did not address the bullet point.

In **Question 3(a)**, Examiners saw the following common verb errors:

- inappropriate use of *estar* when *ser* was required and vice versa
- inaccurate formation of the preterite tense of regular verbs, irregular verbs and radical-changing verbs (e.g. *jugué*) as well as errors with *practiqué* and *saqué*
- use of *hicimos* when *jugamos* or *practicamos* would have been more appropriate
- use of *fue* when *fui* was appropriate
- use of the verb *hiciste* from the question where *hice* or *hicimos* would have been appropriate
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a...*, *ir a...*, *tratar de...*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de...*, *necesito de...*).

Question 3(b) Los jóvenes y la televisión

The first bullet point asked candidates what type of programmes they liked to watch as a child. Candidates mentioned a variety of programme types and responses often included additional information, sometimes with quite extensive details. A significant number of candidates referred only to current viewing preferences using present tense verbs, and some responses gave titles of programmes, often in English, with no indication of genre. This did not address the bullet point appropriately.

The second bullet point asked candidates their opinion on whether or not watching television is good for our health and why. There were some well-reasoned points about the advantages and disadvantages of watching television, with both sides of the argument expressed competently. The educational benefit of watching television was outlined quite regularly. Many candidates mentioned consequences of watching television which made no reference to effects on health. Some candidates omitted this bullet point completely.

The third bullet point asked candidates how many hours of television they had watched the previous week. Many candidates were successful in manipulating the construction provided in the question and earned both of the Communication marks available for this bullet point. A simple statement was sufficient to earn credit although many candidates extended their response and provided detailed additional information. Candidates who attempted a different verb or construction often achieved only a maximum of one mark for Communication. The construction involving *pasar* with a present participle was not universally understood. This bullet point was often omitted and there was some lack of clarity in a significant number of responses.

The fourth bullet point asked candidates what else they do in their spare time, apart from watching television. There were some detailed responses from many candidates. Only a small number of candidates achieved fewer than full marks for this bullet point.

The fifth bullet point asked candidates what they thought of game shows. A number of candidates presented their opinions on game shows eloquently and responses often included some detail. Many candidates provided a short, simple sentence to earn maximum Communication marks for this question. A number of candidates appeared to misunderstand *los concursos* and provided responses that did not meet the requirements of the question. Some who attempted a response provided a confused or ambiguous message. This bullet point was often omitted.

In **Question 3(b)**, Examiners saw the following common verb errors:

- errors in the imperfect tense of *ver*
- errors in the preterite tense of *ver* (particularly regarding the accent)
- incorrect formation of *gustar/encantar* in the present tense
- inappropriate endings of *gustar/encantar* in the imperfect tense
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*

Question 3(c) “Ayer viajaba en tren. Durante el viaje ayudé a una persona que tenía un problema...”

This was the least popular question. Candidates who chose this question tended to produce responses of high quality, with interesting content and sophisticated language, both in terms of the range of structures/vocabulary and in the level of accuracy. Weaker candidates who tackled this question often encountered difficulty when trying to explain the problem that the person on the train had had and when trying to use reported and direct speech.

The first bullet point asked candidates what problem the person had had. Candidates presented a variety of problems, usually related to medical issues or to lost property. The best candidates included plenty of detail here.

The second bullet point asked candidates to explain what they did to help the person. Candidates generally continued their narrative using appropriate verbs in a past time frame, or chose to use direct and reported speech, both of which were usually handled well. In some responses it was unclear what the candidate had done to help with the specified problem.

The third bullet point asked candidates how the person reacted when they helped him/her. Many candidates used simple structures and language to respond to this bullet point and answers were frequently brief. This bullet point produced the weakest responses overall. A number of candidates did not address this bullet point at all.

The fourth bullet point asked candidates how they felt afterwards. Responses to this bullet point were usually developed well by the more able candidates. In contrast, some responses were brief but answered the question adequately. Those candidates who chose to use a verb other than *sentirse* (which had been included in the rubric) often made errors which limited the mark for Communication.

In most responses to this question a wider range of verbs was in evidence than in the responses to **Question 3(a)** or **Question 3(b)**; many candidates used both regular and irregular verbs accurately but the omission of accents limited the marks awarded for Communication and Verbs.

In **Question 3(c)**, Examiners saw the following common verb errors:

- inaccurate formation of regular and irregular verbs in the preterite (particularly the first and third person singular)
- use of the verb *hiciste* from the question where *hice* or *hicimos* would have been appropriate
- inaccurate manipulation of *sentirse*, usually the omission of the reflexive pronoun, the omission of the accent and/or the use of *te sentiste* where *me sentí* would have been appropriate.

SPANISH (Foreign Language)

Paper 0530/43
Writing

Key messages

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

- In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.
- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.
- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks in the order in which they appear in the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.
- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2** which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was broadly similar to that of last year.

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

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

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

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

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

Communication: In order to have access to the two marks available for each task, candidates must respond to the tasks using the tense required by the task.

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

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

Comments on specific questions

Question 1: Cosas que puedes ver en el campo

The demands of this question were straightforward. Candidates were required to give the Spanish for eight things that they might see in the countryside. The majority of candidates achieved the full five marks available for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks. However, spelling errors which produced a word with a different meaning (e.g. *pareja* for *pájaro* and *plante* for *planta*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *forest*) could not be credited.

As candidates are free to offer the Spanish word for something not represented in the pictures, other things that could be seen in the countryside were awarded a mark too.

Question 2: La música

Communication

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

The first task, asking when and where candidates listened to music, often received a minimal response which attracted only one mark. In contrast, some candidates provided a lengthier, more meaningful response with several relevant, credit-worthy phrases and/or sentences. The interrogative *dónde* appeared to be misunderstood or unknown by some candidates.

The second task asked candidates to say what type of music they preferred and why. This was usually tackled well, with opinions expressed in simple language about preferred types of music. Some responses became ambiguous when dislikes were included.

The third task asked candidates for a description of a famous singer. Whilst this task was attempted by most candidates, who often produced a detailed, clear response, there were a number of candidates who provided no description of a singer at all, either in terms of personality or in terms of physical features.

The fourth task asked candidates whether or not they would like to go to a concert and a reason for their choice. Interesting and detailed reasons were provided by some candidates whilst others offered a simple, acceptable opinion. A number of candidates omitted this task. Some gave an ambiguous response or mentioned only the opinions of friends about going to concerts. A variety of time frames were accepted in response to this task.

Language

In good answers, candidates produced accurate verbs in appropriate tenses throughout the response. In weaker responses, candidates relied upon infinitives or offered inappropriate tenses and spellings. There was a wide variation in control of verb formations and the absence of accents on verbs was frequent.

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

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of *ser*; the word *son* was often used where *es* would have been appropriate and vice versa. The verb *estar* was used inappropriately in many responses. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. Throughout **Question 2**, the need for candidates to improve their accuracy in the use of *gusta/gustan*, *encanta/encantan* and adjectival agreement was evident.

Question 3

Many candidates produced imaginative and engaging responses for each of the three options. Some candidates did not gain as many marks as they could have done because they omitted to cover one or more of the bullet points. The best answers were well structured and showed signs of thoughtful planning. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

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

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

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

- include accents on verbs where necessary
- know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
- are able to use *ser* and *estar* appropriately
- know the difference between *fui* and *fue*
- can form regular and common irregular verbs in the preterite, particularly the first person singular and first person plural
- use an appropriate preposition in verb constructions that require *ir*, e.g. *tengo que...*, *ayudo a...*
- do not use *tiene* where *hay* is required and vice versa
- do not use *es/son* where *hay* is required and vice versa
- do not use *tener* where *tomar/comer* is required.

Other Linguistic Features: The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Examples of good sentences that Examiners saw were *si tuviera la oportunidad, asistiría otra vez* and *a pesar de cambiar de escuela muchas veces, me haré socio de clubes la próxima vez.*

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*)
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con...*, *con quien hablé*)
- a range of time frames and first- and third-person verb forms
- adjectives, possessive adjectives, demonstrative adjectives, comparative adjectives, superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- inclusion of the personal *a* where required (particularly with impersonal verbs, e.g. *gustar/encantar*, etc.)
- correct 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* and *pero*
- definite and indefinite articles
- time markers
- opinion markers.

Candidates should take care to avoid the following pitfalls:

- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was often translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended)
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it is required
- omission of the preposition with *jugar* (e.g. *jugué al balonmano*)
- overuse of lists of infinitives with, for example, impersonal verbs.

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

In a response that warrants 5 or 6 marks for Other Linguistic Features, Examiners are looking for several subordinate clauses but more complexity is required. Verb constructions such as *tengo que ayudar* and *empezó a leer* add complexity of structure, as do opinion markers like *pienso que* and *creo que*. Appropriate use of adjectives also adds to the complexity. Accuracy is a major factor in deciding an appropriate mark for Other Linguistic Features. For the award of 5 or 6 marks, inaccuracy with more complex language may be in evidence but, overall, the response should be more accurate than inaccurate, especially when structures and language/vocabulary generally tend to simple.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for Other Linguistic Features; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

Question 3(a) Los deportes

This was the most popular question.

The first bullet point asked candidates what sports they had done the previous week and with whom. Many candidates provided detailed responses with the required time reference, displaying control of verb formations in the preterite. Even though the question asked for *actividades deportivas* in the plural, some responses included reference to only one sport. An appropriate time reference was sometimes missing or incorrect. Examiners frequently saw a lack of control of verbs in the preterite. Examiners saw a number of responses to this task written in the present tense, which was not appropriate.

The second bullet point asked candidates to write about sports in their region. Successful responses to this task were presented using a variety of verbs and constructions, with some detail and inclusion of opinions about local sports and facilities. Where full marks for this task were not gained, this was most usually because of errors in the control and use of appropriate verbs. A number of candidates did not respond to this task, even though the use of simple language would have been sufficient to earn credit.

The third bullet point asked candidates to write about the advantages or disadvantages of doing exercise. The best candidates included reference to both the advantages and the disadvantages of exercise, using a variety of appropriate verbs and constructions; there were some very detailed responses. A wide range of ideas was presented. Where full marks were not achieved, this was most usually due to a lack of control of verbs. Some candidates tried to use language that was too complex for them and therefore had limited success; they could have used more straightforward constructions to get their point across here. A number of candidates did not tackle this bullet point at all.

The fourth bullet point asked candidates whether they preferred watching sport on television or at a stadium, and why. The best candidates included clear reasons for their preference, often making comparisons between the two options. Both simple and more complex structures and vocabulary were produced in order to express opinions, with use of a variety of opinion markers. Some candidates attempted the bullet point but missed out one of the two elements.

In **Question 3(a)**, Examiners saw the following common verb errors:

- inappropriate use of *estar* when *ser* was required and vice versa
- inaccurate formation of the preterite tense of regular verbs, irregular verbs and radical-changing verbs (e.g. *jugué*) as well as errors with *practiqué* and *saqué*
- use of *hice* when *jugué* or *practiqué* would have been more appropriate
- use of *fue* when *fui* was appropriate
- incorrect formation of *gustar/encantar* in the present tense
- inappropriate use of *hay* when *tiene* was required and vice versa
- omission of the appropriate preposition in verb constructions (e.g. *tardar en...* , *ir a...* , *tratar de...*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de...* , *necesito de...*).

Question 3(b) Los festivales religiosos y las fiestas tradicionales en tu país

The first bullet point asked candidates to describe a religious festival or traditional celebration in their country. The most successful candidates identified a festival/celebration and gave additional information about it, sometimes with quite extensive details. A significant number of candidates merely named a festival/celebration and did not describe it. Errors in the selection of an appropriate verb to fit the chosen structure sometimes prevented the award of full marks for Communication.

The second bullet point asked candidates why religious festivals and traditional celebrations are fun. There were some well-presented explanations in response to this task, which usually followed seamlessly from the response to the previous bullet point and included a variety of opinions. Some negative views about enjoyment of festivals were expressed and these were acceptable. Lack of control over verb formations hindered or prevented the communication of the intended message in a number of responses.

The third bullet point asked candidates what they had done last year to prepare for a traditional celebration. The best responses included reference to a variety of activities to explain last year's preparations. Some candidates extended their response by going on to include information about preparations undertaken with and by other people too. Lack of control over verb formations hindered or prevented the communication of the intended message in a number of responses; accurate formation of the preterite proved difficult for some. In addition, some candidates overlooked the time phrase in the question (*el año pasado*) and wrote in general terms in the present tense, which was not appropriate.

The fourth bullet point asked candidates to give their opinion on why people spend lots of money during festivals/celebrations. Many candidates produced clear explanations and used relatively simple language and structures. The best responses contained additional details and more complex language. Some candidates tried to be too ambitious in their choice of explanation so were often less successful. It was this task that was omitted most often in this question.

In **Question 3(b)**, Examiners saw the following common verb errors:

- inappropriate use of *hay* when *tiene* was required and vice versa
- inappropriate use of *estar* when *ser* was required and vice versa
- use of the verb *hiciste* from the question where *hice*, *hizo* or *hicimos* would have been appropriate
- errors in the preterite tense of regular and irregular verbs
- incorrect formation of *gustar/encantar* in the present tense

Question 3(c) “He cambiado de colegio y ayer pasé mi primer día allí...”

Candidates who chose this question tended to produce responses of high quality, with interesting content and impressive language, both in terms of the range of structures/vocabulary and in the level of accuracy. Weaker candidates who tackled this question often encountered difficulty when trying to produce reported speech and direct speech.

The first bullet point asked candidates to describe the activities that they had done during the first morning at their new school. Candidates generally described a variety of activities, usually related to classroom activities or to introductory talks/tours with teachers. The best candidates produced a detailed narrative using a range of structures and vocabulary. Weaker candidates who chose this option had difficulty in explaining clearly what they did during the morning in their new school, with a significant number mentioning daily routine at home instead. Some candidates responded in the present tense in general terms with no mention of the first morning in a new school; this was not appropriate.

The second bullet point asked candidates what difficulties they had experienced during their first day at their new school. The best candidates continued their narrative using appropriate verbs in a past time frame; some candidates chose to use direct and reported speech, both of which were usually handled well. In some responses it was less clear what difficulties had been encountered and explanations again referred to situations at home.

The third bullet point asked candidates how they felt upon arriving at school in the morning and how they felt upon arriving home in the afternoon. Many candidates used simple structures and language to respond to this task and answers were frequently brief. In the best answers, one of two approaches was generally taken to respond to the tasks: candidates either dealt with them chronologically, mentioning feelings on arrival at the start of their narrative and completing their response by explaining how they felt when they got home, or they combined the two elements at the end with a comparison of feelings. Those candidates who chose to express feelings using a verb other than *sentirse* (which had been included in the rubric) often made errors which limited the mark for Communication. Some candidates omitted one or both elements of the bullet point.

In most responses to this question a wider range of verbs was in evidence than in the responses to **Question 3(a)** or **Question 3(b)**; many candidates used both regular and irregular verbs accurately but the omission of accents limited the marks awarded for Communication and Verbs.

In **Question 3(c)**, Examiners saw the following common verb errors:

- inaccurate formation of regular and irregular verbs in the preterite (particularly the first and third person singular)
- use of the verb *hiciste* from the question where *hice* or *hicimos* would have been appropriate
- inaccurate manipulation of *sentirse*, usually the omission of the reflexive pronoun, the omission of the accent and/or the use of *te sentiste* where *me sentí* would have been appropriate.