

# SPANISH (Foreign Language)

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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. It is useful to practise expressing emotion verbally during class time.
- 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. Conversations which are too short often limit the candidates' ability to show what they can do. Conversations which are too long can result in candidates becoming tired and making more errors, which has an impact on the overall mark for the conversation.
- 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.
- **NEW:** There is a support video available for the administration of the Speaking test which Centres can access on Cambridge's website.

## General comments

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

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good. Centres are responsible for ensuring the quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge.

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 CD must be enclosed.

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

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

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

Some 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. Particular attention needs to be paid to greetings, expressions of emotion such as concern and gratitude that candidates sometimes omit inadvertently.

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

### **Role Plays A**

#### **Role Play A (1, 2, 3)**

The majority of candidates performed well in these tasks.

Task 2: If a task asks candidates to choose one of the options offered by the teacher/Examiner, then this is what they should do. Examiners should not change the options. 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: Candidates were required to name another fruit to fulfil this task.

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Some candidates struggled to formulate an accurate question, often using an incorrect verb or part of a verb (in particular when using *costar*).

#### **Role Play A (4, 5, 6)**

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: Some candidates had difficulty with the pronunciation of the day of arrival. A short response was adequate here.

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

#### **Role Play A (7, 8, 9)**

Candidates generally coped well with the specified tasks.

Task 1: Some candidates had difficulty in formulating a suitable question.

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. The teacher/Examiner should be careful not supply vocabulary items which the candidate repeats. In this instance no credit can be given.

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

### **Role Plays B**

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

#### Role Play B (1, 4, 7)

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

Task 1: Some candidates did not understand *Dile para qué llamas*, confusing it with *¿Cómo te llamas?*. There was some confusion with the verb *llegar*.

Task 2: *Discúlpate* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Where candidates omit part of a task, it is important for the teacher/Examiner to prompt the candidate to give him/her the opportunity to work for the available marks.

Task 3: Most candidates communicated the necessary information. Where candidates used a verb, this needed to be correct in order to earn the full 3 marks available for this task.

Task 4: There were no difficulties in formulating a suitable question.

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

#### Role Play B (2, 5, 8)

Most candidates carried out the specified tasks well.

Task 1: Some candidates did not understand *Dile para qué llamas*, confusing it with *¿Cómo te llamas?*.

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

Task 3: Most candidates communicated the necessary information. Where candidates used a verb, this needed to be correct to in order to gain the full 3 marks available for this task.

Task 4: This task was completed well by most candidates.

Task 5: *No estás contento/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

#### Role Play B (3, 6, 9)

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

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

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

Task 3: *No estás contento/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Some candidates seemed unsure about *volver*.

Task 4: Most candidates communicated the necessary information. Some candidates initially described the hotel rather than providing information about its location. In this instance, it is important for the teacher/Examiner to prompt the candidate to give him/her the opportunity to work for the available marks.

Task 5: There were no difficulties in formulating a suitable question.

## Topic Presentation/Conversation

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

Candidates perform best when they have a real interest in their chosen topic and when the topic chosen is not limiting in terms of scope for discussion. Candidates should not be allowed to present general topics about themselves such as *mi vida* or *mi familia* as these can often pre-empt the general conversation section. The topic chosen should also be one which allows candidates to demonstrate their linguistic ability fully but which is not too difficult for them in terms of structures, vocabulary, idiom or concept. 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 explanations, opinions and justifications as appropriate, to access higher marks.

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

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

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

## General Conversation

The general conversation should last five minutes. A few teacher/Examiners did not adhere closely to the timing and consequently disadvantaged their candidates. Most teachers/Examiners covered a range of topics appropriate to their candidates, asking a variety of straightforward, probing and sometimes challenging questions to provide candidates with every opportunity to access higher marks.

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

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

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

## Assessment

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

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

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

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

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

# SPANISH (FOREIGN LANGUAGE)

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Paper 0530/11  
Listening

## General comments

The overall performance of the candidates was good this session but some candidates demonstrated some difficulty in understanding the question words and so would benefit from further practice in this area.

It is recommendable for candidates to write answers that are concise and to the point; candidates can lose marks if they include irrelevant information. When the rubric specifies that only one word is required, candidates should not write several words. In addition, sometimes, the answer requires a verb to make sense; candidates should take this into account to avoid losing marks unnecessarily.

Some candidates left multiple-choice questions unanswered. Candidates should be encouraged to attempt to answer all the questions. Specifically, leaving a multiple-choice question unanswered rules out any chance of getting a potential mark even if the candidate is not fully certain.

Candidates should be reminded of the importance of writing clearly and legibly.

## Comments on specific questions

### **Sección 1**

#### **Ejercicio 1 Preguntas 1–8**

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

**Question 2** some candidates did not know the word '*joyería*' and went for the distractors.

**Question 3** the verb '*beber*' was not always known.

**Question 6** some candidates did not know the word '*pollo*' and went for the distractors.

All other questions were correctly answered by most candidates.

#### **Ejercicio 2 Preguntas 9–15**

Most candidates understood the passage well.

**Question 9** most candidates knew '*botas*'

**Question 10** most candidates knew '*25*'.

**Question 11** was the most challenging question

**Question 12** most candidates knew the word '*río*'

**Question 13** most candidates knew '*puente*'.

**Question 14** some candidates had difficulty identifying '*debajo de los árboles*' and went for C.

**Question 15** most candidates knew '*tirar basura*'.

## Sección 2

### Ejercicio 1 Pregunta 16

The majority of candidates could answer most of the questions. Most candidates ticked the required six answers. Only a couple of candidates ticked more than 6 answers and lost marks for the extra ticks. Some marked only four.

Ana: most candidates understood '*que los fines de semana siempre llevo pantalones.*' and went for **(b)**. **(C)** was sometimes wrongly chosen.

Guillermo was well understood '*al instituto hay que llevar una corbata*' and '*la camisa porque aunque me la cambio todos los días, cuando vuelvo a casa siempre está sucia.*' and marked **(e)** and **(f)**.

Violeta was sometimes challenging: '*mi madre hace mis vestidos*' was missed and some wrongly went for **(g)**.

Most candidates got **(h)** right but some did not pick up '*tengo una falda larga de lana que me pongo mucho en invierno para no tener frío*' and left **(i)** blank.

In Luis most candidates understood '*Cuando mis vaqueros están demasiado viejos, los corto para usarlos en la playa durante el verano*' and marked **(k)**.

### Ejercicio 2 Preguntas 17–25

#### Primera parte – Preguntas 17–21

This task worked very well but candidates should be reminded that only one word is required. They might lose marks if they write another word that invalidates the right answer. Spelling errors lost some marks at times.

**Question 17** most candidates could answer '*día*'. Many added '*día de la semana*'.

**Question 18** most candidates understood '*buscar*'. However, a good number of candidates gave '*no comprar*' as an answer; it can never be a negative of the word given, and only one word is required.

**Question 19** Good candidates could answer '*ideas*' but some answered only '*internet*' and lost the mark.

**Question 20** most candidates could answer '*tecnología*'. The spelling '*tecnología*' was also accepted.

**Question 21** most candidates wrote '*fácil*' many added unnecessarily '*bastante*'.

#### Segunda parte – Preguntas 22–25

This part of the exercise was more generally observed to be more challenging.

**Question 22** The simplest answer was '*moda*'. Many candidates answered '*cine, moda, música y noticias*'. It seems that they did not listen when she said '*queríamos hacer moda*'.

**Question 23** a good number of candidates could answer '*video*', which was enough to get the mark. Many answered '*incluyen videos*'. The question '*¿Qué ponen para hacer la revista más atractiva?*' included the verb so it was not necessary to put it in the answer. Candidates should read the question carefully and see if the verb is needed or already given, such as in this case.

**Question 24** many candidates understood this question and answered '*es gratis*'.

**Question 25** a good number of candidates could answer '*entradas para el cine*'; '*entradas*' alone was not enough to get the mark.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

This exercise was generally well handled.

**Question 26** even weak candidates understood '*Quería verme practicar deporte*' and went for C.

**Question 27** was also accessible, most candidates understood '*un antiguo campeón me vio y dijo: "Un día serás el mejor del país."*' and went for A, but weaker ones went for the distractor because they heard '*amigos*' and '*novia*'.

**Question 28** discriminated well; good candidates understood '*empieza a dar vueltas, va cada vez más rápido. ¡Es como volar!*' and went for A, but many went for the distractors '*esquiando*' or '*corriendo*'.

**Question 29** most candidates understood '*mi vida cambió cuando me ofrecieron hacer un programa de televisión*' and went for B.

**Question 30** Good candidates picked up '*Como soy tímido, fue difícil y tuve problemas para aceptar la fama*' and answered C because they heard the word '*autobús*'.

**Question 31** there was a wide range of answers, a good number understood '*tenía que viajar por todos lados para hacer los anuncios.*' and went for C, but weaker candidates chose the distractors (mainly B).

#### Ejercicio 2 Preguntas 32–40

Stronger candidates managed well with this exercise, but weaker candidates found it more challenging to answer precisely or accurately.

**Question 32** required a straight-forward answer but the word '*costumbre*' was not always known, some wrote '*Makimbo*' or '*cultura*'.

**Question 33** for this question, only one word was required: '*inolvidable*'.

**Question 34** required two elements to get the mark: good candidates could answer '*buenas actitudes*'. However, many answered '*es importante para la vida*', a statement that did not answer the question.

**Question 35** good candidates could pick up '*valía la pena*'. Weaker candidates went for the distractors and wrote something connected with '*intentar*' or '*es una pena*'.

**Question 36** most candidates could identify '*bailes africano*', which was enough to get the mark. Some answered '*les enseñaron bailes africanos*' and also got the mark.

**Question 37** Many candidates answered something along the lines '*enseñar unas palabras en español*'. Only answers that included the verb got the mark; '*palabras en español*' did not answer the question. Candidates should ask themselves whether their answer needs a verb. They will not always need to put a verb, but some answers are too ambiguous in meaning without one. They should read back their answer and ask themselves if it really answers the question.

**Question 38** strong candidates wrote '*con colores muy vivos*'. However, many went for '*imágenes del pueblo africano*', which was not enough. The latter showed that candidates did not understand the question word '*cómo*'.

**Question 39** many candidates understood '*historia de España*'.

**Question 40** strong candidates got the right answer: '*es muy entretenido*'.



# SPANISH (Foreign Language)

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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 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.

## General comments

The overall performance of the candidates on this paper was good.

Candidates must read the questions carefully and give a response that targets the question precisely. Answers must be concise and to the point; candidates can lose marks if they include irrelevant information that invalidates the answer they have given. There is no need to copy the stem of the question to give the answer. Candidates should be reminded that if words run together or are spaced inappropriately the answer will be meaningless and cannot be given credit. Paraphrasing what was heard or giving full sentences as the answer are not necessary: it is perfectly fine to offer the precise wording of the recording in the answer.

In some cases handwriting and legibility was a problem: candidates must be reminded of the importance of writing clearly. Examiners cannot award marks for an answer which is unclear.

## Comments on specific questions

### *Sección 1*

#### **Ejercicio 1 Preguntas 1–8**

Rubrics were generally well understood and followed. Many candidates coped well with this exercise and scored highly.

**Questions 1, 2, 3 and 8** were answered well and no particular problems were observed.

In **Question 4**, identifying *museo de historia* caused some difficulty. Some candidates went for *plaza*.

In **Question 5**, *baile* was not always known. Some candidates went for *circo*.

In **Question 6**, candidates were not always able to identify *habitación doble con ducha*.

**Question 7** posed problems for some candidates.

## Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well and answered many of the questions correctly.

In **Question 9**, most candidates knew *mar* but a number of candidates chose one of the distractors instead.

**Questions 10, 11, and 12 and 14** were answered well and no particular problems were observed.

A number of candidates did not know what *helado* meant in **Questions 13**.

Most candidates knew *martes* in **Question 15** but a few went for the distractor *miércoles a lunes*.

## Sección 2

### Ejercicio 1 Pregunta 16

Many candidates did well on this exercise. Most candidates understood *puedo hablar tres idiomas perfectamente* and chose **(a)** and *me gustaría hablar cinco idiomas* and chose **(c)**. Most candidates understood Ramón when he said *tengo que ir a clases de inglés* **(e)** but some candidates also ticked **(d)** in spite of the double negative *no me gusta nada aprender idiomas* and *lo encuentro bastante difícil y aburrido* – perhaps *disfruta* was not familiar to some. Comprehending what Estefanía said caused some difficulty: better candidates understood *me gustaría viajar por el mundo y conocer otras culturas* and went for **(i)** but many heard the word *suficiente* and went for **(h)**. This was a case where candidates needed to understand the whole sentence rather than just a single word. Most candidates understood Manuel when he said *tengo un gran interés en hacer algo con el comercio* and ticked **(k)** but some left **(l)** unticked, not understanding *todos piensan que el chino es muy difícil pero yo no tengo problemas en aprenderlo*.

### Ejercicio 2 Preguntas 17–25

#### Primera parte – Preguntas 17–21

This part of the task was answered quite well though there was a range of answers in evidence. Candidates should be reminded that only one word is required as an answer and that they will not gain the mark if they write another word that invalidates the correct answer.

In **Question 17**, most candidates could answer *geografía*, though some went for *profesor*.

In **Question 18**, a number of candidates gave the correct answer *poco* but some opted for *libros*, *explicar* or *explicaba*. Some candidates seemed not to know the word *poco* and instead wrote *apoco*.

Most candidates gave the correct answer *primero* to **Question 19**. Some answered *primero mío* which was also accepted, with *mío* considered a harmless addition on this occasion.

Most candidates found the correct answer (*ordenador*) to **Question 20**.

Many candidates correctly wrote *interesante* in response to **Question 21**. Some wrote *muy interesante* and scored the mark even though only word one was required here.

#### Segunda parte – Preguntas 22–25

Some candidates encountered difficulty with this part of the exercise.

Many candidates understood **Question 22** and correctly answered *distinto*. *Diferente al colegio español* also scored the mark. Many candidates answered *cómo era el colegio en la India* because they missed *se lo imaginaban* that gave the cue for the answer.

A good number of candidates found the correct answer to **Question 23** (*horario* or *horario de clase*). The answer *horario del colegio* was also accepted. Many candidates struggled to spell *horario* correctly; alternative spellings were accepted if it could still be recognised as *horario*.

**Question 24** posed problems for some. The simplest correct answer was *en grupo*. Many candidates answered *van en coche*, *en autobús* y *muchos van caminando* because they missed that this was referring to *los chicos españoles*.

**Question 25.** A good number of candidates correctly answered *al aire libre* though some, who did not know this expression, simply put *libre*, which wasn't precise enough to score the mark.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

This exercise was handled reasonably well by most candidates.

In **Question 26**, most candidates understood the sentence *Nunca pensé que sería mi profesión pero me di cuenta de que podría tener futuro en la natación cuando conseguí ser campeona europea* and went for B. However, some chose A because they heard *Llevo practicando desde los siete años*.

Again, most candidates understood the sentence *Para mí la disciplina es lo esencial* in **Question 27** and chose option B but some went for A because they heard *ambicioso*, despite the idea of discipline being repeated in the whole paragraph.

Most candidates understood *tengo la oportunidad de viajar* in **Question 28** and opted for C.

Most candidates understood *hay un gran equipo con el que trabajo* in **Question 29** and correctly chose A.

In **Question 30**, many candidates understood *Me gustaría tener un trabajo distinto y probar otras cosas fuera del deporte* and went for D but a number chose B or C.

Most candidates answered **Question 31** correctly.

#### Ejercicio 2 Preguntas 32–40

Although most candidates were able to offer an answer for most of the questions, some candidates couldn't answer precisely or accurately enough to score marks.

In **Question 32**, a good number of candidates wrote the correct answer *infantil*. *De niños* was also accepted. Some candidates did not know the word and wrote unrecognisable renditions of it or went for the incorrect answer *jóvenes voluntaries*.

Many candidates could correctly answer *hacer felices a los niños* in **Question 33**. *Niños felices* also answered the question adequately and scored the mark.

Two elements were required to gain the mark for **Question 34**: *hace* and *dos años*. Many candidates managed to find both elements but some went for just *dos años* or *seis meses*.

*Tristes* on its own was not enough to score the mark for **Question 35** but many candidates identified *volvían a estar tristes* as the correct answer. Often a verb will be needed to make the answer fit unambiguously with the question and candidates need to be aware of this. They should read their answers carefully and ask themselves if what they have written answers the precise question asked.

Most candidates could identify *dar regalos no es suficiente* in **Question 36**.

In **Question 37**, a good number of candidates understood the paragraph and spotted the succinct answer *contar historias*. Again, a verb was needed here for an unambiguous answer. Some wrote *contar historias de los niños/con los niños* but this could not score the mark because the meaning was changed.

Many candidates found the correct answer to **Question 38** (*pierden clases en el colegio*).

In **Question 39**, most candidates were able to answer *juguetería local* but some opted for the incorrect answer *económica*.

In **Question 40**, the correct answer was *recibir el apoyo de más personas* and many candidates found it. Some went for *recibir más juguetes* or *un proyecto muy bonito* which couldn't attract a mark.

# SPANISH (Foreign Language)

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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 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.

## General comments

The overall performance of the candidates on this paper was good.

Candidates must read the questions carefully and give a response that targets the question precisely. Answers must be concise and to the point; candidates can lose marks if they include irrelevant information that invalidates the answer they have given. There is no need to copy the stem of the question to give the answer. Candidates should be reminded that if words run together or are spaced inappropriately the answer will be meaningless and cannot be given credit. Paraphrasing what was heard or giving full sentences as the answer are not necessary: it is perfectly fine to offer the precise wording of the recording in the answer.

In some cases handwriting and legibility was a problem: candidates must be reminded of the importance of writing clearly. Examiners cannot award marks for an answer which is unclear.

## Comments on specific questions

### *Sección 1*

#### **Ejercicio 1 Preguntas 1–8**

Rubrics were generally well understood and followed. Many candidates coped well with this exercise and scored highly.

**Questions 1, 2, 3 and 8** were answered well and no particular problems were observed.

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In **Question 5**, *baile* was not always known. Some candidates went for *circo*.

In **Question 6**, candidates were not always able to identify *habitación doble con ducha*.

**Question 7** posed problems for some candidates.

## Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well and answered many of the questions correctly.

In **Question 9**, most candidates knew *mar* but a number of candidates chose one of the distractors instead.

**Questions 10, 11, and 12 and 14** were answered well and no particular problems were observed.

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## Sección 2

### Ejercicio 1 Pregunta 16

Many candidates did well on this exercise. Most candidates understood *puedo hablar tres idiomas perfectamente* and chose **(a)** and *me gustaría hablar cinco idiomas* and chose **(c)**. Most candidates understood Ramón when he said *tengo que ir a clases de inglés* **(e)** but some candidates also ticked **(d)** in spite of the double negative *no me gusta nada aprender idiomas* and *lo encuentro bastante difícil y aburrido* – perhaps *disfruta* was not familiar to some. Comprehending what Estefanía said caused some difficulty: better candidates understood *me gustaría viajar por el mundo y conocer otras culturas* and went for **(i)** but many heard the word *suficiente* and went for **(h)**. This was a case where candidates needed to understand the whole sentence rather than just a single word. Most candidates understood Manuel when he said *tengo un gran interés en hacer algo con el comercio* and ticked **(k)** but some left **(l)** unticked, not understanding *todos piensan que el chino es muy difícil pero yo no tengo problemas en aprenderlo*.

### Ejercicio 2 Preguntas 17–25

#### Primera parte – Preguntas 17–21

This part of the task was answered quite well though there was a range of answers in evidence. Candidates should be reminded that only one word is required as an answer and that they will not gain the mark if they write another word that invalidates the correct answer.

In **Question 17**, most candidates could answer *geografía*, though some went for *profesor*.

In **Question 18**, a number of candidates gave the correct answer *poco* but some opted for *libros*, *explicar* or *explicaba*. Some candidates seemed not to know the word *poco* and instead wrote *apoco*.

Most candidates gave the correct answer *primero* to **Question 19**. Some answered *primero mío* which was also accepted, with *mío* considered a harmless addition on this occasion.

Most candidates found the correct answer (*ordenador*) to **Question 20**.

Many candidates correctly wrote *interesante* in response to **Question 21**. Some wrote *muy interesante* and scored the mark even though only word one was required here.

#### Segunda parte – Preguntas 22–25

Some candidates encountered difficulty with this part of the exercise.

Many candidates understood **Question 22** and correctly answered *distinto*. *Diferente al colegio español* also scored the mark. Many candidates answered *cómo era el colegio en la India* because they missed *se lo imaginaban* that gave the cue for the answer.

A good number of candidates found the correct answer to **Question 23** (*horario* or *horario de clase*). The answer *horario del colegio* was also accepted. Many candidates struggled to spell *horario* correctly; alternative spellings were accepted if it could still be recognised as *horario*.

**Question 24** posed problems for some. The simplest correct answer was *en grupo*. Many candidates answered *van en coche*, *en autobús* y *muchos van caminando* because they missed that this was referring to *los chicos españoles*.

**Question 25.** A good number of candidates correctly answered *al aire libre* though some, who did not know this expression, simply put *libre*, which wasn't precise enough to score the mark.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

This exercise was handled reasonably well by most candidates.

In **Question 26**, most candidates understood the sentence *Nunca pensé que sería mi profesión pero me di cuenta de que podría tener futuro en la natación cuando conseguí ser campeona europea* and went for B. However, some chose A because they heard *Llevo practicando desde los siete años*.

Again, most candidates understood the sentence *Para mí la disciplina es lo esencial* in **Question 27** and chose option B but some went for A because they heard *ambicioso*, despite the idea of discipline being repeated in the whole paragraph.

Most candidates understood *tengo la oportunidad de viajar* in **Question 28** and opted for C.

Most candidates understood *hay un gran equipo con el que trabajo* in **Question 29** and correctly chose A.

In **Question 30**, many candidates understood *Me gustaría tener un trabajo distinto y probar otras cosas fuera del deporte* and went for D but a number chose B or C.

Most candidates answered **Question 31** correctly.

#### Ejercicio 2 Preguntas 32–40

Although most candidates were able to offer an answer for most of the questions, some candidates couldn't answer precisely or accurately enough to score marks.

In **Question 32**, a good number of candidates wrote the correct answer *infantil*. *De niños* was also accepted. Some candidates did not know the word and wrote unrecognisable renditions of it or went for the incorrect answer *jóvenes voluntaries*.

Many candidates could correctly answer *hacer felices a los niños* in **Question 33**. *Niños felices* also answered the question adequately and scored the mark.

Two elements were required to gain the mark for **Question 34**: *hace* and *dos años*. Many candidates managed to find both elements but some went for just *dos años* or *seis meses*.

*Tristes* on its own was not enough to score the mark for **Question 35** but many candidates identified *volvían a estar tristes* as the correct answer. Often a verb will be needed to make the answer fit unambiguously with the question and candidates need to be aware of this. They should read their answers carefully and ask themselves if what they have written answers the precise question asked.

Most candidates could identify *dar regalos no es suficiente* in **Question 36**.

In **Question 37**, a good number of candidates understood the paragraph and spotted the succinct answer *contar historias*. Again, a verb was needed here for an unambiguous answer. Some wrote *contar historias de los niños/con los niños* but this could not score the mark because the meaning was changed.

Many candidates found the correct answer to **Question 38** (*pierden clases en el colegio*).

In **Question 39**, most candidates were able to answer *juguetería local* but some opted for the incorrect answer *económica*.

In **Question 40**, the correct answer was *recibir el apoyo de más personas* and many candidates found it. Some went for *recibir más juguetes* or *un proyecto muy bonito* which couldn't attract a mark.

# SPANISH (Foreign Language)

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Paper 0530/21  
Reading

## Key messages

- Candidates should aim to write short, accurate answers 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**.

## 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 to avoid ambiguity, an ability to use appropriate verb endings. 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 very well in this section of the paper.

#### **Ejercicio 1 Preguntas 1–5**

Most candidates scored full marks on this exercise.

**Questions 1, 4 and 5** were the most successful.

**Question 1** Almost all knew *pescar* and linked it with *A*.

**Question 2** Most knew *llover* and linked it with *D*.

**Question 3** This question caused some problems with the weaker candidates with a few incorrectly opting for *C*. The correct answer was *B*.

**Question 4** Almost all knew *avión* and linked it with *C*.

**Question 5** All candidates knew *flores* and linked it with *D*.

#### **Ejercicio 2 Preguntas 6–10**

Most candidates scored full marks on this exercise.

**Question 6** All candidates could link *escribiendo una carta* with *C*.

**Question 7** All candidates knew *fruta* and linked it with *D*.

**Question 8** All candidates knew *tren* and linked it with *F*.

**Question 9** Most candidates were able to link *aspiradora* with *A*.

**Question 10** All candidates could link *dormir* with picture *B*.

#### **Ejercicio 3 Preguntas 11–15**

This exercise was generally very well done.

**Questions 11, 14 and 15** were completed successfully by all candidates.

**Question 11** All candidates successfully selected *B*.

**Question 12** Most candidates were able to successfully answer with *A*.

**Question 13** Most candidates read the text carefully and linked *lo bañamos en el jardín* correctly with answer *C*, but some candidates incorrectly opted for *B*, which referred to where the dog slept.

**Question 14** All candidates correctly selected response *B*.

**Question 15** All candidates correctly selected response *A*.

#### **Sección 2**

#### **Ejercicio 1 Preguntas 16–20**

Many candidates performed well on this exercise. Higher ability candidates were able to use their grammatical knowledge to recognise the type of word needed and often chose a viable grammatical option, even if this was the wrong response.



Candidates found **Questions 17** and **18** the most difficult whereas **Question 20** was completed successfully by most candidates.

- Question 16** Most candidates chose the correct response *salón*; some wrongly selected *comedor*.
- Question 17** This was the most challenging question in this exercise. Many candidates successfully selected *cerca*, but some weaker candidates wrongly opted for *enfrente*.
- Question 18** Most candidates were correct with *broncearse* but there was a range of incorrect answers offered by weaker candidates.
- Question 19** Most candidates correctly chose *poco* but a few wrongly opted for *bastante*.
- Question 20** Most candidates chose the correct response *jugando*.

### Ejercicio 2 Preguntas 21–30

Overall, candidates performed very well on this exercise. Stronger candidates 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.

### Ejercicio 2 Preguntas 21–30

- Question 21** Most candidates were successful with this question and answered with *(hace) una semana*.
- Question 22** Most candidates could answer correctly with *edificios modernos*.
- Question 23** Most candidates answered correctly *les gusta (más) la historia*.
- Question 24** The majority of candidates responded succinctly with *enorme*.
- Question 25** Candidates were able to answer simply with *afuera* but most chose to respond in a full sentence.
- Question 26** Most candidates understood the question and provided the correct answer *músicos*; again, most answered in a full sentence.
- Question 27** Most candidates answered *se cayó (en la calle)*.
- Question 28** This was the most demanding question in this exercise with most candidates locating the correct part of the text but invalidating their response by adding too much other information. Those who read the question and text closely understood the correct answer to be *no había mucha gente esperando*.
- Question 29** Most candidates were able to correctly answer *mañana*.
- Question 30** Most were able to locate the correct answer in the passage and respond with *ver los peces*.

### Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is not 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.

### Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates must decide which of the given statements are *Verdadero* and which are *Falso*. 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 *el primer día del programa los jóvenes no se preocuparon porque vinieron muchos niños*.

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

**Question 31** All but the weaker candidates recognised this to be a false statement. Candidates were able to answer succinctly with *se alegraron* but most went on to provide a full sentence.

**Question 32** Most candidates identified this as a true statement.

**Question 33** Most candidates realised that this was a false statement but only the more able candidates were able to provide the appropriate justification of *después de comer*. Candidates often wrote too much and negated an otherwise-correct response.

**Question 34** This was the most successful justification of a false statement, with most candidates answering *ninguno de los chicos la conocía*.

**Question 35** Most of the candidates knew this statement 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.

**Question 36** Most candidates answered succinctly with *triste*, which was provided in the text.

**Question 37** Candidates had to read the question and text carefully to establish that *mis compañeros lo apoyaban* in the text referred to *los otros jugadores del equipo* agreeing with *el* or *su profesor*, which was the correct answer.

**Question 38** Many candidates found this question challenging as they had to eliminate unnecessary words from the text and change the verb to answer correctly *cuando marca un gol*.

**Question 39** This was the most demanding question in this section with a variety of incorrect answers were offered, with many weaker candidates getting a response from other parts of the text. Stronger candidates were able to answer *(llegó) el día en que (ya) no disfrutaba*.

**Question 40** The best candidates could lift *(podía) buscar otro lugar (para jugar)* but many copied incorrect information from a different part of the text.

**Question 41** The majority of candidates lifted *daba poco valor a la amistad* directly from the text, which scored the mark.

**Question 42** Many candidates were able to successfully answer *no va a elegir el deporte como profesión*, but some had difficulty in changing the verb into the third person, thus negating their response.

# SPANISH (Foreign Language)

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Paper 0530/22  
Reading

## Key messages

- Candidates should aim to write short, accurate answers 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**.

## 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 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

##### Ejercicio 1 Preguntas 1–5

Most candidates scored full marks on this exercise.

- Question 1** Almost all knew *perro* and linked it with *B*.
- Question 2** Most knew *frío* and linked it with *B*.
- Question 3** Many candidates were able to link the time *nueve y cuarto* with the digital clock on picture *C*, but a frequent incorrect answer was *D*.
- Question 4** Almost all candidates knew *barco* and linked it with *D*.
- Question 5** Nearly all candidates knew *libros* and linked it with *A*.

##### Ejercicio 2 Preguntas 6–10

Most candidates scored full marks on this section.

- Question 6** Most candidates linked *duele la mano* with *B*.
- Question 7** Most candidates knew *viajar* and linked it with *F*.
- Question 8** Most candidates knew *naturaleza* and linked it with *A*.
- Question 9** Nearly all candidates were able to link *tiempo* with *C*.
- Question 10** Almost all candidates were able to link *baile* with picture *D*.

##### Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Many candidates scored full marks in this exercise. 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 correctly selected *C*.
- Questions 12** Candidates who read the text, question and possible answers carefully answered correctly with *B*, but some candidates were distracted by *pueblo* and wrongly selected *A*.
- Question 13** Most candidates correctly linked *me encanta* in the text with option *B*, *lo pasa bien*.
- Question 14** Candidates needed to read the text carefully and link the synonyms *charlar* and *hablar*, with *B* being the correct answer. A number of candidates got this question wrong.
- Question 15** Most candidates correctly answered *A*.

#### Sección 2

##### Ejercicio 1 Preguntas 16–20

Many candidates performed well in this section. Higher ability candidates were able to use their grammatical knowledge to recognise the type of word needed; even when candidates chose a wrong answer, it was encouraging to see that the type of word chosen was one that was grammatically possible

- Question 16** Most candidates chose the correct response *cocinar*; a few wrongly selected *lavar*.
- Question 17** Most candidates were successful here and answered with *adultos*.

- Question 18** Most candidates correctly wrote *aprenden*. There was a range of incorrect answers offered by weaker candidates.
- Question 19** Almost all candidates correctly chose *bonito*.
- Question 20** Candidates needed to link *poco complicados* in the text with the word *sencillos*. Some candidates wrongly chose *caros*.

### Ejercicio 2 Preguntas 21–30

Overall, candidates performed very well on this exercise. 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 were able to answer with *cuando empezó el verano* or simply *el verano*. Some candidates omitted the *cuando*, thus invalidating their answer.
- Question 22** Most candidates located the correct part of the text and answer succinctly with *aburrido*.
- Question 23** This question was answered correctly by most candidates, who responded simply with *fotos*.
- Question 24** Most candidates responded with *moto* but many misread *abuelo* and wrote about what his *abuela* had still got.
- Question 25** The candidates who read the question carefully located the answer in Juan's e-mail and correctly answered *estaba encantado*. Although most candidates located the correct part of the text some copied a large chunk of text indiscriminately, which was not precise enough to attract a mark.
- Question 26** Many candidates answered correctly with *fantástico*; weaker candidates wrongly copied out parts of Daniel's e-mail instead.
- Question 27** Most candidates could answer correctly with *(una tienda de) discos*.
- Question 28** Most candidates answered correctly with *fiestas*.
- Question 29** Most candidates were successful with this question and wrote *un plan*.
- Question 30** Almost all candidates gave the correct answer *el fin de semana*.

### Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is not 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.

### Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates must decide which of the given statements are *Verdadero* and which are *Falso*. 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 *Carolina no fue a Nueva York por una oferta de trabajo*.

When correcting the false statements 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.

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

- Question 31** Most candidates were able to recognise this question as false and provided an appropriate justification of *un amigo (que vive allí) la invitó (a pasar unas vacaciones en su casa)*. Stronger candidates were able to change the text from the first to the third person.
- Question 32** Many candidates were able to link *clima* in the text to *temperaturas bajas* in the statement.
- Question 33** Most candidates recognised that this was a false statement and were able to correctly justify it. There were several acceptable correct justifications of this statement including *desde pequeña aparecía con su madre en fotos* or *su madre empezó su carrera a los 19 años*.
- Question 34** The majority of candidates identified this as a true statement.
- Question 35** Not all candidates identified this as a false statement and only the stronger candidates were able to justify it correctly. Most located the correct part of the text but only the best candidates could correctly lift *es un trabajo exigente*.

## 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.

- Question 36** Successful candidates located the correct part of the text and could lift the answer directly *enviar al supermercado la lista de la compra* but weaker candidates lifted far too much, too little or answered with something else from the text that was completely irrelevant to the question.
- Question 37** Many candidates across the ability range found this question demanding, but the response could be directly lifted from the text (*quiere disfrutar de*) *la vida de un pueblo*. Many candidates wrote *nunca están satisfechos* or *no es fácil de conseguir*.
- Question 38** Many candidates were able to locate the correct passage in the text and some were able to answer correctly with *compartiendo el coche* but there was a variety of incorrect answers.
- Question 39** Most candidates understood the question and were able to locate the answer in the correct part of the text. They were able to simply lift *tardarán muchos años* but many invalidated their answer by including *nuestras calles* without changing the possessive pronoun or they omitted *tardarán* or *en* from the beginning of their answer.
- Question 40** Candidates had to understand the interrogative *para qué* to be able to successfully answer *es esencial reducir la cantidad que se transporta*. Weaker candidates did not understand the question, with several responding *cultiva la comida que necesitamos*.
- Question 41** The best candidates were able to lift *zonas verdes* or *en lugar de flores* but many invalidated their response with *estas*.
- Question 42** This was the most demanding question in this exercise as candidates had to change the reflexive pronoun from the first person plural to the third person as well as the verb if they included that in the response. The very best candidates responded with (*tienen dificultades para*) *ponerse de acuerdo*.

# SPANISH (Foreign Language)

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Paper 0530/23  
Reading

## Key messages

- Candidates should aim to write short, accurate answers 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**.

## 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 to avoid ambiguity, an ability to use appropriate verb endings, pronouns and tenses. Weaker candidates who had difficulty manipulating verbs and pronouns 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**

##### **Ejercicio 1 Preguntas 1–5**

Almost all candidates scored full marks on this exercise.

- Question 1** Almost all candidates knew *caballo* and linked it with C.
- Question 2** Most knew *sol* and linked it with C.
- Question 3** Most candidates answered correctly with D. A few weaker candidates wrongly chose C.
- Question 4** Almost all knew *tren* and linked it with A.
- Question 5** Most candidates knew *pasteles* and linked it with B.

##### **Ejercicio 2 Preguntas 6–10**

Most candidates scored full marks on this exercise.

- Question 6** Most candidates could link *me duele el brazo* with D.
- Question 7** Most candidates knew *leer una revista* and linked it with A.
- Question 8** Almost all candidates knew *jugar al fútbol* and linked it with F.
- Question 9** Almost all candidates were able to link *reservar una mesa* with B.
- Question 10** Almost all candidates could link *historia* with picture C.

##### **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 very well here. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

- Question 11** Nearly all candidates successfully selected A.
- Questions 12** Most candidates were able to successfully answer with B.
- Question 13** Candidates had to read the question and the text carefully to get the correct answer of C. Many answered incorrectly with A.
- Question 14** Most candidates correctly selected option C.
- Question 15** Candidates had to understand the synonyms *broncearme* and *tomar el sol* to correctly answer B. Many wrongly selected C.

#### **Sección 2**

##### **Ejercicio 1 Preguntas 16–20**

Many candidates performed well on this exercise. Stronger candidates applied their grammatical knowledge to work out the type of word needed in each question; even when candidates chose a wrong answer, it was encouraging to see that the type of word chosen was one that was grammatically possible.

- Question 16** Most candidates correctly opted for *zapatos*.
- Question 17** Most candidates correctly chose *joven*.
- Question 18** Most candidates correctly chose *frecuentemente*.



- Question 19** Many candidates wrongly opting for *abre*. *Cierra* was the correct answer.
- Question 20** The correct answer was *escribir*, which most candidates correctly identified. There was also a wide range of incorrect answers.

### Ejercicio 2 Preguntas 21–30

Overall, there was a very 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 correctly wrote with *hace dos días*, but a few weaker candidates omitted the *hace* or copied too much.
- Question 22** Most candidates answered correctly with *amables*.
- Question 23** Most candidates answered correctly *escuchaba música*. Candidates who wrote too many other details could not gain the mark.
- Question 24** Candidates could simply answer *simpática* but they had to understand the interrogative *cómo*. Weaker candidates tended to answer a *qué* style question.
- Question 25** Most candidates located the correct part of the text but they had to be precise in their answer: *iba a ver a unos parientes (que nunca había visitado)*.
- Question 26** Most candidates understood the question and provided the correct answer *viajar en avión*. A few candidates who didn't understand the question responded with *el viaje era tan largo*.
- Question 27** Most candidates correctly answered *turismo*.
- Question 28** Most candidates correctly answered *dos semanas*.
- Question 29** Almost all candidates gave the correct answer *ver monumentos*.
- Question 30** Most candidates answered correctly with *una reserva de animales (salvajes)*.

### Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is not 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 must decide which of the given statements are *Verdadero* and which are *Falso*. 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 *La película 'Hogar dulce hogar' no salió primero en América del Sur*.

When correcting the false statements 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.

Candidates need to be aware that they need to tick either *Verdadero* or *Falso* for every question and make their choice clear if they have changed their mind.

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

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

**Question 31** Most recognised this to be a false statement and were able to answer with *apareció por primera vez (en noviembre) en (los cines de) España*, which could be lifted directly from the text.

**Question 32** Almost all candidates identified this as a true statement.

**Question 33** Most candidates realised that this was a false statement but only the more able candidates were able to provide the appropriate justification of *le/la/lo/se gustaría pasar más tiempo con ellos/sus hijos*. Candidates had to change the verb from the first person and attempt an appropriate response in the third person. Some candidates kept *le da igual* from the false statement in their answer, but this didn't convey the correct meaning.

**Question 34** Many candidates realised that this statement was true but some weaker candidates wrongly selected false.

**Question 35** Most candidates selected false and were able to justify the statement correctly with *al principio encuentran difícil su nueva vida*.

### 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.

**Question 36** Candidates were able to lift *presentaba programas (de televisión)* which was provided in the text.

**Question 37** The best candidates answered with *después del nacimiento de su hija* but many wrote far too much and invalidated their answer.

**Question 38** Candidates could lift the response directly from the text (*fue a una escuela de cocina*) but many invalidated their answer by copying far too much and not answering the question.

**Question 39** This was the most demanding question in this section as candidates had to change the verb from the first to the third person successfully and then attempt to change the pronoun.

**Question 40** The best candidates lifted *saber cuáles son los mejores ingredientes* but many invalidated their answer by copying too much or repeating part of the question incorrectly.

**Question 41** This question could have been answered succinctly with (*durante*) *poco tiempo* directly from the text. Many candidates tried to overcomplicate their response, leading to a wrong answer.

**Question 42** Candidates needed to read the final paragraph with care to elicit the answer *va a empezar un servicio de platos preparados (para llevar a casa)*. Some were unable to change the verb into the third person; others copied far too much, and some did not read the question correctly and answered with *va* or *voy a abrir una escuela*.

# SPANISH (Foreign Language)

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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 control of sentence structure, verb tenses and complex linguistic structures were in evidence.

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

## **General comments**

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

**Question 1** allowed candidates to make a confident start as a 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 and that there is no requirement to include a definite/indefinite article.

Candidates are also advised that they should not write their answers as labels beneath the pictures.

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, and include, some less common vocabulary, pertinent to the subject matter. It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions.

It is important for all candidates to show control of basic structures, including correct spelling and gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions.

### **Comments on specific questions**

#### **Question 1: Estás en la sala de estar. Haz una lista en español de 8 cosas que hay en la sala de estar.**

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items that they may see in a living room. The majority of candidates achieved the full five marks available.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *messa* for *mesa*). However, spelling errors which produced a word with a different meaning (e.g. *ventaja* for *ventana*, *libre* for *libro*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *plate*) could not be credited. The use of *ph...* for *f...* (e.g. *photo* for *foto* and *teléphono* for *teléfono*) could not be credited. Repeating the word *lámpara* from the example did not earn credit.

As candidates are free to offer the Spanish word for something not represented in the pictures; items such as *computador* were accepted.

When a candidate did not earn full marks for this question, it was usually because fewer than five answers had been written.

#### **Question 2: El cine**

##### *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 to identify when and with whom they go to the cinema. Almost all candidates addressed both tasks. Many candidates provided a response with several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this bullet point.

The second bullet point embraced two tasks, asking what type of film the candidate prefers and also asking for a reason for the preference. Almost all candidates responded adequately and with detailed additional information about their likes and/or preferences. A number of candidates gave only a preference for a type of film but no reason.

The third bullet point asked candidates to describe their favourite actor. Some candidates provided very detailed descriptions, using simple language, and included information about acting ability. Some candidates provided information which did not include any description. For example, they only stated the name of their favourite actor and mentioned the films in which he/she had appeared; responses of this nature did not address the question adequately. A small number of candidates omitted this task completely.

The fourth bullet point required candidates to say whether or not they would like to be an actor in the future and why. There was variety in the content of responses, particularly in the reasons given. There were some well-argued explanations, in which some candidates gave a detailed response. The production of a reason proved challenging for some candidates whose control of grammatical accuracy prevented a successful attempt at this task.

Some candidates misunderstood the requirements of the bullet point and stated whether they would like to be the person who they had mentioned in response to the third task. These responses did not address the bullet point adequately and therefore could not be credited.

##### *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 spelling of verbs. There was a wide variation in control of verb formations and the absence of accents on verbs was frequent.

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

All candidates, including those achieving the highest marks overall, needed to demonstrate better control of *gustar* and *encantar* in both the singular and plural forms. The verb *es* was seen frequently where *son* was required and vice-versa. *Estar* was seen frequently where *ser* was required. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. In the third bullet point, an inappropriate form of *tener* was often seen where *tiene* was required and inaccurate spellings of attempts at other conjugated versions were common. Inaccurate spellings of *prefiero* were often seen. Inappropriate placement of the simple negative *no* was seen regularly.

### Question 3

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

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

- cover all of the bullet points in the question
- provide sufficient information relating to each bullet point in the question – a good strategy is to provide at least two full sentences in response to each bullet point
- use verbs accurately and include accents where necessary
- ensure that their response to each of the tasks uses the tense required by the task
- copy accurately or alter appropriately when using words provided in the question, especially verbs.

**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
- do not add an accent to verbs which don't require it
- include the personal *a* with verbs that require it
- produce correct formations of regular and common irregular verbs in the preterite, particularly the first person singular/plural e.g. *compré/compramos, comí/comimos, vi/vimos, empecé/empezamos, hice/hicimos, tuve/tuvimos*
- use an appropriate preposition in verb constructions that require it, e.g. *pensar en...*, *ayudar a...*
- avoid inclusion of a preposition in verb constructions e.g. *es importante de...*, *necesito de...*
- use *estar* and *ser* appropriately
- produce a plural formation of *ser/estar* with a plural subject and/or a singular formation with a singular subject
- produce an appropriate formation of *gustar/encantar* in the present and conditional tenses, including the preceding pronoun
- avoid inappropriate use of an imperfect tense when a preterite is required and vice versa
- avoid using *fue/fuiste* when *fui* is appropriate
- avoid using *tiene* where *hay* is required and vice versa
- avoid using *es/son* where *hay* is required and vice versa.

**Other Linguistic Features:** The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first and third person formations (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Sentences such as *Aun así, resulta que lo que me ocurría era que, durante estas últimas semanas, estaba estresado por la cantidad de tareas que tenía que hacer* and *Fue en este momento, cuando mis padres me castigaron un mes entero sin salir, sin computadora y tres semanas sin ver la tele, que me di cuenta de lo que grave había sido mi comportamiento escolar* were examples of high-quality language that was seen by Examiners.

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

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

A response which is entirely, or almost entirely, in short sentences, with very limited or no success with more complex language, is highly likely to be restricted to three or four marks; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

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*
- correct use of definite and indefinite articles.

### Question 3(a) Pasaste las vacaciones en casa de tu amigo/amiga español(a)

This option was chosen by approximately two thirds of candidates. Some candidates showed a slight misunderstanding of the topic and wrote about a visit to another friend's house, often in a country other than Spain. Where the response was otherwise relevant, credit was given.

The first bullet point asked candidates to give an opinion of the Spanish friend's house. Most candidates succeeded in providing an appropriate opinion. Responses tended to rely upon use of *gustar* or *ser*, in simple sentences; both present and past tenses were accepted provided that the tense used was appropriate in the context of what the candidate had written. However, inappropriate formations of *gustar* (e.g. *me gusté*) were seen frequently. The most successful candidates went on to provide engaging information about the house, the family of their Spanish friend and things that they did in the house. Many candidates used a single sentence to address this question.

The second bullet point asked about the candidate's favourite activities during their stay. There was evidence of well-reasoned explanations for the choice of favourite activities, in which examples of complex language were produced by the better candidates to describe several activities, which often included visits to tourist attractions, sports or shopping expeditions. Many candidates mentioned a single activity; responses of this nature were considered to address the bullet point adequately. Some candidates were awarded only one mark as they produced an inappropriate form of their chosen verb, usually *ser*, frequently producing the third person singular in the preterite of *ser* after *las actividades*. In addition, where other verbs were used, preterite formations were sometimes incorrect.

The third bullet point asked candidates to give their opinion about life in Spain. Weather, food or the friendliness of people were mentioned frequently. There were many interesting explanations and justifications of opinions from the better candidates, in which engaging content was expressed using accurate, complex structures. In contrast, where candidates responded in a short sentence, errors with simple verbs were seen regularly. Candidates who attempted complex sentences requiring a relative pronoun frequently omitted the word *que*.

The fourth bullet point asked candidates to describe the first thing that they did upon returning home. The quality of language produced by more successful candidates was similar to that in the third bullet point, with some detailed statements showing control of verb formations. As in the previous bullet point, where a complex sentence was attempted requiring a relative pronoun, the word *que* was omitted by many candidates, despite its appearance in the bullet point. When candidates tried to make use of the sentence given in the bullet point, the verb formation *hiciste* was frequently reproduced when *hice* was required; *hizo* was also seen regularly. An inappropriate part of *ser* was often seen in responses to this bullet point – most commonly a present tense formation where a past tense was required.

The fifth bullet point asked candidates to say when they were next going to visit the Spanish friend. Candidates used a variety of verbs and constructions to respond to this bullet point. The most successful candidates produced an extended response and present, future and conditional tenses were seen, as well as constructions involving the subjunctive. There were some brief answers in simple sentences. The omission of the accent on *me gustaría* was a common cause of the award of fewer than two marks for Communication.

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

- inappropriate formation of the preterite tense of regular verbs, especially the first and third person plural
- inappropriate formation of the preterite of common irregular/radically-changing verbs, e.g. *hacer/ tener/jugar*
- inappropriate formation of high-frequency verbs, e.g. *ser/estar/gustar*
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).

### **Question 3(b) Estás pasando un año en el extranjero**

This option was chosen by about a quarter of candidates.

The first bullet point asked candidates to give a description of the country in which they were spending their year abroad. The most successful candidates introduced their response with an explanation of the reason for their year abroad and went on to describe a variety of features of the country. Weather, natural features or tourist/leisure attractions were the most frequent choices for descriptions. Whilst some candidates mentioned a city rather than a country, the descriptions offered were usually appropriate enough to earn some credit. Many candidates produced successful constructions in complex sentences to give the descriptions. Some candidates responded using simple language in a short sentence.

The second bullet point asked candidates to outline any difficulties that they had experienced in the first few months of their stay. Information about one difficulty was sufficient to respond adequately to this bullet point. A past tense was required. However, the best candidates mentioned several problems, including language, missing friends and family and difficulty in adapting to the new country. There were some interesting and well-expressed explanations offered where candidates were successful in producing complex sentences with subordinate clauses. Many responses tended to be formed with a simple sentence using *hablar* or *gustar*. Candidates could have improved the quality of their response by showing control in verb formations, and when candidates tried to make use of the sentence given in the bullet point, the verb formation *tuviste* was reproduced without alteration.

The third bullet point asked candidates to state what they had done to make new friends. Responses varied from a short sentence to detailed information in which complex sentences were produced by the most successful candidates. Participation in leisure activities was the most common response. A past tense was required. In a significant number of responses, the verb *hiciste* was reproduced from the bullet point without alteration. Some candidates omitted this task completely.

The fourth bullet point asked candidates to say what they like most about the country and to give an explanation for their opinion. Credit was given for responses which mentioned an aspect of the country or for an explanation of the candidate's opinion; this allowed candidates two opportunities to produce an



appropriate response which was free of errors. Responses in either the present tense or a past tense were accepted. There were some engaging and detailed answers when candidates chose to include information that they had not mentioned previously in relation to the first and third bullet points. The phrase *tener un buen tiempo* (a direct translation from English) was often seen where *pasarlo bien* was the appropriate Spanish expression. A response to this task was sometimes omitted.

The fifth bullet point asked candidates to state in which country they would like to live in the future, and to offer a reason. The best candidates, expressing their response with accuracy, produced a clear statement of their preference, supported by detailed explanations. There were a number of verb errors, either in the main clause with the omission of the accent on *me gustaría* or in the explanation. Some candidates omitted to address this task.

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

- use of *estar* where *ser* was required
- incorrect formation of *gustar* in the present and preterite tenses, including the omission of the pronoun
- inappropriate formation of the preterite of regular verbs and common irregular verbs, e.g. *hablar/aprender/hacer/tener*
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).

**Question 3(c) 'Ayer mis padres recibieron una carta de mi colegio. Mis padres no estaban contentos y querían hablar conmigo sobre el problema...'**

Only a small number of the candidates chose this option and there were varying levels of success, both in terms of the range of structures/vocabulary and in the level of accuracy. Many ideas expressed by candidates were interesting and imaginative in their content. In contrast, some narratives were over-ambitious which led to ambiguous statements, some of which made no sense at all.

The first bullet point asked candidates to describe the contents of the letter from school. Most candidates chose to mention an aspect of poor behaviour or failure to complete work. The most successful candidates added information using complex sentences and a variety of structures to express their ideas. Some candidates offered a brief response, often using simple language. Where candidates scored fewer than two marks for this task, errors in the main verb were usually the reason.

The second bullet point asked candidates to explain what their parents did after receiving the letter. Some of the more successful candidates described their parent's reaction in addition to any action taken by the parents. The most popular response to the bullet point referred to a punishment involving a ban on going out or the withdrawal of access to technology. The most successful candidates expanded their response, giving more detailed explanations and providing a well-reasoned narrative with complex sentences with subordinate clauses introduced by relative pronouns and conjunctions. Other candidates needed to display greater control of grammatical accuracy in order to gain full marks for this task.

The third bullet point asked candidates to say how they felt as a result and why. It was this bullet point which presented the greatest difficulty to candidates, either because they did not know the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication. There were descriptions of feelings and reactions which fitted well into the narrative; some candidates mentioned their feelings about their behaviour whilst others described their reaction to the punishment. Regarding the explanation element of the task, answers were usually developed well by the more successful candidates, who often linked their response to the first element of the task with logical and detailed explanations. Other candidates responded to this element of the task with a brief, simple statement. It was in response to this element where some candidates were over-ambitious in developing the narrative; lack of control of vocabulary and grammatical structures sometimes hindered or prevented communication of the intended response.

The fourth bullet point asked candidates to state what they intended to do in order to solve the problem. Responses to this task tended to be brief, and a reference to plans to study was given frequently. Some candidates were successful in producing responses which referred to the events mentioned in the school's letter. In general, candidates made use of a simple future construction (*voy a + infinitive*) to express their ideas although there were responses which included more complex language, with successful subjunctive constructions in some cases.

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

- inappropriate formation of the preterite of common irregular verbs e.g. *hacer/tener/estar/ser*
- inappropriate use of *sentirse* when *sentir* was required and vice versa
- the omission of the accent, or use of *te sentiste*, where *me sentí* or *sentí* was appropriate
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).

# SPANISH (Foreign Language)

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Paper 0530/42  
Writing

## Key messages

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

- 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.
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Overall, performance was similar to last year, although responses warranting marks at the top of the range were slightly less common.

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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.

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### **Comments on specific questions**

#### **Question 1: Estás en la cocina. Haz una lista en español de 8 cosas que hay en la cocina.**

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items that they may see in a kitchen. The majority of candidates achieved the full five marks available.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *insalada* for *ensalada*). However, spelling errors which produced a word with a different meaning (e.g. *verde* for *verdura*) could not be rewarded. Words that were unrecognisable as Spanish, particularly English words, (e.g. *salad* or *fruito*) could not be credited. The use of *ph...* for *f...* (e.g. *teléphono* in *teléfono*) did not earn credit. Repeating the word *microondas* from the example did not earn credit.

As candidates are free to offer the Spanish word for something not represented in the pictures; items such as *computador* were accepted.

When a candidate did not earn full marks for this question, it was usually because fewer than five answers had been written.

#### **Question 2: ¿El campo o la 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 bullet point asked candidates to describe the region in which they live. Many candidates provided detailed descriptions which included location, facilities and natural surroundings. These responses usually included several relevant, credit-worthy clauses and/or sentences, giving candidates access to several marks for this question. Responses which only named where a candidate lived, omitting any description, did not address the question adequately and did not earn credit.

The second bullet point asked candidates whether they preferred living in the countryside or the town and why. The majority of candidates responded adequately; in some cases candidates gave both the advantages and disadvantages of living in both the town and the countryside, supported by detailed explanations. Some candidates forgot to address the 'why?' element of the bullet point. Some candidates did not provide a response to this bullet point at all.

The third bullet point asked candidates to state a downside of living in the countryside. Most candidates were successful in identifying a disadvantage, with many candidates providing a detailed explanation. A lack of control of accuracy, especially with verbs, was seen in many responses. A number of candidates omitted a response to this bullet point. Where an adequate response was incorporated into the second bullet point, credit was given for any appropriate statements.

The fourth bullet point asked candidates to state in which country they would like to live in the future and why. There was variety in the content of responses; some candidates provided a brief statement indicating a preferred country and their reason, whilst others provided detailed explanations for their preference. Some candidates mentioned a town or city, without identifying a country and did not, therefore address the task adequately. Where appropriate, credit was given for the reason for the preference. Where candidates mentioned only a preference for the town or countryside, with no indication of a country, no credit was given as the bullet point was not addressed adequately.

##### *Language*

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

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

All candidates, including those achieving the highest grades overall, need to demonstrate better control with *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. *Estar* was seen frequently where *ser* was required and vice-versa. Inaccurate spellings of *prefiero* were often seen, as well as inaccurate spellings of attempts at other conjugated versions. These verbs included regular and high-frequency irregular verbs; inappropriate use of *hay/tiene/es/son* was seen in some responses. Examiners frequently saw *la gente* followed by a plural formation of a verb and the use of *las gentes* where *la gente* was appropriate.

### Question 3

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

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

- cover all of the bullet points in the question
- provide sufficient information relating to each bullet point in the question – a good strategy is to provide at least two full sentences in response to each bullet point
- use verbs accurately and include accents where necessary
- ensure that their response to each of the tasks uses the tense required by the task
- copy accurately or alter appropriately when using words provided in the question, especially verbs.

*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
- do not add an accent to verbs which don't require it
- include the personal *a* with verbs that require it
- produce correct formations of regular and common irregular verbs in the preterite, particularly the first person singular/plural e.g. *compré/compramos, comí/comimos, vi/vimos, empecé/empezamos, hice/hicimos, tuve/tuvimos*
- use an appropriate preposition in verb constructions that require it, e.g. *pensar en...*, *ayudar a...*
- avoid inclusion of a preposition in verb constructions e.g. *es importante de...*, *necesito de...*
- use *estar* and *ser* appropriately
- produce a plural formation of *ser/estar* with a plural subject and/or a singular formation with a singular subject
- produce an appropriate formation of *gustar/encantar* in the present and conditional tenses, including the preceding pronoun
- avoid inappropriate use of an imperfect tense when a preterite is required and vice versa
- avoid using *fue/fuiste* when *fui* is appropriate
- avoid using *tiene* where *hay* is required and vice versa
- avoid using *es/son* where *hay* is required and vice versa.

*Other Linguistic Features:* The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first and third person formations (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Sentences such as *Por otro lado, mucha gente suele gastar un dineral en videojuegos mientras que yo, en cambio, prefiero ahorrar mi plata ya que puedo encontrarlos gratis o pedirlos prestados a mis compañeros* and *De ninguna manera podía llegar tarde a casa porque yo estaba organizando la fiesta de cumpleaños de mi hermana con otros amigos y queríamos que fuera una sorpresa inmensa* were examples of high-quality language that was seen by Examiners.

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

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

A response which is entirely, or almost entirely, in short sentences, with very limited or no success with more complex language, is highly likely to be restricted to three or four marks; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

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*
- correct use of definite and indefinite articles.

### Question 3(a) Eres miembro de un club en tu colegio

This question was chosen by approximately two thirds of candidates.

The first bullet point asked candidates to explain when they became a member of the club at school. The best candidates provided engaging information about their reasons for joining the club, clearly indicating when they had joined. They used complex sentences with subordinate clauses introduced by conjunctions and relative pronouns. There were some very brief responses to this bullet point using a simple sentence including a basic time phrase. Where fewer than two marks were awarded for Communication, this was usually because of errors with the accuracy of the verb *hacer*, often the omission of the pronoun. In addition, candidates often gave an incorrect tense when they used the construction *desde hace... or hace ....*

The second bullet point asked candidates about the activities in which candidates had participated at the club the previous week. Many candidates linked their response to the first bullet point by explaining the usual activities of the club before going on to mention what they had done at the club the previous week. Some candidates described several activities in some detail, with a variety of opinions offered. Where candidates chose to say *hay muchas cosas que hacer*, the word *que* was often omitted, and after the verb *jugar* the pronoun *a* was very frequently omitted. The most common reasons for the award of fewer than two marks for Communication were either an error with the chosen verb or the absence of a verb in a past time frame. Some candidates omitted a clear reference to participation in past events; these responses did not address the question adequately.

The third bullet point asked what the teacher in charge of the club was like. Most candidates met the requirements of the bullet point by using a simple sentence with *es* followed by an adjective. The more successful candidates added detailed physical descriptions and often included additional information about the teacher's previous experience in an activity and the teacher's helpfulness in the club. There were frequent errors in the adjectival agreement. A maximum of one mark for Communication could be awarded to candidates who made errors in the subject of the verb (e.g. *el profesora/la profesor/professor*). Some candidates' responses were very short and several candidates omitted a response to this bullet point.

The fourth bullet point asked candidates to say whether or not they would recommend the club to a friend and why. The most successful candidates provided well-argued reasons for recommending the club to a friend. They provided detailed explanations of the benefits of participating in the club and there was evidence of appropriate use of a variety of time frames with accurate formation of verbs. Attempts at the manipulation of the verb *recomendar* resulted in frequent errors; when candidates chose to use a present tense, the verb formation was usually incorrect and many candidates copied the conditional formation given in the bullet point without alteration. Some candidates used a simple sentence structure to meet the requirements of the task.

The fifth bullet point asked candidates to explain why leisure time is important for young people. There were some detailed explanations of the importance of leisure time, involving complex sentences. The best responses included a simple sentence as an introduction, using the language given in the bullet point, and then went on to justify the simple, introductory statement using more complex structures and vocabulary, including appropriate use of a subjunctive. Many candidates were less successful in the formation of clauses following *el tiempo libre es importante*, often using an infinitive where a conjugated verb was required. A few candidates used *para que* with success. Where fewer than two Communication marks were awarded for this task, errors in the formation verbs in the subordinate clause were the most common cause.

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

- inappropriate forms of *hacer* in the preterite tense and omission of the reflexive pronoun
- inappropriate formation of the preterite of common irregular/radically-changing verbs, e.g. *tener/jugar*
- inappropriate formation of the preterite of common regular verbs
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).

### **Question 3(b) Los videojuegos**

This option was chosen by about a third of candidates.

The first bullet point asked candidates to state at what age they had started playing videogames. There were engaging responses from successful candidates in which they gave detailed information. Language was often complex with subordinate clauses introduced by conjunctions and relative pronouns. Some candidates responded with a short sentence based on the language provided in the bullet point; in many of these responses, inaccurate formation of the verb *empezar* was a common reason for the award of fewer than two marks for Communication and the second person singular formation was often copied, unchanged, from the bullet point.

The second bullet point required candidates to say when and with whom they had last played a videogame. The requirements of the task tended to be met by a simple sentence with an appropriate time phrase. The better candidates went on to provide additional information which included an account of their last experience of playing a videogame as well as statements about the length of time that they usually play. Candidates used a variety of ways to meet the requirements of the task, including the production of two short sentences which addressed each of the two elements of the task separately. Some candidates addressed only one element of the bullet point, mentioning only when or with whom they last played a videogame. A number of candidates responded in the present tense with no indication of a past context; these responses did not meet the requirements of the task.

The third bullet point asked candidates how much money they spend on videogames. Responses to this bullet point followed a similar pattern to those seen for the second bullet point. Responses varied from a short sentence to detailed information, with explanations about the high cost of videogames or the availability of free games. The most successful candidates offered a correct version of a verb in a past tense, explaining a recent purchase. Candidates who stated that they do not buy videogames were considered to have addressed the task adequately. Some attempts at a response did not succeed in communicating a meaningful message. Some candidates did not attempt this task at all.



The fourth bullet point asked candidates what they thought the advantages of videogames were. There were some well-argued accounts of the advantages of the videogames, including the development of mental capabilities and their value in future employment. These responses tended to be detailed and were expressed using complex sentences. A small number of candidates chose to state that there are only disadvantages of playing videogames; these responses were considered to meet the requirements of the task adequately. Some candidates tried to be more ambitious in expressing their point of view. Without knowledge of the necessary vocabulary and control of structures, including verbs, responses were sometimes ambiguous or difficult to understand. A response to this task was omitted by a small number of candidates.

The fifth bullet point asked candidates to state their parents' opinion of videogames. The best candidates began their response with a simple sentence, expressing their parents' like or dislike of videogames. Some candidates produced a complex sentence introduced by *mis padres piensan que* ... followed by a clause with a correct formation of *ser* and an adjective. In a similar manner to the fourth bullet point, many candidates who tried to be too ambitious were less successful. Some candidates gave only their own opinion of videogames and these responses did not address the task adequately.

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

- omission of the appropriate preposition in infinitive constructions
- inaccurate formations of *empezar* and *jugar* in the preterite
- inappropriate formation of *gustar* including incorrect pronouns
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).

**Question 3(c) “Estaba viajando en tren cuando me dormí y me pasé la parada...”**

Only a small number of candidates chose this option and there were varying levels of success, both in terms of the range of structures/vocabulary and in the level of accuracy. Examiners saw ideas that were interesting and imaginative in their content. In contrast, several narratives were over-ambitious which led to ambiguous statements, with some making little or no sense.

The first bullet point asked candidates to state where they were going and why. Most candidates said that they were returning home or going to visit a relative. Responses to this task tended to be brief. The most successful candidates included an explanation of the circumstances which led to the need to travel. Where there was a more detailed explanation, candidates tended to use complex sentences and a variety of structures to express their ideas. Several candidates included additional information providing a well-reasoned narrative using complex sentences with subordinate clauses introduced by relative pronouns and conjunctions. A small number of candidates omitted to give a reason for their journey.

The second bullet point asked candidates to say what they did when they realised that they had missed their stop. The most successful candidates offered well-developed accounts which included a logical sequence of actions which fitted well into the narrative. Some candidates encountered difficulty here as they appeared to lack the vocabulary to express their ideas clearly.

The third bullet point asked candidates to say how they reached their intended destination. Responses followed a similar pattern to the second bullet point. The best candidates produced a detailed account showing control of grammatical structures and verb formations in complex sentences. When fewer than two Communication marks were awarded, the reason was usually either errors in verbs, particularly in the preterite tense of both regular and irregular verbs, or because the absence of control of grammatical structures in the responses of some candidates interfered with successful communication of the intended message.

The fourth bullet point required candidates to say how they felt after the experience. Most candidates produced a response which included both their feelings and an explanation for those feelings. Constructions using *sentirse* followed by an adjective, and *sentir* followed by a noun, were seen in most responses.

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

- inaccurate formation of *dar* in the preterite tense
- inaccurate formation of the preterite tense of regular and common irregular verbs
- inaccurate manipulation of *sentirse* including the omission of the reflexive pronoun
- inaccurate manipulation of *sentir*, usually the inclusion of the reflexive pronoun
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
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# SPANISH (Foreign Language)

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Paper 0530/43  
Writing

## Key messages

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

- 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.
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### **Comments on specific questions**

#### **Question 1: Estás en la cocina. Haz una lista en español de 8 cosas que hay en la cocina.**

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items that they may see in a kitchen. The majority of candidates achieved the full five marks available.

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#### **Question 2: ¿El campo o la 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 bullet point asked candidates to describe the region in which they live. Many candidates provided detailed descriptions which included location, facilities and natural surroundings. These responses usually included several relevant, credit-worthy clauses and/or sentences, giving candidates access to several marks for this question. Responses which only named where a candidate lived, omitting any description, did not address the question adequately and did not earn credit.

The second bullet point asked candidates whether they preferred living in the countryside or the town and why. The majority of candidates responded adequately; in some cases candidates gave both the advantages and disadvantages of living in both the town and the countryside, supported by detailed explanations. Some candidates forgot to address the 'why?' element of the bullet point. Some candidates did not provide a response to this bullet point at all.

The third bullet point asked candidates to state a downside of living in the countryside. Most candidates were successful in identifying a disadvantage, with many candidates providing a detailed explanation. A lack of control of accuracy, especially with verbs, was seen in many responses. A number of candidates omitted a response to this bullet point. Where an adequate response was incorporated into the second bullet point, credit was given for any appropriate statements.

The fourth bullet point asked candidates to state in which country they would like to live in the future and why. There was variety in the content of responses; some candidates provided a brief statement indicating a preferred country and their reason, whilst others provided detailed explanations for their preference. Some candidates mentioned a town or city, without identifying a country and did not, therefore address the task adequately. Where appropriate, credit was given for the reason for the preference. Where candidates mentioned only a preference for the town or countryside, with no indication of a country, no credit was given as the bullet point was not addressed adequately.

##### *Language*

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

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

All candidates, including those achieving the highest grades overall, need to demonstrate better control with *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. *Estar* was seen frequently where *ser* was required and vice-versa. Inaccurate spellings of *prefiero* were often seen, as well as inaccurate spellings of attempts at other conjugated versions. These verbs included regular and high-frequency irregular verbs; inappropriate use of *hay/tiene/es/son* was seen in some responses. Examiners frequently saw *la gente* followed by a plural formation of a verb and the use of *las gentes* where *la gente* was appropriate.

### Question 3

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

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

- cover all of the bullet points in the question
- provide sufficient information relating to each bullet point in the question – a good strategy is to provide at least two full sentences in response to each bullet point
- use verbs accurately and include accents where necessary
- ensure that their response to each of the tasks uses the tense required by the task
- copy accurately or alter appropriately when using words provided in the question, especially verbs.

*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
- do not add an accent to verbs which don't require it
- include the personal *a* with verbs that require it
- produce correct formations of regular and common irregular verbs in the preterite, particularly the first person singular/plural e.g. *compré/compramos, comí/comimos, vi/vimos, empecé/empezamos, hice/hicimos, tuve/tuvimos*
- use an appropriate preposition in verb constructions that require it, e.g. *pensar en...*, *ayudar a...*
- avoid inclusion of a preposition in verb constructions e.g. *es importante de...*, *necesito de...*
- use *estar* and *ser* appropriately
- produce a plural formation of *ser/estar* with a plural subject and/or a singular formation with a singular subject
- produce an appropriate formation of *gustar/encantar* in the present and conditional tenses, including the preceding pronoun
- avoid inappropriate use of an imperfect tense when a preterite is required and vice versa
- avoid using *fue/fuiste* when *fui* is appropriate
- avoid using *tiene* where *hay* is required and vice versa
- avoid using *es/son* where *hay* is required and vice versa.

*Other Linguistic Features:* The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first and third person formations (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Sentences such as *Por otro lado, mucha gente suele gastar un dineral en videojuegos mientras que yo, en cambio, prefiero ahorrar mi plata ya que puedo encontrarlos gratis o pedirlos prestados a mis compañeros* and *De ninguna manera podía llegar tarde a casa porque yo estaba organizando la fiesta de cumpleaños de mi hermana con otros amigos y queríamos que fuera una sorpresa inmensa* were examples of high-quality language that was seen by Examiners.

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

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

A response which is entirely, or almost entirely, in short sentences, with very limited or no success with more complex language, is highly likely to be restricted to three or four marks; the use of just one or two complex sentences introduced by *porque* is unlikely to lift the response into the next mark band.

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*
- correct use of definite and indefinite articles.

### Question 3(a) Eres miembro de un club en tu colegio

This question was chosen by approximately two thirds of candidates.

The first bullet point asked candidates to explain when they became a member of the club at school. The best candidates provided engaging information about their reasons for joining the club, clearly indicating when they had joined. They used complex sentences with subordinate clauses introduced by conjunctions and relative pronouns. There were some very brief responses to this bullet point using a simple sentence including a basic time phrase. Where fewer than two marks were awarded for Communication, this was usually because of errors with the accuracy of the verb *hacer*, often the omission of the pronoun. In addition, candidates often gave an incorrect tense when they used the construction *desde hace... or hace ....*

The second bullet point asked candidates about the activities in which candidates had participated at the club the previous week. Many candidates linked their response to the first bullet point by explaining the usual activities of the club before going on to mention what they had done at the club the previous week. Some candidates described several activities in some detail, with a variety of opinions offered. Where candidates chose to say *hay muchas cosas que hacer*, the word *que* was often omitted, and after the verb *jugar* the pronoun *a* was very frequently omitted. The most common reasons for the award of fewer than two marks for Communication were either an error with the chosen verb or the absence of a verb in a past time frame. Some candidates omitted a clear reference to participation in past events; these responses did not address the question adequately.

The third bullet point asked what the teacher in charge of the club was like. Most candidates met the requirements of the bullet point by using a simple sentence with *es* followed by an adjective. The more successful candidates added detailed physical descriptions and often included additional information about the teacher's previous experience in an activity and the teacher's helpfulness in the club. There were frequent errors in the adjectival agreement. A maximum of one mark for Communication could be awarded to candidates who made errors in the subject of the verb (e.g. *el profesora/la profesor/professor*). Some candidates' responses were very short and several candidates omitted a response to this bullet point.

The fourth bullet point asked candidates to say whether or not they would recommend the club to a friend and why. The most successful candidates provided well-argued reasons for recommending the club to a friend. They provided detailed explanations of the benefits of participating in the club and there was evidence of appropriate use of a variety of time frames with accurate formation of verbs. Attempts at the manipulation of the verb *recomendar* resulted in frequent errors; when candidates chose to use a present tense, the verb formation was usually incorrect and many candidates copied the conditional formation given in the bullet point without alteration. Some candidates used a simple sentence structure to meet the requirements of the task.

The fifth bullet point asked candidates to explain why leisure time is important for young people. There were some detailed explanations of the importance of leisure time, involving complex sentences. The best responses included a simple sentence as an introduction, using the language given in the bullet point, and then went on to justify the simple, introductory statement using more complex structures and vocabulary, including appropriate use of a subjunctive. Many candidates were less successful in the formation of clauses following *el tiempo libre es importante*, often using an infinitive where a conjugated verb was required. A few candidates used *para que* with success. Where fewer than two Communication marks were awarded for this task, errors in the formation verbs in the subordinate clause were the most common cause.

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

- inappropriate forms of *hacer* in the preterite tense and omission of the reflexive pronoun
- inappropriate formation of the preterite of common irregular/radically-changing verbs, e.g. *tener/jugar*
- inappropriate formation of the preterite of common regular verbs
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).

### **Question 3(b) Los videojuegos**

This option was chosen by about a third of candidates.

The first bullet point asked candidates to state at what age they had started playing videogames. There were engaging responses from successful candidates in which they gave detailed information. Language was often complex with subordinate clauses introduced by conjunctions and relative pronouns. Some candidates responded with a short sentence based on the language provided in the bullet point; in many of these responses, inaccurate formation of the verb *empezar* was a common reason for the award of fewer than two marks for Communication and the second person singular formation was often copied, unchanged, from the bullet point.

The second bullet point required candidates to say when and with whom they had last played a videogame. The requirements of the task tended to be met by a simple sentence with an appropriate time phrase. The better candidates went on to provide additional information which included an account of their last experience of playing a videogame as well as statements about the length of time that they usually play. Candidates used a variety of ways to meet the requirements of the task, including the production of two short sentences which addressed each of the two elements of the task separately. Some candidates addressed only one element of the bullet point, mentioning only when or with whom they last played a videogame. A number of candidates responded in the present tense with no indication of a past context; these responses did not meet the requirements of the task.

The third bullet point asked candidates how much money they spend on videogames. Responses to this bullet point followed a similar pattern to those seen for the second bullet point. Responses varied from a short sentence to detailed information, with explanations about the high cost of videogames or the availability of free games. The most successful candidates offered a correct version of a verb in a past tense, explaining a recent purchase. Candidates who stated that they do not buy videogames were considered to have addressed the task adequately. Some attempts at a response did not succeed in communicating a meaningful message. Some candidates did not attempt this task at all.



The fourth bullet point asked candidates what they thought the advantages of videogames were. There were some well-argued accounts of the advantages of the videogames, including the development of mental capabilities and their value in future employment. These responses tended to be detailed and were expressed using complex sentences. A small number of candidates chose to state that there are only disadvantages of playing videogames; these responses were considered to meet the requirements of the task adequately. Some candidates tried to be more ambitious in expressing their point of view. Without knowledge of the necessary vocabulary and control of structures, including verbs, responses were sometimes ambiguous or difficult to understand. A response to this task was omitted by a small number of candidates.

The fifth bullet point asked candidates to state their parents' opinion of videogames. The best candidates began their response with a simple sentence, expressing their parents' like or dislike of videogames. Some candidates produced a complex sentence introduced by *mis padres piensan que* ... followed by a clause with a correct formation of *ser* and an adjective. In a similar manner to the fourth bullet point, many candidates who tried to be too ambitious were less successful. Some candidates gave only their own opinion of videogames and these responses did not address the task adequately.

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

- omission of the appropriate preposition in infinitive constructions
- inaccurate formations of *empezar* and *jugar* in the preterite
- inappropriate formation of *gustar* including incorrect pronouns
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).

**Question 3(c) “Estaba viajando en tren cuando me dormí y me pasé la parada...”**

Only a small number of candidates chose this option and there were varying levels of success, both in terms of the range of structures/vocabulary and in the level of accuracy. Examiners saw ideas that were interesting and imaginative in their content. In contrast, several narratives were over-ambitious which led to ambiguous statements, with some making little or no sense.

The first bullet point asked candidates to state where they were going and why. Most candidates said that they were returning home or going to visit a relative. Responses to this task tended to be brief. The most successful candidates included an explanation of the circumstances which led to the need to travel. Where there was a more detailed explanation, candidates tended to use complex sentences and a variety of structures to express their ideas. Several candidates included additional information providing a well-reasoned narrative using complex sentences with subordinate clauses introduced by relative pronouns and conjunctions. A small number of candidates omitted to give a reason for their journey.

The second bullet point asked candidates to say what they did when they realised that they had missed their stop. The most successful candidates offered well-developed accounts which included a logical sequence of actions which fitted well into the narrative. Some candidates encountered difficulty here as they appeared to lack the vocabulary to express their ideas clearly.

The third bullet point asked candidates to say how they reached their intended destination. Responses followed a similar pattern to the second bullet point. The best candidates produced a detailed account showing control of grammatical structures and verb formations in complex sentences. When fewer than two Communication marks were awarded, the reason was usually either errors in verbs, particularly in the preterite tense of both regular and irregular verbs, or because the absence of control of grammatical structures in the responses of some candidates interfered with successful communication of the intended message.

The fourth bullet point required candidates to say how they felt after the experience. Most candidates produced a response which included both their feelings and an explanation for those feelings. Constructions using *sentirse* followed by an adjective, and *sentir* followed by a noun, were seen in most responses.

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

- inaccurate formation of *dar* in the preterite tense
- inaccurate formation of the preterite tense of regular and common irregular verbs
- inaccurate manipulation of *sentirse* including the omission of the reflexive pronoun
- inaccurate manipulation of *sentir*, usually the inclusion of the reflexive pronoun
- omission of accents
- inaccurate spelling of simple adjectives e.g. *tranquilo/aburrido/caro*
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- incorrect agreement of the subject and verb
- omission of the definite article in sentences where it was required
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was needed).