

FOREIGN LANGUAGE SPANISH

Paper 0530/11
Listening

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

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

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

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

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

Question Number	Key
35	D / E
36	A / B
37	C / 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 1–8** 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 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 1**) was answered correctly by the whole cohort. **Question 5** depended on a single item of vocabulary, *espalda*, and was possibly unfamiliar to some weaker-performing candidates.

Questions 9–14

Here candidates heard a short piece of a continuous monologue announcement about a historic train station. Questions focused on aspects related to location, dates, facilities, likes and dislikes and rules. No questions were answered correctly by *all* candidates, but none proved difficult to more than a few. **Question 12** was answered correctly by the stronger-performing candidates but appears to have caused problems for some weaker-performing candidates, who chose the other three options. This suggests that weaker-performing candidates were possibly unfamiliar with the spoken form of the key word, *reloj*.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about the rooms in their house. Most items appear to have caused little difficulty to the majority of candidates, although **Question 16** and **17** were challenging to around a quarter. Most of the items were based on paraphrase of content, and on **Question 16**, key **A** depended on linking *demasiado oscuro*, with *poca luz* from the transcript. On **Question 17** weaker candidates possibly did not understand *la ducha rompió* in the transcript and were therefore unable to link it with key **F** *algo no funciona allí*. All of the options **A–F** were in play for each of the questions, suggesting good discrimination between higher and lower achieving candidates.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a person planning to go round the world in a year. 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. Most items were answered correctly by between seven tenths and nine tenths of candidates.

Question 20 was answered correctly by just over eight tenths of the candidates. Key **B** involved a paraphrase and linking two ideas in the extract. Some of the remaining candidates, chose distractor **A**, which was plausible but not supported in the transcript, whilst the others opted for the word-echo *vivo* in distractor **C**.

Question 21 Nearly nine tenths of candidates answered correctly with effective discrimination between stronger- and weaker-performing candidates. Key **C** was supported by two elements in the transcript. Most of the remaining candidates were tempted by distractor **B**, which again was plausible but not supported in the transcript.

On **Question 22** the item contained in-text distraction, but only a small number of candidates failed to identify key **A**. This was possibly due to the relatively straightforward link between *familia* in key **A** and *padres* in the transcript.

Question 23 Over nine tenths chose correctly, coping well with the paraphrase in distractor **A** and linking *pasaporte* in the transcript to *documento de identidad* in key **B**.

Question 24 Almost nine tenths answered correctly. Although both distractors linked to the transcript, most candidates were attracted to the clear link between *está fascinada* in the transcript and *le fascina* in key **A**.

Question 25 proved slightly more challenging, with just over two thirds choosing Key **A**, which was supported by two elements in the transcript. Distractor **B** was plausible and proved attractive to weaker-performing candidates, who possibly associated *intentaré llevar lo básico* in the transcript with something being essential rather than a recommendation.

Question 26 was similar, with correct responses from just under three-quarters of the candidates. Key **B** was supported by two elements in the transcript. Weaker candidates were attracted by distractor **A** possibly not being familiar with the word *almohada* and its link to *quedarme dormido* and *dolor de cuello* in the transcript.

Question 27 Over nine tenths of candidates answered correctly, coping well with the word-echo of *publicar* in distractor **A** and choosing the paraphrase *subir* in key **C**.

Question 28 appeared to be moderately demanding, with nearly seven tenths linking the paraphrase *hay que pagar un poco para leer el blog* to key **C**. Distractor **A** attracted over a quarter of the candidates, despite the clear contradiction between *antiguo* in the distractor and *reciente* in the transcript. Perhaps weaker-performing candidates linked the word-echo *bastantes seguidores* in the transcript to distractor **A**.

Questions 29–34

Candidates heard an interview with Javier, whose job is a photographer. Candidates generally performed well, only two items seemed more challenging to around half the group.

Question 29 Two thirds chose the correct answer, linking *gente en la ciudad* to *personas en la calle, en una plaza, en las tiendas* in the extract. All the other distractors were also in play, with distractors **A** and **B**, both based on partial echoes, proving effective for the remaining candidates.

Question 30 proved a bit more challenging: seven tenths of the candidates chose correctly, linking the demanding paraphrase in key **B** to the second half of the extract. Distractors **A** and **C**, both based on partial echoes, proved effective for the remaining candidates.

Question 31 Nearly eight tenths chose key **A** correctly, linking *graffitis desagradables* to *escriben insultos o tonterías* in the extract. Careful listening was needed, and many weaker-performing candidates opted for distractor **B**, with its echo of *espacios*.

Question 32 was of a similar difficulty: approximately seven tenths answered correctly, linking the paraphrase in key **C** to the extract. Distractor **D** was plausible but not supported in the text. However, distractors **A** and **B**, based on partial echoes, proved attractive to weaker-performing candidates.

Question 33: just over half were able to identify key option **A**. The key information in the extract was clear, but the two in-text distractors **B** and **C**, were plausible and well supported in the extract. These, along with distractor **D**, containing a word-echo *trabajo*, attracted the remaining candidates.

Question 34 Nearly two thirds of the candidates answered correctly, linking the fairly complex paraphrase in key option **B** to the second half of the speech in the extract. Distractor **A** was plausible but not supported in the text, and distractor **C** with its word-echo *regalo*, attracted a few candidates. However, distractor **D** attracted a third of the candidates, perhaps supported by the transcript, *puedo tenerlas en formato físico*. Candidates could have also interpreted this as valuing or enjoying the tangible presence of printed images.

Questions 35–37

In this exercise, candidates heard an interview with Lucía, talking about chess and psychology. 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.

In **Question 35** Half were able to identify key **D**, which depended on linking the paraphrase in the item to the more complex language *imitando a mi maestra and Soñaba con hacer ese trabajo un día* in the extract. Candidates were more successful in key **E**, where nearly three quarters answered correctly. The answer depended on making the connection between the item and the inferred meaning of *Si tuviera que elegir entre el ajedrez y la psicología, sería imposible* in the extract. The distractor options were generally tempting, based on partial gist paraphrase, and direct contradiction.

Identifying the two key options on **Question 36** was similar to the previous question. Key **A** was chosen by nearly three quarters and was based on linking *nervios* from the beginning of the extract to *se pone nerviosa* in the item. Key **B** proved more demanding and was chosen by about half of the candidates. They had to work out the significance of *el ajedrez me ha hecho una persona más tranquila en mi vida diaria* and make the link to the item. Weaker-performing candidates, nearly a third of them, were tempted by Distractors **C** and **D**, which though highly plausible and connected to text detail, were incorrect. Distractor **E** was not supported by the extract.

Question 37 Almost six tenths of the candidates chose key **C** which required a connection of *animo a los jóvenes a ver a otros jugando al ajedrez por Internet* to a paraphrased summary option. Just over three quarters identified how key **E** summarised and paraphrased a three-sentence speech at the end of the extract. Distractors **A**, **B** and **D** were plausible but not supported by the extract.

FOREIGN LANGUAGE SPANISH

Paper 0530/12
Listening

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

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

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

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

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

Question Number	Key
35	C / D
36	A / E
37	D / 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 1–8** 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 about watching TV in a friend's house, in which it was necessary to focus on a single sentence. The exercise caused little difficulty overall, with all items answered correctly by over 9 tenths of candidates. However, only one item (**Question 8**) was answered correctly by the whole cohort. **Question 2** and **7** proved to be slightly more challenging for some weaker-performing candidates. **Question 2** and **7** depended on a single item of vocabulary, *deporte* and *viento*, possibly unfamiliar to some.

Questions 9–14

Here candidates heard a short piece of a continuous monologue announcement on a bus which is going to cross the border into another country. Questions focused on aspects related to places, location, time and shopping. Most questions were answered correctly by over seven tenths of candidates, with **Question 12** and **14** answered correctly by nearly all candidates. Only **Question 11**, and **13** appear to have been more challenging for some weaker-performing candidates. On **Question 11**, possibly the key word *aparcamiento* was unfamiliar in spoken form. On **Question 13**, despite most candidates choosing the correct answer, key **B**, most of the remaining candidates were tempted by option **D**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about the jobs they want to do in the future. Over eight tenths of candidates chose correctly, and for each item, all of the distractor options were in play amongst the weaker candidates. However, the strongest-performing candidates consistently chose the correct answer, not being tempted by any of the distractors. Overall, candidates performed very well in this exercise.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a man who is talking about the time he spent sleeping in a tent in the garden. Apart from increased length, the content and language and format of the exercise represented an increase in difficulty. The questions discriminated between abilities, and this was reflected in the performance of the candidates.

Question 20 Almost all candidates spotted the number-based key **C**.

Question 21 Almost all candidates correctly chose key **A**.

Question 22 was answered correctly by over eight tenths of candidates who identified a long sentence paraphrase in Key **B**. A number of weaker-performing candidates were tempted by distractor **A**, which was plausible but not supported by the text.

Question 23 was slightly more challenging. Key **A** involved a paraphrase of the final sentence in the extract. Many weaker-performing candidates opted for distractor **B**, which was logical but not supported by the text. Stronger-performing candidates were not tempted by any of the distractors.

Question 24 Nine tenths answered correctly. Despite being a direct contradiction, some candidates were attracted to distractor **B**.

Question 25 This was the most challenging item with seven tenths of candidates correctly selecting key **C** based on a paraphrase. Distractor **B** was a direct contradiction but proved attractive to some candidates who possibly missed the link between *tiene miedo* in the key and *no me preocupan* in the text.

Question 26 Correct responses were seen from just over eight tenths of the candidates. Key **B** was supported by two elements in the transcript. Some candidates were attracted by distractor **A** which was plausible but not supported in the text.

Question 27 was correctly answered by three quarters of candidates choosing key **B**, which was based on a paraphrase link to the item stem. Some candidates were attracted to the word-echo *plantas* in distractor **A**.

Although **Question 28** appeared to be more demanding, nearly all the stronger-performing candidates identified key **A**. Some candidates opted for distractor **B**, which was directly contradicted in the text.

Questions 29–34

Candidates heard an interview with a young Bolivian who talks about his career as a painter. Candidates generally performed unevenly overall – with some items proving challenging for around a third of candidates.

Question 29 Over eight tenths of candidates chose key **A**, which required candidates to link *personas conocidas* to *gente famosa*. All of the distractors were in play, with **B**, though unsupported by the extract, the most popular option for weaker-performing candidates.

Question 30 Under half of the candidates chose correctly, linking *representaba la naturaleza* in key **D** to *mostraba la selva* in the extract. Distractors **A** and **B**, both unsupported by the extract, attracted a few candidates. However, the remaining candidates, just under half of the cohort, were tempted by distractor **C** with the link between *habitante* and *vecino*.

Question 31 two thirds chose key **C** correctly, linking *le molestó la idea* to *se enfadó* in the extract. Careful listening was needed, and distractors **A**, **B** and **D** were all in play for the weaker candidates.

Question 32 proved less demanding: approximately eight tenths answered correctly, linking key **A** to the paraphrase in the extract. Stronger-performing candidates were not tempted by the distractors, though some candidates opted for distractor **D**, with its echo of *La Paz*.

Question 33 proved slightly more challenging: two thirds of candidates identified key option **B**, linking *pintó* to *estaba pintando* in the extract. Distractors **A** and **C**, based on partial echoes, attracted the weaker candidates. Distractor **D** tempted the least; whilst plausible there was no in-text reference to support it.

Lastly, **Question 34** effectively discriminated between the strongest- and weakest-performing candidates. Two thirds of candidates answered correctly, linking the paraphrase in key **B** to *puede ser que me dedique a ser director un día* in the extract. Distractors **C** and **D** were plausible but not supported in the text and attracted few candidates. However, distractor **A**, containing a word-echo *instituto*, proved attractive to some.

Questions 35–37

In this exercise, candidates heard an interview with a woman talking about her grandfather, who was a musician. 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. Overall, the stronger-performing candidates consistently selected the correct answer in each item.

Both keys in **Question 35**: Nearly eight tenths of candidates chose the correct keys. Key **C** depended on linking the item to the paraphrased sentence ... *grandes reuniones de toda la familia* in the extract. On key **D**, the answer depended on making the connection between *era famoso en otros países* to *se lo conocía por toda Latinoamérica* in the extract.

Identifying the two key options on **Question 36** proved challenging for some candidates. Approximately two thirds of candidates were able to identify key **A**, which depended on spotting the paraphrase of *casi no hay gente en Perú que se llame Arrubal* in the extract as *un apellido poco común* in the key. On key **E**, where six tenths of candidates chose correctly, the answer depended on making the link between *ya no están casados* in the item and *se divorciaron* in the extract. Distractors **B**, **C** and **D** connected with details in the listening text but were incorrect, while still being plausible and attractive to some candidates.

In **Question 37** key **D** proved demanding for some candidates, while key **E** seemed more straightforward. Despite the word-echo *noventa años*, only half of the candidates were able to link *ya tiene casi* in key **D** to

pronto cumplirá in the listening extract. Key **E**, where just over six tenths answered correctly, was a paraphrase of the final sentence in the extract. Distractors **A**, **B** and **C** were all tempting for weaker-performing candidates, based partly on echoes and partly on plausible yet incorrect suggestions.

FOREIGN LANGUAGE SPANISH

Paper 0530/13
Listening

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

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

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

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

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

Question Number	Key
35	A / C
36	B / E
37	C / 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 1–8** 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 about a cookery course in Spain, 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. **Question 3, 4 and 5** proved slightly challenging for some candidates. **Question 3 and 4** depended on knowing the words *deportistas* and *pimientos verdes*, possibly unfamiliar to some. **Question 5** option **A** was attractive to weaker-performing candidates, who may have been unfamiliar with the word *zumos*. Likewise, **Question 7** option **B** attracted some candidates, who perhaps did not recognise the word *limpiar* in key **A**. On **Question 8** candidates may have been confused by needing to understand the phrase *varias revistas de cocina* and options **A** and **C** proved tempting. On **Question 6** almost all candidates chose the correct option, **C**.

Questions 9–14

Here candidates heard a short piece of a continuous monologue announcement about a trip on a historic train. Questions focused on aspects related to sights, dates, activities, facilities and entertainment. Most questions were answered correctly by over eight tenths of candidates, with few questions proving more challenging. High-performing candidates did well on **Question 9**, but low-performing candidates were particularly attracted to option **B**. Possibly the key word *punte* was unfamiliar in the spoken form. **Question 14** was correctly answered by all candidates, probably due to the fact that *pasaporte* is a cognate in some languages, and whilst not a high-frequency word, it is a familiar concept to students, particularly in conjunction with a picture.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about beaches. Most items appear to have caused little difficulty to the majority of candidates, although **Question 17 and 18** were challenging to around a quarter. Most of the items were based on paraphrase of content. On **Question 17**, key option **A** depended on understanding a two-clause sentence and linking the verb *aparc*, with *aparcamiento* from the extract. On **Question 18** some candidates possibly did not understand *dar largos paseos* in the extract and were therefore unable to link it with *caminar* in key **B**. Some chose option **C**, possibly mistaking *paseos* for *pescado*.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a woman who looks after an older woman. 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 proved slightly demanding with effective discrimination between stronger- and weaker-performing candidates. Under two thirds of the candidates chose key **B**, which involved linking a demanding paraphrase in the extract, *conseguí el trabajo porque*, to the item, *gracias a*. Some candidates were attracted to distractor **A**, which was plausible but not supported in the extract.

Question 21 Over eight tenths of candidates answered correctly key **A** was supported by two elements in the extract. Most of the remaining candidates were tempted by the word-echo in distractor **B**.

Question 22 To identify key **B**, candidates had to link ideas in two sentences. Three quarters of candidates chose the correct option, with the remainder choosing a relatively even spread between the remaining distractors.

Question 23 Stronger-performing candidates answered correctly, linking *turismo por esta zona* to *conocer mejor la región* in key **C**. Some candidates opted for distractor **A**, which was plausible but not supported in the extract.

Question 24 Over eight tenths of candidates answered correctly, choosing the paraphrase in key **B**. Some candidates chose either distractor **A**, another paraphrase containing a direct contradiction, or distractor **C** which was not linked to the extract, but plausible.

Question 25 Very few failed to select key **A**, helped by the partial word-echo *tocamos* and the use of *guitarra*, a cognate in some languages and a key item of vocabulary introduced early on in beginner-level Spanish.

Question 26 Correct responses were seen from just over half of candidates. Key **C** was supported by two elements in the extract. While very few stronger-performing candidates chose distractor **B**, some candidates were tempted by it. A relatively high level of comprehension was required to understand the significance of the verb *prestar* and the use of the subjunctive in *cuando lo necesitemos* in the listening extract.

Question 27 appeared to be moderately demanding, with just over six tenths of candidates correctly identifying key **B**. However, some candidates were tempted by distractor **A**, *el gato es simpático*, despite the direct contradiction of *nos llevamos fatal* preceded by *lo único negativo*.

Question 28 Just over seven tenths answered correctly. Key **C** was supported by two elements in the extract. However, distractor **A**, despite being unsupported by the extract, attracted more candidates than distractor **B**, with the potential link between *reírme* and *divertida*.

Questions 29–34

Candidates heard an interview with a man who designs shoes. Candidates generally performed well – only one item proved to be more challenging to around half the group.

Question 29 proved moderately challenging, with the strongest-performing candidates choosing key **C**, which required candidates to link *me ha inspirado en pájaros* to *están inspirados en la naturaleza*. All of the distractors were in play, with **D** attracting over half of the remaining candidates.

Question 30 Nearly two thirds chose correctly, linking the paraphrase in key **B** to the first half of the extract. Distractor **A** based on partial echoes, and distractor **C**, plausible, but unsupported by the text both proved effective for the remaining candidates. However, distractor **D**, also unsupported by the text, attracted very few.

In **Question 31** Nearly two thirds chose key **D** correctly, linking the item to the fairly complex paraphrase in the first sentence of the transcript. The two in-text distractors, **A** and **C** were both based on partial echoes and attracted most of the remaining candidates.

Question 32 Nearly three quarters of candidates answered correctly, linking key **A** to the content of the whole speech in the extract. Some candidates opted mainly for distractors **B** and also **C**, with its echo of *dinero*.

Question 33 Just under seven tenths were able to identify key option **C**, based on the link between *trabajaba sin descansar* and *no dejaba de trabajar ni un segundo* in the listening extract. Distractor **A**, based on the partial echo of the verb *tener éxito*, attracted most of the weaker-performing candidates.

Lastly, **Question 34** Only half of the candidates chose key **D**, making the link between *el pueblo* in the rubric to *afuera* in the extract. Distractors **B** and **C** were plausible but not supported in the listening extract.

Questions 35–37

In this exercise, candidates heard an interview with a woman who works as a private detective. 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 slightly demanding to some candidates. Just over six tenths were able to identify key **A**, linking the paraphrase in the item to the first two sentences in the extract. On key **C**, where only half answered correctly, the paraphrase in the extract was slightly simpler than the wording in the item, suggesting that some candidates possibly did not understand the item. 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 slightly less challenging than question 35. Key **B** was chosen by six tenths, whilst key **E** was chosen by seven tenths of the candidates. Both keys were based

on summary paraphrases of the extract, while distractors **A**, **C** and **D** connected with details in the text but were incorrect, while still being plausible.

Both keys in **Question 37** were slightly harder to identify, chosen by around half of candidates in each case. Key **C** depended on making the link between *cada vez hay menos problemas de matrimonios in the extract* and *se han reducido los casos relacionados con matrimonios* in the item. Key **E** demanded a connection of *hizo muy feliz a Aurora* to *me dio una gran alegría*. Distractor **A** proved very tempting but was not supported by the extract, whilst distractors **B** and **D** were direct contradictions.

FOREIGN LANGUAGE SPANISH

Paper 0530/21
Reading

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.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank, especially in multiple-choice questions, offers no chance of scoring a mark.
- Bear in mind that to answer in the first person on **Questions 4 and 6** is unlikely to be correct.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Ensure that they answer the question asked and avoid giving additional information that is not required.
- 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**.

Overall, consistent inaccuracies included candidates:

- 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.
- Copying the stem that is already in the question, many times leading to errors that invalidate the answers.
- Missing accents which change the meaning of their answer and therefore losing their mark (*enseño/enseñó, corto/cortó, etc.*) Candidates must 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 direction. Nearly all candidates answered all the questions correctly. The picture surplus to requirement was **F** arrow pointing to the left. **(d)** *Hay que bajar las escaleras* was overall best answered by all. **(b)** *Debes pasar el puente* and **(c)** *Después, tienes que seguir todo recto* caused trouble to many candidates.

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 un parque natural*. The surplus notices were **D Alquiler de bicicletas**, **F Reserva de caballos** and **G Peligro**.

Most candidates attempted all the questions, but some were challenging. **(d)** *Voy a tirar este periódico a la basura*. that had to be matched with **B Papelera** was the question that caused greater difficulty of the whole exercise. Many struggled with this question and gave a wide range of answers.

Question 3

Candidates read a text where a girl talked about time spent with her cousin. They had to answer a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks.

- (a) *A Vanesa le encanta...* Candidates who read carefully and went for **A el invierno**. Many discarded **B el verano** that was mentioned because she said *hace demasiado calor*.
- (b) *Vanesa vive cerca...* Most candidates were able to identify *hay muchos árboles en las montañas* in the text and went for **B de la naturaleza**.
- (c) *¿Qué es lo malo de la zona donde vive Vanesa?* A lot of candidates with wide vocabulary linked *se llena de gente* in the text with the correct answer **B A veces hay demasiados turistas**.
- (d) *¿A quién vio Vanesa el fin de semana pasado?* Most candidates were able to link *mi primo* in the text with the correct answer **C a un familiar**. It was mostly well answered.
- (e) *¿Qué hizo Vanesa por la tarde?* Most candidates who understood *fuimos a correr* in the passage went for **A Hizo ejercicio**. Some candidates went for **B Se quedó en casa**.
- (f) *¿Qué problema tuvo Vanesa?* was well handled by candidates that understood *tuve que parar después de diez minutos* and were able to link it with **C Se cansó pronto**.
- (g) *Al final de su email, ¿qué le dice Vanesa a Ana?* candidates had to understand *vienes a visitarme* to go for the right answer **B La invita a su casa** and discard the other two options. Most candidates did and it was one of the best answered. Some went for **A Le pide ayuda con los deberes** because they did not understand *No tendremos ni deberes ni exámenes* in the text.

Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by *Andrés* of his life as a farmer. Candidates were required to write short responses in Spanish. The questions required the candidate to be able to manipulate Spanish verbs sufficiently to change the person of the verb from the narrative first person to the third person, and to use tenses appropriately. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. Answers had to be succinct and unambiguous to demonstrate sufficient comprehension and be answered in the tenses they were asked. In some cases, vocabulary and phraseology from the text could be lifted to answer, but care should be taken not to lift indiscriminately large chunks of text which negate the answer.

- (a) Candidates understood the question **(a)** *¿Dónde trabaja Andrés?* and gave the straightforward answer *en la granja*. Some went for a full sentence *en la granja de su familia donde vive*. The shorter version was preferable because candidates did not get extra marks for answering in full sentences. However, some did not change *mi* to *su* and *vivo* to *vive* and lost the mark.
- (b) This question **(b)** *¿Desde cuándo trabaja Andrés como agricultor?* could be answered with a direct lift *desde que tenía 18 años*. However, it required paying attention to what was asked. The ones who did not understand the question phrase *desde cuándo* answered *18 años* and lost the mark.
- (c) Many candidates read carefully the question **(c)** *Cuando Andrés era pequeño, ¿qué tarea quería hacer en la granja?* and understood the information that they needed to provide. It also required manipulation of the text to answer *conducir el/un tractor*. *¿Por qué?* it was essential to change *adoro* for *adora* to get the mark *adoro los tractores*. Some went for *veía a su abuelo conducir el*

tractor that was also accepted as a correct answer. Candidates must be careful with the difference between *por qué* meaning *why* and *porque* meaning *because*.

- (d) Required to find an emotion *¿Qué siente Andrés cuando ve a los jóvenes irse del campo?* The answer could be a direct lift *pena*. Answering with a full sentence required changing *me da mucha pena* to *le da mucha pena*.
- (e) Most candidates located the correct part of the text to answer (e) *¿Por qué a Andrés no le gustaron los otros empleos que tuvo?* The ones who understood the question word *por qué* looked for a reason *ninguno era tan satisfactorio*. Many found this question challenging and answered *ha intentado hacer otros trabajos diferentes*.
- (f) *¿Cuándo se siente mejor Andrés?* was answered well by lifting *al final del día*. Many went for a longer answer *el olor de la tierra, el color de las flores o la tranquilidad que se siente al final del día*. Another common error was to write *muchas cosas maravillosas* or *el color de las flores*.
- (g) This question *¿Cuál es el problema más preocupante para Andrés?* This question was well handled by most who answered *el clima*. A frequent wrong answer was *es muy complicado luchar contra algunos problemas* or *el trabajo puede ser peligroso*.
- (h) Most candidates could locate the correct part of the text for the question *¿Por qué el tío de Andrés tuvo que ver a un médico?* Many candidates got the correct answer *se cortó la mano*, a direct lift. Some added *mientras recogía verdura*. Some candidates had difficulty with the construction *se cortó la mano* that was already in the text. Many omitted the reflexive pronoun or the accent in the verb.
- (i) All that was needed to answer the question *¿Qué hizo el tío de Andrés después de ver al médico?* was *tomó pastillas* changing the verb from the first to the third person. It also needed the accent because *tomo* is the first person of the present tense. Some answered with infinitive *tomar pastillas* that was correct because it fitted with the question. Some added *para el dolor*. Copying the whole sentence '*Fui al médico y al final solo tomé pastillas para el dolor*' 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 *¿Para quién va a hacer Andrés un blog?* It was easily answered by the ones who understood the question words *para quién* that required identifying people *la gente joven*. A frequent wrong answer was *para darles consejos* that did not indicate to whom. The full phrase *quiere animar a la gente joven a cultivar su propia verdura* was also correct when the verb was modified from the first to the third person.
- (k) This question (k) *¿Qué se aprenderá a hacer con los vídeos de Andrés?* could be answered with a direct lift *cómo curar plantas enfermas* or more succinctly *curar plantas*. It requires a careful reading because *leer sobre diferentes verduras* or *a cultivar su propia verdura* was not what could be seen in the video.

Question 5

Candidates were required to match a series of eight descriptions with the wishes of five different people who were looking for **el mejor centro o entrenador**. 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. It was a challenging exercise to most and few got full marks. The three descriptions that were surplus to requirements were 1 Gimnasio 'En forma', 2 'Yoga para ti' and 3 Centro deportivo 'Las Lunas'.

- (a) Candidates needed to read the texts carefully to fully understand the references to JULIO who specified *me gustan todos los deportes* but was unemployed to go to **option 7 Polideportivo 'Activate'** that offered all type of activities and had *descuentos para estudiantes y desempleados*. It was generally well handled, and few errors occurred. Some went for **3 Centro deportivo 'Las Lunas'** but that was a *famoso centro de lujo*.
- (b) To select **option 6 Gimnasio 'Fuerza'** candidates needed to understand that ANDRÉS who had broken his leg *esquiando* and needed *un profesional para volver a mí físico de antes* and can only go *a partir de las ocho de la tarde* because it offered *recuperación física tras un accidente* and it

was opened *hasta medianoche*. The most frequently chosen wrong answer was **option 1** *Gimnasio 'En forma'* but it was not suitable because it was *Abierto de 8:00 a 18:00*.

- (c) Candidates that made the link between *LUISA* who wanted *ponerme guapa y después nadar* and **option 5** *'Entrénate'. es más que un gimnasio: piscina... e incluso un centro de belleza* got the right answer. There were few mistakes and no clear pattern of errors.
- (d) Candidates who were able to understand that *MARTA* was going to *tener un bebé pronto* and could only go *por las mañanas* chose **option 4** *Centro 'Presencia'* because it specialised *en mujeres embarazadas* and is *abierto de nueve de la mañana a dos de la tarde*. This question proved to be challenging for some. The alternative yet incorrect answer chosen by many candidates was **2** *'Yoga para ti'* because it was *para futuras mamás* but it was *online o voy a tu propia casa* and *MARTA* wanted a gym.
- (e) Candidates who understood that *LAURA* wanted for her boyfriend *un sitio tranquilo* where he could get *un tratamiento para la cara* chose **option 8** *Centro 'Cuidate bien'* that offered *cuidado de la piel* and *un ambiente de calma*. It was generally well handled, and few errors occurred.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a young woman who is teaching the Quechua language from *Perú* in Spain. 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.

- (a) *¿De qué país es Ana?* Most candidates were able to locate the correct part of the text. The possible answers were either *Perú* or *(Es) peruana*. Many answered *España* or *Barcelona* because they did not understand the question and the difference between *ser* and *estar*.
- (b) **1 and 2** for the question *¿Cómo aprendió Ana el quechua?* candidates that read the text carefully were able to identify the two ways in which she learned it. *Gracias a su abuela* needed to change the possessive pronoun from *mi* to *su* to gain the mark, and *gracias a la música*. The ones who answered *sus padres no lo sabían* showed lack of comprehension of the text.
- (c) The next question *¿Cómo se siente Ana cuando habla de cómo mentía a sus padres?* required an emotion and a modification of the text. It was well answered by many who wrote *triste* or *se sentía triste*. A common wrong answer was *les tenía que decir que iba a clases de cocina* or *mis padres preferían oírme hablar español también* because they did not understand the text.
- (d) The question *¿Por qué se fue Ana de su país?* was well answered by candidates who understood the question word *por qué* that required finding a reason. There were a range of possible answers *era difícil encontrar trabajo/no encontraba trabajo/no encontró trabajo/para encontrar trabajo* and a direct lift, *viendo lo difícil que era encontrar trabajo*.
- (e) In general, candidates located the correct part of the text for the answer *¿Cuándo empezó Ana a dar conciertos de música latina en España?* It could be answered with a direct lift *Inmediatamente después de llegar* by candidates that understood the question word *cuándo* and looked for a reference of time. Another possible answer was *A los 18 años*.
- (f) *¿Qué tipo de clases de quechua da Ana?* The specific lifts of *cara a cara* and *en línea* gave the correct answers. Most candidates could handle this question well.
- (g) *¿Qué objetivo tienen unos pocos estudiantes de Ana?* Candidates had to link *unos pocos* with *una minoría* to find the right answer. Clear understanding of the text was shown by the answer *aprender quechua desde cero*. It was challenging to many who gave a range of answers such as *peruanos residentes en España* or *quieren mejorar su quechua*. These answers displayed a lack of understanding of the question, which was only asking about few candidates.
- (h) In this question *¿Cómo va a enseñar quechua Ana en la escuela de sus hijas?* the concise answer *contará cuentos/ya a contar cuentos* was enough if the verb was modified from the first to the third person. Many found this challenging and gave a range of answers, such as *tiene una idea preciosa, aprenderán valores de mi cultura, el respeto a los animales*.

- (i) *Además del apoyo del colegio, ¿qué necesita Ana para su nuevo proyecto?* The correct answer was *ayuda del gobierno*. A frequent wrong answer was *la colaboración del colegio*.

FOREIGN LANGUAGE SPANISH

Paper 0530/22
Reading

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.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank, especially in multiple-choice, offers no chance of scoring a mark.
- Bear in mind that to answer in the first person **Questions 4 and 6** is unlikely to be correct.
- Read the question to make sure the question is answered, starting with a gerund is unlikely to be correct, it frequently needs a verb e.g. *sigue, estaba*, etc.
- Check the tenses in which questions are asked to 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. The candidates did reasonably well in general but it was incredibly rare for candidates to achieve full marks out of 45.

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**.

Overall, consistent inaccuracies included candidates:

- 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.
- Copying the stem that is already in the question leading to errors that invalidate the answers.
- Missing accents which change the meaning of their answer and therefore losing their mark i.e., *pasó/paso*. Candidates must be careful with the difference between *por qué* meaning *why* and *porque* meaning *because*.

Comments on specific questions

Section A

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to the countryside. Candidates needed to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Many candidates understood all the statements. Perhaps the statements that caused most difficulty was **(b) Los árboles son muy bonitos**. Many candidates went for **A** the flock of birds. For statement **(c) Me interesan mucho los pájaros** several wrong answers were chosen. There were few mistakes in the others and no clear pattern.

Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a sport centre. Most candidates attempted all the questions, and many gained full marks. The statement that caused most difficulty was **(c) A ver si nuestro equipo gana la copa**. Many went for **C Aparcamiento para bicicletas** possibly because they did not the meaning of *Aparcamiento*, but the other options were also chosen. The other options were mostly correct.

Question 3

Candidates read a text about a girl talking about her last birthday party. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully. Very few boxes were left unpicked.

- (a) *La fiesta fue en...* Many candidates understood *en mi casa* in text and went for **B la casa de Antonia**. A common wrong answer chosen was **A el colegio de Antonia**, possibly because colegio was mentioned in the text.
- (b) *¿Quién preparó comida para la fiesta?* Many candidates chose the correct answer **B la madre de Antonia** because they found *Mi madre preparó un pastel de chocolate y unas ensaladas* in the text. The few that went for either **A** or **C** possibly did not understand that the father and sister had been sorting out the furniture.
- (c) *Nadie en la familia de Antonia hizo...* A lot of candidates linked *la pizza la pedimos a un restaurante* in the text with the correct answer **C la pizza**. Few went for **A el pastel** possibly because it was mentioned in the text.
- (d) *Los primeros invitados llegaron...* Most candidates who read the passage carefully and understood *empezaron a llegar a las nueve y media* went for **A después de las nueve**.
- (e) *Lo primero que hicieron en la fiesta fue...* Candidates needed to know synonyms to answer this question correctly and link **A hablar** with *charlamos*. They also had to pay attention to *luego* to discard both **B bailar** and **C cantar**.
- (f) This was one of the most challenging questions. *¿Qué regalo le gustó más a Antonia?* Some candidates were able to link *unos pendientes* with **C unas joyas** and got the mark. While other candidates went for **B unos caramelos** showing some lack of knowledge of the required vocabulary.
- (g) *¿Quiénes durmieron en la casa de Antonia después de la fiesta?* There was a good understanding of this question. Most candidates read *varios amigos que viven un poco lejos* and selected **B algunos invitados**. There were very few wrong answers.

Question 4

In Question 4 candidates were required to answer questions on a longer text, which in this case was an account by Roberto who builds wooden houses for birds in his garden. Candidates were required to write short responses in Spanish. The text was written in the first person. Therefore, candidates needed to change the first person verb to the third person when required so that their answers were correct. Some of the questions could be answered with a precise lift from the text. Others need some level of manipulation. All responses had to be succinct and unambiguous to demonstrate sufficient comprehension. Questions had to be in the tenses they were asked.

- (a) Candidates understood the question (a) *¿Cuándo construye Roberto las casitas para pájaros?* and gave the straightforward answer *en el tiempo libre* that was enough to get the mark. It was very well tackled.
- (b) *¿Cuántas casitas ha hecho Roberto?* was well answered by candidates that understood that the question word *cuántas* required an amount and answered with a direct lift *más de 500*. The longer version *ha construido más de 500* was also accepted. Many answered only *500* showing not enough comprehension of the text and lost the mark.
- (c) Many candidates understood the information that they needed to provide to answer *¿Dónde vendió Roberto las últimas casitas que construyó?* They accurately answered *en el extranjero*. Some candidates answered *a los vecinos*, *a parques*, but the key word in the question was: *últimas*.
- (d) This question *¿Por qué está contento Roberto con su trabajo?* The question word *por qué* required a reason. It was well answered succinctly by many with *ayuda al medio ambiente* changing the verb to the third person. The longer version *Está contento trabajando en su taller porque sabe que con esto ayuda al medio ambiente* required much greater grammatical changes. Some candidates failed to change *sé* to *sabe*. Several candidates started the sentence with *por qué*, meaning *why*, so they unfortunately lost the mark.
- (e) The question *¿De quién aprendió mucho Roberto sobre su pasión?* The question word *quién* led candidates to look for a person. Most candidates located the correct part of the text. The lift *su padre* or *el padre* was enough to get the mark. A substantial number went for *su hermano menor* but this was not the correct answer.
- (f) This question *¿Qué causó la reducción en el número de pájaros en el jardín?* was well handled by many candidates. The answer was a simple lift *los productos químicos* or *los productos químicos que utilizaban los agricultores en los campos*. Some issues arrived when candidates tried to manipulate the verbs *usar* and *causó/causan/causar*. There were answers along the lines of *se quejó mucho de que se veían cada vez menos pájaros en el jardín* or variations of this answer, which were not correct responses.
- (g) *¿Cómo se siente Roberto cuando regresan ciertos pájaros al jardín?* Most candidates were able to find the correct part of the text to answer question with a simple lift *alegre*. They seemed to understand that *cómo se siente* required an emotion. There were other acceptable answers *se siente alegre*, *está alegre* but *estoy alegre* did not get the mark. Sometimes it was misspelt i.e., *alegro*, *alegra*.
- (h) This question *¿Por qué se ven menos pájaros en el jardín en invierno?* The question word *por qué* required a reason. To express it correctly the verb had to be manipulated *han pasado/ pasan el invierno en África*.
- (i) All that was needed to answer the question *¿Por qué es bueno tener pájaros en un jardín?* a direct lift answered both parts of the question *Los pájaros son muy útiles en un jardín porque comen los insectos que dañan a las plantas, y hasta comen los que pican en verano*. Shorter versions such as *comen los insectos que dañan a las plantas, y los que pican en verano* was equally correct.
- (j) *¿Dónde encuentra Roberto el material para hacer las casitas?* was well answered by candidates who seemed to understand the question word *dónde* and looked for a place *la playa* or *en la arena*. Some answered with *el garaje* or *en el garaje de su padre*, which was incorrect.

- (k) This question *¿Cuándo empezará Roberto sus estudios de medicina?* Most were able to locate the relevant part of the text and gave the correct answer *el año próximo*. This was the question that seemed to be tackled best in this exercise.

Question 5

Candidates were required to match a series of eight descriptions of concerts with the comments made by five different people who went to them. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose relevant skills were less well developed. In general, candidates marked all the replies, but it was not uncommon for candidates to achieve less than 2 or 3 out of 5. There was no impression of a pattern on this exercise. All items attracted incorrect answers. Few scored full marks.

- (a) In order to choose **option 4** candidates needed to read the texts carefully to fully understand the references to a concert *de treinta músicos de alta calidad tocarán obras de los grandes maestros de la música* because Álex liked *oír una orquesta francesa profesional* that played *música alemana del siglo diecinueve*. Furthermore, he liked *estar sentado cuando oigo música* and there were *butacas cómodas*. Many candidates went for **option 7** but these were only *Cuatro músicos ... en esta pequeña sala*. Many candidates found this question difficult.
- (b) In order to select **option 7** candidates needed to understand that LAURA went to see a *músico mexicano que tocaba solo* and linked it with *una persona con una guitarra pueda crear tanta variedad de ambientes*. In a small environment she was able to *estudiar la técnica de este gran músico*, as she said *sus dedos se movían rápidamente*. The most frequent wrong answers were **option 6** because candidates overlooked that *Fernanda... cuenta su vida y sus sentimientos* not a *variedad de ambientes*.
- (c) Candidates made the link between SIMÓN who at the concert was *bailando y gritando* and **option 2** that offered *emoción y alegría moviéndote*. It also made clear that *Estos chicos llevan dos años de gira por Europa* SIMÓN who said that his favourite band *no vienen a España con frecuencia*. However, many went for **option 5** possibly because they read about *pasarás toda la noche en la pista de baile* but this group was about to do *su primera gira internacional*.
- (d) There was a mixed response to this question. Many candidates went for **option 6** where the singer offered *su disco más reciente* and in her songs *cuenta su vida y sus sentimientos*. They were able to understand that PILAR went to see her because *Fernanda escribe siempre su propia música* and the lyrics are *muy personal*. There was no clear pattern of mistakes. This was one of the best answered of the whole exercise.
- (e) A lot of candidates correctly selected **option 1**. The group played music that had *siglos de tradición* and *la entrada es gratis*. They understood that TOMÁS went to listen *grupo folclórico* and that *no tuvimos que pagar*. The most common wrong answer was **option 7** because it mentioned *variedad de ambientes y efectos* but there was only one player not a group.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a person who had a bakery. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text.

- (a) Candidates who understood the question *Según Juan, ¿por qué tiene valor el juego?* gave the answer with a direct lift *empiezas jugando y terminas aprendiendo*. This question was challenging to many who answered *su abuela lo llevaba a la panadería, era la profesión de su abuela* or other variations of this answer, which were not correct.
- (b) **1 and 2:** The next question *En su tienda, ¿qué dos actividades de sus empleados menciona Juan?* The correct answers were *tratan con el público* and *fabrican el pan*. However, many included *los que* that invalidated the answers or lifted indiscriminately.
- (c) **1 and 2:** Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Cómo explica Juan el éxito de su pan?* candidates had

to understand that in the shop *hay muy buen ambiente en el equipo* and that Juan *sigue mejorando los productos que vende*. While the first answer was a direct lift the second needed modification of the verb. Some wrote only *hay muy buen ambiente* and did not specify that it was *en el equipo*. Some wrote *bien* instead of *buen*. To answer the second part, it was necessary to include *sigue* for the answer to make sense. Common incorrect answers were *es un trabajo duro*, or *contribuye a la fama de sus productos entre los clientes*.

- (d) *¿Qué hizo Juan recientemente en otro país?* Many candidates were able to answer with a lift, modifying the verb from the first to the third person, *estuvo en Francia aprendiendo sobre unos hornos modernos*. However, a frequent error was *estuve en Francia aprendiendo*. Candidates must read the question and adjust the answer to fit this question.
- (e) In general, candidates located the correct part of the text for the answer (e) *¿Por qué hay tanta variedad en los productos de la tienda de Juan?* The ones who understood the question word *por qué* looked for a reason and answered *Cada cliente tiene gustos diferentes*. If including the possessive adjective, to get the mark, candidates had to change the possessive adjective from *nuestro* to *suyo* i.e., *Cada cliente suyo tiene gustos diferentes*
- (f) The answer to the question *¿Por qué tienen precios más altos los panes tradicionales?* Candidates had to find *se tarda más tiempo en prepararlos*. Sometimes candidates missed *los* from the end, meaning the attempt was incorrect. The ones that started with *aquellos más tradicionales* lost the mark because the text was not adjusted sufficiently to answer the question.
- (g) This question *¿Qué hacen los clientes de Juan para recordar sus vacaciones?* needed candidates to supply a verb *compran/comen/se interesan por panes extranjeros*. Candidates that located the correct section of the text but lifted the sentence *los han probado durante unas vacaciones/quieren acordarse de las experiencias y sabores de otros países* lost the mark because they did not answer the question of what the customers did. Forms like *proben/proba* were not accepted. This question proved challenging to many candidates.
- (h) The question (h) *Según Juan, ¿cuándo termina de ser ‘un producto vivo’ el pan?* was challenging to many candidates. The correct answer was *cuando se mete en el horno/en el horno* or *dentro del horno*.
- (i) *¿A quién puede identificar siempre Juan al ver un pan?* required understanding of the question word *quién*, which gave the clue that person was needed. Many gave the correct answer lifting *al panadero que lo hizo*. Many went for *un amigo* because it was mentioned in the text, but it did not answer the question.

FOREIGN LANGUAGE SPANISH

Paper 0530/23
Reading

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.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank, especially in multiple-choice, offers no chance of scoring a mark.
- Bear in mind that to answer in the first person **Questions 4 and 6** is unlikely to be correct.
- Check the tenses in which questions are asked to 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**.

Overall, consistent inaccuracies included candidates:

- 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.
- Copying the stem that is already in the question leading to errors that invalidate the answers.
- Candidates must be careful with the difference between *por qué* meaning *why* and *porque* meaning *because*. Frequently its inclusion is unnecessary to answer the question.

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 a meal in a restaurant. Most candidates answered all the questions correctly. Candidates need to remember that one of the pictures is surplus to requirements. There were few mistakes and no clear pattern of errors.

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 a *Casa para las vacaciones*. Most candidates attempted all the questions. The statement that caused most difficulty was **(b)** *¡Mira, podemos dejar el coche aquí!* Many candidates went for **H Teléfono de taxis** instead of **D Garaje** the correct answer. The option answered best was **(c)** *Voy a comprar comida y bebida*. Nearly all candidates went for **B Supermercado cerca**.

Question 3

Candidates read a text of a boy talking about his art lessons. They had to answer a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks.

- (a) *El profesor del curso de pintura de Pablo es...* was well answered by most candidates that went for **C el abuelo de Julio**. The other two options were also mentioned in the text, so a number of candidates went for **B el padre de Julio**, and others for **A su amigo Julio**.
- (b) *¿Qué piensa Pablo de las clases de pintura?* required a careful reading of the passage and candidates that understood *me parecen demasiado cortas* went for **A Preferiría clases más largas**. Many went for **B Hay bastantes alumnos**, but nothing in the passage suggested it as an answer.
- (c) *Cuando era pequeño, a Pablo le gustaba dibujar...* was also challenging for some who could not link *aviones y barcos* in the text with **C medios de transporte**. There were few wrong answers.
- (d) *Cuando Pablo fue al parque...* was well answered by most candidates that could link *hacía demasiado viento y tenía mucho frío* in the text with **B hizo mal tiempo**.
- (e) *Pablo quiere comprar...* there was a good understanding of this question. Most candidates went for **A una estantería**.
- (f) *¿Qué va a hacer Pablo pronto?* Nearly everybody went for option **C trabajar con otros estudiantes**. The connection with *varios compañeros* was made by most candidates even when the other two options were also mentioned. The most frequent wrong answer chosen was **A participar en una competición** but there was nothing to link it to in the text.
- (g) To answer *Aparte de pintar, Pablo...* candidates had to understand *haré una tarta de fresa* to choose **B sabe cocinar**. Some went for **A hace deporte**, others for **C baila bien** but there was no mention of sports or dancing in the text.

Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by *Sonia* who talked about her fishing hobby. Candidates were required to write short responses in Spanish. The question required the candidate to be able to manipulate Spanish verbs sufficiently to change the person of the verb from the narrative first person to the third person, and to use tenses appropriately. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. 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 phraseology from the text, but care should be taken not to lift indiscriminately large chunks of text which negate the answer.

- (a) Candidates who understood the question *¿Dónde trabaja Sonia?* gave the straightforward answer *es directora de un banco* or *en un banco*. A common wrong answer was *la biblioteca*.
- (b) *¿Con qué frecuencia va a pescar Sonia?* could be answered lifting *cada dos semanas*. It was well answered by many. The idea of frequency was challenging to some who answered only *dos semanas* and lost the mark.
- (c) Candidates with good knowledge of time expressions handled *¿Quién está siempre con Sonia cuando ella pesca?* well. They needed to link *hace lo mismo* in the text with *siempre* in the question. It could be answered with a direct lift *su perro*. Many candidates who wrote *algún amigo* failed to notice that the friends went with her only *a veces* and what was asked was about *siempre*.

- (d) *¿Qué pensaba Sonia de los videojuegos cuando era adolescente?* This question made it clear that an opinion was required. It was well answered succinctly by many with *le encantaban* changing the reflexive pronoun from the first to the third person. However, it was challenging to many that either answered in the singular or in the present tense. Another common error was to put *ella encantaba* or *se encantaba* instead of *le*. Some went for *pasaba mucho tiempo jugando* or *a los 14 años*, these were examples of finding the correct part of the text but lifting indiscriminately.
- (e) Most candidates located the correct part of the text to answer *¿Por qué empezó Sonia a pescar de nuevo mientras estaba en la universidad?* The ones who paid attention to the question words *por qué* looked for a reason *para relajarse después de los exámenes*. The ones that did not change the reflexive pronoun *me* to *se* lost the mark.
- (f) *¿Qué piensa Sonia de la ciudad?* required an opinion *no soporta el ruido*, expressed in the third person. It was challenging to many who left it in the first person. Many went for other acceptable answers *hay ruido* or *es ruidosa*.
- (g) **1 and 2:** *¿Dónde evita pescar Sonia? ¿Por qué?* Candidates had to look for a place and then for a reason. The ones that understood that *su actividad preferida* meant *la pesca* lifted *en la playa* and the reason *está llena de gente*. This question was well answered by many.
- (h) *Según Sonia, ¿qué ventaja tiene la región donde vive?* Most candidates could locate the correct part of the text for the question and lifted *no hay ríos contaminados*.
- (i) All that was needed to answer *Para Sonia, ¿cómo es la experiencia de pescar un pez grande?* was *es emocionante*. Some wrote the full sentence *Es emocionante tener peces de gran tamaño entre las manos*. The shorter version was preferable because candidates did not get extra marks for answering in full sentences. Candidates that answered *es aburrida* missed that the text said *Sonia opina lo contrario*. Another common wrong answer was *orgullosa*.
- (j) Most candidates located the correct part of the text to answer *¿Qué ropa tenían los actores que vio Sonia?* and lifted *vestidos antiguos*. This question was very well answered by most.
- (k) This question *¿Con quién cenó Sonia hace unos días?* Most candidates located the correct part of the text. However, to answer they had to understand *cenó* because it would have taken them to the answer *un cantante famoso*. Many went for *actores grabando un vídeo para un cantante famoso* or varieties of this answer and *lo pasé genial*.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who must choose among different presents. There were, therefore, three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise. This is a challenging exercise.

- (a) Candidates needed to read the texts carefully to fully understand the references to *SILVIA*: that has everything she needs in her flat, so her parents gave her *algo de naturaleza*. It had to be linked with **option 8** *cultivamos especies que se adaptarán sin problema tanto al exterior como al interior*. The most common wrong choice was **option 1**, that was about visiting a botanical garden.
- (b) To select the correct answer, candidates needed to understand the references to *OMAR* who won a prize and went *muy elegante a la celebración* and the description in **option 6** *para algún evento especial, aquí tenemos moda clásica que siempre sienta bien, tanto de hombre como de mujer*. Many went for **option 2** *Los mejores productos para sus pies ... para celebraciones importantes* but *OMAR's* text referred to the whole outfit/suit.
- (c) Most candidates that made the link between *LUCAS* who always wanted to *aprender a hacer muebles* and **option 3** that offered classes like *carpintería*. Some went for **option 7** possibly because it offered furniture for sale.

- (d) Candidates who were able to understand that *CAROLINA* was given a ring by her boyfriend and went for **option 4** that talked about jewellers that made jewels *en oro o cualquier otro metal*. A common wrong answer was **option 1** because she mentioned they met at a tropical park and **option 8** that also talked about plants.
- (e) Candidates understood that *PATRICIA* started practising sports thanks to her children's gift went for **option 5** that offered *todo lo necesario para hacer ejercicio*. The most common wrong answer was **option 7** possibly because it mentioned sofas.

Question 6

Candidates were required to answer questions on a longer, more demanding text about Luisa who was the first nurse in a rural area. Candidates were required to write short answers in Spanish. Responses needed to be precise and clear. Verbs, personal object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text.

- (a) The question *¿Qué ocurre cuando Luisa sale de su casa y los habitantes de su pueblo la ven?* required a direct lift to answer *todos los vecinos la saludan* or simply *la saludan*. Many got the correct answer.
- (b) **1 and 2:** *¿Cómo es la personalidad de Luisa?* In general, candidates located the correct part of the text for the answer. It could be answered with a direct lift *sigue hablando mucho y sigue siendo igual de divertida* or more succinctly *habla mucho, divertida, simpática*. Candidates must adjust the text to answer the question.
- (c) *¿Por qué es Luisa una persona importante en la historia de su región?* was well handled by many who looked for a reason *fue la primera enfermera que hubo en la región*. Some copied *fue la primera que hubo en la región* but lost the mark because they did not include *enfermera*. A number of candidates wrote *enferma* instead of *enfermera* and lost the mark because the meaning is different.
- (d) Candidates who answered correctly *¿Qué se mostrará por primera vez durante la celebración esta noche?* located the correct part of the text and answered *un nuevo documental*. That was enough but some copied the whole sentence *un nuevo documental sobre la enfermera en el que ha participado todo el pueblo*. A common wrong answer was *Luisa recibirá el título de 'Persona excepcional'*.
- (e) To answer the question *¿Dónde estaba la oficina de Luisa?* candidates had to recognise the question word to look for a place. They had to understand the whole paragraph because the answer was at the beginning *en la antigua tienda-bar*. It was a challenging question to many who gave answers along the lines of *una pequeña oficina donde guardaba la información de todos los pacientes*.
- (f) *¿Cuánto tiempo se dedicó Luisa a su profesión?* could be answered with a direct lift, *casi medio siglo* was enough. A common wrong answer was *medio siglo*. Common incorrect answers included: *veinticinco años* or *hasta hace veinticinco años, una vez al mes* or *cuando era adolescente*.
- (g) **1 and 2:** The question *¿Por qué quiso Luisa hacerse enfermera de joven?* required a careful reading of the text to gather the correct information. The two reasons were *se ponía muy triste cuando alguien estaba enfermo* and *quería hacer algo útil*. It only required a slight modification of a pronoun *me* to *se* to be answered correctly. The answers were accepted in any order. It was a challenging question and incorrect answers included: *el médico de la capital venía una vez al mes, montado a caballo, solo había caminos de tierra*.
- (h) *¿Qué le pasó a Luisa frecuentemente a causa del mal tiempo?* could be answered with a lift and modifying the verb to the third person *tuvo que dormir en casa de un paciente*. Incorrect answers included: *se construyó la carretera y todo fue mejorando* or *había tormentas de nieve, era peligrosísimo*.
- (i) *Según Luisa, ¿qué no debería aparecer en el libro de su nieto?* The answer was a straightforward lift *los secretos de su familia* changing the possessive adjective *nuestra* to *su*. Some candidates failed to make the required modification, and so lost the mark.

FOREIGN LANGUAGE SPANISH

Paper 0530/03
Speaking

Key messages

- Teacher/Examiners should familiarise themselves with the scripts of the role play and topic conversations before beginning any 'live' speaking tests. They must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet.
- Teacher/Examiners can repeat a role play task if the candidate has not understood and/or provides an ambiguous response or did not hear the task. Teacher/Examiners must not rephrase or replace the role play tasks.
- Teachers/Examiners should not ask candidates additional questions in the role plays once the tasks have been completed. There is no need for candidates to develop or extend responses.
- In the topic conversations where there is a two-part question, Teacher/Examiners must pause as indicated to allow candidates to respond to the first part. They should use the alternative questions in **Questions 3, 4 and 5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.
- In the interests of fairness to all candidates, Teacher/Examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, Teacher/Examiners should use up to two open-ended further questions, on the same topic, to make sure the conversations last 4 minutes.
- During the topic conversations, Teacher/Examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre...*, *¿Qué más me puedes decir sobre...?* *¿Puedes decirme algo más (sobre eso)?* When used effectively, extension questions provide candidates the opportunity to develop, justify and explain their responses.
- 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.

General comments

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

In the majority of cases, centres completed the necessary documentation to a high standard and there were few clerical errors. The recording quality was variable. In a few cases, the candidates were inaudible or partially audible. 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.

Teacher/Examiners should follow the randomisation instructions in strict order. 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 test.

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

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

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

Teacher/Examiners need to enter the candidate's name, candidate number, role play card number, topic conversation numbers and a mark in each column. The name of the Teacher/Examiner conducting the speaking test should be legible. Teacher/Examiners should check that marks, candidate numbers and names are transferred correctly from the working mark sheet (WMS) onto the Submit for Assessment portal. In most cases, Teacher/Examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal.

Comments on specific questions

Role Plays

In the role plays, candidates should focus on communicating the required information. Candidates do not need to provide any additional information; they do not need to develop or extend their responses. Brief responses are perfectly acceptable. Candidates who give ambiguous responses should be given the opportunity to work for the available marks by repeating the task. Tasks with '*cómo*' and '*cuándo*' appear to cause most difficulties for candidates. Furthermore, tasks 4 and 5, which required candidates to use a past or future time frame, caused problems particularly for weaker candidates. Recurring issues were:

Role play 1

Task 1

The pronunciation of numbers caused difficulties for some candidates.

Task 4

Candidates struggled to use a correct past time frame.

Task 5

Some candidates responded with '*me gusta*' instead of '*me gustaría*'.

Role play 2

Task 4

As in **Role play 1**, some candidates responded with '*me gusta*' rather than using the conditional '*me gustaría*'.

Task 5

A few candidates seemed not to understand *¿qué hiciste?*

Role play 3

Task 3

Some candidates responded by describing what they like instead of what they want to eat and drink.

Task 4

Some candidates had problems producing the correct tense.

Role play 4

Task 3

Although acceptable, some candidates were going on long 'excursions' abroad. A few candidates did not understand *¿para cuánto tiempo?*

Role play 5

Task 4

A few candidates described the last time they played sport however omitted to respond to '*cuándo*'. Some candidates misunderstood or were not sure how to answer the second part of the task and others responded with a form of transport.

Role play 6

Task 1

A few candidates misunderstood the task and replied with '*mi cumpleaños*'.

Role play 7

Task 1

Pronunciation of countries and use of adjectival endings with '*ser*' and nationality.

Role play 8

Task 1

A few candidates did not understand '*tamaño*' or were unable to respond appropriately.

Task 5

Some candidates responded with '*me gusta*' instead of '*me gustaría*'.

Role play 9

Task 2

¿Para qué día? often required repetition.

Topic Conversations

Topics Conversations were conducted well by the majority of the centres with Teacher/Examiners following the guidelines in the Instructions for Teacher/Examiners booklet (May/June 2025). In some cases, Teacher/Examiners used the alternative question as well as the initial question unnecessarily as the candidate had already given a suitable response. Extension questions and two further questions were not always used well. Teacher/Examiners should use extension questions more often to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, Teacher/Examiners must ask up to two further open-ended questions on the same topic. A few centres did not adhere to the timings. In some two-part questions, Teacher/Examiners did not always pause between the questions. Where candidates give ambiguous responses or do not understand the question, Teacher/Examiners should make greater use of the alternative questions, which would be helpful to many candidates. In general, candidates responded well to the topics. Candidates who performed well were able to give full responses, share opinions and talk about their experiences confidently using a wide range of language and structures. Recurring issues were:

Topic 1 El clima

Question 1

A few candidates did not understand '*estación del año*'. The verb form and pronunciation of '*prefiero*' caused difficulties.

Question 2

Some candidates struggled with using the correct verb/verb form to speak about the weather.

Topic 2 Las compras y la ropa

Question 1

Occasionally '*dónde*' was missed.

Question 2

Some candidates did not understand *¿Con quién?* instead providing information on what they buy.

Topic 3 Tu información personal

Questions 1 and 2

Candidates understood and communicated the information despite frequent errors with adjectival endings.

Question 3

Reflexive verb '*levantarse*' caused difficulties.

Topic 4 Las compras

Question 4

A few candidates did not understand '*regalo*'.

Topic 5 Tu país

Question 1

Use of adjectival endings with nationality.

Question 4

¿Cuándo? was sometimes omitted and '*por tu país*' was not always understood.

Topic 6 La educación

Question 3

There were many good responses although some candidates spoke about homework in general instead of homework that they had completed recently.

Topic 7 Las fiestas y las celebraciones

Question 3

This question sometimes proved challenging where candidates struggled with vocabulary items and verb forms.

Assessment

All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (May/June 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. Two marks cannot be awarded for an ambiguous response, incorrect verb formation or an incorrect time frame.

Candidates were able to respond to the questions in the topic conversations, even if less successfully due to limited vocabulary and/or grasp of verb forms. Stronger candidates responded confidently to questions and often expanded their responses. 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 '*en el pasado*' or '*en el futuro*' for example. The use of '*en mi opinion*', '*pienso que*' and similar phrases are useful however, candidates should avoid starting all their responses with the same phrase, as this tends to undermine rather than enhance their overall performance.

In the topic conversations, some Teacher/Examiners were sometimes too generous in their assessment of Communication where candidates had not shown the ability to develop quality responses with justifications and opinions, and in their assessment of Quality of Language where candidates had not used a wide range of language and 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 use 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. The IGCSE Spanish Foreign Language exam is for learners of Spanish as a foreign language. Candidates do not need to be native-speakers or near native speakers to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

FOREIGN LANGUAGE SPANISH

Paper 0530/41
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 achievement 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

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. 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*, *preffiero*; Imperfect/Preterite e.g., *el sábado pasado iba a una protesta*; Ser/Estar e.g., *el centro comercial es cerca de mi casa*; 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'.

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

Comments on specific questions

Question 1

Una encuesta sobre la tecnología

A single word was sufficient to gain the mark for each of the five gaps. The 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. Most candidates were able to produce accurate spellings of a colour for Gap 1 with the most popular answers being '*rojo*' and '*negro*'. In response to a reason for liking their favourite app for Gaps 2 and 3, stronger candidates produced a range of answers (e.g., '*interesante*'; '*útil*'; '*creativo*'). Weaker candidates consistently misunderstood the rubric and produced inappropriate responses (e.g., '*enforma*'; '*trabajar*'; '*enthusiatico*') which could not be rewarded. The most common errors were naming an App rather than providing a positive adjective to describe it, (e.g., 'Snapchat'; 'TikTok'). Candidates should always read the rubric carefully to ensure that they produce responses that are both grammatically and contextually correct. There were few problems with producing a noun for something they buy online in Gap 4, with a broad range of answers (e.g., '*videojuego*'; '*clases*'; '*ropa*'). There were many examples of '*ropas*' in plural, which was accepted for **Question 1**. However, candidates should be reminded that collective nouns in Spanish such as '*ropa*, *comida*, *gente*' are singular nouns and only in very specific cases are they pluralised. Most candidates were able to produce an appropriate school subject for Gap 5, (e.g., '*inglés*'; '*historia*'; '*música*'). Marks were awarded for minor spelling errors which did not impede communication (e.g., '*intiresante*'; '*barrata*'). Spellings which were not recognisable, (e.g., '*inglish*'; '*anglais*') could not be rewarded.

Question 2

Tus vacaciones

Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary related to holidays, with detailed information sometimes expressed in more complex language. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead which meant that task completion marks could not be awarded. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g., '*facil*'; '*tambien*'; '*gustaria*'; '*vacacion*') but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (*y*, *o*, *pero*, *también*), using more complex connectors (e.g., '*sin embargo*'; '*además*'; '*dado que*'), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' and '*porqué*', when they intended '*porque*'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

Task 1 required candidates to state where they normally go on holiday and was answered successfully by most candidates, (e.g., '*Voy a Europa*'; '*Vamos a las islas*'). Stronger candidates added detail, (e.g., '*con mi familia*'; '*cada año*'). The most common verb errors were subject/verb agreement with the verb *ir*, (e.g., '*vas da mi familia*'; '*normalmente ir de vacaciones*') which could not be rewarded for task completion but considered under relevance.

Task 2 required candidates to state what type of transport they prefer for going on holiday and was generally successfully answered (e.g., '*Prefiero ir en coche*'; '*Viajamos en barco*...'). Weaker candidates produced incorrect verbs and poor spelling, (e.g., '*prefiero voy en el avión*...'; '*yo preferio el auroplane*'). Some weaker

candidates did not complete the task as they referred to travelling generally rather than specifically on holiday.

Task 3 required candidates to give a reason for choosing the type of transport in **Task 2** and was generally answered well with a variety of appropriate adjectives, (e.g., *'es más rápido que los otros modos de transporte'*; *'no es costoso'*; *'es la mejor forma de viajar a países que están lejos'*).

Task 4 required candidates to state what activities they do on holiday. Most candidates understood the task and provided a range of appropriate details to successfully complete the task (e.g., *'durante las vacaciones a mí, me gusta ir a la playa'*; *'bailo con mis padres'*; *'mi actividad favorita es siempre ir a lugares históricos'*). Weaker candidates did not correctly form verbs (e.g., *'yo hace jugar en el océano'*; *'me gustan nadar en la playa'*). A common error was not making it clear that these activities were holiday activities rather than what they generally do, (e.g., *'normalmente mis actividades es golfo'*).

Most candidates understood **Task 5**, which asked them to state who they would like to go on holiday with in the future. For full task completion, the candidates needed to use an appropriate verb form in a future tense. Many candidates successfully manipulated the verb in the rubric from 2nd to 1st person (e.g., *'Me gustaría ir de vacaciones con mis amigos'*), whilst others produced alternative forms of the future, (e.g., *'quiero ir con mi familia'*). Weaker candidates had problems with producing an accurate form of a future tense (e.g., *'yo quire a voy'*). Some candidates omitted reference to who they would like to go with and talked about where they would like to go (e.g., *'me gustaría ir a Lima'*; *'mi gustaría ir a la americano'*). A few candidates produced inappropriate responses in the past tense (e.g., *'yo deseo fui con mi hermano.'*). These responses could not be credited for task completion.

Question 3

General comments

The majority of candidates chose **Question 3(a)** rather than **3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then wrote with justifications, developments and opinions which served to enhance their responses by adding further information. Some candidates omitted 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

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

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where

required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

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.

Some candidates struggled when using both basic and more complex tenses. To improve, they could:

- 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/puse/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.

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., *'gaffas'; 'interesante'; 'diferentes'*)
- 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/fascinar* in the present and conditional tenses (e.g., *'yo gusto'; 'mi gusta'; 'yo encantaría'; 'mi hermano encanta'; 'el trabajo fascina yo'*)
- omission of the preceding *a* (e.g., *'a mí; 'me gusta'*)
- incorrect formation of *ir* and *tener* in the preterite tense (e.g., *'fuimos'; 'fueron; '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 voy'*)
- omission of accents on verb forms (e.g., *'compre'*) or inappropriate use of accents (e.g., *'fuí'*)
- omission of the appropriate preposition in verb constructions (e.g., *'voy ir; 'juego futbol'*)
- inappropriate inclusion of a preposition in verb constructions (e.g., *'es necesario a ir'*)
- inappropriate use of prepositions (e.g., *'voy de avión; 'películas de históricas'*)



- inventing words (e.g., '*recivar*'; '*extrodivirtido*')
- not indicating possession with *de* (e.g., '*mi amiga's cumpleaños*')

Question 3

(a) Las películas

This was the most popular question with almost two thirds of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the task, including appropriate salutations and endings.

Task completion

Task 1 required candidates to state what type of film they normally watch and required a present tense to complete the task. This was generally well-completed, with many candidates producing a simple phrase with appropriate topic vocabulary, (e.g., '*me gusta ver las películas de acción/de suspense/de comedia*'). Stronger candidates added appropriate extra detail, (e.g., '*mis películas favoritas son las que exploran a fondo las relaciones humanas*'). Weaker candidates produced inaccurate verb forms, (e.g., '*yo ver películas*'; '*Yo mira películas de romántica*'). A common error was the use of '*películas de horror*' instead of '*suspense*'.

Task 2 required candidates to describe the last time they went to the cinema and required an appropriate verb form in the past to complete the task. Using the preterite tense correctly was a challenge for many students with only the stronger candidates producing correctly formed verbs in their responses, (e.g., '*fue hace dos semanas*'; '*me encantó la historia*'). They also developed their responses with more complex structures and vocabulary, (e.g., '*la vi con mi amiga*'; '*recuerdo que llegamos un poco tarde*'). Weaker candidates produced incorrect verb forms and spellings, (e.g., '*la última vez que fuiste al cine*'; '*yo voy cine y haga muy comica*'), which could not be rewarded for communication.

Task 3 required candidates to explain why it is (not) better to watch films at home. Most candidates addressed this successfully (e.g., '*porque es más cómodo/tranquilo*'; '*el cine es más ruidoso*'; '*hay menos gente*'; '*no necesito pagar*'). There were also examples of verb errors that could not be rewarded for task completion but could be considered under relevance (e.g., '*yo prefiro ver en casa...*'; '*porque poder comer comida*').

Task 4 required candidates say what they think to having a job related to the cinema. Stronger candidates answered successfully, talking about working in their local cinema or in the world of film, and were creative with their responses, (e.g., '*¿Tu trabajarías en el cine con el ruido y todo? Yo no*'; '*No sé si es una buena idea, con Netflix y lo demás, es cierto que los cines van a cerrar sus puertas*'). Despite some candidates producing relevant responses, they were not rewarded due to verb and tense error (e.g., '*tu puede voy ves un película*'; '*necessita tu amable porque tu hablas muchas clientes*').

Task 5 required candidates to state when they will watch another film and required a future reference to complete the task. Most candidates understood the task and there was a range of answers using appropriate time references, (e.g., '*la semana que viene veré una película con mi madre*'; '*hoy voy a ver una nueva película*'; '*mañana me gustaría ver otra película*'). Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g., '*¿Por qué no vienes a mi casa este fin de semana para verla conmigo?*'; '*mi familia y yo vamos a tener una noche de películas este fin de semana*'). Weaker candidates produced responses with inaccurate verbs, (e.g., '*mi hermana y yo veramous una película*'; '*yo verá una película el fin de semana*'). Instead of describing the activities they did, a few candidates stated which film they would like to see or where, (e.g., '*quiero asistir la nueva película de F1*'; '*yo ver películas en el cine de Regal*'). These responses could not be rewarded for task completion.

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. 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 and imperfect subjunctive – '*cuando vayamos la próxima vez...*'; '*Si fuera rico compraría un cine*'; present perfect – '*he planeado*', continuous with gerund – '*están viendo*'; adverbs – '*completamente*'; negatives – '*nunca he visto*'; time markers – '*primero*'; object pronouns – '*te digo*'; comparatives and superlatives – '*es mejor que verlas en casa*'). For many candidates, it often proved difficult due to an insufficient range of tenses and other complex structures. There was evidence of a range

of topic vocabulary within the cohort (e.g., *'pantalla'*; *'sonido'*; *'efectos especiales'*; *'entradas'*) and attempts at idioms (e.g., *'pan comido'*; *'el dinero no crece en los árboles'*; *'me aburre como una ostra'*). The majority of candidates chose to start their piece of writing with an informal salutation (e.g., *'Hola amigo, ¿Qué tal?'*; *'Espero que te encuentres bien'*). Weaker candidates used basic structures (e.g., *'mi piensas...'*; *'nosotros comer'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and the weaker candidates attempted a piece of cohesive writing, although there were many examples of *'por que'* instead of *'porque'*. Stronger candidates use a wider range of connectors (e.g., *'aunque'*; *'por eso'*; *'lo que'*; *'así que'*).

Accuracy

The stronger candidates 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. On this question, many of the strongest candidates omitted accents, which was particularly noticeable on verb endings, (e.g., *'mire'*; *'comio'*; *'habia'*; *'me gustaria'*).

Question 3

(b) Las relaciones personales

This was a less popular option with only a third of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts by the strongest candidates at explanations and development of ideas. A few candidates engaged well with the register of the task, i.e., a newspaper for the school magazine, and included an appropriate introduction, (e.g., *'¡Hola a todos y bienvenidos a mi blog!'*).

Task completion

Task 1 asked candidates to describe their best friend and this was successfully addressed by the majority of candidates. Most candidates used appropriate vocabulary and structures in their responses, referring to both physical and personal characteristics, (e.g., *'tiene el pelo rubio y liso'*; *'es delgado, guapo y muy amable'*). Weaker candidates produced inappropriate verb formations, (e.g., *'mi amiga eres baja'*).

Task 2 asked candidates to explain what a perfect day would be like with their best friend and required a verb in the conditional to convey the sense of hypothesis. The most common response was, *'es un día en la playa'*, which could not be accepted for task completion. Only the strongest candidates were able to produce a response in the appropriate tense, (e.g., *'un día perfecto sería ir al cine'*; *'iríamos a un restaurante'*). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g., *'vamos a el centro comercial'*; *'gustamos de ver una película'*; *'nostros tuebemos muchas comidas'*).

Task 3 required candidates to explain who they get on best with in their family and required an appropriate verb form in a present tense in order to complete the task. Most candidates were able to provide appropriate examples, (e.g., *'me llevo mejor con mi madre'*; *'la persona con quien me llevo mejor es mi padre'*). The stronger candidates were able to respond appropriately and give additional details, (e.g., *'es fácil decirle como me siento'*; *'es muy generoso y divertido'*; *'es amable y me ama mucho'*). Weaker candidates struggled to form correct verb conjugations, (e.g., *'me llevas mejor con mi hermana'*; *'tienes muchos en comun'*; *'nos divertismos mucho'*).

Task 4 required the candidates to describe how they celebrated a special occasion with their family and required a verb in a past tense for task completion. Weaker candidates did not focus on the verb in the rubric, *'celebraste'*, indicating that they should talk about a past event, and they went on to describe festivals or family celebrations they usually celebrate, (e.g., *'en mi familia nosotros celebramos anos nevovs'*; *'fiesta por cumpleaños es especial.'*; *'generalmente reunimos todos'*). Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g., *'fue mi cumpleaños y fuimos al parque'*) and gave additional details, (*'preparamos muchas comidas'*; *'jugamos al fútbol'*).

Task 5 required candidates to explain why it is (not) important to have a special person in their life and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g., *'cuando tengo a mi madre, mi vida es más fácil'*; *'una vida sin relaciones personales es muy triste'*). Responses from weaker candidates to this task tended to have errors which prevented task

completion (e.g., *'porque tu necesita ayuda'*; *'es estudiar o paso tiempo con'*; *'esa persona puede ayada con tus problemas'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Range

Some candidates were able to include a range of appropriate linking words. Most candidates tended to use simple structures, and a few made attempts to use more complex structures, although not always successfully, (e.g., *'Espero que supo la verdad'*). The stronger candidates included a much wider range of connectives in their responses, such as *'por eso'*; *'ya que'*; *'aunque'*; *'lo que'* and produced more complex structures and vocabulary (e.g., *'Espero que te haya gustado el artículo'*; *'ayudan a los que lo necesitan'*; *'me da los consejos buenos'*; *'somos muy parecidos'*; *'siempre he soñado con vivir..'*).

Accuracy

The stronger candidates tended to produce pieces of writing which was mostly accurate with errors that occasionally impeded communication. Examples of inaccurate spelling were seen throughout responses from weaker candidates in this question (e.g., *'perespectives'*; *'pratica'*; *'recivar'*; *'gaffas'*). There were also examples of non-Spanish words (e.g., *'fica'*; *'exemplo'*; *'engracada'*). Other 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.

FOREIGN LANGUAGE 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 impact the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**.

General comments

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. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, 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. 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*, *preffiero*; Imperfect/Preterite e.g., *el sábado pasado iba a una protesta*; Ser/Estar e.g., *el centro comercial es cerca de mi casa*; 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'.

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

Comments on specific questions

Question 1

Un trabajo de voluntaria

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. Most candidates were able to correctly produce a school subject for Gap 1. The most common errors were with spelling, (e.g., 'hystoria'; 'muzika') or producing the name of a country rather than the language, (e.g., 'Francia'; 'Alemania'). The majority of candidates were able to produce an appropriate adjective to describe a personal quality for Gap 2, with a range of answers (e.g., 'habladora'; 'chistoso'; 'generosa'). A very small number of candidates produced inappropriate answers (e.g., 'muy mas'). Marks were awarded for minor spelling errors which did not impede communication (e.g., 'intelligente'). Responses which were not recognisable as a word in Spanish (e.g., 'solar'; 'seriosa') could not be rewarded. There were few problems with producing a colour for Gaps 3 and 4, with a broad range of answers (e.g., 'rojo'; 'verde'; 'negro'). There was a wide range of accurate vocabulary produced for a drink in Gap 5 (e.g., 'agua'; 'leche'; 'zumo'). There were a few responses with 'sumo' for 'zumo', which was not accepted. Some candidates produced inappropriate responses (e.g., 'futbol'; 'yo no preferida') which could not be rewarded.

Question 2

Los intereses de los jóvenes

Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary related to TV and other interests, with detailed information sometimes expressed in more complex language. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead. 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. The absence of accents was frequent (e.g., 'pais'; 'tambien'; 'proxima'; 'despues') but did not usually prevent candidates from achieving a high mark. Weaker candidates also 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*), using more complex connectors (e.g., 'sin embargo'; 'además'; 'dado que'), whereas weaker candidates tended to rely on 'y' and 'porque'. There were examples of candidates writing 'por que' when they intended 'porque'.

Task 1 required candidates to describe their favourite television series and was answered successfully by most candidates. For task completion it was acceptable to reference the genre, plot or actors, (e.g., 'se trata de un doctor'; 'es una serie cómica/romántica') or how the series made them feel, (e.g., 'es divertido/emocionante/interesante'). Some weaker candidates only named the series and did not offer any description, whilst incorrect verbs and spelling prevented others from completing the task, (e.g., 'mi serie favorita hace mucho caracticas'; 'su grupo de agentes CBI solvan crimos').

Task 2 required candidates to state whether they prefer to watch TV or go to the cinema and was generally successfully answered, (e.g., 'prefiero ver la tele'; 'es mejor ver la tele que ir al cine'). Weaker candidates struggled to correctly form opinion verbs (e.g., 'yo preferido ir al cine'; 'yo preferio ir al cine'; 'me gusta veo ir al cine').

Task 3 required candidates to give a reason for their choice in **Task 2** and was generally answered well. Stronger candidates included explanations and appropriate topic vocabulary (e.g., 'es más cómodo que el cine'; 'la pantalla es gigante y el sonido de alta calidad'). Ambiguity and spelling errors prevented weaker candidates from completing the task (e.g., 'el cine es rudioso y abburido con la personas veer con mi'; 'al

cine es muchas expensivo). Some candidates did not complete the task as they outlined the pros and cons of both watching tv and going to the cinema, without actually stating their preference.

Task 4 required candidates to explain why they like spending time with their best friend. Most candidates provided a range of reasons to successfully complete the task, (e.g., *'nos reímos mucho juntos'*; *'es divertido y generoso'*; *'compartimos el mismo pasatiempo'*). Stronger candidates added extra details (e.g., *'siempre nos divertimos cuando estamos juntos'*). Weaker candidates did not complete the task as they referred to going out with friends in general rather than their best friend. Others confused *'pasar tiempo'* with *'pasatiempo'* and simply explained what they do with friends, (e.g., *'normalmente ir a caza en las montañas'*).

Some struggled to correctly form verbs and coherent responses, (e.g., *'ellas gusta me mucho'*; *'yo salir con mi amigos la proxima interesante de deporte'*; *'te gusta pasar tiempo con mi amigo en la piza, nachos y popcorn'*).

For **Task 5**, the candidates needed to state when they are going to go out with their friends the next time and use an appropriate verb form in a future tense. Stronger candidates successfully manipulated the verb in the rubric from 2nd to 1st person and included a future time reference to complete the task, (e.g., *'Voy a salir con mis amigos este viernes'*). Some weaker candidates had problems with producing an accurate form of a future tense (e.g., *'Proxima vez soy salir con mis amigos es al las fines de semana'*; *'Me vas a salir con mi amigos en dos días en la semana'*). Other weaker candidates stated what they normally do *with their friends*, (e.g., *'normalmente salgo con mis amigos de mi paseo tiempo'*) or produced responses in the past tense, (e.g., *'nos salimos la pesada semana en la parque'*; *'fuimos a la discoteca en la noche'*). Candidates should be reminded to focus on the rubric as a common error was omitting to respond to *'cuándo'*, (e.g., *'La próxima vez me gustaría ir con mi amigos a la otro país'*). None of these could be accepted for task completion.

Question 3

General comments

The majority of candidates chose **Question 3(a)** rather than **3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense. The candidates then wrote with justifications, developments and opinions which served to enhance their responses by adding further information. Some candidates 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 be successful 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

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

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where

required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

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.

Some candidates struggled when using both basic and more complex tenses. To improve, they could:

- 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/puse/ 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.

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., '*aprendo*'; '*necesito*'; '*comunicar*')
- 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 gusta*'; '*se encantan*'; '*lo encanto*')
- 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 viajo en el futuro*')
- omission of accents on verb forms (e.g., '*baile*') or inappropriate use of accents (e.g., '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g., '*voy hacer*')
- inappropriate inclusion of a preposition in verb constructions (e.g., '*escucho a*')
- omission of the preposition following verbs (e.g., '*voy el instituto*')
- not indicating possession with *de* (e.g., '*mi amigo's*')



Question 3

(a) Un viaje en barco

This was the most popular question with most candidates choosing this option. The majority attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the task, including appropriate salutations and endings.

Task completion

Task 1 required candidates to explain why they went on a boat trip and required a verb in a past tense to complete the task. This was generally well-completed, with many candidates producing a simple phrase using the preterite tense and an explanation, (e.g., *'hicimos el viaje en barco porque era el cumpleaños de mi abuela'*). The use of the imperfect when preterite was more appropriate did not prevent task completion. Stronger candidates added appropriate extra detail, (e.g., *'porque recientemente he terminado mis exámenes y ahora es verano para vacaciones'*). They also included a personal reaction as required for marks in the top bands, (e.g., *'ha sido una pasada'*; *'me lo pasé bomba'*). A response in the present tense, (e.g., *'hicimos el viaje en barco porque es una experiencia única'*; *'me gusta viajar en el mar'*) was accepted if considered appropriate to the question. Weaker candidates produced inaccurate verb forms which could not be rewarded, particularly struggling with the past form of *'hacer'*, (e.g., *'hico un viaje en barco porque estaba hacer nada'*; *'hici un viaje en barco porque estaba me cumpleaños'*). There were also many instances of confusion between *'fui'* and *'fue'* (e.g., *'el viaje fui muy divertido'*).

Task 2 required candidates to say what the weather was like during the trip and required a verb in a past tense to complete the task. Stronger candidates were able to produce a correct verb form, and they also developed their responses with more complex structures and vocabulary, (e.g., *'Al llegar hacía buen tiempo, pero antes de terminar empezó a llover'*; *'durante mi viaje hizo mucho calor, por eso me resultó bastante húmedo'*). Weaker candidates did not use the tenses correctly and produced responses in the present tense, (e.g., *'el tiempo hace muy amable'*) which could not be considered under task completion. A common error was candidates confusing the concept of *'tiempo'* as weather with time, (e.g., *'tiempo hizo durante el viaje es pequeño, dos horas'*; *'yo hizo mucho tiempo, siete días'*). These responses could only be considered as partial attempts at task completion.

Task 3 required candidates to give their opinion on whether it is better to travel with your school or your family. This was generally addressed successfully, with most candidates able to provide an opinion with valid reasons, (e.g., *'es más barato y puedo pasar tiempo con mi familia'*; *'ahora yo vivo solo y casi nunca veo a mi familia'*). Weaker candidates struggled to express themselves clearly and accurately enough to be rewarded (e.g., *'no es diferencia, ellas es felices y bonitos'*; *'yo mucho gusto con tu instituto porque es mayor viajar'*; *'me encanta todos miembros de me familia'*).

Task 4 required candidates to state what their preferred mode of transport is. Most candidates were able to produce appropriate topic vocabulary and complete the task, (e.g., *'mi modo de transporte preferido es un avión/taxi/autobús/coche'*). Stronger candidates provided a wide variety of reasons, (e.g., *'te ofrecen la comida'*; *'es más rápido y cómodo'*; *'me gusta ver la ciudad y las luces'*).

Task 5 required candidates to say what other trip they will do in the future and required a verb in a future tense for task completion. Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g., *'haré un viaje a Bilbao para visitar el estadio de mi club preferido'*; *'si tuviera la oportunidad viajaría a California para descansar en la playa'*). Weaker candidates produced inaccurate verb forms which could not be rewarded, (e.g., *'en el futuro otro viaje harás es en barco'*; *'mi encantaría hacás en Japón'*).

Range

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 and imperfect subjunctive – *'si ganara la lotería y tuviera mucho dinero'*, present perfect – *'he oído decir'*, continuous with gerund – *'estaba pensando'*, adverbs – *'desafortunadamente'*, negatives – *'nunca había pensado en viajar'*, time markers – *'primero'*; *'hace un mes'*; *'finalmente'*, comparatives and superlatives – *'es mucho mejor que'*). For many candidates, it often proved difficult due to an insufficient range of tenses and other complex structures used. There was evidence of a wide range of topic vocabulary within the cohort (e.g., *'viento'*; *'tormenta'*; *'llueve a cántaras'*; *'vuelo'*; *'olas'*; *'naturaleza'*) and appropriate idioms (e.g., *'cada moneda tiene dos caras'*; *'fue un rollo'*; *'cuesta un ojo de la cara'*). The best responses were in an informal register and contained appropriate

salutations (e.g., *'espero que estés bien'*; *'Escríbeme pronto'*). However, the majority of candidates chose to start their piece of writing with an informal salutation (e.g., *'Hola'*; *'Buenos días'*). Weaker candidates demonstrated poor competence with basic structures (e.g., *'yo encontrar amigos...'*; *'quiere tu estar con mi; peudes ver'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing. Stronger candidates use a wider range of connectors (e.g., *'la cual'*; *'no obstante'*; *'por otro lado'*; *'así que'*).

Accuracy

The stronger candidates tended to produce pieces of writing that contained only very minor errors that did not impede communication. It was noticeable that weaker 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 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.

Question 3

(b) Los idiomas

This option was slightly less popular with the candidates. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP was lacking. Most candidates understood and completed the tasks, with Task 4 presenting the most challenge. A few candidates engaged well with the register of the task, i.e., a newspaper for the school magazine, but the majority focused on the main body of text.

Task completion

Task 1 asked candidates to state how many hours a week they study Spanish at school. The majority of candidates successfully completed the task, (e.g., *'suelo estudiar español tres horas a la la semana en mi instituto'*; *'solemos hacer alrededor de nueve horas semanales de español'*). Stronger candidates included additional detail, (e.g., *'sinceramente creo que deberíamos hacer más....'*). A number of candidates omitted references to school/Spanish/per week, (e.g., *'mi estudio espanol en mi instituto. Ir alli por dos meses'*; *'me gusta estudiar para dos horas todos los días'*). Weaker candidates did not express themselves clearly and accurately enough to be rewarded, (e.g., *'en mi instituto en la semana estudiaba cinco horas'*).

Task 2 asked candidates to explain what they do to improve their languages outside of school and required a verb in the present tense in order to complete the task. Most candidates were able to respond appropriately (e.g., *'Tambien estudio con Duolingo en mi tiempo libre'*; *'Practico mi español en la red y utilizo mi tableta'*). Weaker candidates did not refer to learning outside of the classroom and produced responses about their lessons in school, (e.g., *'me gusta la profesora. Ella usar videos y cine'*).

Task 3 required candidates to give their opinion on why it is (not) important to speak languages and required a verb in a present tense for task completion. The majority of candidates produced responses with accurate verb forms, (e.g., *'puedes comunicar con mucha gente'*; *'es importante hablar idiomas para entender y ayudar a las personas..'*). Stronger candidates were able to produce additional details, (e.g., *'para que sea más fácil cuando vas de viaje a otro país'*). Weaker candidates produced responses with grammatical or spelling errors which could not be rewarded, (e.g., *'es ayudar aprender nuevas culturas'*; *'es importante para aquirar amigos'*).

Task 4 required the candidates to describe an occasion when speaking another language was useful for them. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g., *'fui a la oficina y hablé con los trabajadores de seguridad'*; *'pudimos comunicarnos con la gente'*) and added detail, (*'y movernos por el país con facilidad'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g., *'yo hablo con lo locales'*; *'una occasion cuando yo hablo español es durante los clases con mis amigos'*; *'no lo se como necessito ir de resturante'*).

Task 5 required candidates to state which other languages they will learn in the future and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g., *'me gustaría aprender japonés aunque sería un idioma difícil'*; *'aprenderé lenguas orientales'*) and a few were able to produce more ambitious sentences, (e.g., *'Ójala pudiera viajar a muchos países y aprender su idioma allí'*). Weaker candidates did not address the task successfully (e.g., *'me gustaría otros idiomas por ejemplo French'*; *'en el futuro yo estudio inglés y italiano'*). These responses were

considered partial attempts and could not be rewarded for communication but could be considered under relevance.

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. The stronger candidates included a much wider range of connectives in their responses, such as *'por eso'*; *'ya que'*; *'aunque'*; *'además de'*; *'mientras'*, and produced more complex structures and different tenses (e.g., *'he estudiado'*; *'suelo estudiar'*; *'estoy pensando en encontrar un trabajo'*; *'cuando sea mayor quiero vivir en Francia'*; *'cuando vaya'*; *'me ayudó'*; *'afortunadamente'*). These candidates also often used a wide range of vocabulary specific to the topic, (e.g., *'culturas'*; *'costumbres'*; *'tradiciones'*; *'empresa'*; *'conjugaciones'*; *'equipos'*; *'letras'*; *'gramática'*; *'vocabulario'*; *'temas'*) and some included idioms, (e.g., *'cuesta un ojo de la cara'*; *'pan comido'*). Weaker candidates found it difficult due to an insufficient range of tenses and other complex structures used in their answers.

Accuracy

The stronger candidates tended to produce pieces of writing that contained only very minor errors that did not impede communication. Weaker candidates tended to produce errors which obstructed communication, such as errors with the subject, inappropriate tenses or poor verb formation, rather than spelling errors. Candidates should focus on verb conjugation and sentence construction, looking at examples of texts to help them construct their own paragraphs of writing.

FOREIGN LANGUAGE SPANISH

Paper 0530/43
Writing

Key messages

- Candidates should read 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**. 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 impact the three criteria in **Question 3**.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**.

General comments

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. Extra answers for one task cannot compensate for other tasks that have not been attempted or that are incorrect.

In **Question 2**, 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. 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*, *preffiero*; Imperfect/Preterite e.g., *el sábado pasado iba a una protesta*; Ser/Estar e.g., *el centro comercial es cerca de mi casa*; 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'.

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

Comments on specific questions

Question 1

Tus hábitos de compra

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. Most candidates were able to correctly produce a member of the family for Gap 1, with '*hermano*' and '*madre*' being the most popular choice. Marks were awarded here for minor spelling errors which did not impede communication (e.g., '*ermano*' for '*hermano*'). The majority of candidates were able to produce an accurate spelling for a day of the week for Gap 2, with all of the days of the week being used. However, '*sábado*' was the most popular response. There were a few examples of candidates producing inappropriate responses (e.g., '*superamericano*'; '*como en la día*') which could not be rewarded. There was a wide range of accurate vocabulary produced for items of clothing Gaps 3 and 4, with a broad range of answers (e.g., '*pantalones*'; '*vestido*'; '*camisa*'). Spellings which were not recognisable (e.g., '*lliaqueta*') could not be rewarded. Weaker candidates produced inappropriate responses, (e.g., '*jugar*'; '*futbol*'; '*comer*'). There was a wide range of accurate vocabulary produced for an adjective describing their shopping centre in Gap 5 (e.g., '*grande*'; '*conveniente*'; '*espacioso*'). Inappropriate responses such as '*shampoo*' or '*mercado*' were not rewarded.

Question 2

Tus comidas

Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary related to meals and preferences, with detailed information sometimes expressed in more complex language. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead. 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. The absence of accents was frequent (e.g., '*comodo*'; '*tambien*'; '*proxima*'; '*mas*') but did not usually prevent candidates from achieving a high mark. Weaker candidates also 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*), using more complex connectors (e.g., '*sin embargo*'; '*además*'; '*dado que*'), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' when they intended '*porque*'.

Task 1 required candidates to describe what they normally have for breakfast and was answered successfully by most candidates. Stronger candidates use a good range of structure and vocabulary to describe their breakfast (e.g., '*Para desayunar siempre como tostada*'; '*Suelo comer una ensalada para desayuno*'). Weaker candidates produced inaccurate verbs that could not be rewarded, but could be considered under relevance, (e.g., '*Normalmente para desayunar es frutas*'; '*para desayunar come cereales*'). Some did not reference breakfast and made general statements about food they eat, (e.g., '*todos los días come pan y leche*'; '*normalmente yo comer patatas fritas*').

Task 2 required candidates to state at what time they have breakfast during the holidays and was generally successfully answered (e.g., '*durante las vacaciones desayuno a las nueve*'; '*suelo desayunar a las siete de la mañana*'; '*me despierto tarde y desayuno a las diez.*'). Weaker candidates produced incorrect verbs and prepositions for stating the time, (e.g., '*yo prefiere comer tarde en nueve o diez*'; '*come a la siete hora*'; '*las vacaciones desayunas durante una hora*').

Task 3 required candidates to state where they prefer to eat at home and was generally answered well, with a variety of rooms being named, but '*dormitorio*' being the most popular. Stronger candidates were able to

manipulate the verb in the rubric from 2nd to 1st person, (e.g., *'prefiero comer en la cocina'*). Poor verb formation and spelling prevented weaker candidates from completing the task (e.g., *'prifero comer en el jardin'*; *'preferemos comer en un restaurante'*). Weaker candidates also misunderstood the rubric and wrote about their favourite meal rather than where they prefer to eat, (e.g., *'mi plato favorito es dulce de leche'*; *'mi prefieres comer pollo'*) which could not be rewarded for task completion.

Task 4 required candidates to explain their preference in **Task 3**. Most candidates understood the task and produced appropriate explanations to successfully complete the task (e.g., *'porque es más comodo que la cocina'*; *'tengo mucho espacio para comer'*). Stronger candidates also included extra detail and description, (e.g., *'no solo es muy comodo sino también puedo ver television mientras como'*). Weaker candidates produced inaccurate or inappropriate responses, (e.g., *'me gusta veo la television'*; *'porque en mi escuela la comida es salud'*) which could not be rewarded for task completion.

Most candidates understood **Task 5**, which asked them to state when the next time is that they are going to go out to eat. For full task completion, the candidates needed to use an appropriate verb form in a future tense. Stronger candidates successfully manipulated the verb in the rubric from 2nd to 1st person (e.g., *'La próxima semana voy a salir a comer mañana'*). They also produced alternative verbs (e.g., *'quiero salir a comer'*; *'tengo planes de comer'*). Weaker candidates had problems with producing an accurate form of a future tense (e.g., *'saliremos a comer'*; *'yo salir a comer'*). A notable number of students misinterpreted the word *'próxima'* in the question *'¿Cuándo es la próxima vez que vas a salir a comer?'* as referring to a past event rather than a future one. As a result, many responses were written in the past tense, describing their last outing instead of a future plan. This suggests a gap in understanding of time-related vocabulary, particularly the distinction between *'próxima'* (next/upcoming) and *'última'* (last).

Question 3

General comments

Slightly more candidates chose **Question 3(b)** rather than **3(a)** 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 wrote with justifications, developments and opinions which served to enhance their responses by adding further information. Some candidates omitted 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.

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In order to be successful for Task completion, candidates need to ensure that they:

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- 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
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- use an appropriate tense and person of the verb when responding to each task
- copy accurately when using words provided in the question.

Range

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

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where

required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, and appropriate use of the subjunctive and other complex structures.

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*
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Some candidates struggled when using both basic and more complex tenses. To improve, they could:

- 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/puse/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.

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., '*aprendemos*'; '*abburido*'; '*diferente*'; '*necessito*')
- 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 gusta*'; '*se encantan*'; '*lo encanto*')
- omission of the preceding *a* (e.g., '*a mí*'; '*me gusta*')
- incorrect formation of *ir* and *tener* in the preterite tense (e.g., '*fuemos*'; '*fuieron*'; '*tuvía*'; '*tení*')
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g., '*cuando voy a otro país*')
- omission of accents on verb forms (e.g., '*baile*') or inappropriate use of accents (e.g. '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g., '*voy ver*')
- inappropriate inclusion of a preposition in verb constructions (e.g., '*necesitas a visitar*')
- omission of the preposition following verbs (e.g., '*vamos el bosque*')

- inventing words (e.g., 'voluntar')
- not indicating possession with *de* (e.g., 'el perro's nombre')

Question 3

(a) Los animales

This was slightly less popular, with just under 50 per cent of candidates choosing this option. There were good attempts at explanations and developments, and stronger candidates engaged well with the task, including appropriate salutations and endings.

Task completion

Task 1 required candidates to describe their favourite animal from a book or a film. This was generally well-completed, with many candidates producing a simple phrase using the present tense, (e.g., '*es un zorro bonito*'; '*es muy animado y divertido*'). Stronger candidates added specific topic vocabulary relating to animals, (e.g., '*tiene el pelaje naranja y una cola larga*'; '*los delfines me parecen animales hermosos e inteligentes*'). Weaker candidates produced inaccurate verb forms, (e.g., '*son tienen azul ojos*'; '*porque soy si el gato*'). Some also talked about their favourite animal without referencing a book or a film, (e.g., '*mi favorito animal es leon*'; '*me gusta el perro*'). These responses could not be credited for task completion.

Task 2 required candidates to state what their favourite place is to see animals in nature (in their natural habitats) and required a verb in the present for task completion. This was generally well-completed, with many candidates producing a simple phrase with appropriate topic vocabulary, (e.g., '*mi lugar preferido para ver animals en la naturaleza es la montaña*'). Stronger candidates added appropriate extra detail, (e.g. '*hay un río con muchos peces*'). Weaker candidates did not express themselves clearly and accurately enough to be rewarded (e.g., '*me lugo preferido*'; '*el parque tiene tranquilo y bueno mar*').

Task 3 required candidates to describe their last visit to a zoo and required a verb in a past tense to complete the task. Stronger candidates generally addressed this successfully, adding relevant detail, (e.g., '*mi última visita al zoo fue divertido pero triste*'; '*pensé que sería educativo pero los animales eran sumamente triste*'). Weaker candidates produced inappropriate tenses or inaccurate verb forms, (e.g., '*En ultima mi visita a un zoo es ayer*'; '*es when yo es ocho años*'; '*el año pasado fue a un zoo con mis compañeros*').

Task 4 required candidates to explain why we should (not) have animals in a zoo. Stronger candidates used a wide range of topic vocabulary (e.g., '*allí los separan de sus familias*'; '*en jaulas se les ve tristes*'; '*pueden morir muy rápido sin la ayuda de la gente*'; '*la comunidad menos suertuda*'; '*deberían de ser libres en su hábitat natural*'). Despite some candidates producing appropriate responses, they were not rewarded due to verb and tense error (e.g., '*en zoo animales no tenía grande habitación*'; '*creo que tenir animales en un zoo es una cosa maloroso*'; '*si el animales protecto el medio ambiente entonces zoo no tiene nosotros*').

Task 5 required candidates to state which countries they would visit to see other animals. Most candidates understood the task and there was a range of answers, naming a variety of countries. Correctly spelling '*Brasil*' and '*Japón*' proved difficult for a number of candidates. Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g., '*siempre he soñado con ir a dos países en particular..... porque están repletos de animals en libertad*'; '*visitaría muchos países de Asia*'; '*cuando termine la universidad me gustaría ver a los animales de África*'). Many candidates struggled to produce an appropriate future tense, (e.g., '*yo visitar en Chino*'; '*yo visitarías España*'; '*en mi vacciones fuimos indio*').

Range

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 and imperfect subjunctive – '*cuando termine*'; '*Si tuviera la oportunidad*'; present perfect – '*he soñado*', continuous with gerund – '*estaban durmiendo*'; adverbs – '*igualmente*'; negatives – '*nunca hay demasiados turistas*'; time markers – '*primero*'; object pronouns – '*se puede verlos*'; comparatives and superlatives – '*más entretenidos que*'). For many candidates, it often proved difficult due to an insufficient range of tenses and other complex structures used. There was evidence of a wide range of topic vocabulary within the cohort (e.g. '*patas*'; '*jaulas*'; '*cola*'; '*bosque*'; '*peligroso*'; '*salvaje*') and attempts at idioms (e.g., '*fue la leche*'; '*lo pasé bomba*'). The majority of candidates chose to start their piece of writing with an informal salutation (e.g., '*Hola amigo, ¿Qué tal?*'; '*Espero que te encuentres bien*'). Weaker candidates demonstrated poor competence with basic structures

(e.g., *'yo fue'*; *'yo prefiro'*; *'ellos hiciste'*) and used a small range of topic vocabulary repeatedly. The use of basic connectives such as *'porque'*, *'pero'* and *'también'* was widespread, and even the weaker candidates attempted a piece of cohesive writing. Stronger candidates use a wider range of connectors (e.g., *'por un lado'*; *'mientras'*; *'ya que'*; *'así que'*) and included time markers (e.g., *'primero'*; *'en segundo lugar'*).

Accuracy

The stronger candidates 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. Common errors included incorrect gender and number agreement (e.g., *'el cocina'*; *'los habitaciones'*; *'las animales'*; *'camas grande'*). Other errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest candidates managed to consistently place pronouns and accents accurately. Poor spelling of vocabulary was also common in this question, (e.g., *'por que'*; *'beino'*; *'experienca'*; *'classe'*; *'rudio'*; *'sympatico'*).

Question 3

(b) Cambiar de casa

This was slightly more popular, with just over 50 per cent of candidates choosing this option. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the bullet point was lacking. A few candidates engaged well with the register of the task, i.e., a newspaper for the school magazine, giving a title and the name of the author, but the majority focused on responding to the bullet points.

Task completion

Task 1 asked candidates to describe the rooms in their new house and required a verb in the present tense in order to complete the task. Most candidates were able to provide appropriate examples, (e.g., *'hay una cocina y una sala grandísima'*; *'tiene cinco habitaciones y son luminosas'*). Weaker candidates struggled with verb formations and using the correct tense, (e.g., *'tenía mucha luz'*; *'el semana pasada mi familia y yo irán en un nuevo pueblo'*). These responses could not be rewarded for task completion.

Task 2 asked candidates to say how they felt on the first day in their new house. This was generally well-completed with the majority of candidates producing an appropriate adjective of feeling/emotion. Stronger candidates were able to change the reflexive verb *'te sentiste'* in the preterite and to include the accent (e.g. *'me sentí muy triste'*). If candidates omitted the accent, (e.g., *'me senti muy feliz el primer día'*) this did not prevent the task from being completed. Stronger candidates were also able to respond appropriately using other verbs and give additional details, (e.g., *'estuve muy nerviosa cuando llegué al piso'*).

Verb and spelling errors in responses from weaker candidates prevented task completion (e.g., *'yo estuvo asombroso'*; *'senti muy feliz'*; *'me sienti mal'*).

Task 3 required candidates to state what they did to help in their new house in the first week. Stronger candidates were able to produce an appropriate response using a past tense and a range of vocabulary related to domestic chores, (e.g., *'llevé tres cajas cada día'*; *'limpié el suelo'*; *'cocinamos pasta cada día'*). Weaker candidates struggled to produce a correct verb in a past tense, (e.g., *'yo trato ayudar mi madre'*; *'comprá cosas nueva para mi madre'*; *'lavé los platos y pongé la mesa'*).

Task 4 required the candidates to explain why it is (not) important to have green spaces near their house and most candidates addressed this successfully, with many thoughtful responses about the health and environmental benefits of green spaces. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g., *'las plantas cerca pueden limpiar el aire'*; *'los espacios verdes ofrecen un lugar para hacer yoga y jugar'*) and adding detail, (e.g., *'diría que no es importante ..ya que hay algunos animales peligrosos'*). Some weaker candidates talked about having plants in their houses rather than natural green spaces in their area, (e.g., *'es importante haber flores y verdes en tu casa'*). Responses from weaker candidates to this task tended to have errors which prevented task completion, (e.g., *'los espacios verdes ayudame estar más saludable'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Task 5 required candidates to state when they will invite their friends to their new house and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g., *'el fin de semana que viene invitaré mis amigos a mi casa'*;) and some were able to produce more ambitious sentences, (e.g., *'espero que pueda invitar mis amigos a mi nueva casa pronto, pienso que lo puedo hacer después un mes'*;) Weaker candidates did not address the task successfully because inaccuracy impeded communication, particularly when attempting to use second conditional phrases, (e.g., *'en lunes si tuviera tiempo quiera invitar mis amigos'*; *'en el futuro si es probable invitaría mis amigos en mi casa la semana próxima'*). A few candidates talked about inviting friends to their house but omitted when.

Range

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 and imperfect subjunctive – *'Ójala pudiera tener un perro'*, present perfect – *'he querido'*, continuous with gerund – *'estoy planeando a que vengan'*, adverbs – *'personalmente'*, negatives – *'me sentí ni triste ni contenta'*, time markers – *'de vez en cuando'*, comparatives and superlatives – *'más grandes que antes'*). For many candidates, it often proved difficult due to an insufficient range of tenses and other complex structures used. However, most candidates were able to include a range of appropriate linking words and produce a cohesive piece of writing. Stronger candidates included a much wider range of connectives in their responses, (e.g., *'por eso'*; *'dado que'*; *'aunque'*; *'lo que'*. These candidates also used a wide range of vocabulary specific to the topic, (e.g., *'limpieza'*; *'tiré la basura'*; *'mudanza'*; *'salud mental'*; *'pasear el perro'*; *'alegre'*; *'muebles'*) and idioms, (e.g., *'lo pasé bomba'*; *'fue pan comido'*; *'me aburro como una ostra'*).

Accuracy

The stronger candidates tended to produce pieces of writing that contained only very minor errors that did not impede communication. Examples of inaccurate noun/adjective agreement were seen throughout weaker candidates' responses in this question (e.g., *'el semana próximo'*; *'nuestros barrio'*; *'tu casa más bellas'*). Other common errors which hindered communication, were errors with the subject, inappropriate tenses or poor verb formation. Candidates should read the rubric carefully to make sure they respond in an appropriate tense, and focus on verb conjugation, as these can often determine whether the task completion mark is awarded or not.