SPANISH

Key messages

Please note that the format of the listening paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

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 interrogative
(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 also need to be aware that the difference between *n* and *ñ* is more than just an accent. The letter *ñ* is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, candidates who omitted the tilde on the *ñ* in *otoño* in **Question 24** could not be awarded the mark.

Candidates should check whether their answer needs a verb. If candidates <u>do</u> 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. Candidates should aim to attempt every question. Candidates should also be reminded that if a question requires just one answer, but they give two answers, then they will not gain any marks for that 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. Many candidates answered most of the questions in this exercise correctly. In **Question 2**, many candidates chose *B* (*pie*) instead of *C* (*pierna*). Even some of the best candidates made this mistake. In **Question 5**, a number of candidates chose *D* (*pájaro*) instead of *C* (*conejo*). In **Question 7**, the phrase *pantalón corto blanco* was not always understood. A few candidates chose *B* rather than *A*, presumably because they understood *blanco* but were unsure of the meaning of *pantalón*.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: The majority of candidates understood *familias con niños* and scored the mark here.

Question 10: Most candidates identified *septiembre* in the recording, but the spelling was not always accurate enough for them to gain the mark. The spellings *septiembre* and *setiembre* were both accepted, but the common misspelling *setembre* was refused.

Question 11: Most candidates knew *puerto*.

Question 12: Most candidates recognised *a pie*.

Question 13: Almost all candidates knew *catedral* and answered this question correctly, although some chose *B* (*torre*).

Question 14: The majority of candidates knew *fruta fresca* and therefore selected *B*.

Question 15: Many candidates knew *fuente* and therefore chose *A*, but some chose *B* or *C*.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all the correct answers. A number of candidates crossed fewer than six boxes (four being the most common number of boxes ticked in such cases).

Most candidates understood *Teresa* when she said *los sábados mi padre se sienta a leer allí* and therefore chose **(b)**. However, a number of candidates missed *me encantaba el jardín de pequeña pero no tanto ahora* and selected **(c)**. The ones who chose **(a)** had not understood the phrase *yo soy la mayor.*

The questions relating to *Mario* were generally answered well. Most candidates understood the phrases *no tengo hermanos* and *yo prefiero seguir jugando al fútbol*, and therefore chose statements **(d)** and **(f)** respectively.

Where marks were not gained, this was most usually on the listening text relating to *Ana*. Stronger candidates selected statement **(h)** because they understood *los viernes, después de cenar, él se queda mirando televisión hasta tarde*. A number of candidates chose **(i)** because when they heard *vamos todos juntos a almorzar a la casa de mis abuelos*, they did not realise that Ana was referring to *los sábados.*

When listening to *Rafael*, stronger candidates noticed the phrases *tengo una hermana* and *ella tiene diez años menos que yo*, and therefore chose statement **(j)**. They also understood *el año que viene va a poder patinar conmigo* and selected **(l)**. Other candidates instead chose statement **(k)** because they did not understand *la llevo a casa de sus amigas para que no esté sola en casa.*

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: Most candidates identified the right answer (*médico*).

Question 18: Most candidates found the correct answer (*naturaleza*). Some wrote *natura*, so could not be credited.

Question 19: A number of candidates struggled with the spelling of the word *organizar*. Many wrote *organicar*, which was not accepted. Some wrote *llevar* or *iba a*, neither of which was accepted.

Question 20: The majority of candidates answered this correctly.

Question 21: Many candidates identified *cercano*. The answer *cerca* was also accepted.

Segunda Parte

A few candidates gave long answers copying the stem of the question. This is not necessary and can result in marks being lost if they include something that invalidates the answer.

Question 22: Good candidates found the answer *hizo un tiempo maravilloso*. However, many struggled to spell *hizo*. Some candidates wrote *tempo* rather than *tiempo*, so could not be rewarded because the word *tempo* means something else in Spanish.

Question 23: Most candidates could answer *hojas diferentes*. The answer *hojas distintas* was also accepted. A common mistakes was *descubrieron que las hojas eran de distintos colores*. Very few candidates knew that *hojas* starts with *h*.

Question 24: Stronger candidates understood *estación del año* and were able to identify *otoño*. However, the spelling of *otoño* was challenging for many.

Question 25: The majority of candidates identified the phrase *bajo las piedras*. The answer *debajo las piedras* was also accepted. Some candidates did not know the word *piedras*. The most common wrong answers were *bajo sierras*, *bajo tierras* or *bajo las pietras*.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Many candidates identified *B* as the correct answer because they understood *estoy aquí en España*. Option *A* was the most common wrong answer because they heard *hace cinco años me fui de Ecuador* in the following paragraph.

Question 27: Most candidates correctly focused on *lo que me decidió fue lo que me contó un amigo* and therefore chose *A*. A number of candidates opted for *C* because *Internet* was mentioned, but it was not the correct answer.

Question 28: Stronger candidates chose the correct answer (*C*) because they identified *preferí comprar alguna ropa nueva*. Quite a few selected *B* because they heard *tenía dinero ahorrado, y una mochila de buena calidad*.

Question 29: A good number of candidates chose the correct answer (*B*) because they understood *piscina*. Weaker candidates chose *A* (because they heard *mercado*) or *D* (because they heard *restaurante*).

Question 30: Examiners saw a range of answers here because the three languages *inglés*, *árabe*, *francés* were all mentioned in the listening text. Stronger candidates chose *D* because they understood *soy una persona muy abierta y simpática*.

Question 31: The strongest candidates selected the correct answer (*C*) because they understood *pongo fotos de mi viaje y de esta manera mi familia sabe dónde estoy y qué estoy haciendo* (and the idea was reinforced by the phrase *les interesa solo a mi madre y a mi abuela*). The most common wrong answer was *B*.

Ejercicio 2 Preguntas 32–40

Question 32: The majority of candidates found the correct answer (*aficionado*). The alternative answer *no profesional* was also accepted.

Question 33: Better candidates identified the answer *aburrido*, but many candidates did not know the word and attempted to write down the sounds that they had heard. The most common wrong answer was *aborrido*.

Question 34: Stronger candidates wrote *había muchos tipos de luces*, but a number of candidates did not know the word *luces*. Many candidates offered answers such as *dulces*, *cafés*, *coches* or *flores*. The response *las puertas de las casas* was common, suggesting that candidates needed to have listened more carefully to the whole paragraph.

Question 35: This was the most demanding question in this exercise. Only a small number of candidates found the right answer (*cuando se pone el sol*). Many candidates wrote or *al amanecer cuando en el sol* or *al sol* but neither of these two responses was appropriate.

Question 36: Only the stronger candidates identified *no quería problemas con la gente* and expressed it correctly. Some struggled with the spelling and wrote *hente* instead of *gente*; this invalidated the answer and the mark was therefore not awarded.

Question 37: Good candidates understood *algo que debía cambiar en el barrio*. Many wrote *creía ver la reacción de la gente* because they misread the question. Some wrote *el barrio tenía que cambiar* or *las casas de los vecinos*; neither of these answers was accepted.

Question 38: Most candidates found the answer *furiosos*.

Question 39: Most candidates gave the right answer (*15*). Weaker candidates were often tempted by the distractors *20* or *300*.

Question 40: Most candidates understood *abro bien los ojos al caminar por la calle* and gave an appropriate answer.

SPANISH

Paper 0530/12
Listening

Key messages

Please note that the format of the listening paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

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.

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**, candidates are required to choose only one answer for each question.

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

  (i)   read the question carefully
  (ii)   identify the interrogative
  (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 mixed.

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. The letter *ñ* is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, candidates who omitted the tilde on the *ñ* in *compañeros* in **Question 22** could not be awarded the mark. A similar situation arose with the word *montañosa* in **Question 32**.

Candidates should check whether their answer needs a verb. If candidates <u>do</u> 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. 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 generally very good. Most candidates answered all the questions in this exercise correctly. A small number of candidates got **Question 2** wrong; there was no particular trend in terms of which incorrect answer was chosen. In **Question 4**, some candidates did not know *paraguas*; the most common wrong option chosen was *C*. In **Question 7**, some candidates had difficulty with *ventana* (option *B*); option *D* was often chosen instead.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *mar* and therefore chose *C*. Some candidates opted for *B*, perhaps because they heard the word *moderno*.

Question 10: Most candidates knew *electricidad*.

Question 11: The majority of candidates knew *italiana* and could spell it correctly.

Question 12: Many candidates knew *pan*, but some chose *A* (*pasteles*) instead.

Question 13: Most candidates identified *parque para niños*.

Question 14: Most candidates correctly identified *barco*.

Question 15: Many candidates knew *junio* and could spell it correctly. A number wrote *julio,* and others wrote *agradable*, which showed that they had not understood the question.

Sección 2

Ejercicio 1 Pregunta 16

A number of candidates chose only four answers, rather than the required six.

Most candidates understood *Raquel* when she said *no me interesa mucho la ropa* and therefore chose **(a)**. Better candidates understood *Llevo trajes negros o marrones* and selected **(c)**.

On the listening text relating to *Simón*, most candidates selected **(d)** because they understood *mis vaqueros preferidos son viejos.* Better candidates were able to choose **(f)** too because they picked up *camisetas de colores vivos porque me hacen sentir contento.*

When listening to *Pilar*, stronger candidates picked up *compro ropa de segunda mano o en los mercados* and chose statement **(i)**, but a number of candidates opted for **(g)** and **(h)** because they missed *no tengo bastante dinero.*

When listening to *Enrique,* many candidates understood *en casa, tengo que llevar camisas gruesas* and chose statement **(j)**. A number of candidates selected **(k)** because they misheard the phrase *mi abrigo que compré en Canadá.*

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: Most candidates identified the right answer *regaló*. Some did not know it and tried to transcribe the sounds that they had heard. Some wrote *concierto* or variations of the verb *vender*, even though *vendió* was the word that had to be replaced.

Question 18: Most candidates identified the right answer *primos*.

Question 19: Many candidates identified the right answer *taxi.*

Question 20: Only the stronger candidates gave the correct answer *delante*. Some wrote *de lante* but this wasn't sufficiently accurate to attract a mark. Another common error was *cerca*.

Question 21: Only the stronger candidates could identify *emocionada*.

Segunda Parte

A number of candidates gave long answers copying the stem of the question. This is not necessary and can result in marks being lost if they include something that invalidates the answer.

Question 22: A good number of candidates found the answer *compañeros de colegio*. Some candidates wrote *primos* or *refrescos* and couldn't therefore be credited.

Question 23: Better candidates answered *alegre*. Some answered *muchos hablando y gritando*, and this was accepted. A number of candidates answered either *mucha gente* or just *hablando y gritando*, but neither of these answers was enough to get the mark.

Question 24: Most candidates could provide the answer *dos horas.*

Question 25: Stronger candidates were able to identify *miembros del grupo*; many struggled with the words *miembros* and *grupo*.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Stronger candidates chose the correct answer (*A*) because they identified *desde hace trece años juego al fútbol.* Quite a few opted for *C* instead.

Question 27: This was the most straightforward question in this exercise. Most candidates correctly picked up *era un poco agresivo* and therefore chose *D*.

Question 28: Stronger candidates identified the correct answer (*C*) because they understood *cuando iba al colegio todos los alumnos jugábamos al baloncesto.* The statement *jugaba al baloncesto en los días festivos* tempted many, but that referred to when Emilio went horse-riding rather than when he played basketball.

Question 29: A good number of candidates chose *D* because they understood *paso mucho tiempo corriendo a diario.* Weaker candidates usually chose an incorrect option here. There was no particular trend to the wrong answer chosen.

Question 30: A good number of candidates correctly chose *A* because they understood *me cuido sobre todo los pies.* However, a few candidates chose *C* because they heard *también para evitar hacerme daño.*

Question 31: Weaker candidates struggled with this question. Examiners saw a range of answers here. Stronger candidates understood *tengo suerte que mi trabajo es también mi afición principal* and chose *C*. The statement *sé que tengo que trabajar mucho para poder tener éxito* led many to choose either *A* or *B.*

Ejercicio 2 Preguntas 32–40

Question 32: This was straightforward, and most candidates got it right, writing *montañosa*. Some wrote *montanoso* and therefore couldn't be credited. Some candidates tried to create an answer from the following paragraph and wrote *antes era el camino más peligroso del mundo*. This couldn't be rewarded.

Question 33: Stronger candidates answered correctly by writing *accidentes de coche*. Some misunderstood the phrase *qué ha habido* in the question and wrote *muy peligroso* or *famoso* as their answer.

Question 34: This was a straightforward question. Stronger candidates answered *una nueva carretera,* but many did not know the word *carretera*. Some answered *más segura para coches y camiones*; this did not answer the question.

Question 35: Most candidates gave the right answer *por la emoción del peligro.* A number of candidates wrote about *accidentes*, but that was not the reason for cyclists going there.

Question 36: Stronger candidates gave the answer *se puede ir muy de prisa* because they were able to pick up the phrase from the recording. A good number did not understand this phrase and attempted to write down a phonetic version of what they thought they had heard.

Question 37: Stronger candidates identified *ciclistas con experiencia*. Many candidates struggled here and wrote down some words from the recording which did not answer the question.

Question 38: The strongest candidates answered *el empleo ha crecido*, but a number of candidates answered *hay dos hoteles con piscina* or *mucha gente ha abierto tiendas*, which were both accepted.

Question 39: Only the strongest candidates could express *buenos frenos.* However, the question was not always read carefully enough; many candidates wrote *preparación física*, but this could not apply to the bicycle.

Question 40: This was one of the more demanding questions in this exercise. Strong candidates gave the right answer *tenía miedo*; some added *de caerse*, and this was acceptable. The word *caerse* was not understood by many. A number of candidates wrote down *¡¿Por qué estoy haciendo esto?!*, but this did not answer the question.

SPANISH

| Paper 0530/13 |
| Listening |

Key messages

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

(i) read the question carefully
(ii) identify the interrogative
(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 also need to be aware that the difference between *n* and *ñ* is more than just an accent. The letter *ñ* is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, candidate who omitted the tilde on the *ñ* in the word *cariño* in **Question 18** could not be awarded the mark.

Candidates should check whether their answer needs a verb. If candidates <u>do</u> 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. Candidates should aim to attempt every question.

Cambridge Assessment International Education

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed. Performance in this exercise was generally very good. Most candidates answered all the questions in this exercise correctly. Where mistakes did occur, this happened most usually in **Question 3**, where there was confusion between *nueve y media* and *nueve* for some candidates. **Question 8** was not always answered correctly, as some candidates did not recognise *zapatillas de deporte.*

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates identified *ordenadores* and therefore chose *C*.

Question 10: Good candidates knew *medianoche* and could spell it correctly. The phrase *media noche* was also accepted but the word *noche* on its own was not enough to score the mark.

Question 11: Better candidates knew *papelería*, but many did not know it. The most common wrong choice was *B*.

Question 12: Many candidates identified *tortilla de patatas*, although some opted for *A* instead.

Question 13: The best candidates understood the phrase *estación del año* and gave *primavera* as the answer.

Question 14: Most candidates identified *pintura* and chose *B*. Some selected *C* instead.

Question 15: Almost all candidates knew *piscina* and answered this question correctly.

Sección 2

Ejercicio 1 Pregunta 16

The text presented by *David* was understood well on the whole. Most candidates identified *practico algún tipo de deporte todos los días de la semana* and therefore selected statement **(b)**. Better candidates understood *es necesario vivir de una manera sana desde muy joven* and chose **(c)**.

When listening to *Inés*, stronger candidates picked up *ya tendré tiempo de preocuparme dentro de diez años* and chose **(d)**. Many opted instead for statement **(e)** or statement **(f)** because they did not understand *tampoco tengo dinero para dedicar a cocinar ni para ir al gimnasio.*

On the listening text relating to *Jorge*, stronger candidates selected statement **(h)** because they understood *incluyo cinco porciones de frutas y verduras en mis comidas del día, como recomiendan los médicos.* However, weaker candidates missed *de vez en cuando no puedo evitar comer comida basura* and left statement **(i)** blank.

When listening to *Julia*, stronger candidates picked up *yo sé que el estrés es tan malo para la salud como la mala alimentación* and chose statement **(j)**. Many candidates went for the distractor **(l)** because they missed *especialmente el día antes de un examen. Yo prefiero descansar en vez de estudiar un poco más.*

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: Good candidates gave the correct answer *variado*.

Question 18: Weaker candidates struggled with this question. Good candidates gave the correct answer *cariño* and spelled it correctly. Many wrote *jugar*, which did not fit in this context.

Question 19: Weaker candidates also encountered difficulty here. Stronger candidates identified *separarse*. Common wrong answers were *limpiar* or *pararse*, because candidates had picked up a sound that was similar to the correct answer but had not understood the meaning.

Question 20: Most candidates identified the right answer *especial.*

Question 21: Most candidates identified the correct answer *contento.*

Segunda Parte

Some candidates gave long answers copying the stem of the question. This is not necessary and can result in marks being lost if they include something that invalidates the answer.

Question 22: A good number of candidates found the answer *ayudar*, but many wrote *pasar tiempo con los animales al mismo tiempo*, which did not answer the question. Examiners accepted the answer *ayudar y pasar tiempo con los animales al mismo tiempo* because it did not invalidate the answer. The answer *los animales* was not accepted.

Question 23: Better candidates could identify *con alguien con más experiencia*. Common wrong answers were *con un voluntario* or *con más experiencia*.

Question 24: Good candidates answered *cómo tratar a los animales* but the verb *tratar* caused difficulties for many.

Question 25: Many candidates were able to identify *es más generoso*, but the spelling of *generoso* was problematic, with many writing *heneroso*. This spelling wasn't acceptable.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Stronger candidates chose the correct answer (*B*) because they identified *utilizo telas ecológicas recicladas.* Quite a few opted for *D* because they misunderstood *parecen tan naturales como la lana*.

Question 27: Many candidates identified *empecé a estudiar en una escuela de artes* and therefore chose *C*. Option *A* was the most commonly chosen incorrect answer.

Question 28: Examiners saw a range of answers here. A good number of candidates correctly chose *D* because they picked up *empecé a trabajar en una tienda donde se vendía ropa de segunda mano.* Options *B* and *C* were the most common incorrect answers.

Question 29: Candidates who chose *C* understood *cambias la actitud hacia la moda*. Weaker candidates tended to answer this question incorrectly. Option *A* was the most common incorrect answer.

Question 30: The best candidates were able to identify *lo que me hace más ilusión es que la ropa que hago pronto va a estar a la venta* and therefore chose *D*. Many got this question wrong; option *B* was the most common incorrect answer.

Question 31: Many candidates struggled with this question. The strongest candidates chose the correct answer *A*, having heard *la moda ecológica ha llegado*. Many candidates chose *D* instead.

Ejercicio 2 Preguntas 32–40

Question 32: Most candidates could understand *a mirar los paisajes* and scored the mark here.

Question 33: This was a straightforward question and most candidates got it right.

Question 34: This question was one of the more demanding ones in this exercise. Stronger candidates were able to answer *era una joya.* The term *joya* seemed to be an unfamiliar to a lot of candidates. Many answered that the camera was a present from Luis' grandfather.

Question 35: Only the stronger candidates could identify *estudié geografía por mi amor por la naturaleza*. Some wrote *por amor* or *por la naturaleza*, neither of which was sufficient to attract a mark. The word *naturaleza* was unknown to many.

Question 36: Stronger candidates answered *una revista* or *una revista conocida* and scored the mark here. Many wrote *montañas de mi pueblo* and therefore could not be rewarded.

Question 37: Most candidates could identify *tres exposiciones.*

Question 38: Most candidates understood *esposa.*

Question 39: The strongest candidates gave the correct answer (*escribir un nuevo libro*). Many chose *vivir en un pueblo de pescadores*, which wasn't the right answer.

Question 40: Only the strongest candidates gave the right answer (*visitar México*). Many wrote either *viajar*, *conocer país* or simply *México*.

SPANISH

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Paper 0530/21
Reading
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Key messages

- Please note that the format of the reading paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

- 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.

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

- In answers to open questions, candidates must read the questions carefully and make sure that the answer is directly linked to the question and free from any ambiguity.

General comments

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

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text 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: Almost all candidates knew *platos* and linked it to *B*.

Question 2: Most candidates were able to link *planta* to *B*.

Question 3: The mjority knew *calculadora* and matched it to *A*.

Question 4: Nearly all knew *billete de lotería* and were able to link it to *D*.

Question 5: Some candidates struggled here. Option *D* was the common wrong answer.

Ejercicio 2 Preguntas 6–10

Almost all candidates performed very well in this exercise, with many gaining full marks.

Question 6: Nearly all candidates were able to successfully link *postre* to *D*.

Question 7: Almost all candidates knew *río* and linked it to *C*.

Question 8: Almost all candidates understood *nevar* and matched it to *F*.

Question 9: The majority linked *caramelos* to *B*.

Question 10: Most were able to link *chaqueta* to option *E*.

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 *el 24 de diciembre* in the text to the correct response *justo antes de Navidad* (option *C*). Option *A* was the most common incorrect answer, with candidates wrongly linking the month *diciembre* in the text and answer, or not recognising the word *Navidad*.

Question 12: Almost all candidates chose the correct answer (*A*).

Question 13: Most candidates were able to identify *B* as the right answer; a few wrongly selected *C*.

Question 14: Most candidates chose the correct answer (*A*); some wrongly selected *B*.

Question 15: Almost all candidates answered this question correctly, but a few wrongly selected *A*.

Sección 2

Ejercicio 1 Preguntas 16–20

Candidates had to read the text and questions carefully and then select the correct missing word from the list. Many candidates performed well on this exercise. Some candidates selected a word which was grammatically correct in the sentence but did not demonstrate understanding of the text. Stronger candidates read the text and questions closely and chose with care.

Question 16: This was the most demanding question in this exercise. Candidates who read the text carefully were able to choose *donde* from the list. Weaker candidates often selected *cuando* instead.

Question 17: Many candidates correctly selected *cuidado* from the list, but several weaker candidates opted for *frecuencia*. Although this fitted grammatically, it did not correspond with the information in the text.

Question 18: Many candidates correctly selected *inmediatemente*, but *tranquilamente* was a common incorrect answer.

Question 19: Most candidates correctly selected *prohibido*. A small number wrongly selected *permitido*.

Question 20: Most candidates selected the correct response (*necesario*).

Ejercicio 2 Preguntas 21–30

Overall, there was a 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 and lacked precision in their answers, which did not always demonstrate sufficient understanding of the text.

Question 21: Almost all candidates understood the question and were able to answer correctly with *septiembre*.

Question 22: Most candidates correctly answered *enfermero,* but a few wrote *enfermo*, which could not be credited*.*

Question 23: This was the most demanding question in this exercise. Stronger candidates understood the interrogative *con quién* in the question and were able to answer correctly with *con ancianos*. Weaker candidates responded to a *dónde* question with *en un hogar de ancianos*.

Question 24: Most candidates could answer correctly with *al lado de Mamadou*.

Question 25: The best candidates were able to answer succinctly with *el francés*, but some copied too much and invalidated their answer. Others gave inappropriate answers drawn from the following paragraph.

Question 26: Most candidates were able to correctly answer with *es (bastante) tímida.*

Question 27: The majority of candidates answered correctly with *el deporte*, but some lifted too much from the text and included *y juega en varias equipos*, which negated their response.

Question 28: Most candidates were able to answer correctly with *(ya) hacían ejercicios avanzados (en su antiguo colegio)*.

Question 29: Almost all candidates answered this question correctly.

Question 30: Many candidates answered correctly, but Examiners also saw a range of incorrect answers taken from earlier in the paragraph.

Sección 3

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

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates must decide which of the given statements are *Verdadero* and which are *Falso,* 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 simply make the statement negative or positive; a justification must be provided.

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: Almost all candidates were able to identify this as a true statement.

Question 32: Most candidates recognised this as a false statement, and many were able to identify the correct information in the text in order to justify it (*se pusieron tristes*)*.* Common incorrect answers included *donde* or referred to Juan taking his grandparents to the village.

Question 33: Many candidates correctly indicated that this statement was false. The best candidates gave a correct justification (*decidieron irse (a las grandes ciudades) a buscar empleo*), which they could lift directly from the text. Incorrect responses referred to the *aldea* being *aislados, sin electricidad* or that they went to the city in search of *servicios modernos* or *pisos con calefacción*.

Question 34: Most candidates managed to identify this statement as true.

Question 35: Many candidates identified this as a false statement and the best candidates were able to justify it correctly with *pudieron dar(le) ayuda económica (para continuar)* and either omit or change the pronoun to the third person.

Ejercicio 2 Preguntas 36–42

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 36: The best candidates read the passage with care and were able to answer *en cuanto los semáforos se ponían en rojo*, which they could lift directly from the text. Weaker candidates responded to the *cuándo* question with *hace dos años* or *después de un espectáculo*. Candidates needed to read the text carefully in order to find the precise information.

Question 37: This was the most demanding question in this exercise, with only the best candidates understanding the verb *entregar* in the question and answering correctly with *monedas.* Some candidates wrote *pedían monedas*, which did not address the question appropriately.

Question 38: Candidates could lift *era después de medianoche* from the text, but many referred solely to *jóvenes*. Other included *teniendo en cuenta* in their otherwise-correct response, which invalidated it.

Question 39: Candidates could answer succinctly with *la confianza*. Some incorrect answers were drawn from the following paragraph.

Question 40: Most candidates were able to locate the correct piece of information in the text, but manipulation was required in order to produce an appropriate answer. Candidates needed to change *seréis estrellas* to *serán estrellas* in order to gain the mark.

Question 41: Most candidates were able to answer correctly with *con la cabeza alta*. Some omitted the preposition *con*; others copied too much information and kept the verbs in the second person plural instead of changing to the third person.

Question 42: Many candidates were able to answer this question successfully with *los jefes de un banco colombiano.* The most common incorrect answer was *se fueron a Brasil*, indicating that candidates had not recognised the interrogative *quién.*

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| Paper 0530/22 |
| Reading |

Key messages

- Please note that the format of the reading paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

- 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.

- 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 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

Almost all 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 *ocho y media* and linked it to *A*.

Question 2: Almost all candidates were able to link *montaña* to *A*.

Question 3: Some candidates struggled here; they were unable to correctly identify *aceite*. Option *B* was the most common wrong answer.

Question 4: Most knew *zapatos* and were able to link it to *B*.

Question 5: Almost all knew *parque* and linked it to *C*.

Ejercicio 2 Preguntas 6–10

The majority performed very well in this exercise, with most gaining full marks.

Question 6: Almost all candidates were able to link *bicicleta* to *E*.

Question 7: The majority of candidates knew *abuelo* and/or *barba* and therefore chose *D*.

Question 8: Most candidates understood *puerta del colegio* and linked it to *B*.

Question 9: Many candidates understood *reloj* and correctly selected *F*, but *C* was a common incorrect answer.

Question 10: Nearly all candidates were able to link *películas románticas* to *A*.

Ejercicio 3 Preguntas 11–15

Most candidates showed good understanding of the text and performed well in this exercise. Careful reading of the text and the possible options is needed in order to eliminate any possible distractors.

Question 11: Almost all candidates were able to select *B*, linking *baile flamenco* in the text to the verb *bailar* in the option.

Question 12: Most candidates correctly chose *B*, linking *camisetas* to *ropa*.

Question 13: Candidates across the ability range encountered difficulty here, with many wrongly selecting *B* instead of the correct response (*A*).

Question 14: Many candidates correctly selected *A*, but a common incorrect answer was *B*.

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

Sección 2

Ejercicio 1 Preguntas 16–20

There was a mixed response to this exercise. Stronger candidates read the text and questions closely and chose their responses with care. 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: Many candidates correctly chose *finales* from the list, but *venta* was a common incorrect response.

Question 17: A number of candidates struggled here, with many wrongly selecting *dentro* instead of the correct response *fuera.*

Question 18: Almost all candidates correctly selected *mucha.*

Question 19: Many candidates encountered difficulty here. The word *venta* was the correct answer, but *alquiler* was a common incorrect answer.

Question 20: Stronger candidates correctly selected *recibirá* from the list, but there was a range of incorrect responses offered by weaker candidates.

Ejercicio 2 Preguntas 21–29

Overall, there was a 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 they did not always demonstrate sufficient understanding of the text.

Question 21: Most candidates were able to answer correctly with *una boda*. Incorrect responses usually contained too much lifted material or the wrong information.

Question 22: The best candidates were able to answer succinctly with *la tía Dolores,* but many weaker candidates did not understand the question and gave a variety of incorrect responses.

Question 23: Many candidates answered correctly with *una lista de reglas*. Incorrect responses showed a lack of understanding of the question.

Question 24: Almost all candidates identified *lavar los platos.*

Question 25: This was the most demanding question in this exercise. The best candidates were able to answer succinctly with *la leche*, but many focused on the wrong part of the sentence or copied too much.

Question 26(i): Many candidates were able to identify *miércoles*, but many weaker candidates responded with *cuarto el miércoles*, which did not demonstrate sufficient comprehension.

Question 26(ii): Most candidates located the correct part of the text. The best candidates wrote *a las dos de la mañana*, but many weaker candidates copied indiscriminately from the text.

Question 27: Most candidates were able to answer correctly with *platos usados*, but incorrect answers usually contained too much or too little information. References to *sucia* without mentioning the *platos usados* was not enough to gain the mark.

Question 28: Many candidates answered correctly with *furiosa*, but many lifted the whole sentence and invalidated their answer.

Question 29: Most candidates answered correctly with *perezosos.*

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 must 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 simply make the statement negative or positive; a justification must be provided.

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: Almost all candidates recognised this to be a false statement, and many were able to identify the correct information in the text in order to justify it (*desde que era adolescente*). Common incorrect answers referred to *las joyas me encantan.*

Question 31: Most candidates correctly identified this as a true statement.

Question 32: Almost all candidates correctly indicated that the statement was false. The majority gave a correct justification, writing *en mercados* or *en mercados en la calle*.

Question 33: Most managed to identify this as a false statement, but only the best candidates were able to justify it with *le sugirió a Clara comprar la tienda juntas.* Weaker candidates generally lifted too much text and could not therefore gain the mark.

Question 34: Most candidates were able to identify this as a true statement.

Ejercicio 2 Preguntas 35–41

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: Most candidates realised that they could lift *en revistas de actualidad* directly from the text in order to answer this question appropriately.

Question 36: Most candidates located the correct part of the text, but only the best candidates were able to manipulate the text and answer with *hace anuncios* or *dirige anuncios*. Careful reading of the text was required in order to provide the correct answer.

Question 37: To answer this question successfully candidates needed to read the text carefully and answer with precision.

Question 38: Candidates could lift *en el bolsillo* from the text, but many copied far too much and negated their answer.

Question 39: This was the most demanding question in this exercise, as candidates had to change the reflexive pronoun and verb from the first to the third person. Only the very best candidates were able to respond with *nunca se aburre.*

Question 40: This was the most straightforward question in this exercise; candidates could simply lift the word *paciencia*.

Question 41: The best candidates selected *nunca se cansaría* from the text, but the mark could not be awarded when too much extraneous information was included.

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Paper 0530/23 **Reading**

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Key messages

- Please note that the format of the reading paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

- 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.

- 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 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

Almost all 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: Almost all knew *estadio* and matched it to *C*.

Question 2: Almost all candidates were able to link *primer* to *A*.

Question 3: Some candidates encountered difficulty here. Option *B* was the common wrong answer.

Question 4: Many knew *piña* and were able to link it to *D*. A few candidates struggled here, and *C* was a common incorrect answer.

Question 5: Nearly all knew *leche* and linked it to *B*.

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Ejercicio 2 Preguntas 6–10

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

Question 6: Most candidates were able to successfully link *monopatín* to *C*.

Question 7: Almost all candidates understood *un ratón para mi ordenador* and linked it to *E*.

Question 8: Nearly all candidates knew *patatas fritas* and linked it to *A*.

Question 9: Most candidates were able to link *bolso* to *F*.

Question 10: Almost all candidates were able to link *viaje en tren* to *B*.

Ejercicio 3 Preguntas 11–15

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

Question 11: Almost all candidates were able to select option *A*, linking *cada verano* in the option to *todos los veranos* in the text.

Question 12: Most candidates correctly chose *C*, linking *pescar* to *ir de pesca*.

Question 13: Many candidates were able to select the correct answer (*A*), but *C* was a common incorrect answer, possibly because candidates confused *campo* with *camping.*

Question 14: Most candidates correctly selected *B*.

Question 15: Many candidates selected *C*, linking *no aguanta los aviones* in the option to *tiene miedo de volar* in the text.

Sección 2

Ejercicio 1 Preguntas 16–20

There was a mixed response to this exercise. Stronger candidates read the text and questions closely and chose their responses with care. 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: Candidates had to understand the verb *soñar* from the text in order to identify the correct response *dormir.* There was a range of incorrect responses here.

Question 17: Many candidates encountered difficulty here. The word *mañana* was the correct answer, but many incorrectly selected *tarde* from the list.

Question 18: Most candidates correctly chose *perros*.

Question 19: Very careful reading of the text was required in order to answer this question, and some candidates struggled here. The word *local* was the most common incorrect answer amongst a range of responses, but the correct answer was *nueva.*

Question 20: Many candidates chose the distractor *obligatorio* rather than the correct response *mejor.*

Ejercicio 2 Preguntas 21–30

Overall, there was a 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 sufficient understanding of the text.

Question 21: Most candidates answered correctly with *cantante*.

Question 22: Many candidates answered correctly with *15.*

Question 23: The best candidates were able to answer correctly with *las colecciona*. Weaker candidates either copied out the whole sentence or parts of the previous sentence, so it was clear that they had not fully understood the question.

Question 24: This was the most demanding question in this exercise, with only the best candidates answering succinctly with *feliz*. Candidates who did not score the mark here usually copied far too much from the text, which negated their response.

Question 25: Most candidates recognised the interrogative *dónde* but many had not fully understood the question or the text and incorrectly responded with *en Veracruz* rather than with *en coche*

Question 26: The best candidates understood the question and selected *conoció a Marina* from the text, but weaker candidates focused on the wrong part of the paragraph or copied indiscriminately.

Question 27: Candidates needed to read this question very carefully. The best candidates understood that they were looking for why it was difficult to get tickets for the concert, rather than simply what was difficult.

Question 28: Almost all candidates gave the correct answer (*en la television*).

Question 29: Many candidates struggled here and there was a range of incorrect answers.

Question 30: Most candidates located the correct part of the text, but only the best candidates were precise enough with their answer. Many copied far too much from the text and could not therefore be rewarded.

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 must 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 simply make the statement negative or positive; a justification must be provided.

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

Many candidates struggled with this exercise. Some coped well with the *Verdadero/Falso* element, but a number were not able to provide an appropriate justification for the false statements.

Question 31: Many candidates correctly identified this as a true statement, but there were a number who thought it was false.

Question 32: Most candidates recognised this as a false statement, and many were able to identify the correct information in the text (*los ingredientes deben ser solo los tradicionales*) in order to justify it.

Question 33: A number of candidates across the ability range were not able to identify this as a true statement.

Question 34: There was a mixed response here. Of those who identified this as a false statement, only the very best candidates could correctly justify it with *se reían de ellos*, which could be lifted directly from the text. A common incorrect justification was *actuaban tan mal.*

Question 35: This statement was false. Candidates needed to exclude the object pronoun *le* in the text to respond with *recomendaría no ir a la peluquería* or use the impersonal *se aconseja* from the question. Many struggled here.

Ejercicio 2 Preguntas 36–42

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 36: Many candidates found the correct answer (*más de medio siglo*).

Question 37: Many candidates managed to lift the correct response directly from the text (*cuidar a los soldados heridos*).

Question 38: Candidates needed to read the text thoroughly in order to find the correct response (*estaba soltero*). Many candidates copied parts of the previous sentence, and such answers could not be credited.

Question 39: Candidates answered succinctly with *flores,* but there was a range of incorrect answers offered from that paragraph.

Question 40: The correct response (*hacía su propia ropa (en casa)*) could be lifted directly from the text, but many candidates copied far too much and did not therefore demonstrate sufficient understanding of the question or text.

Question 41: Candidates had to understand the interrogative *cómo* in the question, and also that they were looking for an emotion, in order to be able to answer with se *alegró.* Many candidates wrote *una tienda de ropa en el centro de Madrid.*

Question 42: This was the most demanding question in this exercise, with only the best candidates answering correctly with *llegará lejos en el mundo de la moda*. Once candidates had located the correct answer in the text, they then needed to change the verb from the first to the third person.

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Paper 0530/03
Speaking
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Key messages

- Please note that the format of the speaking test is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

- 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, create additional ones nor change the order of tasks.

- Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as gratitude, dissatisfaction and contentment.

- In the interests of fairness to all candidates, teacher/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 increases the chance of candidates growing tired and making more errors, which could result in lower marks.

- Teacher/examiners must indicate the transition from the topic presentation/conversation to the 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) need to be checked carefully before submission. Centres are encouraged to use the electronic working mark to help minimise errors. Centres are reminded that the marks on the MS1 (or computer printout, if the centre submits marks electronically) must be a direct transcription of the marks on the working mark sheet. A number of arithmetical errors and transfer errors were found and corrected by Moderators.

General comments

To be read in conjunction with the teachers' notes booklet (October/November 2020).

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 for the tests, in order to avoid background noise which might distract 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 International.

Please record the centre and syllabus details, and the name of the teacher/examiner, at the beginning of each CD. The teacher/examiner must announce the candidate's name, number and role play card number before the start of each speaking test.

Centres must save each candidate's file individually in .mp3 format 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.

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 or USB.

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

Generally, teacher/examiners completed the working mark sheets 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 clearly legible.

Materials for the speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/examiners to familiarise themselves with their own roles.

Difficulties most commonly arose when candidates answered tasks out of order or omitted elements of tasks. When candidates omit a role play task or an element of a task, teacher/examiners should prompt them in order to give them the opportunity to work for marks. Most teacher/examiners were well prepared for the role plays and able to give candidates opportunities to respond to missed tasks or elements of tasks.

Candidates need to be able to recognise and understand interrogatives in order to be able to answer appropriately. Some candidates were not familiar with key interrogatives and therefore struggled to provide adequate responses to some tasks.

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: A short response to complete this task was perfectly acceptable. Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full three marks available for this task.

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. A short response was adequate here.

Task 4: Candidates are required to communicate the information requested. A response stating that they did not want to buy anything else did not fulfil the task requirement.

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

Role Play A (4, 5, 6)

This role play was generally 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 initially did not understand *mes* or, where they did understand, mispronounced the name of the month. In most cases, teacher/examiners provided a suitable prompt and candidates went on to complete the task successfully.

Task 5: Candidates generally completed this task well.

Role Play A (7, 8, 9)

Overall, candidates performed well in this role play.

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.

Task 3: Candidates are required to communicate the information requested. A response stating that they did not want to buy anything else did not fulfil the task requirement.

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 three marks available for this task. Some candidates struggled to formulate an accurate question, often using an incorrect verb, especially 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 required information.

Task 1: Many candidates completed this task well, although some struggled to produce an appropriate form of *encontrar*.

Task 2: Some candidates did not recognise the verb form *viste* and confused the verb *ver* with *vestir*. Responses were sometimes vague, and teacher/examiners often had to prompt candidates for clarification.

Task 3: Most candidates completed this task well.

Task 4: *Agradece al empleado / a la empleada* formed part of the task and, if omitted, the candidate could not score the full three marks available for this task. Almost all candidates completed the second element of the task well.

Task 5: Some candidates had difficulty producing an appropriate form of *poder*.

Role Play B (2, 5, 8)

Most candidates carried out this role play well.

Task 1: Most candidates completed this task well.

Task 2: In general, candidates completed the first element of this task well. In the second element of the task, candidates usually managed to communicate the necessary information, but the language used was not always accurate.

Task 3: *Estás enfadado/a: ¿Qué dices?* formed part of the task and, if omitted, the candidate could not score the full three marks available for this task.

Task 4: Overall, candidates completed this task well.

Task 5: A short response to complete this task was perfectly acceptable. Some candidates did not understand the verb *venir*.

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: Candidates usually completed this task well, often following appropriate prompting by the teacher/examiner. Some candidates were confused by the interrogative *quién*, and others did not recognise the verb form *hizo.*

Task 3: Most candidates communicated the information here. Some candidates omitted to address the first element of the task or provided imprecise information. Some teacher/examiners prevented candidates from omitting the required information by splitting the task.

Task 4: *Estás feliz: ¿Qué dices?* formed part of the task and, if omitted, the candidate could not score the full three marks available for this task. Some candidates found it difficult to provide a reason.

Task 5: Nearly all candidates completed this task well.

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 generally well prepared and of an appropriate length. 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. Many candidates focused on topics that they were comfortable with, such as daily routine, school and holidays; others decided to focus on a topic such as a favourite sports personality, a celebrity, art or culture. Candidates should not be allowed to present general topics about themselves such as '*Mi vida*', as these can often pre-empt the general conversion 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 the candidates' own experience.

Teacher/examiners should allow candidates to speak for up to two minutes uninterrupted and then ask specific questions, both 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), in order to access higher marks. Teacher/examiners must remember the requirement for candidates to demonstrate that they can use past and future tenses accurately in both the topic presentation/conversation and the general presentation. They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. If a candidate does not show that he/she can use past and future tenses accurately, he/she cannot be awarded a mark above six 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. Candidates should be prepared to respond to the teacher/examiner's questions fully, giving opinions and developing ideas. 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 work for 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 or unconnected questions covering too many topics, which prevent candidates from using the range of structures and vocabulary necessary to access the higher marks for Language (table C).

The general conversation should last five minutes. Most teacher/examiners conducted conversations of an appropriate length. Teacher/examiners should be encouraged to adhere to the timings so that candidates are not disadvantaged 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 timings and consequently disadvantaged their candidates.

Candidates performed best when the teacher/examiner asked questions at an appropriate level that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions. The onus is on the candidate to take the initiative and engage in conversation, encouraged by the teacher/examiner 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 2020). 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 that 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 not to omit greetings and expressions of gratitude, where these are required by the tasks.

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 their questioning in order to give each candidate every opportunity to perform to the best of their ability.

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

SPANISH

Paper 0530/41
Writing

Key messages

- Please note that the format of the writing paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

- Work from the whole ability range was seen. Many candidates did very well in Questions 1 and 2. In Question 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 bullet point carefully to ensure that the response that they produce is relevant and includes appropriate tenses.

- In order to ensure that they respond to all the required tasks in Questions 2 and 3, candidates may find it helpful to attempt the communication tasks in the order in which they appear in the question paper.

- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in order 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 their marks. 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 the work presented by candidates, provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for Question 2 and 140 words for Question 3 often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in Question 3) is awarded globally. Candidates who go considerably beyond 140 words in response to Question 3 may well not spend enough time on Question 2, which, whilst easier than Question 3, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was similar to last year, although responses warranting the highest marks were slightly more 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.

Candidates should be reminded that they should write one item per answer line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures. There is no requirement to include a definite/indefinite article.

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

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

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, to read all three options before choosing which one to answer. Close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures that 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. They must produce 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 later in this report.

Comments on specific questions

Question 1: Estás en un restaurante. Haz una lista en español de 8 cosas que puedes ver.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight things that they might see in a restaurant. The majority of candidates achieved the full five marks available. Most candidates produced accurate spellings in each of their responses.

In many cases, minor spelling errors did not prevent the award of marks (e.g. *caffe* was accepted for *café*). Some phonetic spellings (e.g. *baso* for *vaso*) were accepted. However, spelling errors which produced a word with a different, in appropriate meaning (e.g. *copo* for *copa* and *bañador* for *baños*) could not be rewarded. A number of candidates wrote *cuchara*, but this could not be credited as it was the example given in the question paper. Words that were unrecognisable as Spanish could not earn credit.

Question 2: Las vacaciones

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 the order that they were given in the question 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 bullet point required candidates to say with whom they normally go on holiday. Many candidates provided a simple response, indicating that they go on holiday with family and/or friends. Some candidates provided a list of family members. In the more detailed responses, the language produced tended to be mostly accurate but, in many responses, an inappropriate form of the verb *ir* was seen. In a number of cases, the word *vas* was copied from the question without alteration.

The second bullet point required candidates to say whether they prefer holidays at the beach or in the mountains. Again, candidates tended to respond to this task simply. Candidates who expressed a preference for a different location, e.g. *el campo*, were rewarded. More detailed responses tended to be accurate and provided reasons for the preference, which included positive descriptions of the area, including the weather, advantages of the area and activities that can be done there.

The third bullet point required candidates to describe their favourite holiday destination. There were some excellent examples of candidates linking their response to this task to that of the second task. There were some extended responses in which candidates gave full explanations for why their chosen holiday destination was their favourite; these answers were usually framed in accurate language which sometimes included subordinate clauses and information in an appropriate past tense. There were responses that provided a description of a holiday destination but made no reference to it as a favourite place. When activities were mentioned in responses of this nature, it was often possible to give credit under the fourth bullet point. Responses which gave only the name of a place, e.g. *Roma en Italia*, did not earn credit as the task required a description. Some candidates omitted to address this task.

The fourth bullet point required candidates to say what they like to do when on holiday. There were some detailed descriptions of activities that candidates enjoy whilst on holiday in which reasons were given for the preference; these responses sometimes offered complex sentences in accurate language. There were some very brief responses, but most met the requirements of the task. Candidates sometimes omitted any reference to liking the activities that they mentioned, but it was usually possible for Examiners to reward the responses. Credit was also given in some scripts when the response to this task had been included in responses to the second and/or third tasks. It was common to see the verb *te gusta* copied from the question without the appropriate change being made to the pronoun.

The fifth bullet point required candidates to say how they are going to spend their next holiday. Many candidates mentioned not only where they expected to spend their next holiday but also said with whom they would spend it and what they would do. All these approaches to the task could be credited. Statements saying that candidates did not know how they would spend their next holiday were accepted. Responses in the present tense were rewarded, provided that there was a time phrase or clause which made it clear that the candidate was referring to a future holiday, but where a future time phrase was omitted and the response was wholly in the present tense, it was considered that the requirements of the task had not been met. Some candidates omitted to address this task.

Language

In good answers, candidates produced accurate verbs throughout their response and expressed their ideas using complex sentences with subordinate clauses. There was a wide variation in control of verb formation, including the absence of accents on verbs in many responses; in many cases these errors did not prevent the award of marks. However, minor errors in spellings which created a word that does not exist in the verb's paradigm prevented the award of marks. 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 cases.

Where the verb *ir* was used in response to the first and fifth tasks, the required forms (i.e. *voy* or *vamos*) were not always produced correctly; the word *vas* was often copied from the question. Similarly, in response to the second task, the word *prefieres* was copied from the question and was often preceded by a reflexive pronoun. Control of the formation of *gustar* and *encantar* was also variable in responses to the second, third and fourth 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 *gustar* followed by a conjugated verb rather than an infinitive. The verb e*stá* was frequently seen in place of *es* and vice versa.

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 did not gain as many marks as they could have because they omitted to address one or more of the bullet points. Candidates generally respected the instruction to write between 130 and 140 words.

There were some excellent responses which could not be awarded all the available marks for Communication because accents were missing from verbs. In some cases, there were no accents included on any verb in the preterite, imperfect or conditional/future tenses; in these responses, marks for Verbs was limited, despite evidence of control of grammatical accuracy elsewhere.

Communication

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

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

Verbs

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

- include accents on verbs where necessary
- include the personal *a* with verbs that require it
- form regular and common irregular verbs in the preterite tense, particularly the first person singular, e.g. *encontré*, *empecé*, *busqué*, *bebí*, *vi*, *elegí*, *hice*, *tuve*, *puse*, *dije*
- use appropriate words in verb constructions when required, e.g. *tengo* **que**…, *ayudo* **a**..., *tratar* **de**…
- avoid using *tiene/es/son* where *hay* is required and vice versa.

Candidates should take care to avoid the following pitfalls:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjective
- absence of agreement between the subject and the adjective
- use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third person singular of *ser* with a plural subject and third person plural of *ser* with a singular subject

- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun
- incorrect formation of *hacer/tener/poner/querer* in the preterite tense
- use of *fue/fuiste* when *fui* was appropriate
- use of third person formation when first person is intended
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a…*, *ir a…*, *tratar de…*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de…*, *necesito de…*)
- omission of the preposition following verbs (e.g. *fui <u>al</u> cine, jugué <u>al</u> balonmano, he soñado <u>con</u>*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was often translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended).

Other Linguistic Features

The best responses 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 tenses, 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.

It is important for all candidates to show control of basic structures, including correct spelling and correct gender and number of indefinite and definite articles.

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*)
- constructions with verbs requiring a preposition (e.g. *hablar con…*, *con quien hablé*)
- a range of tenses and verb forms in the first person and third person
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- *por* and *para*
- adverbs, prepositional phrases, time references, opinion markers
- linking words other than *y* and *pero*
- definite and indefinite articles
- time 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.

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

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

Overall, there were relatively few responses that warranted marks in the top two bands of the assessment criteria for Other Linguistic Features.

Question 3(a): Escribe un e-mail a tu amigo/amiga español(a) sobre la música.

This was the most popular question, selected by approximately 55% of candidates.

The first bullet point required candidates to mention the kind of music that they like to listen to. The best candidates provided engaging, detailed information using good language and complex structures. Some of the responses included statements explaining when or why the candidate listens to a particular type of music. There were several brief responses, most of which were sufficient to meet the requirements of the task. In some cases, only one Communication mark could be awarded owing to a verb error. The word *prefieres* was frequently copied for the question unchanged, often with an inappropriate reflexive pronoun. As in **Question 2**, control of the formation of *gustar* and *encantar* was often inaccurate, with frequent errors in the accompanying pronoun, and the plural ending was often seen in place of the singular and vice versa.

The second bullet point required candidates to say what activities they have done during music lessons in school. There were some detailed descriptions of a number of activities undertaken during music lessons, with examples of complex language produced by the stronger candidates. Some candidates offered a simple sentence to meet the requirements of this task. Where candidates limited their response to a sentence like *he hecho muchas actividades durante mis clases de música*, full credit could not be given if no specific activity was mentioned. Many candidates responded to this task using only a present tense verb. As the task was set in a past context, such responses only partially addressed the task, limiting the Communication mark to a maximum of one. Some candidates stated that they do not have music lessons, and such responses were usually expressed clearly enough to be rewarded. Some candidates had trouble using the verb *tocar*, usually when trying to produce *toqué*.

The third bullet point required candidates to say what the advantages of listening to music whilst studying are. There were some very detailed responses which included complex structures with subordinate clauses; many candidates mentioned several advantages. Several candidates mentioned that music helps with concentration and memorising, making good use of the construction *ayuda a…* followed by an appropriate infinitive. Shorter responses often attempted to include similar information, but in these responses there was often a lack of control of verb formation which prevented the award of both Communication marks. Some candidates offered second and third person verb endings where a first person formation was required. Verb errors which produced words which do not exist in Spanish prevented the award of marks in many responses. When candidates stated that there were no advantages to listening to music whilst studying, credit was given. Some candidates omitted to address this task.

The fourth bullet point required candidates to say what they think about having a job related to music. The best responses tended to be introduced by an opinion marker (e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*). Stronger candidates produced a short sentence which met the requirements of the task and went on to include detailed information and explanations which also included the positive and/or negative aspects of working in the world of music. Accurate language was seen throughout some of these detailed responses. There were some relatively brief responses where candidates expressed a simple opinion, usually introduced by *me gustaría…* followed by the language provided in the question, or they offered *es* or *sería* followed by an appropriate adjective. Responses of this nature usually met the requirements of the task. Verb errors often prevented the award of both Communication marks; the omission of the accent on *me gustaría* or an inappropriate pronoun, e.g. *mi* or *te*, was a frequent cause.

The fifth bullet point required candidates to describe the last time that they saw their favourite group. Relying on the language provided in the question, this task was often answered with a simple statement saying when candidates last saw their favourite group; responses which mentioned seeing an individual singer were accepted. Some candidates gave more detailed information, including where and with whom they had seen the group or singer. Opinions about the event were considered to have met the requirements of the task. Almost all responses were offered using basic structures with *ser* and *estar*. The most common reason for the award fewer than two Communication marks for this task was a verb error or an error in the subject of the verb; the phrase *la última vez* was often written without its accent, limiting the award of marks when it was the subject of the sentence. The verb *viste* was sometimes copied without alteration from the question, and when *vi* was offered it frequently included an inappropriate accent. In addition, the verb *visitar* was sometimes seen when *ver* was intended. Candidates who responded in the present tense limited themselves to a maximum of one Communication mark, as a past tense verb was essential in order to meet the requirements of the task.

Question 3(b) ¿Duermen bien los jóvenes? Escribe un artículo sobre este tema.

This option was chosen by just over 20% of candidates.

The first bullet point required candidates to explain why, in their opinion, many young people do not sleep enough. Some candidates started their response by confirming the opinion that young people do not sleep sufficiently and went on to provide a number of reasons; the language of responses produced by the strongest candidates was often very accurate and expressed with complex structures in subordinate clauses. The most popular explanations were needing to do schoolwork and staying up late with mobile phones and video games. Many candidates offered shorter responses and were less accurate in the language that they used. Where candidates were awarded fewer than the two Communication marks available, it was usually because of a verb error or because of a spelling error in the subject of the verb. The most common error was the omission of an accent on the word *jóvenes* which was provided in the question. Both the verb and its subject must be wholly correct in order to attract two Communication marks.

The second bullet point required candidates to explain why sleeping well is important for health. Responses were sometimes short, relying on the language provided in the question, and were followed by a brief reason. Few candidates referred to specific health issues, instead often mentioning tiredness, not have energy the following day, or negative effects on the ability to learn in school. Responses of this nature were usually considered to have met the requirements of the task adequately and were rewarded. There were some responses from stronger candidates which mentioned harm to physical and mental health as well as the risk of heart problems; many of these responses went into detail and were offered in accurate, complex language. Verb and verb construction errors were the most frequent reasons for the award of fewer than two Communication marks. Some candidates offered a spelling of the verb *ayudar* which does not exist, and others provided a first person spelling when *ayuda* was required; the preposition between *ayuda* and the following infinitive was often omitted, or it was followed by a conjugated verb. Past tenses were sometimes seen when a present tense was appropriate. A small number of candidates omitted to address this task.

The third bullet point required candidates to say what they did the last time that they were unable to sleep. Responses to this task tended to be brief, with a single statement about an activity. In contrast, there were some responses which provided more detailed information with several actions mentioned. Many of the stronger candidates provided responses of this nature, using complex language, including some less common vocabulary, but errors in verbs in the preterite tense (e.g. *leer, hacer*, *ver*) prevented the award of two Communication marks in some responses, and some candidates produced a spelling of *dormir* which does not exist. A response in a past tense was expected for this task. Many candidates did not appear to recognise the need for a past time frame and answered using only a present tense. Whilst some of these responses were very accurate, they could only be awarded a maximum of one Communication mark as they only partially met the requirements of the task.

The fourth bullet point required candidates to say at what time they will go to bed next weekend. Responses including a reason as well as stating at what time the candidate would go to bed next weekend were seen regularly. Where candidates offered words like *temprano* or *muy tarde*, rather than a specific time, credit was given. Overall, responses to this task tended to be brief, but such responses were usually accurate enough to attract both Communication marks available. Some candidates provided an explanation to indicate why they would go to bed at the stated time, usually mentioning social activities or the need to sleep before school or exams the next day. Lack of control of high-frequency verbs limited the award of marks in this task; the word *vas* was copied without alteration from the question and *fuí* (rather than *fui*) was a common error. Other inappropriate forms of *ir*, including use of the preterite tense, were offered. When the future tense was attempted the accent on *iré* was sometimes omitted. Some candidates provided a sentence in the present tense with no reference to *el próximo fin de semana*; some general statements of this nature were considered to have only partially met the requirements of the task.

The fifth bullet point required candidates to describe the last time that they went to sleep at a friend's house. A wide range of content was accepted in response to this task. Some candidates mentioned the time that they went to bed; some mentioned what they did while at their friend's house, and others offered an opinion about the stay at the friend's house. All these responses were accepted as meeting the requirements of this task. Verb errors, particularly the use of inappropriate forms of *ser* and the use of *fuiste* copied without alteration from the question, limited the award of Communication marks in some cases. In the context of the question, verbs in a past tense were required and responses in the present tense or future tense were considered to have partially addressed the task.

Question 3(c) "Ayer estaba en el ascensor de un edificio cuando de repente se paró…"

This option was chosen by just over 20% of candidates. Candidates needed to produce a coherent narrative, remembering to link the content of the responses to the individual tasks set.

The first bullet point required candidates to say who they were with when they were in the lift. Responses to this task tended to be brief, which usually succeeded in meeting the requirements of the task. Some candidates stated that they were alone, and these responses were considered to have met the requirements of the task. Most candidates succeeded in making the appropriate change to the verb provided in the question, writing *estaba* (instead of *estabas*), which gave access to both Communication marks available here. A common error was seen when the first person plural form was attempted, as the required accent was frequently omitted from *estábamos*. Stronger candidates usually included further information, most often about the person or people who were in the lift. This additional information often included a physical description, or a description of what a person was wearing. Some candidates explained in more detail why they were in the lift and often included accurate use of complex structures to do so.

The second bullet point required candidates to say how they felt when the problem with the lift occurred. Communication marks were awarded for statements which expressed how candidates felt when the lift stopped. Stronger candidates provided an appropriate statement of their feelings, followed by detailed explanations for those feelings using complex structures. Vocabulary was offered which is not often seen at this level; for example, several candidates mentioned *claustrofobia* or used the adjective *claustrofóbico/claustofóbica.* A variety of ways of expressing feelings were seen, e.g. *me sentía asustado*, *estaba aterrorizado* and *la situación me daba miedo.* Verb errors often prevented the award of two Communication marks. The use of the verb *sentirse*, which was provided in the question, often contained errors: either the reflexive pronoun was omitted when required, or it was included when followed by a noun, or there was no accent on the first person singular of the preterite tense formation. Sometimes *te sentiste* was copied from the question without alteration.

The third bullet point required candidates to say what they did whilst the problem was being fixed. Many candidates struggled here. There were some adventurous responses which mentioned a series of actions in a logical sequence, provided reasons for those actions and commented on the actions of lift technicians and firefighters. Complex grammatical structures were produced, often in accurate language. A small number of candidates included either direct or reported speech, but control of verbs was limited in many cases. A small number of candidates lacked knowledge of the vocabulary needed in order to express their ideas effectively, and lack of control of verb formations sometimes prevented the award of two Communication marks for this task. Many candidates omitted accents on verbs which required them, limiting the Communication mark to a maximum of one. Some responses partially addressed the task; others did not include any relevant information.

The fourth bullet point required candidates to describe their reaction upon getting out of the lift. Many responses were relatively short, mentioning feelings of relief, expressed using *sentir* followed by a noun, *sentirse* with an adjective, or *estar* with an adjective. Most candidates were awarded both Communication marks available for this task by producing these structures in a simple sentence. Some responses were of a high standard in terms of the grammatical structures produced, the range of vocabulary chosen, and the overall accuracy, and there were some interesting and imaginative ideas in terms of the content. Some candidates added information about what they did on seeing friends or relatives who were waiting for them, whilst others mentioned thanking firefighters. There were some responses which went on to develop the narrative at this point.

The fifth bullet point required candidates to say in what sort of building they would like to live in the future. Responses tended to be brief, using simple language. Candidates generally stated that they wanted to live in a house or a flat, sometimes mentioning a low-rise building. Additional information was often seen which mentioned living in a building without a lift, or with stairs. Some candidates mentioned that they wanted to avoid a repeat situation of being stuck in a lift. In some of these responses, appropriate use of a verb in the subjunctive was produced. A future time reference was required in order to meet the requirements of this task. When an appropriate future time phrase was given, verbs in the present tense were accepted. When no future time phrase was given, a future/conditional tense was needed. The most common reason for the award of fewer than two Communication marks was verb errors. Inappropriate formations of *ir* were seen in the present tense, and the accents were omitted on *iré* and *me gustaría*.

SPANISH

| Paper 0530/42 |
| Writing |

Key messages

- Please note that the format of the writing paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

- Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. In **Question 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 bullet point carefully to ensure that the response that they produce is relevant and includes appropriate tenses.

- In order to ensure that they respond to all the required tasks in **Questions 2** and **3**, candidates may find it helpful to attempt the communication tasks in the order in which they appear in the question paper.

- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in order 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 their marks. 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 the work presented by candidates, provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2**, which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was similar to last year.

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.

Candidates should be reminded that they should write one item per answer line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures. There is no requirement to include a definite/indefinite article.

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

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

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, to read all three options before choosing which one to answer. Close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures that 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. They must produce 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 later in this report.

Comments on specific questions

Question 1: Quieres practicar un deporte. Haz una lista en español de 8 deportes.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight sports. The majority of candidates achieved the full five marks available. Infinitives of verbs related directly to a sport were accepted, e.g. *nadar*. Most candidates produced accurate spelling in each of their responses.

In many cases, minor spelling errors did not prevent the award of marks (e.g. *hokey* was accepted for *hockey*) and a variety of spellings of *ping-pong* were accepted. However, spelling errors which produced a word with a different, inappropriate meaning (e.g. *pescante* for *pesca*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *football*, *ski* or *skiing*) could not earn credit.

Question 2: Ir de compras

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 the order that they were given in the question 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.

The first bullet point required candidates to say where they normally go shopping. Many candidates produced a single, short sentence. Others offered a more detailed response with several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this question. Typical information provided included the location of the shopping area, the types of shops to be found there and the items that could be bought there.

The second bullet point required candidates to say with whom they prefer to go shopping and to explain why. Almost all candidates addressed the first task in this bullet point using a short, simple sentence and then followed this up with an explanation to fulfil the second of the two tasks. There were some excellent examples of candidates giving several reasons for their preference of a person, and ideas were sometimes expressed using complex language with subordinate clauses. In addition, there were some responses which explained why the candidate did not like to go shopping with a particular family member. Some candidates omitted to address the second task in this bullet point.

The third bullet point required candidates to describe their favourite shop. Many candidates offered the trade name of a shop and added details about what items are sold there. They often included information about what they like to buy, sometimes giving a reason. Some candidates answered in a series of short sentences, whilst others used conjunctions to create complex sentences. There were also responses which named the shop, followed by a description of the building. Where candidates provided only the trade name of a shop, it was considered that the requirement of the question had not been met as there was no description of the shop itself. Accuracy in spelling of verbs and of items found in the shops varied, but where there were errors, they rarely prevented effective communication of the candidate's intended message and the information could be rewarded.

The fourth bullet point required candidates to say what they would buy if they were to go shopping next weekend. Some candidates produced detailed responses, saying what they were going to buy, combined with a reason, and said with whom they would go shopping. Other responses were very short but met the requirements of the task. In some answers, accurate use of the future tense was seen, as well as correct verb construction of the immediate future tense. Provided that there was a clear reference to next weekend, responses in the present tense were accepted. Some responses were offered in the present tense, without any language referring to a future context; responses of this nature effectively made a general statement about shopping and did not therefore fulfil the requirements of the task, so could not be rewarded. A small number of candidates omitted to address this task.

Language

In good answers, candidates produced accurate verbs throughout their response and expressed their ideas using complex sentences with subordinate clauses. There was a wide variation in control of verb formation, including the absence of accents on verbs in many responses; in most cases these errors did not prevent the award of marks. However, minor errors in spellings which created a word that did not exist in the verb's paradigm prevented the award of marks. Whilst all five tasks could be addressed 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 cases.

In response to the first bullet point, the verb *ser* was often used where *estar* was required and vice versa. Similarly, candidates frequently produced *tener* in place of *hay* and vice versa, and Examiners saw several inappropriate spellings of the verb *tener*. In addition, there was widespread incorrect agreement of nouns and adjectives, e.g. *el centro comercial es bonita*. In response to the second and third bullet points, 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 *gustar* followed by a conjugated verb rather than an infinitive. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. In response to the fourth bullet point, 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 response to the fourth bullet point, e.g. *jugar/ver/hacer.*

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 did not gain as many marks as they could have because they omitted to address one or more of the bullet points. Candidates generally respected the instruction to write between 130 and 140 words.

There were some excellent responses which could not be awarded all the available marks for Communication because accents were missing from verbs. In some cases, there were no accents included on any verb in the preterite, imperfect or conditional/future tenses; in these responses, marks for Verbs was limited, despite evidence of control of grammatical accuracy elsewhere.

Communication

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

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

Verbs

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

- include accents on verbs where necessary
- include the personal *a* with verbs that require it
- form regular and common irregular verbs in the preterite tense, particularly the first person singular, e.g. *encontré*, *empecé*, *busqué*, *bebí*, *vi*, *elegí*, *hice*, *tuve*, *puse*, *dije*
- use appropriate words in verb constructions when required, e.g. *tengo **que**…*, *ayudo **a**...*, *tratar **de**…*
- avoid using *tiene/es/son* where *hay* is required and vice versa.

Candidates should take care to avoid the following pitfalls:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjective
- absence of agreement between the subject and the adjective
- use of *estar* when *ser* was required and vice versa

- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third person singular of *ser* with a plural subject and third person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun
- incorrect formation of *hacer/tener/poner/querer* in the preterite tense
- use of *fue/fuiste* when *fui* was appropriate
- use of third person formation when first person is intended
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a…*, *ir a…*, *tratar de…*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de…*, *necesito de…*)
- omission of the preposition following verbs (e.g. *fui al cine, jugué al balonmano, he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was often translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended).

Other Linguistic Features

The best responses 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 tenses, 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.

It is important for all candidates to show control of basic structures, including correct spelling and correct gender and number of indefinite and definite articles.

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*)
- constructions with verbs requiring a preposition (e.g. *hablar con…*, *con quien hablé*)
- a range of tenses and verb forms in the first person and third person
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- *por* and *para*
- adverbs, prepositional phrases, time references, opinion markers
- linking words other than *y* and *pero*
- definite and indefinite articles
- time 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.

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

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

Overall, there were relatively few responses that warranted marks in the top two bands of the assessment criteria for Other Linguistic Features.

Cambridge Assessment
International Education

Question 3(a): Escribe un e-mail a tu amigo/amiga español(a) sobre tus prácticas de trabajo recientes.

This was the second most popular question, selected by approximately 40% of candidates.

The first bullet point required candidates to describe their working hours. An appropriate verb in a past tense was required to meet the requirements of this task. Responses tended to be brief, with candidates offering the time at which they started and/or finished. Responses which mentioned which days or what part of the day they worked were considered to have met the requirements of the task. There were some more detailed responses which provided information about the candidate's routine in the morning. Some responses were produced in accurate language which included use of conjunctions to create complex sentences with subordinate clauses. In many cases, only one Communication mark could be awarded owing to a verb error. Formations of the verb *empezar* were frequently incorrect, particularly in the first person singular of the preterite tense where the correct spelling *empecé* was not seen often, and responses were often given in the present tense. Lack of accuracy in simple time phrases, e.g. *a las ocho*, did not prevent the award of marks for this task.

The second bullet point required candidates to say what they had learned during their work experience. Most candidates succeeded in providing appropriate information. The most successful candidates offered detailed responses in which their ideas were expressed in complex sentences, with subordinate clauses in which they mentioned several activities. There were two main approaches to this task: some candidates started with *aprendí muchas cosas* and followed that statement with an infinitive; other candidates attempted the verb construction *aprendí a...*. There were examples of accurate language in both of these approaches. There were several errors which were seen quite regularly and which prevented the award of two marks for this task: the accent was frequently omitted on *aprendí*; a conjugated verb sometimes followed the construction *aprendí a…*; the preposition *a* was omitted when it was required; the verb *aprendiste* was copied from the question without the necessary alteration. Some candidates offered a verb in the present tense.

The third bullet point required candidates to identify the best or worst aspects of work experience. Although the question was phrased in the present tense, appropriate responses in the preterite tense were accepted. Candidates offered a variety of ideas in response to this task, e.g. hours of work, tasks undertaken, people with whom they worked. The more successful candidates provided detailed information mentioning several aspects of the work, and some referred to *ventajas* or *desventajas* and provided reasons for their opinions. Responses which mentioned liking or disliking aspects of the work or the place of work were accepted even if the words *lo mejor* and *lo malo* were not used. Verb errors sometimes limited the award of marks. Examiners frequently saw *fui* when *fue* was required, and *estar* was often used inappropriately. There were errors in candidates' control of the verb *gustar*, where inappropriate pronouns were seen (e.g. *te* or *mi* when *me* was needed). Many candidates omitted a response to this task.

The fourth bullet point required candidates to describe the qualities of a good boss. There were several successful responses in which candidates produced accurate language with complex structures, using the structure *debe ser*… as it appeared in the question, following it with one or more adjectives. Some candidates provided a detailed explanation, which often mentioned how a good boss should treat employees. There were some short, accurate responses which met the requirements of the task adequately. Some responses contained errors in the additional information but could be awarded both Communication marks, as the main element of the task was expressed without error. The most frequent reason for the award of only one Communication mark was because of a verb error. Some responses suggested that some candidates had not understood the bullet point; other candidates omitted to address this task.

The fifth bullet point required candidates to say what plans they had to gain more experience in the world of work. A reference to the future was required, either with a suitable time phrase, or with a future or conditional tense. Some candidates started with an opinion marker (e.g. *creo que*) followed by a statement of what they planned to do in the future. Some descriptions were detailed, mentioning work that would be good preparation for a future career, including reasons for the choice of ideas. Candidates who stated that they had no plans to do further work experience were considered to have addressed the task adequately; they sometimes relied almost entirely on the language provided in the question. As in previous tasks, verb errors were the most frequent cause for the award of fewer than two Communication marks here. There were errors in the use of *gustar* and *encantar*, and the accent was often omitted in the conditional tense. Similarly, accents were often omitted in attempts at future tense verbs.

Question 3(b): Los museos. Escribe un artículo sobre este tema.

This was the most popular question, selected by approximately 50% of candidates.

The first bullet point required candidates to describe a recent visit to a museum. Most candidates offered an appropriate description. Many candidates stated where the museum was to be found, what type of museum it was, with whom they went to the museum or when they went there. The majority of this information could be presented in simple language. Some candidates offered several details about the visit in response to this task and many of these responses were produced in a series of short sentences. There were several examples of complex sentences with subordinate clauses introduced by *que, donde, porque* in which accurate language was seen. The task required a response in a past tense, but where appropriate information was given in the present tense, it was considered that the task had been partially addressed and one Communication mark could be awarded. There were frequent errors in the verbs chosen by candidates which limited the Communication mark to one. An inappropriate form of the verb *ir* was seen in many scripts.

The second bullet point required candidates to say what they saw at the museum. Responses were often given in short, simple sentences but there were some extended responses which offered more detailed descriptions of items seen in the museum, e.g. descriptions of paintings, details about the artists and opinions about items. Some of these more detailed responses were presented with accurate use of complex structures. There were also responses which mentioned other aspects of the museum and activities that had been done during the visit, e.g. visits to the shop or café. The task required a response in a past tense so use of a present tense verb limited the Communication mark to one. The choice of verb was not always appropriate, as verbs such as *haber (había)* were seen when *tener (tenía)* was required and vice versa. Control of the verb *ver* was variable. Some candidates produced an accurate formation of *ver*, but many candidates added an accent to *vi* or copied *viste* from the question without altering the spelling.

The third bullet point required candidates to say what they consider to be the best thing about the museum. The question was phrased in the present tense but responses in a past tense, either in the preterite or the imperfect, were acceptable as they met the requirements of the task. Most of the candidates who offered a response provided a short sentence, relying on the language provided in the question, using an appropriate form of the verb *ser* and adding a basic adjective. These responses were sufficient to achieve both Communication marks. Some candidates produced detailed responses, often introducing their response with an opinion marker like *creo que*, and sometimes referring to aspects of the museum that had been mentioned in their response to the second bullet point. Some of these responses included complex language in accurate sentences whilst other candidates did not appear to have the range of vocabulary or linguistic structures to express their ideas effectively. Negative opinions of the museum were considered to have addressed the requirements of the task. Some candidates omitted a response to this task.

The fourth bullet point required candidates to say with whom they prefer to visit museums. Many candidates offered a short response, altering the verb provided in the question and identifying a friend or family member; some candidates mentioned preferring to go with school or a school friend. The best candidates gave reasons for their choice, using accurate language. The most common reason for an award of fewer than two Communication marks was a verb error. Some candidates copied the verb *prefieres* from the bullet point without making the necessary amendment to the spelling; in these cases, a maximum of one Communication mark was awarded. Responses in which the candidate produced a spelling of the verb *preferir* which does not exist prevented the award of any Communication marks. Similarly, errors in the use of *gustar* limited the award of marks.

The fifth bullet point required candidates to say what type of museum they would recommend to friends. The best candidates identified a museum which they would recommend to friends and offered a justification, often mentioning positive aspects of the museum and sometimes referring to past visits. Some candidates explained that they would recommend the museum simply because they liked it; these responses tended to be presented in simple language, with or without the inclusion of *porque* to explain the reason. Responses in the present tense were considered to have addressed the task adequately. The most frequent reason for the award of fewer than two Communication marks was an error in the verb *recomendar*. It was frequently reproduced with change from the question, or the accent was missing. Some responses did not succeed in communicating a meaningful message, either because of a lack of relevant vocabulary or because inaccuracies hampered or prevented effective communication. Some candidates omitted a response to this task.

Question 3(c): "Estaba de viaje con mi clase. De repente me di cuenta de que uno de los profesores había desaparecido…"

This was the least popular question. Candidates needed to produce a coherent narrative, remembering to link the content of the responses to the individual tasks set.

The first bullet point asked candidates to say what they were doing when the teacher disappeared. Using complex structures and accurate language, the most successful candidates started with a brief, relevant introduction outlining the circumstances for the school visit. The responses went on to address the task. Other successful candidates started the response with a description of what they were doing at the time of the teacher's disappearance and included some accurate subordinate clauses. Less successful responses contained errors, either in the subject of the verb or in the verb itself. Errors of this nature limited the Communication mark to one. Although an imperfect tense was anticipated to respond to the task, some responses were offered in the preterite tense and were accepted.

The second bullet point required candidates to describe how they felt at that moment. The most successful candidates provided a detailed scenario, including complex sentences with subordinate clauses, to describe what was happening with classmates when they realised that the teacher was not there, before going on to explain a number of feelings which required different structures, e.g. *empecé a estar… / me sentí… / tuve mucho miedo / la situación me daba miedo.* Less successful responses tended to be very brief. Verb errors often prevented the award of two Communication marks. The verb *sentirse*, provided in the question, often contained errors when used in candidates' responses: the reflexive pronoun was omitted when required, or there was no accent on the first person singular of the preterite formation. Sometimes *te sentiste* was copied from the bullet point without alteration. The verb *es* was often produced when *estaba* was appropriate.

The third bullet point required candidates to describe the clothes that the teacher was wearing. Almost all candidates provided a relatively short response here. Nearly all responses were effective and accurate; they included adjectives which showed appropriate agreement with the noun. Verb errors were the usual reason for the award of fewer than two Communication marks: there were inappropriate spellings of *llevar,* the accent was omitted in the imperfect tense of *vestir*, and the present tense was given when a past tense was required.

The fourth bullet point asked candidates to say what they did to find the teacher. The most successful candidates produced an extended narrative to describe what was done to find the teacher. Such responses contained a series of complex structures with subordinate clauses and were coherent and logical. Other candidates provided shorter accounts which also included accurate subordinate clauses, some of which used the subjunctive appropriately. Weaker candidates offered a single sentence to describe what they did to find their teacher. Lack of control of verbs limited the award of marks in some cases, whilst candidates who did not know the vocabulary to express their ideas sometimes used words that did not exist in Spanish; in such cases, a meaningful message was not conveyed.

The fifth bullet point required candidates to explain what had happened to the teacher. The most successful candidates produced an engaging end to the narrative, which included an explanation of what had happened to the missing teacher, and sometimes also included the candidate's reactions to the situation. Other responses tended to use short sentences with a limited amount of complexity but with a range of tenses used appropriately, including the pluperfect tense; these responses were generally accurate and included vocabulary which added interest to the candidates' ideas for this final task. There were few verb errors in the sections of the response which addressed the task. Weaker candidates tended to struggle with this task and offered short responses where lack of control of verb formations limited the Communication mark to one. When a response was produced in the present tense, the requirements of the task were only partially met as a past tense was clearly needed here.

SPANISH

| Paper 0530/43 |
| Writing |

Key messages

- Please note that the format of the writing paper is changing with effect from 2021. Please refer to the syllabus booklet and specimen materials on our website for further details.

- Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. In **Question 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 bullet point carefully to ensure that the response that they produce is relevant and includes appropriate tenses.

- In order to ensure that they respond to all the required tasks in **Questions 2** and **3**, candidates may find it helpful to attempt the communication tasks in the order in which they appear in the question paper.

- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary in order 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 their marks. 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 the work presented by candidates, provided that the material is relevant. However, candidates should still be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. Candidates should bear in mind that the mark for Other Linguistic Features (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go considerably beyond 140 words in response to **Question 3** may well not spend enough time on **Question 2**, which, whilst easier than **Question 3**, is still worth 15 of the 50 marks available for the paper and should therefore be awarded due attention.

General comments

Overall, performance was similar to last year, although responses warranting the highest marks 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.

Candidates should be reminded that they should write one item per answer line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures. There is no requirement to include a definite/indefinite article.

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

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

A crucial decision for candidates is: Which question will allow me to best show the Spanish that I know? This is particularly important given the method by which marks are awarded across the three assessment criteria. Candidates are advised, therefore, to read all three options before choosing which one to answer. Close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures that 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. They must produce 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 later in this report.

Comments on specific questions

Question 1: Estás en la ciudad. Haz una lista en español de 8 cosas que puedes ver.

The demands of this question were straightforward. Candidates were required to give the Spanish for eight items or places that they might see in a town. The majority of candidates achieved the full five marks available, producing accurate spellings of the words represented by the images on the question paper.

In some cases, minor spelling errors did not prevent the award of marks (e.g. *comisería* was accepted for *comisaría*). However, spelling errors which produced a word with a different, inappropriate meaning (e.g. *fontana* for *fuente*) could not be rewarded. Words that were unrecognisable as Spanish (e.g. *supermarket* or *bicicle*) could not earn credit.

Question 2: Mi cantante favorito/a

Communication

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

The first bullet point required candidates to describe their favourite singer. References to a band, rather than a singer, were accepted provided that an appropriate description was given. Some candidates provided detailed descriptions, usually relating to physical appearance; most of these responses were produced using short simple sentences, relying on *es* and *tiene,* although more detailed information was given which sometimes included complex sentences with subordinate clauses. A small number of candidates offered only the name of their favourite singer or band; these responses were not considered to have met the requirements of the task, as no description was included. A small number of candidates did not appear to recognise the word *cantante* and instead interpreted it as *canción*. Responses of this nature were not usually considered to have met the requirements of the task.

The second bullet point required candidates to say what type of music their favourite singer sings. Most candidates responded adequately, with a clear statement which provided appropriate information. Responses tended to be brief, mentioning just a particular genre, and there were acceptable responses which described the type of music e.g. *música romántica* Several candidates offered more extended details. Where candidates had misunderstood the word *cantante* in the first bullet point, in many cases their response to the second bullet point was not appropriate either, as they offered information that provided no description of any type of music. In the small number of cases where there was an appropriate description of a type of music, credit was given.

The third bullet point required candidates to explain why they like this singer. There were some extended responses in which candidates mentioned aspects of the singer's performance; responses of this nature sometimes mentioned occasions when they had seen a live performance, or when and where they listen to the singer's music. Some candidate offered descriptions of the singer similar to those expected in response to the first task; provided that the response included a clear reason for liking the singer or band, credit was given. In some cases, it was possible to give credit for both the third and first task at this point in the candidate's response. Where the candidate had misunderstood the word *cantante*, in some cases no meaningful message was conveyed.

The fourth bullet point required candidates to say when they usually listen to music. Responses which mentioned specific times were expected, but candidates who stated where they listen to music were also rewarded. Forms of transport (usually on the way to or from school) were mentioned frequently, and some candidates mentioned activities during which they listened to music. Most responses tended to be brief, although there were examples of more detailed responses using complex sentences.

The fifth bullet point required candidates to explain why it would be interesting to work in the world of music. Stronger candidates reproduced the language provided in the question and added an explanation in a simple sentence saying what they like to do in relation to music e.g. *porque me encanta cantar y bailar,* and some candidates mentioned opportunities to travel. There were some responses presented in simple sentences e.g. *es divertido*. Inaccuracy in attempts at more complex responses did not tend to prevent the award of credit for this task, but there were candidates whose control of language was insufficient to convey an appropriate message. A number of candidates omitted a response to this task.

Language

In good answers, candidates produced accurate verbs throughout their response and expressed their ideas using complex sentences with subordinate clauses. There was a wide variation in control of verb formation, including the absence of accents on verbs in many responses; in most cases these errors did not prevent the award of marks. However, minor errors in spellings which created a word that did not exist in the verb's paradigm prevented the award of marks. Whilst all five tasks could be addressed 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 cases.

In response to the first bullet point, it was frequent to see inappropriate forms of *tener*. Inaccurate agreement of the adjective and its noun was often seen, although this did not usually prevent the award of marks. In addition, inappropriate tenses of *ser* were seen. In respond to the second bullet point, candidates were able to use the language in the question to produce an accurate sentence. Control of the formation of *gustar* and *encantar* was also variable in response to the third bullet point; 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. In response to the fourth bullet point, many candidates reproduced the verb *escuchas* from the question without alteration, and where the verb *ir* was used, the required form (i.e. *voy*) was not always seen. There were also inappropriate forms of verbs relating to activities during which candidates listen to music.

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 did not gain as many marks as they could have because they omitted to address one or more of the bullet points. Candidates generally respected the instruction to write between 130 and 140 words.

There were some excellent responses which could not be awarded all the available marks for Communication because accents were missing from verbs. In some cases, there were no accents included on any verb in the preterite, imperfect or conditional/future tenses; in these responses, marks for Verbs was limited, despite evidence of control of grammatical accuracy elsewhere.

Communication

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

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

Verbs

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

- include accents on verbs where necessary
- include the personal *a* with verbs that require it
- form regular and common irregular verbs in the preterite tense, particularly the first person singular, e.g. *encontré*, *empecé*, *busqué*, *bebí*, *vi*, *elegí*, *hice*, *tuve*, *puse*, *dije*
- use appropriate words in verb constructions when required, e.g. *tengo **que**…*, *ayudo **a**...*, *tratar **de**…*
- avoid using *tiene/es/son* where *hay* is required and vice versa.

Candidates should take care to avoid the following pitfalls:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjective
- absence of agreement between the subject and the adjective
- use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*

- use of third person singular of *ser* with a plural subject and third person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun
- incorrect formation of *hacer/tener/poner/querer* in the preterite tense
- use of *fue/fuiste* when *fui* was appropriate
- use of third person formation when first person is intended
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a…, ir a…, tratar de…*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de…, necesito de…*)
- omission of the preposition following verbs (e.g. *fui al cine, jugué al balonmano, he soñado con*)
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was often translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended).

Other Linguistic Features

The best responses 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 tenses, 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.

It is important for all candidates to show control of basic structures, including correct spelling and correct gender and number of indefinite and definite articles.

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*)
- constructions with verbs requiring a preposition (e.g. *hablar con…, con quien hablé*)
- a range of tenses and verb forms in the first person and third person
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- *por* and *para*
- adverbs, prepositional phrases, time references, opinion markers
- linking words other than *y* and *pero*
- definite and indefinite articles
- time 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.

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

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

Overall, there were relatively few responses that warranted marks in the top two bands of the assessment criteria for Other Linguistic Features.

Question 3(a): Escribe un e-mail a tu amigo/amiga español(a) sobre un problema que tuviste en un hotel.

This was the most popular question, selected by approximately 80% of candidates.

The first bullet point required candidates to say what the problem at the hotel was. There was a limited number of problems identified by candidates; these were usually a television which did not work, a dirty room or a problem in the bathroom. Some candidates mentioned more than one problem. The more successful candidates tended to produce accurate language in a short sentence to meet the requirements of the task, although there were examples of complex structures with subordinate clauses. These responses frequently featured the verbs *haber*, *funcionar* and *faltar* in an appropriate past tense. Other candidates attempted similar responses, some of which met the requirements of the task, but there were frequent errors in verbs, which limited the Communication mark to one. In both the preterite and imperfect tenses, accents were often omitted where they were required and inappropriate forms of *tener* were seen; some candidates responded with a present tense verb and could therefore only be awarded a maximum of one Communication mark.

The second bullet point required candidates to describe how the receptionist solved the problem. Many candidates struggled to provide an appropriate response here. Candidates who attempted a short narrative seemed to lack the vocabulary and control of verbs to express their ideas effectively. Some candidates reproduced the language from the question without developing their response to explain how the receptionist resolved the problem and could not therefore earn credit as the requirement of the task was not met. There were frequent errors in the formation of regular verbs such as *hablar* and irregular verbs such as *poder* and *hacer*, as well as inappropriate or missing accents. The accent on *solucionó* (which appeared in the question) was often omitted. These errors limited the Communication mark to one. The most successful candidates offered a logical account in complex sentences and explained what the receptionist did to resolve the problem; some candidates used accurate language to say that the receptionist did nothing and stated what they themselves did instead.

The third bullet point required candidates to explain why they would or would not recommend the hotel to friends. Candidates produced both positive and negative opinions about the hotel. The stronger candidates were able to give interesting opinions; the content was expressed in grammatically accurate language using complex structures. Some of these responses included appropriate verbs using the subjunctive. Candidates often offered simple explanations using *ser* or *haber*. Some candidates introduced their response with an opinion marker, e.g. *creo que, pienso que* or *en mi opinión.* A number of candidates offered only a simple description, either positive or negative, of the hotel itself; some of these responses were considered to have partially addressed the task and were awarded one mark for Communication. Most candidates earned at least one mark for this task; it was most often errors in verbs (e.g. *ser*) which limited the number of Communication marks that could be awarded here.

The fourth bullet point required candidates to say what, in their opinion, makes a good hotel. Successful candidates made use of the language provided in the question to present their opinion. Short, simple sentences which addressed the task were credited, but candidates regularly added additional information and justifications using complex structures, some of which expressed the difficulties that hotels experience in maintaining an old building. Some candidates used the verb *tener* (in lieu of *debe ser* which appeared in the question) in response to this task and expressed their idea in a simple sentence. It was most often errors in verbs which limited the number of Communication marks that were awarded here. The plural *son* was often used when the singular *es* was required, and some responses were written using a verb in the past tense when a present tense was required. However, candidates who used a future or conditional tense usually earned credit; accents were sometimes omitted in these attempts, limiting the Communication mark to one.

The fifth bullet point asked candidates to describe what their ideal holiday would be like. A simple statement was often sufficient to meet the requirements of this task. A clear indication of the concept of an ideal holiday, which was required, was usually met with the use of the word *ideal*; the expression *mi sueño es…* was also seen. Responses using the present, future and conditional tenses were accepted. When candidates did not refer to the concept of an ideal holiday, they could often be considered to have addressed the task adequately when a future or conditional tense was used. Responses in the present tense, with no reference to *ideal*, did not tend to earn any credit. Successful candidates provided more detailed accounts, including descriptions of their ideal destination and what they could do there. These responses were often presented in accurate language using complex structures. Errors in verbs frequently limited the award of the Communication marks in this task; inappropriate forms of *ser* were used, often the plural *son* when the singular *es* was required; accents were omitted in attempts at future and conditional tenses and there were errors in the spelling of the subject of the verb where *vacaciones* was not spelt correctly and *tus* was sometimes reproduced from the question without alteration.

Question 3(b): Dibujar y pintar como pasatiempo. Escribe un artículo sobre este tema.

This question was chosen by approximately 15% of candidates.

The first bullet point asked candidates to say what they normally like to draw. The most successful candidates were credited with two Communication marks by starting their response with a short, accurate sentence with an appropriate form of the verb *gustar*, followed by a noun (or nouns) or a verb to say what they like to draw. Some candidates used the word *dibujo*, which met the requirements of the task. Some candidates went on to offer explanations for their choice of things to draw, presenting the additional information with complex structures and subordinate clauses. There were responses in which candidates described when they had started to draw. Despite errors in some of these more extensive responses, both marks could be awarded when the requirements of the main focus of the task had been met with accurate language. The most frequent reason for the award of fewer than two Communication marks was the production of an incorrect form of the verb *gustar* where the pronoun *te* was copied from the question without the necessary alteration to *me*, or where a tense other than the present was offered. Almost all candidates were awarded both Communication marks for this task.

The second bullet point required candidates to say what their last drawing was. Almost all responses to this task were produced in simple sentences; some candidates offered several details using accurate language. Very few candidates included any complex language with subordinate clauses or provided more detailed information in a logical, coherent order. Almost all candidates who offered a response were awarded both Communication marks as they showed control of verb accuracy in the required past tense. There were examples of incorrect forms of the verb *hacer* in the preterite tense, but these errors did not prevent the award of marks as other correct language had been produced to address the focus of the task. Where candidates were not awarded any Communication marks for this task, it was usually because they had omitted any attempt at a response.

The third bullet point required candidates to say what the advantages of drawing and painting as a pastime are. Most responses were brief, some of which were offered in a very short, simple sentence. There were a few longer responses which included several complex structures with subordinate clauses. Several candidates started their response with the simple statement *dibujar tiene muchas ventajas* before providing information that could earn credit for this task. There were examples of interesting expressions, e.g. *a mi familia le hace feliz*, but there were also errors with adjectives; *relajado* was given when *relajante* was intended, and the word was sometimes written as *relaxante.* Whilst there were errors in some verbs included in the response, in almost all cases there was accurate language where the response met the requirements of the task and so it could be credited with both Communication marks. Inappropriate use of the verb *ser* prevented an award of two marks in the response of some candidates, where *son* was offered in place of *hay*, and *soy* where *estoy* should have been used.

The fourth bullet point required candidates to explain why art classes should or should not be compulsory in school. Several candidates used the language provided in the question and added a reason introduced by *porque*; these relatively short responses were usually written in accurate language. There were some responses which presented more than two reasons why art classes should or should not be compulsory in school and each used the conjunction *porque*. Some candidates introduced their response with an opinion marker e.g. *creo que, pienso que* or *en mi opinión.* Some candidates were awarded only one Communication mark for this task as they produced an inaccurate form of the verb *gustar;* usually it was an error with the pronoun when *se* was given in place of *le.* A small number of candidates did not offer a response to this task.

The fifth bullet point required candidates to describe their last visit to an art museum. Candidates tended to describe their last visit by saying when they went, with whom they went, or by giving a simple opinion about the visit, e.g. *fue increíble*. Some candidates described items that were in the museum, using the verb *tiene* appropriately and adding accurate agreement of adjectives to nouns. There were some responses which offered a single, simple sentence to meet the requirements of the task, but there were also examples of responses which included several relevant details using accurate language. Complex sentences were not seen often; when they were produced, they almost always included the use of *porque*. Almost all candidates were awarded both Communication marks for this task as the verbs used in the parts of their response which met the requirements of the task were accurate. However, there were frequent errors elsewhere in their responses with the verbs *ir* and *ver*. In some cases, *fuiste* was seen where *fui* was appropriate. The word *vi* was offered with an inappropriate accent and other tenses of *ver* were used inappropriately, including the present when a preterite tense was required.

Question 3(c): "Un día me di cuenta de que había perdido mi reloj…"

This was the least popular question. Candidates needed to produce a coherent narrative, remembering to link the content of the responses to the individual tasks set. Most responses made limited use of complex language. Those who tackled this question usually achieved relatively high marks for Communication, but control of verb formation was weak in some cases and the generally limited use of complex language restricted the award of marks for Other Linguistic Features.

The first bullet point required candidates to say what they were doing when they realised that the watch was not there. Most responses tended to be relatively short, being presented in one simple sentence which sometimes included a subordinate clause. A small number of responses included more information and were written in an accurate, extended sentence with one or two subordinate clauses. The verb *realizar* was used inappropriately by some candidates. The majority of candidates provided an appropriate verb to explain what they were doing when they realised that the watch was missing, but errors in verbs prevented the award of both Communication marks in some cases. There were some instances of *estabas haciendo* being used instead of *estaba haciendo*.

The second bullet point required candidates to describe the watch. Most included the colour and make of the watch. There were some responses which comprised two or three short, accurate sentences, each of which offered an appropriate description. Most responses were presented in one short sentence. Some candidates could only be awarded one Communication mark because of a verb error. Some inappropriate forms of *tener* were seen, and some responses were offered in the present tense even though the past tense was required.

The third bullet point required candidates to explain why the watch was important to them. Candidates tended to introduce their response to this task by using the language provided in the question, making the required change to the pronoun (i.e. *para mi*). Some candidates offered several pieces of information, each in a simple sentence, whilst other candidates presented more than one reason using *porque* at least once in their response. There were verb errors in some responses, which limited the Communication mark to one. In responses which included the verb *regalar,* a plural form of the verb was sometimes written when *regaló* was required, and the accent was occasionally omitted. Several candidates mentioned the death of the person who had given them the watch and the formation of the verb *morir/morirse* was not always accurate. Most candidates had already provided accurate language in their response to the focus of the task, so errors in additional information did not affect the award of marks in such cases.

The fourth bullet point required candidates to say what they did to find the watch. Some candidates produced an extended respond to meet the requirements of this task. A few responses included a logical, coherent narrative in which there were several subordinate clauses and constructions with appropriate, accurate use of the subjunctive. There were frequent errors with verbs, including missing accents on preterite, imperfect and conditional verbs, use of the present tense when a past tense was required, and inappropriate forms of *ir* (e.g. *fue* when either *fui* or *fuimos* was needed). The verb *ver* was used when *buscar* was needed and there were several incorrect attempts at producing *busqué*.

The fifth bullet point required candidates to describe their reaction upon finding the watch. Most candidates offered a response that met the requirements of the task and provided an appropriate conclusion to the narrative. Some of the concluding language was a continuation of the narrative presented in response to the fourth task. Almost all candidates wrote a simple, short sentence, relying on the verbs *estar* or *ser* (e.g. *fue un momento muy fantástico*). Verb errors included *fue* where *fui* was required, and use of the present tense instead of the past.