

# SPANISH (Foreign Language)

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Paper 0530/11

Listening

## Key messages

There are several multiple-choice questions in this paper and candidates must mark their answers very clearly. If 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.

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

## General comments

Overall, performance on this paper was very good.

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.

## 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. There was no one particular question that caused difficulty.

#### **Ejercicio 2 Preguntas 9–15**

Most candidates understood the passage well.

**Question 9:** Most candidates understood *septiembre* and could spell it correctly.

**Question 10:** Most candidates knew *natación*. Weaker candidates usually opted for *atletismo*.

**Question 11:** Most candidates could identify *carne asada*.

**Question 12:** Most candidates knew 13 and could spell it correctly, though many spelled it with z. 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 13:** Most candidates knew *coches*.

**Question 14:** The majority understood *crema bronceadora*.

**Question 15:** The majority knew *sacar fotos*.

## Sección 2

### Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Many candidates ticked only four answers instead of the required six. When listening to Casandra, some candidates ticked statement (a) (*Casandra siempre se levanta a las 7.30*) because they missed *los fines de semana me levanto un poco más tarde* on the recording. Many candidates ticked statement (c) (*el instituto de Casandra está cerca de su casa*) because they were able to identify *no está lejos de mi casa* on the recording. Where marks were not gained, this was most usually in relation to the text presented by Manolo. Some candidates did not understand *durante la semana me levanto a las seis porque trabajo en la panadería de mis padres antes de ir al instituto* which corresponded to statement (j) (*Manolo tiene un trabajo temprano por la mañana*).

### Ejercicio 2 Preguntas 17–25

#### Primera Parte

**Question 17:** Most candidates could answer *románticas*.

**Question 18:** Most candidates could answer *periodista*. Some candidates offered *periódico* which did not attract the mark.

**Question 19:** Most candidates found the correct answer *jardín* but some had difficulty with the spelling.

**Question 20:** A good number of candidates gave the correct answer *teatro* but some of the weaker candidates encountered difficulty here. Some wrote *actuar* because they missed *en el futuro*.

**Question 21:** Good candidates could answer *descansar*. A high number of candidates offered the incorrect *cansar* as their answer.

#### Segunda Parte

**Question 22:** A good number of candidates could answer *abuelo* but some wrote *abuela*.

**Question 23:** Many candidates understood this question and answered *ganó un concurso*. Some added *tener una idea única* which invalidated the otherwise-correct answer. Some instead added *a la gente le gusta la novela de Lola*, which was accepted because it did not invalidate the main statement.

**Question 24:** Only the best candidates could answer *paciencia*.

**Question 25:** Many candidates were able to identify *viajar*.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

**Question 26:** Most candidates could identify *quería practicar el español que había aprendido* (option C). Some went for *uno de sus amigos vive en Paraguay* (option A) because of the distractor *un amigo me recomendó la organización*.

**Question 27:** This was straightforward for many candidates, who ticked the correct answer *ayuda en las tareas de la casa* (option A). Some chose option B, having heard the distractor *lavando la ropa*.

**Question 28:** The best candidates could answer *todo era diferente de lo que pensaba* (option D). There was no clear pattern of wrong answers but there was a tendency for candidates to choose *perdió la información de Paraguay* (option A).

**Question 29:** A good number of candidates chose the correct answer: *trabajaba horas variables* (option B). Some went for option A because they missed *siempre había algo que hacer*.

**Question 30:** This was handled well by most candidates, who identified the answer *volver a la vida anterior* (option C).

**Question 31:** Many candidates gave the correct answer *volver a trabajar con la misma organización* (option D), but weaker candidates usually chose *hacer un programa de televisión* (option B).

#### Ejercicio 2 Preguntas 32–38

**Question 32:** This was straightforward and many candidates could answer *el año pasado*.

**Question 33:** This was more demanding and many candidates were unable to explain *buscar soluciones al paro*. Many did not know the word *paro*. The phrase *buscar soluciones* was also accepted as a correct answer.

**Question 34:** Most candidates could answer *en España*.

**Question 35(i):** Better candidates could identify *tenían más confianza*. A high number wrote *confidencia*, amongst other variations, which could not be accepted. It was clear that many candidates were not familiar with the word *confianza*.

**Question 35(ii):** Many could answer *han conseguido trabajo*.

**Question 36:** This question was aimed at the very best candidates. On the whole, the good candidates found the right answer (*acostumbrarse a la vida alemana*) but weaker candidates had difficulty with *acostumbrarse*.

**Question 37:** The best candidates read the question carefully and provided two suitable answers: *curso de idioma alemán* and *un adulto va con ellos*. The phrase *un adulto para ayudar* was also accepted instead of *un adulto va con ellos*. Some candidates only wrote *idioma alemán* which was not enough to answer the question. Others opted for the distractor *para que se entiendan con los compañeros de trabajo* but this did not relate to the support given.

**Question 38:** Many candidates understood *echar de menos* but weaker candidates wrote that they did not like Spanish food rather than they missed Spanish food.

# SPANISH (Foreign Language)

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Paper 0530/12

Listening

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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.

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

## General comments

Overall, performance on this paper was very good.

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.

## 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. There was no one particular question that caused difficulty.

#### **Ejercicio 2 Preguntas 9–15**

Most candidates understood the passage well.

**Question 9:** Most candidates knew *costa*.

**Question 10** Many candidates knew *trescientos* and were able to spell it correctly. Weaker candidates only understood *tres* and some wrote something else after it.

**Question 11:** A number of candidates could not identify *torre*.

**Question 12:** Most candidates could identify *luces encendidas* (option A). However, some went for option C.

**Question 13:** Most candidates knew *febrero* and could spell it correctly.

**Question 14:** The majority knew *pescado*.

**Question 15:** The majority knew the time and chose 6:00.

## Sección 2

### Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Where marks were not gained, this was most usually in relation to the text presented by Mónica. Many could not understand *compro algo nuevo todas las semanas* and ticked statement (a) (*Mónica compra ropa con poca frecuencia*). Weaker candidates often ticked statement (c) (*las amigas de Mónica odian ir de compras*), having missed *a mis amigas y a mi nos encanta ir de compras*. When listening to the text presented by Arturo, many candidates were unable to connect *es una manera de decir cómo eres y describir tu carácter* with *Arturo utiliza la ropa para mostrar cómo es*. When listening to the text presented by Lucía, some candidates ticked statement (i) (*Lucía prefiere comprar ropa barata*) because they heard the word *barato* on the recording but Lucía was explaining she made her own clothes which was cheaper. Most candidates correctly identified statements (k) (*a Valentín le preocupan los problemas del mundo*) and (l) (*Valentín usa ropa de otras personas*) as being true.

### Ejercicio 2 Preguntas 17–25

#### Primera Parte

**Question 17** Most candidates could answer *ocho*.

**Question 18:** Many candidates wrote *médica* although many misread the stem and answered *en un hospital*.

**Question 19:** Most candidates wrote *triste*.

**Question 20:** Most candidates found the correct answer *compraron*.

**Question 21:** Most candidates could answer *divertidas*.

#### Segunda Parte

**Question 22:** A good number of candidates gave the correct answer *dan muchos deberes*. However, some added *las clases terminan más temprano*, which invalidated the answer. Other simply wrote *es aburrido*, which was not enough to attract the mark.

**Question 23:** Many candidates understood this question and answered *explica bien las lecciones*. Some candidates did not gain the mark because they wrote *explica bien las lecturas*, which was not the meaning of what was said on the recording. Some wrote *es su asignatura favorita*, having misread the question which asked for Daniela's opinion of her teacher rather than of the subject.

**Question 24:** The majority could answer *es demasiado peligroso*. Only a few candidates wrote *mucho tráfico*.

**Question 25:** The better candidates were able to say *formar un grupo de música*. Quite a few candidates went for *tocaba la guitarra en la casa de Daniela* or *quedaban en casa para practicar*, not paying enough attention to the question which asked *en el futuro*. A number of candidates wrote *grupa* which could not be accepted because it means 'hind-quarters'.

### Sección 3

#### Ejercicio 1 Preguntas 26–31

**Question 26:** Most candidates correctly chose option B (*quiere ayudar a los jóvenes*).

**Question 27:** Good candidates could answer *aceptaron la invitación de Mateo*. A high number of candidates chose the distractor *ayudaron en la publicidad*, perhaps because they missed *otros amigos que no eran músicos* on the recording.

**Question 28:** This was handled well by many candidates, who chose option C. However, a high number of candidates went for *tocaron en un campo de fútbol* (option B).

**Question 29:** This was answered well by good candidates, who were able to pick up *estamos preparando el próximo para la primavera* on the recording and matched it with *se organizará para la primavera*.

**Question 30:** The best candidates went for *abrir una escuela de música* (option D). Some weaker candidates opted for *actuar en la televisión*.

**Question 31:** Only the best candidates could answer this question. Weaker candidates usually went for *conseguir voluntarios* instead of *tener nuevas ideas*.

#### Ejercicio 2 Preguntas 32–40

**Question 32:** This was straightforward and many candidates could answer *los primeros dos años*. However, some answered *los primeros años* which was not enough for the mark to be awarded.

**Question 33:** Weaker candidates could not handle this question. Only the best ones could give the two answers: *ordenar papeles* and *copiar documentos*. Many candidates could not cope with *ordenar* and gave odd spellings of this word.

**Question 34:** Good candidates could identify *injusto* as the correct answer. Many did not understand that the question was asking for Diego's feelings, rather than to identify what Diego did to help the journalist or what the journalist had done.

**Question 35:** Good candidates could spell *respeto* but many wrote *con respecto* and could not therefore gain the mark.

**Question 36:** Good candidates identified *enfadado* but this word seemed unfamiliar to many, who produced strange attempts at this word. Some answered *no escucharon* which was what had annoyed Diego rather than how he thought young journalists should be treated.

**Question 37:** Better candidates were able to say *lo que pasaba en otras profesiones/otros trabajos*.

**Question 38:** Most understood this question and were able to say *irse a otro país*.

**Question 39:** A good number of candidates could identify *lista de buenas empresas* as the most important thing. However, many candidates answered *correo electrónico, dirección* instead.

# SPANISH (Foreign Language)

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Paper 0530/13

Listening

## Key messages

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## Sección 2

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### Ejercicio 2 Preguntas 17–25

#### Primera Parte

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**Question 25:** The better candidates were able to say *formar un grupo de música*. Quite a few candidates went for *tocaba la guitarra en la casa de Daniela* or *quedaban en casa para practicar*, not paying enough attention to the question which asked *en el futuro*. A number of candidates wrote *grupa* which could not be accepted because it means 'hind-quarters'.



### Sección 3

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**Question 26:** Most candidates correctly chose option B (*quiere ayudar a los jóvenes*).

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**Question 38:** Most understood this question and were able to say *irse a otro país*.

**Question 39:** A good number of candidates could identify *lista de buenas empresas* as the most important thing. However, many candidates answered *correo electrónico, dirección* instead.

# SPANISH (Foreign Language)

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Paper 0530/21

Reading

## Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates 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

Most candidates appeared to have a good understanding of the texts and attempted all of the questions with confidence. Only a very small number of weaker candidates omitted the higher-level questions.

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

In **Sección 2, Ejercicio 1**, many candidates were able to choose the correct words from the list by reading the text carefully and paying attention to grammatical agreement. Weaker candidates struggled with the vocabulary and a few candidates did not understand the rubric.

In **Sección 2, Ejercicio 2**, most candidates were able to locate the correct answer in the passage and those who understood the text gave succinct and accurate answers. 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.

**Sección 3** of the examination required candidates to display a sound knowledge of basic grammar and, when required to avoid ambiguity, to be able to use appropriate pronouns, verb endings and tenses. In **Sección 3, Ejercicio 2**, candidates need to be able to demonstrate genuine comprehension in order to perform well.

### Comments on specific questions

#### **Sección 1**

The majority of candidates attempted all questions in this section and most achieved full marks.

#### **Ejercicio 1 Preguntas 1–5**

Most candidates scored full marks in this exercise. The word *salida* caused problems for some candidates.

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

**Question 2:** Almost all knew *nadar* and linked it with option A.

**Question 3:** Nearly all candidates understood *bicicleta* and linked it with option B.

**Question 4:** The majority knew *librería* and matched it to option C.

**Question 5:** On the whole, candidates recognised *salir* and linked it with option D, but a few weaker candidates wrongly chose option B (*cafetería*).

#### **Ejercicio 2 Preguntas 6–10**

This exercise was generally very well done, with almost all candidates scoring full marks.

**Question 6:** Almost all candidates were able to link *autobús* with option D.

**Question 7:** Most candidates knew *helado* and linked it with option B.

**Question 8:** The majority of candidates knew *regalo* and linked it with option F.

**Question 9:** Almost all candidates could match *ciencias* to option C.

**Question 10:** Nearly all candidates were able to link *farmacia* with option A.

#### **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 11**. 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 *costa* in the text and link it with *la playa* but a few weaker candidates wrongly opted for C (*la montaña*).

**Questions 12:** Almost all candidates successfully selected option C.

**Question 13:** Most candidates recognised that option B was the correct answer.

**Question 14:** Most candidates were able to link *me gustaría volver una vez al mes para ayudar* with option B but a few weaker candidates wrongly opted for C (*ir de vacaciones*).

**Question 15:** Most were able to link *informática* with *ordenadores* but a few wrongly opted for B (*animales*).

## 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 website. 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. Such answers could not be credited. A few offered the same answer twice or did not complete one of the gaps.

**Question 16:** Most candidates were able to choose *leer* correctly from the list.

**Question 17:** Most candidates recognised the need for an adjective and were able to link *tu ciudad o tu pueblo* with *locales* but a few candidates wrongly selected *internacionales*.

**Question 18:** The majority of candidates understood *pronóstico meteorológico* and opted for *tiempo*.

**Question 19:** The majority of candidates recognised the need for a verb and correctly chose *reservar* but a few wrongly selected *vender*.

**Question 20:** More able candidates were able to successfully select *lista* but weaker candidates often wrongly linked *serie* with *programas de television*.

### Ejercicio 2 Preguntas 21–30

For this exercise, candidates were asked to read a longer piece of text (in this instance, letters about writing a blog) 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:** Most candidates were successful here, giving the short answer *la moda*.

**Question 22:** The majority of candidates located the correct part of the text and answered with *los exámenes*.

**Question 23:** Most candidates understood the question and answered correctly with *Teresa va a perder el tiempo* but a few weaker candidates answered incorrectly with *no sabe nada de Internet*.

**Question 24:** Many candidates were successful in finding the answer to this question: *todos sus amigos tienen blogs*.

**Question 25:** Nearly all candidates were able to locate the correct part of the text and many answered with *la gente le enviaba respuestas* or *leyendo respuestas* but did not gain the mark because they omitted *todos los días* or *pasaba muchas horas*, which was necessary to gain the mark.

**Question 26:** The majority of candidates successfully answered *sus padres le prohibieron seguir con el blog*.

**Question 27:** Most candidates were able to locate the appropriate part of the text and answer correctly with *empezó a trabajar duro*. Weaker candidates often did not gain the mark because they answered with *les dijo a sus padres que iba a escribir el blog solo los fines de semana*.

**Question 28:** Most candidates were able to answer correctly with *practicar deportes* but some weaker candidates indiscriminately picked words from the text such as *Internet* and *tranquila*.

**Question 29:** The more able candidates were able to answer correctly with *cuánto tiempo pasará con su nuevo blog* but some weaker candidates did not understand the question and wrongly gave the answer as *hables con tu madre*.

**Question 30:** Most candidates found the right area of text but some found it difficult to choose the appropriate part, with many weaker candidates opting for *invita a su madre a leer lo que escribes en Internet*. The best candidates understood what was required and provided the correct answer *las cosas que les interesan a los jóvenes*.

### 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 decide which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. 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 *A las cabañas no les faltan los servicios esenciales*. 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 and many were able to provide an appropriate justification for the false statements.

The majority of candidates understood that **Question 31** was false and most gave the correct justification of *hay baños y agua corriente*. Both elements were needed to gain the mark.

The majority of candidates identified **Question 32** as false. *Está prohibido bajar de las casas de noche* was the expected justification but it was not the only permissible answer, with various permutations allowed including *se permite subir y bajar de las casas hasta la noche* and *no les dejan salir de las casas de noche*.

Most candidates identified that **Question 33** was true.

Most candidates realised that **Question 34** was false and were able to justify it appropriately with *Marta sobre todo quería conocer el bosque tropical*.

Almost all candidates recognised that **Question 35** was true.

## 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 candidates understood the question and respond correctly with the concise lift *Paquita ya sabía leer*.

**Question 37:** Only the most able candidates answered this question correctly. Many misunderstood the question and answered with *porque Juana no olvidó nunca* or *enseñaba todos los años que estuvo en el colegio*. The better candidates were able to answer with *mejoró la vida a todos* which they were able to lift directly from the text. A few were able to change the pronoun from *nos* to *les/los/las/se* but those that included *nos* in their answer invalidated it.

**Question 38:** Almost all candidates linked the question to the correct part of the text and were able to directly lift the answer *llevar los libros*.

**Question 39:** Most candidates were able to answer the question correctly and succinctly with *en grupos*. Some weaker candidates did not gain the mark because they copied indiscriminately from the text and included *así que* at the beginning of their answer.

**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, i.e. *ser una buena persona*. Candidates had to read to the end of the paragraph to find the correct answer but many weaker candidates opted for an answer such as *lengua, matemáticas, ciencias* or *que la educación ofrece oportunidades para todos* which appeared earlier in the same paragraph.

**Question 41:** This question was aimed at the very best candidates. Most associated *sueño* with the verb *soñar* in the text but only the most able understood *logró* in the question. The best candidates wrote *vivir en la capital* but many invalidated their answer by writing *soñaba con ser bailarina y vivir en la capital*. Candidates needed to read the text further to discover that Paquita only achieved the dream of living in the capital.

**Question 42:** Most candidates knew where to look in the text and were able to directly lift the answer *uno debe interesarse por lo que pasa en el mundo*. However, many copied indiscriminately from the text and therefore invalidated their answer.

# SPANISH (Foreign Language)

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Paper 0530/22  
Reading

## Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates 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**

Most candidates appeared to have a good understanding of the texts and attempted all of the questions with confidence. Only a very small number of weaker candidates omitted the higher-level questions.

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

In **Sección 2, Ejercicio 1**, many candidates were able to choose the correct words from the list by reading the text carefully and paying attention to grammatical agreement. Weaker candidates struggled with the vocabulary.

In **Sección 2, Ejercicio 2**, most candidates were able to locate the correct answer in the passage and those who understood the text gave succinct and accurate answers. 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.

**Sección 3** of the examination required candidates to display a sound knowledge of basic grammar and, when required to avoid ambiguity, to be able to use appropriate pronouns, verb endings and tenses. In **Sección 3, Ejercicio 2**, candidates need to be able to demonstrate genuine comprehension in order to perform well.

### **Comments on specific questions**

#### **Sección 1**

The majority of candidates attempted all questions in this section and most achieved full marks.

#### **Ejercicio 1 Preguntas 1–5**

Most candidates scored full marks in this exercise. The words *uvas* and *hambre* caused problems for some candidates.

**Question 1:** Most candidates knew *uvas* and linked it with option A but a few weaker candidates wrongly chose C (*peras*).

**Question 2:** Most understood *pescar* and linked it with option C but a few weaker candidates wrongly chose B (*fumar*).

**Question 3:** Almost all candidates knew *raqueta* and linked it with option D.

**Question 4:** Nearly all candidates recognised *perfumería* and matched it to option A.

**Question 5:** Most knew *hambre* and linked it with option B but a few weaker candidates wrongly chose A (*servicios*).

#### **Ejercicio 2 Preguntas 6–10**

This exercise was generally very well done, with almost all candidates scoring full marks. Those who did not score full marks usually lost the mark for **Question 8**.

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

**Question 7:** Nearly all candidates knew *enferma* or *cama* and linked it with option B.

**Question 8:** Most candidates understood *lavarme los manos* and linked it with option C but a few weaker candidates wrongly chose F.

**Question 9:** The majority of candidates were able to match *bailar* to option A.

**Question 10:** Almost all candidates were able to link *voleibol* with option D.



### 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 12** or **Question 15**. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

**Question 11:** Most candidates successfully selected option B, although a few weaker candidates chose A (*sus notas*).

**Question 12:** Candidates had to read the whole of the first paragraph to find the correct answer (C). Many weaker candidates wrongly selected A, as *a pie* was mentioned earlier in the text.

**Question 13:** Most candidates recognised that option B was the correct answer.

**Question 14:** Most candidates correctly selected option A.

**Question 15:** Only those who fully understood the text were able to eliminate *un baño* and *agua mineral* and successfully select option A (*una ducha*).

### 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 website. 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. Such answers could not be credited. A few offered the same answer twice or did not complete one of the gaps.

**Question 16:** Many candidates correctly chose *gratis* from the list. Examiners saw a range of incorrect answers for this question.

**Question 17:** Most candidates recognised that *niños* was the right answer here.

**Question 18:** The majority of candidates understood that *obligatorio* was the correct word but some weaker candidates wrote *gratis*.

**Question 19:** Almost all candidates correctly chose *salas*.

**Question 20:** More able candidates recognised the need for an infinitive here and were able to successfully select *subir* but weaker candidates often wrongly selected *bajar*.

## Ejercicio 2 Preguntas 21–30

For this exercise, candidates were asked to read a longer piece of text (in this instance, an e-mail about the holidays) 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:** Most candidates were successful here and answered with *sus padres están (muy) ocupados*.

**Question 22:** The majority of candidates located the correct part of the text and answered with *son peluqueros*. Some candidates did not fully understand the question and answered with *proprio comercio* or *en la Plaza Mayor*.

**Question 23:** Most candidates understood the question and answered correctly with *ayuda a sus tíos*.

**Question 24:** This question was straightforward for the majority of candidates, who answered *está realmente cansada todo el tiempo*.

**Question 25:** Nearly all candidates located the correct part of the text and many answered with *no está ninguno de sus amigos del colegio* but some incorrectly answered with *se sienta un poco aislada*.

**Question 26:** The more able candidates answered correctly and succinctly with *charlar* but many candidates misunderstood the question and answered with *pasan el verano aquí con sus abuelos*.

**Question 27:** Many candidates located the appropriate part of the text and answered correctly with *cocinar*. Weaker candidates often did not gain the mark because they wrote *charlar* or *a veces cantar* or *traje su iPod y puede escuchar sus canciones favoritas*.

**Question 28:** The majority of candidates answered correctly with *fregar los platos* but some weaker candidates gave a wide range of incorrect answers.

**Question 29:** Almost all candidates answered correctly with *le echó demasiada sal*.

**Question 30:** Most candidates found the right area of the text but some found it difficult to choose the appropriate part, with a few weaker candidates opting for *tengo muchas ganas de verte*. The best candidates understood the question and provided the correct answer: *una comida sorpresa*.

### 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 decide which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. 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 32**, no credit was given for a justification such as *No es por la polución que José evita correr en la calle*. 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.

Nearly all candidates recognised that **Question 31** was false. The more able candidates were able to answer accurately and succinctly with *faltaba dinero*. Many candidates offered a 'double correction' of the statement with *fue imposible ir a las clases cerca de su casa porque faltaba dinero* which was not penalised. Those who answered with just *las clases cerca de su casa* were not awarded the mark. The better candidates were able to change *me faltaba dinero* in the text to *le faltaba dinero*.

Many candidates successfully identified **Question 32** as false. Only the better candidates could change the reflexive pronoun from the first to the third person and answer correctly with *tendría miedo de hacerse daño*.

Most candidates recognised that **Question 33** was false but only the best candidates were able to provide the appropriate justification of *colocó un anuncio en el periódico*. The irregular verb *colocar* caused problems for some candidates, with many keeping the first person of *colocé*.

More able candidates understood the statement and the text and identified that **Question 34** was true. However, many candidates misunderstood the expressions *a pesar de* in the question and *aunque* in the text and wrongly selected *Falso*.

Candidates across the whole ability range linked *más seguros* in the question with *menos peligroso* in the text and therefore worked out that **Question 35** was true.

## 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 located the correct paragraph in the text but many chose the wrong part or copied indiscriminately. The best candidates wrote *(acaba de) recibir un premio por su última película*.

**Question 37:** This question was aimed at the very best candidates. Most candidates knew where to find the answer but careful reading of the text was required in order to locate *(sabe que) tendrá empleo hasta el año 2030*, which could be lifted directly from the second paragraph. Candidates had to eliminate *ya que* which invalidated the response. Answers such as *en la industria de cine no es normal poder decir esto* suggested that candidates had not understood the question.

**Question 38(a):** Candidates of all abilities understood the question and successfully located the answer *(muy) nervioso* in the text.

**Question 38(b):** Many candidates clearly understood the question and lifted the answer *(la usó para) escribir el texto de su primera película* directly from the text. Weaker candidates often did not gain the mark because they did not read the text fully and answered with *esta fue una buena experiencia por las ideas que le dio*.

**Question 39:** This question was handled well by most candidates, who answered accurately with *(había muchos) robos y peleas (por la calle)*. Candidates were able to lift this answer directly from the text. Some candidates did not understand the question and responded with *las problemas en la zona han afectado su carrera*.

**Question 40:** This question was answered reasonably well across the ability range. The best candidates were able to change the pronoun to the third person *(su momento preferido es) cuando el personaje horrible aparece en la pantalla*. Some weaker candidates did not understand the question or did not read the text fully, as *el personaje principal es el más feo y más horrible que puedes imaginar* was a common wrong answer.

**Question 41:** The best candidates were able to lift *(en los años 50) no tenían ordenadores*. Many incorrectly wrote *no tenían tecnología* whilst others wrongly referred to *hoy en día*. Candidates had to read the paragraph carefully to find the right answer.

# SPANISH (Foreign Language)

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Paper 0530/23

Reading

## Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- Candidates 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**

Most candidates appeared to have a good understanding of the texts and attempted the questions with confidence. Only a very small number of weaker candidates omitted the higher-level questions.

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

In **Sección 2, Ejercicio 1**, many candidates were able to choose the correct words from the list by reading the text carefully and paying attention to grammatical agreement. Weaker candidates struggled with the vocabulary.

In **Sección 2, Ejercicio 2**, most candidates were able to locate the correct answer in the passage and those who understood the text gave succinct and accurate answers. 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.

**Sección 3** of the examination required candidates to display a sound knowledge of basic grammar and, when required to avoid ambiguity, to be able to use appropriate pronouns, verb endings and tenses. In **Sección 3, Ejercicio 2**, candidates need to be able to demonstrate genuine comprehension in order to perform well.

### **Comments on specific questions**

#### **Sección 1**

The majority of candidates attempted all questions in this section and most achieved full marks.

#### **Ejercicio 1 Preguntas 1–5**

Performance was varied in this exercise. The word *pelota* caused problems for some candidates.

**Question 1:** Most candidates knew *fresas* and linked it with option D.

**Question 2:** Many candidates understood *fumar* and linked it with B.

**Question 3:** This question caused problems for many candidates, who wrongly selected option C (*crema bronceadora*) or D (*raqueta*). Only the better candidates could correctly link *pelota* with option A.

**Question 4:** Most candidates knew *zapatería* and linked it with option D.

**Question 5:** Most knew *llamar* and matched it to option C.

#### **Ejercicio 2 Preguntas 6–10**

This exercise was generally very well done, with most candidates scoring full marks.

**Question 6:** Almost all candidates were able to link *tengo sed / voy a tomar un zumo de naranja* with option F.

**Question 7:** Most candidates knew *barco* and linked it with option D.

**Question 8:** Nearly all candidates understood *camisa* and linked it with option C.

**Question 9:** Almost all candidates were able to link *me levanto a las ocho* with option B.

**Question 10:** The majority of candidates could match *ver la televisión* with option C.

### 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.

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

**Question 12:** Nearly all candidates correctly selected option C.

**Question 13:** Most candidates recognised that option B was the correct answer.

**Question 14:** Most candidates correctly selected option A.

**Question 15:** Most candidates correctly chose option A.

### 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 website. 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. Such answers could not be credited. A few offered the same answer twice or did not complete one of the gaps.

**Question 16:** Almost all candidates were able to choose *fiesta* correctly from the list.

**Question 17:** Many candidates recognised the need for *barato*, but for the weaker candidates *fácil* was the most commonly chosen incorrect answer.

**Question 18:** The majority of candidates understood that *solos* was the correct word but some weaker candidates wrote *acompañados*.

**Question 19:** Many of the weaker candidates wrongly selected *acompañados*. The better candidates correctly selected *guía* from the list.

**Question 20:** Most candidates wrongly chose *sacar* because they saw *una foto*. Only the very best candidates read the text carefully enough and understood that they were given a photo, leading them to correctly choose *dar*.

## Ejercicio 2 Preguntas 21–30

For this exercise, candidates were asked to read a longer piece of text (in this instance, a blog about home) 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:** Most candidates were successful here and answered with *industrial* or *sin parques*.

**Question 22:** Almost all candidates understood the question and answered with *no hay jardín*.

**Question 23:** Most candidates understood the question and answered correctly with *(el) mes pasado* but weaker candidates misunderstood *cuándo* in the question and answered with *algo de naturaleza*.

**Question 24:** Most candidates located the correct part of the text and the better candidates answered with *(en la) ventana*. Many weaker candidates did not fully understand the question or the text and answered with *la basura*, referring to where Josefina's sister had put the plant rather than where Josefina herself had put it.

**Question 25:** Most candidates correctly answered with *(mi/su hermano pensaba que la planta tenía) mal olor*.

**Question 26:** The more able candidates were able to answer correctly and succinctly with *enfadada* but many weaker candidates copied indiscriminately from the text and were therefore unable to show adequate comprehension of the text or question. Amongst the range of incorrect answers were *estaba equivocada* and *le dije que ese era su olor natural*.

**Question 27:** Many candidates were able to locate the appropriate part of the text and answer correctly with *(en el) colegio*. Candidates needed to understand *dónde* in the question. Weaker candidates translated *dónde* as 'what' rather than 'where' and answered with *necesitan agua y luz*.

**Question 28:** The majority of candidates were able to answer correctly with *(no utilizan) electricidad* but some weaker candidates misunderstood the question and responded with what plants do need, e.g. *agua y luz* or *no son simplemente bonitos*.

**Question 29:** Most candidates answered correctly with *(pasa todo el día) con/en el ordenador*.

**Question 30:** Most candidates were successful here and answered with *(piensa/pienso que su/mi) hermana la podría tirar otra vez*.



### 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 decide which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. 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 32**, no credit was given for a justification such as *Para David, la cultura no es tan importante como el dinero*. 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.

Nearly all candidates recognised **Question 31** as false and most candidates were able to answer accurately with *(cocinaba platos) de diferentes partes del mundo*. A few weaker candidates did not gain the mark because they referred to *mi madre* in their response.

Many candidates successfully identified **Question 32** as false but only the better candidates could provide the appropriate justification of either *para David/para él, lo más importante es no perder la cultura* or *no busca hacerse rico*. Most candidates who provided an answer were in the right part of the text but referred to the fact that *(a David) le encanta la cultura y quiere compartirla con el mundo*; they needed to read the rest of the paragraph to extract the correct answer.

The more able candidates correctly identified that **Question 33** was true but, because of the reference in the text to David's travel around Latin America, many selected false.

Most candidates saw that **Question 34** was false but the weaker candidates struggled to provide a correct justification. The justification required a phrase with the future tense – *estará en las librerías en los próximos meses* – which could be lifted directly from the text. Many candidates focused on the wrong part of the text and wrote that *empecé a escribir su primer libro* or that *costado mucho*.

Many candidates recognised that **Question 35** was true although several weaker candidates did not understand *mejorar* in the question and attempted to correct the sentence with a paraphrase from the text.

## 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 candidates located the correct paragraph in the text but many chose the wrong part. The best candidates wrote (*tiene que*) *pensar* (*bien*) *cómo* (*y dónde*) *gastar el dinero*. The word *pensar* was necessary for candidates to gain the mark for this question. Many weaker candidates omitted *pensar* or just referred to *sus padres van a dar dinero*.

**Question 37:** The best candidates answered accurately and succinctly with *prometen hacer de todo*, which they were able to lift directly from the second paragraph. Answers such as *duran poco tiempo* or *para las empresas es mejor* suggested that the candidates did not fully understand the question.

**Question 38:** This question was aimed at the very best candidates. Candidates needed to read to the end of the paragraph to find the correct answer: *gastamos las reservas de la Tierra*. Many referred to earlier parts of the text, with typical incorrect answers including *cuando un producto se rompe y compramos uno nuevo* or *porque no solo gastamos dinero*.

**Question 39:** Many candidates clearly understood the question and were able to lift the concise answer *sin estos no podría vivir* directly from the text. Weaker candidates often did not gain the mark here because they copied large sections from the text and negated their response.

**Question 40:** This question was handled well by many candidates across the ability range who answered accurately with *no se pueden reciclar* (*fácilmente*). Candidates were able to lift this answer directly from the text but needed to read the whole paragraph. Some candidates' responses came from earlier parts of the text, e.g. *son baratos*.

**Question 41:** This question was answered well by the majority of candidates. The best candidates lifted the answer directly from the text: *es un recuerdo de familia*. Those candidates who copied indiscriminately did not gain the mark because they had included too much information to demonstrate sufficient comprehension. Some candidates located the right part of the text but wrote their answer in the first person, which could not be credited.

**Question 42:** This question was aimed at the very best candidates, who were able to lift *vale la pena gastar más en productos de mejor calidad*. Many candidates incorrectly wrote *tendremos más dinero* or *será más ecológico*, which came later in the paragraph.

# SPANISH (Foreign Language)

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Paper 0530/03  
Speaking

## Key Messages

- For the role plays, teacher/Examiners should familiarise themselves with their own roles before beginning any 'live' Speaking 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 (15 September – 31 October 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 caused by noise from mobile phones and school break-times.

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 recordings 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.

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

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

Task 4: 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. A small number of candidates struggled to ask for the price. 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 *cuatro*.

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

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

Task 4: 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 *servicios* or *pagar con tarjeta de crédito*.

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

This role play was generally completed well.

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

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

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. A small number of candidates struggled to ask for the price.

#### **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: *Estás content/a: ¿Qué dices?* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. A number of candidates forgot to respond to this part of the task.

Task 5: This task caused problems for some candidates, who could not form an accurate question about their hours of work.

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

Most candidates carried out the specific tasks well.

Task 3: The interrogative *¿Cuándo?* caused confusion for a small number of candidates.

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

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

Task 2: Some candidates were not familiar with the expression *¿Cuánto tiempo hace que...?*

When candidates struggled in a role play, 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.

#### **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)

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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. Many candidates did very well in **Questions 1** and **2**. Candidates aiming for the highest grades showed solid control of sentence structure, verb tenses and more complex linguistic structures.

- In order to ensure that they respond to all of the required tasks in Questions 2 and 3, candidates should attempt the communication tasks in the order in which they appear in the question paper.
- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give access to the full range of marks available.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks.
- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

## **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 for Communication 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: Partes del cuerpo**

The demands of this question were straightforward. Candidates were required to give the Spanish for eight parts of the body.

The majority of candidates achieved the full five marks available for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks. However, spelling errors which produced a word with a different meaning (e.g. *hombre* for *hombro*) could not be rewarded.

As candidates are free to offer the Spanish word for something not represented in the pictures, other parts of the body were awarded a mark too.

#### **Question 2: Un miembro de mi familia**

##### *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 for a description of a well-liked family member, regularly elicited responses that could earn credit for task 3 but did not include any appropriate description; in contrast, many candidates provided a meaningful response with several relevant, credit-worthy sentences.

The second task asked candidates to say where the family member lived. Many responses provided only a single piece of information whilst others included several credit-worthy sentences. Of the four tasks, it was this task that was most frequently omitted.

The focus for the third task was the reason(s) for liking the chosen family member; this task tended to be answered fully and many answers which candidates intended as their response to task 1 earned credit for this task.

The fourth task about potential activities at the weekend with the family member was generally answered appropriately; a variety of time frames were accepted in response to this task. Responses in the present tense, with no reference to the forthcoming weekend, did not earn credit and such answers were produced by a number of candidates.

##### *Language*

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

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

In the first task, candidates, including those achieving the highest grades overall, need to distinguish between *es* and *está* and to produce appropriate formations of *tener*.

Throughout **Question 2**, the need for candidates to improve their accuracy in the use of *gusta/gustan*, *encanta/encantan* and adjectival agreement was evident.

### Question 3

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 a range of time frames, and accurately formed verbs in the first, third, and sometimes second person. There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive mood. 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
- use of a range of time frames
- use of opinion markers.

### **Question 3(a) Pasaste tus vacaciones en el campo.**

This was a popular question.

The first task asked candidates to describe the activities that they did to relax in the countryside during the holidays. Even though the question asked for 'activities' in the plural, some responses included reference to only one activity undertaken during the holiday. Examiners frequently saw responses to this task written in the present tense, which was not appropriate.

The second task required candidates to describe the advantages and disadvantages of spending the holidays in the countryside. Many candidates mentioned only the advantages and disadvantages associated with their own holiday, rather than generic features of holidays in the countryside.

The third task asked candidates what sort of holiday that would like to take in future. Some candidates stated where they would like to go on holiday, rather than mention a type of holiday.

In this question, Examiners frequently saw the use of the present tense where a past time frame was required.

### **Question 3(b) Los problemas del medio ambiente**

This was the least popular option in **Question 3**.

The first task asked candidates to say what environmental problems there are where they live. Many candidates provided a range of information on local environmental problems. A small number of candidates only mentioned one problem, despite the use of 'problems' in the plural in the question.

The second task required candidates to mention the things that they had done recently to look after the environment. Whilst some responses mentioned action to care for the environment in more than one context (for example at home and at school), a proportion of candidates mentioned only one activity. Some candidates omitted to tackle this task.

The third task asked candidates whether or not they were worried about environmental problems and to explain why. Responses followed the pattern seen in the second task, with some candidates giving detailed information but some candidates not address the task at all.

In this question, many responses included a limited range of verbs, with repeated use of *hay*, for example. Candidates need to be aware that, in **Question 3**, repetition of verbs is likely to restrict the number of marks that they gain for Verbs and that they should attempt a wider range of verbs.

### **Question 3(c) “El día de mi cumpleaños recibí un paquete enorme. En el paquete había...”**

This was a popular question.

The first task asked candidates to describe what was in the packet. Whilst there were some very detailed accounts about the opening of the packet, there was sometimes a lack of clarity about the contents of the packet.

The second task required candidates to say how they felt when they opened the packet and why. Most candidates expressed their feeling(s) adequately although there was varied success in providing a reason for those feelings and this aspect was often omitted.

The third task asked candidates to describe what they did to celebrate their birthday after they had opened their gifts. Candidates tended to be successful in their descriptions here, often providing detailed accounts.

In most responses to this question, Examiners saw a wider range of verbs than had been attempted in **Questions 3(a)** and **3(b)**. However, there was frequent inaccurate formation of regular and irregular verbs in the preterite and inaccurate manipulation of *sentirse* (including omission of the reflexive pronoun when required).

# SPANISH (Foreign Language)

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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. Many candidates did very well in **Questions 1** and **2**. Candidates aiming for the highest grades showed solid control of sentence structure, verb tenses and more complex linguistic structures.

- In order to ensure that they respond to all of the required tasks in Questions 2 and 3, candidates should attempt the communication tasks in the order in which they appear in the question paper.
- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give access to the full range of marks available.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks.
- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

## **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 for Communication 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: Partes del cuerpo**

The demands of this question were straightforward. Candidates were required to give the Spanish for eight parts of the body.

The majority of candidates achieved the full five marks available for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks. However, spelling errors which produced a word with a different meaning (e.g. *hombre* for *hombro*) could not be rewarded.

As candidates are free to offer the Spanish word for something not represented in the pictures, other parts of the body were awarded a mark too.

#### **Question 2: Un miembro de mi familia**

##### *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 for a description of a well-liked family member, regularly elicited responses that could earn credit for task 3 but did not include any appropriate description; in contrast, many candidates provided a meaningful response with several relevant, credit-worthy sentences.

The second task asked candidates to say where the family member lived. Many responses provided only a single piece of information whilst others included several credit-worthy sentences. Of the four tasks, it was this task that was most frequently omitted.

The focus for the third task was the reason(s) for liking the chosen family member; this task tended to be answered fully and many answers which candidates intended as their response to task 1 earned credit for this task.

The fourth task about potential activities at the weekend with the family member was generally answered appropriately; a variety of time frames were accepted in response to this task. Responses in the present tense, with no reference to the forthcoming weekend, did not earn credit and such answers were produced by a number of candidates.

##### *Language*

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

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

In the first task, candidates, including those achieving the highest grades overall, need to distinguish between *es* and *está* and to produce appropriate formations of *tener*.

Throughout **Question 2**, the need for candidates to improve their accuracy in the use of *gusta/gustan*, *encanta/encantan* and adjectival agreement was evident.

### Question 3

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 a range of time frames, and accurately formed verbs in the first, third, and sometimes second person. There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive mood. 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
- use of a range of time frames
- use of opinion markers.

### **Question 3(a) Pasaste tus vacaciones en el campo.**

This was a popular question.

The first task asked candidates to describe the activities that they did to relax in the countryside during the holidays. Even though the question asked for 'activities' in the plural, some responses included reference to only one activity undertaken during the holiday. Examiners frequently saw responses to this task written in the present tense, which was not appropriate.

The second task required candidates to describe the advantages and disadvantages of spending the holidays in the countryside. Many candidates mentioned only the advantages and disadvantages associated with their own holiday, rather than generic features of holidays in the countryside.

The third task asked candidates what sort of holiday that would like to take in future. Some candidates stated where they would like to go on holiday, rather than mention a type of holiday.

In this question, Examiners frequently saw the use of the present tense where a past time frame was required.

### **Question 3(b) Los problemas del medio ambiente**

This was the least popular option in **Question 3**.

The first task asked candidates to say what environmental problems there are where they live. Many candidates provided a range of information on local environmental problems. A small number of candidates only mentioned one problem, despite the use of 'problems' in the plural in the question.

The second task required candidates to mention the things that they had done recently to look after the environment. Whilst some responses mentioned action to care for the environment in more than one context (for example at home and at school), a proportion of candidates mentioned only one activity. Some candidates omitted to tackle this task.

The third task asked candidates whether or not they were worried about environmental problems and to explain why. Responses followed the pattern seen in the second task, with some candidates giving detailed information but some candidates not address the task at all.

In this question, many responses included a limited range of verbs, with repeated use of *hay*, for example. Candidates need to be aware that, in **Question 3**, repetition of verbs is likely to restrict the number of marks that they gain for Verbs and that they should attempt a wider range of verbs.

### **Question 3(c) “El día de mi cumpleaños recibí un paquete enorme. En el paquete había...”**

This was a popular question.

The first task asked candidates to describe what was in the packet. Whilst there were some very detailed accounts about the opening of the packet, there was sometimes a lack of clarity about the contents of the packet.

The second task required candidates to say how they felt when they opened the packet and why. Most candidates expressed their feeling(s) adequately although there was varied success in providing a reason for those feelings and this aspect was often omitted.

The third task asked candidates to describe what they did to celebrate their birthday after they had opened their gifts. Candidates tended to be successful in their descriptions here, often providing detailed accounts.

In most responses to this question, Examiners saw a wider range of verbs than had been attempted in **Questions 3(a)** and **3(b)**. However, there was frequent inaccurate formation of regular and irregular verbs in the preterite and inaccurate manipulation of *sentirse* (including omission of the reflexive pronoun when required).



# SPANISH (Foreign Language)

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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. Many candidates did very well in **Questions 1** and **2**. Candidates aiming for the highest grades showed solid control of sentence structure, verb tenses and more complex linguistic structures.

- In order to ensure that they respond to all of the required tasks in Questions 2 and 3, candidates should attempt the communication tasks in the order in which they appear in the question paper.
- Candidates should read the initial rubric of each question *and* each communication task carefully to ensure that the response that they produce is relevant.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give access to the full range of marks available.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks.
- Candidates should ensure that their writing is clear and legible as Examiners cannot give credit if they cannot read what the candidate has written.

## **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 for Communication 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: Deportes

The demands of this question were straightforward. Candidates were required to give the Spanish for eight sports.

The majority of candidates achieved the full five marks available for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks. However, spelling errors which produced a word with a different meaning (e.g. *velo* for *vela*) could not be rewarded.

As candidates are free to offer the Spanish word for something not represented in the pictures, other sports were awarded a mark too.

### Question 2: Los fines de semana

#### *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 whether or not the candidates liked weekends and why, often received only a minimal response. In contrast, many candidates provided a meaningful response with several relevant, credit-worthy sentences.

The second task asked candidates to say whether they preferred Saturdays or Sundays, and why. Many candidates provided detailed accounts here; of all the tasks, it was this one that elicited the most information from candidates.

The focus for the third task was what candidates do on Sundays to prepare for school. Whilst this was often answered in only one sentence, many candidates responded more fully, supplying justifications for their statements.

The fourth task about how candidates would like to spend next weekend was often answered in a similar way to the previous task. A number of candidates relied on using the present tense but did not make any reference to *el fin de semana que viene*.

#### *Language*

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

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

In response to the second and third tasks, good answers demonstrated control of verb formation and the range of vocabulary selected by candidates to be suitable to express their ideas.

Throughout **Question 2**, the need for candidates to improve their accuracy in the use of *gusta/gustan*, *encanta/encantan* and adjectival agreement was evident. Although *te gusta* was used in the first task in the question paper, many candidates used *me gusta (los fines de semana)* in their response.

### Question 3

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
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*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 a range of time frames, and accurately formed verbs in the first, third, and sometimes second person. There was also evidence of an interesting choice of vocabulary, idiomatic expressions and appropriate use of the subjunctive mood. 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
- use of a range of time frames
- use of opinion markers.

**Question 3(a) Viste una obra musical en tu colegio.**

This was a popular question.

The first task asked candidates to describe the musical that they had seen. A number of responses were presented in their present tense, which was not appropriate.

The second task required candidates to explain why the musical had been put on. Only a small number of candidates manipulated the verb *organizarse* correctly to produce a satisfactory explanation. There was frequent inappropriate inclusion or omission of the reflexive pronoun.

The third task asked candidates what sort of music they like. Almost all candidates responded appropriately to this task but the control of *gustar* was variable.

The fourth task asked candidates whether or not they would like to participate in a musical/play, and to explain why. The very best candidates provided two (or more) reasons for their decision here.

In this question, Examiners frequently saw inaccurate manipulation of irregular verbs in the preterite, particularly *ver*.

**Question 3(b) Los idiomas (español, francés, inglés ...)**

This was the most popular option in **Question 3**.

The first task asked candidates to say when they started learning languages. Many candidates provided an appropriate response here although there was frequent inaccuracy in verb formation.

The second task required candidates to say what they liked most about language lessons last year. Whilst some candidates answered in detail, others omitted to tackle this task. Examiners also saw some irrelevant material here.

The third task asked candidates to say what their best language teacher was like. Almost all candidates produced a satisfactory response to this task, with some candidates going into good detail.

The fourth task required candidates to say whether or not they thought it important to study languages, and why. As with the second task, some candidates answered in detail but others omitted to address this task. Examiners saw some irrelevant material here too.

In this question, there were very few candidates who could change *empezaste* (in the first task in the question paper) to *empecé* (in their answer).

**Question 3(c) “El mes pasado pasé una semana visitando varias ciudades en tren. El último día perdí el billete de vuelta...”**

This was the least popular option in **Question 3**.

The first task asked candidates to say where and with whom they were on the last day of the train journey. Some candidates omitted to provide any details in relation to this task.

The second task required candidates to describe what they did in order to get home. Some candidates addressed this task well but others did not pay attention to the words *para volver a casa* in the task and instead wrote a lengthy description about what they did on their trip before returning home.

The third task asked candidates to explain how they felt when they got home. Some candidates provided only a minimal response here.

Examiners often saw inaccurate manipulation of *sentirse* (including omission of the reflexive pronoun when required) in responses to this question.