

SPANISH (Foreign Language)

Paper 0530/11

Listening

Key messages

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

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

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

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

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

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

General comments

Overall, performance on this paper was good.

Examiners found that handwriting and legibility was sometimes a problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

This year, some candidates left some questions in **Sección 1, Ejercicio 2** unanswered. All candidates should aim to attempt every question as there are some questions in every section of the paper which are designed to be accessible to the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed.

Most candidates could cope with all of the questions in this exercise. Where errors did occur, these were most usually in **Question 3**, where some candidates had difficulty with *teatro*, or in **Question 4**, where some candidates struggled with *de ciencia ficción (A)* and instead opted for *policiaco (C)*.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *playa*. A few chose *mercado*.

Question 10: Most candidates knew *cuarenta* and could spell it correctly. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer. The use of both the number in words and the number in figures in one answer can also invalidate if one of them is incorrect.

Question 11: Most candidates could identify *piscina*.

Question 12: Most candidates identified *flores*.

Question 13: Most candidates knew *botas*.

Question 14: The majority understood *caballo*.

Question 15: The majority knew *cámara fotográfica*.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Where marks were not gained, this most usually occurred on the listening text relating to Enrique: some candidates went for other distractors because they did not understand *los aviones me dan miedo* in the transcript which corresponded to statement **(j)** in the question paper (*Enrique tiene miedo de viajar en avión*). Sonia's utterance regarding her brothers (*no necesito ocuparme de ellos*) was not understood by some, who ticked statement **(h)** thinking that she had to look after them. A small number of candidates ticked only four answers instead of six.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates could answer *cinco*.

Question 18: Better candidates could answer *diferente* but some went for the distractor *clásica*.

Question 19: Most candidates identified the answer *guitarra* but many had difficulty with its spelling.

Question 20: A good number of candidates gave the correct answer *médicos*. The answer *medicina* was also accepted.

Question 21: Good candidates could answer *solución*. Weaker candidates struggled here.

Segunda Parte

Question 22: A good number of candidates could answer *antes de los conciertos*.

Question 23: Only the best candidates gave the answer *en un estadio*. Many candidates opted for the distractor *bares y parques*.

Question 24: Many candidates understood this question and correctly answered *Internet*.

Question 25: Many candidates were able to identify the correct answer *somos personas normales*.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: There was a wide range of answers here. Better candidates were able to identify *B (qué cambios querían ver en la ciudad)* as the correct answer.

Question 27: This was straightforward for many candidates. Overall, there was no clear pattern of mistakes.

Question 28: The correct answer was *C (falta espacio)* and this question was handled well by most candidates.

Question 29: Good candidates were able to find the right answer *A (son para todas las edades)*. A number of candidates chose *D (se practican todas al aire libre)*.

Question 30: A good number chose the correct answer *A (orgullosa)* but weaker candidates tended to choose *D (tranquila)*.

Question 31: The best candidates chose *D (unir a toda la gente)* but some weaker candidates opted for *A (tener vecinos más sanos)*.

Ejercicio 2 Preguntas 32–40

Question 32: This was straightforward for most candidates, who found the right answer *19*. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer.

Question 33: Many candidates could answer *cerca de la costa*. The answer *en barcos pequeños* was also accepted.

Question 34: Good candidates could answer *un curso*.

Question 35: Only the best candidates could identify the emotion and answered *a los chicos les encantaba la idea*. Some candidates went for the distractor *le daba miedo*.

Question 36: Good candidates could explain that *se ocuparía de cuidar de la familia*.

Question 37: The best candidates focused their answer on *era la que mejor sabía manejar el barco*.

Question 38: Most candidates could answer *eran necesarias*.

Question 39: A good number were able to say that Javier was about to go to university but many answered about his brothers instead.

Question 40: Many of the more able candidates were able to explain that *los padres están escribiendo un libro*.

SPANISH (Foreign Language)

Paper 0530/12

Listening

General comments

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

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

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

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

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

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

General comments

Overall, performance on this paper was good.

Examiners found that handwriting and legibility was sometimes a problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

All candidates should aim to attempt every question as there are some questions in every section of the paper which are designed to be accessible to the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed.

Most candidates could cope with all of the questions in this exercise. Weak candidates could not identify *pera* in **Question 3** and chose *pastel* instead. Some candidates had difficulty with **Question 8** as they could not identify *vestido*.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *piano*. A very small number chose *guitarra*.

Question 10: Most candidates knew *mar* but some chose *campo*.

Question 11: Most candidates could identify at least one of the two key words in the phrase *mermelada de fresa* and therefore found the right answer.

Question 12: Many candidates struggled here and opted for either A (*cine*) or B (*cambio*) rather than C (*gimnasio*).

Question 13: Some candidates encountered difficulty here as they could not identify *juegos* and instead went for one of the other options, usually A (*comida*).

Question 14: Most candidates knew *miércoles* and could spell it correctly.

Question 15: The majority understood *taxi*.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Where marks were not gained, this most usually occurred on the listening text relating to Paco. There was some tendency to tick **(f)** instead of **(d)**; perhaps candidates were not able to match *nadar* with *natación*. A small number of candidates ticked only four answers instead of six.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates wrote *bonito*. Some candidates put *al lado de una gran ciudad* and this was accepted.

Question 18: Most candidates correctly wrote *oficinas*. Weaker candidates often wrote *casas*.

Question 19: A good number of candidates gave the correct answer *ruido*. Many had difficulty in identifying this word and wrote answers such as *rido* or *rudo*. Many gave *tráfico* as the answer and this was not rewarded as it did not make sense.

Question 20: Most candidates heard the answer *cine*. Many added *enorme*, which was not necessary because only one word was required. Some candidates chose *metro*, which was not correct.

Question 21: Most candidates could answer *niños*. Some answered *accidentes* and this was also accepted.

Segunda Parte

Question 22: Prepositions often caused problems in this question. Despite this, a good number of candidates were able to produce the correct answer *escribir al periódico local*. Those who wrote *escribir el periódico local* did not receive a mark because the use of *el* rather than *al* changed the meaning of the phrase.

Question 23: Many candidates understood this question and answered *no había dinero*. Some candidates did not gain the mark because they wrote *era imposible* or *buscar otra solución*.

Question 24: The best candidates wrote *protestar en las calles* or *protestar en la ciudad*. The various spellings of *protestar* sometimes suggested that candidates, rather than being familiar with the word, had guessed its transcription from the recording. The *iba a...* construction did not seem to cause problems for candidates.

Question 25: Many candidates were able to write *controlar el tráfico*. Quite a few candidates talked about future plans whereas the question focused on what is happening now. Some candidates did not seem to recognise that *por el momento* was a synonym for *ahora* and they therefore ran into difficulty. Very few candidates could produce an acceptable conjugation of the verb *controlar*.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Many candidates chose the distractor *B (jugando con su hermana)* instead of the correct answer *C (haciendo dibujos de ropa)*.

Question 27: Good candidates found the right answer *A (consiguió una beca)*. A number of candidates chose the distractor *C (conocía a estrellas de la moda)*, perhaps because they did not know *beca*.

Question 28: This was handled well by most candidates.

Question 29: Weaker candidates often struggled here, opting for *A (en un cuadro o un paisaje)* instead of *D (en otros países)*.

Question 30: The best candidates correctly selected *A (puede causarle estrés)*; some weaker candidates opted for *D (no tiene ninguna desventaja)*.

Question 31: Good candidates answered this question well.

Ejercicio 2 Preguntas 32–39

Question 32: This question was straightforward and most candidates could answer *futbolista* or *futbolista profesional*.

Question 33: Many candidates could answer *en un campo*. Some added *cerca de donde vivía*; candidates should take to ensure, if they choose to add an embellishment to their answer, that it make sense. If the addition invalidates the answer, the mark cannot be awarded. A common wrong answer was *seis años*.

Question 34: Many candidates identified the correct answer *emocionada*. Many misread the question and provided an answer that did not relate to Juana's emotions. Candidates who did not score here probably did not recognise *se sintió* in the question and would therefore benefit from more practice in recognising the different parts of the verb *sentirse*. Several candidates added *no sabía qué pensar* which invalidated the answer.

Question 35: Good candidates could identify the emotion and answered *lloró de alegría*.

Question 36(a): Good candidates could identify *examen médico*. The answer *examen físico* was also accepted. A high number of candidates did not know the word *examen*. Some candidates missed the key idea and wrote answers such as *correr a la casa de mi amiga* or *el padre teléfono el club*.

Question 36(b): Good candidates could answer *ha tenido buena salud* or *tiene buena salud* or *es sana*. Many wrote an answer that did not make sense because they did not include a verb. There were various spellings of *salud* in candidates' answers. Candidates needed to pair up *no fue un problema* with *yo no estaba preocupada*.

Question 37: The better candidates focused their answer on *muchos deberes*; weaker candidates wrote about the training that Juana had to do. Some opted for *más complicado* on its own and did not therefore score a mark. Many candidates added extra information here about *entrenamiento* and frequency and, whilst it did not necessarily invalidate the answer, it had to be expressed carefully in order to leave the main point clear.

Question 38: Better candidates could answer *era la única chica*. The word *única* was not always known by candidates.

Question 39: A good number of candidates could explain that Juana was to represent Spain in an international competition. Many candidates invalidated their otherwise-correct answer by adding erroneous details, e.g. *nacional* rather than *internacional*. There were some odd spellings of *representar*.

SPANISH (Foreign Language)

Paper 0530/13

Listening

Key messages

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

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

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

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

General comments

Overall, performance on this paper was good.

Examiners found that handwriting and legibility was sometimes a problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

This year, some candidates left some questions in **Sección 1, Ejercicio 2** unanswered. All candidates should aim to attempt every question as there are some questions in every section of the paper which are designed to be accessible to the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed.

Most candidates could cope with all of the questions in this exercise. Where errors did occur, these were most usually in **Question 6**, where candidates had difficulty identifying both features (*pelo rubio* and *gafas*), or in **Question 8**, where several candidates opted for *D* (*puente*), perhaps because they had confused it with *puerta* (*de la iglesia*).

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *montaña*. A small number of candidates chose *playa*.

Question 10: Most candidates knew *esquiar*.

Question 11: Most candidates could identify *catedral*. Some candidates chose *castillo* instead.

Question 12: Most candidates knew *queso* and could spell it correctly. A few put *tapas*, or *caso típico*. A few did not give a response to this question.

Question 13: Many candidates opted for *jardines con flores* instead of *fuente*.

Question 14: The majority knew *cámara fotográfica*.

Question 15: The majority understood *bailar flamenco*.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Where marks were not gained, this most usually occurred on the listening text relating to Carlos: some candidate ticked statement **(h)** (*los abuelos de Carlos piensan que estudia demasiado*), having misunderstood that his grandparents told him that he should study more. Most candidates ticked the required six answers but a small number of candidates ticked only four answers instead of six.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: Most candidates identified the right answer *sucia*.

Question 18: Most candidates could answer *mejorar*. Some went for *ulitizar* or *usar* which were not accepted.

Question 19: Most candidates heard the correct answer *barata* but could not write it down correctly. A variety of spellings was seen, e.g. *barrata*, *varata*, *baratta*. Some candidates wrote *marata*, *bareta* or *sana* which did not score.

Question 20: A good number of candidates gave the correct answer *espacios*.

Question 21: A number of candidates could not identify *polideportivo*.

Segunda Parte

Question 22: A good number of candidates were able to answer *los cambios que querían* or *los cambios en la ciudad*.

Question 23: Only the best candidates could answer *redes sociales*. Some wrote *sitios sociales* or *páginas de Internet* which were not specific enough to attract a mark.

Question 24: Many candidates understood this question and correctly answered *recoger la basura*. Answers such as *limpiar la basura*, *arreglar la basura*, *coger la basura* and *sacar la basura* were also accepted. Some candidates wrote only *trabajan en diferentes barrios*, which did not receive a mark.

Question 25: This question caught out some of the weaker candidates. Better candidates were able to identify *publicidad*.

Sección 3

Ejercicio 1 Preguntas 26–31

Question 26: Many opted for the distractor *D (al principio de los problemas económicos)* or *C (al encontrar trabajo)* instead of the correct answer *B (después de terminar sus estudios)*.

Question 27: This was the most straightforward question in this exercise and virtually all candidates were able to gain a mark here.

Question 28: This was handled well by most candidates, who identified *C (usan ingredientes baratos)* as the correct answer.

Question 29: Good candidates selected the correct answer *A (por su propia experiencia)*. A high number of candidates chose *D (por las historias de sus abuelos)*.

Question 30: The best candidates went for *D (no aprende a cocinar con la familia)* but some weaker candidates opted for *A (la comida congelada en muy rica)*.

Question 31: There was a wide range of answers here. A good number chose the correct answer *B (hacer llegar sus ideas a la gente)* but weaker candidates chose one of the distractors; there was no clear pattern of mistakes.

Ejercicio 2 Preguntas 32–40

Question 32: This was a straightforward question but many candidates chose the distractor *14* instead of the correct answer *16*. Some wrote *de 14 a 16 años* and did not therefore score the mark. Where an answer requires a number, it is perfectly acceptable for candidates to write the number in figures rather than in words. The misspelling of a number can invalidate the answer.

Question 33: Many candidates could answer *experiencia* and some added *que necesitarán en el futuro*, but the one-word answer of *experiencia* was enough. Some added *más importante* and this invalidated the answer.

Question 34: Good candidates could answer *todos no pueden ser jugadores profesionales* or *todos no van a ser jugadores profesionales* but many did not include a verb and the answer did not therefore make sense. Many wrote about the courses, which was not correct.

Question 35: Good candidates could identify the emotion and answered *contentos*. Some added *porque aprendieron muchísimo*. A few candidates answered *orgullosos* or *nerviosos* and therefore did not score the mark.

Question 36: Good candidates could explain that *la mayoría nunca practica deportes*. Weaker candidates left out *la mayoría*, thus invalidating the response.

Question 37: This was answered well in most cases. Most candidates focused their answer on *visitar más colegios*; weaker candidates wrote about teachers practising sports.

Question 38: Most candidates could answer *los jóvenes* or *los chicos*.

Question 39: Only the better candidates could identify the correct answer *el alcalde*. Many candidates answered both **Questions 38** and **39** with *los jóvenes*.

Question 40: This question was difficult for some as they did not know the word *paciencia*. Those who did know the word were able to write the correct answer *no tiene paciencia*.

SPANISH (Foreign Language)

Paper 0530/21
Reading

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates should ensure that when they change an answer, they do so in such a way as to make it clear what their final answer is and what the Examiner is to mark. Candidates need to plan their answers carefully and, if they do need to cross something out, a single line is advisable because any crossed-out work which is visible will be considered for marks if no other answer has been offered.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

General comments

The overall standard was good. Most candidates attempted all of the questions and adhered to the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade. A few candidates did not fill in the boxes in the multiple-choice items in **Questions 1–15** or in the *True/False* element of **Sección 3, Ejercicio 1**.

For the most part, candidates wrote legibly and presented their work neatly. Some would have benefited from planning work more carefully to avoid heavy crossing out and to ensure that what they had written could be read.

In the reading exercises, the best candidates wrote concisely. They knew which parts of the text to omit and found short, focused responses to the questions. Weaker candidates tended to resort to indiscriminate lifting which caused them include or omit words inappropriately. Conjunctions, prepositions or relative pronouns were often included in such a way that they invalidated the answer. Candidates who take time to consider precisely which part of the text is required are more likely to score marks.

A few candidates relied on copying extensive chunks from the texts; they should be made aware that this is not usually selective enough for the mark to be awarded.

In the reading exercises in **Sección 2** and **Sección 3**, candidates are becoming more adept at recognising when it is appropriate to use one word or a short phrase in response to the question. However, there were some instances where candidates omitted key words which were essential to demonstrate full understanding of the text.

The best candidates used appropriate personal, object, and possessive pronouns, verb endings and tenses to good effect in the reading exercises in **Secciones 2** and **3**. Weaker candidates tended not to have strategies for dealing with these structures.

Comments on specific questions

Sección 1

Almost all candidates performed well in this section of the paper. A few candidates left one or more boxes blank in the multiple-choice items.

Ejercicio 1 Preguntas 1–5

The majority of candidates scored well here. The word *chaqueta* caused problems for some candidates.

Question 1: Almost all candidates knew that *ir de compras* related to picture *B*. Some weaker candidates chose *A (parque)*.

Question 2: Most recognised *espaguetis* and connected it to *D*.

Question 3: Most candidates understood that *diez y media* should be linked to *C*.

Question 4: Many candidates correctly linked *chaqueta* to *A* but a number chose *B (gafas de sol)*.

Question 5: Most understood *teléfono móvil* and therefore chose *B*.

Ejercicio 2 Preguntas 6–10

This exercise was generally very well done. The items of vocabulary which caused problems for some weaker candidates were *cocinar* and *tiempo*.

Question 6: Most understood *partido de tenis* and matched it correctly to *E*.

Question 7: Almost all candidates recognised *cocinar* and linked it correctly to *A*. A few chose *B* or *D*.

Question 8: A few weaker candidates were unable to connect *qué tiempo va a hacer mañana* to *D* and instead opted for *A* or *B*.

Question 9: Almost all knew that *un concierto de mi grupo favorito* should be matched to *C*.

Question 10: Almost all realised that *jugar al ajedrez* related to *F*.

Ejercicio 3 Preguntas 11–15

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

Question 11: Almost all understood *los sábados y domingos* in the text and linked it to option *B (dos días por semana)*.

Question 12: Some opted for *A (antes de acostarse)* but most understood *antes de las clases* in the text and correctly chose *C (antes de ir al colegio)*.

Question 13: Some of the weakest candidates chose *C (cerca de las tiendas)* instead of *A (cerca del río)*.

Question 14: Some candidates opted for *A (toma café)* but those who had read the whole paragraph found the correct answer *C (come fruta)*.

Question 15: Most found the correct answer *B (en bicicleta)*.

Sección 2

Ejercicio 1 Preguntas 16–20

This is a new exercise type for the Reading paper. Candidates were required to read a short text, in this case an advertisement for a new library. In order to demonstrate comprehension of the text, candidates then completed statements in Spanish, choosing words from a list.

Most candidates knew how to approach this type of exercise and many were awarded full marks. The best candidates used their knowledge of grammar to complete the gaps with word that belonged to an appropriate part of speech required. Some supplied their own answers or lifted answers from the text instead of selecting from the list of words given in the question paper. A few offered the same answer twice or did not complete one of the gaps.

For **Question 16**, the appropriate word was *ciudad*. Most chose this although some opted for *escuela* which completed the sentence grammatically but did not agree with the information given in the text. In **Question 17**, *cerrada* was the correct choice. The tempting wrong answer was *abierta* and this was selected by several weaker candidates. This choice again completed the statement grammatically but did not show understanding of the text. A few candidates chose a word which was inappropriate to both grammatically and contextually. For **Question 18**, the choice of *ordenadores* was straightforward for most but some candidates copied *informática* from the text, forgetting that they needed to choose an answer from the list of 10 words provided in the box. In **Question 19**, many knew the more complex item of vocabulary *devolver* and correctly identified it as the answer. Some candidates erroneously linked *libro* in the question to *escuela* in the list; this was incorrect grammatically and contextually. For **Question 20**, it was a matter of linking *está prohibido* in the text with *no se permite* in the question in order to identify the correct answer *comer*. Some incorrectly linked *se permiten* in the text with *no se permite* in the question and therefore chose *beber*, which was wrong.

Ejercicio 2 Preguntas 21–29

For this exercise, candidates were asked to read a longer piece of text (in this instance, blog entries about a hat collection) and answer the questions in Spanish. The majority of candidates coped very well with this exercise, although some candidates did not think read the questions or text carefully before starting to write. Candidates need to ensure that the answer they have written corresponds to the question asked.

Often, a one- or two-word answer was sufficient, but provided that what the candidate had written contained the correct answer, additional material copied from the text was usually tolerated provided that it did not invalidate the answer. Candidates should be wary of copying too much of the question as they can lose sight of the answer and make mistakes which invalidate an otherwise correct answer. The quality of the written Spanish was considered only in terms of whether or not it communicated.

The best candidates read the questions and text carefully. They wrote answers which were unambiguous and eliminated material from the text which could have invalidated a correct answer.

Although the approach to the accuracy of object pronouns is more lenient in this section of the paper than in **Sección 3**, candidates who are able to change these appropriately have an advantage as they avoid ambiguity, especially if more than one person is mentioned in the question.

Question 21: Many candidates realised where they could find the answer and quoted directly from the text: (*porque Sofía*) *ya tiene una colección de más de doscientos (sombreros)*. Answers such as *tendría demasiados/muchos sombreros y no habría espacio* or (*Sofía*) *(ya) tiene un montón de sombreros* were accepted but candidates who create their own version of the answer sometimes made errors distorted the correct answer. Weaker candidates often did not write enough, e.g. *(una) colección de más de doscientos* or *porque la colección es de más de doscientos*. There was nothing in these response to connect the *sombreros* to *Sofía*.

Question 22: Many candidates realised that *dio* in the question led to *regaló* in the text and found the correct answer: *su abuela*. Some thought it was Roberto who had given the hats. Those who misunderstood *quién* in the question tended to write *la edad de tres años*.

Question 23: Candidates of all abilities understood this question and were able to locate the correct area of the text. Many realised that *iglesia* was enough to answer the question. A number added *el domingo* and this was accepted when it was clear that candidates had placed the emphasis on the key concept, e.g. *no lo llevaba en la iglesia, el domingo*. Some candidates misunderstood *dónde* in the question and wrote *el domingo*. A mark was not awarded for answers such as *todos los días excepto el domingo cuando iba a la iglesia* since it was not specific enough to indicate that the candidate had fully understood the question or the text.

Question 24: Candidates needed to make sure that they referred to *el (primer) sombrero (de Sofía)* in their answer. The best candidates wrote *(al final) el (primer) sombrero de Sofía estaba muy sucio*. Weaker candidates wrote *estaba muy sucio* which created ambiguity. A number, who had misunderstood the question, wrote *por el cumpleaños de Sofía*.

Question 25: Candidates of all abilities understood the question and were able to locate the answer in the text. Only the best candidates included all of the relevant details and wrote *(Sofía debería) regalar los sombreros a un proyecto caritativo/para niños*. Some omitted key details, e.g. *(Sofía debería) regalar los sombreros* or *(Sofía debería) regalar los sombreros a un proyecto*, possibly because they were unsure of the meaning of *caritativo*. A few wrote *debería reciclar los sombreros* which was not specific enough to be awarded a mark.

Question 26: Most located the correct area of the text. The best candidates found the answer and discarded irrelevant parts of the sentence to write *el (que le será) más útil (en el futuro)*. Weaker candidates wrote responses such as *guardar (solo) uno* or *guardar (solo) un sombrero*.

Question 27: Most understood the question and knew where to look for the answer in the text although it differentiated at all levels, possibly because candidates found the phrase *me molestaban* difficult. Many found the correct answer: *(le) molestaban (mucho)*. A number of candidates opted for *tuvo que compartir la habitación con él* which suggested that they had not read the question carefully enough and therefore searched in the wrong area of the text.

Question 28: Many candidates struggled here. There were several plausible-looking answers which had to be discarded in order to arrive at the correct answer: *(al final) no había sitio para sus cosas*. Weaker candidates tended to suggest answers which were not focused on Roberto's problem, e.g. *su habitación no estaba ordenada (por las mochilas)* or *ellos se peleaban*.

Question 29: Many candidates found one or both of the answers. Most found *la habitación está más ordenada*, although a number wrote *ordenador* which was refused. Candidates at the bottom end of the ability range often had difficulty obtaining the second mark available for this question, partly because they wrote ambiguous answers by not referring appropriately to *Roberto y su hermano* but also because they omitted *menos* or supplied an inappropriate alternative. Acceptable answers included *(su hermano y él) (se) pelean menos* or *(Roberto) pelea menos con (su) hermano* or *no pelean tanto* or *Roberto no pelea tanto con su hermano*. Answers such as *su hermano y él no pelean* or *su hermano y él no pelean mucho* were refused as they did not reflect the message conveyed in the text.

Sección 3

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

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

Ejercicio 1 Preguntas 30–34

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

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

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

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

Most candidates performed well on the *Verdadero/Falso* element but some candidates, across the ability range, found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately.

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

Most candidates knew that **Question 30** was false but many found it hard to justify. Good candidates found *se enfadó (al recibir la oferta)*. Many lifted indiscriminately from the text, e.g. *por lo tanto se enfadó*. A few wrote *estaba cansado*, possibly because they read the text/question too quickly and had not noticed that *una oferta de prácticas* was mentioned in both, which should have helped them to find the right area of the text.

Many realised that **Question 31** was false. The better candidates were able to justify it, e.g. *que no se pagaría sueldo* or *no ganaría nada*. A number of candidates offered *las compañías nunca ofrecen nada* which was not specific to *la Compañía Vargas*. Weaker candidates often wrote answers like *Andrés no aceptó la oferta*, possibly because they had not understood *sueldo* in the previous sentence.

The better candidates realised that **Question 32** was a true statement.

Question 33 was false but even some of the better candidates thought that it was true. Those who fully understood wrote justifications such as *su sueño es comprar su propio piso* or *no quieren vivir con sus padres, sueñan con tener su propio piso*. Answers like *sueñan con hacerlo pero en realidad no pueden* or *los jóvenes no ganan nada y por eso no pueden comprar un piso* or *deben continuar viviendo con sus padres en vez de comprar su propio piso* were not accepted.

Most of the better candidates realised that **Question 34** was true.

Ejercicio 2 Preguntas 35–41

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

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

Whilst it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

Question 35: Most candidates understood the question and knew where to look for the answer in the text but the weakest candidates found this difficult to answer succinctly. Those who read the text carefully found the correct answer: *para llevarse bien con las hermanas menores*. Some opted for the other part of the sentence, *todo lo que hace falta es un poco de paciencia*, possibly because of *paciencia* in the question and/or because they were unsure of the meaning of *llevarse bien*. Those who wrote *para llevarse bien con las hermanas menores, en mi opinión, todo lo que hace falta es un poco de paciencia* were not awarded the mark since the answer was not precise enough to convey comprehension.

Question 36: Candidates needed to read through their answer to check that it answered the question fully. The best answer was *recordarle a tu hermana menor que tiene que decir 'por favor' y 'muchas gracias'*. Some of the better candidates omitted *a tu hermana menor* which invalidated the answer since this was not given in the question. A number of candidates misunderstood the question and/or the text and wrote *decir/dile/diciéndole 'por favor' y 'muchas gracias'*. Others wrote *todas las hermanas pequeñas respetan a sus hermanas mayores*, or *te copia en todo y por eso tú tienes que ser un buen ejemplo*, suggesting that some candidates focused on that part of the text because *la hermana mayor* appeared in the question.

Question 37: Most candidates understood the more complex item of vocabulary in the question (*aguantar*) and knew where to look for the answer in the text. Some drew their answer from the beginning of the paragraph: *cuando quieren estar contigo todo el día*. Those who read the whole paragraph found the correct answer, which was located at the end of the paragraph: *cuando (Susana) quiere estar con los amigos*.

Question 38: Weaker candidates opted for the first thing which seemed to be a plausible answer: *cuando está estudiando or porque las hermanas menores quieren su atención*. The better candidates read to the end of the paragraph and found the key concept: *(sí) su hermana menor empieza a hacer ruido (para que la escuchen/para llamar la atención)*. The addition of *no te enfades* invalidated the answer.

Question 39: Many candidates encountered difficulty here. Many looked in the wrong part of the text because of *les importan mucho* in the question and *las hace sentirse importantes* in the text and wrote *piensan que de alguna forma quieres compartir tu vida con ellas*. The best candidates wrote answers such as *(pueden) ofrecer a hacer algo divertido/jugar con ellas*.

Question 40: Many knew where to look for the answer but only those who understood the more advanced items of vocabulary in the question (*hizo* and *echara de menos*) were able to find the answer. Those who did wrote answers such as *(Susana) intentó llamar(la) a menudo* or *(la) llamó por teléfono a menudo*. Others omitted the key phrase *a menudo* and some lifted indiscriminately from the text by including *por eso* at the beginning of the sentence. A few misunderstood the question and opted for *esto le gustó y ahora soy su persona favorita*.

Question 41: Only those candidates who fully understood the text were able to eliminate *graciosa*, *orgullosa* and *desagradable* to choose the correct answer C (*maravillosa*). Many chose D (*desagradable*), possibly because there were some negative comments in parts of the text but those who read the last paragraph carefully would have understood that Susana's opinion of her sister was ultimately very positive.

SPANISH (Foreign Language)

Paper 0530/22

Reading

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates should ensure that when they change an answer, they do so in such a way as to make it clear what their final answer is and what the Examiner is to mark. Candidates need to plan their answers carefully and, if they do need to cross something out, a single line is advisable because any crossed-out work which is visible will be considered for marks if no other answer has been offered.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

General comments

The overall standard was good. Most candidates attempted all of the questions and adhered to the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade. A few candidates did not fill in the boxes in the multiple-choice items in **Questions 1–15** or in the *True/False* element of **Sección 3, Ejercicio 1**.

For the most part, candidates wrote legibly and presented their work neatly. Some would have benefited from planning work more carefully to avoid heavy crossing out and to ensure that what they had written could be read.

In the reading exercises, the best candidates wrote concisely. They knew which parts of the text to omit and found short, focused responses to the questions. Weaker candidates tended to resort to indiscriminate lifting which caused them include or omit words inappropriately. Conjunctions, prepositions or relative pronouns were often included in such a way that they invalidated the answer. Candidates who take time to consider precisely which part of the text is required are more likely to score marks.

A few candidates relied on copying extensive chunks from the texts; they should be made aware that this is not usually selective enough for the mark to be awarded.

In the reading exercises in **Sección 2** and **Sección 3**, candidates are becoming more adept at recognising when it is appropriate to use one word or a short phrase in response to the question. However, there were some instances where candidates omitted key words which were essential to demonstrate full understanding of the text.

The best candidates used appropriate personal, object, and possessive pronouns, verb endings and tenses to good effect in the reading exercises in **Secciones 2** and **3**. Weaker candidates tended not to have strategies for dealing with these structures.

Comments on specific questions

Sección 1

Almost all candidates performed well in this section of the paper. A few candidates left one or more boxes blank in the multiple-choice items.

Ejercicio 1 Preguntas 1–5

The majority of candidates scored well here. The vocabulary items *pescado*, *sombrero* and *comer* caused problems for some candidates.

Question 1: Almost all candidates knew that *nadar* related to *D (piscina)* but some weaker candidates chose *C (pista de hielo)*.

Question 2: Almost all knew *pescado* and linked it to *A* but a few chose *D (espaguetis)*.

Question 3: Only weaker candidates could not connect *nueve y media* to *B*.

Question 4: Most knew *sombrero* and linked it to *C* but some chose *A (chaqueta)*.

Question 5: Most understood *comer* and chose *D* but some chose *B (teléfono móvil)* or *C (beber)*.

Ejercicio 2 Preguntas 6–10

This exercise was generally very well done. The word *peluquero* caused problems for some weaker candidates.

Question 6: Most understood *profesor de matemáticas* and matched it to *D*.

Question 7: Almost all candidates recognised *mecánico* and linked it to *A*.

Question 8: A few candidates were unable to connect *peluquero* to *B* and chose *F (dependiente)* instead.

Question 9: Almost all candidates knew that *piloto* indicated *E*.

Question 10: Almost all realised that *jardinero* should be linked to *C*.

Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Most candidates scored full marks here. Those who did not score full marks usually lost the mark for Questions 11, 12 or 13. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Question 11: Those who read the text carefully chose *B (la música)* but a few opted for *A (el deporte)*.

Question 12: Some weaker candidates could not link *me aburre* in the text to *C (aburrido)* in the question and chose *A (divertido)*. Most found this straightforward, though.

Question 13: Almost all were able to link *todos los días* in the text to *A (cada día)*. A few chose *C (de vez en cuando)*.

Question 14: Almost all understood *ven el partido de fútbol* in the question and chose *B (los sábados)*. A few chose *A (los lunes)*, although this was not mentioned in the text.

Question 15: Most found the correct answer *C (escuchar música)* as they understood *un concierto* in the text.

Sección 2

Ejercicio 1 Preguntas 16–20

This is a new exercise type for the Reading paper. Candidates were required to read a short text, in this case a weather forecast. In order to demonstrate comprehension of the text, candidates then completed statements in Spanish, choosing words from a list.

Most candidates knew how to approach this type of exercise and many were awarded full marks. The best candidates used their knowledge of grammar to complete the gaps with word that belonged to an appropriate part of speech required. Some supplied their own answers or lifted answers from the text instead of selecting from the list of words given in the question paper. A few offered the same answer twice or did not complete one of the gaps.

For **Question 16**, the appropriate word was *universidad* and most candidates chose this, although some opted for *catedral*. In **Question 17**, weaker candidates found it difficult to choose between the correct answer, *amueblado*, and the incorrect answer *antiguo*, possibly because they saw *moderno* in the text and assumed they were looking for the opposite. A few chose a word which was inappropriate contextually and/or grammatically. In **Question 18**, most opted for the correct answer *comer* although a few of the weakest candidates chose *bailar*, possibly because they knew they needed an infinitive after *se puede* but read the text too superficially. **Question 19** proved difficult for candidates at all ability levels, with many choosing *hasta* instead of the correct answer *desde*; they may not have understood *disponible* in the question. In **Question 20**, almost all chose the correct answer, *prohibe*. A few opted for *puede*, perhaps because they misconstrued *no se aceptan animales* in the text and incorrectly linked it to *se puede*.

Ejercicio 2 Preguntas 21–30

For this exercise, candidates were asked to read a longer piece of text (in this instance, blog entries about holidays) and answer the questions in Spanish. The majority of candidates coped well with this exercise, although some candidates did not think read the questions or text carefully before starting to write. Candidates need to ensure that the answer they have written corresponds to the question asked.

Often, a one- or two-word answer was sufficient, but provided that what the candidate had written contained the correct answer, additional material copied from the text was usually tolerated provided that it did not invalidate the answer. Candidates should be wary of copying too much of the question as they can lose sight of the answer and make mistakes which invalidate an otherwise correct answer. The quality of the written Spanish was considered only in terms of whether or not it communicated.

The best candidates read the questions and text carefully. They wrote answers which were unambiguous and eliminated material from the text which could have invalidated a correct answer.

Although the approach to the accuracy of object pronouns is more lenient in this section of the paper than in **Sección 3**, candidates who are able to change these appropriately have an advantage as they avoid ambiguity, especially if more than one person is mentioned in the question.

Question 21: Most understood the text and knew where to look for the answer. Some wrote, correctly, *no tiene ganas de ir de vacaciones con ellos/sus padres*. Candidates who read the question carefully realised that *ir de vacaciones* was enough to answer the question. Answers such as *no tiene ganas de/quiere ir a la costa* or *no tiene ganas/quiere ir a la (misma) casa* were refused as there was not enough detail to show that the candidate had fully understood the text. On the other hand, *no quiere ir a la casa en la costa* was accepted as the idea of 'going on holiday' was implied.

Question 22: Many candidates realised where to find the answer but some wrote answers which suggested that they thought the answer was about Guillermo's age, rather than time. Better candidates wrote answers such as *(van a esa casa) desde hace 12 años* or just *12 años*. Answers such as *desde (los) 12 años* or *cuando hace 12 años* or just *12* were refused as there was insufficient information to show that the candidate had fully understood the question.

Question 23: A number of candidates encountered difficulty here, although the vocabulary involved was basic. A number of candidates, even some of the better ones, found *comemos* in the text, saw *antes de comer* in the question and wrote *jugando al tenis*. Those who read the whole paragraph and understood *antes de comer* in the question were able to produce the correct answer: *se baña (en el mar con los otros chicos)*.

Question 24: Most candidates understood the question and found the correct answer (*le gustaba/encantaba*) *estar con personas que conocía*. Some answers were not specific enough to be accepted, e.g. *estar con personas* or *con personas (que conocía)*. Some lifted indiscriminately and invalidated an otherwise-correct answer, e.g. (*le encantaba*) *estar con personas que conocía bien pero esta vez no*.

Question 25: Most understood the question and lifted the answer directly from the text: (*seguro que*) *no estarán muy felices*. Answers such as *piensa que estarán infelices* and *se pondrán tristes* also were accepted. A few chose the wrong part of the text and wrote *se preocuparán*, a reaction which related to Miguel, not to his parents. Others wrote *reaccionarán mal* which was not specific enough to attract a mark.

Question 26: This proved difficult for some. The best candidates easily found the answer in the text: (*ellos*) *estuvieron/estaban/fueron de acuerdo con la idea*. Answers such as *fue de acuerdo con la idea* or *los padres de Miguel pienso estuvieron de acuerdo con la idea* and *no esperaba una respuesta como esa* were refused since these responses were not sufficiently accurate for the Examiner to be sure that the candidate had fully understood.

Question 27: Most understood the question and knew where to look for the answer in the text although it differentiated at all levels since some invalidated their otherwise-correct answer by lifting indiscriminately from the text, e.g. (*Miguel*) *utiliza bien su nueva libertad y le animan a salir de viaje con sus amigos*. Good candidates wrote (*Miguel*) *utiliza bien su nueva libertad*. The omission of *bien* invalidated the answer.

Question 28: Almost all candidates understood the question and found the correct answer: (*Guillermo tiene que*) *hablar con sus padres (en seguida)*. The answer (*Guillermo tiene que*) *explicar a sus padres que no quiere ir de vacaciones con ellos* was also accepted. A few invalidated their answer by writing *Miguel* instead of *Guillermo*.

Question 29: Many found this question straightforward and wrote (*sus padres también*) *han sido jóvenes* or (*sus padres*) *saben que los jóvenes pueden tener problemas* or successfully combined both elements. Some omitted *saben* and this invalidated the answer.

Question 30: Most found the correct answer: *van a su apartamento (en la montaña)* or *pasan las vacaciones en su apartamento en la montaña*. Answers such as *en su apartamento* or *en el apartamento (que tienen)* or (*se*) *van a la montaña* were refused because key details had been omitted. Some candidates invalidated their answer by adding *y si quiere pasar un fin de semana allí, lo puede hacer* and a few wrote *muy contentos*, possibly because they misunderstood *cómo* in the question.

Sección 3

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

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 31**, no credit was given for a justification such as *Daniel no creció en Alemania*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

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

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

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

Most candidates performed well on the *Verdadero/Falso* element but some candidates, across the ability range, found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately.

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

Most candidates understood that **Question 31** was false. Only a few of the weaker candidates could justify their choice although the answer was straightforward: *(creció) en España*. Some wrote longer answers which were also correct, e.g. *nació en España y vivió allí hasta los 15 años* or *vivió en España hasta los 15 años*. A frequent incorrect response was *nació en España* which needed amplification in order to score a mark and, likewise, *Daniel vivió 15 años en España* as there was no indication of when this occurred.

Many recognised that **Question 32** was true but some of the better candidates thought that it was false.

Most knew that **Question 33** was false. The better candidates found various ways to justify their answer whereas weaker candidates found this aspect difficult. The best answers were *no están acostumbrados a charlar con Daniel* or *los habitantes fuera de Berlín tratan de charlar con él en la calle*. A frequent incorrect answer was *a menudo los habitantes de Berlín le preguntan si pueden sacar una foto con Daniel*.

Some of the better candidates thought that **Question 34** was false but, most identified that it was true.

Most of the better candidates realised that **Question 35** was false but even the better candidates found it hard to justify. A number resorted to lifting directly from the text, using the first person of the verb in their answer and/or adding too much information, e.g. *encontrar a otro español era muy raro pero hoy en día hay muchísimos españoles allí*. The best candidates found answers such as *encontrar a otro español era muy raro* or *(Daniel) descubrió que había pocos españoles (allí)*.

Ejercicio 2 Preguntas 36–42

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

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

Whilst it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

Question 36: Most knew where to find the answer to this question. Weaker candidates found it difficult to express the answer correctly but the better candidates coped well with this, e.g. (Marieta) cree/piensa que es esencial/importante conocer otras culturas. Those who answered incorrectly often wrote *es esencial conocer otras culturas*.

Question 37: All but the best candidates struggled here. Some lifted *mi* from the text instead of substituting it for *su* in *trabajar en mi propio país*. Others included extra material from the text and wrote *iba a ser una pérdida de tiempo y sería mejor trabajar en su propio país*. Some misconstrued the question and wrote *se pusieron tristes*. Good candidates used the text judiciously and wrote (*sería mejor/Marieta debería*) *trabajar/buscar trabajo en su propio país/México*.

Question 38: This proved difficult for the weakest candidates but many located the right area of the text and found the best answer: *la organización (lo) hizo todo*. The inclusion of *con la que viajé* invalidated the answer whereas it was accepted if candidates changed the verb ending and wrote *con la que viajó*.

Question 39: This question was accessible to candidates of all abilities. Answers such as (*así pudo*) *aprender (un poco de) la lengua (portuguesa)* or (Marieta) *aprendió (un poco de) la lengua (portuguesa)* were awarded a mark whereas *lo que fue muy útil ya que así pudo aprender (un poco) de la lengua (portuguesa)* was refused since, in **Sección 3**, candidates are expected to tailor their answer to fit in with the question and should eliminate vocabulary which interferes with this, e.g. *lo que* in the example above.

Question 40: This question was straightforward for candidates of all abilities. Good candidates found the most succinct answer: (*algunos*) *platos brasileños*. Other suitable answers included *recetas para platos brasileños* or *Marieta quiere preparar comida brasileña (para sus amigos mexicanos)*. Answers such as *algunas recetas* or *platos con comida fresca* or *quiere cocinar para sus amigos* or *preparar la comida* were refused as they were not precise enough to attract a mark.

Question 41: The question was straightforward but many candidates found it difficult to express the answer unambiguously. Many understood the question and found the answer: *donde vive (Marieta)/en México/en su país no faltan playas* or *hay muchas playas en México*. Weaker candidates might not have understood *no faltan playas* in the text and tended to search in the wrong place: *quiere explorar una zona montañosa de Brasil* or *porque su compañera francesa quería explorar una zona montañosa de Brasil* were incorrect answers which Examiners saw frequently.

Question 42: Those candidates who read the question and the text carefully were able to lift the answer directly from the text (*ver/visitar a los amigos*). Some included material which invalidated the answer, e.g. (*sino*) *para ver/visitar a los amigos*. Others wrote *volver (de nuevo) a Brasil para ver a los amigos* which implied that Marieta wanted to return to Brazil although this was already mentioned in the question. The weakest candidates, who had not fully understood the question, provided plausible-looking answers which they had found elsewhere in the text, e.g. *en el futuro quiere hacer turismo en Brasil*. Some lifted indiscriminately from the text, e.g. *esta vez no será ni para trabajar ni para hacer turismo*.

SPANISH (Foreign Language)

Paper 0530/23

Reading

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates should ensure that when they change an answer, they do so in such a way as to make it clear what their final answer is and what the Examiner is to mark. Candidates need to plan their answers carefully and, if they do need to cross something out, a single line is advisable because any crossed-out work which is visible will be considered for marks if no other answer has been offered.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- In **Sección 2, Ejercicio 1**, candidates need to make sure that they complete the gaps using only words that are provided in the list.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

General comments

The overall standard was good. Most candidates attempted all of the questions and adhered to the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade. A few candidates did not fill in the boxes in the multiple-choice items in **Questions 1–15** or in the *True/False* element of **Sección 3, Ejercicio 1**.

For the most part, candidates wrote legibly and presented their work neatly. Some would have benefited from planning work more carefully to avoid heavy crossing out and to ensure that what they had written could be read.

In the reading exercises, the best candidates wrote concisely. They knew which parts of the text to omit and found short, focused responses to the questions. Weaker candidates tended to resort to indiscriminate lifting which caused them include or omit words inappropriately. Conjunctions, prepositions or relative pronouns were often included in such a way that they invalidated the answer. Candidates who take time to consider precisely which part of the text is required are more likely to score marks.

A few candidates relied on copying extensive chunks from the texts; they should be made aware that this is not usually selective enough for the mark to be awarded.

In the reading exercises in **Sección 2** and **Sección 3**, candidates are becoming more adept at recognising when it is appropriate to use one word or a short phrase in response to the question. However, there were some instances where candidates omitted key words which were essential to demonstrate full understanding of the text.

The best candidates used appropriate personal, object, and possessive pronouns, verb endings and tenses to good effect in the reading exercises in **Secciones 2** and **3**. Weaker candidates tended not to have strategies for dealing with these structures.

Comments on specific questions

Sección 1

Almost all candidates performed well in this section of the paper. A few candidates left one or more boxes blank in the multiple-choice items.

Ejercicio 1 Preguntas 1–5

The majority of candidates scored well here. The vocabulary items *pollo* and *gafas de sol* caused problems for some candidates.

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

Question 2: Most candidates understood *pollo* and linked it with *B* but a few candidates selected *D*.

Question 3: The majority knew *once y media* and therefore chose *D*.

Question 4: Most knew *gafas de sol* and matched it to *B* but a few weaker candidates chose *D*.

Question 5: Most knew *beber* and linked it with *C*.

Ejercicio 2 Preguntas 6–10

This exercise was generally very well done. The items of vocabulary which caused problems for some weaker candidates were *arreglar* and *aspiradora*.

Question 10 was successfully completed by all candidates.

Question 6: Most matched *arreglar mi habitación* to *D* but a few weaker candidates opted for *B*.

Question 7: The majority knew *limpiar el cuarto de baño* and therefore chose *F*.

Question 8: Most knew *aspiradora* and linked it with *B* but a few weaker candidates opted for *C*.

Question 9: Most knew *planchar la ropa* and linked it with *E*.

Question 10: Almost all candidates were able to link *perro* with *A*.

Ejercicio 3 Preguntas 11–15

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

Question 11: Most were able to locate *cuatro años* in the text and therefore selected *B*.

Question 12: Most candidates were able to link *enfrente de mi casa* with *B* but a few weaker candidates chose *A*.

Question 13: Most were able to link *seis* in the text with *varios* in option *A* but a few opted for *C*.

Question 14: This question did not pose any problems for candidates.

Question 15: Almost all candidates were successful here.

Sección 2

Ejercicio 1 Preguntas 16–20

This is a new exercise type for the Reading paper. Candidates were required to read a short text, in this case a weather forecast. In order to demonstrate comprehension of the text, candidates then completed statements in Spanish, choosing words from a list.

Most candidates knew how to approach this type of exercise and many were awarded full marks. The best candidates used their knowledge of grammar to complete the gaps with word that belonged to an appropriate part of speech required. Some supplied their own answers or lifted answers from the text instead of selecting from the list of words given in the question paper. A few offered the same answer twice or did not complete one of the gaps.

For **Question 16**, the appropriate word was *calor* and most candidates chose this. In **Question 17**, the more able candidates understood *cuidado* in the text and recognised the need for an adjective, correctly selecting *peligroso* from the list. Many weaker candidates opted, wrongly, for *impermeable* here. **Question 18** proved difficult for weaker candidates; many opted for *gafas de sol* instead of *impermeable*, showing a clear misunderstanding of the text. In **Question 19**, the majority understood *jugando en la playa* and opted for *jugar*. A few candidates focused on the word *bañarse* in the text and chose *nadar* instead. For **Question 20**, it was a matter of linking the noun *lluvia* with the verb *llover*. Some weaker candidates confused the adjective *nublado* with the verb *nevar*.

Ejercicio 2 Preguntas 21–30

For this exercise, candidates were asked to read a longer piece of text (in this instance, blog entries about shopping) and answer the questions in Spanish. The majority of candidates coped well with this exercise, although some candidates did not think read the questions or text carefully before starting to write. Candidates need to ensure that the answer they have written corresponds to the question asked.

Often, a one- or two-word answer was sufficient, but provided that what the candidate had written contained the correct answer, additional material copied from the text was usually tolerated provided that it did not invalidate the answer. Candidates should be wary of copying too much of the question as they can lose sight of the answer and make mistakes which invalidate an otherwise correct answer. The quality of the written Spanish was considered only in terms of whether or not it communicated.

The best candidates read the questions and text carefully. They wrote answers which were unambiguous and eliminated material from the text which could have invalidated a correct answer.

Although the approach to the accuracy of object pronouns is more lenient in this section of the paper than in **Sección 3**, candidates who are able to change these appropriately have an advantage as they avoid ambiguity, especially if more than one person is mentioned in the question.

Question 21: Most candidates were successful here, producing the answer *ir de compras*.

Question 22: Many candidates across the ability range did not gain the mark for this question as they referred to the *nuevo centro comercial* as the reason rather than the increasing lack of shops. Some candidates omitted the *cada vez* from the answer *hay cada vez menos tiendas allí* which was essential in order to gain the mark.

Question 23: Most candidates understood the question and answered correctly with *en las afueras de la ciudad* but some candidates answered *muy lejos de la casa de Cristina* which was insufficient on its own.

Question 24: The majority of candidates were successful here, producing the answer *todos sus tiendas preferidas están allí*.

Question 25: Nearly all candidates were able to answer this question correctly with the straightforward response of *muy lejos*.

Question 26: Weaker candidates struggled with this question and were unable to link *parece* in the question to *parece vacío* in the text. Many answered with *pasa lo mismo en mi ciudad* or *todo el mundo hace las compras*. This question could have been answered with the single word *vacío* but many chose to embellish their response and provide a reason, e.g. *parece vacío porque todo el mundo hace las compras en los centros comerciales*.

Question 27: Most candidates were able to locate the appropriate part of the text and answered correctly with *volver en taxi*. Some candidates did not gain the mark because they omitted *volver* or used the verb *salir*.

Question 28: Most candidates correctly linked *adultos* from the question to the text and were successful in their response: *tienen coche*.

Question 29: Those candidates who did not know that they had to recognise the antonyms of *olvidar/acordarse* in the question/text found this question difficult. Those who did find the right area of the text often struggled to pinpoint the correct answer. The best candidates wrote succinctly and accurately: *las dificultades de los jóvenes*.

Question 30: Most candidates found the right area of text but some found it difficult to choose the appropriate portion for the answer, with many weaker candidates opting for *tengo que quedarme en casa* or *no entienden*. The best candidates understood *se quejan* from the question and associated this with the synonym *critican* in the text, providing the correct answer *se quejan de que Mario pasa demasiado solo en su habitación*.

Sección 3

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

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

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 35**, no credit was given for a justification such as *la suerte no es lo más importante para tener éxito en el trabajo*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

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

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

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

Most candidates performed well on the *Verdadero/Falso* element but some candidates, across the ability range, found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately.

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

The majority of candidates realised that **Question 31** was false. The majority gave the correct justification of *en Inglaterra*. A few candidates did not gain the mark because they referred solely to Pablo's parents moving to England or by writing in the first person.

Most candidates recognised **Question 32** as a true statement.

The majority of candidates identified **Question 33** as false but only the best candidates were able to justify it by referencing *el actor* not paying Pablo. There was a lot of ambiguity over who was not getting paid and by whom. *El actor no le pagó a Pablo por su trabajo* was correct but Examiners also accepted permutations such as *Pablo no ganó nada* and *el actor joven no le pagó porque estaba muy enfadado*.

Most candidates recognised **Question 34** to be a true statement.

Candidates of all abilities knew that **Question 35** was a false statement but only the very best candidates were able to justify it appropriately. Many candidates did not understand the statement and responded with an irrelevant answer; many did not know the word *esfuerzo* in the text and were therefore unable to form a correct justification. Most candidates who did not gain the mark on this question did so because they simply made the statement negative (i.e. *la suerte no es lo más importante para tener éxito en el trabajo*). The concise answer *el esfuerzo* was sufficient to gain the mark for this question.

Ejercicio 2 Preguntas 36–41

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

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

Whilst it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

Question 36: Most candidates were able to understand the question and respond correctly with *trabajar en un hospital*. It was possible to lift the answer directly from the text. Those who found it difficult to access the question often referred to *acabó sus estudios* or *faltaba algo en su vida*.

Question 37: Most candidates were able to understand the question and respond correctly and simply with *zonas de guerra*. Again, it was possible to lift the answer directly from the text, making this a relatively straightforward question. Some weaker candidates confused the subject and wrote that *Patricia había trabajado en zonas de guerra* or copied indiscriminately from the text in such a way that the answer did not follow on appropriately from the question.

Question 38: Most candidates linked the question to the correct part of the text and it was possible to lift the answer directly from the text: *la gran cantidad de oportunidades*. Some weaker candidates linked *informarse* from the question to *información* in the text and misinterpreted the question.

Question 39(a): The pronouns caused candidates a few problems here. The best candidates were able to communicate clearly that Patricia's parents could only telephone her once a month (*los padres solo le/la podrán telefonar una vez al mes (a Patricia)*). There was some confusion with candidates implying that Patricia could do the telephoning or that her parents could only make one phone call per month with no reference to Patricia.

Question 39(b): Again, the pronouns caused difficulties here along with the complex structure of *echar de menos*. The best candidates were able to convey the key idea that Patricia's parents would miss her (*le/la echarán de menos (a Patricia)*), but there was a great deal of confusion with many candidates referring to Patricia missing her parents or that they will miss each other.

Question 40: This question tested the candidates' ability to read and understand a large part of the text. Many located the correct area of the text but were unable to communicate the correct answer effectively (*contestar a las muchas preguntas que hacen otros médicos*). Candidates had to make a reference to the fact it was *otros médicos* or *sus colegas* who were asking the questions.

Question 41: Many candidates did not fully understand the question and referred to the preparation or the risks of the work. It was possible to lift the answer directly from the text (*se han presentado más de 500 personas*) but many chose to answer with *quizás yo sea una de los elegidos* or to add this to an otherwise correct answer, thus invalidating it.

SPANISH (Foreign Language)

Paper 0530/03
Speaking

Key messages

- For the role plays, teacher/Examiners should familiarise themselves with their own roles before beginning any 'live' Speaking examinations and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.
- Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as gratitude, satisfaction and apology.
- In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates should be allowed to present their topic for one to two minutes uninterrupted. Where role plays take less than five minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted five minutes each in order to compensate.
- In both the topic conversation and the general conversation, candidates need to show that they can respond to unexpected/unprepared questions so that they can access the full range of marks for Communication (table B).
- In both the topic conversation and the general conversation, candidates need to be given the opportunity to show that they are able to use past and future tenses accurately so that they can access the full range of marks for Language (table C).
- Centres should try to ensure that candidates do not choose *Myself* or *My life* as the subject of their topic presentation, since this severely restricts the possibilities for general conversation.
- The centre needs to check all additions carefully in order to avoid arithmetical errors.

General comments

To be read in conjunction with the Teachers' Notes booklet (1 March – 30 April 2015).

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, very good. Where recording quality was poor, this was most often due to softly-spoken candidates, background noise or the positioning of the recording equipment.

Centres are responsible for ensuring the good quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge, especially when the samples are re-recorded.

Some centres did not submit their candidates' recordings. **Please note that the recorded samples must be enclosed with the paperwork that is submitted to Cambridge.**

Where centres make use of digital recording software, they should save each candidate's file individually as an .mp3 file so that it can be accessed for the purposes of moderation. The digital file for each candidate's test must be clearly named using the following convention:

centre number_candidate number_syllabus number_component number.

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

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

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

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

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

Comments on specific questions

Materials for the Speaking examination should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/Examiners to familiarise themselves with their own roles. Teacher/Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and they must not create additional tasks nor change the order of tasks. When a candidate omits a role play task or an element of a task, the teacher/Examiner should try to prompt him/her to attempt it, to give him/her the opportunity to gain marks.

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

Role Plays A

Role Play A (1, 2, 3)

The majority of candidates performed well in these tasks.

Task 2: Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full 3 marks available for this task.

Task 3: If a task asks candidates to choose one of the options offered by the teacher/Examiner, then this is what they should do. A short response was adequate here.

Task 4: Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full 3 marks available for this task.

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Some candidates struggled to formulate a question. Teacher/Examiners should take care not to pre-empt the question by providing the answer and thereby denying candidates the opportunity to gain marks.

Role Play A (4, 5, 6)

Candidates generally coped well with the specified tasks.

Task 1: Some candidates struggled with the pronunciation of *guía*.

Task 2: Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full 3 marks available for this task.

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

Task 4: Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full 3 marks available for this task.

Task 5: Some candidates could not formulate an accurate question. It was not sufficient to merely read out the rubric or to just say *restaurante* or *tienda*.

Role Play A (7, 8, 9)

This role play was generally completed well.

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

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

Task 4: If a task asks candidates to choose one of the options offered by the teacher/Examiner, then this is what they should do.

Task 5: Some candidates struggled to formulate an accurate question. It was not sufficient to merely read out the rubric or to just say *guía* or *hora de salida*.

Role Plays B

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

Role Play B (1, 4, 7)

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

Task 1: Some candidates could not manipulate *llamas* into *llamo*.

Task 2: The majority of candidates communicated the necessary information, providing a range of excuses.

Task 3: Some candidates struggled to use the verbs *ir* and/or *jugar* to formulate an accurate question.

Task 5: This task caused problems with many candidates initially offering a time rather than a place.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1: Some candidates had difficulties with the pronunciation of *paquete*.

Task 3: The interrogative *¿Adónde?* caused confusion for some candidates. When candidates struggled, most teacher/Examiners handled the situation well. It is essential that teacher/Examiners do not provide candidates with options which are not part of the stipulated task. If candidates merely repeat an option that they are given, they cannot score marks.

Task 5: *No estás satisfecho/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. When tackling the second element of the task, which required candidates to provide a reason, many struggled to provide an utterance that was accurate enough to attract marks.

Role Play B (3, 6, 9)

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

Task 1: Some candidates either omitted or did not explain clearly the second element of the task and instead moved on to tasks 2 and 3. If this happens, the teacher/Examiner should try to provide a suitable prompt in order to give the candidate the opportunity to fulfil the task. Candidates cannot be awarded marks for tasks that they do not attempt.

Task 3: *Discúlpate* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. The second element of the task caused difficulties in cases where candidates attempted to provide complicated and/or multiple reasons.

Task 4: The majority of candidates were able to complete the task with a short response.

Task 5: Some candidates responded by saying what they like to eat in general rather than what they would like to eat at the special meal.

Topic Presentation/Conversation

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

Candidates perform best when they have a real interest in their chosen topic and when the topic chosen is not limiting in terms of scope for discussion. The topic chosen should also be one which allows candidates to demonstrate their linguistic ability fully but which is not too difficult for them in terms of structures, vocabulary, idiom or concept. The teacher/Examiner should advise the candidate on the choice of topic which, ideally, should be from the candidate's own experience.

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

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

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

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

General Conversation

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

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

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

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

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

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

Assessment

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

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

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

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

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

SPANISH (Foreign Language)

Paper 0530/41

Writing

Key messages

This session marked a significant change in the format of the Writing component. Candidates demonstrated in large measure that they were well prepared to manage the demands of the new structure.

Work from the full ability range was seen. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do. Candidates aiming for the highest grades responded succinctly and clearly to the tasks, using idiomatic, highly accurate Spanish. They showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks. Candidates who could use verbs and pronouns (especially reflexives) correctly were more likely to be able to write answers that were unambiguous.

General comments

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

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should not write their answers as labels beneath the pictures. As had been indicated in the specimen paper, there is no requirement to include a definite/indefinite article.

Question 2, which up until 2014 featured on the Reading and Directed Writing paper, was assessed by the same criteria as previously. One mark is awarded for each relevant detail.

Up to 10 marks are awarded across the question; there is no requirement to provide the same amount of information for each of the tasks.

Candidates should be reminded that the maximum of 10 marks cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks.

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

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

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

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

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

Candidates need to plan their time carefully during the examination in order to allow themselves time at the end to check their work.

Candidates need to pay careful attention to their handwriting, particularly when forming vowels.

Comments on specific questions

Question 1: Es tu cumpleaños – regalos que quieres recibir

The demands of this question were straightforward. Candidates were required to give the Spanish for eight of the items, represented by the pictures, that they would like to receive as a birthday present.

The majority gained the full five marks available for this question. Weaker candidates had trouble with the spelling of words such as *guitarra*, *teléfono móvil*, *celular* and *zapatos*. The word *reloj* was attempted by a number of candidates but it was rarely spelt accurately enough for a mark to be awarded. Some candidates did not look carefully enough at the question paper and repeated *bicicleta*, which had been given as the example. The mark could therefore not be awarded.

Some phonetic spellings of words gained marks, such as *camisetta* (for *camiseta*) and *guitara* (for *guitarra*).

As candidates are free to offer the Spanish word for something not represented in the pictures, other appropriate items of clothing, animals, toiletries, jewellery, electronics, sports equipment and stationery were awarded a mark, as these are things that one could receive as a birthday present.

Question 2: Mi casa

Communication

This proved to be a very accessible question; candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them.

The first task, asking candidates where they lived and with whom, was usually tackled well.

The second task required candidates to describe their house. Many provided detailed accounts and it was this task which tended to elicit most information from candidates.

The third task required candidates to say which their favourite room was. Many candidates struggled here because they did not understand the word *habitación*.

The fourth task, which asked candidates what their ideal house would be like and why, was generally answered well. Although the conditional tense was not used confidently by some, the information was conveyed adequately enough in most cases.

Candidates generally respected the guidelines about length, producing approximately 80 words.

Language

Overall, there was good use of verbs at this level. Most of the candidates used the present tense confidently and there were some good attempts to use the conditional tense when responding to the fourth bullet point.

Adjectival agreements (when describing the house/flat/favourite room) were inconsistent. A number of errors were seen in the use of *gusta/gustan*. Candidates would benefit from further practice in these areas.

Question 3

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

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

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

Verbs: More able candidates used a variety of verbs and tenses appropriate to the tasks. Less able candidates tended to struggle with the manipulation of the verb *gustar*. Even the more able candidates often missed out on marks because of lack of accents on verb or incorrect usage of accents. There was sometimes a lack of advanced/more complex verbal structures, and many candidates struggled in the tasks owing to the simplicity of their language. Some candidates attempted past tenses confidently and there were some excellent sentences in candidates' responses to **Question 3(c)** which contained well-structured indirect and reported speech and appropriate, correctly-conjugated verbs.

Some candidates were less successful in their grasp of verbs. In order to improve, they need to ensure that they:

- include accents on verbs where necessary
- know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
- are able to use *ser* and *estar* appropriately
- know the difference between *fui* and *fue*
- can form regular (and irregular) verbs in the preterite, particularly the first person singular and first person plural
- can conjugate *hacer* and *tener* in the preterite
- include a variety of verbs and do not rely on *es*, *hay* and *tiene*.

Other Linguistic Features: There was, as expected, a much wider range of structures and vocabulary displayed by the more able candidates, which included the use of complex conjunctions in subordinate clauses, the correct use of personal, object and demonstrative pronouns and descriptive adjectives. A good number of candidates scored relatively well here and were able to display a range of structures and vocabulary appropriate to the level. Many candidates had developed good techniques for adding extra details by using conjunctions or extending the content of their responses, and a number used linking words such *porque*, *así que*, *por eso* and *cuando* to good effect in this context. Less able candidates relied on basic structures. In general, candidates would benefit from more practice in the following areas:

- use of *por* and *para*
- object pronouns
- use of personal *a* after verbs that require it
- adjectival agreements
- negatives

- adverbs and prepositional phrases
- conjunctions and relative pronouns.

Question 3(a) Pasaste las vacaciones con tus tíos que viven en otro pueblo.

Approximately three fifths of the entry chose to answer on this topic and there were some interesting responses here. The more able candidates coped well with the concept of writing an e-mail to their uncle and aunt after holidaying with them. Weaker candidates sometimes ignored the bullet points in the question and instead wrote about any kind of holiday that they had been on in the past.

The first task asked candidates to describe their journey home after their holiday. A past tense was required in order to gain the full two marks available for this task. There was a mixed response here: some candidates addressed the task without any problems and scored the full two marks available; others did not provide enough information for any marks to be awarded.

The second task required candidates to explain what they had liked about the holiday with their uncle and aunt. Candidates generally responded to this task successfully.

The third task required candidates to describe the advantages of spending holidays with family. This task also received a mixed response, with some candidates unable to manipulate the language that they wanted to use in order to express themselves.

For the fourth task, candidates needed to say how they would like to spend their holidays in future. Responses here were generally successful. The fifth task asked candidates to explain why they would like to spend their holidays in that way and, again, responses to this task were quite good.

Question 3(b) Los jóvenes y los adultos

This question attracted about a fifth of the entry and there were some interesting responses.

The first two tasks, each worth two marks, required candidates to explain why they thought that young people and adults did or did not get on well. These tasks were tackled quite well by most candidates although some wrote only a minimal response which was not enough to attract all of the marks available here.

For the third task, candidates were asked to say what they did to help their parents or grandparents. On the whole, candidates did very well here, with most providing descriptions of the household chores that they did; other candidates explained clearly why they did not help out at home.

The last two tasks, each worth two marks, required a description of the enjoyable activities that the candidate had done with an older person the previous week. A past tense was required in order to gain the full two marks available for the fourth task. Those candidates who gave more than one piece of information were able to gain the two marks allocated to the fifth task, provided that they used an appropriate verb in a past tense. These tasks were generally done quite well, although a number of candidates described only one thing that they had done the previous week. Other candidates mentioned what they had done but made no mention of the older person with whom they had done the activities.

Question 3(c) “Ayer mi amigo/amiga vino a mi casa. Él/Ella estaba llorando y me contó una mala noticia...”

A similar number of candidates chose this question as chose **Question 3(b)**. Candidates were required to continue the story line provided.

The first task required candidates to describe the bad news that their friend had told them. As this story took place in the past, a past tense verb was required. Weaker candidates tended to struggle with this task but the more able candidates approached the task very well. Candidates used their creativity to good effect and they described a variety of bad news, including splitting up from a boyfriend/girlfriend, someone being taken to hospital, accidents and illnesses, homework that hadn't been done, missing pets and pop groups breaking up.

The second and third tasks, each worth two marks, required candidates to describe their reactions to the bad news. Candidates gained these marks whenever they gave an appropriate emotion or reaction in the course of the narrative. On the whole, candidates addressed these tasks well. Some candidates provided only a

minimal response or provided only one reaction/emotion, despite the question being expressed in the plural: *tus reacciones*.

For the fourth task, candidates needed to describe what they had done to solve their friend's problem. On the whole, this task was tackled quite well. Candidates were often able to describe more than one thing that they had done to help and many therefore also gained the marks allocated to the fifth task here.

The two marks allocated in the fifth task could be gained either for another detail regarding the bad news that the friend had told them or for another detail relating to how the candidate had helped, provided that they used an appropriate verb in a past tense.

SPANISH (Foreign Language)

Paper 0530/42

Writing

Key messages

This session marked a significant change in the format of the Writing component. Candidates demonstrated in large measure that they were well prepared to manage the demands of the new structure.

Work from the full ability range was seen. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do. Candidates aiming for the highest grades showed solid control of sentence structure, verb tenses and more complex linguistic structures.

General comments

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

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should not write their answers as labels beneath the pictures. As had been indicated in the specimen paper, there is no requirement to include a definite/indefinite article.

Question 2, which up until 2014 featured on the Reading and Directed Writing paper, was assessed by the same criteria as previously. One mark is awarded for each relevant detail.

Up to 10 marks are awarded across the question; there is no requirement to provide the same amount of information for each of the tasks.

Candidates should be reminded that the maximum of 10 marks cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks.

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

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

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

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

Other Linguistic Features: The published table of grade descriptors highlights the range of language structures expected. The ablest candidates will be able to demonstrate, among other things, varied sentence patterns using subordinate clauses (*porque...*, *que...*, *dijo que...*, *creo que...*), object pronouns, linking words/conjunctions (*sin embargo*, *por lo tanto*, *por eso*, etc), negatives (*nunca...*, *nadie...*, etc),

comparative/superlative forms of adjectives, adverbs and prepositions. They will also be familiar with some less common vocabulary, pertinent to the subject matter. It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions.

Candidates need to plan their time carefully during the examination in order to allow themselves time at the end to check their work.

Candidates need to pay careful attention to their handwriting, particularly when forming vowels.

Comments on specific questions

Question 1: Vas de vacaciones – cosas que hay en tu maleta

The demands of this question were straightforward. Candidates were required to give the Spanish for eight of the items, represented by the pictures, that they would put in their suitcase when going on holiday.

The majority gained the full five marks available for this question. Some candidates attempted the word *libro* but wrote instead *libre*, which wasn't acceptable because it produced a Spanish word with a different meaning. Others did not look carefully enough at the question paper and repeated *traje de baño*, which had been given as the example. The mark could therefore not be awarded.

Some phonetic spellings of words gained marks, such as *gaffas de sol* (for *gafas de sol*) and *boteilla de...* (for *botella de...*).

As candidates are free to offer the Spanish word for something not represented in the pictures, other appropriate items of clothing, toiletries, jewellery, electronics, sports equipment and stationery were awarded a mark, as these are things that one could put in a suitcase when going on holiday. Items such as *coche* were refused as they cannot be put in a suitcase.

Question 2: Un día de colegio

Communication

This proved to be a very accessible question; candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them.

The first task, asking candidates where their school was, often received a minimal response and as such it was common for only one mark to be awarded for the first task. Some candidates provided a longer response to this task with several relevant, credit-worthy phrases.

The second task required candidates to describe a typical day in school. Many provided detailed accounts and it was this task which tended to elicit most information from candidates. Some candidates described their routine at home before coming to school, which was not relevant as the task referred to a day *en tu colegio*.

The third task required candidates to say what their favourite school subject was. Whilst this was sometimes answered in a single sentence, many candidates responded fully, supplying justifications for their statements.

The fourth task, which asked candidates what their ideal school would be like and why, was answered in a similar way to the third task.

Candidates appeared to be comfortable with this type of question; they wrote simple sentences to convey the details required effectively. They generally respected the guidelines about length, producing approximately 80 words.

Language

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

Whilst the first three tasks could be answered using the present tense, and the fourth task using the conditional, other tenses were used appropriately by many candidates. The inappropriate use of several tenses within a response to a single task was often seen. In the fourth task, good answers were often offered with accurate use of the future or the conditional tense. In the first task, many candidates (including the more able) were not secure in their use of *es* and *está* and therefore used them interchangeably and inappropriately.

A number of errors were seen in the use of *gusta/gustan* and *encanta/encantan* and in adjectival agreements. Candidates would benefit from further practice in these areas.

Question 3

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

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

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

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

- include accents on verbs where necessary
- know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
- are able to use *ser* and *estar* appropriately
- know the difference between *fui* and *fue*
- can form regular (and irregular) verbs in the preterite, particularly the first person singular and first person plural
- can conjugate *hacer* and *tener* in the preterite
- include a variety of verbs and do not rely on *es*, *hay* and *tiene*.

Other Linguistic Features: The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions, appropriate and accurate use of negatives and a range of appropriate adjectives, pronouns and adverbs. There was also evidence of idiomatic expressions. In general, candidates would benefit from more practice in the following areas:

- use of *por* and *para*
- object pronouns
- use of personal *a* after verbs that require it
- adjectival agreements
- negatives
- adverbs and prepositional phrases
- conjunctions and relative pronouns.

Question 3(a) La semana pasada se celebró la fiesta de cumpleaños de tu abuelo/abuela.

Approximately two thirds of the entry chose to answer on this topic and there were a number of engaging responses.

The first task asked candidates to describe their grandpa/grandma. Those who attempted the task generally did well but many candidates forgot to describe their grandparent.

The second and third tasks, each worth two marks, required candidates to describe the things that they did during the party to celebrate their grandpa/grandma's birthday. A past tense was required in order to gain the full two marks available for the second task. Those candidates who gave more than one piece of information were able to gain the two marks allocated to the third task, provided that they used an appropriate verb in a past tense. There were some good responses here. However, many candidates mentioned only what other people did at the party. A significant number of candidates wrote only about their activities before or after the party, omitting information about their activities during the party. Some candidates interpreted *fiesta* as a holiday.

For the fourth and fifth tasks, candidates needed to explain why they did or did not like family parties. Most candidates tackled these tasks well but a number of candidates provided little or no explanation for their like or dislike of family parties.

In this question, Examiners often saw inaccurate manipulation of the verb *celebrar*, with inappropriate inclusion or omission of the reflexive pronoun. In addition, many candidates used a reflexive pronoun with the verb *preferir*.

Question 3(b) El turismo

This question attracted about a fifth of the entry and there were some interesting responses here.

The first two tasks, each worth two marks, required a description of a recent visit to a tourist attraction in the candidate's region. A past tense was required in order to gain the full two marks available for the first task. Those candidates who gave more than one piece of information were able to gain the two marks allocated to the second task, provided that they used an appropriate verb in a past tense. These tasks were generally done quite well. Some candidates provided very limited information about the visit or gave their response in the present tense. A significant number of candidates omitted to include any reference at all to a recent visit.

For the third task, candidates were asked to say what else there was in their region for tourists. On the whole, candidates did well here. A small number of candidates forgot to address this task.

The final two tasks, each worth two marks, required candidates to explain whether tourism was an advantage or a disadvantage for their region. Some candidates were successful here. Others omitted to provide adequate explanations for their opinion about the advantages/disadvantages of tourism for their region.

In this question, a number of candidates showed only a limited range of verbs, with repeated use of *es* and *hay*. Candidates need to be reminded that they should attempt a wide range of verbs.

Question 3(c) El mes pasado ganaste un concurso. El premio era una cantidad de dinero para gastar en un centro comercial.

Only a few candidates chose this question. Candidates were required to write a narration based on the story line provided. On the whole, those who attempted this question tended to produce responses of high quality, with interesting content and impressive language, both in terms of the range of structures/vocabulary and in the level of accuracy.

The first task required candidates to explain what they had done in order to win the competition. As this story took place in the past, a past tense verb was required. There were many creative accounts here, although there was sometimes a lack of clarity about what had been done to win the competition.

For the second task, candidates needed to describe how they had spent their day of shopping at the shopping centre. There were many imaginative accounts here. Some candidates omitted any reference to how they spent their day.

The third task required candidates to describe what they had bought during their day of shopping. This task was generally tackled well.

The final two tasks, each worth two marks, required candidates to describe how they felt upon finishing their shopping. Candidates gained these marks whenever they gave an appropriate emotion or reaction in the course of the narrative. On the whole, candidates addressed these tasks well. A small number of candidates provided only a minimal response here.

Some candidates showed only a limited range of verbs but on the whole Examiners saw a wider range of verbs in response to this question than in response to **Question 3(a)** or **Question 3(b)**. However, there were a number of errors in the formation of both regular and irregular verbs in the preterite, particularly in the first person singular and first person plural. The inaccurate manipulation of the verb *sentirse* was common, including the omission of the reflexive pronoun.

SPANISH (Foreign Language)

Paper 0530/43

Writing

Key messages

This session marked a significant change in the format of the Writing component. Candidates demonstrated in large measure that they were well prepared to manage the demands of the new structure.

Work from the full ability range was seen. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do. Candidates aiming for the highest grades showed solid control of sentence structure, verb tenses and more complex linguistic structures.

General comments

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

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should not write their answers as labels beneath the pictures. As had been indicated in the specimen paper, there is no requirement to include a definite/indefinite article.

Question 2, which up until 2014 featured on the Reading and Directed Writing paper, was assessed by the same criteria as previously. One mark is awarded for each relevant detail.

Up to 10 marks are awarded across the question; there is no requirement to provide the same amount of information for each of the tasks.

Candidates should be reminded that the maximum of 10 marks cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks.

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

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

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

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

Other Linguistic Features: The published table of grade descriptors highlights the range of language structures expected. The ablest candidates will be able to demonstrate, among other things, varied sentence patterns using subordinate clauses (*porque...*, *que...*, *dijo que...*, *creo que...*), object pronouns, linking words/conjunctions (*sin embargo*, *por lo tanto*, *por eso*, etc), negatives (*nunca...*, *nadie...*, etc),

comparative/superlative forms of adjectives, adverbs and prepositions. They will also be familiar with some less common vocabulary, pertinent to the subject matter. It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions.

Candidates need to plan their time carefully during the examination in order to allow themselves time at the end to check their work.

Candidates need to pay careful attention to their handwriting, particularly when forming vowels.

Comments on specific questions

Question 1: Hacer la compra – productos para comprar

The demands of this question were straightforward. Candidates were required to give the Spanish for eight of the items, represented by the pictures, that they would buy as part of their grocery shopping.

The majority gained the full five marks available for this question. A small number of candidates had trouble with the rendering of *fresa* and offered *fresca* instead, which was not accepted. Others attempted *pollo* but wrote instead *polo*, which wasn't acceptable because it produced a Spanish word with a different meaning. Others did not look carefully enough at the question paper and repeated *yogur*, which had been given as the example. The mark could therefore not be awarded.

Some phonetic spellings of words gained marks, such as *lecho* (for *leche*), *mañzana* (for *manzana*) and *pain* (for *pan*).

As candidates are free to offer the Spanish word for something not represented in the pictures, other items of food and drink were awarded a mark, as these are things that one would buy as part of one's grocery shopping. Items of clothing were not accepted.

Question 2: Los regalos

Communication

This proved to be a very accessible question; candidates were able to use familiar language and structures and often gained full marks. In most cases, the award of anything less than full marks was a result of omitting to address one or more of the tasks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them.

The first task, asking candidates when they received gifts, often received a minimal response and as such it was common for only one mark to be awarded for the first task. Some candidates provided a longer response to this task with several relevant, credit-worthy phrases. Some candidates mentioned gifts that they had received on past occasions.

The second task required candidates to say what sort of presents they liked to receive and to explain why. Many provided detailed accounts and it was this task which tended to elicit most information from candidates.

The third task required candidates to say where they liked to buy presents for family members. Whilst this was sometimes answered in a single sentence, many candidates responded fully, supplying justifications for their statements. Some candidates omitted any reference to family members, stating only where they usually go shopping.

The fourth task, which asked candidates what gift they were going to buy for their friend's next birthday, was answered in a similar way to the third task.

Candidates appeared to be comfortable with this type of question; they wrote simple sentences to convey the details required effectively. They generally respected the guidelines about length, producing approximately 80 words.

Language

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

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

A number of errors were seen in the use of *gusta/gustan* and *encanta/encantan* and in adjectival agreements. Candidates would benefit from further practice in these areas.

Question 3

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

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

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

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

- include accents on verbs where necessary
- know how to conjugate and use *gustar* and *encantar* appropriately, including the use of the preceding pronoun
- are able to use *ser* and *estar* appropriately
- know the difference between *fui* and *fue*
- can form regular (and irregular) verbs in the preterite, particularly the first person singular and first person plural
- can conjugate *hacer* and *tener* in the preterite
- include a variety of verbs and do not rely on *es*, *hay* and *tiene*.

Other Linguistic Features: The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions, appropriate and accurate use of negatives and a range of appropriate adjectives, pronouns and adverbs. There was also evidence of idiomatic expressions. In general, candidates would benefit from more practice in the following areas:

- use of *por* and *para*
- object pronouns
- use of personal *a* after verbs that require it
- adjectival agreements
- negatives
- adverbs and prepositional phrases
- conjunctions and relative pronouns.

Question 3(a) Estás de vacaciones en un hotel.

Approximately three quarters of the entry chose to answer on this topic and there were a number of engaging responses.

The first task asked candidates to describe their journey to the hotel. A past tense was required in order to gain the full two marks available for the first task. Those candidates who gave more than one piece of information were able to gain the two marks allocated to the second task, provided that they used an appropriate verb in a past tense. The candidates who attempted these tasks generally did well but a high number of candidates did not say anything at all about the journey to the hotel.

The third and fourth tasks required candidates to explain what they liked and did not like about the hotel where they were staying. These tasks were generally tackled well. A small number of candidates described their likes and dislikes in general, without referring to the hotel.

For the fifth task, candidates needed to say what they were going to do during the remainder of their stay. Those who attempted the task did well but many candidates forgot to write about their plans for the rest of the holiday.

In this question, Examiners often saw inaccurate manipulation of the verbs *hacer* and *tener* in the preterite.

Question 3(b) Actividades y clubes después de las clases

This question attracted about a fifth of the entry and there were some interesting responses.

The first task required a description of the activities and/or clubs in which the candidate took part last year. A past tense was required in order to gain the full two marks available for the first task. Those candidates who gave more than one piece of information were able to gain the two marks allocated to the second task, provided that they used an appropriate verb in a past tense. These tasks were generally done quite well. Some candidates provided very limited information about their past participation, or gave their response in the present tense. Some omitted to include a response altogether.

For the third task, candidates were asked to say what other clubs or activities were available to them after school. On the whole, candidates did well here. A small number of candidates forgot to address this task. In contrast, a few candidates elaborated here and provided a number of relevant details.

The final two tasks, each worth two marks, required candidates to explain whether or not they thought it important for young people to participate in after-school activities or clubs. These tasks were less well done than the others in this question, with many candidates omitting to give adequate explanations for their opinion of the importance of participation in extra-curricular activities/clubs.

In this question, Examiners often saw inaccurate manipulation of the verbs *hacer*, *tener*, *practicar* and *jugar* in the preterite. A number of candidates showed only a limited range of verbs, with repeated use of *es*, *hay* and *tiene*. Candidates need to be reminded that they should attempt a wide range of verbs.

Question 3(c) “Ayer pasé el día con una persona muy famosa...”

Only a few candidates chose this question. Candidates were required to continue the story line provided.

The first task required candidates to explain why they had had the opportunity to spend the day with the famous person. As this story took place in the past, a past tense verb was required. There were many creative accounts here, although there was sometimes a lack of clarity about how the meeting with the well-known person had occurred.

For the second task, candidates needed to describe the enjoyable activities that they had done with the famous person. There were many imaginative accounts here. Some candidates omitted any reference to what they did with the well-known person. Candidates were often able to describe more than one activity and many therefore also gained the marks allocated to the third task here.

The two marks allocated in the third task could be gained either for another detail of why the candidate had had the opportunity to meet the famous person or for another detail relating to what activities they had done with the famous person.

The final two tasks, each worth two marks, required candidates to describe how they had felt upon meeting the famous person and to explain what they thought of him/her. Candidates gained these marks whenever they gave an appropriate emotion or opinion in the course of the narrative. On the whole, candidates addressed these tasks well. Some candidates provided only a minimal response or addressed only one of the tasks.

In this question, Examiners often saw inaccurate manipulation of the verbs *hacer*, *tener* and *jugar* in the preterite. Some candidates showed only a limited range of verbs but on the whole Examiners saw a wider range of verbs in response to this question than in response to **Question 3(a)** or **Question 3(b)**. However, there were a number of errors in the formation of both regular and irregular verbs in the preterite, particularly in the first person singular and first person plural. The inaccurate manipulation of the verb *sentirse* was common, including the omission of the reflexive pronoun.