

# SPANISH (Foreign Language)

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Paper 0530/03  
Speaking

## Key messages

For the role plays, teacher/Examiners should familiarise themselves with their own roles before beginning any 'live' Speaking tests and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.

Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as concern, dissatisfaction and gratitude. It is useful to practise expressing emotion verbally during class time.

In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates should be allowed to present their topic for one to two minutes uninterrupted. Conversations which are too short often limit the candidates' ability to show what they can do. Conversations which are too long can result in candidates becoming tired and making more errors, which has an impact on the overall mark for the conversation.

Where role plays take less than five minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted five minutes each in order to compensate.

In both the topic conversation and the general conversation, candidates need to show that they can respond to unexpected/unprepared questions so that they can access the full range of marks for Communication (table B).

In both the topic conversation and the general conversation, candidates need to be given the opportunity to show that they are able to use past and future tenses accurately so that they can access the full range of marks for Language (table C).

The Centre needs to check all additions carefully before submitting materials to Cambridge in order to avoid arithmetical errors.

In Centres where more than one examiner is used to conduct the Speaking tests, a detailed explanation of the Centre's internal moderation procedures and a copy of the permission from Cambridge to use more than one examiner must be enclosed with the recorded sample. The sample submitted should be spread as evenly as possible across the Centre's range of marks, including the recording of the highest- and lowest- scoring candidates.

**NEW:** There is a support video available for the administration of the Speaking test which Centres can access on Cambridge's website.

### **General comments**

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

The majority of Centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good.

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

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

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

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

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

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

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

### **Comments on specific questions**

Materials for the Speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/Examiners to familiarise themselves with their own roles. Teacher/Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and they must not create additional tasks nor change the order of tasks. If a candidate omits a role play task or an element of a task, the teacher/Examiner should try to prompt him/her to attempt it, to give him/her the opportunity to gain marks. Particular attention needs to be paid to tasks which require candidates to produce greetings and expressions of emotion (such as concern, gratitude, etc.) which candidates sometimes omit inadvertently.

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

### **Role Plays A**

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

The majority of candidates performed well in these tasks.

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

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

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

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

Candidates generally coped well with the specified tasks.

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

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

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

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

This role play was usually completed well.

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

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

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

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks on offer here. Some candidates struggled to formulate an accurate question. Others misread the prompt as *vas a ir* and answered with a statement rather than a question.

## Role Plays B

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

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

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

Task 2: Most candidates communicated the necessary information although some struggled to use an accurate verb form.

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

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

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

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

Most candidates carried out the specific tasks well.

Task 2: Some candidates were confused by *hizo* and/or struggled to produce an accurate verb form. A short response to complete this task was perfectly acceptable

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

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

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

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

Task 1: Candidates usually attempted the second element of the task but it was not always accurately conveyed and could not therefore attract the full 3 marks on offer here.

Task 2: Some candidates gave a country rather than a nationality.

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

Task 5: *Estás preocupado/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks on offer here.

## Topic Presentation/Conversation

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

Candidates perform best when they have a real interest in their chosen topic and when the topic chosen is not limiting in terms of scope for discussion. Candidates should not be allowed to present general topics about themselves such as *mi vida* as these can often pre-empt the general conversation section. The topic chosen should also be one which allows candidates to demonstrate their linguistic ability fully but which is not too difficult for them in terms of structures, vocabulary, idiom or concept. The teacher/Examiner should advise the candidate on the choice of topic which, ideally, should be from the candidate's own experience.

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

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

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

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

## General Conversation

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

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

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

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

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

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

## Assessment

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

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

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

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

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

# SPANISH (Foreign Language)

Paper 0530/11  
Listening

## Key messages

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

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

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

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

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

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

## General comments

Overall, performance on this paper was very good.

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

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

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

## Comments on specific questions

### Sección 1

#### Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was better this year than last year. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, there was no specific pattern of errors.

#### Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

**Question 9:** Most candidates knew *jueves*. A few spelt it *hueves* and were not awarded the mark.

**Question 10:** Most candidates identified *seis y media*.

**Question 11:** This was the most demanding question in this exercise. Better candidates read the question carefully and wrote the correct answer (*desayuno*). Some wrote *cafetería*; this was not because it did not fit with *se va a tomar el...*

**Question 12:** Almost all candidates identified *cámara fotográfica*.

**Question 13:** Most candidates knew *bocadillos*.

**Question 14:** Nearly all candidates got this question right.

**Question 15:** The majority knew *conciertos* and therefore chose C.

### Sección 2

#### Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening text relating to Paloma: the better candidates ticked statement (e) because they understood that *Paloma va andando a su colegio* matched with *voy a pie* on the recording. Better candidates also usually ticked statement (f) because they understood *la gran desventaja es que todo es muy caro* on the recording. Many candidates left both statement (e) and statement (f) unticked and opted instead for statement (d). Most candidates understood Ricardo when he said *tengo que ir a la ciudad que está a mucha distancia de mi casa* and therefore ticked statement (c). When listening to Gonzalo, good candidates picked up *estoy muy contento porque voy a mudarme a una casa nueva a las afueras* and therefore ticked statement (g). Not all understood *no hay espacio para nada* and did not tick statement (h). When listening to Ana, most candidates understood *puedo disfrutar de la playa durante todo el año* and ticked statement (j). Some candidates ticked statement (k), perhaps because they missed the phrase *pero yo no estoy de acuerdo*. Most candidates ticked the required six answers but a small number of candidates ticked only four answers instead of six.

#### Ejercicio 2 Preguntas 17–25

##### Primera Parte

**Question 17:** Many candidates gave the correct answer (*barata*). A few seemed to not know the word and wrote *baraba/barada*. The response *ideal* was also accepted.

**Question 18:** Most candidates found the correct answer (*importa*). A common mistake was *importante*.

**Question 19:** Most candidates identified the right answer (*amigos*).

**Question 20:** Most candidates found *reservar*. A few attempted common-sense answers like *tener* or *buscar* but the task here is to listen to the recording and identify the precise word heard. Answers such as *tener* and *buscar* could not therefore be awarded a mark.



**Question 21:** Better candidates identified *útiles*. A few seemed to not know the word at all and wrote *utolos/uteles*. A number of candidates wrote *ayudar*, this did not fit in the given statement.

### Segunda Parte

**Question 22:** Most candidates wrote the correct answer (*en la playa*).

**Question 23:** Most candidates gave the correct answer (*supermercados*). Some had trouble with its spelling, writing *super mercados*, but the marks was awarded nonetheless.

**Question 24:** This was the most demanding question in this part of the exercise. Only the best candidates found the answer *de noche*. A number of candidates wrote a longer answer (*cuando no hay luz*) and were awarded the mark. Some went for *anoche*, which was not accepted because it gave another meaning.

**Question 25:** Most candidates were able to identify *botas cómodas*; some simply wrote *botas*, which was not enough to get the mark since it did not demonstrate sufficient understanding. Some wrote the distractor *sombrero para el sol*.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

**Question 26:** Good candidates chose the correct answer *B* because they identified *esto siempre ha sido mi sueño*. Quite a few opted for *A*; this might have been because they did not understand *me siento muy querido por los aficionados*.

**Question 27:** Many candidates picked up *entendió por qué me iba* and therefore ticked *D*.

**Question 28:** Most candidates correctly identified that *A* was the right answer. Option *C* was the most commonly chosen wrong answer.

**Question 29:** Many candidates chose *C* because they had understood *convencerlos para que lleven una vida sana* but weaker candidates often chose *D*.

**Question 30:** This was the most straightforward question in this exercise. The majority of candidates ticked the correct answer *C* (*eligió a Jaime como deportista del año*).

**Question 31:** There was a range of answers here. Many candidates correctly chose *B* (*compartir su vida con el público*). Weaker candidates could not handle this question.

#### Ejercicio 2 Preguntas 32–40

**Question 32:** This was a straightforward question and many candidates found the right answer. Some candidates chose the distractor *dos meses* but the majority could identify *un mes*.

**Question 33:** This was a higher-level question. Better candidates were able to write *conocer los problemas de cada zona*. Many candidates wrote *persona/país/costumbres*. The answer *lugar* was also acceptable.

**Question 34:** Most candidates could answer *cuando terminó el instituto*. A high number of candidates had difficulty with *instituto*.

**Question 35:** Better candidates found the correct answer *su naturaleza maravillosa* because they were able to pick up *me sentí atraída* which was the cue to the answer. A number of candidates wrote instead about watching the video about Ecuador.

**Question 36:** Good candidates identified *escuela de adultos*. Many candidates did not listen carefully enough and wrote the list of places where Leonor was offered work. Some answers suggested that candidates had not understood the interrogative *¿dónde...?* in the question which pointed to a place. Examiners accepted answers such as *daba clases a los adultos* because it implied sufficient understanding. The word *adultos* was not known to a number of candidates, who struggled with its spelling.

**Question 37:** Only the best candidates could answer *la vida es muy dura*. Some candidates added something about people not receiving education; unfortunately, this invalidated the answer. A number of candidates wrote only *es difícil* and did not address the *¿por qué...?* element of the question.

**Question 38:** Most candidates could understand and spell *satisfecha* correctly.

**Question 39:** Good candidates gave the right answer *trabajo como profesora*. A number of candidates wrote only *profesora*, which was not enough.

**Question 40:** Most candidates read the question carefully, identified *la lección principal* and wrote *con pocas cosas se puede ser feliz*. Candidates who did not concentrate on *lo más importante* wrote about *costumbres de otra gente*, which was a distractor.



# SPANISH (Foreign Language)

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Paper 0530/12  
Listening

## Key messages

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

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

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

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

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

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

## General comments

Overall, performance on this paper was very good.

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

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

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

## Comments on specific questions

### Sección 1

#### Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was better this year than last year. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this was most usually in **Question 4**, where some weak candidates had difficulty identifying *viento* and opted instead for *D (nieve)*, or in **Question 3**, where some candidates did not know *pasta de dientes*.

#### Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

**Question 9:** Most candidates knew *marzo*. A few left the question blank or wrote *año*.

**Question 10:** This was the most demanding question in this exercise. The best candidates identified *selva* and therefore ticked *A* but many chose *B (lago)* instead.

**Question 11:** Most candidates identified *caballo* and correctly chose *C*.

**Question 12:** Almost all candidates answered this question correctly.

**Question 13:** Some candidates struggled here and opted for *B* or *C* rather than *A (galletas)*.

**Question 14:** Almost all candidates got this question right the mark here. Some could not gain the mark because they wrote the year in words but also a different year in numbers. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer. Candidates should be reminded that the use of both the number in words and the number in figures in one answer will invalidate the answer if one of them is incorrect. A number of candidates wrote only *cientos*; this could not be credited.

**Question 15:** Nearly all candidates gained the mark here.

### Sección 2

#### Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening texts relating to Eva and Óscar. Most candidates understood Eva when she said *mi lugar preferido es el mar* and they therefore ticked statement **(a)**. Some candidates ticked statement **(c)**, perhaps because they missed the phrase *no entiendo a los jóvenes que se quedan todo el día en casa jugando a videojuegos*. When listening to Juan, most candidates picked up *normalmente hago deporte todos los días* and ticked statement **(d)**. Not all understood *veo el fútbol por televisión con mi padre* and left statement **(f)** unticked. When listening to Maribel, most candidates understood *me gustaría seguir estudiando baile y ser bailarina algún día* and ticked statement **(i)**. When listening to Óscar, most candidates understood *descargo música así la puedo escuchar en mi teléfono móvil* and ticked statement **(k)**. Not all picked up *no hay cine en mi pueblo* and chose statement **(j)** instead of statement **(l)**. A number of candidates were unable to identify *charlo con los amigos que tengo en otros países* and left **(l)** blank. Most candidates ticked the required six answers but a small number of candidates ticked only four answers instead of six.

#### Ejercicio 2 Preguntas 17–25

##### Primera Parte

**Question 17:** Many candidates gave the correct answer (*naturaleza*). Quite a few seemed to not know the word.

**Question 18:** Most candidates found the correct answer (*libros*).

**Question 19:** Most candidates identified the right answer (*vende*). Some wrote down the age of the participants or *divertidos*. Other wrote *ben de* or *ven de*; neither of these permutations was accurate enough to be credited.

**Question 20:** Most candidates wrote *bonitas*.

**Question 21:** Most candidates correctly identified *organiza*. Some wrote *también* and did not gain the mark.

### Segunda Parte

**Question 22:** Most candidates wrote the correct answer (*a sus padres*). A number struggled here and added other words that they had heard but which did not relate to the question. Some wrote *chicos y padres*; the inclusion of *chicos* invalidated the otherwise-correct answer.

**Question 23:** This was the most demanding question in this part of the exercise. The best candidates offered *tendrán que hacer un vídeo* but the more straightforward response of *un vídeo* was perfectly acceptable because the verb was given in the question. By trying to give a longer answer, some candidates made difficulties for themselves, e.g. by adding extra information which sometimes invalidated the answer.

**Question 24:** Many candidates understood this question and answered *en (la) televisión*.

**Question 25:** Most candidates were able to identify *gratis* but the word was unfamiliar to some, who could not spell it. Some wrote *más información*.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

**Question 26:** Many candidates chose *C*. Better candidates picked up *vivi tres años en Inglaterra* and therefore ticked *D*.

**Question 27:** Good candidates picked up *me gusta viajar y conocer sitios nuevos* and therefore ticked *D*. Quite a number of candidates incorrectly chose *B*.

**Question 28:** Many candidates chose *C* because they understood *yo me podría acostumbrar a cualquier sitio*. Weaker candidates often opted for *D*.

**Question 29:** Good candidates chose *A* because they identified *en el colegio internacional conocí a mi novia*. Option *B* was the most commonly chosen wrong answer.

**Question 30:** This was the most straightforward question in this exercise. The majority of candidates ticked the correct answer *C* (*se necesita leer chino*).

**Question 31:** There was a range of answers here. Good candidates correctly chose *B* (*puede ayudar a otros que desean venir*). Weaker candidates could not handle this question.

#### Ejercicio 2 Preguntas 32–40

**Question 32:** Good candidates explained that *la gente puede verlo*; some added *fácilmente*. Only answers which clearly indicated that the subject of the sentence was *la gente* were accepted. Some wrote only *fácilmente*; this was not enough to gain the mark.

**Question 33:** This was a straightforward question but many candidates did not get it right. The best candidates gave the most succinct answer: *el ambiente*. Many candidates did not know the word and did not therefore gain the mark.

**Question 34:** Good candidates wrote *con un equipo de fútbol*. Some went for *jugar al fútbol*, which was not precise enough to attract the mark.

**Question 35:** This was a straightforward question and most candidates got it right by writing *una tarde/una sola tarde*. Some wrote *rápido/poco*, which was not enough to gain the mark.

**Question 36:** Good candidates identified *mientras pinta*. Many candidates rewrote the question but were unable to convey the message. The interrogative *¿cuándo...?* was not understood by all.

**Question 37:** Candidates needed to include two key elements in their answer, although neither of the elements was particularly demanding in itself. Many correctly identified *las paredes tienen mensajes*. Some candidates wrote only *tienen mensajes*, which was not enough. Some wrote *una ciudad con paredes grises es triste*, which could not be rewarded because it did not answer the question.

**Question 38:** Many candidates could answer *ofrecen más paredes*. The word *paredes* was not known by a number of candidates.

**Question 39:** A number of candidates did not write a verb, offering only *injusto*, which was not enough for the mark to be awarded. The question asked *¿qué pensó...?* and this could not be answered by using the adjective *injusto* alone. The answer needed to be either *le pareció injusto* or *que era injusto*. Some misread the question and gave an answer relating to having the permission of the owner of the wall.

**Question 40:** Many candidates wrote a good answer such as *vivir del arte* but weaker candidates were unable to convey the message here.

# SPANISH (Foreign Language)

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Paper 0530/13  
Listening

## Key messages

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

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

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

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

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

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

## General comments

Overall, performance on this paper was very good.

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

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

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



## Comments on specific questions

### Sección 1

#### Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was better this year than last year. Most candidates could cope with all of the questions in this exercise. Where mistakes did occur, this was most usually in **Question 4**, where some weak candidates had difficulty identifying *viento* and opted instead for *D (nieve)*, or in **Question 3**, where some candidates did not know *pasta de dientes*.

#### Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

**Question 9:** Most candidates knew *marzo*. A few left the question blank or wrote *año*.

**Question 10:** This was the most demanding question in this exercise. The best candidates identified *selva* and therefore ticked *A* but many chose *B (lago)* instead.

**Question 11:** Most candidates identified *caballo* and correctly chose *C*.

**Question 12:** Almost all candidates answered this question correctly.

**Question 13:** Some candidates struggled here and opted for *B* or *C* rather than *A (galletas)*.

**Question 14:** Almost all candidates got this question right the mark here. Some could not gain the mark because they wrote the year in words but also a different year in numbers. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer. Candidates should be reminded that the use of both the number in words and the number in figures in one answer will invalidate the answer if one of them is incorrect. A number of candidates wrote only *cientos*; this could not be credited.

**Question 15:** Nearly all candidates gained the mark here.

### Sección 2

#### Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. It was difficult to identify a pattern of mistakes but, where marks were not gained, this most usually occurred on the listening texts relating to Eva and Óscar. Most candidates understood Eva when she said *mi lugar preferido es el mar* and they therefore ticked statement **(a)**. Some candidates ticked statement **(c)**, perhaps because they missed the phrase *no entiendo a los jóvenes que se quedan todo el día en casa jugando a videojuegos*. When listening to Juan, most candidates picked up *normalmente hago deporte todos los días* and ticked statement **(d)**. Not all understood *veo el fútbol por televisión con mi padre* and left statement **(f)** unticked. When listening to Maribel, most candidates understood *me gustaría seguir estudiando baile y ser bailarina algún día* and ticked statement **(i)**. When listening to Óscar, most candidates understood *descargo música así la puedo escuchar en mi teléfono móvil* and ticked statement **(k)**. Not all picked up *no hay cine en mi pueblo* and chose statement **(j)** instead of statement **(l)**. A number of candidates were unable to identify *charlo con los amigos que tengo en otros países* and left **(l)** blank. Most candidates ticked the required six answers but a small number of candidates ticked only four answers instead of six.

#### Ejercicio 2 Preguntas 17–25

##### Primera Parte

**Question 17:** Many candidates gave the correct answer (*naturaleza*). Quite a few seemed to not know the word.

**Question 18:** Most candidates found the correct answer (*libros*).



**Question 19:** Most candidates identified the right answer (*vende*). Some wrote down the age of the participants or *divertidos*. Other wrote *ben de* or *ven de*; neither of these permutations was accurate enough to be credited.

**Question 20:** Most candidates wrote *bonitas*.

**Question 21:** Most candidates correctly identified *organiza*. Some wrote *también* and did not gain the mark.

### Segunda Parte

**Question 22:** Most candidates wrote the correct answer (*a sus padres*). A number struggled here and added other words that they had heard but which did not relate to the question. Some wrote *chicos y padres*; the inclusion of *chicos* invalidated the otherwise-correct answer.

**Question 23:** This was the most demanding question in this part of the exercise. The best candidates offered *tendrán que hacer un vídeo* but the more straightforward response of *un vídeo* was perfectly acceptable because the verb was given in the question. By trying to give a longer answer, some candidates made difficulties for themselves, e.g. by adding extra information which sometimes invalidated the answer.

**Question 24:** Many candidates understood this question and answered *en (la) televisión*.

**Question 25:** Most candidates were able to identify *gratis* but the word was unfamiliar to some, who could not spell it. Some wrote *más información*.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

**Question 26:** Many candidates chose *C*. Better candidates picked up *vivi tres años en Inglaterra* and therefore ticked *D*.

**Question 27:** Good candidates picked up *me gusta viajar y conocer sitios nuevos* and therefore ticked *D*. Quite a number of candidates incorrectly chose *B*.

**Question 28:** Many candidates chose *C* because they understood *yo me podría acostumbrar a cualquier sitio*. Weaker candidates often opted for *D*.

**Question 29:** Good candidates chose *A* because they identified *en el colegio internacional conocí a mi novia*. Option *B* was the most commonly chosen wrong answer.

**Question 30:** This was the most straightforward question in this exercise. The majority of candidates ticked the correct answer *C* (*se necesita leer chino*).

**Question 31:** There was a range of answers here. Good candidates correctly chose *B* (*puede ayudar a otros que desean venir*). Weaker candidates could not handle this question.

#### Ejercicio 2 Preguntas 32–40

**Question 32:** Good candidates explained that *la gente puede verlo*; some added *fácilmente*. Only answers which clearly indicated that the subject of the sentence was *la gente* were accepted. Some wrote only *fácilmente*; this was not enough to gain the mark.

**Question 33:** This was a straightforward question but many candidates did not get it right. The best candidates gave the most succinct answer: *el ambiente*. Many candidates did not know the word and did not therefore gain the mark.

**Question 34:** Good candidates wrote *con un equipo de fútbol*. Some went for *jugar al fútbol*, which was not precise enough to attract the mark.

**Question 35:** This was a straightforward question and most candidates got it right by writing *una tarde/una sola tarde*. Some wrote *rápido/poco*, which was not enough to gain the mark.

**Question 36:** Good candidates identified *mientras pinta*. Many candidates rewrote the question but were unable to convey the message. The interrogative *¿cuándo...?* was not understood by all.

**Question 37:** Candidates needed to include two key elements in their answer, although neither of the elements was particularly demanding in itself. Many correctly identified *las paredes tienen mensajes*. Some candidates wrote only *tienen mensajes*, which was not enough. Some wrote *una ciudad con paredes grises es triste*, which could not be rewarded because it did not answer the question.

**Question 38:** Many candidates could answer *ofrecen más paredes*. The word *paredes* was not known by a number of candidates.

**Question 39:** A number of candidates did not write a verb, offering only *injusto*, which was not enough for the mark to be awarded. The question asked *¿qué pensó...?* and this could not be answered by using the adjective *injusto* alone. The answer needed to be either *le pareció injusto* or *que era injusto*. Some misread the question and gave an answer relating to having the permission of the owner of the wall.

**Question 40:** Many candidates wrote a good answer such as *vivir del arte* but weaker candidates were unable to convey the message here.

# SPANISH (Foreign Language)

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Paper 0530/21  
Reading

## Key messages

Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.

Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.

Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.

All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.

In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.

It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more demanding exercises in **Sección 3**.

## General comments

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

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

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

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

### **Comments on specific questions**

#### **Sección 1**

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

#### **Ejercicio 1 Preguntas 1–5**

Most candidates scored full marks on this exercise.

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

**Question 2:** Most knew *sol* and matched it to *B*.

**Question 3:** Almost all candidates understood *doce* and linked it with *D*.

**Question 4:** Most knew *mochilas* and matched it to *A*. A few weaker candidates wrongly chose *B*.

**Question 5:** Nearly all candidates knew *caballo* and linked it with *C*.

#### **Ejercicio 2 Preguntas 6–10**

This exercise was generally very well done.

**Question 6:** Almost all candidates could link *cocinero* with *E*.

**Question 7:** Nearly all candidates knew *actor* and linked it with *C*.

**Question 8:** Most candidates knew *deportista* and matched it to *B*.

**Question 9:** The majority of candidates were able to link *cartero* with *A*.

**Question 10:** Almost all candidates could match *enfermos* to *F*.

#### **Ejercicio 3 Preguntas 11–15**

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

**Question 11:** Almost all candidates successfully selected option *A*.

**Question 12:** Candidates needed to know that *apartamento* (in the text) and *piso* (in option *A*) were synonyms. A few weaker candidates wrongly selected *B*.

**Question 13:** Many candidates knew that *B* was the correct answer, having recognised that *dos veces al día* referred to the two different times mentioned in the text. Some candidates incorrectly opted for *A*.

**Question 14:** Most candidates correctly linked *amable* in the text with option *C* (*simpatico*).

**Question 15:** Most candidates selected the correct answer *C*.

## Sección 2

### Ejercicio 1 Preguntas 16–20

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

**Question 16:** Most candidates chose the correct response (*antigua*). A few weaker candidates wrongly selected *comercial*.

**Question 17:** Most candidates successfully selected *abre*. Some wrongly opted for *cierra*.

**Question 18:** This was the most demanding question in this exercise. Most candidates correctly chose *precios*; some wrongly chose *menús*.

**Question 19:** Most candidates opted for *privado* and gained the mark. There was a range of incorrect answers offered by weaker candidates.

**Question 20:** The majority of candidates correctly opted for *perros*.

### Ejercicio 2 Preguntas 21–29

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

**Question 21:** Most candidates were successful here and answered with *en casa de sus tíos*.

**Question 22:** It was perfectly acceptable to just write *aburridas* but most candidates answered in a full sentence.

**Question 23:** The majority of candidates gained the mark here. There was a variety of answers, e.g. *va/voy a pasear al perro (de mis/tus tíos)*.

**Question 24:** The majority of candidates gained both marks on offer for this question.

**Question 25:** Those who read the question carefully were able to locate the answer in Manuel's response and correctly offered *al río* or *el río*. Some drew their answer from the correct sentence in the text but not the correct part of it.

**Question 26:** This was the most demanding question in this exercise. Candidates could answer simply with *antipática*. Weaker candidates didn't fully understand the text and answered with *simpáticos*, which referred instead to *los amigos*.

**Question 27:** Most candidates answered with *no debo decir nada*, with the more able successfully changing the verb to the third person.

**Question 28:** Most candidates understood the question and provided the correct answer (*el coche se quedó sin gasolina*).

**Question 29:** Most candidates found the right area of text but some found it difficult to choose the appropriate part. Many weaker candidates included a reference to *la hora del desayuno*. The correct answer was *el tío Nicolás se enfadó*.

### Sección 3

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

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

#### Ejercicio 1 Preguntas 30–34

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 30**, no credit was given for a justification such as *Pedro no empezó a participar en el concurso de baile en 1986*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

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

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

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

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

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

All but the weakest candidates identified that **Question 30** was false. The justification was done reasonably well. Candidates could write either *Pedro lleva 10 años participando* (and this was the most popular justification) but alternatively it was acceptable to write *el Carnaval de Cádiz se celebró por primera vez en 1986*. Some candidates double-corrected the statement

Most candidates recognised that **Question 31** was false. Only the stronger candidates could accurately change the verb from the first to the third person and answer with *nunca ha ido (al Carnaval allí)*. Many candidates copied too much directly from the text and therefore could not earn a mark here.

Most candidates identified that **Question 32** was true.

Most candidates realised that **Question 33** was false but only the more able candidates were able to provide the appropriate justification of *piensa que (el Carnaval) seguirá mejorando (en el futuro)*. Candidates often wrote too much or made reference to what the carnival used to be like.

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

## Ejercicio 2 Preguntas 35–41

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

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant.

**Questions 35, 36 and 39** were the most accessible across the ability range in this exercise.

**Question 35:** Most candidates got this question right. The majority lifted directly from the text: *una de las mayores ferias de gastronomía del país*.

**Question 36:** Candidates could answer succinctly with *orgullosos*, which was provided in the text. Candidates often did not gain the mark when they tried to answer in a full sentence and did not manipulate the verb appropriately.

**Question 37:** The correct answer could be lifted directly from the text (*ha sido elegido “receta del año”*) but many candidates were unsure exactly where the answer was and offered a variety of incorrect responses.

**Question 38:** Candidates needed to read the text carefully to elicit the correct answer *vendido todo el helado*. Candidates had to eliminate unnecessary words from the text and change the verb if they wanted to answer in a full sentence.

**Question 39:** Most understood the question and answered with *cinco días*. Those who did not read the text and question carefully enough picked out *tres días* from the passage.

**Question 40:** Candidates who understood the interrogative *¿para qué...?* in the question were able to answer effectively with *(para) hacer sonreír a toda la gente*. Weaker candidates gave a description of *el Señor Ajo*, which did not answer the question.

**Question 41:** The best candidates could succinctly lift *(gran) espectáculo de música* but many copied too much information from the text and invalidated their response.



# SPANISH (Foreign Language)

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Paper 0530/22  
Reading

## Key messages

Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.

Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.

Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.

All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.

In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.

It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more demanding exercises in **Sección 3**.

## General comments

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

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

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

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



### Comments on specific questions

#### **Sección 1**

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

#### **Ejercicio 1 Preguntas 1–5**

Most candidates scored full marks on this exercise.

**Question 1:** Almost all candidates knew *hospital* and linked it with *D*.

**Question 2:** Most knew *lluvia* and matched it to *C*. A few candidates chose *A* or *B*.

**Question 3:** Nearly all candidates knew *once* and linked it with *C*.

**Question 4:** The majority recognised *calculadora* and linked it with *B*.

**Question 5:** Most understood *gato* and matched it to *A*.

#### **Ejercicio 2 Preguntas 6–10**

This exercise was extremely well done.

**Question 6:** Almost all candidates could link *postales* with *E*.

**Question 7:** Nearly all candidates knew *nadar* or *piscina* and made the link with *B*.

**Question 8:** The majority understood *restaurante* and matched it to *F*.

**Question 9:** Almost all candidates were able to link *fotos* with *A*.

**Question 10:** Nearly all candidates could match *voleibol* to *D*.

#### **Ejercicio 3 Preguntas 11–15**

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Some candidates scored very well here. Those who did not score full marks usually did not gain the mark for either **Question 13** or **Question 14**. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

**Question 11:** Almost all candidates correctly selected *A*.

**Question 12:** Candidates needed to identify that *instituto* (in the text) and *colegio* (in option *B*) were synonyms.

**Question 13:** Many candidates recognised that *B* was the correct answer, linking *duerme mucho* with *quedar en la cama*. Some candidates incorrectly opted for *A*.

**Question 14:** Candidates who read the text and question carefully ticked the correct answer *C*. Some candidates were distracted by the mention of *a veces* in the text, which referred to *el autobús* and not to *desayunar*.

**Question 15:** Almost all candidates correctly chose *C*.

## Sección 2

### Ejercicio 1 Preguntas 16–20

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

**Question 16:** Most candidates correctly selected *actividades*.

**Question 17:** Almost all candidates wrote *monumentos* and were awarded the mark.

**Question 18:** This question was the most demanding in this exercise. Only the best students correctly selected *escoger*. Many opted for *reservar*, which was incorrect.

**Question 19:** The majority of candidates correctly opted for *maravillosas*.

**Question 20:** Most candidates correctly chose *llamar*.

### Ejercicio 2 Preguntas 21–29

Overall, candidates performed well on this exercise and were able to locate the correct answer in the text. The best candidates read the text and questions carefully and could give succinct and accurate answers. Some candidates lifted indiscriminately in the hope of including the correct information; this approach did not usually show adequate comprehension of the question. Weaker candidates tended to struggle with **Questions 23** and **28**.

**Question 21:** Most candidates did well here and answered with *por el trabajo de su madre*.

**Question 22:** The majority of candidates were able to locate the correct part of the text and wrote *viven demasiado lejos*. Some candidates did not fully understand the question and gave answers that were only partially correct.

**Question 23:** There were two marks on offer for this question and candidates needed to provide two separate reasons in order to have access to both marks. Most candidates were able to find *no hay autobuses después de las 22.00* and gained one of the two marks available. Some candidates gained the second mark for writing *no tiene dinero para un taxi*; many weaker candidates instead gave the second part of that sentence (*mi madre tiene que venir a buscarme*) and did not therefore gain the second mark.

**Question 24:** The majority of candidates wrote *se enfada*.

**Question 25:** The candidates who read the question carefully managed to locate the answer in Manuel's response and correctly wrote *llamar a sus padres*. Weaker candidates selected a response from earlier in the sentence and answered with *el horario nunca está bien* or *intentaba utilizar el autobús*.

**Question 26:** Most candidates answered well with *trabajé en un supermercado*. The direct lift using the first person was more common.

**Question 27:** This was the most straightforward question in this exercise. Most candidates could answer correctly with *una moto*.

**Question 28:** This was the most demanding question in this exercise. The best candidates understood the question and provided the correct answer (*volver a casa a cualquier hora*). Weaker candidates struggled to locate the correct part of the text and many answered with *voy al instituto y salgo con los amigos* or *molestar a mis padres*.

**Question 29:** Some candidates found the right area of the text but a number found it difficult to choose the appropriate part. Many weaker candidates included a reference to *más libertad* in their response or gave the answer for **Question 28**. The best candidates understood the question and provided the correct answer: (*les dice/digo a sus/mis padres) adónde va (si sale/salgo)*.

### Sección 3

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

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

#### Ejercicio 1 Preguntas 30–34

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 33**, no credit was given for a justification such as *Julia no dedica parte de cada día a leer noticias*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

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

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

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

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

Some candidates had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately. Some candidates resorted to lifting directly from the text and adding quotation marks. This technique is not usually precise enough to attract a mark.

Candidates from across the whole ability range identified that **Question 30** was true, linking *ha logrado su sueño infantil* in the question with *de pequeña soñaba con ser bailarina y lo he conseguido* in the text.

Many candidates recognised **Question 31** to be false. The higher ability candidates were able to accurately lift the answer directly from the text: *hay que pasar día tras día haciendo lo mismo*. Candidates who did not gain the mark for the justification element generally lifted other parts of the text from the correct paragraph.

The majority of candidates identified that **Question 32** was true.

Most candidates realised that **Question 33** was a false statement. Only the more able candidates were able to provide the appropriate justification of *está tan ocupada que es imposible*. Successful candidates were able to change *estoy* in the text to *está* in the response. The *que es imposible* was essential in order to gain the mark.

Almost all candidates recognised that **Question 34** was false. Only the very best candidates correctly identified the exact part of the text and were able to accurately change the pronoun *me* to *le* and give the answer *lo que más le importa es compartir su amor por el baile con otros*. Candidates needed to read the entire last paragraph and not be distracted with *en el futuro mi ambición es hacer un curso para ser profesora en la Escuela de Baile Nacional*, which was a common response.

## Ejercicio 2 Preguntas 35–41

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

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant.

**Question 35:** Although many candidates knew where to find the answer, careful reading of the text was needed in order to locate (*es que están hechos a mano (en la tienda)*). Many opted instead for *son atractivos porque se hacen con muchos colores y formas*.

**Question 36:** This was the most straightforward question in this exercise and candidates from across the whole ability range usually gained the mark here, with the majority writing *aprender a hacer caramelos*. When the mark was not gained, this was most usually because the candidates had selected their response from the preceding sentence.

**Question 37:** Candidates generally located the correct part of the text and could lift the answer directly: (*ven a Juan que*) *prepara los caramelos en medio de la tienda*. Many candidates included extraneous material which invalidated their response.

**Question 38:** Many candidates, from across the ability range, struggled here. Those who located the correct answer needed to change the verb from the first to the third person. Only the very best candidates gave a successful answer, e.g. *cuenta chistes*.

**Question 39:** Most candidates understood the question and were able to locate the answer in the text. Many could correctly manipulate the pronoun from the first to the third person and wrote *le molestó (muchísimo)*.

**Question 40:** The word *emocionado* in the question led candidates to the correct part of the text and they were able to lift the answer directly with *podrá escoger su propio regalo*. Some candidates did not gain the mark either because they added too much extra information, or because they did not manipulate the verbs, or because they confused the subject or because they started their response with *viene*.

**Question 41:** The best candidates were able to lift (*hay que hacerlo*) *con paciencia*. Many incorrectly wrote *trabajar el azúcar para darle la forma que quiere*. Candidates had to read the paragraph carefully to find the correct answer.

# SPANISH (Foreign Language)

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Paper 0530/23  
Reading

## Key messages

Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.

Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.

Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.

All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.

In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.

It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more demanding exercises in **Sección 3**.

## General comments

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

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

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

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

### Comments on specific questions

#### **Sección 1**

##### **Ejercicio 1 Preguntas 1–5**

Most candidates scored full marks on this exercise.

**Question 1:** Most candidates knew *playa* and linked it with *C*.

**Question 2:** The majority of candidates knew *frío* and linked it with *D*.

**Question 3:** Most recognised *diez* and linked it with *B*.

**Question 4:** Almost all candidates knew *diccionario* and matched it to *C*.

**Question 5:** Nearly all candidates knew *conejo* and linked it with *D*. Some weaker candidates opted for *B*.

##### **Ejercicio 2 Preguntas 6–10**

This exercise was extremely well done. A few of the weakest candidates could not manage **Question 10**.

**Question 6:** Most candidates could link *pasear* with *C*.

**Question 7:** The majority of candidates knew *compras* and linked it with *A*.

**Question 8:** Most candidates recognised *me ducho* and linked it with *B*.

**Question 9:** Almost all candidates were able to match *planchar la ropa* to *F*.

**Question 10:** Nearly all candidates were able to link *química* with *D*. A few weaker candidates wrongly opted for *E*.

##### **Ejercicio 3 Preguntas 11–15**

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Many candidates performed very well here. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

**Question 11:** Candidates needed to read the text and question carefully in order to identify option *B* as the correct answer. Weaker candidates often opted for *A*.

**Question 12:** Candidates needed to read the text and question carefully in order to eliminate option *B* and correctly select *A*.

**Question 13:** Many candidates recognised that *A* was the correct answer. Some weaker candidates opted for *C*.

**Question 14:** Most candidates chose the correct answer (*C*).

**Question 15:** Most candidates correctly opted for (*B*).



## Sección 2

### Ejercicio 1 Preguntas 16–20

Some candidates performed well on this exercise but some candidates did not gain any marks at all. Stronger candidates were able to use their grammatical knowledge to work out the type of word needed.

**Question 16:** This was the question with the highest success rate in this exercise, with many candidates able to match the verb in the text (*se reúne*) with the noun *reunión* which was given in the list.

**Question 17:** The majority of candidates were able to match the synonym *buena* in the list with *excelente* in the text.

**Question 18:** Most of the higher-ability candidates successfully selected *ganar* from the list. There was a range of incorrect responses from weaker candidates.

**Question 19:** The best candidates recognised that the correct answer was *cuándo*. There was a variety of incorrect responses from weaker candidates.

**Question 20:** This was the most demanding question in this exercise. The best candidates correctly chose *fuera* but again a wide range of responses was offered by candidates.

### Ejercicio 2 Preguntas 21–30

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

**Question 21:** The majority of candidates gained the mark here, having written the succinct answer *sus/mis padres*.

**Question 22:** Many candidates correctly identified that *tres hora al día* was required here. *Tres horas* was not enough on its own to gain the mark.

**Question 23:** Many candidates wrote an acceptable answer such as *le/me parece demasiado*. Some weaker candidates gave the answer to **Question 22** or wrote simply *por supuesto*.

**Question 24:** Most candidates did well here, answering *programas de naturaleza*.

**Question 25:** Candidates who read the question carefully located the answer and wrote *un trabajo (que tiene/tengo que hacer) para el colegio*. Some chose to answer with *los animales de la selva en Brasil*; candidates needed to read further on in the text to discover the answer.

**Question 26:** Most candidates found the right area of text but some found it difficult to choose the appropriate part. Many candidates did not gain the mark here because they did not include all of the relevant information. Successful candidates answered with *las dificultades que afectan a las familias (modernas)*.

**Question 27:** This was a straightforward question, with candidates being able to respond simply with *reduce el estrés*.

**Question 28:** This question was straightforward for most candidates, who wrote *correr*.

**Question 29:** This was the most demanding question in this exercise, with many weaker candidates not fully understanding the interrogative *cómo* and giving a response which would have addressed a *qué* question instead. The best candidates understood the question and provided the correct answer: *mirando bien a los jugadores en la televisión*.

**Question 30:** Most candidates answered correctly with *le/me molestan mucho*. Weaker candidates selected their response from later in the paragraph.

### Sección 3

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

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

#### Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement.

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

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

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

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

Candidates from across the whole ability range were able to identify that **Question 31** was false. Candidates had the option of two possible responses for the justification element: *vio un anuncio en la escuela* or *porque veía jugar a su padre*; both of these options could be directly lifted from the text.

The majority of candidates identified that **Question 32** was true.

Many candidates recognised that **Question 33** was false and higher-ability candidates could accurately lift the answer directly from the text: *su ambición es presentar un programa de televisión*. Candidates who did not gain the mark often referred to *con 16 años comenzó su carrera profesional* in the previous paragraph or *ha empezado a hacer estudios*.

Many candidates recognised that **Question 34** was true.

Most candidates realised that **Question 35** was false. Only the more able candidates were able to provide an appropriate justification, either by directly lifting from the text *no lo pensó dos veces* or by correcting the statement with *no dudó nada*. Many weaker candidates answered with *le ofreció dirigir al equipo de chicas*.



## Ejercicio 2 Preguntas 36–42

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

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant.

**Question 36:** Many candidates understood the question and provided an appropriate answer such as *encontrar alojamiento apropiado*.

**Question 37:** Candidates generally located the correct part of the text and could lift the answer directly (*hablar a los niños en español*) but many were not selective enough in their response and included *tengo que*, which invalidated their answer.

**Question 38:** Most candidates understood the question and were able to locate the answer in the text. Many selected the appropriate part of the passage and responded correctly with *le(s) interesa conocer a gente de otras culturas*. Where the mark was not gained, this was usually because the candidate had lifted the first part of the sentence as well *más que ganar dinero...*, which rendered the response incorrect.

**Question 39:** Most candidates could locate the correct part of the text but they needed to fully understand the question and read the passage carefully to extract the correct response: *Lima está en la costa*. Many weaker candidates included too much extraneous material which invalidated their answer.

**Question 40:** There was a mixed response to this question. The best candidates were able to lift *cada uno contribuye con su propio punto de vista*. Candidates needed to read the paragraph carefully to find the correct answer; many copied out too much text or simply answered with *nacionalidades diferentes*.

**Question 41:** This question was generally answered well, with many candidates from across the whole ability range correctly writing *pagar(á) los estudios cuando vuelva a Perú*.

**Question 42:** This was the most straightforward question in this section, with the majority of candidates from across the whole ability range being able to answer correctly with *(te) permite descubrir un mundo nuevo*.

# SPANISH (Foreign Language)

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Paper 0530/41  
Writing

## Key messages

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

In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.

Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.

In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks in the order in which they appear in the question paper.

Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.

Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.

Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.

The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2** which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

## **General comments**

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

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

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

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

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

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

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

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

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

## **Comments on specific questions**

### **Question 1: ¿Qué hay en tu clase?**

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

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *mochilla* and *gomma* were both accepted). However, spelling errors which produced a word with a different meaning (e.g. *reglo* for *regla*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *relogio*) could not be credited. Many different spellings of *ordenador* and *computadora* were seen.

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

### **Question 2: Los deportes**

#### *Communication*

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less-common vocabulary and detailed information expressed in more complex language. It was not always clear that a candidate was responding to a particular task when, for example, the word *deportista* was substituted for *deporte* in response to the second task.

The first task asked candidates to state what sports they did. This often received a minimal response which attracted only one mark. In contrast, some candidates provided a lengthier, more meaningful response with several relevant, credit-worthy phrases and/or sentences. The task was omitted by a significant number of candidates, many of whom started their response by referring to their favourite sport (which was the second task) and then forgot to go back and address the first task.

The second task asked candidates to state their favourite sport. Almost all candidates responded adequately and included information about both likes and dislikes, supported by explanations which included why they liked the sport, when they participated and how long they had been involved in the sport.

The third task asked candidates to describe their favourite sportsperson. Some candidates omitted a description, mentioning only the name of their preferred sportsperson. Many candidates provided an extended answer and supplied justifications for their preference. This task was omitted by a large number of candidates.

The fourth task asked candidates to identify another sport that they would like to try in the future and to provide an explanation for why they wanted to try it. There was variety in the content of responses, often referring to friends or family who already participated in that sport. Responses which indicated that the candidate would like to continue with their favourite sport were given credit. A number of candidates omitted this task.

#### *Language*

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

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

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of *gustar* and *encantar* in both the singular and plural forms. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. An inappropriate form of *hacer* was often seen where *hago* was required and inaccurate spellings of attempts at conjugated versions of *jugar* were common.

Inappropriate use of *hacer/practicar/jugar* was seen in many responses. The omission of the required preposition following *jugar* (e.g. *juego al balonmano*) was a feature of the majority of responses.

### Question 3

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

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

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

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

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

*Other Linguistic Features:* The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Sentences such as *si tuviera la oportunidad, montaría mi propia empresa ...* and *al abrir el paquete me sentí muy emocionado visto que nunca había recibido un regalo tan grande* were examples of high-quality language that was seen by Examiners.

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

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

Candidates should take care to avoid the following pitfalls:

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

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

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

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

### Question 3(a) El mes pasado hiciste unas prácticas de trabajo

This was the most popular option, chosen by almost half of the candidates. A high number of candidates provided only brief responses to each bullet point, using simple vocabulary in basic language. Responses sometimes lacked any attempt at producing a complex sentence with conjunctions, relative pronouns, etc.

The first bullet point asked candidates to describe their work experience. A total of four Communication marks was available here. Where candidates mentioned two or more tasks that they had undertaken or stated where they had worked and mentioned a task, access to all four marks was possible. Most candidates succeeded in indicating where they had worked, then went on to provide information about tasks that they had undertaken during the work experience placement; some candidates went on to develop the response with more detailed information. A significant proportion of candidates responded with inappropriate forms of an appropriate verb when referring to the tasks that they had undertaken.

The second bullet point asked candidates to give their opinion on the advantages **and** disadvantages of work experience. There was evidence of well-reasoned opinions in which examples of complex language were produced. The award of full marks for Communication was not possible where candidates were unsuccessful in producing agreement between the subject and the following verb (i.e. where *las ventajas* was not followed by an appropriate form of *ser*). A significant number of responses were given using a past time frame which referred specifically to the recent work experience, rather than giving a general view of the advantages/disadvantages. In some cases, this approach did not produce a response that met the requirements of the bullet point.

The third bullet point asked candidates to explain their future plans in relation to work. Many candidates provided a simple statement which responded appropriately to the task. Some responses were ambiguous. The most successful candidates supplied explanations and justifications for their choice of future career, using complex structures and detailed information. This bullet point tended to attract brief responses.

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

- inappropriate forms of the preterite of *hacer* (Examiners often saw *hiciste*, taken unaltered from the rubric; the words *hizo* and *hico* – instead of *hice* – were also seen frequently.)
- use of *fue* when *fui* was appropriate
- omission of accents in the preterite tense
- inappropriate use of *estar* when *ser* was required and vice versa



use of the third person singular of *ser* with a subject in the plural  
use of the third person plural of *ser* with a subject in the singular  
omission of the appropriate preposition in verb constructions (e.g. *ayudar a...*, *ir a...*, *tratar de...*)  
omission of *que* in the verb construction *tener que* + infinitive  
inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de...*, *necesito de...*).

### Question 3(b) La moda

Some candidates chose to start their response with a paragraph which referred to the importance of fashion in society and in youth culture. While this information could not earn credit as a response to any of the bullet points, correct verbs were rewarded and the language used was included in the assessment of Other linguistic features.

The first bullet point asked candidates to state with whom they last went shopping and what they bought. Responses which mentioned both elements of this bullet point could earn two marks for Communication. Candidates tended to write briefly on the first element of this bullet point although there were some interesting justifications to explain the choice of person. Responses to the second element often mentioned several items of clothing and the most successful candidates used adjectives accurately. Inappropriate forms or spellings of *comprar* were seen frequently. Explanations for the choice of the clothes purchased usually showed a candidate's control of more complex structures.

The second bullet point asked candidates their opinion on the importance of famous brands and required a justification of the opinion. There were many well-reasoned explanations and candidates often provided both a positive and a negative point of view. The responses of the most successful candidates added detailed information. In response to this bullet point, control of verb formations tended to be weak and many candidates produced *ropa* in the plural.

The third bullet point asked candidates to express a preference for buying clothes in a shop or on the Internet. In a similar manner to the previous bullet point, successful candidates provided detailed responses which included the advantages and disadvantages of both of these options. In some cases this approach resulted in ambiguous statements.

The fourth bullet point asked candidates what they would like to wear when going to a party. Many responses were brief but there were also some extended responses which included explanations for the candidate's choice. This bullet point offered candidates the opportunity to respond using a future time frame but answers using the present tense were also given credit. Errors with verbs prevented the award of more than one mark for Communication in a significant number of responses.

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

errors in the preterite of *ir*, particularly the use of *fue* where *fui* was intended  
errors in the preterite of *comprar*, in particular incorrect spellings of *compré* and *compró*  
omission of accents in the preterite tense  
use of *son* when *es* was required  
incorrect formation of *gustar/encantar* in the present and conditional tenses  
inappropriate inclusion of the reflexive pronoun with *llevar*.

### Question 3(c) "Abrí el paquete y saqué el regalo... ¡Era el peor regalo de mi vida!"

Nearly a quarter of candidates chose this option. Candidates who tackled this question tended to produce responses of high quality, with sophisticated language, both in terms of the range of structures/vocabulary and in the level of accuracy; many compositions were interesting and imaginative in their content.

The first bullet point asked candidates to describe the present that they had received and to explain why they considered it to be terrible. There was a wide variety in responses, both in terms of the items chosen and in the explanations which followed. Many candidates used simple language to provide a description of the item in negative terms. The most successful responses included detailed information, in complex sentences, to explain why the present was not welcomed or was inappropriate; weaker candidates tended to succeed in describing the present but often encountered difficulty when trying to explain why the present was considered awful.

The second bullet point asked candidates to say what they did with the unwelcome present. It was this bullet point with which candidates encountered greatest difficulty, either because they could not recall the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication. There were, however, some imaginative scenarios, presented using a detailed narrative and including complex structures. Some candidates did not address this bullet point at all.

The third bullet point asked candidates to say how they felt upon receiving the present. Most candidates offered a simple statement which enabled them to gain both marks available here for Communication. They usually went on to give additional information; there was evidence of a wide range of success in the accuracy and quality of language produced when giving additional details. Candidates who chose to use a verb other than *sentirse* (which had been included in the rubric) often made errors which limited the mark for Communication. Some candidates omitted the reflexive pronoun when using *sentirse*.

The fourth bullet point asked candidates to state what their ideal present would be and to provide an explanation for their choice. Responses to this bullet point were usually developed well by the more able candidates. In contrast, some responses were brief but addressed the bullet point adequately. Where candidates chose to attempt explanations using complex sentences, there was mixed success in the combination of tenses produced in the main and subordinate clause (e.g. a *si* clause with a verb in the subjunctive was not always followed by an appropriate tense in the main clause).

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

- inappropriate use of *estar* when *ser* was required
- use of the verb *hiciste* from the question where an alternative verb was intended
- inaccurate manipulation of *dar* in the preterite tense
- inaccurate manipulation of *decir* in the preterite tense
- use of *dar* when *decir* was intended and vice versa
- inaccurate manipulation of *sentirse*, usually the omission of the reflexive pronoun, the omission of the accent and/or the use of *te sentiste* where *me sentí* was appropriate.



# SPANISH (Foreign Language)

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Paper 0530/42  
Writing

## Key messages

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

In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.

Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.

In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks in the order in which they appear in the question paper.

Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.

Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.

Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.

The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2** which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

## **General comments**

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

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

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

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

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

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

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

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

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

## **Comments on specific questions**

### **Question 1: ¿Qué hay en tu clase?**

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

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *mochilla* and *gomma* were both accepted). However, spelling errors which produced a word with a different meaning (e.g. *reglo* for *regla*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *relogio*) could not be credited. Many different spellings of *ordenador* and *computadora* were seen.

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

### **Question 2: Los deportes**

#### *Communication*

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less-common vocabulary and detailed information expressed in more complex language. It was not always clear that a candidate was responding to a particular task when, for example, the word *deportista* was substituted for *deporte* in response to the second task.

The first task asked candidates to state what sports they did. This often received a minimal response which attracted only one mark. In contrast, some candidates provided a lengthier, more meaningful response with several relevant, credit-worthy phrases and/or sentences. The task was omitted by a significant number of candidates, many of whom started their response by referring to their favourite sport (which was the second task) and then forgot to go back and address the first task.

The second task asked candidates to state their favourite sport. Almost all candidates responded adequately and included information about both likes and dislikes, supported by explanations which included why they liked the sport, when they participated and how long they had been involved in the sport.

The third task asked candidates to describe their favourite sportsperson. Some candidates omitted a description, mentioning only the name of their preferred sportsperson. Many candidates provided an extended answer and supplied justifications for their preference. This task was omitted by a large number of candidates.

The fourth task asked candidates to identify another sport that they would like to try in the future and to provide an explanation for why they wanted to try it. There was variety in the content of responses, often referring to friends or family who already participated in that sport. Responses which indicated that the candidate would like to continue with their favourite sport were given credit. A number of candidates omitted this task.

#### *Language*

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

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

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of *gustar* and *encantar* in both the singular and plural forms. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. An inappropriate form of *hacer* was often seen where *hago* was required and inaccurate spellings of attempts at conjugated versions of *jugar* were common.

Inappropriate use of *hacer/practicar/jugar* was seen in many responses. The omission of the required preposition following *jugar* (e.g. *juego al balonmano*) was a feature of the majority of responses.

### Question 3

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

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

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

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

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

*Other Linguistic Features:* The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Sentences such as *si tuviera la oportunidad, montaría mi propia empresa ...* and *al abrir el paquete me sentí muy emocionado visto que nunca había recibido un regalo tan grande* were examples of high-quality language that was seen by Examiners.

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

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

Candidates should take care to avoid the following pitfalls:

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

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

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

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

### Question 3(a) El mes pasado hiciste unas prácticas de trabajo

This was the most popular option, chosen by almost half of the candidates. A high number of candidates provided only brief responses to each bullet point, using simple vocabulary in basic language. Responses sometimes lacked any attempt at producing a complex sentence with conjunctions, relative pronouns, etc.

The first bullet point asked candidates to describe their work experience. A total of four Communication marks was available here. Where candidates mentioned two or more tasks that they had undertaken or stated where they had worked and mentioned a task, access to all four marks was possible. Most candidates succeeded in indicating where they had worked, then went on to provide information about tasks that they had undertaken during the work experience placement; some candidates went on to develop the response with more detailed information. A significant proportion of candidates responded with inappropriate forms of an appropriate verb when referring to the tasks that they had undertaken.

The second bullet point asked candidates to give their opinion on the advantages **and** disadvantages of work experience. There was evidence of well-reasoned opinions in which examples of complex language were produced. The award of full marks for Communication was not possible where candidates were unsuccessful in producing agreement between the subject and the following verb (i.e. where *las ventajas* was not followed by an appropriate form of *ser*). A significant number of responses were given using a past time frame which referred specifically to the recent work experience, rather than giving a general view of the advantages/disadvantages. In some cases, this approach did not produce a response that met the requirements of the bullet point.

The third bullet point asked candidates to explain their future plans in relation to work. Many candidates provided a simple statement which responded appropriately to the task. Some responses were ambiguous. The most successful candidates supplied explanations and justifications for their choice of future career, using complex structures and detailed information. This bullet point tended to attract brief responses.

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

- inappropriate forms of the preterite of *hacer* (Examiners often saw *hiciste*, taken unaltered from the rubric; the words *hizo* and *hico* – instead of *hice* – were also seen frequently.)
- use of *fue* when *fui* was appropriate
- omission of accents in the preterite tense
- inappropriate use of *estar* when *ser* was required and vice versa



use of the third person singular of *ser* with a subject in the plural  
use of the third person plural of *ser* with a subject in the singular  
omission of the appropriate preposition in verb constructions (e.g. *ayudar a...*, *ir a...*, *tratar de...*)  
omission of *que* in the verb construction *tener que* + infinitive  
inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de...*, *necesito de...*).

### Question 3(b) La moda

Some candidates chose to start their response with a paragraph which referred to the importance of fashion in society and in youth culture. While this information could not earn credit as a response to any of the bullet points, correct verbs were rewarded and the language used was included in the assessment of Other linguistic features.

The first bullet point asked candidates to state with whom they last went shopping and what they bought. Responses which mentioned both elements of this bullet point could earn two marks for Communication. Candidates tended to write briefly on the first element of this bullet point although there were some interesting justifications to explain the choice of person. Responses to the second element often mentioned several items of clothing and the most successful candidates used adjectives accurately. Inappropriate forms or spellings of *comprar* were seen frequently. Explanations for the choice of the clothes purchased usually showed a candidate's control of more complex structures.

The second bullet point asked candidates their opinion on the importance of famous brands and required a justification of the opinion. There were many well-reasoned explanations and candidates often provided both a positive and a negative point of view. The responses of the most successful candidates added detailed information. In response to this bullet point, control of verb formations tended to be weak and many candidates produced *ropa* in the plural.

The third bullet point asked candidates to express a preference for buying clothes in a shop or on the Internet. In a similar manner to the previous bullet point, successful candidates provided detailed responses which included the advantages and disadvantages of both of these options. In some cases this approach resulted in ambiguous statements.

The fourth bullet point asked candidates what they would like to wear when going to a party. Many responses were brief but there were also some extended responses which included explanations for the candidate's choice. This bullet point offered candidates the opportunity to respond using a future time frame but answers using the present tense were also given credit. Errors with verbs prevented the award of more than one mark for Communication in a significant number of responses.

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

errors in the preterite of *ir*, particularly the use of *fue* where *fui* was intended  
errors in the preterite of *comprar*, in particular incorrect spellings of *compré* and *compró*  
omission of accents in the preterite tense  
use of *son* when *es* was required  
incorrect formation of *gustar/encantar* in the present and conditional tenses  
inappropriate inclusion of the reflexive pronoun with *llevar*.

### Question 3(c) "Abrí el paquete y saqué el regalo... ¡Era el peor regalo de mi vida!"

Nearly a quarter of candidates chose this option. Candidates who tackled this question tended to produce responses of high quality, with sophisticated language, both in terms of the range of structures/vocabulary and in the level of accuracy; many compositions were interesting and imaginative in their content.

The first bullet point asked candidates to describe the present that they had received and to explain why they considered it to be terrible. There was a wide variety in responses, both in terms of the items chosen and in the explanations which followed. Many candidates used simple language to provide a description of the item in negative terms. The most successful responses included detailed information, in complex sentences, to explain why the present was not welcomed or was inappropriate; weaker candidates tended to succeed in describing the present but often encountered difficulty when trying to explain why the present was considered awful.

The second bullet point asked candidates to say what they did with the unwelcome present. It was this bullet point with which candidates encountered greatest difficulty, either because they could not recall the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication. There were, however, some imaginative scenarios, presented using a detailed narrative and including complex structures. Some candidates did not address this bullet point at all.

The third bullet point asked candidates to say how they felt upon receiving the present. Most candidates offered a simple statement which enabled them to gain both marks available here for Communication. They usually went on to give additional information; there was evidence of a wide range of success in the accuracy and quality of language produced when giving additional details. Candidates who chose to use a verb other than *sentirse* (which had been included in the rubric) often made errors which limited the mark for Communication. Some candidates omitted the reflexive pronoun when using *sentirse*.

The fourth bullet point asked candidates to state what their ideal present would be and to provide an explanation for their choice. Responses to this bullet point were usually developed well by the more able candidates. In contrast, some responses were brief but addressed the bullet point adequately. Where candidates chose to attempt explanations using complex sentences, there was mixed success in the combination of tenses produced in the main and subordinate clause (e.g. a *si* clause with a verb in the subjunctive was not always followed by an appropriate tense in the main clause).

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

- inappropriate use of *estar* when *ser* was required
- use of the verb *hiciste* from the question where an alternative verb was intended
- inaccurate manipulation of *dar* in the preterite tense
- inaccurate manipulation of *decir* in the preterite tense
- use of *dar* when *decir* was intended and vice versa
- inaccurate manipulation of *sentirse*, usually the omission of the reflexive pronoun, the omission of the accent and/or the use of *te sentiste* where *me sentí* was appropriate.



# SPANISH (Foreign Language)

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Paper 0530/43  
Writing

## Key messages

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

In both **Questions 2** and **3**, candidates should be encouraged to allow themselves time to think about what the question is asking before they start writing and for careful checking once they have finished.

Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.

In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates should attempt the communication tasks in the order in which they appear in the question paper.

Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available.

Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.

Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.

The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2** which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

## **General comments**

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

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

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

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

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

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

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

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

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

## **Comments on specific questions**

### **Question 1: ¿Qué ropa llevas?**

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

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *comeseta* was accepted). However, spelling errors which produced a word with a different meaning (e.g. *vestidor* for *vestido*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *jaquet*, *cravate*) could not be credited. Many different spellings of *pantalones* were seen.

As candidates are free to offer the Spanish word for something not represented in the pictures, other items of clothing were also accepted.

### **Question 2: Mi colegio**

#### *Communication*

Candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less-common vocabulary and detailed information expressed in more complex language. It was not always clear that a candidate was responding to a task, particularly the fourth task, where the word '¿qué...?' was regularly misunderstood or ignored in the response.

The first task asked candidates to state how they travelled to school. This often received a minimal response which attracted only one mark. In contrast, some candidates provided a lengthier, more meaningful response with several relevant, credit-worthy phrases and/or sentences. The task was omitted by a significant number of candidates, many of whom provided a description of their school instead.

The second task asked candidates what subjects they studied. Almost all candidates responded adequately and included information about likes and dislikes of subjects, supported by reasons/explanations.

The third task asked candidates to identify their favourite subject and to give a reason for their preference. Whilst this task was sometimes answered in a single sentence, many candidates provided an extended answer and supplied justifications for their preference.

The fourth task asked candidates to identify an aspect of their school that they would like to change. There was a variety of content in responses, often referring to subjects, timetable and/or facilities. Responses that indicated that the school was considered ideal/perfect were also given credit. Many candidates mentioned moving to another school and responses of this nature did not answer the question adequately. A number of candidates omitted this task.

#### *Language*

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

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

All candidates, including those achieving the highest grades overall, needed to demonstrate better control of *gustar* and *encantar* in both the singular and plural form. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. An inappropriate form of *ir* was often seen where *voy* was required. In response to each task, verbs were frequently provided in the infinitive form. In response to the second and third tasks, anglicised spellings were seen for some subjects (e.g. *phisica* was used instead of *física*, *chimica* was used instead of *química*), with some use of the English word too (e.g. *music/drama*). Credit could not be given in such cases.

### Question 3

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

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

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

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

- include accents on verbs where necessary
- know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
- are able to use *ser* and *estar* appropriately
- know the difference between *fui* and *fue*
- can form regular and common irregular verbs in the preterite, particularly the first person singular and first person plural
- use an appropriate preposition in verb constructions that require it, e.g. *tengo que...*, *ayudo a...*
- avoid using *tiene* where *hay* is required and vice versa
- avoid using *es/son* where *hay* is required and vice versa
- avoid using *tener* where *tomar/comer* is required.

*Other Linguistic Features:* The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive. Sentences such as *si tuviera la oportunidad, escogería una visita a ...* and *aunque estaban muy preocupados, mis padres no se enfadaron conmigo* were examples of high-quality language that was seen by Examiners.

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

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

Candidates should take care to avoid the following pitfalls:

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

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

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

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

### **Question 3(a) La semana pasada se celebró la fiesta de cumpleaños de tu primo/prima**

This was the most popular option, selected by nearly two thirds of the candidates. A significant number of candidates provided only brief responses to each bullet point, using simple vocabulary and basic language. Responses to the first, second and third bullet points often lacked any attempt at producing a complex sentence with conjunctions, relative pronouns, etc.

The first bullet point asked candidates to state where the birthday party took place. Most candidates provided a short phrase within a sentence and some candidates went on to develop the response with more detailed information. A significant proportion of candidates responded with inappropriate forms of an appropriate verb and some candidates omitted any reference to the location of the party.

The second bullet point asked candidates what they ate and drank during the party. Candidates tended to give descriptions of the party and/or its preparations and successful responses to this task contained detailed, additional information which also described what other people chose to eat/drink, and referred to healthy eating as well as likes and dislikes. The award of both marks for Communication was not possible where inappropriate formations of *comer* and *beber* were produced. The most common error was the conjugation of these verbs as *-ar* verbs in the first person singular.

The third bullet point asked candidates to explain a preference for parties with family or friends. Examiners saw some well-reasoned responses which included complex structures; a number of candidates successfully conveyed the idea that friends or family are important because they offer support or because parties are more entertaining with these groups of people. While a preference was often made clear, adequate explanations were less frequent and were sometimes omitted completely. Similarly, grammatical accuracy in expressing a preference was better than that which followed in the explanation. Candidates who omitted to explain their preference could not earn credit here. In some responses, the only examples of more complex sentences (i.e. subordinate clauses introduced by a conjunction) were found in answers to this bullet point.

The fourth bullet point asked candidates about their plans for celebrating their next birthday. The most successful candidates gave clear indications of their plans, making appropriate use of either the future or conditional tenses; the immediate future was frequently used and was acceptable. Inappropriate combinations of time frames, including use of past tenses, created ambiguity. Even though it wasn't a requirement in order for full credit to be given, some candidates attempted the subjunctive here and were often successful. A number of candidates did not address this bullet point at all.



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

- inappropriate 'person' formation of the preterite of *celebrar/celebrarse*
- inappropriate use of *estar* when *ser* was required and vice versa
- omission of accents in the preterite tense
- inaccurate formation of the preterite tense of regular verbs, especially *comer* and *beber*
- inaccurate formation of the preterite tense of irregular verbs (e.g. *ver* and *poder*)
- use of an inappropriate tense of *tener* (i.e. use of present tense when a past tense was required and vice versa)
- use of *fue* when *fui* was appropriate
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a...*, *ir a...*, *tener que...*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es mejor de...*).

### **Question 3(b) El mes pasado fuiste de excursión con tu clase**

Approximately a quarter of the candidates selected this option. The first bullet point asked candidates where they went on the excursion. Candidates tended to include a prepositional phrase within a sentence that explained with whom they went. Few candidates added supplementary information about the location of the excursion or gave any details about the reason for the excursion. The more successful candidates often chose to describe an educational visit.

The second bullet point asked candidates to provide information about the activities that they did during the excursion. The most successful candidates gave more detailed information about museums, historical sites, etc. while many candidates referred to leisure activities, including sports, shopping and eating. Many candidates demonstrated good control of verb formation; weaker candidates made errors with both regular and irregular verbs formations in the preterite. Information about the weather was frequently included.

The third bullet point asked about the usefulness of school trips, requiring candidates to express a reason for their opinion. A simple subordinate clause was sufficient to earn credit, with many candidates mentioning relaxation. Candidates who chose to cite the educational value of school trips tended to produce well-reasoned justifications and often extended their response beyond the minimum; these responses also tended to be of a higher standard in terms of quality of language. This bullet point was omitted by a small number of candidates and there was some lack of clarity in some responses.

The fourth bullet point asked if candidates thought that teachers liked school trips. Candidates tended to find it more difficult to express their ideas with accurate use of Spanish here although in most cases they succeeded in communicating what they intended. Similarly to the third bullet point, candidates who made reference to educational differences and benefits tended to produce greater detail in their response, with greater levels of accuracy and complexity of language.

The fifth bullet point asked candidates where they would like to go if they had the opportunity to participate in a school trip to another country. Some candidates omitted to address this bullet point. A number of candidates did not name a country, mentioning only a town/city of a generic geographical area. The majority of candidates supported their choice with additional information that often included some detail. Some candidates provided a short, simple sentence which was enough to earn maximum Communication marks for this question.

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

- inappropriate 'person' formation of the preterite tense of *ir*
- inappropriate use of *estar* when *ser* was required and vice versa
- omission of accents in the preterite tense
- errors in the preterite tense of radically-changing verbs (e.g. *jugar*)
- inaccurate 'person' formation of the preterite tense of regular verbs, especially the use of the second person singular where the first person singular was required
- inaccurate formation of the preterite tense of irregular verbs (e.g. *ir* and *hacer*)
- incorrect formation of *gustar/encantar* in the present tense
- inappropriate endings of *gustar/encantar* in the imperfect and preterite tenses
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*.

**Question 3(c) “Hace una semana, sufrí un pequeño accidente...”**

This was the least popular question, attempted by around 10% of the entry. Candidates who chose this question tended to produce responses with interesting content and some included some sophisticated language, both in terms of the range of structures/vocabulary and in the level of accuracy. Weaker candidates who tackled this question often encountered difficulty when trying to provide information about the accident.

The first bullet point asked candidates where and with whom they were when the accident occurred. Candidates presented a variety of scenarios, often using simple language. The best candidates included additional details to add interest to their response.

The second bullet point asked candidates to explain what happened; medical issues were mentioned by many candidates. Candidates generally continued their narrative using appropriate verbs in a past time frame. The most successful candidates offered a logical progression of events, expressed in more complex language, including subordinate clauses introduced by a range of conjunctions. In some responses, there was an absence of clear information beyond the minimum. Use of direct and reported speech did not generally feature in responses to this scenario.

The third bullet point asked candidates how they felt after the accident. Many candidates used simple structures and language to respond to this bullet point and answers were often brief. Those candidates who chose to use a verb other than *sentirse* (which had been included in the rubric) often made errors which limited the mark for Communication. This bullet point produced the weakest responses overall.

The fourth bullet point asked candidates for the reaction of their parents to the accident. Responses to this bullet point were usually developed well by the more able candidates. In contrast, some responses were brief but answered the question adequately. A number of candidates did not address this bullet point at all.

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

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

- inaccurate formation of regular and irregular verbs in the preterite, particularly the first and third person singular
- omission of accents in the preterite tense
- inaccurate manipulation of *sentirse*, most usually the omission of the reflexive pronoun, the omission of the accent and/or the use of *te sentiste* where *me sentí* was appropriate
- inaccurate manipulation of *reaccionaron*, including minor spelling errors when lifting the word from the question.