

# SPANISH

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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. There were still some candidates who 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. In order to improve their responses and avoid errors, candidates are advised to

- (i) read the question carefully
- (ii) identify the question word
- (iii) think about the type of answer (a day, a person, a noun, a finite verb etc.) that is required.

## General comments

Overall, performance on this paper was very good.

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

Candidates should check whether their answer needs a verb. If candidates do include a verb, they should make sure that the subject of the verb is unambiguous.

This series, a small number of candidates left some multiple-choice questions unanswered. All candidates should aim to attempt every question.

### Comments on specific questions

#### **Sección 1**

##### **Ejercicio 1 Preguntas 1 – 8**

The rubrics were generally understood and followed. Performance in this exercise was very good. Most candidates managed all of the questions in this exercise. Where mistakes did occur, this happened most usually in **Question 1**, where the word *nadar* was not always known. In **Question 7** there was confusion between *dos* and *doce* for some candidates.

##### **Ejercicio 2 Preguntas 9 – 15**

Most candidates understood the passage well.

##### **Question 9**

Most candidates knew *nieve* and could spell it correctly but some tried to transcribe what they thought they had heard and went for *llueve* or *niebla*.

##### **Question 10**

Most candidates identified *familias* in the recording and correctly chose C.

##### **Question 11**

The majority of candidates knew *billete de avión* and scored the mark here. Some went for B

##### **Question 12**

Most candidates identified that there were no *ordenadores* in the rooms and so correctly chose *B televisión*.

##### **Question 13**

The majority of candidates knew *desde las ocho hasta las diez* and chose A.

##### **Question 14**

Most candidates identified *ir caminando* and chose C, some went for B.

##### **Question 15**

Almost all candidates knew *discoteca* and answered this question correctly.

#### **Sección 2**

##### **Ejercicio 1 Pregunta 16**

The majority of candidates found all of the correct answers but a significant number of candidates crossed fewer than six boxes (four being the most common option). A clutch of candidates crossed too many boxes, up to 8. **Jaime** was well understood and most candidates identified *El balcón pequeño pero de todos modos me puedo sentar* and ticked **(b)** and *Mis dos hermanas comparten el dormitorio; por eso es más grande que el mío* went for **(c)**.

When listening to **Rosario**, stronger candidates picked up *Mi casa tiene un jardín muy grande donde puedo jugar con mi perro* and ticked **(d)**. Many opted instead for statement **(f)** because they did not understand *Hay varios árboles grandes y a mi hermano le gusta subir y pasar allí mucho tiempo*.

On the listening text relating to **Manuel**, stronger candidates ticked statement **(g)** because they understood *Yo paso mucho tiempo en el salón de mi casa porque allí puedo ver la televisión*. However weaker candidates missed *tengo que darme prisa para terminar antes de la cena* and left **(i)** unticked.

When listening to **Carmen**, stronger candidates picked up *Mi casa no tiene jardín pero no me importa porque hay un parque a cinco minutos andando y voy a jugar allí cuando quiero. También me encuentro con otras amigas del barrio* and went for **(k)**. Many candidates went for the distractor **(j)** because they missed *Vivo en una casa que se encuentra muy cerca de mi colegio. Por eso puedo ir caminando* or they misread *querría*.

## Ejercicio 2 Preguntas 17 – 25

These questions require a one-word answer, although candidates will not automatically be penalised for including extra words, unless the extra material obscures or contradicts the answer.

### Primera Parte

#### Question 17

A good number of candidates gave the correct answer *internet*.

#### Question 18

Many candidates gave the correct answer *grandes*.

#### Question 19

Most candidates identified the right answer *amigos*.

#### Question 20

This question was more challenging for weaker candidates. A common mistake was *gusta* or *suerte*. The spelling caused problems because many candidates went for *placa* and *playa*.

#### Question 21

Stronger candidates identified *horrible*. Many wrote the whole sentence *Fue un día con un tiempo horrible* and also got the mark. Some wrote *malo* which was not correct.

### Segunda Parte

A number of candidates gave long answers copying the stem of the question. This is not necessary and they can lose marks if they include something that may invalidate the answer.

#### Question 22

A good number of candidates found the answer *nadie* or *no vino nadie*, *ninguno* was also accepted. A common mistake was *padres y amigos*.

#### Question 23

Most candidates could answer *difícil*.

#### Question 24

Only the strongest candidates answered this question correctly.

#### Question 25

Stronger candidates were able to identify *a trabajar en grupo* or *a trabajar con los otros chicos*; a surprisingly high number of candidates could not spell *grupo*. Some went for *nos llevamos perfectamente* and lost the mark.

### Sección 3

#### Ejercicio 1 Preguntas 26 – 31

##### Question 26

Strong candidates chose the correct answer C because they identified *fue una vecina la que la convenció a mi madre para que me llevara a clases de baile*. Quite a few opted for A.

##### Question 27

Examiners saw a range of answers here. A good number of candidates correctly chose B because they picked up *me gustaba ser la mejor*. Option C was the most commonly chosen incorrect answer.

##### Question 28

Many candidates identified *mi abuela me iba a buscar por la tarde e íbamos a su casa. Allí hacía los deberes* and went for the correct answer that was D. Option C was the most commonly chosen incorrect answer.

##### Question 29

A good number of candidates chose C because they understood *Voy a una clase de arte todos los jueves por la noche* but weaker candidates answered this question incorrectly.

##### Question 30

Most candidates correctly picked up *Cualquier chica joven, que quiera estar bien en forma, hace lo mismo para estar sana* and therefore ticked D.

##### Question 31

This exercise was challenging for many candidates. The strongest candidates ticked the correct answer A having heard *me gustaría ser profesora*, but many chose B.

#### Ejercicio 2 Preguntas 32 – 39

##### Question 32

This was straightforward and most candidates got it right writing *al terminar la universidad*. Some added *Además un amigo, Luis, quiso venir conmigo*. It was also accepted because it did not invalidate the answer. Some went for *al terminar el colegio*, which was not accepted.

##### Question 33

This question was challenging. Stronger candidates were able to answer *Luis quería viajar de forma diferente*.

##### Question 34

The term *incómodo* seemed to be unfamiliar for a lot of candidates.

##### Question 35

Strong candidates answered *pelear* because they were able to pick up the phrase from the recording. Some went for *¡qué drama!* that did not answer the question.

##### Question 36

Most candidates could understand *contento* or *muy contento* and got the mark.

##### Question 37

Only the stronger candidates could identify *demasiado duro* or *era demasiado duro para seguir*. Some added *el peso de la mochila, el calor, los insectos*. It was accepted because it did not invalidate the answer.

### Question 38

Most candidates could understand *había una fiesta importante*.

### Question 39

The strongest candidates gave the right answer *era algo verdadero* or *no era solo para los turistas*. Many chose *Pudimos ver los bailes tradicionales con trajes típicos* which was Luis' answer to the interviewer's question *¿Qué tal fue la fiesta?* The exam question was not, 'What was it like? (*¿Qué tal?*) but, 'Why did they like it?' (*¿Por qué les gustó?*).

### Question 40

Likewise, quite a few answered with *visitaron pueblos, lugares maravillosos, ruinas*, which answered the interviewer's question *¿Cómo continuó el viaje?* Whereas the exam question was *¿Cómo terminaron el viaje?* Candidates are advised to think carefully about the question they are being asked. The strongest candidates answered correctly.

# SPANISH

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. In order to improve their responses and avoid errors, candidates are advised to

- (i) read the question carefully
- (ii) identify the question word
- (iii) think about the type of answer (a day, a person, a noun, a finite verb etc.) that is required.

## General comments

Overall, performance on this paper was average.

Examiners found that handwriting and legibility was sometimes a problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Some candidates wrote different vowels (e.g. *o* and *a*) in a very similar way. Candidates should be reminded of the importance of presenting their answers clearly and legibly. Candidates also need to be aware that the difference between 'n' and 'ñ' is more than just an accent. It is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, the absence of a tilde on '*montañas*' lost some candidates the mark in **Question 32**. Similarly, with, in **Question 33**, '*años*'.

Candidates should check whether their answer needs a verb in order to make sense. If candidates do include a verb, they should make sure that the subject of the verb is unambiguous.

This year a small number of candidates left some multiple-choice questions unanswered. All candidates should aim to attempt every question. Candidates should also be reminded that if they give two answers in one question (unless asked to do so) they will not gain the mark.

### Comments on specific questions

#### **Sección 1**

##### **Ejercicio 1 Preguntas 1 – 8**

The rubrics were generally understood and followed. Performance in this exercise was good. Many candidates managed most of the questions in this exercise. **Question 1** proved more challenging than expected. Many candidates chose C - 70 instead of A - 60. In **Question 5**, the word *collar* was not always known. In **Question 6** a few candidates answered C rather than D presumably because they recognised *largo* but *moreno* was not known.

##### **Ejercicio 2 Preguntas 9 – 15**

Most candidates understood the passage well.

##### **Question 9**

The majority of candidates knew *lago* and scored the mark here.

##### **Question 10**

Most candidates identified *semana* in the recording and correctly chose A.

##### **Question 11**

Most candidates knew *dibujo* and chose B. The ones who were unfamiliar with the word went for A.

##### **Question 12**

Almost all candidates knew *pastel de chocolate* and answered this question correctly B. A few went for A.

##### **Question 13**

The majority of candidates knew *inglés* and could spell it correctly.

##### **Question 14**

Most candidates knew *fútbol* and chose B.

##### **Question 15**

Most candidates identified *castillos en la playa* and chose B but many went for A.

#### **Sección 2**

##### **Ejercicio 1 Pregunta 16**

The majority of candidates found all of the correct answers. A not insignificant number of candidates crossed fewer than six boxes (four being the most common option). Most candidates understood **Teresa** when she said *sé que ser médico es una profesión muy dura pero importante* and went for **(b)**. However, a number of candidates missed *quiero ser médica porque hay muchas familias pobres que necesitan ayuda* and left **(c)** unticked.

**Ricardo** was well answered and most candidates understood *Estoy haciendo dos semanas de experiencia de trabajo organizada por mi instituto* and opted correctly for statement **(d)**.

Where marks were not gained, this most usually occurred on Emilia: stronger candidates ticked statement **(h)** because they picked up *no sabía qué hacer como mi experiencia de trabajo*.

When listening to **Juan**, stronger candidates picked up *empiezo muy temprano a las seis y media y trabajo hasta muy tarde* and ticked statement **(k)** and *tengo la oportunidad de hablar en inglés y francés* and went

for (i). Others opted instead for statement (j) because they did not pick up *la cafetería de mi tía* when the statement talked about *vecina*.

## Ejercicio 2 Preguntas 17 – 25

These questions require a one word answer, although candidates will not automatically be penalised for including extra words, unless the extra material obscures or contradicts the answer.

### Primera Parte

#### Question 17

Strong candidates identified the right answer *despacio*. A number were unfamiliar with the word, and how to spell it. Many candidates wrote *espacio*, though it did not fit the context.

#### Question 18

Most candidates identified the right answer *coche*.

#### Question 19

A number of candidates struggled with the spelling of the word *jueves*. Many wrote *hueves*. The answer *días de mercado* was also accepted.

#### Question 20

This appeared to be the most challenging for candidates. Stronger candidates could answer *dar*. A common mistake was *quedar*.

#### Question 21

Some candidates identified *nuevos*, other *que hacer*. The recording said *hay siempre nuevos platos que hacer* so both answers were accepted,

### Segunda Parte

A number of candidates gave long answers copying the stem of the question. This is not necessary and they can lose marks if they include something that may invalidate the answer.

#### Question 22

A good number of candidates found the answer *si están contentos*. A common mistake was *hablar con los clientes* which lost them the mark because candidates had not read the question properly.

#### Question 23

Most candidates could answer *cuatro y media*.

#### Question 24

The majority of candidates knew *planchando la ropa*.

#### Question 25

Stronger candidates were able to identify *leer*.



### Sección 3

#### Ejercicio 1 Preguntas 26 – 31

Some candidates ticked more than one answer in some questions and lost the mark.

##### Question 26

Stronger candidates chose the correct answer *B* because they identified *Colombia donde nací*. Quite a few opted for *A* because they heard *Es muy agradable vivir en los Estados Unidos* but lost the mark.

##### Question 27

Examiners saw a range of answers here. Most candidates correctly picked up *me hice miembro de un coro del barrio* and therefore ticked *C*.

##### Question 28

Many candidates identified *A* as the correct answer. Option *B* was the most commonly chosen wrong answer because of *empezado en los años setenta*.

##### Question 29

A good number of candidates chose *C* because they understood *ofrece muchas oportunidades*.

##### Question 30

A good number of candidates correctly chose *B* because they understood *tenemos mucho amor por la música*. Weaker candidates went for *A* because they heard *estos músicos son como mi familia, como mis hermanos* and lost the mark.

##### Question 31

Examiners again saw a range of answers here. The strongest candidates ticked the correct answer *D* because they understood *voy a escribir la música para una película*.

#### Ejercicio 2 Preguntas 32 – 39

##### Question 32

The majority of candidates got this question right writing *alto en las montañas* or *las montañas*. Some added something about animals that invalidated the answer. Some wrote *al lado de las montañas* but could not get the mark.

##### Question 33

This question was challenging. Only stronger candidates were able to answer *varios habitantes tienen más de cien años*, the answer *varios habitantes tienen muchos años* was also accepted. Some candidate's answers such as *varios habitantes tienen años* were not specific enough.

##### Question 34

This question was accesible to many candidates. Many added *es excelente* or *la gente lleva una vida muy sana* to the answer *por el agua*. All answers were acceptable because they did not invalidate the correct answer.

##### Question 35

Strong candidates answered *calefacción central* because they were able to pick up the phrase but many were unfamiliar with the word. Some went for the distractor *No hace ni mucho calor ni mucho frío* or *clima casi perfecto* misreading the question.

**Question 36**

This question challenged most candidates. Very few candidates were able to answer *el valle es siempre verde* so the answer *siempre verde* was accepted. Many other candidates answered *desde octubre hasta mayo* or *no lo podemos disfrutar*, but neither of these responses answered the question.

**Question 37**

Only the stronger candidates could express *se vende en los mercados de la zona*. Most candidates missed the fact that *se vende* was enough to answer the question. Many answered *ninguna contaminación* because they misread the question.

**Question 38**

Most candidates could understand *encantadores*. Some added *y antiguos* that was acceptable because it was said about the city centre so it did not invalidate the answer.

**Question 39**

Strong candidates gave the right answer *originales*.

**Question 40**

Most candidates could understand *pintar*. The candidates who did not get this correct invariably misread the question and answered *hay mucha naturaleza/los bosques cercanos/la sierra/los campos*.

# SPANISH

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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.

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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. In **Sección 3, Ejercicio 1** only one answer has to be ticked for each question, when candidates mark two answers they lose the marks.

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. In order to improve their responses and avoid errors, candidates are advised to:

- (i) read the question carefully
- (ii) identify the question word
- (iii) think about the type of answer (a day, a person, a noun, a finite verb etc.) that is required.

## General comments

Overall, performance on this paper was very good.

Candidates should check whether their answer needs a verb. If candidates do include a verb, they should make sure that the subject of the verb is unambiguous.

This year a small number of candidates left some multiple-choice questions unanswered. All candidates should aim to attempt every question.

## Comments on specific questions

### **Sección 1**

#### **Ejercicio 1 Preguntas 1 – 8**

The rubrics were generally understood and followed. Performance in this exercise was very good. Most candidates managed all of the questions in this exercise. A small number of candidates got **Question 1**

wrong and answered with C – instead of B - *tarjeta de embarque* . A few candidates answered C rather than D in **Question 5** presumably because *revistas* was not known.

## Ejercicio 2 Preguntas 9 – 15

Most candidates understood the passage well.

### Question 9

Most candidates knew *mayo* and spelled it correctly. Some candidates wrote *el quince de mayo* and lost the mark. Had the answer been *el doce y el quince de mayo* it would have been accepted because that was the time the festival lasted. The problem came from misreading the question that asked only for the month.

### Question 10

Many candidates identified *doscientos* in the recording. A number of candidates spelt it out instead of using figures or used both, but there were a number of incorrect attempts. Figures alone are acceptable – there is no need to spell out the word. The spelling *dos cientos* was accepted, a number of candidates wrote *el ciento*. Some candidates did not realise a number was required and went for *conciertos/actividades culturales*.

### Question 11

The majority of candidates knew *fuelle B* and scored the mark here.

### Question 12

The majority of candidates knew *bailar* and chose A, some went for B.

### Question 13

Most candidates identified *tortilla de patatas* and chose C. There was a wide range of alternative choices for incorrect answers.

### Question 14

Most candidates identified *teatro infantil* and chose A.

### Question 15

Almost all candidates knew *raqueta* and answered this question correctly. The most common wrong answer was C.

## Sección 2

### Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Most candidates understood **Camila** when she said *En mi casa comemos siempre todos juntos en familia* and went for **(a)**. A number of candidates opted for **(b)** because they did not realise the one doing the cooking was the father.

On the listening text relating to **Nicolás**, stronger candidates ticked statement **(d)** and **(e)** because they understood *mis tíos, que son muy buenos cocineros, y a mí me han enseñado mucho. Normalmente, mi novia y yo preparamos cosas juntos*. Some candidates went for **(f)** because they missed that the fresh things were cooked in summer.

When listening to **Estefanía**, stronger candidates picked up *No me gusta nada cocinar* and ticked statement **(h)** and *De lunes a viernes como en el colegio* and ticked **(i)**.

When listening to **Juan**, many candidates understood *soy estudiante y como no tengo empleo, no puedo comprarme comida de buena calidad* and ticked statement **(l)**. A number of candidates missed it, and went for **(j)** because they misheard *el médico me dijo que tengo que cuidar más lo que como*.

## Ejercicio 2 Preguntas 17 – 25

These questions require a one-word answer, although candidates will not automatically be penalised for including extra words, unless the extra material obscures or contradicts the answer.

### Primera Parte

#### Question 17

Only the stronger candidates gave the correct answer *exigente*.

#### Question 18

Stronger candidates identified the right answer *peor*. A number were unable to and went for *nervioso*.

#### Question 19

This was the most challenging. Strong candidates could answer *esfuerzo* but many were unfamiliar with the word, and how to spell it.

#### Question 20

Most candidates identified the right answer *dejar*.

#### Question 21

Stronger candidates identified *gastar*. A common mistake was *vivir* or *comer*.

### Segunda Parte

A number of candidates gave long answers copying the stem of the question. This is not necessary and they can lose marks if they include something that may invalidate the answer.

#### Question 22

A good number of candidates found the answer *famosa*, some candidates added *los profesores ayudan mucho*. This was accepted as it did not invalidate the answer.

#### Question 23

Most candidates could answer *viajar*. Some answered *oportunidad de viajar* and this was accepted, but sometimes they made mistakes with *oportunidad* that invalidated the correct answer.

#### Question 24

This was the most demanding question in this part of the exercise. Only the strongest candidates could answer *canciones*. A number of candidates answered *cantar* or *me gusta cantar* and did not get the mark. It is important the candidates read the question carefully and understand what is required. Some answered *ahora son parte de su familia* which did not answer the question.

#### Question 25

Stronger candidates were able to identify *Europa*; some added *o vivir de nuevo una experiencia de estudio internacional*. This was accepted, but on its own was not enough to answer the question.

## Sección 3

### Ejercicio 1 Preguntas 26 – 31

#### Question 26

Stronger candidates chose the correct answer C because they identified *la nuestra será la primera*. Quite a few opted for A.

### Question 27

Most candidates correctly picked up *yo personalmente me emocioné con el proyecto desde el primer día* and therefore ticked A. The statement *tengo experiencia en temas de educación medioambiental* led many to go for the distractor D.

### Question 28

This was the most straightforward question in this exercise. The majority of candidates ticked the correct answer C because they understood *La red funciona haciendo una salida al mes*.

### Question 29

A good number of candidates chose D because they understood *los mismos voluntarios serán los que decidan lo que quieran hacer* but weaker candidates went for C because they misunderstood *Les daremos todo el material que necesiten para poder desarrollar sus tareas*.

### Question 30

A good number of candidates correctly chose A because they understood *quiero empezar visitas con guía de nuestro parque natural con un técnico medioambiental*.

### Question 31

Weaker candidates struggled with this question. Examiners saw a range of answers here.

Many candidates identified *puede perfectamente tratarse de una flor única y no lo sabemos* and went for D as the correct answer. Options B and C were the most commonly chosen incorrect answers.

## Ejercicio 2 Preguntas 32 – 39

### Question 32

This was straightforward and most candidates got it right writing *después de terminar la Universidad*. To answer only *Universidad* was not enough to get the mark. Candidates who misunderstood the question word *cuándo* answered *con un grupo de amigos* and lost the mark.

### Question 33

Strong candidates answered correctly by writing *no les interesaba*.

### Question 34

This question was straightforward and many candidates answered *fue lo mejor*, some answered *podía ser peligroso* and lost the mark.

### Question 35

Most candidates gave the right answer *económica*. Candidates that had difficulty with the question words *en qué* gave as a reply *volver a la frontera con Argentina* and lost the mark.

### Question 36

Strong candidates answered *muerta de frío* because they were able to pick up the phrase from the recording. Some wrote *mucho frío* and it was also acceptable. The answer *no llevaba suficiente abrigo* was not accepted because it did not answer the question *cómo*.

### Question 37

Strong candidates identified *emocionada*. *Emocionante* did not answer the question. Many candidates found this question challenging and picked up some words they heard in the recording connected with *recién nacido*.

**Question 38**

It was a challenging question. The strongest candidates answered *respetable* but weaker candidates frequently went for the *monumentos famosos* or *ver museos*, which invalidated the answer of *respetable*. *Respectable* was not accepted.

**Question 39**

Only the strongest candidates could express *el contacto humano* or *el contacto con la gente*. However, the word *humano* was not understood by many. Some answered *las cosas del pasado* and lost the mark.

**Question 40**

Strong candidates gave the right answer *es demasiado joven*. Some added *viajar es su pasión* but on its own it was not enough to get the mark.

# SPANISH

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<p><b>Paper 0530/21</b> <b>Reading</b></p>
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## Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word 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.
- All candidates should aim to attempt every question. Leaving blank spaces offers no chance of scoring a mark.
- In answers to open questions, candidates must read the questions carefully and make sure that the answer is directly linked to the question.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3** and allow time at the end to check their answers or check them as they work through the paper.

## General comments

Most candidates demonstrated a good level of understanding of the texts and attempted all of the questions.

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text and this often resulted in inappropriate information being included in the answer.

Candidates who can correctly recognise interrogatives usually provide more appropriate answers.

## Comments on specific questions

### **Sección 1**

Candidates attempted all questions in **Sección 1**, most performed very well.

### **Ejercicio 1 Preguntas 1–5**

Many candidates scored full marks on this exercise.

#### **Question 1**

This proved to be the most difficult question in this exercise, with some candidates unable to correctly identify *dibujo* and link it with **C**. Option **B** was the most common incorrect answer.

#### **Question 2**

Most candidates were able to link *correr* with **A**.



**Question 3**

All candidates knew *hamburguesa y patatas* and matched it to **D**.

**Question 4**

Almost all candidates knew *castillo* and were able to link it to **B**.

**Question 5**

All candidates knew *geografía* and linked it with **A**.

**Ejercicio 2 Preguntas 6–10**

All candidates performed very well in this exercise, with the majority gaining full marks.

**Question 6**

All candidates were able to successfully link *chocolate* with **E**.

**Question 7**

Almost all candidates knew *falda* and linked it with **B**.

**Question 8**

All candidates understood *me duele mucho el estómago* and linked it with **F**.

**Question 9**

All candidates linked *cocinar* with **A**.

**Question 10**

All candidates were able to link *hablo con mi amigo por teléfono* with option **D**.

**Ejercicio 3 Preguntas 11–15**

Most candidates showed good understanding of the text and performed well in this exercise.

**Question 11**

Most candidates were able to link *todos los años* in the text with the correct response *una vez al año*, option **C**.

**Question 12**

All candidates correctly chose **B**, linking *ir de pesca* with the correct infinitive *pescar*.

**Question 13**

Almost all candidates were able to successfully select **C**.

**Question 14**

Almost all candidates correctly selected **A**.

**Question 15**

Most candidates successfully selected **B**.

## Sección 2

### Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. Some candidates did not demonstrate a sound grasp of Spanish grammar and selected a word which did not fit grammatically in the sentence. Others selected a word which was grammatically correct but did not demonstrate understanding of the text.

#### Question 16

Most candidates correctly chose *inmediatamente* from the list.

#### Question 17

Most candidates correctly selected *clases* from the list.

#### Question 18

Most candidates correctly selected *sin* but *con* was a common incorrect answer.

#### Question 19

Most candidates correctly selected *sol* but there was a range of incorrect answers.

#### Question 20

This question proved to be challenging for some candidates with many wrongly selecting a range of responses over the correct answer *sucio*.

### Ejercicio 2 Preguntas 21–30

Overall there was a consistently good response to this set of questions. Stronger candidates were generally able to identify the part of the text which contained the relevant information and gave succinct and accurate answers. Weaker candidates tended to lift indiscriminately in the hope of including the correct information in their answer but in doing this did not always demonstrate that they had understood the text.

#### Question 21

Most candidates understood the question and were able to answer correctly with *ciencias*.

#### Question 22

The majority of candidates answered correctly with *emocionantes*.

#### Question 23

Most candidates were able to answer correctly with *director*.

#### Question 24

Most candidates could answer correctly with *el periódico*.

#### Question 25

Stronger candidates were able to answer this question with *una amiga de Camila*, but many omitted *de Camila* which left their answer too ambiguous and with insufficient information to gain the mark.

### Question 26

Candidates needed to fully understand the question so they could answer correctly with *tres semanas*. Weaker candidates took their answer using different time frames than were in the test, *el año pasado ...* or *un día ...*

### Question 27

The majority of candidates answered correctly with *alegría* but there was a range of incorrect answers lifted from the text.

### Question 28

Most candidates were able to answer correctly with *no quería llamar atención*.

### Question 29

Many candidates understood the interrogative *cómo* and answered correctly *orgulloso*. Weaker candidates answered a *dónde* question with *en una gran ceremonia en Madrid*.

### Question 30

Most candidates answered correctly with *los ganadores*.

### 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 and pronouns from the first to the third person.

### Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to decide 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. It is not enough to make the statement negative or positive, a justification has to be provided.

Candidates who are able to manipulate the language perform better in this exercise as answers in the first person copied directly from the text are not accepted.

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

### Question 31 V

Many candidates identified this as a true statement.

### Questions 32 F/J

Most candidates recognised this as a false statement, and many were able to identify the correct information in the text *las empresas le mandan sus nuevos productos gratis*. Common incorrect answers were *no se gana dinero* and *Adriana gana un poquito de dinero*.

### Questions 33 F/J

Most candidates correctly stated that the statement was false. The strongest candidates gave a correct justification with *ha tenido que incluir anuncios*. Weaker candidates did not change the verb from the text into the third person and answered with *he tenido que ...*

### Question 34 F/J

Many identified this as a false statement but only the strongest candidates could correctly justify it with *no debe ser demasiado general*. Incorrect responses started with *me explica ...* or copied far too much.

### Question 35 V

Most candidates identified this as a true statement.

### Ejercicio 2 Preguntas 36–42

This final exercise is the most demanding part of the paper. A good number of candidates were able to identify the required information and answer with precision. Some candidates were able to locate the correct part of the text but copied out a whole sentence or more which often rendered their answer invalid.

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

### Question 36

Most candidates located the correct part of the text and the strongest candidates were able to carefully lift *nadie se sorprende* from the text. Weaker candidates copied too much information.

### Question 37

This was the most successful question in this exercise with most candidates answering correctly *un año y medio*. A few candidates were distracted by *12 años* and *25 años*.

### Question 38

Candidates could lift *sus propios compañeros de trabajo* from the text, but many omitted *de trabajo* and did not get the mark.

### Question 39

Candidates could answer succinctly with *estrés*, but there were many incorrect answers that focused on the first sentence in that paragraph. Candidates had to read the text carefully to elicit the precise information.

### Question 40

Most candidates were able to locate the correct piece of information in the text, but manipulation was required for an accurate answer. Candidates had to change *nos entrenamos* to *(se) entrenan regularmente* to gain the mark.

### Question 41

Candidates had to understand the interrogative *dónde* in the question to be able to answer with *en ciudades extrañas*. Many omitted the preposition *en* or added too much extraneous information.

### Question 42

This was the most challenging question in this exercise, with only the strongest candidates answering correctly with *somos/son todos iguales*. Most candidates located the correct part of the text but many added too much information that invalidated their response.

# SPANISH

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<p>Paper 0530/22 Reading</p>
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## Key Messages

- Candidates should aim to write short, accurate answers – sometimes a single word 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.
- All candidates should aim to attempt every question. Leaving blank spaces offers no chance of scoring a mark.
- In answers to open questions, candidates must read the questions carefully and make sure that the answer is directly linked to the question.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3** and allow time at the end to check their answers or check them as they work through the paper.

## General Comments

Most candidates demonstrated a good level of understanding of the texts and attempted all of the questions.

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text and this often resulted in inappropriate information being included in the answer.

Candidates who can correctly recognise interrogatives usually provide more appropriate answers.

## Comments on Specific Questions

### **Sección 1**

Candidates attempted all questions in **Sección 1**, most performed very well.

### **Ejercicio 1 Preguntas 1–5**

Many candidates scored full marks on this exercise.

#### **Question 1**

Most candidates knew *huevos* and linked it with **A** but candidates who answered incorrectly, mostly selected **C**.

#### **Question 2**

Most candidates were able to link *plaza* with **C**.

#### **Question 3**

Weaker candidates were unable to correctly identify *ascensor* and link it with **B**. Option **D** was the most common incorrect answer.

**Question 4**

Most knew *panadero* and were able to link it to **C**.

**Question 5**

Most knew *bocadillos* and linked it with **A**.

**Ejercicio 2 Preguntas 6–10**

All candidates performed very well in this exercise, with the majority gaining full marks.

**Question 6**

Almost all candidates were able to successfully link *tren* with **B**.

**Question 7**

Most candidates knew *cama* and linked it with **E**.

**Question 8**

Most candidates understood *me lavo el pelo* and linked it with **A**.

**Question 9**

Almost all candidates understood *para desayunar siempre tomo tostadas* and linked it with **D**.

**Question 10:**

All candidates were able to link *plancho el uniforme del colegio* with option **F**.

**Ejercicio 3 Preguntas 11–15**

The majority of candidates showed good understanding of the text and performed well in this exercise.

**Question 11**

Candidates across the ability range found this question particularly challenging with many candidates wrongly selecting **A** instead of the correct response **C**.

**Question 12**

Almost all candidates correctly chose **C**, linking *volar al aeropuerto* with the correct noun *un avión*.

**Question 13**

Almost all candidates were able to successfully select **A**.

**Question 14**

Most candidates correctly selected **B**.

**Question 15**

Most candidates correctly selected **B**.

## Sección 2

### Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. Some weaker candidates did not demonstrate a sound grasp of Spanish grammar and selected a word which did not fit grammatically in the sentence. Others selected a word which was grammatically correct but did not demonstrate understanding of the text.

#### Question 16

Most candidates correctly chose *organizar* from the list.

#### Question 17

This question proved to be challenging for some candidates with many wrongly selecting *uniforme* instead of the correct response *instrumento*.

#### Question 18

This question was problematic for some candidates. *Sala* was the correct answer but *oficina* was a common incorrect answer.

#### Question 19

Almost all candidates correctly selected *atractivo*.

#### Question 20

Most candidates correctly selected *comer* from the list.

### Ejercicio 2 Preguntas 21–30

Overall there was a consistently good response to this set of questions. Stronger candidates were generally able to identify the part of the text which contained the relevant information and gave succinct and accurate answers. Weaker candidates tended to lift indiscriminately in the hope of including the correct information in their answer but in doing this did not always demonstrate that they had understood the text.

#### Question 21

This was the most successful question with most candidates able to answer correctly with *romántica*.

#### Question 22

Most candidates were able to answer correctly with *en enero*.

#### Question 23

Most candidates answered correctly with *con una prima*.

#### Question 24

Most candidates could answer correctly with *una docena*.

#### Question 25

Stronger candidates were able to answer with *estudiar* but many added *en vez de* which invalidated the answer.

#### Question 26

Stronger candidates were able to answer with *enfadados*.

### Question 27

Most candidates answered correctly with *tirar todos los libros*.

### Question 28

Most candidates were able to answer correctly with *un horario*.

### Question 29

Most candidates answered correctly with *necesitan más tiempo*.

### Question 30

Most candidates answered correctly with *en el jardín*.

### 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 and pronouns from the first to the third person.

### Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to decide which of the given statements are *Verdadero* and which are *Falso*. They are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. It is not enough to make the statement negative or positive, a justification has to be provided.

Candidates who are able to manipulate the language perform better in this exercise as answers in the first person copied directly from the text are not accepted.

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

### Question 31 V

Most candidates identified this as a true statement.

### Questions 32 F/J

Almost all candidates recognised this as a false statement, and many were able to identify the correct information in the text *jugaban fuera todo el día*. Common incorrect answers included *contaba que* at the beginning or had too much information copied that invalidated the response.

### Questions 33 F/J

Most candidates correctly stated that the statement was false. The strongest candidates gave a correct justification with *enseñaba teatro*. Weaker candidates included *mi abuela* in the answer.

### Question 34 V

Most candidates identified this as a true statement.



### Question 35 F/J

Most identified this as a false statement and were able to justify it with *está pensando en escribir una segunda parte*. Weaker candidates kept the verb in the first person and did not gain the mark.

### Ejercicio 2 Preguntas 36–42

This final exercise is the most demanding part of the paper. A good number of candidates were able to identify the required information and answer with precision. Some candidates were able to locate the correct part of the text but copied out a whole sentence or more which often rendered their answer invalid.

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

### Question 36

Most candidates located the correct part of the text and the strongest candidates were able to carefully lift *ejercicio no bastaba para una vida sana* from the text. Weaker candidates copied far too much and invalidated their answers.

### Question 37

Most candidates located the correct part of the text and the best candidates were able to carefully lift *un poco aislado*. Some weaker candidates understood that an emotion was needed but incorrectly selected *me encanta*.

### Question 38

Candidates were able to succinctly lift *para mejorar la información*. They could add *que incluye* but it needed to be changed from the first to the third person.

### Question 39

Most candidates located the correct part of the text, but weaker candidates often did not include all the necessary information. *Sus* or *los vídeos para reducir el estrés* was the full answer required to gain the mark.

### Question 40

The majority of candidates answered correctly with *mejora la calidad de vida*.

### Question 41

Only the strongest candidates answered this question correctly with *si no hay suficiente interés*. Many candidates omitted the *si* or added extra information.

### Question 42

*Escoger una tema de actualidad* was the correct answer but many candidates were distracted with *hacer reír a la gente*.

# SPANISH

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<p><b>Paper 0530/23</b> <b>Reading</b></p>
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## Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word 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.
- All candidates should aim to attempt every question. Leaving blank spaces offers no chance of scoring a mark.
- In answers to open questions, candidates must read the questions carefully and make sure that the answer is directly linked to the question.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3** and allow time at the end to check their answers or check them as they work through the paper.

## General comments

Most candidates demonstrated a good level of understanding of the texts and attempted all of the questions.

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text and this often resulted in inappropriate information being included in the answer.

Candidates who can correctly recognise interrogatives usually provide more appropriate answers.

## Comments on specific questions

### **Sección 1**

Candidates attempted all questions in **Sección 1**, most performed very well.

### **Ejercicio 1 Preguntas 1–5**

Many candidates scored full marks on this exercise.

#### **Question 1**

All knew ‘*castillo*’ and matched it to **B**.

#### **Question 2**

Almost all candidates were able to link ‘*bicicletas*’ with **D**.

#### **Question 3**

Almost all knew ‘*cine*’ and were able to link it to **B**.

#### Question 4

This proved to be the most difficult question in this exercise, with some candidates unable to correctly identify '*champiñones*' and link it with **A**. Option **B** was the most common incorrect answer.

#### Question 5

Most knew '*viento*' and linked it with **C**.

#### Ejercicio 2 Preguntas 6–10

All candidates performed very well in this exercise, with the majority gaining full marks.

#### Question 6

All candidates were able to successfully link '*mochila*' with **D**.

#### Question 7

All candidates knew '*fregar los platos*' and linked it with **A**.

#### Question 8

All candidates understood '*dinero*' and linked it with **E**.

#### Question 9

All candidates linked '*biblioteca*' with **F**.

#### Question 10

Almost all candidates were able to link '*gafas de sol*' with option **B**.

#### Ejercicio 3 Preguntas 11–15

Most candidates showed good understanding of the text and performed well in this exercise. Many scored full marks.

#### Question 11

All candidates were able to correctly select option **C**.

#### Question 12

Almost all candidates correctly chose **A**, linking '*andando*' with the correct noun '*a pie*'.

#### Question 13

Most candidates were able to successfully select **C**, linking '*piscina*' with '*natación*'.

#### Question 14

Almost all candidates correctly selected **B**.

#### Question 15

Almost all candidates successfully selected **A**, linking '*las temperaturas son altas*' with '*hace calor*'.

## Sección 2

### Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. Some candidates did not demonstrate a sound grasp of Spanish grammar and selected a word which did not fit grammatically in the sentence. Others selected a word which was grammatically correct but did not demonstrate understanding of the text.

#### Question 16

Almost all candidates correctly chose '*central*' from the list.

#### Question 17

Most candidates correctly selected '*grandes*' from the list.

#### Question 18

Most candidates correctly selected '*pagar*' but there was a range of incorrect answers.

#### Question 19

This question proved to be challenging for some candidates with many wrongly selecting a range of responses over the correct answer '*gratis*'.

#### Question 20

The majority of candidates correctly chose '*próximo*', but '*primer*' was a common incorrect answer.

### Ejercicio 2 Preguntas 21–29

Overall there was a consistently good response to this set of questions. Stronger candidates were generally able to identify the part of the text which contained the relevant information and gave succinct and accurate answers. Weaker candidates tended to lift indiscriminately in the hope of including the correct information in their answer but in doing this did not always demonstrate that they had understood the text.

#### Question 21

This was the most successful question in this exercise with almost all candidates correctly answering with '*el año que viene*'.

#### Question 22

Almost all candidates understood the question and were able to answer correctly with '*encontrar un trabajo*'.

#### Question 23

Most candidates were able to answer correctly with '*periodista*'. Incorrect responses mainly came from the same paragraph, but it was clear not all candidates had fully understood the question.

#### Question 24

Many candidates could answer correctly with '*un hombre de negocios*'. Incorrect responses copied far too much from the text or referred to his '*padres*'.

#### Question 25

This was the most challenging question in this exercise. The strongest candidates were able to answer with '*estudiar y trabajar al mismo tiempo*' but many took their answer from the previous sentence.

### Question 26

This was a two-part question: the answers were interchangeable. Candidates were able to locate the answers in the text but often copied too much and invalidated their answer.

- (i) Most candidates were able to answer with *'encontrar trabajo es siempre difícil'*.
- (ii) Many candidates were able to answer with *'habrá mucha competencia'*.

### Question 27

The majority of candidates answered correctly with *'nunca tenía tiempo'*.

### Question 28

This question was problematic for some candidates. The correct answer was *'es muy mayor'* but many got their response from the previous sentence *'quiso ser policía y no pudo'*.

### Question 29

Most candidates were able to answer correctly with *'se puede ganar mucho dinero'*.

## 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 and pronouns from the first to the third person.

### Ejercicio 1 Preguntas 30–34

For this exercise, having read the text, candidates have to decide which of the given statements are 'Verdadero' and which are 'Falso'. They are told that two are 'Verdadero' and three are 'Falso'. Having made their choice, they must then go on to correct the false ones in the style of the example given. It is not enough to make the statement negative or positive, a justification has to be provided.

Candidates who are able to manipulate the language perform better in this exercise as answers in the first person copied directly from the text are not accepted.

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

### Question 30 F/J

Candidates had to read the text very closely to identify this as a false statement and extract the justification *'tuvo problemas de salud'*. Many candidates were distracted with *'pasó mucho tiempo en el campo'*, but this wasn't why his parents were worried about him.

### Question 31 F/J

This was the most successful question in this section with nearly all candidates correctly identifying it as a false statement and many being able to correctly justify it with *'sus dibujos eran impresionantes'*.

### Questions 32 V

Many candidates identified this as a true statement.

### Questions 33

Most candidates correctly identified this as a true statement.

### Question 34 F/J

Most candidates recognised this as a false statement, but many had difficulty correctly justifying it with only the strongest candidates able to manipulate the text from the first to the third person '*le habría gustado trabajar en el extranjero*'.

### Ejercicio 2 Preguntas 35–42

This final exercise was, as intended, the most demanding part of the paper. A good number of candidates were able to identify the required information and answer with precision. Some candidates were able to locate the correct part of the text but copied out a whole sentence or more which often 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

This was the most successful question in this exercise with most candidates answering correctly '*todo el mundo tiene uno*'.

### Question 36

Most candidates located the correct part of the text and the strongest candidates were able to answer '*estaba usando el/su móvil en clase*'. Weaker candidates copied the wrong part of the text or were unable to change the personal pronoun '*m*' to '*el*' or '*su*'.

### Question 37

This question posed the most problem to candidates. The strongest candidates could simply lift '*furiosa*', but many included '*yo me puse*' which invalidated the answer.

### Question 38

The strongest candidates answered correctly with '*seis meses*'. Some candidates were unable to correctly identify the structure '*cuánto tiempo hace ...*' in the question and referred to '*mi cumpleaños*'.

### Question 39

Candidates could answer succinctly with '*no lo reconocen*', but there were many incorrect answers that focused on other parts in that paragraph. Candidates had to read the text carefully to elicit the precise information.

### Question 40

Many candidates were able to answer correctly with '*l*'.

### Question 41

Most candidates were able to locate the correct information, and many were able to answer correctly with '*actuar en una obra de teatro*'. Many candidates added too much extraneous information or included verbs or prepositions from the text in the first person.

# SPANISH

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

- For the role plays, Teacher/examiners should familiarise themselves with their own roles before beginning any 'live' Speaking tests and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.
- Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as concern, dissatisfaction and gratitude.
- In the interests of fairness to all candidates, Examiners should adhere to the timings for the two conversation sections. Candidates may be unduly penalised by lack of opportunity where conversation sections are too short and candidates are not able to demonstrate the range of language needed to access higher marks. Where conversations are too long, this may cause candidates problems in expressing themselves accurately and result in lower marks.
- Teacher/examiners must indicate the transition from the Topic Presentation/Conversation to General Conversation by saying, for example, '*Ahora pasamos a la conversación general.*'
- In both the Topic Conversation and the General Conversation, Teacher/examiners should give candidates 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).
- Documentation: all centres are provided with a Cover Sheet for Moderation Sample to ensure that the moderation documentation and the recorded sample have been checked prior to despatch. Centres should enclose the completed Cover Sheet with the recorded sample.
- Centres need to check all additions carefully in order to avoid arithmetical errors: the additions on the working mark sheet (WMS) and the transfer of marks onto the *MS1* (or computer printout, if the centre submits marks electronically).
- There is video support available for the Speaking test, which Teacher/examiners can access on the public website. For all Teacher/examiners and especially those new to the Speaking test, this is an excellent resource to supplement the Teachers' Notes booklet (October/November 2019).

## General comments

To be read in conjunction with the Teachers' Notes booklet (October/November 2019).

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good. Centres should ensure that a suitably quiet room is available to avoid background noise from distracting candidates. Centres are responsible for ensuring the quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge.

Introduction/identification of candidates on the recording: please record the centre and syllabus details, and name of Examiner at the beginning of each CD. The Examiner must announce the candidate name, number and role play card number before each speaking examination.

Where centres make use of digital recording software, they should save each candidate's file 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.

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

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

Difficulties most commonly arose when candidates answered tasks out of order and omitted elements of tasks. When candidates omit a role play task or an element of a task, Teacher/examiners should prompt them to give candidates the opportunity to gain marks. Most Teacher/examiners were well prepared for the role plays and able to give candidates opportunities to respond to missed stimuli. Where candidates complete two or even three tasks in one response, Examiners do not need to repeat the other task(s) as this can confuse candidates.

Particular attention needs to be paid to understanding key interrogative words, expressions of emotion such as satisfaction and dissatisfaction that candidates sometimes omit or struggle to communicate.

### **Comments on specific questions**

#### **Role Plays A**

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

The majority of candidates performed well in these tasks.

**Task 1:** Most candidates completed this task 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. A short response was adequate here.

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

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

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

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

This role play was completed well.

**Task 1:** Most candidates completed this task well.

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

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

**Task 4:** Some candidates did not understand *fecha de nacimiento*, providing only their birthday and not the year. In most cases, Teacher/examiners provided a suitable prompt and candidates completed the task.

**Task 5:** Candidates completed this task well.



Role Play A (7, 8, 9)

Candidates performed well in these tasks.

**Task 1:** Candidates completed this task 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 and 4:** Short responses to complete these tasks were perfectly acceptable.

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

**Role Plays B**

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

Role Play B (1, 4, 7)

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

**Task 1:** Candidates completed this task well.

**Task 2:** Most candidates communicated the information although sometimes candidates confused *cuánto* with *cuándo*.

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

**Task 4:** *Estás contento/a* forms part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Candidates completed the second element of the task well.

**Task 5:** Some candidates had difficulty in formulating a suitable question.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

**Task 1:** Most candidates completed this task well.

**Task 2:** Candidates completed the first element of this task well. In the second element of the task, the language used was not always accurate.

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

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

**Task 5:** Candidates completed this task well.

Role Play B (3, 6, 9)

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

**Task 1:** Most candidates completed this task well.

**Task 2:** Most candidates communicated the information although in the second element of the task sometimes the language used was inaccurate.

**Task 3:** *No estás satisfecho/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Some candidates found it difficult to provide a reason.

**Task 4:** Candidates completed this task well.

**Task 5:** Most candidates completed this task well although some candidates seemed confused by *quién*.

### Topic Presentation/Conversation

Candidates presented a variety of topics and there were many excellent presentations. Candidates often chose topics of personal or local interest. Most Teacher/examiners encouraged their candidates and gave them the opportunity to access the full range of marks. Topic conversations were well prepared with timings about right. The majority were within the candidates' ability and experience. Prepared questions were interspersed with some unexpected questions, which many candidates coped with very well.

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. Teacher/examiners should advise candidates on the choice of topic, which, ideally, should be from candidates' own experience. Candidates who often rely on the topics of '*Mi familia*', '*Mi barrio*' and '*Mi rutina*' in the General Conversation should be encouraged to prepare a topic such as '*Mi deporte preferido*' in order to extend the scope for discussion.

Teacher/examiners should allow candidates to speak for up to two minutes uninterrupted and then ask specific questions, which are expected and unexpected. They should ask questions that draw and expand on the material presented by candidates. Candidates should not simply repeat the material presented. Teacher/examiners should avoid too many closed questions, which only require a yes/no answer as this causes the conversation to stall. Candidates must be encouraged to develop their responses by providing explanations, opinions and justifications as appropriate, to access higher marks.

Teacher/examiners must remember the requirement for candidates to demonstrate that they can use past and future tenses accurately in each conversation (both topic and general). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Teacher/examiners should be prepared to ask several questions that require candidates to use past and future tenses and do so consistently. 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).

Teacher/examiners should make a clear distinction between the topic presentation/conversation and the general conversation by saying, for example, '*Ahora pasamos a la conversación general.*'

### General Conversation

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, should avoid asking too many closed questions, which only require minimal responses, or moving too quickly from one topic to the next. Some Examiners covered too many topics in the general conversation.

Most Teacher/examiners covered a variety of topics appropriate to their candidates, asking a range of straightforward, probing and sometimes challenging questions to provide candidates with every opportunity to access higher marks. One or two conversations relied on straightforward questions alone, which invited some candidates to give equally straightforward, often one-word answers. If candidates are clearly struggling with a topic, Teacher/examiners should move on to another topic. Teacher/examiners need to ensure that this does not lead to a series of closed questions or unconnected questions covering too many topics, which prevent candidates from using a range of structures and vocabulary necessary to access higher marks for Language (table C).

The general conversation should last five minutes. Most Examiners conducted conversations of an appropriate length. Examiners should be encouraged to follow the advised timings so that candidates are not unduly penalised by lack of opportunity or by too many questions, which often leads to increasing inaccuracy

in responses. A few teacher/examiners did not adhere closely to the timing and consequently disadvantaged their candidates.

Candidates performed best when teacher/examiners asked questions at an appropriate level that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions. The onus is on the candidate to take the initiative and engage in conversation, encouraged by the teacher/examiners to perform to the best of their ability.

### **Assessment**

Candidates were fairly assessed by the majority of centres. All assessment should follow the marking criteria as set out in the Teachers' Notes booklet (October/November 2019). Teacher/examiners should be consistent in their marking.

In the role plays, some centres deducted marks for minor errors such as the use of an incorrect adjective ending but did not deduct marks for pronunciation that impeded comprehension or major errors such as the use of an incorrect verb. Full marks can be awarded for one word or short answers provided they are correct and appropriate. In the role plays, Teacher/examiners can only award marks for tasks that are completed by candidates. If candidates do not complete all elements of a task, they cannot be awarded full marks for that task. Candidates need to take care with greetings and expressions of gratitude that they sometimes omit. Where candidates complete two tasks in one response it is not necessary for the Teacher/examiners to repeat the prompts as this can confuse candidates.

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 explanations, opinions, justifications, and use of more complex language and structures. Teacher/examiners need to adjust questioning to give candidates every opportunity to perform to the best of their ability.

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

# SPANISH

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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**. In **Questions 3**, candidates aiming for the highest grades showed control of sentence structure and verb tenses; complex linguistic structures were in evidence, including idiomatic expressions.

- Candidates should read the initial rubric of each question **and** each communication task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates may benefit by attempting the communication tasks (bullet points) 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 in **Question 3**.
- 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. Clear and legible writing enables Examiners to give appropriate credit for the language produced.
- 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.
- Candidates should 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 beyond 140 words in response to **Question 3** often include errors which detract from the overall quality of language produced.

## General Comments

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

**Question 1** allows candidates to make a confident start as a basis for further success in this question paper. 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. There is no requirement to include a definite/indefinite article. Candidates should be reminded that they should write one item per line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures.

In **Question 2**, up to 10 marks for Communication are awarded across the question. Each relevant piece of information has the potential to earn credit, provided an acceptable verb is included. 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 (bullet points), including questions that include two tasks. Candidates are required to write responses in full sentences.

**Question 3** offers a choice of three options: 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'.

Candidates are advised 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 with the production of a wholly accurate verb and, where included, a wholly accurate subject of the verb.

### **Verbs:**

Ticks are awarded to correct verbs up to a total of 18 verbs. Candidates should remember that only a different form of a verb earns a tick.

### **Other Linguistic Features:**

The published table of grade descriptors highlights the range of language structures expected. Further guidance is included on pages 4 and 5 of this report.

### **Comments on specific questions**

#### **Question 1 – ¿Adónde vas con tus amigos/amigas? Haz una lista en español de 8 lugares.**

Candidates were required to give the Spanish for eight places where they go with friends. 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. *caffé*, *cientro comercial*).

However, spelling errors which produced a word with a different meaning (e.g. *puerta* for *puerto/tienda* for *tienda*) could not be rewarded, and the example *discoteca* did not earn credit. Words that were unrecognisable as Spanish could not be credited.

A single word was sufficient to gain a mark for each of five acceptable responses. Some candidates wrote a full sentence to describe where they go; where these sentences included appropriate vocabulary, credit was given.

#### **Question 2 – Mi familia**

### **Communication:**

Candidates were able to use familiar language and structures and usually gained full marks. 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 some interesting responses which included a variety of less-common vocabulary and detailed information, sometimes expressed in more complex language.

The first task asked candidates to describe their family. Many candidates provided a response with several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this question. Many candidates named family members followed by their age, a physical description, personality and, in some cases, details about parents' jobs. Some responses were presented in a short sentence stating how many sisters/brothers they had. There were examples of candidates who wrote at length on the first task, to the detriment of the remaining tasks. Candidates tended to rely on the use of *ser* and *tener* to express their ideas.

The second task sought a statement about the activities that the candidate does with family members. Almost all candidates responded adequately, with a clear statement which started either with a verb in the first-person plural, or a first-person singular followed by *con mi familia/con mi madre*, etc. Some candidates offered several details about activities which they do with various family members, mentioning different days of the week. A small number of candidates indicated a preference, and some included detailed information,

supported by explanations for their preferences. A small number of candidates omitted a response to this task.

The third task asked about the preferred food (or meal) of the candidate's family. There were some extended responses in which candidates explained their family's preference for food from their home country with several candidates explaining that a particular family member prepares an excellent dish which is liked by everyone. There were frequent references to family visits to restaurants, as well as eating at home. Occasionally, a candidate mentioned only her/his favourite food, with no reference to family preferences; these responses were not considered to address the task adequately, preventing the award of 10 marks for 'Communication'. Some candidates omitted a response to this task.

The fourth task required candidates to describe their ideal brother or sister. There were some detailed descriptions of an ideal sister/brother. In addition to descriptions of personality, some candidates included information about activities that they would be able to do together or how a sister/brother would be able to help. Some candidates identified characteristics of their sister/brother and described them as ideal. Negative statements, stating that an ideal sister/brother does not exist were given credit. There were several examples of candidates producing information about a sister/brother, without making reference to the central concept of the task i.e. *ideal*. Although these responses did not meet the requirements of the task, they were often given credit as responses to the first task.

### Language:

In stronger responses, candidates produced accurate verbs. Other candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations; even minor errors in spellings, which create a word that does not exist in the verb's paradigm, prevent the award of marks for a task.

Whilst all five tasks could be answered using the present tense, other tenses were used appropriately by some candidates in the second and third tasks.

In response to the first task, weaker candidates used inappropriate forms of *ser* and *tener*, including past tenses when a present tense was needed. The verb *está*, was frequently seen where *es* was required.

Spelling attempts at verbs related to activities sometimes prevented the award of marks in second and third tasks e.g. *jugar/cocinar*. Control of the formation of *gustar* and *encantar* was also variable in responses to the second and third tasks. There were frequent errors with the appropriate pronoun – *mi* or *mí* was seen where *me* was appropriate – and the plural ending was often seen in place of the singular and vice versa. It was common to see that *gustar* was followed by a conjugated verb rather than an infinitive.

### Question 3

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



### Communication:

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

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

### 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, in the preterite, imperfect, future and conditional tenses.
- include the personal *a* with verbs that require it.
- form regular and common irregular verbs in the preterite, particularly the first person singular, for example, *compré/comí/bebí/vi/elegí/hice/tuve/dije/practiqué/jugué*.
- use appropriate words in verb constructions when required, e.g. *tengo que ... layudo a... ltratar de ...*.
- avoid using *tiene* where *hay* is required and vice versa and *es/son* where *hay* is required and vice versa.

### Other linguistic features

The strongest performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive.

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

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

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. Frequent inaccuracies may limit or reduce the overall mark awarded for 'Other Linguistic Features'.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for 'Other Linguistic Features'.

**Question 3(a) – Un trabajo de verano. Escribe un e-mail a tu amigo/amiga sobre tu trabajo de verano.**

This was an option chosen by approximately 70% of the candidates.

**The first task** asked candidates to describe what work they are doing in their summer job. The strongest candidates provided engaging, detailed information using complex structures. Some of these responses included descriptions of how the candidates found their summer job. In accounts which adopted this approach, responses in the past tense could be accepted, although it was expected that a present tense should be used to respond to this task. There were several brief responses, which stated what tasks the candidates do, or did, in their summer job; some candidates mentioned only the place where they worked. The responses of this nature were sufficient to meet the requirements of the task and to give access to both marks for 'Communication'. Control of verb formations accounted for the award of fewer than two marks for this task in some responses. Where the continuous present of a verb was used, attempts at formations of the participle were sometimes unsuccessful or *estoy/estaba* was omitted. Minor misspellings of verbs related to activities undertaken also limited the award of marks for 'Communication', e.g. *ayudar/servir/hacer*.

**The second task** asked candidates to describe their first day in the job. There was evidence of detailed descriptions of a number of activities undertaken during the first day and some candidates described how other employees had helped them. Examples of complex language were produced by the stronger candidates. Many candidates offered a simple sentence to meet the requirements of this task. They relied upon the language provided in the question with the addition of a high frequency adjective, for example, *bueno* or *malo*. Alternatively, they used a simple sentence to describe their feelings on the first day, or to give their opinions of other staff. There were errors which limited the award of marks in these short responses; inappropriate combinations of *ser* with an adverb e.g. *fue malsic./estaba bueno* were seen, and errors with the verb *sentirse*, usually the omission of the reflexive pronoun, appeared in some responses. When mentioning activities undertaken to address this task, some candidates were awarded only one mark as they produced an inappropriate form of their chosen verb. The most frequent examples were in the formation of *hacer* and *ir*; the regular verbs *comer* and *beber* were regularly conjugated as *-ar* verbs.

**The third task** asked candidates to state what they have learnt in this job. Some candidates created a link between this task and the second task to produce a natural progression in their response to the topic of a holiday job. In the strongest responses, where complex sentences were offered, candidates mentioned not only activities that they had learnt how to do and skills that they had learnt, but also developments to their personality, for example, that they learnt to be more confident and responsible. Shorter responses often included similar information. There was a contrast in the control of grammatical accuracy, including verb formations. Language produced in this task tended to be accurate throughout the candidate's response or contained errors which prevented the award of both marks for 'Communication'. There were frequent errors in the use of the verb *aprender*, either when the tense given in the question was attempted, or when a preterite form of the verb was offered. Inappropriate endings or the omission of the accent on the first person singular form were seen frequently.

**The fourth task** asked candidates to give their opinion about the worst aspect of the job. Responses in the present tense or a past tense were considered to be appropriate. The strongest responses tended to be introduced by an opinion marker (e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*). Strong candidates produced a short sentence which met the requirements of the task and went on to include detailed information and explanations which also added the positive aspects of the job. Errors in the subject of the verb, which could be copied from the question, also prevented the award of two marks for 'Communication'. Not all candidates offered a response to this task, perhaps because they were unfamiliar with the word *peor*.

**The final task** asked candidates to mention the advantages of having a job during the summer. Following the language provided in the question, this task was often answered with a short, simple explanation. Some candidates went on to add detailed explanations for their opinion, using complex structures. The most common reason for the award of fewer than two marks for this task was an error in the chosen verb, including the use of *es* where *son* was required and vice versa.



**Question 3(b) – Las zonas turísticas. Escribe un artículo sobre este tema.**

This option was chosen by fewer than 10% of the candidates.

**The first task** asked candidates to describe a weekend that they spent in a tourist area. Most candidates were successful in identifying the place which they visited, usually mentioning a town. There were some detailed accounts in which candidates mentioned activities that they had done during their visit; these accounts were usually presented in accurate language and included some complex structures. There were responses which offered full descriptions of what can be seen or done in the location mentioned. Other responses were brief and relied on basic verbs such as *hay* and *es*. Whilst a past tense was expected to meet the requirements of the question, descriptions of the place in the present tense were accepted, provided that there had been a clear reference to a visit in the past. Candidates who were awarded fewer than two marks for this task had usually made an error in their chosen verb. There was also some confusion in the appropriate use of *puede* and *se puede* and of *hay* and *tiene*.

**The second task** asked candidates to state what they had learnt about the area. In a similar way to the first task, responses were sometimes short but there were some extended accounts which offered information about the town or country. Examples of the information provided were details about the history and the cuisine of the place, or the nature of the people who live there. Some candidates found alternatives to the use of the verb *aprender* to meet the requirements of the question, for example, *ahora sé que ...*, and credit was also given to responses when a candidate was clearly addressing the question, rather than giving a description of the place visited. An absence of control of the verb *aprender* was seen frequently. Some candidates copied the form of the verb given in the question without alteration, whilst others produced inappropriate forms of the preterite tense; the accent on the first person singular of the preterite was omitted regularly. Errors in the formation of other verbs also resulted in the award of fewer than two marks for 'Communication'. Some candidates omitted a response to this task.

**The third task** asked candidates to say how often they visit tourist areas in an average year. There were some responses which provided the required information and added further details of several recent visits. These responses tended to include complex sentences and accurate language. Some candidates provided the information in a single, short sentence. A response in the present tense was expected for this question. However, it was usually possible to award both marks for 'Communication' when a candidate was clearly addressing the question and provided a past context, for example *el año pasado fui de vacaciones tres veces*. Lack of control of verb formations, including *visitar*, where the verb form provided in the question was reproduced without alteration, reduced the maximum mark available for 'Communication' to one mark. Not all candidates attempted a response to this task.

**The fourth task** asked candidates to give their opinion on why it would (or would not) be a good experience to live in a tourist area. Some candidates provided detailed information, and their responses tended to be introduced by a simple opinion marker e.g. *en mi opinión* or by a high frequency introduction e.g. *creo que*. The strongest responses offered several positive aspects of living in a tourist area and also included some disadvantages. Although the question is phrased using a verb in the conditional tense, responses in the present tense were also considered to meet the requirements of the question. Some responses were awarded only one of the two available marks when there were errors in the verb chosen by candidates; these errors were sometimes a tense which was not appropriate to the context of the candidate's ideas, or where there was an error in the spelling of the chosen verb. Candidates who stated that there were no advantages or disadvantages were rewarded. Some candidates omitted a response to this task.

**The fifth task** asked candidates to explain if tourism damages the environment. An explanation was required to give candidates access to the marks for 'Communication'. There were some topical ideas expressed, including over-development. Strong candidates produced accurate language which included complex structures and, in some cases, appropriate use of the subjunctive mood. Other candidates were successful in responding, for example, identifying litter left by tourists and seasonal over-crowding. Candidates who offered a simple statement without providing an explanation, and using only the language of the question, did not have access to the marks for 'Communication'.

**Question 3(c) – ‘Estaba en clase cuando la directora del colegio, con una cara feliz, entró acompañada por mis padres ...’ Continúa la historia.**

This option was chosen by approximately 20% of the total entry.

Some responses were of a high standard in terms of the grammatical structures produced, the range of vocabulary chosen, and the overall accuracy in each task. Examiners saw ideas that were interesting and imaginative in their content. In contrast, some narratives were over-ambitious which led to ambiguous statements. There were some excellent responses which could not be awarded all the available marks for 'Communication' when accents were missing from verbs. In some scripts there were no accents included on any verb in the preterite, imperfect or conditional/future tenses; in these responses, access to marks for 'Accurate use of verbs' was limited despite evidence of control of grammatical accuracy elsewhere.

**The first task** asked candidates to say what they are doing in the class/classroom. Responses to this task tended to be brief, offering a short, simple sentence, which succeeded in meeting the requirements of the task. The strongest responses included an explanation, which mentioned why an activity had been given or how much they enjoyed the activity. Some candidates mentioned where they were when the headteacher came in, without stating what they were doing; these responses were not considered to have addressed the task adequately. Where the continuous form of a verb in a past context was used, attempts at formations of the participle were sometimes unsuccessful, or *estaba/estábamos* was omitted; these were the usual reasons for the award of fewer than two marks for 'Communication' in this task.

**The second task** included two elements. The first element asked candidates to explain how they felt on seeing their parents and the second element asked them to provide an explanation/a reason for this feeling. Responses to the each of the elements were assessed as separate but linked, each of which could earn two marks for 'Communication'. Many candidates were successful in their response to this task, providing a detailed, coherent narrative which expressed their feeling and gave a clear explanation. These responses often included complex sentences with subordinate clauses. In a small number of responses, it was not clear that the candidates' feelings were linked to the moment that they saw their parents in the classroom. There was considerable variety in candidates' responses to the second element of the task. There were some more adventurous responses, in a logical sequence, in which complex grammatical structures were produced, whilst other responses were brief, sometimes a single sentence. A small number of candidates lacked knowledge of the vocabulary and control of verb formations to express their ideas effectively.

**The third task** required candidates to state what the headteacher announced. Some responses included clear statements of what was said by the headteacher. There were examples of some detailed announcements, using both direct quotation and reported speech. Some candidates also mentioned where the announcement took place – either in front of the class, or outside the classroom. A small number of candidates did not include any information about the headteacher's announcement.

**The final task** sought a description of what the candidates did next. Responses tended to be brief and usually mentioning what the candidate did to celebrate with her/his parents, whom she/he told about the announcement, or what happened as a result of the news. Most candidates attempted to respond by producing complex sentences, with subordinate clauses. Some responses were not effective in communicating the candidates' intended ideas. Whilst there were sometimes errors in parts of the response which provided additional information, accurate language was usually seen where the candidate addressed the main focus of the task and said what she/he did, thus meeting the requirements of the task and giving access to both marks for 'Communication'.

# SPANISH

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<p><b>Paper 0530/42</b> <b>Writing</b></p>
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## Key messages

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. In **Questions 3** candidates aiming for the highest grades showed control of sentence structure and verb tenses; complex linguistic structures were in evidence, including idiomatic expressions.

- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates may benefit by attempting the communication tasks (bullet points) 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 in **Question 3**.
- 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. Clear and legible writing enables Examiners to give appropriate credit for the language produced.
- 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.
- Candidates should 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. However, candidates who cross out work to meet the word count often delete credit-worthy language.
- 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 beyond 140 words in response to **Question 3** often include errors which detract from the overall quality of language produced.

## General comments

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

**Question 1** allows candidates to make a confident start as a basis for further success in this question paper. 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. There is no requirement to include a definite/indefinite article.

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures.

In **Question 2**, up to 10 marks for Communication are awarded across the question. Each relevant piece of information has the potential to earn credit, provided an acceptable verb is included. 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 (bullet points), including questions that include two tasks. Candidates are required to write responses in full sentences.

**Question 3** offers a choice of three options: 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'.

Candidates are advised 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 with the production of a wholly accurate verb and, where included, a wholly accurate subject of the verb.

### **Verbs:**

Ticks are awarded to correct verbs up to a total of 18 verbs. Candidates should remember that only a different form of a verb earns a tick.

### **Other Linguistic Features:**

The published table of grade descriptors highlights the range of language structures expected. Further guidance is included on pages 4 and 5 of this report.

## **Comments on specific questions**

### **Question 1**

Candidates were required to give the Spanish for eight items that they may see in their bedroom. The majority of candidates achieved the full five marks available. Some candidates seemed unfamiliar with appropriate vocabulary to achieve full marks for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *ordinador*, *rebista*). However, spelling errors which produced a word with a different meaning (e.g. *puerto* for *puerta/ventaja* for *ventana*) could not be rewarded. When *hora* was produced to mean *reloj*, marks were not awarded. The use of the *ph* spelling in an attempt to produce the word *foto* did not earn credit. The example *lámpara* did not earn credit and *dormitorio* was not appropriate. Words that were unrecognisable as Spanish could not be credited.

A single word was sufficient to gain a mark for each of five acceptable responses. Some candidates wrote a full sentence to describe the images; where these sentences included appropriate vocabulary, credit was given.

### **Question 2**

#### **Communication**

Candidates were able to use familiar language and structures, often gaining full marks. 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. Most responses relied upon high-frequency vocabulary. More detailed information, sometimes expressed in more complex language, was seen occasionally. Some candidates wrote at length for one of the tasks, to the detriment of the remaining tasks.

**The first task** asked candidates to describe their school.

Many candidates provided a response with several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this question. Information included the school's location, its appearance and its buildings and facilities. Many responses were presented in a series of short sentences relying on use of the verb *estar*, *ser* and *tener*. Sports facilities were included regularly in the candidates' descriptions. There were examples of responses which gave only the name of the school without mentioning any information to describe the school. These responses did not address the task adequately.

**The second task** sought a statement about why the candidate likes or dislikes her/his school.

Almost all candidates responded adequately, and the majority of candidates identified an aspect of school that they liked, with a few candidates who expressed dislikes. The more successful responses included aspects that the candidates both liked and disliked, and some included detailed information which was supported by explanations for their preferences. There were some excellent examples of candidates linking their response to this task to that of the first task, particularly when sports facilities were mentioned, or using their response to lead into the following task when identifying teachers, quality of teaching and subjects.

**The third task** required two separate responses, asking candidates to identify their favourite school subject and to explain the reason for this preference.

There were responses which offered several reasons that a subject is their favourite; some candidates mentioned more than one subject, and subjects that they do not like. Brief responses were seen, expressed in a single short sentence. Some responses gave no reason given for the preference, preventing the award of 10 marks for 'Communication'. Where both a preference and an explanation were omitted, candidates could achieve a maximum of 8 marks for 'Communication' in **Question 2**.

**The fourth task** required candidates say what they intended to do after school that afternoon.

A clear reference to future action was needed to meet the requirements of this task. Responses using verbs in the simple future tense (i.e. *voy a...*) fulfilled this requirement. There were some detailed responses which explained what a candidate intended to do, with whom and why. Other responses were brief, referring to a single activity in a short sentence.

It appears that candidates did not understand, or did not notice, the phrase *esta tarde*. A large number of candidates wrote about future plans for university or career; alternatively, they stated what they usually do after school. These responses were not considered to address the task adequately and did not earn any credit for the task.

### **Language**

In the strongest responses, candidates produced accurate verbs throughout. Other candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations; even minor errors in spellings, which create a word that does not exist in the verb's paradigm, prevent the award of marks for a task. The absence of accents on verbs was widespread.

Whilst all five tasks could be answered using the present tense, other tenses were used appropriately by some candidates.

In response to the first task, weaker candidates used the verb *ser* where *estar* was required and vice versa. Similarly, some candidates produced *tener* in place of *hay* and vice versa, and examiners saw inappropriate spellings of the verb *tener*. In addition, there was widespread incorrect agreement of nouns and adjectives, for example, *mi colegio es bonita sic*.

In the second and third tasks, control of the formation of *gustar* and *encantar* was also variable; there were frequent errors with the appropriate pronoun – *mi* or *mí* was seen where *me* was appropriate – and the plural ending was often seen in place of the singular and vice versa. It was common to see that *gustar* was followed by a conjugated verb rather than an infinitive.

In the fourth task, some candidates were successful in producing a verb in the future tense. Some candidates followed *voy a ...* with a conjugated verb. Inaccurate attempts at spelling of verbs related to activities sometimes prevented the award of marks in the fourth task, e.g. *jugar/ver/hacer*.



### Question 3

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

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

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

**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, in the preterite, imperfect, future and conditional tenses
- include the personal *a* with verbs that require it
- form regular and common irregular verbs in the preterite, particularly the first person singular, for example, *compré/comí/bebí/vi/elegí/hice/tuve/dije/practiqué/jugué*
- use appropriate words in verb constructions when required, e.g. *tengo que ../ayudo a.../tratar de ..*
- avoid using *tiene* where *hay* is required and vice versa and *es/son* where *hay* is required and vice versa

### Other linguistic features

The strongest performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive.

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

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

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. Frequent inaccuracies may limit or reduce the overall mark awarded for 'Other Linguistic Features'.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for 'Other Linguistic Features.'

### Question 3 (a)

**The first task** required candidates to say when they had moved house. Most responses included an appropriate time phrase to meet the requirements of this task, with a verb in the past tense. Responses tended to be brief, with explanations given in a single sentence but there were more detailed responses which provided information about the new house or flat. Some candidates also supplied information which met the requirements of the fifth task. Where advantages of the new home were not addressed later, credit could be given for both the first and fifth tasks.

In some cases, only one mark could be awarded for 'Communication' when a candidate made an error in the time phrase, creating ambiguity, for example *la semana próxima, me mudé de casa*.

Lack of control of the verb *mudarse* limited the award of marks in many responses. The most frequent errors were the absence of the required accent on *me mudé*, the omission of the reflexive pronoun, or the omission of the preposition *de*. Inappropriate verb endings were also seen; some candidates copied the verb provided in the question without any alteration.

**The second task** sought a description of the area where the candidate now lives. Most candidates succeeded in providing appropriate information. There were general descriptions of the area, using *ser* followed by an adjective, and statements about the buildings and facilities. The strongest responses offered more detail in which the candidates' ideas were expressed in complex sentences, with subordinate clauses. Some candidates offered short responses, mentioning a single feature of the area; these responses addressed the task adequately.

Candidates were given credit provided that their response referred clearly to the area to which they had moved; use of the word *urbanización* was not essential for the award of marks.

In many responses control of verbs formations prevented the award of both marks for 'Communication' for this task. In a similar way to responses in **Question 2**, the verb *ser* was used where *estar* was required and vice versa, or candidates produced *tener* in place of *hay* and vice versa.

**The third task** required candidates to describe their previous house.

Many candidates omitted a response to this task, perhaps as an oversight or because they did not recognise or understand the word *anterior*.

It was evident from the content of responses offered by some candidates that they understood the meaning of the word to be *interior* and these candidates provided a description of inside of their new house. Responses of this nature did not meet the requirements of the task.

Where candidates included a response to this task, most information was given in a short sentence, for example *mi casa anterior era pequeña*. A small number of candidates gave more detailed information about their former house, including descriptions, lists of rooms and activities that they could do there.

Responses tended to be provided in simple language using high-frequency verbs and vocabulary.

**The fourth task** asked candidates to give the reason why the family had to move house.

There were several successful responses using the structure *tener que...*, as it appeared in the question. The strongest candidates provided a detailed explanation, which usually mentioned a change of job for one of the candidate's parents or unsatisfactory aspects of the previous house, the neighbourhood, or the neighbours. In detailed accounts, candidates often offered accurate language including complex sentences. The most frequent reason for the award of only one mark for 'Communication' was an error in the verb chosen by the candidates to express their ideas, and in some case a present tense was used where a past tense was needed in the context of the candidates' responses.

**The final task** asked candidates to mention the advantages of their new house.

Some candidates introduced their response with an opinion marker (e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*) followed by a description of the new house. Not all candidates used the word *ventaja/ventajas*. Provided that a positive aspect of the house was clearly expressed, these responses gave candidates access to both marks for 'Communication'. Most responses used simple structures and some were short. A frequent error involved an inappropriate form of *ser*, when candidates used *son* when *es* was required and vice versa. Similarly, when expressing advantages of the new house, there were errors in the use of *gustar* and *encantar* as mentioned above with reference to **Question 2**.

**Question 3 (b)** This option was chosen by almost half of the candidates.

**The first task** asked candidates to describe the last time that they visited a big city. Most candidates were successful in identifying the place which they visited, usually mentioning a town. When candidates named a country, marks were awarded if an appropriate description was offered. There were some detailed accounts which included descriptions of what can be seen and what can be done in the location, and candidates also mentioned activities that they had done during their visit. These accounts were usually presented in accurate language and with some complex structures. Other responses were brief and relied on basic verbs such as *hay*, *es* and *tiene*.

Whilst a past tense was expected to meet the requirements of the question, descriptions of the place in the present tense were accepted, provided that there had been a clear reference to a visit in the past.

Candidates who were awarded fewer than two marks for this task usually made an error in their chosen verb; inappropriate forms of the preterite tense were often seen when candidates described their activities. There was some confusion in the use of *puede/se puede* and *ser/estar* and in the spelling of an appropriate part of *tener*.

Candidates who made no reference to a past visit, providing only a general description in the present tense, or only mentioned the name of a town, were not considered to have responded to the task.

**The second task** required a statement about the transport used by candidates to get around the city.

In a similar way to the first task, responses were sometimes short but there were some extended narratives which offered advantages and disadvantages of transport that had been used and which included opinions. In more detailed responses, accurate language with complex sentences was seen.

Several candidates used the present tense to describe in general terms the public transport that is available in a town. Some of these responses succeeded in addressing the task partially and were awarded one mark.

There were some responses which appeared to show misunderstanding of the question, perhaps misinterpreting the phrase *viajar por la ciudad*; these responses described the journey to the city by plane, omitting any reference to travel around the city. These responses could not be rewarded.

Errors in the formation of verbs in the preterite tense, including the omission of an accent on *usé* and *vijé* resulted in the award of fewer than two marks for 'Communication'. The verb *usaste*, provided in the question, was frequently copied without alteration, and verb forms in the present tense were also seen.

**The third task** asked candidates to say where they spend the majority of their time.

Some candidates omitted a response to this task.

Most of the candidates who offered a response provided a short sentence, relying on the language provided in the question, with the appropriate alteration to the verb *pasar*. These responses were sufficient to achieve both marks for 'Communication'. Some candidates produced detailed responses, explaining why they spend most of their time in their town or their village, and they also provided opinions, together with advantages and disadvantages. When candidates also supplied



information which met the requirements of the fifth task, credit could be given for both the third and fifth tasks. Some of these responses used complex sentences with accurate language; errors in the additional information did not prevent the award of both available marks, provided that the main focus of the task was expressed accurately.

There were frequent errors in the verbs used by candidates, limiting the award for this task to one mark for 'Communication'; these included the use of a past tense form of *pasar*, or the verb *pasas* was copied without alteration from the question.

The fourth task asked candidates to explain why (or why not) young people should get to know the capital city of their country. It was the explanation which gave candidates access to the marks for 'Communication'.

Strong candidates gave reasons and their responses tended to be introduced by an opinion marker (e.g. *creo que*, etc.) and included complex structures to express ideas. Some responses explained why it is not valuable. A small number of responses stated that it is not important without any explanation; these responses were not considered to address the question adequately. Where only one of the two available marks was awarded, there were errors in the verb chosen by the candidate. Some responses did not succeed in communicating the candidates' ideas either because they did not know the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication.

Some candidates omitted a response to this task.

**The final task** sought the candidates' opinion on the good or bad aspects of living in a big city.

There were some detailed opinions expressed using complex sentences, and some responses in short sentences. The most frequent reasons for the award of fewer than two marks for 'Communication' were errors in verbs, including inappropriate forms of *gustar* and *encantar*.

**Question 3 (c)** This option was chosen by a very small number of candidates – approximately 8 per cent of the total entry.

Responses included ideas that were interesting and imaginative in their content. In contrast, some narratives were over-ambitious which led to ambiguous statements; some responses contained many errors which delayed or prevented communication of the intended message.

**The first task** asked candidates to describe the meeting with the sportsperson.

Most candidates who communicated effectively made use of the prompts given in the question and stated where or when they saw the sportsperson. A small number of candidates gave a more detailed account which provided information in a logical sequence, using complex sentences with subordinate clauses.

Some candidates explained why the sportsperson was well-known, including information about their sporting success; in some cases this was the only information provided and it could not meet the requirements of the task without some details to describe the meeting.

Candidates tended to use simple language to respond to the task. Errors in any additional information did not prevent the award of two for 'Communication'

**The second task** required candidates to describe what the sportsperson was doing.

Some candidates succeeded in explaining what the sportsperson was doing using simple structures, for example saying that the sportsperson was with friends. Other candidates were accurate in their use of a continuous imperfect form of a verb, for example *estaba haciendo la compra*, or *estaba hablando con amigos*, whilst others made errors with their chosen verb which created a word that does not exist and which, therefore, prevented the award of a mark for 'Communication'. Some candidates also responded using a present tense, limiting the award to one mark. Where candidates added more detail about what the sportsperson was doing, errors in the additional information did not limit the award of marks provided that the main focus of the task had been addressed successfully.

There were several responses which included no attempt at this task.

**The third task** asked candidates to state their feelings on speaking with the sportsperson.

There was considerable variety in candidates' responses to this task. The strongest candidates made it clear that they were describing their feelings on talking with the sportsperson and produced a sentence using the verb which appeared in the question and added an appropriate adjective. Other candidates used the verbs *ser* or *estar* to explain their feelings.

Incorrect forms of the verb *sentirse* were seen frequently; candidates should be careful to make sure they alter the verb that appears in the question where necessary. Some examples of problems with *sentirse* were where the infinitive form was given, the reflexive pronoun was omitted, and the accent was missing when candidates used *me sentí*.

Some candidates mentioned their feelings but did not relate this to the point at which they spoke or were speaking to the sportsperson. In these circumstances, it was not always possible to award both marks for this task.

**The fourth task** required candidates to state why their opinion of the sportsperson has changed.

Overall it was this task which presented the greatest difficulty to some candidates. Stronger responses provided a logical explanation of their original expectations and of their opinion after meeting the sportsperson, or simply that their original opinion was incorrect; their responses often include accurate, complex sentences although the requirements of the task were sometimes met with the use of a short, sentence in simple language.

**The fifth task** asked candidates to mention when they will see the sportsperson again.

The most successful responses were achieved by candidates who added a time phrase to the appropriate change to the verb given in the question, producing the correct future form of *volver* in the first person singular. The most common reason for the award of fewer than two marks for 'Communication' was an error in this verb, usually when *volverás* was copied without alteration. Some attempts at a response to this task did not succeed in communicating the candidate's idea.

# SPANISH

Paper 0530/43  
Writing

## Key Messages

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. In **Questions 3**, candidates aiming for the highest grades showed control of sentence structure and verb tenses; complex linguistic structures were in evidence, including idiomatic expressions.

- Candidates should read the initial rubric of each question **and** each communication task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.
- In order to ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates may benefit by attempting the communication tasks (bullet points) 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 in **Question 3**.
- 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. Clear and legible writing enables Examiners to give appropriate credit for the language produced.
- 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.
- Candidates should 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 beyond 140 words in response to **Question 3** often include errors which detract from the overall quality of language produced.

## General Comments

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

**Question 1** allows candidates to make a confident start as a basis for further success in this question paper. 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. There is no requirement to include a definite/indefinite article. Candidates should be reminded that they should write one item per line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures.

In **Question 2**, up to 10 marks for Communication are awarded across the question. Each relevant piece of information has the potential to earn credit, provided an acceptable verb is included. 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 (bullet points), including questions that include two tasks. Candidates are required to write responses in full sentences.

**Question 3** offers a choice of three options: 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'.

Candidates are advised 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 with the production of a wholly accurate verb and, where included, a wholly accurate subject of the verb.

### **Verbs:**

Ticks are awarded to correct verbs up to a total of 18 verbs. Candidates should remember that only a different form of a verb earns a tick.

### **Other Linguistic Features:**

The published table of grade descriptors highlights the range of language structures expected. Further guidance is included on pages 4 and 5 of this report.

## **Comments on specific questions**

### **Question 1**

Candidates were required to give the Spanish for eight items of food that they like to eat in a restaurant. 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. *piza* for *pizza*/*elado* for *helado*).

However, spelling errors which produced a word with a different meaning (e.g. *frescas* for *fresas*/*pastaje* for *pasta*) could not be rewarded.

The use of the *ph* spelling in an attempt to produce a word for *fruta* did not earn credit.

A single word was sufficient to gain a mark for each of the five acceptable responses and articles were not required.

### **Question 2**

#### **Communication**

Candidates were able to use familiar language and structures and many gained full marks. 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 several responses which included a variety of less-common vocabulary, and detailed information expressed in more complex language.

**The first task** asked candidates to describe the town/village in which they live.

Some candidates provided a lengthy response with several relevant, credit-worthy clauses and/or sentences, often mentioning a variety of details, including descriptions and facilities. These responses sometimes included a justification for an opinion about the town/village. Many responses were given in a short, simple sentence relying on use of the verb *ser* followed by an appropriate adjective. A small number of candidates offered only the name of their town/village; these responses did not meet the requirements of the task as no description was included. Occasionally a candidate omitted a response to this task.

**The second task** required candidates to state what form of transport they use to get to school.

Most candidates responded adequately, with a clear statement which provided appropriate information. Several candidates offered extended details, mentioning with whom they travelled, and different ways of getting to school and of returning home, depending on the weather. Some responses were supported by explanations for their preferences, together with details of activities during the journey. There were some excellent examples of candidates using their response to this task to lead into the third task.

**The third task** asked candidates to explain how they travel when they go on holiday.

There were some extended responses in which candidates explained which means of transport they use when travelling abroad and also when staying in their own country, often with the addition of reasons for preferences and information on activities during the journey. When a candidate stated that she/he does not go on holiday, credit was given for the response. A small number of candidates omitted a response to the task, reducing the maximum mark for **Question 2** to nine marks.

**The fourth task** sought two responses, whether candidates would like to own a car, and a reason why.

Most candidates introduced their response adequately using the form of *gustar* provided in the question and made the appropriate change to the preceding pronoun. The explanations provided were sometimes detailed, often referring to places to which the candidate will be able to travel independently and with friends, and to the benefits for parents. Some candidates omitted a response to one or both parts of the task, limiting their access to marks for 'Communication'.

### Language

Stronger candidates produced accurate verbs throughout their response and expressed their ideas using complex sentences with subordinate clauses. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations, including the absence of accents on verbs in many responses. Minor errors in spellings, which create a word that does not exist in the verb's paradigm, prevent the award of marks for a task.

Whilst all five tasks could be answered using the present tense, other tenses were used appropriately by some candidates. The inappropriate use of several tenses within a response to a single task was seen in some responses.

In response to the first task, it was frequent to see inappropriate agreement of the adjective and its noun, although this did not prevent the award of marks. In addition, inappropriate tenses of *ser* were seen. In the second task, the verb *usas* was often copied from the question without alteration and some attempts at this verb resulted in a word that does not exist. Similarly, in the third task, the verb *vijas* was reproduced without alteration. Control of the formation of *gustar* and *encantar* was also variable in responses to the fourth task. There were frequent errors with the appropriate pronoun – *mi/mí* and *ti/te* were seen where *me* was appropriate – and the plural ending was often seen in place of the singular, and vice versa. It was common to see that *gustar* was followed by a conjugated verb rather than an infinitive.

### Question 3

Engaging responses were seen in responses to each of the three options. The best responses were well structured and showed signs of thoughtful planning. Some candidates gained fewer marks because they omitted to cover one or more of the bullet points. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

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

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

**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, in the preterite, imperfect, future and conditional tenses
- include the personal *a* with verbs that require it
- form regular and common irregular verbs in the preterite, particularly the first person singular, for example, *compré/comí/bebí/vi/elegí/hice/tuve/dije/practiqué/jugué*
- use appropriate words in verb constructions when required, e.g *tengo que.../ayudo a.../tratar de...*
- avoid using *tiene* where *hay* is required and vice versa and *es/son* where *hay* is required and vice versa

### **Other linguistic features**

The strongest performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive.

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

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

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. Frequent inaccuracies may limit or reduce the overall mark awarded for 'Other Linguistic Features'.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for 'Other Linguistic Features.'

**Question 3 (a)** This option was chosen by approximately half the total entry.

**The first task** asked candidates to state whom they visited and when.

Many candidates produced accurate language in a short sentence to meet the requirements of the task, in which they used the verb *visitar* and an appropriate time phrase. The strongest responses included additional information about a family member and where she/he lived, and gave details of the journey, using language with some evidence of complex structures. Some responses also included explanations of the reasons for the visit.

Inappropriate forms of the verb limited the award of marks for this task, for example versions in the present or future tense, and 2nd and 3rd person forms of the preterite tense.

Some candidates omitted to mention when they visited the family member and so could not be rewarded as the response did not meet the requirements of the task.

**The second task** required candidates to describe what they did during the visit.

Stronger candidates often included examples of complex language in their response to this task. Some candidates offered a short response, mentioning a single activity; these responses addressed the task adequately.

Candidates using the verb *hiciste* from the question did not receive two marks for Communication if they did not make the necessary alteration to give the verb in the first person. Some candidates produced an inappropriate form or spelling of the verb chosen to describe an activity; the most frequent examples were in the formation of *ir* and *jugar*. Accents were omitted, or included inappropriately, in the preterite tense and in the imperfect tense of some regular verbs. These instances also prevented the candidate from getting the full two marks.

**The third task** sought the candidates' opinion of the visit. Almost all candidates who offered a response to this task expressed a positive opinion. There were interesting opinions from the strongest candidates, in which engaging content was expressed using complex structures in grammatically accurate language. These responses tended to be introduced by an opinion marker



(e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*) and included explanations and justifications for the opinion.

Most candidates responded with a simple sentence using the verb *pasarlo bien*. When the language produced was accurate, these short responses met the requirement of the task and were rewarded with both of the available marks. Where only one mark was awarded for 'Communication', the reason was almost always an error in the verb. Many candidates produced a literal translation of the English idiom (using *tener un buen tiempo*) which could not earn credit. It was quite frequent to see that candidates omitted a response to this task.

**The fourth task** required candidates to say which relative is their favourite.

Many responses tended to be brief, with only the necessary changes to the language provided in the question. Responses of this nature gave candidates access to both marks for 'Communication'. There were some more detailed answers, mentioning not only who is their favourite relative but also giving a reason. Responses which offered additional information about the relative and about activities undertaken with this relative were seen. In the more detailed responses, there were examples of complex sentences with subordinate clauses. Some candidates omitted a response to this task.

**The final task** asked candidates to state why it is important to spend time with family members. In order to be awarded marks candidates were required to provide an explanation, even where they stated that it is not important to spend time with family.

Many candidates included detailed and well-reasoned justifications for their opinion, using complex structures. The most common reason for the award of fewer than two marks for this task was an error in the verb chosen by the candidate to provide her/his explanation. A small number of candidates omitted a response to this task.

**Question 3 (b)** This option was chosen by approximately one in three of the candidates.

The theme of this option was misunderstood by some candidates who wrote about sports in general, without including any responses related to the five tasks.

**The first task** asked candidates to state when the 'Day of Sport' took place.

Most responses to this question tended to be brief. Some candidates offered a short, accurate sentence in response to this task, using the language provided in the question and adding an appropriate time phrase. Other candidates attempted to provide a longer response, giving details of the reasons for the 'Day of Sport'. Despite errors in these more extensive responses, both marks could be awarded when the requirements of the main focus of the task had been met. Tenses other than the preterite were sometimes appropriate, depending on the context of the candidate's response.

The most frequent reason for the award of fewer than two marks for 'Communication' was the production of an incorrect form of the verb *celebrarse/celebrar*. When the 3rd person form was attempted, the reflexive pronoun was often omitted and when a candidate attempted a response in the 1st person singular, a reflexive pronoun was included.

Candidates who added no time reference in their response did not meet the requirements of the task.

**The second task** required candidates to state in which sports they participated.

In a similar way to the first task, responses were sometimes short but there were some extended narratives which offered a full account; these responses often included complex sentences with a variety of structures.

Some candidates provided references not only to several sports and physical activities in which they had engaged but also gave detailed additional information in which they stated with whom they had participated, and included their opinions about the activities.

**The third task** sought a description of how frequently candidates take part in sport during the week. Stronger candidates produced a detailed response, mentioning how often they participate in several sporting activities, both during the week and at the weekend. Some of these accounts offered opinions, mentioned health benefits, and explained with whom they take part.

Weaker candidates tended to offer a brief response to this task, with a short sentence which met the requirements of the task.

In a similar way to the first task, tenses other than the present were sometimes appropriate, depending on the context of the candidate's response. Errors with high-frequency verbs prevented the award of both marks in many responses, particularly where inappropriate spellings of *practicar*, *jugar* or *hacer* were produced and an infinitive was sometimes used where a conjugated verb was required. Some candidates omitted a response to this task.

**The fourth task** asked for the candidates' opinion on the best sport. Stronger candidates tended to introduce their response with an opinion marker (e.g. *creo que/pienso que/en mi opinión*) and these candidates provided more detailed justifications for their choice. Some responses were awarded only one of the two available marks when there were errors in the subject of the sentence, usually the omission of the definite article, or a misspelling of the sport.

Many candidates produced *son* where *es* was required, for example when the subject of the verb was *el rugby*, or *es* where *son* was required, when the subject of the verb was *los deportes acuáticos*.

**The fifth task** required candidates to explain why young people should take part more in sport. It was the explanation which gave candidates access to the marks for 'Communication'. Stronger candidates provided coherent explanations of the benefits of participating in sport and the disadvantages of being inactive, often mentioning the time that young people spend on computers and mobile phones. Overall, responses varied from detailed information expressed using complex structures, to a brief, simple explanation. Errors with verb formations limited the award of marks in many responses, and structures often included an infinitive where a conjugated verb was needed. Some candidates omitted a response to this task.

**Question 3 (c)** This option was chosen by approximately 15% of the candidates.

The majority of candidates who chose it produced relatively high standards in terms of their chosen grammatical structures, the range of vocabulary used, and in the overall accuracy in each task. Examiners saw some ideas that were interesting and imaginative in their content. Some narratives were over-ambitious which led to ambiguous statements. There were some responses which could not be awarded all the available marks for 'Communication' or for 'Accurate use of verbs' as accents were missing from verbs.

**The first task** asked candidates to say what they were doing in the mountains. Some candidates were successful in including complex sentences and a variety of appropriate structures and their responses included detailed accounts and explanations. There were some responses which were relatively brief but succeeded in meeting the requirements of the task. Where a candidate referred only to where she/he was at the time, without any reference to what she/he was doing or why she/he was there, the response did not address the task adequately and credit was not given.

Lack of accuracy with the formation of verbs in the continuous present tense (e.g. *estaba buscando*) was sometimes the reason for the award of fewer than two mark for 'Communication' in this task.

**The second task** sought a description of what the animal did when it saw the candidate. Some candidates were successful in their response to this task, providing a coherent series of events which explained what the animal did. There were examples of very brief responses, sometimes a single sentence which met the requirements of the task by mentioning a single action by the animal.

There were several adventurous responses to this task, attempting complex grammatical structures, with varying levels of success. Some candidates attempted a response but did not succeed in producing a meaningful statement of the animal's actions at this point in the narrative, as they appeared to lack knowledge of the vocabulary and control of verb formations to express their ideas effectively. In some responses, the animal's actions were not linked to the point at which it saw the candidate.



**The third task** included two elements. The first element asked candidates to say how they felt at the time (i.e. on seeing the animal). The second element required candidates to give a reason for their feelings. These elements were assessed separately but needed to be linked, and each of them could earn two marks for 'Communication'.

Some candidates provided a short expression of their feelings usually through use of the verb *sentirse*; others added an account which included several additional details. In both cases, a frequent reason for the award of fewer than two marks for 'Communication' was a lack of accuracy in the use of *sentir/sentirse*, as the reflexive pronoun was omitted when required, or there was no accent on the first person singular of the preterite formation; in addition, *te sentiste* was sometimes copied from the question without alteration.

There was considerable variety in candidates' responses to the second element. Some candidates presented the reason for their feelings in a narrative produced in a logical sequence, expressing their ideas successfully and accurately with the use of a variety of grammatical structures. Other candidates offered a brief response which was linked directly to their feelings. Overall it was this task which presented the greatest difficulty to candidates, either because they did not know the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication.

**The final task** asked candidates to describe what they did afterwards.

Most candidates offered a response that met the requirements of the task and provided an appropriate conclusion to the narrative. There were examples of simple, accurate language in a short sentence. The strongest candidates produced a more detailed account, using a range of structures and complex language. Errors in additional information did not prevent the award of both marks for 'Communication' when the main focus of the task had been addressed in accurate language.