

# SPANISH

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

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

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

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

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

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

| Question Number | Key   |
|-----------------|-------|
| 35              | C / E |
| 36              | B / E |
| 37              | A / E |

## General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, which are designed to increase gradually in length and complexity.

In the first, picture-based multiple-choice task, **Questions 1 to 8** are based on simple transactional exchanges in which the key information is usually carried by a single word; **Questions 9–14**, also visually based, focuses on information conveyed in phrases or short sentences in a short monologue. For **Questions**

**15–19** candidates hear a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moves from assessing the candidates' ability to identify information contained in short factual speeches, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

### Comments on specific questions

#### Questions 1–8

The extracts were short, contextualised interactions in the city of Valencia with a friend, in which it was necessary to focus on a single sentence. The exercise caused little difficulty overall, with most items answered correctly by most candidates. However, only one item (**Question 8**) was answered correctly by the whole cohort. **Questions 2, 3 and 5** proved problematic for some weaker candidates. **Questions 2 and 5** depended on a single item of vocabulary, *champiñones* and *cuadros*, possibly unfamiliar to some. On **Question 3** candidates may have been confused by the verb *falta* in the rubric. They also needed to distinguish the correct response, *vasos*, from possibly more unfamiliar words in the rest of the phrase, *traigo vasos en seguida*.

#### Questions 9–14

Here candidates heard a short piece of a continuous monologue advertisement for a square in Pueblo Blanco. Questions focused on aspects related to location, activities, transport and entertainment. Most questions were answered correctly by over seven tenths of candidates, with **Question 9** correctly answered by nearly all candidates, probably due to the high frequency word, *montañas*. **Questions 10**, and **13** appear to have caused problems for a significant number of weaker candidates, with a third answering incorrectly. On **Question 10**, a quarter of candidates chose option **D** *fresa*, possibly tempted by the mention of the word *fresco*. While on **Question 14**, some candidates chose option **C**, possibly because they linked *invierno* and *diciembre* to the idea of a Christmas market. On **Question 11**, despite most candidates choosing the correct answer, option **D**, nearly a quarter of candidates chose option **A**, including some of the stronger candidates. Possibly they missed the key word *ropa* and linked *se vende una gran variedad de artículos* with the stem of the key, and to the more familiar idea of written articles in books and magazines in option **A**.

#### Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends around the topic of characters in a new film. Most items appear to have caused little difficulty to the majority of candidates, although **Questions 15, 16 and 18** were challenging to around a quarter. Most of the items were based on paraphrase of content, and on **Question 15**, key option **D** depended on linking the verb, *se casó*, with *un novio muy generoso que se convirtió en su marido* from the transcript. **Question 16** caused more problems, with just under two thirds identifying key option **A**, which depended on candidates linking *no siempre decía la verdad* to *A veces contaba mentiras*. On **Question 18** weaker candidates possibly did not understand *vecino* and were therefore unable to link it with *el chico que vivía en el piso de arriba*.

#### Questions 20–28

In this exercise, candidates heard an interview in two parts with a prize-winning cheesemaker. Apart from increased length, the content and language and format of the exercise represented an increase in difficulty, and this was reflected in the performance of the candidates.

**Question 20** seems to have been very demanding for weaker candidates: approximately half of the candidates chose correctly. To identify key **A**, candidates were required to link the emotion with the paraphrased definition in the transcript. Some of the remaining candidates opted for the word-echo *contento* in distractor **C**, whilst the majority chose distractor **B**, which was plausible but not supported in the transcript.

**Question 21** was much more accessible: eight tenths of candidates answered correctly. Key **C** was supported by two elements in the transcript. Most of the remaining candidates were tempted by distractor **A**, linking the idea of study to the mention of *universidad* and *colegio* in the transcript.

**Question 22** was similarly accessible: To identify key **A**, candidates had to link ideas in two sentences, and several were tempted by the word-echo *abuelo* in distractor **C**.

**Question 23** was answered correctly by just over half of the candidates. Key **C** involved a paraphrase and linking two sentences in the extract. Many weaker candidates opted for the word-echo of *supermercados* in distractor **B**.

**Question 24** saw more correct responses, with seven tenths answering correctly. Although neither distractor linked to the transcript, weaker candidates were attracted to distractor **C**, *cocinero*, perhaps linking the sound of *conocí* and *cenar* to this word.

**Question 25**: this was of a similar difficulty, with two thirds answering correctly. Key **A** was based on a paraphrase. Distractor **C** was plausible, but not supported in the transcript, and proved attractive to weaker candidates who possibly associated *dulce* with *rico*.

**Question 26** was similar, with correct responses from just under two-thirds of the candidates. Key **C** was supported by two elements in the transcript. Weaker candidates were attracted by distractor **B** despite the use of the negative in the transcript, *no es cuestión de suerte*.

**Question 27** was correctly answered by just over a third of candidates choosing key **B**. This suggests that candidates struggled to understand the meaning of *lanzar proyectos* correctly. They might have interpreted it in a literal way, rather than in the context of a marketing launch, which might not have been a familiar cultural concept. This would explain why the majority of candidates opted for distractor **C**, possibly linking *extranjero* with *otros países* in the transcript.

**Question 28** appeared to be moderately demanding, with just over four tenths linking *alcalde* to *un puesto en el ayuntamiento* and identifying key **C**. However, distractor **A**, with the link between *pasatiempo* and *afición*, attracted a higher number of candidates. This suggests that there was a possible misinterpretation of the verb *encontrar* or even the idea of an ideal pastime, especially when the stem and the transcript both used the conditional tense, reinforcing the idea of a hypothetical situation.

#### Questions 29–34

Candidates heard an interview with a woman who looks after houses whilst their owners are absent.

**Question 29** proved a demanding first item, with only the strongest candidates choosing key **D**, which required candidates to link *reciben poco dinero* to *el sueldo es bajo*. Of the distractors, **A** and **B**, were both in play, with **B** attracting nearly six tenths of the candidates, including the strongest. The use of *sus animales* in the item, referring to the people looking after the houses, and then *sus animales* in the extract, referring to the owners, may have led to confusion for stronger candidates.

**Question 30** proved less challenging: over a third of the candidates chose correctly, linking the paraphrase in key **D** to the first half of the extract. Distractors **A** and **C**, both based on partial echoes, proved effective for the remaining candidates.

**Question 31** two thirds chose key **C** correctly, linking *dibujaba casas imaginarias* to *diseñar casas en papel y pintarlas* in the extract. Careful listening was needed, and many weaker candidates opted for distractor **B**, with its echo of *muebles*.

**Question 32** proved demanding: approximately half answered correctly, linking key **A** to the content of the whole speech in the extract. Careful listening was needed, and many weaker candidates opted for distractor **D**, with its echo of the verb *escribir*.

**Question 33** was of a similar difficulty: just over half were able to identify key option **D**, despite a demanding paraphrase. Distractors **A**, **B** and **C**, based on partial echoes, attracted similar numbers of candidates.

Lastly, **Question 34** effectively discriminated between abilities. A third of the candidates answered correctly, linking the paraphrase in key option **B** to *donde estuvimos el año pasado* in the extract. Distractors **A** and **C** were plausible but not supported in the text. However, distractor **D**, containing a word-echo *aniversario*, proved attractive to weaker candidates.

### Questions 35–37

In this exercise, candidates heard an interview with an Antarctic explorer. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. Candidates always need to take care on this section, because the keys may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

Both keys in **Question 35** proved demanding to some candidates. Only a third were able to identify key **C**, which depended on linking the paraphrase in the item to *pingüinos, me hicieron reír* in the extract. On key **E**, where slightly more answered correctly, the answer depended on making the connection between *recordará para siempre* to *nunca podré olvidarme* in the extract. The distractor options were generally tempting, based on word-echoes, partial gist paraphrase, and direct contradiction.

Identifying the two key options on **Question 36** seemed more accessible. Key **B** was chosen by approximately half, whilst key **E** was chosen by seven tenths of the candidates. Both keys were based on summary paraphrases of the extract, while distractors **C** and **D** connected with text detail but were incorrect, while still being highly plausible. Distractor **A** was not supported by the extract.

In **Question 37** more than seven tenths of the candidates chose key **A** which required them to connect the content of the first two sentences in order to choose a paraphrased summary option. On Key **E**, where nearly six tenths answered correctly, the answer depended on making the link between *cataratas* and *húmeda* in the item. Distractors **B** and **D** were plausible, but not supported by the extract, whilst distractor **C** was a direct contradiction.

Candidates appear to have become more familiar with the format of this final exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of quite complex dialogue.

# SPANISH

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| <p><b>Paper 0530/22</b><br/><b>Reading</b></p> |
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## Key messages

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

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

## General comments

Many candidates demonstrated a good level of understanding of the texts and attempted all the questions. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text. This often resulted in inappropriate information being included in the answer, and the mark could therefore not be awarded. Candidates that answered using quotation marks instead of answering using reported speech lost the marks.

Candidates need to be unambiguous in their answers to **Questions 4 and 6**. They must be able to correctly manipulate personal, object and reflexive pronouns, and verb endings and tenses. They must also pay attention to agreement of number and gender between nouns and qualitative and possessive adjectives. Candidates who can correctly understand interrogatives usually provide more appropriate answers. Candidates who have a wide range of vocabulary and can recognise synonyms are well equipped to tackle the exercises in this paper, in particular **Questions 3 and 5**.

Some common errors were made by:

- lifting indiscriminately from the text which resulted in them writing the answer in the first rather than the third person
- lifting excessively and failing to identify the correct part of the answer
- missing accents which change the meaning of their answer (*pasó/paso, etc.*) Candidates should be careful with the difference between *por qué* meaning *why* and *porque* meaning *because*.

### Comments on specific questions

#### Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to activities. Nearly all candidates answered all the questions correctly.

#### Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that related to *En la costa*. Most candidates attempted all the questions, but only the stronger candidates got all the answers right.

**2(a)**, *Aquí te puedes lavar con agua caliente* that paired with **F Duchas** was the most challenging for candidates. **2(b)** *¿Quieres algo de comer ahora?* was mostly well answered with **H Bocadillos**. For **2(c)** *Espera, necesito sacar más dinero*, incorrect answers given followed no particular pattern. **2(d)** *¡Ay! Me duele mucho la cabeza* that had to be matched with **F Farmacia** was the best answered question of the whole exercise. **2(e)** *Me gustaría visitar la isla. Parece bonita* was well answer by many. There was no pattern in which incorrect answers were given.

#### Question 3

Candidates read a text where a boy talked about housework. They had to answer a set of seven multiple-choice questions, each of which had three options. In most cases, candidates attempted all the questions, and many gained full marks.

**3(b)** was generally well answered but some candidates went for **C le relaja** having not understood that it was his brother who found housework relaxing, not Nicolás. Good advice for candidates would be to read carefully to see which person is being asked about in the question. For **3(c)** weaker candidates did not understand *listos* and went for **A grandes** or **C azules**. Candidates who had a good understanding of prepositions of place performed well in this question. The most common incorrect answer chosen was **B encima** but **C lejos** was also selected by some.

#### Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by *Valentina* of voluntary work. Candidates were required to write short responses in Spanish. Most of the questions could be answered with a precise lift from the text, but some required the candidates to be able to manipulate Spanish verbs sufficiently to change the subject of the verb from the narrative first person to the third person. Answers had to be succinct and unambiguous to demonstrate sufficient comprehension and be answered in the tenses they were asked. The candidate could lift vocabulary and phrases from the text, but care should be taken not to lift indiscriminately large chunks of text which could invalidate the answer.

- 4(a)** Candidates understood the question **(a)** *¿En qué se tiene que concentrar Valentina ahora?* and gave the straightforward answer *los estudios*. Some went for a full sentence *tiene que dedicarse a los estudios*. Both were acceptable. Some copied the answers directly from the text *tengo que dedicarme a los estudios* or *dedicarme a los estudios* without changing the verb or pronoun to third person and so lost the mark. Some went for *voluntariado* and also lost the mark. *¿Por qué?* could be answered with a direct lift *en el futuro espera ser arquitecta* or *espera ser arquitecta* modifying the verb to the third person. Some candidates struggled with the spelling of *arquitecta* but could have copied the spelling from the text.
- 4(b)** This question *¿Cuál es la profesión del padre de Valentina?* could be answered with a direct lift *médico*. However, it required paying attention to what was asked. Candidates who answered *médicos* or *los dos son médicos* lost the mark since the question was only about the father.
- 4(c)** Many candidates read carefully the question **(c)** *¿Quién fue la primera persona en ser voluntaria en la familia de Valentina?* and understood the information that they needed to provide. It was enough to write *su madre* or *la madre de Valentina*. *Madre* alone was too ambiguous. Equally accepted was to lift *Esta tradición empezó gracias a su madre*. In both cases it was essential to

change *mi* for *su*. A common error was *Valentina madre* or *ella madre* from candidates who could not use the possessive adjective.

- 4(d) To answer *¿Cuál es el proyecto que Valentina recordará siempre?* candidates had to understand *Nunca olvidaré* in the text and associate it with *recordará siempre*. The question could be answered with a direct lift *proteger caballos salvajes*, *proteger caballo* or *caballos salvajes*. It was well answered by many. Those who tried to answer with a full sentence had to do a considerable amount of modification of verbs *Nunca olvidará la experiencia que tuvo cuando fueron a proteger caballos salvajes*. Many struggled with this, changing *fuimos* to *fueron* was particularly challenging. That is why short concise answers are usually recommended.
- 4(e) Most candidates located the correct part of the text to answer *¿Por qué **no** viajaba Valentina para hacer su voluntariado más reciente?* The ones who understood the question word *por qué* looked for a reason *estaba muy cerca*. Weaker candidates answered with *no tenía que viajar* or *Todo pasó por casualidad* showing lack of understanding. Some lifted the whole sentence *El último lugar donde hizo voluntariado estaba muy cerca y no tenía que viajar* and got the mark when they changed the verb from *hice* to *hizo*. If not, the mark was lost. A common mistake was to write *hico* instead of *hizo*.
- 4(f) *¿Cuándo se hicieron amigas Valentina y Juana?* was answered well by lifting *en la infancia*. A common incorrect answer was *Juana, una amiga que conoció en la infancia*. The part of the text was located but the question was not answered. There were a number of answers along the lines of *un día*, *residencia de mayores*, *visitar a una tía suya* that showed poor comprehension of the question and the text. Another common error was to write *vistas* instead of *visitas*.
- 4(g) For this question *¿Por qué Juana **no** podía ir a ver a su tía?* was well handled by stronger candidates who read the text carefully and answered *tenía que esperar un paquete importante en su casa* or simply *tenía que esperar un paquete*. Many candidates did not understand that the question word *por qué* required a reason and answered along the lines of *la residencia de mayores*, *visitar a una tía suya*. Another wrong answer was *tenía un paquete importante en su casa* or *un paquete importante en su casa*. Candidates must be careful with the difference between *por qué* meaning *why* and *porque* meaning *because*.
- (h) Most candidates could locate the correct part of the text for the question *¿Qué ropa llevaba la voluntaria de la residencia?* Many candidates got the correct answer *vaqueros*. The ones who answered *no llevaba uniforme* lost the mark. Some answered *llevaba vaqueros*, and added *charlaba* which invalidated their answer.
- (i) All that was needed to answer the question *¿Qué problema tienen algunas personas de la residencia?* was *reciben pocas visitas* however *pocas visitas* was not enough. Many included *por desgracia* however *desgracia* without the *por* invalidated the answer. Some went for *le pareció una tarea importante* that showed poor comprehension. Copying the whole sentence '*Algunas personas aquí*', *dijo*, '*por desgracia reciben pocas visitas*' did not get the mark because it had to be modified to fit the question.
- (j) Most candidates located the correct part of the text to answer the question *¿Cuánto tiempo pasó Valentina de voluntaria ayudando a personas mayores?* It was easily answered by the ones who understood that the question word *cuánto* required an amount of time. *Más de un año* was the answer. The full phrase *pasó allí más de un año* was also correct when the verb was modified from the first to the third person. It also needed the accent because *paso* is the first person of the present tense. Frequent wrong answers were *un año* or *empezó la semana siguiente*.
- (k) This question *¿Cómo sabe Valentina que los mayores se ponen contentos cuando los visita ahora?* could be answered with a direct lift *los ancianos empiezan a sonreír*. Some added *al verla* but the many who wrote *los ancianos empiezan a sonreír al verme* lost the mark, as did those who changed to *verse*. A common wrong answer among the ones who did not understand either the text or the question was *ahora son mis amigos*.

## Question 5

Candidates were required to match a series of eight descriptions with the wishes of five different people who were *Buscando restaurante*. There were, therefore, three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit description for what each person wanted. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose relevant skills were less well developed. It was a challenging exercise to most and only the strongest candidates got full marks.

- (a) Candidates needed to read the texts carefully to fully understand the references to *OLIVIA* who specified *no puede haber niños*, wanted to sit outside and *no como carne ni pescado*. Her requirements matched with (3) *Restaurante Entrecalles* that was for people *mayores de 18 años*, had a terrace and offered *platos vegetarianos*. Other options were selected by candidates but there was no clear pattern of mistakes.
- (b) To select (8) *Restaurante Cañada*, candidates needed to understand that *RAFAEL* wanted to go with his family and wanted *platos extranjeros* and *precios razonables*, that offered *económicos desayunos y almuerzos internacionales* and had *papel y lápices* for the children but was allergic to animals. The most frequently chosen wrong answers were (7) *Casa Pepe* but it offered *tapas regionales* and (6) *Restaurante Azabache* where it was possible to *traer a tu animal*.
- (c) This question was very well answered by most candidates. The ones who chose (4) *Bar-restaurante Aire* overlooked that they served *solo comidas de mediodía* and the ones who went for (7) *Casa Pepe* missed or did not understand that it was *en el barrio antiguo de la ciudad* and *CINTA* wanted to go to *las afueras de la ciudad*.
- (d) Candidates who were able to understand that *VIRTUDES* liked *restaurantes del centro* and *postres excepcionales* chose (7) *Casa Pepe* that made *las mejores tartas* and was *en el barrio antiguo de la ciudad*. The option that was chosen incorrectly most frequently was (4) *Bar-restaurante Aire* because candidates did not realise that the dessert would be *disponible pronto*.
- (e) Candidates who understood that *CARMELO* wanted *buenos camareros* and was not interested in *postres* chose (5) *Restaurante Pío* that offered a *cinco estrellas* service. Many went for (1) *Restaurante Agua Vida* but it had *tarta de chocolate* and likewise (7) *Casa Pepe* had *las mejores tartas*.

The three descriptions that were surplus to requirements were (4) *Bar-restaurante Aire*, (6) *Restaurante Azabache* and (1) *Restaurante Agua Vida*.

## Question 6

Candidates were required to answer questions on a longer, more demanding text about a school especially concerned about the environment. Candidates were required to write short answers in Spanish. Responses needed to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. The answers showed that many candidates had a good understanding of the text, but they were not always able to communicate the answer to the questions precisely and accurately.

- (a) *¿Quién es Manolo?* Most candidates were able to locate the correct part of the text but it required manipulation to answer *es el director del instituto de Oromonte*. However, it was answered incorrectly by many candidates who only lifted *es quien lo dirige*. Others wrote *es un estudiante del instituto de Oromonte* or misunderstood the question word *quién* and wrote *nos recibió amablemente*, or *es muy amable, en la entrada del instituto*.
- (b) For this question *¿Dónde se encuentra el jardín del instituto?* candidates that understood the question word *dónde* looked for a place and reading carefully answered *Al lado de las canchas de tenis*. Some gave the wrong place *por un largo pasillo*. Weaker candidates had not understood the text and answered with responses such as *lleno de frutas y verduras, los que más disfrutan son los más jóvenes*.
- (c) *¿Qué se intenta enseñar con el jardín?* was answered well with a direct lift of *la importancia de cuidar el medioambiente/que los jóvenes se den cuenta de la importancia de cuidar el medioambiente*. No modification of the text was required. The long answer *es uno de varios proyectos que existen en este centro de enseñanza para que los jóvenes se den cuenta de la importancia de cuidar el medioambiente* was also accepted. A common wrong answer was *los que más disfrutan son los más jóvenes*.
- (d) The question *¿Por qué va a ser original la ropa diseñada para el desfile de moda?* was well answered by candidates who understood the question word *por qué* and so knew that they needed to find a reason. It was challenging to many. It was necessary to leave out *para los que* which invalidated the answer and was seen quite a lot. The verb *han utilizado* was required. Some could not locate the answer in the text and wrote *los diseños de los estudiantes de tecnología* but did not give a reason. Candidates that started the answer with *por qué* lost the mark because it means *why* and invalidates the answer.
- (e) The majority of candidates located the correct part of the text *Según Manolo, ¿por qué podrían volverse inútiles las asignaturas del instituto?* However, many answered *nos sirven si no tenemos un planeta donde vivir* giving the opposite answer. It should have been *no nos sirven si no tenemos un planeta donde vivir*.
- (f) 1 and 2: *Según Pedro, ¿cómo fue la visita a la fábrica?* The lift of the sentence *tan entretenida como útil* gave the perfect answer. If the comparative was used, both parts *tan* and *como* were needed. The succinct answers *entretenida útil* was also accepted. A frequent wrong answer was *aburrida* which was how Pedro thought it was going to be. If the answer included *entretenida, útil* and *aburrida* only one mark was allocated because the latter invalidated one of the answers. Not all candidates understood the question and gave answers unrelated to what was asked such as *un grupo de 30 alumnos/una fábrica de reciclaje de plásticos*.
- (g) For the question *¿Qué sugerencia le hizo a Pedro su profesor de geografía?* A clear understanding of the text was shown by the answer *Escribir un artículo en la revista del instituto sobre la fábrica*. Responses that lifted *¿Por qué no escribes un artículo en la revista del instituto sobre la fábrica?* lost the mark because the verb needed to be modified.
- (h) 1 and 2: In this question *¿Con qué objetivo grabaron Pedro y sus amigos el vídeo?* the concise answer *explicar qué plásticos reciclar* or *explicaron qué plásticos reciclar*, the verb had to be changed to the third person to get the mark. The second part *se muestra el daño que estamos haciendo a la naturaleza* was accepted in the first person plural because it could be taken to include all of us. The ones who lifted *Aquí explicamos qué plásticos reciclar, además, se muestra el daño que estamos haciendo a la naturaleza* lost one mark. Many struggled to give a coherent answer and wrote only *qué plásticos reciclar* or *que estamos haciendo a la naturaleza* that needed *el daño*.

- (i) *¿Cómo se siente Manolo por pertenecer a la comunidad de Oromonte?* Stronger candidates looked for an emotion and answered *Cree que tiene suerte* or *tiene suerte*. Frequent wrong answers were '*Creo que tengo suerte de ser parte de esta generosa comunidad de Oromonte*', *se siente suerte*, *generosa comunidad de Oromonte*, *son generosa*. *Feliz* was a common sense answer but it is not what he said. Another wrong answer was *contribuyen a otros proyectos ecologistas*.

# SPANISH

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| <p><b>Paper 0530/03</b><br/><b>Speaking</b></p> |
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## Key messages

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

## General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (March 2025).

Centres uploaded the correct sample size for moderation. The recording quality was generally good. Prior to the speaking test, centres should position the microphone correctly, check the recording settings and ensure that the room where the test will take place is quiet. It is essential that centres check the quality of the recordings **prior** to uploading onto the Submit for Assessment portal. Teachers/examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded). The name of the teacher/examiner conducting the speaking test should be legible.

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

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

Centres should check that the file that they have uploaded onto the Submit for Assessment portal corresponds to the correct candidate. They should check that marks, candidate numbers and names are transferred correctly onto the Submit for Assessment portal.

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

In most cases, teacher/examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal. Teacher/examiners need to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column. Teachers/examiners are encouraged to use the electronic WMS forms.

### **Comments on specific questions**

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

All candidates understood the role plays and contexts. In the role-plays, candidates should focus on communicating the required information. Candidates do not need to provide additional information. Short responses to **Questions 1** and **2** of the role plays were perfectly acceptable. The majority of role plays were completed well by candidates. Questions with '*cuándo*' and '*dónde*' appear to cause most difficulties for candidates. **Questions 4** and **5**, which required candidates to use a past or future time frame, caused more problems for weaker candidates.

#### **Role play 1:**

##### **Questions 1 and 2**

Candidates had difficulties with the pronunciation of days and numbers.

##### **Questions 3 and 5**

Candidates had difficulties with the use of correct time frames.

#### **Role play 2:**

##### **Question 1**

Some candidates did not understand '*mes*'.

##### **Question 4**

Candidates understood the question despite some difficulties in describing the accommodation.

#### **Role play 3:**

##### **Questions 4 and 5**

Candidates had difficulties with the use of correct time frames.

#### **Role play 4:**

##### **Question 2**

Some candidates did not understand '*llegas*'.

### Question 3

*'has comprado'* caused a few problems, often requiring a repetition.

### Role play 5:

#### Questions 1 and 2

Some candidates were confused by *'cuándo and dónde'*.

### Role play 6:

The majority of candidates completed this role-play well.

### Role plays 7 and 8:

#### Questions 3 and 4

Candidates had difficulties with the use of correct time frames.

### Role play 9:

This role play was well completed.

### Topic Conversations

Topics Conversations were generally well conducted. Teacher/examiners should read and follow the information printed at the top of each card. Teacher/examiners should use extension questions more to encourage fuller responses especially where responses are short to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses. If the topic conversation lasts 3 and a half minutes or less, even after asking extension questions, teacher/examiners must ask up to **two** further open-ended questions on the same topic. Where teacher/examiners asked further questions, they used them appropriately. In general, candidates communicated the necessary information well.

#### Topic 1 La vida en casa:

##### Question 1

Candidates had difficulties with the reflexive verb *'levantarse'*.

##### Question 4

Many candidates found it difficult to articulate a suitable response.

#### Topic 2 La vida sana y los deportes:

##### Question 1

The verb form and pronunciation of *'jugar'* caused difficulties.

##### Question 2

Some candidates misunderstood or misheard *¿cuándo?* for *¿dónde?*

#### Topic 3 El tiempo libre:

##### Question 2

Several candidates responded with school-based activities misunderstanding *'fuera del instituto'*.

### Question 5

Most candidates were able to give a suitable response even where they had not understood '*si fueras*'. The correct time frame and the verb '*gustar*' and '*preferir*', where used, sometimes caused difficulties.

### Topic 4 La tecnología:

Most candidates seemed familiar with the necessary vocabulary and communicated the necessary information well.

### Question 5

This question sometimes proved challenging, although there were good responses.

### Topic 5 Tu país y tu region:

#### Question 1

There were frequent errors with agreement of adjectives of nationality.

#### Questions 2 and 5

Some candidates responded by describing their country instead of a region.

#### Question 4

In some cases, candidates struggled to understand the verbs '*mejorar*' and '*cambiar*'.

### Topic 6 El instituto:

#### Question 2

A few candidates had difficulties expressing the times correctly.

#### Question 5

Some candidates did not understand '*instalaciones*'.

The correct use of the adjective '*bueno*' caused a few difficulties.

### Topic 7 Las fiestas y las celebraciones:

#### Question 1

Where used, the pronunciation of '*preferir*' occasionally caused difficulties.

#### Question 5

A few candidates seemed unsure about '*Fin de Año*'.

### Assessment

The majority of centres assessed candidates fairly. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (March 2025). Teacher/examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, a brief response, if accurate and communicates the required information can be awarded two marks; however, two marks cannot be awarded for an ambiguous response, incorrect verb formation or an incorrect period.

Candidates were able to respond to the questions in the topic conversations, however some less successfully than others due to limited vocabulary and/or grasp of verb forms. Stronger candidates responded confidently to questions and often expanded their responses. They communicated relevant information justifying and explaining their responses, thereby accessing higher grades. Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or

hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as '*ayer*' or '*en el futuro*' for example.

In the topic conversations, some teacher/examiners were too generous in their assessment sometimes awarding marks in the upper bands where candidates had not developed their responses sufficiently nor had they used a wide range of language structures. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions, justifications, and to demonstrate the accurate use of more complex language and structures.

Teacher/examiners need to adjust questioning by using alternative and extension questions, to give candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

# SPANISH

Paper 0530/42  
Writing

## Key messages

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

## General comments

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

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

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

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

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g., missing accent on verbs e.g., *baile* for *bailé*; minor subject error e.g., *mi* *padres* *son*; double-consonants in verbs e.g., *aprendo*, *prefiero*; Imperfect/Preterite e.g., *la semana pasada iba de vacaciones*; Ser/Estar e.g., *Mi casa es en Francia*; Indicative/Subjunctive e.g.,

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

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

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

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

### **Comments on specific questions**

#### **Question 1**

##### **Las estaciones del año en tu region**

The majority of candidates achieved four or five marks for this question, and it was noticeable that very few candidates left a blank space. A single word was sufficient to gain the mark for each of the five gaps. The great majority of candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Gap 1 proved to be the most challenging task as many candidates misunderstand the use of the word 'tiempo' in the rubric, '*el tiempo en verano*'. Stronger candidates were able to complete the task with the most common answers being '*(hace) calor*' and '*(hace) sol*'. Weaker candidates produced a range of inappropriate responses, with months, days, and times of the day being common errors, (e.g., '*invierno*'; '*nueve medio*'; '*mayo*'; '*doce de la tarde*'). These responses could not be rewarded. A very few candidates left a blank space. The majority of candidates were able to correctly produce an activity for Gaps 2 and 3. There was a varied format for answers, with nouns, infinitives and conjugated verbs all being accepted, (e.g., '*futbol*'; '*cocinar*'; '*veo la tele*'; '*camino*'). Marks were awarded for minor spelling errors which did not impede communication, (e.g., double consonants in '*tennis*'; '*baloncesto*'), but responses which were not recognisable as a word in Spanish (e.g., '*balonchisto*') could not be rewarded. There was a wide range of accurate vocabulary produced for an item of clothing in Gaps 4 and 5 (e.g., '*chaqueta*'; '*pantalones*'; '*bufanda*'; '*vestido*'). However, there was occasional interference from English words, resulting in the creation of non-existent Spanish words, such as '*cota*' and '*jeanes*'. Weaker candidates also confused CH/J, with '*jaqueta*' being a common error, and many variations in the spelling of '*pantalones*'.

#### **Question 2: Tu instituto**

Candidates generally performed well here, with stronger candidates achieving marks in the top band. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were considered in order to decide the best fit overall. There were many interesting responses which included a variety of vocabulary related to school and routine. However, weaker candidates did not focus on the specific detail in each task and produced general statements on the topic of school, which meant that task completion marks could not be awarded. Candidates should ensure that they reference the bullet points, making use of the rubric to formulate their answers and ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. However, there was a wide variation in control of verb formations. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. Stronger candidates often went beyond a range of basic connectors (*y*, *o*, *pero*, *también*), whilst weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' when they intended '*porque*', and accents were frequently missed on '*tambien*' and '*ademas*'. Stronger candidates produced cohesive pieces of writing and used subordinate clauses successfully.

**Task 1** required candidates to describe their school and the most frequent response, 'mi instituto es grande' was sufficient to complete the task. The incorrect use of *ser/estar* for location was another common error, which did not, however, affect communication. Most candidates went on to give further details, with stronger candidates using a wide range of topic vocabulary (e.g., '*primera planta*'; '*pista*'; '*aulas*'). Weaker candidates used this first task as an opportunity to write at length on this topic which led to responses not directly relating to the task. Inaccurate grammar and spellings also prevented task completion, (e.g., '*es muy grade y offerta asignaturas varaiedad*').

**Task 2** required candidates to state what their favourite school subject is. Many students struggled with agreement for school subjects that are generally plural (e.g., '*matemáticas*'; '*ciencias*') – with *matemáticas* rarely having a correct accent. However, the task was successfully completed by the majority of candidates, and responses such as '*mi asignatura favorita es matemáticas*', with the verb in the singular were accepted. Ambiguity and inaccuracy prevented weaker candidates from completing the task (e.g., '*mi favorita asignatura es departmete al depordes*'). Candidates who did not clearly specify a favourite subject, but mentioned several subjects that they liked, could not be credited for task completion (e.g., '*Mi asignatura favorita es biología y matemáticas*').

**Task 3** required candidates to explain why they liked their favourite subject and was generally answered well. The most common answer was '*porque es interesante*'. Stronger candidates included extra detail and appropriate topic vocabulary (e.g., '*Me encanta mi profesora así estoy feliz en esas clases*'; '*mi professor es muy amable y las clases son emocionantes*'). Verb errors prevented weaker candidates from completing the task (e.g., '*yo encanta escribe ensayos*'; '*mis amigos y yo nadar en la pensar*').

**Task 4** required candidates to give their opinion on homework. The need for a plural form of the verb *me gustan/no me gustan los deberes* was a very common error, with only the strongest candidates successfully completing the task. These candidates also produced responses using an infinitive ('*me gusta hacer los deberes*') or a simpler verb ('*odio los deberes*'). Weaker candidates struggled to correctly form opinion verbs (e.g., '*yo no gusta los deberes*'; '*mi opino de deberes es bien*'; '*prefiero lo como ayudame entender*'). Many candidates showed a lack of recognition of *los deberes* as a plural, as their justifications were often singular too, (e.g., '*mi deberes es facil*'; '*deberes es bien por estudiantes*') which prevented task completion.

**Task 5** required candidates to state how many hours they are going to study this weekend. For full task completion, the candidates needed to use an appropriate verb form in a future tense and make a reference to the coming weekend. Many candidates successfully completed the task using appropriate verbs and vocabulary, (e.g., '*Este fin de semana voy a estudiar aproximadamente ocho horas*'; '*el próximo fin de semana estudiaré el inglés por tres horas*'; '*Pasaré alrededor de diez horas estudiando este fin de semana*'). Weaker candidates produced responses including the introductory phrase '*Este fin de semana*' but only providing a present tense verb, (e.g., '*estudio dos horas*') afterwards. Others made a more general comment on what they do every weekend, rather than the specific weekend in question. These responses could not be accepted for task completion.

### Question 3: General comments

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

#### Task completion

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

- address all the tasks given in the question
- compose a comprehensive written response driven by specific prompts, and they should reference the rubric for each task to ensure that the target audience fully understands the context.

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

### Range

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

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

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

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

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

### Accuracy

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

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

### Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g., '*aprender*'; '*necessito*'; '*inteligente*')
- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g., '*me gusto*'; '*mi gustaría*'; '*se encantan*'; '*yo encanta*')
- omission of the preceding *a* (e.g., '*a mí*'; '*me gusta*')
- incorrect formation of *ir* and *tener* in the preterite tense (e.g., '*fuiemos*'; '*fuieron*'; '*tuvía*'; '*tení*')
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g., '*cuando soy mayor*')
- omission of accents on verb forms (e.g., '*comi*') or inappropriate use of accents (e.g., '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g., '*voy hacer*'; '*juego volibol*')
- inappropriate inclusion of a preposition in verb constructions (e.g., '*es necesario a ir*')
- omission of the preposition following verbs (e.g., '*fui*')
- omission of contraction of prepositions before the article to form '*al*' or '*del*'
- inventing words (e.g., '*reflectar*'; '*privacia*'; '*lampa*'; '*closar*')
- not indicating possession with *de* (e.g., '*mi amigo's*')
- inappropriate translation of idioms from the candidate's first language (e.g., '*tuvimos divertido*'; '*tengo un buen tiempo*') when the Spanish idiom *pasarlo bien* was intended).

### Question 3(a): Una casa nueva

The majority of candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the register of the task (i.e., an email to a friend), including appropriate salutations and endings.

#### Task completion

**Task 1** required candidates to state where their new house is and required a verb in a present tense to complete the task. The majority of candidates named a city or country, (e.g., '*Vivo en el centro de Madrid*'; '*Mi casa está en Goa*') though some gave a general reference, (e.g., '*cerca de tu casa*'; '*Mi casa está situado entre dos montañas*'). Problems with *ser/estar* were frequent, but did not prevent task completion, (e.g., '*Mi nueva casa es enfrente de un lago*'). There were very few candidates who did not successfully complete this task, as a simple sentence was enough to fulfil the requirement, (e.g., '*Mi casa es en Nueva York*'). However, stronger candidates were able to develop their responses with more extra detail and vocabulary, (e.g., '*Mi casa está en la corazón de la ciudad en un barrio muy animado*').

**Task 2** required candidates to explain why they went to live in the new house. The strongest candidates were able to manipulate the second person form of the verb '*fuiste*' in the rubric and then give an explanation using either a past or present tense appropriately, (e.g., '*Fui a vivir a una casa nueva porque en mi barrio viejo hay mucho contaminación*'). Stronger candidates were able to produce other correct verb forms and develop their responses with more extra detail and vocabulary e.g., '*Decidimos vivir a una casa nueva que es moderna en un barrio más desarrollado*'; '*Mama quisiera una casa con más espacio*'). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g., '*Fue a vivo a una casa nueva porque es muy grande*'; '*Múede a una casa nueva porque no quiere viví en mi casa ruidoso*'; '*quirré mucho espacio para mis ropas*'). Although relevant, these responses could only be considered as partial attempts at task completion.

**Task 3** asked candidates to say what they did to help in their new house last week and required a verb in a past tense to complete the task. Stronger candidates generally addressed this successfully (e.g., *'mi hermana y yo limpiamos todo el baño'*; *'hice las camas y cocine para todos'*). The omission of the accent on the verb did not prevent task completion but was considered under accuracy. There were many examples of candidates not completing the task as they misunderstood the idea of helping around the house, confusing this with general activities, (e.g., *'Yo hablaste con mi familia y buscaste el barrio'*; *'jugo futbol con mi amigo'*). Weaker candidates also lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g., *'la semana pasada llamado mi hermano, pero una vez mi hermano volvieron mis primos'*).

**Task 4** asked candidates to give their opinion on what is the best or the worst thing about having your own bedroom. For task completion it was acceptable for candidates to give both personal and impersonal explanations, (e.g., 'general statements. Stronger candidates produced accurate verb forms and development, (e.g., *'Lo positivo de tener tu propio dormitorio es que es una buena manera para desconectar'*; *'puedo estudiar cuando quiera, o sea a medianoche'*). Despite some candidates producing appropriate responses, they were not rewarded due to inaccurate grammar and spelling, (e.g., *'lo mejor de tener el dormitorio es me despertarse en cómodo'*; *'ayuda ser una persona indepienda y responsable'*). Weaker candidates did not complete the task as they gave a general description of their room or simply said why they liked or did not like their room, (e.g., *'no tiene una buena vista'*; *'lo mejor propio en mi casa es la television'*; *'me gustaría mi propio dormitorio porque es muy espacio'*).

**Task 5** required candidates to say what they will buy for their bedroom in the future and required a verb in a future tense to complete the task. This task was generally completed successfully and there was a range of appropriate answers, (e.g., *'Este fin de semana compraré fotos y dibujos para mi dormitorio'*; *'En el futuro me gustaría comprar una tele para mi dormitorio'*). Stronger candidates took the opportunity to develop their responses with extra detail or complex language, (e.g., *'En el futuro voy a comprar algunos cuadros de artistas famosos que podré poner encima de mi cama'*). Weaker candidates produced inaccurate verb forms which could not be rewarded, (e.g., *'En el futuro planeo compré una cama para mi dormitorio'*; *'yo comprar priopio porque nos antiguo'*; *'en el futuro me comprar una ordenador nueva'*). Candidates should be reminded that it is important to contextualize their responses as some weaker candidates failed to show that a generic item (e.g., *mesa*) was clearly intended for the bedroom.

### Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. Stronger candidates were able to introduce more complex structures and a variety of tenses in their writing even if those tenses were not used in the bullet points (e.g., present subjunctive, present perfect, continuous with gerund, adverbs, negatives, time markers, comparatives and superlatives). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. There was evidence of a range of topic vocabulary with stronger candidates (e.g., *'hornear'*; *'terraza'*; *'gira a la derecha'*; *'tranvia'*; *'pasar la aspiradora'*; *'contaminación'*; *'pintura'*; *'barrer'*; *'estar harto'*) and appropriate idioms (e.g., *'trabajé como un burro'*; *'pan comido'*). The best responses were in an informal register and contained appropriate salutations (e.g., *'espero que estés bien'*; *'un abrazo'*). Weaker candidates demonstrated poor competence with basic structures and incorrect verb formation, (e.g., *'quierré explorar'*; *'yo encanta la mar'*; *'yo pasar'*; *'yo vive'*) and used a small range of topic vocabulary repeatedly. The most common adjectives were *emocionante*, *divertido*, *interesante*, *grande* and *fácil*. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing. Stronger candidates use a wider range of connectors (e.g., *'mientras'*; *'además'*; *'así que'*) and included time markers (e.g., *'primero'*; *'hace una semana'*; *'pronto'*).

### Accuracy

The stronger candidates produced pieces of writing that contained only very minor errors that did not impede communication. It was noticeable that weaker candidates often produced several sentences for each task with incorrect verb formation preventing task completion. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest candidates managed to consistently place pronouns and accents accurately. Weaker candidates produced poor spelling of vocabulary and invented words, (e.g., *'eran unas hentes'*; *'lampas'*; *'furnituar'*; *'contamianto'*; *'closar'*). There were also many examples of words from the rubric being copied incorrectly, (e.g., *'nueva'*).

### Question 3(b): Las vacaciones

Only the strongest candidates addressed all of the tasks with some attempts at explanations and development of ideas. Weaker candidates demonstrated too poor a grasp of the grammar to respond appropriately and there were instances where tasks were not explicitly addressed. A few candidates engaged well with the register of the task, i.e., an article for an international magazine, but the majority focused on the main body of text.

#### Task completion

**Task 1** asked candidates to say where they normally stay during the holidays, specifically focusing on accommodation. This was generally well-completed, with many candidates producing a simple phrase using the present tense, (e.g., *'Normalmente me alojo en el hotel en el centro de la ciudad'*). Stronger candidates successfully completed the task, providing accurate responses as well as adding appropriate detail and reactions, (e.g., *'Normalmente me alojo en la casa de uno de mis amigos y puedo aprender de ese lugar de él y es una oportunidad fantástica para chatear con mi amigo'*). Weaker candidates did not address the task, often referencing where they go on holiday, but omitting the key detail of where they stay, (e.g., *'Normalmente voy a Europa o Bali'*; *'Normalmente las vacaciones es en Indio'*). Weaker candidates also produced incorrect verb forms, (e.g., *'Me aloja en la casa de mi familia'*; *'Yo aloja con mi madre'*), often omitting the reflexive pronoun or replicating the second person pronoun from the rubric, (e.g., *'alojo'*; *'te alojas'*). These responses could not be rewarded for communication.

**Task 2** asked candidates to say who they spent the last holidays with and required a verb in a past tense in order to complete the task. Most candidates were able to respond appropriately using the rubric as a prompt, (e.g., *'Pasé las últimas vacaciones con mis padres'*), but surprisingly few candidates went on to develop their responses. Only the strongest candidates gave additional details, (e.g., *'Fue una vacación increíble porque fui con mis amigos'*). There were many instances of candidates omitting the accent on *'pase'*, but this did not prevent task completion if there was a clear past context. However, weaker candidates lacked the grammar to express themselves clearly and accurately enough to be rewarded, (e.g., *'La ultima vez yo visito Galapagos con mi familia'*; *'Pasaste las vacaciones ultimas con mi amigos'*).

**Task 3** required the candidates to explain how they spent the most special day of those holidays, using an appropriate response in a past tense. Whilst there was a broad interpretation of a special day, many weaker candidates simply recounted what they did during the holidays with no indication or inference of anything special. Weaker candidates also struggled to form correct conjugations in the past tense or used inappropriate tenses which could not be rewarded (e.g., *'Mi tia y mi vistar al resturante de italiano'*; *'En pasaste el día más especial de mi vacaciones es muy increíble'*; *'Mis amigos y familia fui celebra mi cumpleaños'*). Stronger candidates produced straightforward responses with accurate verb forms and extra detail, (e.g., *'El día más especial fue el día cuando fui a visitar un museo para ver una exposición de arte'*; *'Un domingo especial mi tío y yo hicimos senderismo en las montañas. Entonces me enseñó cocinar un plato típico...'*).

**Task 4** required candidates to give their opinion on what is the good or the bad thing about going on holiday abroad. This was generally successfully completed with many candidates referencing the idea of getting to know other cultures and meeting new people. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g., *'Nos ayuda aprender sobre la cultura y comida de otros países'*; *'es difícil comunicar con otras personas porque casi nunca hablo sus idiomas'*). The omission of the preposition here did not prevent communication marks being awarded and was considered under accuracy. For weaker candidates, explanations were often too inaccurate to be rewarded, (e.g., *'todas la gente puedan aprender la cultura y nuevas lugares'*; *'tu puede triste sin tus amigos'*; *'Cuando vo de vacaciones extranjero puedé probar nueva cultura y saber nueva festivales'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

**Task 5** required candidates to say which place for them would be the most interesting to explore and required a future reference in an appropriate tense for successful completion. Overall, this task was generally successfully addressed. Some candidates reproduced the verb in the rubric (e.g., *'Sería más interesante explorar India'*), or produced other straightforward responses using a future tense, (e.g., *'Me gustaría visitar Japón'*; *'Quiero ir a España'*). Stronger candidates were able to extend their responses with valid reasons, (e.g., *'porque está desarrollando rápido con la mejor tecnología del mundo'*; *'tiene buen clima'*; *'me gustaría hacer patinaje sobre hielo allí'*). Weaker candidates produced responses which were too inaccurate to be rewarded, (e.g., *'Quiro ir a España'*; *'en el futuro tengo visitar Madrid...'*; *'Soy planar ir a España'*).

### *Range*

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. Stronger candidates were able to introduce more complex structures and a variety of tenses in their writing even if those tenses are not used in the bullet points (e.g., present subjunctive, conditional phrases, adverbs, negatives, time markers, comparatives and superlatives). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. Weaker candidates struggled with verb formation and relied on a repetition of basic connectors and pedestrian vocabulary. Overall, there was a limited use of interesting connectives, with only the strongest candidates using more than the basic linkers, (e.g., *‘así que’*; *‘además’*; *‘mientras’*; *‘sin embargo’*). Stronger candidates also used a range of vocabulary specific to the topic, (e.g., *‘cultura’*; *‘historia’*; *‘seguridad’*; *‘bienestar’*; *‘económico’*) and idioms, (e.g., *‘cuesta un dineral’*; *‘somos uña y carne’*).

### *Accuracy*

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. It was noticeable that many candidates produced several sentences for each task with very often only one sentence with a completely correct verb to complete the task. This was reflected in a high mark for task communication, but a much lower mark for accuracy. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest candidates managed to consistently place pronouns and accents accurately. Examples of inaccurate spelling were seen throughout responses from weaker candidates in this question (e.g., *‘delisioca’*; *‘cultaras’*; *‘differtes’*; *‘nocho’*). To improve performance, candidates should focus on verb conjugation and sentence construction, looking at examples of texts to help them construct their own paragraphs of writing.