SPANISH

Paper 0530/11
Listening

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

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

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

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

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

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

General comments

The extracts in the paper heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific detail, as well as descriptions of events, opinions, emotions, and explanations in longer extracts.

Cambridge Assessment International Education

Comments on specific questions

Questions 1–8

The extracts were short, straightforward interactions contextualised in a Spanish home, in which it was necessary to focus on a single sentence. Overall, candidates performed well in this exercise, but for **Question 6**, a few candidates chose options **B** or **C** instead of **D**, possibly due to unfamiliarity with the vocabulary in the item.

Questions 9–14

Here candidates heard a short piece of continuous speech advertising an excursion to an island. Questions focused on various aspects of the trip. **Questions 9**, **10**, **11** and **12** were overall answered well. **Question 13** demanded recognition of *senderismo* or *caminos* to choose the correct option **B**, and distractor **C**, which proved attractive to some, may have been unfamiliar. **Question 14** was less problematic for candidates, although all three distractors attracted some.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about their free time activities and preferences. On all questions, over four fifths of the candidates identified the correct option. There was no pattern of incorrect answers.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a dog walker. The content and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, four fifths of the candidates responded correctly, linking *demasiado vieja para sacarlo a pasear* to *no podía salir con su perro*.

Question 21 was answered well, as candidates linked *temprano* and *antes del colegio* to the correct option *por la mañana*.

Question 22 was more demanding, although nearly three quarters identified the link between the correct option **B** and *la idea* in the extract. Some candidates chose distractor **A**, which echoed the word *gastos* in the extract.

Overall, **Question 23** was answered well. A few candidates chose distractors **A** or **B**. They needed to understand the paraphrase *lo que me sorprendió*… in order to choose the correct option **C**.

Question 24 was a demanding question, with a tempting distractor in **A**. However, more than four fifths of candidates answered correctly, making the link between *la gente que conocía* and the correct option **B**.

On **Question 25**, option **B** echoed the wording of the extract, and more than nine tenths of the candidates chose it correctly. The remaining distractor options attracted equally.

Only two thirds of the candidates answered **Question 26** correctly. Candidates needed to focus on the *perro viejo* to link the correct option **A** to *despacio*. Distractor **B** was tempting as it mentioned *cuatro niños*.

On **Question 27**, candidates had to separate the idea of *cruzó la calle* (which linked to distractor **C**) from *corriendo tras él* in the extract, which linked to the correct option **B**.

On **Question 28**, nine tenths responded correctly, despite the need to link *raqueta* or *club* to *deporte* to choose **C**. Distractor **B**, echoing the word *ropa* from the extract, attracted most of the other candidates.

Questions 29–34

Candidates heard an interview with Sara, an actor. This was a more demanding exercise in content, language and format at this stage of the paper. On all six questions, around four fifths identified the correct option.

On **Question 29**, all three distractors were chosen. Although words from options **A** and **B** were mentioned in the extract, most candidates were able to link the concept of the correct option **D** to *cuando ya estaba en la universidad* in the extract.

On **Question 30**, options **C** and **D** linked to language items in the extract, but most candidates understood *tenía poco dinero. Por eso…* and correctly selected **B**.

On **Question 31**, a fifth of the candidates chose distractor **B**, where *enfermera* seemed to echo *enferma* in the extract. However, the vast majority understood what *el director* said, and correctly chose **C**.

Question 32 was demanding and required full comprehension of the relevant speech. Some candidates did not understand the importance of *por un tiempo* in the extract and chose distractor **D**, but the vast majority correctly chose **C**.

For **Question 33**, the key information is mentioned twice in the extract (*quería seguir estudiando* and *iba a tener tiempo para estudiar)*, so that most candidates were able to identify option **A** as the correct answer. For other candidates, the distractor options were equally popular.

On **Question 34**, candidates needed to identify the relevant sentence in the extract and discount the words *obras cómicas,* which linked to distractor **C**. Over four fifths chose the correct option **B**.

Questions 35–37

In this exercise, candidates heard an interview with the owner/manager of an unusual hotel. For each question in this final exercise, candidates had to identify **two** correct statements from a choice of five. This represented an increase of demand at this stage of the paper.

On **Question 35**, over two thirds correctly selected option **C**, despite the need to understand the paraphrase in the extract *no había ningún hotel así*. To be secure in their choice of the correct option **E**, candidates needed to understand the content of all three sentences of Roberto's final speech in the section, which linked to the correct option through paraphrase. About two thirds were able to do so.

Identifying the two correct options on **Question 36** was also well done by over two thirds of the candidates. The key information came in the second and third of Roberto's speeches. Option **B** required comprehension of question and an allusive answer, while the information in option **E** was likewise paraphrased.

Question 37 was appropriately demanding, with only around half of the candidates able to identify the two correct options **A** and **C**. To do so required the ability to comprehend sections of speech fully and relate different elements of meaning. On this question, as on the others in this exercise, all three of the distractors are referred to, or linked to, in the wording of the option, so that this final exercise is a challenging one in terms of overall comprehension.

SPANISH

Paper 0530/12
Listening

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

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

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

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

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

Question Number	Key
35	B / E
36	A / D
37	C / D

General comments

The extracts in the paper heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific detail, as well as descriptions of events, opinions, emotions, and explanations in longer extracts.

Cambridge Assessment
International Education

Comments on specific questions

Questions 1–8

The extracts were short, straightforward interactions contextualised in a Spanish home, in which it was necessary to focus on a single sentence. Overall, candidates performed well on this exercise. Some did not understand *Me voy a lavar las manos* in **Question 1**. On **Question 6**, some candidates seem to have been confused by the mention of *muchos arboles* and chose distractor **D**. On **Question 7**, some candidates did not understand *guitarra*.

Questions 9–14

Here candidates heard a short piece of continuous speech advertising a new shopping centre. Questions focused on various aspects of the centre. **Questions 9**, **13** and **14** were answered well. On **Questions 10**, **11** and **12**, some candidates chose a distractor picture.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about pets. The species of animal were given in each question but only around half of candidates chose the correct option in each case, except for **Question 18**, which was answered well. There was no pattern of incorrect answers.

Questions 20–28

In this exercise, candidates heard an interview in two parts about backpacking in Perú. The content and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, four fifths of the candidates responded correctly, hearing *la maleta con ruedas* and choosing **C**. The other candidates were tempted by distractor **A**.

Question 21 was more challenging. About two thirds answered **B** correctly. The other candidates may have been tempted by the word *mochila* in distractor **A**.

Question 22 was also demanding for around a third of candidates. They had to link *poco peso* in option **A** to *no quería una mochila pesada* in the extract. Both distractors **B** and **C** were tempting.

On **Question 23**, almost a third of candidates chose distractor **A** instead of **C**. The wording in the text made **A** clearly wrong, but it needed full comprehension to eliminate it.

On **Question 24**, over four fifths were able to link *no teníamos los mismos intereses* with the correct option **B**. Both distractors **A** and **C** were popular.

Distractor **A** was tempting in **Question 25** because it was mentioned early in the speech; however, candidates who understood *lo que más disfruté* were able to identify the correct option **C**, *las fiestas*.

Question 26 was challenging and only half the candidates answered correctly. To choose the correct option **A**, they needed to link *caminar* to *andar* and *ruinas* to *monumentos*. Many candidates heard *sandalias* and chose distractor **C**.

On **Question 27**, nearly a third of the candidates heard *poca oportunidad* and chose distractor **C**. Candidates had to understand the last two sentences in order to choose the correct option **A**.

Question 28 was answered well, with more than four fifths choosing the correct option **B**. Candidates had to understand the time aspect in order to reject distractor **A**.

Questions 29–34

Candidates heard an interview with an innovative librarian. This was a more demanding exercise in content, language and format at this stage of the paper.

On **Question 29**, most candidates were able to link *usaban solo la sala de ordenadores* to the correct option **A**. The other candidates chose distractor **D**, where *pantallas* echoed the wording of the extract.

On **Question 30**, nearly three quarters of candidates were able to link the stem to *la mayoría* in the text and then appreciate the paraphrase of *los deberes* as *tareas escolares* in option **B**. There was no pattern of incorrect answers.

Question 31 was challenging. Only just over a third of candidates were able to link option **D** to the complex sentence in the text that contained the relevant information. Distractor **C** was a common incorrect answer.

On **Question 32**, nearly four fifths of candidates chose the correct option **B**, in which *trabajaba en viajes al espacio* echoed *ingeniero del espacio* in the extract.

On **Question 33**, two third identified the correct option **C**. Candidates needed to comprehend the last two sentences of the speech. In the most popular distractor **D**, the word *fantasia* echoed the text.

On **Question 34**, nearly three quarters of candidates correctly identified option **A**, understanding the paraphrase of the extract in the option. Distractors **B** and **D** both echoed the word *libros* in the speech.

Questions 35–37

In this exercise, candidates heard an interview with a Uruguayan architect turned singer. For each question in this more demanding final exercise, candidates had to identify **two** correct statements from a choice of five options. This represented an increase of demand at this stage of the paper.

On **Question 35**, three quarters of candidates correctly selected option **B**, linking *ha conocido muchos países del mundo* to *viajes por todo el mundo.* Most candidates successfully selected option **E**, which echoed the word *atención* in the extract. On this question, as on the others in this exercise, all three of the distractors are referred to, or linked to, in the wording of the extract.

Identifying option **A** on **Question 36** was also correctly done by most candidates, despite the paraphrasing. The key information for option **D** also depended on a paraphrase but only half of the candidates answered correctly.

On **Question 37**, about two thirds of the candidates identified option **C** successfully and most candidates correctly chose **D**. The key information for both answers came in the final speech, and both depended on paraphrases.

SPANISH

Paper 0530/13
Listening

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

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

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

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

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

Question Number	Key
35	C / D
36	A / E
37	B / E

General comments

The extracts in the paper heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts.

Cambridge Assessment
International Education

Comments on specific questions

Questions 1–8

The extracts were short, straightforward, contextualised interactions, in which it was necessary to focus on a single sentence. Overall, candidates performed well on this exercise. There was no pattern of incorrect answers.

Questions 9–14

Here candidates heard a short piece of continuous speech about a visit to a bakery. Questions focused on various aspects in the information given. **Questions 9**, **10**, **11**, **13** and **14** were answered well. For **Question 12**, some candidates did not understand *mesa*.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about places to go on holiday. Overall, candidates performed well in this exercise. There was no pattern of incorrect answers.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a keen roller skater. The content and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, over four fifths of the candidates responded correctly, hearing the number 17, and opting for option **B**. Distractor **C** was a common incorrect answer.

Question 21 was slightly more challenging. Four fifths identified option **A** correctly. Some candidates heard *fútbol* in the extract and chose option **C**.

Question 22 was demanding for around a quarter of candidates. To choose the correct option **B**, candidates had to pick out *corbata* from the phrase in the extract. Many candidates chose distractor **C**.

On **Question 23**, despite the mention of *las rodillas* echoed in distractor **B**, almost four fifths of candidates chose the correct option **C**.

On **Question 24**, only just over half of candidates were able to link *personas con sus mismos gustos in* the correct option **C** to *comparten mi pasión por ese deporte* in the extract.

Question 25 was answered very well.

Question 26 was challenging and only half of the candidates answered correctly. To choose the correct option **C**, they needed to understand the paraphrase of the extract in the option. Distractor **A** echoed language in the passage, and distractor **B** mentioned content related to weather.

On **Question 27**, over two thirds of the candidates understood the paraphrase and identified option **B** correctly. Distractor **A** echoed language in the passage.

On **Question 28**, a similar number identified the correct option **C**, linking *nadar* in the extract to *natación* in the option. Many candidates chose distractor **A**, which echoed the wording in the extract.

Questions 29–34

Candidates heard an interview with Carlota, who went on a gastronomic tour in Latin America. This was an appropriately demanding exercise in content, language and format at this stage of the paper.

On **Question 29**, fewer than half chose the correct option **D**, linking the paraphrase *logró cumplir uno de sus sueños* in the option to *un lugar que quería conocer desde niña* in the extract. Many candidates chose distractor **B**.

Question 30 was also challenging and just over half of the candidates were able to identify the correct option **B**.

On **Question 31**, most candidates answered correctly, connecting *el desayuno tradicional es enorme* in the extract to *demasiado grande* in option **C**.

Question 32 was challenging with fewer than a third of candidates able to link *me preocupaba* in the text to *ansiosa* in the correct option **A**.

On **Question 33**, fewer than half of the candidates were able to identify the correct option **D**, which required them to link *podía ir adonde quería, tenía más libertad de horarios* in the extract to *se sentía más libre* in the option. Many candidates chose distractor **A**, which echoed *eran cómodos, pero…* in the extract with *incómodos* in the option.

On **Question 34**, just over half answered correctly, identifying *pienso crear un negocio* and linking it to *tener su propia empresa* in the correct option **B**. Distractor **C** was very popular, linking to the word *música* in the extract.

Questions 35–37

In this exercise, candidates heard an interview with a market trader at fiesta time. For each question in this final exercise, candidates had to identify **two** correct statements from a choice of five. This is an appropriately demanding and challenging exercise at this stage of the paper. Candidates always need to take care on this section, because the keys may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

On **Question 35**, fewer than a quarter of candidates selected the correct option **C** and over half selected option **D** successfully. Many candidates chose distractors **A**, **B** and **E**.

On **Question 36**, just over a quarter chose option **A** successfully, with many missing the key information at the start of the second speech. Many chose distractor **B**, tempted by the mention of *la abuela de Julio* in the option. Just under half correctly chose option **E**, understanding a lengthy paraphrase and ignoring the two preceding distractors **C** and **D**. These were tempting, as both, although clearly wrong, connected with content in the text.

On **Question 37**, option **B** was correctly identified by fewer than a third of the candidates. The idea of overcrowding was mentioned twice in the extract, but distractor **A** was very tempting, and required very detailed comprehension to appreciate that it was false. Option **E** was chosen correctly by over half of the candidates.

Cambridge Assessment
International Education

SPANISH

Paper 0530/21
Reading

Key messages

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

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range.
- Remember that the questions follow the order of the text.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers.

General comments

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

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

Candidates need to be unambiguous in their answers and be able to correctly manipulate verbs, personal pronouns and possessive adjectives in order to make their answers clear.

Candidates who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Question 5**.

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

Overall, consistent inaccuracies included:

- candidates lifting too excessively from the text which resulted in them either writing the answer in the first rather than the third person or lifting excessively and failing to identify the correct part of the answer.

- using *por qué* instead of *porque* which invalidated their answer.

- missing accents which changed the meaning of their answer and therefore invalidated it (*copié/copio/copió/trabajo/trabajó* etc.).

Comments on specific questions

Section A

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to professions. Candidates need to remember that one of the pictures is surplus to requirement. In general, candidates attempted all questions, and were very successful. Most candidates understood all the statements and there were very few wrong answers.

Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a school. Most candidates attempted all the questions, and many were very successful.

Question 3

Candidates read a text about a girl talking about her life and family. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many were very successful. Where errors did occur, this was most usually candidates had not read the text carefully enough, and sometimes relied on what they knew about life in general rather than on what was written in the text.

(a)   Many candidates were able to identify **B** *un pueblo* in the text. There was a reference to *ciudad* in the text which tempted some candidates into choosing **A**.

(b)   Most candidates read the passage carefully and found the answer **B** *hace ocho años*, whilst others chose **A** because the text said *cuando tenía siete años.*

(c)   The candidates who recognised *lo que más me gusta son las tiendas* were able to choose the correct answer **C** *las tiendas.*

(d)   This question was well answered by many who linked *Los dependientes son muy simpáticos* in the text with the correct answer **A** *amables.*

(e)   Candidates needed to know synonyms to answer this question properly *frecuentemente, más o menos cada semana* had to be linked to **B** *a menudo* and **C** *todos los días* could be discarded.

(f)   Most candidates were able to link *prefiere el silencio* with **B** *tranquilos.*

(g)   There was a good understanding of this question. Most candidates read *va a ir a otro país para vivir con unos amigos* and selected **C** *en un país diferente* and some went for **A** *en una casa sola.*

Question 4

In Question 4 candidates were required to answer questions on a longer text, which in this case was an account by Luis about his holidays. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to take care to change the first person to the third person when required to make their answers unambiguous. Many of the questions could be answered with a precise lift from the text, but responses needed to be succinct and unambiguous to demonstrate sufficient comprehension. Candidates needed to answer the questions in the tenses they were asked.

(a)   Many candidates read the question carefully and understood the information that they needed to provide. The question required a quantity. The simple lift *dos días* was enough to answer. A common wrong answer was *una semana.*

(b)   This question was well answered succinctly by many with *bonitas*. Some gave a longer answer *le parecieron bonitas* adjusting the pronoun accordingly. A common wrong answer was *estupendo.*

(c) Most candidates located the correct part of the text. A common mistake was an answer in which the verb was not or incorrectly manipulated and/or in the wrong tense. Another common wrong answer was *Debido al viaje tan largo.*

(d) Candidates understood the question and gave the straightforward answer *nadar/nadaron hasta una isla cercana* or simply *nadar*. Incorrect answers were due to incorrect manipulation of the verb and/or use of the wrong tense.

(e) Successful candidates understood the question well and gave a precise answer after careful reading of the text. Less successful responses were due to misreading the question or the text.

(f) 1 and 2 Most candidates were able to find the correct part of the text to answer the question. Stronger candidates chose *truenos* and *personas gritaban* or *personas gritando*.

(g) This question was well handled by many candidates. A few responses showed that the candidate misunderstood the question and did not include a feeling in their answer.

(h) Many candidates were successful in changing the possessive adjective from *nuestros* to *sus* in order to answer the question correctly. Some answered *ellos padres* showing a lack of knowledge of possessive adjectives.

(i) Most candidates were able to answer with *llovía mucho*. Weaker responses included *el viaje duró tres horas.*

(j) Most candidates located the correct part of the text and answered *mirar la previsión del tiempo.* Incorrect answers were due to incorrect manipulation of the verb and/or use of the wrong tense.

(k) Most responses were successful and required a precise lift from the text, showing a good understanding of the text in detail. Weaker responses included too much lifting. Another common wrong answer was *sería mejor no alojarme en un camping*.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to do voluntary work. There were therefore three descriptions that were surplus to requirement. Candidates needed to process a range of information and look for the best-fit job for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. In general, there was a good response to this question.

(a) Candidates needed to read the texts carefully to fully understand the references to *ROCÍO* wanting to improve the area where she lived and to do something for the environment to select **option 7**. Many candidates went for **option 5**.

(b) In order to select **option 3** candidates needed to understand the references to *ISMAEL* wanting to teach others to use internet. Many went for **option 1**.

(c) Most candidates selected **option 6** correctly. They made the link between *PATRICIA* who loved *preparar platos saludables* and the association who wanted *gente con una pasión por la cocina que quiera enseñar* people who ate unhealthy food.

(d) There was a mixed response to this question. Successful candidates were able to understand that *ELENA* wanted to share her passion for books with other people. Many candidates chose **option 2.**

(e) In order to select **option 4**, candidates needed to link the passion *ÁLVARO* had for sports and the need the club had for *voluntarios que sepan motivar a personas de cualquier edad*. There were few incorrect answers to this question.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a woman who set up several restaurants. Candidates were required to write short answers in Spanish. Responses needed to be precise and unambiguous. Verbs, personal pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately.

(a)   Most candidates who understood the question gave an answer with a place. The answer was *Murcia* but some went for *Bilbao* but that was the place where she had her restaurants.

(b)   The next question required an answer about an emotion. Many candidates were able to give the correct answer *orgullosa* or *se siente orgullosa*. Some responses were in the first person and others showed a misunderstanding of the question.

(c)   Most candidates were able to locate the correct part of the text but were not always able to manipulate the verb correctly. It was important in this question to answer in the past tense and include the correct accent. Weaker responses showed a lack of understanding of the question.

(d) 1 and 2 All candidates understood the question. The ones who read the text more carefully were able to answer *creative* and *inteligente*. A frequent error was to give the opinion of the teachers *vaga y hablador*.

(e)   The answer to the question was easy to locate in the text. Successful candidates included the accent on the *ó* to indicate a past tense. A common wrong answer was *la dejó entrar en la cocina donde lo copió.*

(f)   This question was well answered by many candidates could be answered just by *dos* or *2.* Weaker responses included *cuatro restaurantes en Bilbao y otros tres en Vitoria-Gasteiz* as the most common incorrect answer*.*

(g) 1 and 2 There were many good answers here*.* Candidates generally located the correct part of the text for both responses. The question could be answered by direct lifts: *han leído sobre ellos en guías turísticas* and *quieren probar algo nuevo*. A common mistake was to answer *conoce bien la cocina de la región de Euskadi* and *quiere disfrutarla*.

(h)   In general, candidates located the correct part of the text for the answer. The text only needed manipulation of possessive adjective. Some misread the text and answered *sería diferente a lo que quieren sus clientes***.**

(i)   This question was very straightforward and many candidates answered *relajada* or *olvida el estrés y está más relajada.* Unsuccessful answers were due to heavy lifting of the text.

Cambridge Assessment
International Education

© 2022

SPANISH

```
Paper 0530/22
Reading
```

Key messages

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

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range.
- Remember that the questions follow the order of the text.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers.

General comments

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

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

Candidates needed to be unambiguous in their answers and be able to correctly manipulate verbs, personal pronouns and possessive adjectives in order to make their answers clear.

Candidates who have a wide range of vocabulary and can recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Question 5**.

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

Comments on specific questions

Section A

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to activities. Candidates need to remember that one of the pictures is surplus to requirement. In general, candidates attempted all questions, and many were very successful. Most candidates understood all the statements and there were very few wrong answers.

Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a hotel. All candidates attempted all the questions, and many were very successful.

Question 3

Candidates read a text about a girl talking about her holiday abroad. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many were very successful. Where errors did occur, this was most usually because candidates had not read the text carefully enough, and sometimes relied on what they thought they knew about life in general rather than on what was written in the text.

(a) Almost all candidates linked *en un país extranjero* in the text with the correct answer *B viaja a otro país.* Some candidates went for *C visita varios países*.

(b) Many candidates were able to identify *odio las temperaturas frías* in the text and linked it to **C** *hace mucho frío* but a good number went for **B** *hace mucho calor.*

(c) The candidates who recognised *no me interesan nada* were able to choose the correct answer *A aburridas.*

(d) Most candidates read the passage carefully *aprendes algo sobre el estilo de vida de otras naciones* and found the answer *A conoce la cultura del país.*

(e) There was a mixed response to this question. Candidates needed to read the text carefully to discard options **B** and **C** and link *el mismo día que lo pescaban* with **B** *estaba muy fresco.* A number of candidates went for **A** *se servía con plátanos.*

(f) This question required careful reading of the passage. Many candidates went for *B Era demasiado picante* because the passage mentioned *los platos son picantes.* Candidates who understood *no cocino bien y, según ellos, fue un desastre* chose the correct answer **C** *No fue un éxito*.

(g) Candidates who selected the correct answer **B** *el helado* read the statement and question very carefully. A large number of candidates answered A *el chocolate.*

Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by Adrián about his work experience. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to take care to change the first person to the third person when answering some questions. Many of the questions could be answered with a precise lift from the text, but responses needed to be succinct and unambiguous to demonstrate sufficient comprehension. Candidates needed to answer the questions in the tenses they were asked.

(a) Many candidates read the question carefully and understood the information that they needed to provide. The correct answer was *dos semanas*. A common mistake was to lift too much of the text without manipulating the verb correctly. Another common mistake was *un mes.*

(b) Most candidates understood the question well and answered it correctly. A few misread the text and answered *el profesor*.

(c) A few candidates answered this question successfully.

(d) Most candidates understood the question and located the correct part of the text. The answer required manipulation of the pronoun *me* to *le*. Many were able to do so successfully. Some mentioned that the uncle owned a shop, information which was already in the question.

(e) The majority of candidates answered this question successfully.

(f) Some candidates answered this question successfully. Weaker responses showed a lack of awareness of verb/pronoun manipulation.

(g) 1 and 2 Most candidates were able to find the correct part of the text to answer the question. Stronger candidates selected *les gustaba hablar de ordenadores* y *le recomendaban los mejores juegos.* Common wrong answers were: *podía jugar a videojuegos* and *sus compañeros eran jóvenes*.

(h) Some candidates answered well, lifting the answer precisely from the text. Weaker answers included indiscriminate lifting.

(i) Most candidates located the correct part of the text but only the strongest candidates gave the reason *ya había abierto la caja.* The most common incorrect answer was *quería cambiar un juego que no le gustó*. Others went for *A veces había clientes difíciles*.

(j) Many candidates understood the question well and some selected the correct answer. The most common incorrect answer was *estaba contento de volver al colegio*.

(k) Some candidates answered well, lifting the answer precisely from the text. Weaker answers included indiscriminate lifting.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who talked about sports. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit sport for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. In general, there was a good response to this question.

(a) Candidates needed to read the texts carefully to fully understand the references to *Celia* wanting to practice all year round with no risk to her body to go for **option 6** *Natación …con poco riesgo de lesión.* A number of candidates went to **options 5** or **7**.

(b) In order to select **option 5** *Hockey* candidates needed to understand the references to wanting to be part of a team and being short. The ones who selected **option 2** *Baloncesto* missed that *los más altos tienen ventaja*.

(c) Most candidates correctly selected **option 7**. They made the link between *hacer ejercicio sola* and *actividad individual*, and *quiero gastar poco* and *un deporte barato*.

(d) Successful candidates went for **option 1** *Golf* were able to understand that *FELIPE* wanted somebody to teach him and had money. Some candidates went for **option 4** *Ciclismo*.

(e) In order to select **option 3**, candidates needed to link *debo evitar lesiones; preferiría estar sentada* with *Vela: no estás mucho tiempo de pie* and she earns a good salary with *cuesta bastante.* Some went for **option 8** *Surf*.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a person who has a lending library in some islands in the coast of Chile. Candidates were required to write short answers in Spanish. Responses needed to be precise and unambiguous. Verbs, personal pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately.

(a) Candidates who understood the question were able to find a reason and answered *hay riesgo de tormentas*. Others who located the correct part of the text did not understand it. Many went for *se pregunta si hoy podrá ser un día laboral normal o no.* Some also answered *Es bibliotecario.*

(b) Most candidates understood the interrogative in the question and looked for a person. Good responses included *El marinero* or *El marinero que navega su barco*. A common wrong answer was *José*.

(c) Some candidates selected the correct answer after careful reading. Weaker responses were due to a lack of understanding of the details in the targeted part of the text.

(d) 1 and 2 The correct answers were *puertos de pesca* and *aldeas de agricultores* given in any order. Many candidates located the correct answers but were not always able to lift the correct parts of the text precisely.

(e) Many candidates were able to give the correct answer which was a direct lift *no tienen más de cinco alumnos*. Some candidates included *algunas de las cuales*.

(f) Many candidates were able to locate the answer in the text and a few manipulated the language successfully in order to get to the correct answer.

(g) Many were able to locate the correct part of the text and a few manipulated the language successfully in order to get to the correct answer. A number of responses showed a lack of understanding of the question.

(h) Many candidates answered this question successfully and generally located the correct part of the text for the response. It was necessary for candidates to change the verb for *volví* to *volvió*.

(i) 1 and 2 In general, candidates located the correct part of the text and a few manipulated the language successfully in order to get to the correct answer. A very frequent incorrect answer was *hay ciertas personas que se sienten.*

SPANISH

> **Paper 0530/23**
> **Reading**

Key messages

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

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range.
- Remember that the questions follow the order of the text.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers.

General comments

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

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

Candidates needed to be unambiguous in their answers and be able to correctly manipulate verbs, personal pronouns and possessive adjectives in order to make their answers clear.

Candidates who have a wide range of vocabulary and are able to recognise synonyms will be well equipped to tackle the exercises in this paper, in particular **Question 5**.

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

Comments on specific questions

Section A

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. Most pictures and sentences were related to transport. One of the pictures is surplus to requirement. Candidates attempted all questions, and most were very successful.

Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a *biblioteca*. Most candidates attempted all the questions, and many were very successful.

Question 3

Candidates read a text about a boy talking about cooking and eating. They answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many were very successful.

(a)   This was the most challenging question. The candidates who recognised *a veces preparo postres* chose the correct answer **A** *de vez en cuando.* **B** *siempre* was a common incorrect answer.

(b)   This question was answered correctly by most candidates. Almost all candidates linked *Mi hermano me ayuda* in the text with the correct answer **C** *su hermano.*

(c)   Most candidates were able to link *deliciosa* in the text with the answer **A** *estaba muy buen*a.

(d)   Likewise, many candidates were able to identify *muy alegre* in the text and selected **B** *contenta.*

(e)   This question was well handled by many candidates who were able to link *me pongo malo si como chocolate* with answer **B** *se pone enfermo.*

(f)   Most candidates went for Option **B** *en restaurantes* because they understood *salimos a cenar los fines de semana.*

(g)   Most candidates were able to make the connection between *En casa me encanta comer la tarta de manzana* with **A** *la tarta de manzana.* Some candidates went for **C** *la tarta de queso.*

Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by two sisters about their visit to a National Park in Chile. Candidates were required to write short responses in Spanish. Some parts of the text were written in the first person; candidates needed to take care to change the first person to the third person when required to make their answers unambiguous. Many of the answers could be answered with a precise lift from the text, but responses needed to be succinct and unambiguous to demonstrate sufficient comprehension. An accurate understanding of question words is helpful to answer these questions. Candidates needed to answer the questions in the tenses they were asked.

(a)   Candidates who recognise the interrogative in the question could write the answer *para recordar viejos tiempos* or simply *recordar viejos tiempos.* Some candidates copied the whole sentence.

(b)   Successful candidates answered *50 años* using a number, thus avoiding spelling mistakes which could potentially invalidate their answer.

(c)   Many candidates answered this question successfully, lifting exactly the correct part of the text required.

(d)   Most candidates were able to answer the question successfully.

(e)   Many candidates were able to locate the answer in the text and a few manipulated the language successfully in order to get to the correct answer.

(f) 1 and 2 Many candidates answered this question successfully, lifting exactly the correct part of the text required.

(g)   Many candidates were able to locate the answer in the text and a few manipulated the language successfully in order to get to the correct answer.

(h)   Many candidates were able to locate the answer in the text and a few manipulated the language successfully in order to get to the correct answer.

(i)   Many candidates answered this question successfully, lifting exactly the correct part of the text required.

(j)   Many candidates answered this question successfully, lifting exactly the correct part of the text required.

(k)   Many candidates answered this question successfully, lifting exactly the correct part of the text required.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to buy clothes. There were therefore three descriptions that were surplus to requirement. Candidates needed to process a range of information and look for the best-fit shop for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. In general, there was a good response to this question.

(a)   Candidates needed to read the texts carefully to fully understand the references to Irene who is looking for a bathing suit. A number of candidates went for **options 4** or **8**.

(b)   In order to select **option 5** candidates needed to understand the references to Tomás's son who tends to wear *ropa deportiva* but he will go *a la boda de mi mejor amiga* and *tendrá que llevar algo elegante*. Some candidates selected **options 1** and **3.**

(c)   Most candidates correctly selected **option 7.** Yolanda needs *ropa para la oficina* and likes to buy online. A few candidates chose **option 2**.

(d)   Some candidates were able to link *voy a ser madre* and *ropa para futuras madres* with **option 4** *ropa para embarazadas.*

(e)   In order to select **option 1**, candidates needed to link *Raúl's* need of *zapatillas rebajadas para hacer footing* with *todo lo necesario para salir a correr al mejor precio.* Most candidates answered correctly.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a person who talks about his acting career. Candidates were required to write short answers in Spanish. Responses needed to be precise and unambiguous. Verbs, personal pronouns, and possessive adjectives needed to be correctly manipulated. Candidates have to pay attention to the tense in which the question is asked because they have to use the same tense in the answer. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate their understanding of the text precisely and accurately.

(a)   Some candidates answered well, lifting the answer precisely from the text. Weaker answers included indiscriminate lifting.

(b)   Many candidates were able to locate the answer in the text and a few manipulated the language successfully in order to get to the correct answer.

(c)   Many candidates were able to locate the answer in the text and a few manipulated the language successfully in order to get to the correct answer.

(d)   Many candidates were able to locate the answer in the text and a few manipulated the language successfully in order to get to the correct answer.

(e)   Most candidates answered well, lifting the answer precisely from the text. Weaker answers included indiscriminate lifting.

(f) 1 and 2 Many candidates answered well, lifting the answer precisely from the text. Weaker answers included indiscriminate lifting.

(g)   Many candidates answered well, lifting the answer precisely from the text. Weaker answers included indiscriminate lifting.

(h) 1 and 2 Most candidates were able to locate the answer in the text and to manipulate the language successfully in order to get to the correct answer.

(i) Most candidates were able to locate the answer in the text and to manipulate the language successfully in order to get to the correct answer.

Cambridge Assessment
International Education

© 2022

SPANISH

Paper 0530/03
Speaking

Key messages

- Teacher/examiners should familiarise themselves with the scripts for both the role play and topic conversations before beginning any 'live' Speaking tests and must adhere to scripts as set out in the Instructions for Teacher/examiners booklet.
- At the start of each candidate's test, Teacher/examiners should greet the candidate using the prompts provided and set the scene for the role play by reading out the role play scenario. They should select the appropriate form for their role, for example, in candidate card 1 either *Yo soy tu vecino or Yo soy tu vecina.*
- Teacher/examiners should follow the instructions at the top of the page for the topic conversations. In two part questions, they must pause as indicated to allow candidates to respond to the first part. Teacher/examiners should use the alternative questions in **Questions 3**, **4** and **5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.
- In the interests of fairness to all candidates, Teacher/examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, Teacher/examiners should use up to **two** open-ended further questions, on the same topic, to make sure the conversations last 4 minutes.
- During the topic conversations, Teacher/examiners may use extension questions if candidates do not answer a question or answer briefly. Teacher/examiners can encourage a fuller response by asking extension questions/prompts such as, *Háblame un poco más sobre…, ¿Qué más me puedes decir sobre…? ¿Puedes decirme algo más (sobre eso)?*
- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.
- Teacher/examiners must not share the role plays or the topics of the conversations with candidates before their tests or share the topics of the conversations with the candidates during their preparation time.
- Centres should take note of the comments on the Report to centres.

General comments

To be read in conjunction with the Instructions for Teacher/examiners booklet (October/November 2022).

Centres uploaded the correct sample size for moderation. The quality of the recordings was variable. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal. Teachers/examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded). Teachers/examiners are encouraged to use the electronic forms.

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

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

Cambridge Assessment
International Education

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

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

In most cases, the working mark sheets were completed correctly, and uploaded onto the Submit for Assessment portal. Teacher/examiners need to remember to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column. The name of the Teacher/examiner conducting the speaking test should be legible.

Comments on specific questions

Role Plays

Teachers/examiners should set the scene for the role play scenario exactly as it is printed in the instruction booklet. In the role plays, candidates should focus on communicating the required information. In two or three part questions, Teachers/examiners must pause as indicated to allow candidates to respond to each part. Where candidates do not understand a question or do not hear the question, Teachers/examiners can repeat the question but must not rephrase or replace the question.

Very few candidates were awarded zero marks (no creditable response). Short responses to **Questions 1** and **2** of the role plays were perfectly acceptable. If candidates use an incorrect tense, an incorrect subject of the verb or omit part of a question, they cannot be awarded full marks. The majority of role plays were completed well by candidates. Questions with '*cuándo*', *'dónde', 'cómo'* and '*quién*' appear to cause most difficulties for candidates. **Questions 4** and **5**, which required candidates to use a past or future time frame, tended to cause more problems for weaker candidates.

Role play 1

Question 3

Some candidates described an occasion when they went horse riding and overlooked the prompt 'después'.

Question 4

A few candidates did not understand or misinterpreted *'tiempo'*. Candidates generally responded better to the second part of the question.

Role play 2

Question 1

There were some issues with the pronunciation of numbers such as *'dieciséis'*.

Question 4

Candidates responded well to the first two parts of the question while some candidates found it difficult to explain why they had been a good candidate.

Role play 3

Question 1

Some candidates responded by naming a country rather than their nationality.

Question 2

Candidates sometimes replied with a number omitting the currency.

Question 4

A few candidates appeared to ignore the prompt *'durante el viaje'* explaining how they travelled instead of what they did during the journey.

Role play 4 and 5

Candidates communicated the necessary information well.

Role play 6

Question 1

Some candidates did not understand '*¿dónde?*'

Question 4

Candidates struggled to describe the preparations they had carried out.

Role play 7

Question 3

Some candidates did not understand *'compartir'*.

Role play 8

Candidates communicated the necessary information well.

Role play 9

Question 2

Some candidates struggled with *'tamaño'*.

Topic Conversations

The topic conversations were generally well conducted. There was greater use of extension questions. Teacher/examiners should use extension questions to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses as appropriate. In two part questions, Teacher/examiners they must pause as indicated to allow candidates time to respond to the first part. Teacher/examiners should use the alternative question where the candidate does not respond to the initial question and the repetition of this question. It is important to allow candidates time to respond following repetition before moving onto the alternative question.

In the interests of fairness, Teacher/examiners should adhere to the prescribed timings for the two topic conversations (4 minutes each) and make use of extension questions as necessary to encourage candidates to develop their responses and to perform to the best of their ability. Extension questions and further questions were not always used when needed. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, Teacher/examiners must ask up to **two** further questions on the same topic. It is important that candidates are familiar with the way the Teacher/examiner would ask them to expand using a question such as *¿Puedes decirme algo más sobre ….?*

Topic 1 La familia and Topic 2 El tiempo libre

Most candidates communicated the necessary information well.

Topic 3 La ropa

Question 4: a few candidates did not understand *'ropa de marca'*.

Question 5: candidates understood the question; however, some candidates had difficulties responding accurately.

Topic 4 Las lenguas

Most candidates communicated the necessary information well.

Question 4: some candidates struggled to describe a particular class and the activities.

Topic 5 El tiempo

Questions 1, **2** and **3**: some candidates struggled with weather expressions and verb forms.

Topic 6 La tecnología and Topic 7 El trabajo y los estudios

The majority of candidates managed to communicate the required information well and in detail.

Assessment

The majority of centres assessed their candidates fairly, close to the agreed standard. All assessment should follow the marking criteria as set out in the Instructions for Teacher/examiners booklet (October/November 2022). Teacher/examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, some centres were too keen to deduct marks for errors that did not impede comprehension, or for responses which were brief. A brief response (for example, one or two words), if accurate and communicates the required information, can be awarded two marks.

The topic conversations discriminated well. Candidates were able to respond to the questions, even if less successfully due to limited vocabulary and/or grasp of verb forms. Stronger candidates responded confidently to questions and often expanded their responses even if not asked extension questions. They communicated relevant information justifying and explaining their responses, thereby accessing higher marks.

Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as *'la última vez'* or *'en el futuro'* for example. Candidates were much better prepared when answering questions including, '*ventajas', 'desventajas'* and *'beneficios'*. In the topic conversations, some Teacher/examiners were too generous in their assessment of Communication, but too harsh in their assessment of Quality of Language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions, justifications, and use more complex language and structures. Teacher/examiners need to adjust questioning by using alternative questions as necessary, and use extension questions to elicit fuller responses thereby giving candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark, but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

SPANISH

Paper 0530/41 **Writing**

Key messages

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

General comments

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

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

In **Question 2** assesses task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that they must convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. For the task that is presented in the future/conditional, the response should be in an appropriate tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, *también, pero*, etc.).

Question 3 offers a choice of two options: a letter/email and a report/article. Candidates are encouraged to read through both options before choosing which one to answer. It is recommended that candidates ensure that they select the question which will allow them to best show the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully completed, the response should be fully understandable, using an appropriate tense with the production of a wholly accurate verb. If there are errors, but the response is not ambiguous, a task will be considered partially completed.

Range: In order to produce strong response, candidates need to use a range of extended sentences, a range of connectives, tenses, varied structures including idioms and vocabulary. Candidates who struggle to use basic tenses are likely to achieve a weak response, therefore they are encouraged to attempt some complex structure.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve a very successful response as long as minor errors do not impede communication.

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

Comments on specific questions

Question 1

Tu amiga, Sara, quiere buscar una amiga por carta en un país hispanohablante.

The majority of candidates performed very well in this question. A single word for each of the five gaps was a sufficient response. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Most candidates were able to produce accurate spellings for a country in Gap 1. Weaker candidates wrote the names of cities which were not appropriate. There was a wide variety of responses for a pastime in Gap 2. The majority of candidates were able to produce a correct answer for Gap 3 with a wide range of answers (e.g. *simpatico, alegre, graciosa*) For Gaps 4 and 5 the most popular answers were perro and gato.

Question 2

Las excursiones extraescolares

Most candidates were able to use familiar language and structures when responding to **Question 2** and were very successful here. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of topic vocabulary related to school trips and detailed information, sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. The absence of accents on verbs was frequent but did not usually prevent penalise candidates. Whilst most 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 often seen. Stronger candidates used a range of basic connectors (y, o, *pero, también*), whereas weaker candidates tended to rely on *y* and *porque*. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response. Weaker candidates produced responses without referencing the questions and this led to ambiguous and incomplete answers.

Task 1 was answered well by most candidates, who were able to describe the trip(s) organised by their school, mentioning a place they visit or the type of trip (e.g. *Mi instituto organiza viajes a un museo*…). Weaker candidates did not understand the concept of school trips/excursions and talked about different activities they did at school (e.g. *Mi instituto organiza en football partida*). Some misunderstood who organised the excursions/trips and talked about a holiday they had been on.

Task 2 required candidates to state when the school organises the excursions/trips and was generally answered competently. Many candidates included the answer to **Task 2** in the answer to **Task 1**, which was acceptable. The most frequent error was the use of 'en' instead of 'el/los' (e.g. *en lunes, en la fin de semana*).

Task 3 required candidates to state which mode of transport they prefer for going on excursions. Most candidates responded successfully, (e.g. *Me gusta salir de excursión con mis amigos en autobús*). It was common to see misspellings of the verb preferir (e.g. *preferio, prefirio*). In some cases, the misspellings were still accurate enough for the tasks to be considered complete. In addition, candidates need to remember that the verbs preferir is not a reflexive verb. Some candidates opted to use the verb gustar and there were some errors of conjugation with me gusta and the infinitive (e.g. me *gusta salgo*).

Task 4 required candidates to explain why it is (not) good to go on excursions/trips with school. The task was generally understood with stronger candidates giving a clear explanation (e.g. *Es bueno porque se puede aprender mucho en esos viajes*). However, weaker candidates did not give a reason, often simply stating

that going on an excursion/trip is (not) good or were unable to produce a reason using sufficiently accurate language to be rewarded (e.g. *Es no bueno porque es hacer con proffesores*).

Task 5 was addressed successfully by most candidates, who were generally able to respond by stating where they would like to go on their next excursion/trip. For the final task it was acceptable for candidates to refer to any excursion, not just ones organised by school. Many candidates were able to correctly manipulate the verb from the task (e.g. *Me gustaría ir a Roma en nuestro próximo viaje*) or used another appropriate verb with a future reference (e.g. *Iré a la playa con mis amigos*). The most common error was a lack of accents on the verb (e.g. *Me gustaria*). However, saying when they would go rather than where (e.g. *Me gustaria ir de excursion la proxima vez ella en siete meses*) did not answer the question.

Question 3

General comments

The majority of candidates chose **Question 3(a)**, with some interesting responses. The strongest answers were well-structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Task completion

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

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

Range

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

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, idiomatic expressions and appropriate use of the subjunctive.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Successful responses are more likely to be achieved through accurate and appropriate use of:

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

Candidates who did not attempt structures from the list above or who did not use subordinate clauses were not very successful. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses were unsuccessful. Candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *aunque, además*, etc.), opinion markers (e.g. *pienso que, opino que*, etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

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

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

Accuracy

A high level of accuracy is expected from the strongest responses; however, they do not necessarily have to be faultless. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered successful.

Frequent inaccuracies will limit the overall success of the response. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be unsuccessful, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually produce a successful answer since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to produce a poor response.

Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. *me gusto, mi gusta, se gustan*)
- omission of the preceding a (e.g. *a mí, me gusta*)
- incorrect spelling of *preferir* in the present and using *preferir* as a reflexive verb (e.g. *me preferio*)
- incorrect formation of *ir* in the preterite tense (e.g*. fuiemos, fuieron*)
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. *cuando tengo mas dinero*)
- omission of accents on verb forms (e.g. *comi*) or inappropriate use of accents (e.g. *bebímos, fué*)
- omission of the appropriate preposition in verb constructions (e.g. *voy estar, jugaste futbol*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *bailé de salsa*)
- omission of the preposition following verbs (e.g. *fui la playa*)
- inappropriate translation of idioms from the candidate's first language (e.g. *tiene mucho divertido, tenia el major tiempo*) when the Spanish idiom *pasarlo bien* was intended)

Question 3

(a) El cine

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

Task completion

Task 1 required candidates to state what type of films they prefer to see and was successfully completed by most candidates. Stronger candidates were able to describe different genres, using appropriate verbs and also provided extra detail (e.g. *Prefiero las peliculas de terror porque a mí me gusta saltar de mi sillón*) Weaker candidates were often unable to complete the task due to error (e.g. *Tipo de peliculas prefero e musicales e film documentacion*).

Task 2 required candidates to describe their last visit to the cinema and some candidates developed their answers with extra detail and opinion, using a range of topic specific vocabulary (e.g. *la película era aburrida y hablamos un poco, las palomitas estaban deliciosas, la película tenía muchos efectos visuales increíbles*). Weaker candidates did not respect the tense in the question and talked about their visit using the present tense (e.g. *yo como y bebo*). Yo he vido

Task 3 required candidates to explain what the best or worst thing is about going to the cinema. The majority of candidates addressed this task successfully, with a wide range of reasons and complex language (e.g. *lo peor de ir al cine es que cuesta mucho dinero, tienes que ir al baño cuando la película ya ha empezado y pierdes un poco de la película*). For weaker candidates, inaccuracy or misunderstanding the task prevented communication marks being awarded (e.g. *Lo es que major ir al cine en fin de semana*).

Task 4 required candidates to state who they are going to go with to the cinema next time and was generally answered successfully by most candidates. Stronger candidates used appropriate topic vocabulary and attempted more complex language (e.g. *la próxima vez iré contigo ya que vienes para las vacaciones*). Weaker candidates produced appropriate responses, but only partially communicated due to verb error (e.g. *yo va a ir la próxima vez con mi familia*).

Task 5 required candidates to explain why they would (not) like to be an actor/actress, and this was generally addressed successfully with most candidates being able to produce the correct verb manipulation from te to me gustaría and give an appropriate justification. Stronger candidates gave additional details (e.g. *el cine me encanta y es mi grande pasión, no se me da bien actuar*). For weaker candidates, inaccuracy prevented communication marks being awarded (e.g. *tú gané mucho dinero cada película*).

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary produced very good responses (e.g. *Si no me equivoco…, sinceramente las encuentro aburridas*). Candidates who attempted complex structures but were inaccurate could still produce a good response (e.g. *Mi amiga me has dicho que le gustaría veerla con migo*). However, for many candidates, it often proved difficult to provide a good response due to an insufficient range of tenses and other complex structures. Weaker candidates tended to use tenses inaccurately (especially the preterite tense), use a small range of vocabulary repeatedly and present ideas as a list of simple sentences with little attempt at linkage.

Accuracy

The stronger responses tended to be pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, tenses or verbs (e.g. *Yo quiero voy a ir, estoy escribendo, esta sendo, quero que tu vas, yo he vido*). There were also errors with verbs like gustar which require singular/plural forms (e.g. *Me gusta mucho las películas…, a mi me gusto las peliculas*) Other verb errors occurred with the incorrect use of *hay* and *tener* (e.g. *el cine no tuve muchas personas*). Poor spelling was also an issue in this question with many words spelt phonetically (e.g. *havia acabado, ola Fernando, bas a ser*). There were also many examples of confusion between *por qué* and *porque* as well as incorrect spelling (e.g. *poque*).

Question 3

(b) **Los problemas globales**

This was a much less popular option with fewer than 10 per cent of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas. Some candidates simply produced a piece of writing in response to the bullet points whilst others engaged well with the register of the task, i.e. an article for the school magazine.

Task completion

Task 1 asked candidates to state which global problem worries them the most. Responses from weaker candidates to this task tended to have errors which prevented full task completion (e.g. *lo que más me preocupa es el calietemento global*….). Stronger candidates used a range of appropriate verbs along with a variety of topic specific vocabulary (e.g. *me preocupa la falta de agua, mucha gente todavía no se da cuenta de lo grave que es este tema*).

Task 2 asked candidates to describe what young people can do to resolve the problem and was completed successfully by most candidates. The stronger candidates were able to use a range of vocabulary and give detailed explanations. (e.g. *Los jóvenes pueden reciclar las cosas como vidrio y papeles*). Weaker candidates struggled to use an accurate verb or lacked the appropriate vocabulary (e.g. *salvando energía, resolver esta problema con a less carbondioxide emissions*).

Task 3 asked candidates to describe what they did last month to protect the environment and required a verb in the past in order to complete the task. Weaker candidates struggled to use an accurate verb in the preterite (e.g. *fue para mi escuela, he usado un capo de plástico denuevo*) or used the present tense instead. The stronger candidates were able to use a range of verbs in the preterite tense and give detailed explanations. (e.g. *acudí a una organización para recoger residuos*).

Task 4 required the candidates to give their opinion of doing voluntary work and most candidates understood the task. However, they did not always communicate the information accurately. Weaker candidates were challenged by simple verb formation (e.g. *trabajo voluntarie porque ayudar la problema*). Stronger candidates produced thoughtful and accurate responses (e.g. *En mi pensamiento creo que es un deber agradable*).

Task 5 required candidates to say what the world will be like in 20 years' time. Some candidates answered with a short, simple sentence in which an accurate form of the future was produced (e.g. *el mundo será más lindo*). Weaker candidates did not address the task successfully because their response was too inaccurate to reward (e.g. *el mundo vas a estar poluído*). Stronger candidates were able to exploit the opportunity and use more complex language (e.g. *si no ayudamos o colaboramos, puede que el mundo en 20 años sufra daños muy graves*).

Range

Some candidates were able to include a range of appropriate linking words. The stronger candidates included a much wider range in their responses, such as *cuando*, *ya que, aunque, lo que*, etc. Most candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns, conditional clauses, etc. These candidates also often used a wide range of vocabulary specific to the topic.

Accuracy

Most candidates tended to use simple structures accurately. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms.

SPANISH

Paper 0530/42 **Writing**

Key messages

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

General comments

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

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

In **Question 2** assesses task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that they must convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. For the task that is presented in the future/conditional, the response should be in an appropriate tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, *también, pero*, etc.).

Question 3 offers a choice of two options: a letter/email and a report/article. Candidates are encouraged to read through both options before choosing which one to answer. It is recommended that candidates ensure that they select the question which will allow them to best show the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully completed, the response should be fully understandable, using an appropriate tense with the production of a wholly accurate verb. If there are errors, but the response is not ambiguous, a task will be considered partially completed.

Range: In order to produce strong response, candidates need to use a range of extended sentences, a range of connectives, tenses, varied structures including idioms and vocabulary. Candidates who struggle to use basic tenses are likely to achieve a weak response, therefore they are encouraged to attempt some complex structure.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve a very successful response as long as minor errors do not impede communication.

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

Comments on specific questions

Question 1: Vas a colaborar en un proyecto comunitario con un colegio internacional.

The majority of candidates performed very well in this question. A single word for each of the five gaps was a sufficient response. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Most candidates were able to produce accurate spellings for a month in Gaps 1 and 2. Weaker candidates misunderstood the rubric and wrote the names of sports and activities (e.g.*nadar y futbol*). In many cases, minor spelling errors were seen (e.g.*deciembre, juño*). Some wrote words unrecognisable in Spanish (e.g. *marcho*). The majority of candidates were able to produce a correct answer for Gap 3 with the most popular answers being *inglés* and *francés*.

Question 2: Mi rutina diaria

Most candidates were able to use familiar language and structures when responding to **Question 2** and were very successful here. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of topic vocabulary related to daily routine and household chores, with detailed information sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm. The absence of accents on verbs was frequent but did not usually penalise candidates. Whilst most 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 often seen. Stronger candidates used a range of basic connectors (*y, o, pero, también*), whereas weaker candidates tended to rely on *y* and *porque*. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response. Weaker students produced responses without referencing the questions and this led to ambiguous and incomplete answers.

Task 1 was answered well by most candidates, who were able to state what they do after returning home in the afternoon/evening (e.g. *almuerzo con mi familia, me visto para ir al polideportivo…).* Minor verb errors were tolerated if they did not make the answer ambiguous (e.g. *después vuelvo*..). However, some weaker responses contained inaccurate verb forms which impeded communication (e.g. *cuando yo volvo, me gusta nader*).

Task 2 required candidates to state when they help at home and was generally answered competently (e.g. *ayudo en casa todos los días*). Some candidates said what they do to help but did not say when (e.g. *en mi casa limpio los platos*). The most frequent errors were with verb forms, particularly using the infinitive or third person instead of first person (e.g. *Yo lavar los platos, ayuda mi madre*). Weaker students produced verbs which were too inaccurate to be credited (e.g. *Mis ayudas el casa completo).*

Tasks 3 and 4 required candidates to state which household chore they do not like doing and explain why. Most candidates responded successfully, often combining the answer to both tasks in the same sentence with an appropriate connector (e.g. *No me gusta sacar la basura porque es horrible).* However, weaker responses did not give a reason or were unable to produce a reason using sufficiently accurate language (e.g. *es largo, porqué es muy responsabilidad*). A few candidates did not understand the question, confusing *tarea doméstica* with *animal doméstico* (e.g.*el tarea domestica no me gusta es el dolphin*).

Task 5 was addressed successfully by most candidates, who were generally able to respond by stating how they would like to spend an ideal Saturday. Many candidates were able to correctly manipulate the verb from the task (e.g. *Me gustaría ir a la playa*), or used another appropriate verb in the conditional tense (e.g. *podríamos reír y conversar mucho*). The most common error was a lack of accents on the verb (e.g. *Me gustaria*). Saying how they usually spend a Saturday rather than how they would like to spend an ideal

Saturday (e.g. *El sábado normalmente voy con mi madre en el supermercado, nos gustamos ir en la discoteca*) was another common mistake.

Question 3: General comments

The majority of candidates chose **Question 3(a)**, with some interesting responses. The strongest answers were well-structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Task completion

In order to produce a very successful answer for Task completion, candidates need to ensure that they:
- address all the tasks given in the question
- provide sufficient information relating to each task by expressing a range of details/opinions/ reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task
- cover the specific tasks set
- use verbs accurately
- use an appropriate tense and person of the verb when responding to each task
- copy accurately when using words provided in the question.

Range

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

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, idiomatic expressions and appropriate use of the subjunctive.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Successful responses are more likely to be achieved through accurate and appropriate use of:

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

Candidates who did not attempt structures from the list above or who did not use subordinate clauses were not very successful. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses were unsuccessful. Candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *aunque, además*, etc.), opinion markers (e.g. *pienso que, opino que*, etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

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

- include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses

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

Accuracy

A high level of accuracy is expected from the strongest responses; however, they do not necessarily have to be faultless. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered successful.

Frequent inaccuracies will limit the overall success of the response. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be unsuccessful, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually produce a successful answer since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to produce a poor response.

Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. *me gusto, mi gusta, se gustan*)
- omission of the preceding a (e.g. *a mí, me gusta*)
- incorrect spelling of *preferir* in the present and using *preferir* as a reflexive verb (e.g. *me preferio*)
- incorrect formation of *ir* in the preterite tense (e.g. *fuiemos, fuieron*)
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. *cuando tengo mas dinero*)
- omission of accents on verb forms (e.g. *comi*) or inappropriate use of accents (e.g. *bebímos, fué*)
- omission of the appropriate preposition in verb constructions (e.g. *voy estar, jugaste futbol*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *bailé de salsa*)
- omission of the preposition following verbs (e.g. *fui la playa*)
- inappropriate translation of idioms from the candidate's first language (e.g. *tiene mucho divertido, tenia el major tiempo*) when the Spanish idiom *pasarlo bien* was intended)

Question 3:

(a) Una ruta para caminar

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

Task completion

Task 1 required candidates to describe their favourite place for walking and was successfully completed by most candidates (e.g. *mi lugar favorito para caminar es una montaña cerca de mi casa que es muy alta).* Some candidates did not fully understand the concept of walking a route ie. a hiking route and described

walking to a beach or in the park (e.g.*Mi parque favorito de al lado mi escuela tiene mucho arboles, flores y animales*) . Stronger candidates were able to use appropriate topic vocabulary and also provided extra detail (e.g. *La naturaleza es muy hermosa también*) Weaker candidates were often unable to complete the task due to error (e.g. *Fue en el bonita caminando*).

Task 2 required candidates to describe what they did the last time they went there and some candidates developed their answers with extra detail and opinion (e.g.*comí pescado en un resaurante y lo pasé genial).* Weaker candidates did not respect the tense in the question and talked about their visit using the present tense (e.g.*me jugar en el agua, hago un picnic)* or did not change the verb in the preterite in the rubric from second to first person (e.g. *la ultima vez que fuiste*…).

Task 3 required candidates to state when they are going to do the route with their friend. The majority of candidates addressed this task successfully, with a wide range of reasons and complex language (e.g. *Como tu cumple es durante las vacaciones, podemos hacer la ruta juntos este día si quieres*). For weaker students, inaccuracy or misunderstanding the task prevented communication (e.g. *hago la ruta con mi amigo todos los días, me gusta ir a la playa con tí en domingo*). There were also some misspellings of the verb preferir (e.g. *preferio hacer la ruta*).

Task 4 required candidates to state what advice they would give to their friend and was generally answered successfully by most candidates. Stronger candidates used appropriate topic vocabulary and attempted more complex language (e.g. *Puedes traer contigo zapatos de caminar, asi será mejor como vas a sentirte más cómoda*). Weaker candidates produced appropriate responses, but communication was ambiguous due to verb error (e.g.*Consejo ir en tiendas para prender ropas, Me gustaría vestirte como yo*).

Task 5 required candidates to explain what the benefits of walking are, and this was generally addressed successfully with most students being able to produce an appropriate response (e.g. *Es una manera de pasar tiempo con tu familia*). Stronger candidates gave additional details (e.g. *Caminar también te permite estar en forma*). For weaker candidates, inaccuracy prevented successful communication (e.g.*caminar ayuda mentenir una buena salud*).There was also confusion between the noun (*beneficio*) and the adjective (*beneficioso*) which led to inaccurate phrases (e.g. *Es beneficios caminar porque*…)

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary produced very good responses (e.g*. Pues, camine conmigo, recomiendo que tengas*…). For this question there were few attempts at idioms, but good examples of salutations and closing statements (e.g. *Espero noticias tuyas, nos vemos pronto*). Candidates who attempted complex structures but were inaccurate still produced fair responses (e.g. *Lo más importe es, cuando vendrás a mi casa*). However, for many responses contained an insufficient range of tenses and other complex structures. Weaker candidates tended to use tenses inaccurately (especially the preterite tense), use a small range of vocabulary repeatedly and present ideas as a list of simple sentences with little attempt at linkage.

Accuracy

The stronger candidates, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, tenses or verbs (e.g. *hicí, iramos, podería hacer, soy segura).* There were also errors with verbs like *gustar* which require singular/plural forms (e.g *sabo que tu gustas…,me encanto te veo)* Other verb errors occurred with the incorrect use of *hay* and *tener* (e.g.*Tenía un restaurant cerca el parque*). Poor spelling was also an issue in this question for weaker candidates with many words spelt incorrectly (e.g. *acompagnado, preferable, ambiante*).

Question 3(b): Mi barrio

This was a popular option with about a third of the candidates choosing this question. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas. Some candidates simply produced a piece of writing in response to the bullet points whilst others engaged well with the register of the task, i.e. an article for the school magazine.

Task completion

Task 1 asked candidates to state what young people can do in their neighbourhood and was successfully completed by the majority of candidate. Most candidates completed the task fully, showing language manipulation the rubric (e.g *los jóvenes pueden ir a la playa para caminar o jugar con la arena ….).* Stronger candidates gave additional details (e.g *hay una escuela donde pueden aprender baile*).

Task 2 asked candidates to describe what they did the last time they went out with their friends in the neighbourhood and was completed successfully by most candidates. The stronger candidates were able to produce accurate verbs in the preterite tense and a range of vocabulary and give detailed explanations. (e.g.*Fuimos a un restaurante, comí pizza que no era saludable porque contenía demasiada grasa*). Some candidates used the present perfect instead of the preterite tense, which was acceptable for communication (e.g. *Hemos salido*...). Weaker candidates struggled to use an accurate verb or lacked the appropriate vocabulary (e.g. *fuemos al cinema, fuiste desayuno*).

Task 3 asked candidates to describe what their neighbourhood was like in the past and required a verb in the past in order to complete the task. Weaker candidates were not able to use a verb in a past tense (e.g. *mis amigos nunca visitieron*) or used the present tense instead (e.g. *En el pasado mi barrio no tiene muchas personas, los gentes tenen muchos animales*). The stronger candidates were able to use a range of verbs in appropriate past tenses and topic appropriate vocabulary. (e.g. *era pobre/moderno/pequeño, había muchos espacios verdes, poco a poco ha ido mejorando, no habían tantas tiendas*).

Task 4 required the candidates to state what they would do to improve their neighbourhood. Whilst most candidates understood the task, many avoided the conditional tense and attempted an answer in the present tense (e.g. *es importante de tener una bibiloteca*). Weaker candidates were challenged by simple verb formation (e.g. *hací, me quiería tener).* Stronger candidates produced thoughtful and accurate responses (e.g. *Montaría un edificio a donde la gente más pobre pueda ir a dormir).*

Task 5 required candidates to explain why it is (not) important to have good neighbours. Some candidates answered with a short, simple but accurate explanation (e.g. *es importante tener buenos vecinos para evitar los problemas*). Weaker candidates did not address the task successfully because their response was too inaccurate (e.g. *puede gañar ayuda).* Stronger students were able to exploit the opportunity and use more complex language (e.g. *nos vemos todos los días, buenos vecinos pueden ayudarnos tanto*).

Range

Some candidates were able to include a range of appropriate linking words. The stronger candidates included a much wider range in their responses, such as *cuando, donde, lo que,* etc. Weaker candidates confuse *porque* with *por qué*. The stronger candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns, conditional clauses, etc.(e.g. *a los que se pueden apuntar quien quiera*). These candidates also often used a wide range of vocabulary specific to the topic. Weaker candidates were less successful when attempting complex tenses (e.g.*es muy importante que los jovenes se relajarse, para qué el barrio ser muy hermoso, quieren saber todos que se pasan un tu viva, ojalá pudriera*).

Accuracy

Most candidates tended to use simple structures accurately. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms (e.g. *para se divertido, sommos irabamos, puedamos, poden*). There were also errors with verbs like *gustar* which require singular/plural forms (e.g. *personas que gustan leer, los jóvenes encantan nadar, me gustarlo).* There were many examples of errors in spelling (e.g. *escencial, gimnascios, contamination, circulation, conviniento*).

SPANISH

```
Paper 0530/43
Writing
```

Key messages

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

General comments

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

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

In **Question 2** assesses task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that they must convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences and to form their response as a piece of prose, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. For the task that is presented in the future/conditional, the response should be in an appropriate tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, *también, pero*, etc.).

Question 3 offers a choice of two options: a letter/email and a report/article. Candidates are encouraged to read through both options before choosing which one to answer. It is recommended that candidates ensure that they select the question which will allow them to best show the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully completed, the response should be fully understandable, using an appropriate tense with the production of a wholly accurate verb. If there are errors, but the response is not ambiguous, a task will be considered partially completed.

Range: In order to produce strong response, candidates need to use a range of extended sentences, a range of connectives, tenses, varied structures including idioms and vocabulary. Candidates who struggle to use basic tenses are likely to achieve a weak response, therefore they are encouraged to attempt some complex structure.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve a very successful response as long as minor errors do not impede communication.

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

Comments on specific questions

Question 1

Participas en una encuesta sobre la satisfacción de los pasajeros de tren.

The majority of candidates performed very well in this question. A single word for each of the five gaps was a sufficient response. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Most candidates were able to produce accurate spellings for a profession in Gap 1. Weaker candidates produced responses that were ambiguous due to spelling or meaning (e.g. *un enfermo, artita).* Gap 2 required candidates to state a place or an activity that they use the train for going to. The majority of candidates provided a wide variety of responses. Weaker candidates did not understand the rubric and either left a blank or produced an inappropriate response (e.g.*no dificil).* There was a wide range of answers for Gap 3, which required an activity they do on the train. The majority of candidates were able to produce a correct answer (e.g. *estudiar, comer, dormir).* For Gap 4, candidates were required to produce a noun or adjective to describe what the train is like normally, with most popular answers being spelt correctly (e.g. *tranquilo, cómodo, espacioso*). Occasional minor spelling errors were observed (e.g. *tranquilo*). Weaker candidates misunderstood the rubric and provided inappropriate answers (e.g.*lluivia*). The majority of candidates were successful for Gap 5 which required them to state which other mode of transport they use. The most popular answer was '*coche'* though other correct responses included '*bicicleta, taxi, a pie'*. Weaker candidates repeated '*bus'* as in the example or did not write anything at all.

Question 2: Las actividades extraescolares

Most candidates were able to use familiar language and structures when responding to **Question 2** and were very successful here. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of topic vocabulary related to daily routine and household chores, with detailed information sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm. The absence of accents on verbs was frequent but did not usually penalise candidates. Whilst most 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 often seen. Stronger candidates used a wide range of connectors (*y, o, pero, también, además, sin embargo, ya que*), whereas weaker candidates tended to rely on *y* and *porque*. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response. Weaker students produced responses without referencing the questions and this led to ambiguous and incomplete answers.

Task 1 was answered well by most candidates, who were able to state what extracurricular activities they do in their school (e.g. *hago ajedrez, yo participo en debates, etc).* Weaker candidates misunderstood the task and talked about what different activities are available at school without specifying which ones they do (e.g. *Hay muchas actividades extraescolares incluyen baloncesto, tenis, etc*).

Task 2 required candidates to describe the person who organises this activity and was generally answered competently. Stronger candidates produced a wide range of physical descriptions as well as personality (e.g. *tiene los ojos azules, es alto, es importante, es simpático).* Weaker students did not complete the task as some only stated who the person organising the activity was, without giving a description (e.g. *El persona que organiza el actividad es mi amigo*), or referred to the qualities the person organising the activity should have (e.g. *nesecita un persona que tiene fuerza).* Minor errors which caused ambiguity meant that the task was considered to be only partially completed (e.g. *Su es amable*).

Task 3 required candidates to state when they do extracurricular activities. Most candidates responded successfully, (e.g. *Los lunes voy a tenis para dos horas*). Weaker candidates talked about where the activities take place rather than when (e.g.*Las actividades extrascolares es en el gymnasio).* Some responses did not include a verb (e.g. *La actividides para extraescolar en la semana*), others contained an incorrect verb that caused ambiguity (e.g *Hace actividades extraesolares dos veces a la semana*).

Task 4 required candidates to explain why these types of activity after school are (not) important. The task was generally understood with stronger candidates giving a clear explanation (e.g. *Es importante porque puedes hacer amigos nuevos*). However, weaker candidates did not give a reason, often simply stating that these types of activities are (not) good or were unable to produce a reason using sufficiently accurate (e.g. *Es relajarsen y un opportunidad para la socialidad*). Some students opted to use the verb *gustar* and there were some errors of conjugation (e.g. *estudiantes gustan diferentes sujetos).*

Task 5 was addressed successfully by most candidates, who were generally able to respond by stating what new activity they would like to try in the future. Many candidates were able to correctly manipulate the verb from the task (e.g. *Me gustaría probar el deporte de natación*) or used another appropriate verb with a future reference (e.g. *Me encantaría probar una actividad diferente, si pudiera probar… sería un club de libros*). The most common error was a lack of accents on the verb (e.g. *Me gustaria*). Weaker candidates often produced responses that were very inaccurate to (e.g. *quiero probar el clubo de librario, en el futuro probar mi gustaria actividad estrescolar para la arte*).

Question 3: General comments

The majority of candidates chose **Question 3(a)**, with some interesting responses. The strongest answers were well-structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Task completion

In order to obtain high marks for Task completion, candidates need to ensure that they:
- address all the tasks given in the question
- provide sufficient information relating to each task by expressing a range of details/opinions/ reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task
- cover the specific tasks set
- use verbs accurately
- use an appropriate tense and person of the verb when responding to each task
- copy accurately when using words provided in the question.

Range

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

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, idiomatic expressions and appropriate use of the subjunctive.

It is important for all candidates to show control of basic structures, including correct spelling and gender. Successful responses are 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/sí*).
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con, con quien hablé*)
- a range of timeframes and first-person and third-person verb forms
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)

- correct use and placement of object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. *nada/nunca*)
- correct use of *por* and *para*
- adverbs, prepositional phrases, time references, opinion markers
- linking words other than y, *pero* and *porque*
- definite and indefinite articles.

Candidates who did not attempt structures from the list above or who did not use subordinate clauses were not very successful. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses were unsuccessful. Candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *aunque, además*, etc.), opinion markers (e.g. *pienso que, opino que*, etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

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

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

Accuracy

A high level of accuracy is expected from the strongest responses; however, they do not necessarily have to be faultless. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered successful.

Frequent inaccuracies will limit the overall success of the response. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be unsuccessful, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually produce a successful answer since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to produce a poor response.

Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. *me gusto, mi gusta, se gustan*)
- omission of the preceding a (e.g. *a mí, me gusta*)
- incorrect spelling of *preferir* in the present and using *preferir* as a reflexive verb (e.g. *me preferio*)
- incorrect formation of *ir* in the preterite tense (e.g. *fuiemos, fuieron*)
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. *cuando tengo mas dinero*)
- omission of accents on verb forms (e.g. *comi*) or inappropriate use of accents (e.g. *bebímos, fué*)
- omission of the appropriate preposition in verb constructions (e.g. *voy estar, jugaste futbol*)
- inappropriate inclusion of a preposition in verb constructions (e.g. *bailé de salsa*)

- omission of the preposition following verbs (e.g. *fui la playa*)
- inappropriate translation of idioms from the candidate's first language (e.g. *tiene mucho divertido, tenia el major tiempo*) when the Spanish idiom *pasarlo bien* was intended)

Question 3(a): Mi ciudad favorita

This was the most popular option with more than 70 per cent of candidates choosing it. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a number of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings.

Task completion

Task 1 required candidates to state who they went with the last time they visited their favourite city, and some candidates developed their answers with extra detail and opinion, using a range of topic specific vocabulary (e.g. …*fui con mi hermano y pasamos much tiempo haciendo lo que ella quería,*). Weaker candidates did not respect the tense in the question and talked about their visit using the infinitive or present tense (e.g. *visitar con mi familia, vamos a Jakarta con mi familia).*

Task 2 required candidates to state what activities they did there and was successfully completed by most candidates. Stronger candidates were able to use appropriate verbs in the preterite tense and also provided extra detail (e.g. *probamos comida británica, visitamos el palacio de la reina*). Weaker candidates were often unable to complete the task due to error (e.g. *allí en actividades hiciste es muy ropa*).

Task 3 required candidates to explain why this city is so special for them. The majority of candidates addressed this task successfully, with a wide range of reasons and complex language (e.g. *es tan especial para mí porque cuando era pequeño vivía allí*). For weaker candidates, inaccuracy or misunderstanding the task was often seen (e.g. *mi padres ciudad favorita y dijaba como sobre bonito y emocionante Singapur era).*

Task 4 required candidates to explain what the benefits of tourism are for the cities. Stronger candidates used appropriate topic vocabulary and attempted more complex language (e.g. *en el verano las calles están repletas con turistas haciendo que más lugares y tiendas abran*). Weaker candidates produced appropriate responses, but did not achieve communication due to verb error (e.g. *las personas de otros países providan culturas variadas, sí las touristas se gusta tu ciudad quieran a volver*). However, some of the weaker candidates misunderstood the task and responded from the point of view of the benefits to the tourist (e.g. *puedes experiencia muchos paises y es divertido viajar).*

Task 5 required candidates to state when they are going to return to their favourite city, and this was generally addressed successfully with most students being able to produce a correct verb with a future reference and give an appropriate justification. Stronger candidates gave additional details (e.g. *vamos a volver a londres para visitar a mi tía*). Weaker responses often showed inaccuracy (e.g. *quiero vas a volver a Sydney el año ayer*).

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary produced very good responses (e.g. *Cuando sea mayor, si tuviera la oportunidad, cuando los visité.)* Candidates who attempted complex structures but were inaccurate still produced fair responses (e.g.*fue donde nasci y donde viví*). However, for many responses contained an insufficient range of tenses and other complex structures. Weaker candidates tended to use tenses inaccurately (especially the preterite tense), use a small range of vocabulary repeatedly and present ideas as a list of simple sentences with little attempt at linkage.

Accuracy

The stronger candidates, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, tenses or verbs (e.g. *voy hablar).* There were also errors with verbs like *gustar* which require singular/plural forms (e.g. *Me gusta mucho las películas…, a mi me gusto las peliculas*) Other verb errors occurred with the incorrect use of *hay* and *tener* (e.g. *el cine no tuve muchas personas*). Poor spelling was

also an issue in this question with many words spelt phonetically (e.g. *e ido, e crecido allí*). There were also many examples of confusion between *por qué* and *porque* as well as incorrect spelling (e.g. *poque*).

Question 3(b): Mis amigos

This was a less popular option with fewer than 25 per cent of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas. Some candidates simply produced a piece of writing in response to the bullet points whilst others engaged well with the register of the task, i.e. an article for the school magazine.

Task completion

Task 1 asked candidates to state how frequently they see their friends. Responses from weaker candidates to this task tended to have errors which prevented communication to be achieved (e.g. *los visitos mis amigos frecuencia….*). Stronger candidates used a range of appropriate verbs along with some topic specific vocabulary (e.g. *Puedo ver (a) mis amigos durante los días escolares).* They also gave many extra details (e.g. *Aparte del colegio también me reúno con mis amigos afuera, cuando era joven jugaba al hockey con mis amigos…).*

Task 2 asked candidates to state when they went out with their friends the last time and required a verb in the past in order to complete the task. This was completed successfully by the stronger candidates who were able to use the preterite tense accurately, usually a form of *salir* and *ser*, and give additional information. (e.g. *la última vez que salí… fue durante el último domingo de diciembre*). Weaker candidates were no table to use an accurate verb in the preterite (e.g. *la última vez me saliste… iramos que comprar*) or used the present tense instead (e.g. *voy a la centro con mis amigos*).

Task 3 asked candidates to explain why it is (not) important for students to have a social life. The stronger candidates were able to use appropriate vocabulary and accurate verbs. (e.g. *sin amigos es difícil tener una vida divertida, es necesario que tengan una vida social*). Weaker responses lacked accurate verbs or the appropriate vocabulary (e.g. *tenemos necesitar tu tengo divertido con sus amigos).*

Task 4 required the candidates to give their opinion on what qualities a good friend should have, and most candidates understood the task. However, they did not always communicate the information accurately. Weaker students were challenged by simple verb formation (e.g. *en mi opinión debe y estudiar con un buen amigo*). Stronger candidates produced thoughtful and accurate responses (e.g. *un buen amigo es simpático, una persona cariñosa, siempre estará allí*).

Task 5 required candidates to say how they are going to stay in touch with their school friends in the future. The stronger candidates answered with a short, simple sentence in which an accurate form of the future was produced with appropriate vocabulary (e.g. *voy a mantener contacto con correo electrónico y las redes sociales, voy a llamar por teléfono*). The strongest students were able to exploit the opportunity and use more complex language (e.g.*Cuando sea mayor voy a… si pudiera ….).*Weaker candidates did not address the task successfully because their response was too inaccurate (e.g. *yo amigo y yo will contacto each other*).

Range

The stronger responses included a wide range of connectives in their responses, such as *cuando, ya que*, *aunque, lo que, además, sin embargo*, etc. The weaker candidates were limited to a repetitive use of *y* and *porque*. Very few candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns, conditional clauses, etc. Idiomatic expressions were limited to exclamations (e.g. *¡Qué aburrido!).* Many candidates used simple tenses and topic vocabulary. The weakest candidates struggled with basic tense formation and cohesion.

Accuracy

The stronger candidates tended to use simple structures accurately. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms. There were also many examples of poor spelling and intrusive English words which impeded communication.