

# SPANISH (Foreign Language)

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Paper 0530/11

Listening

## Key messages

Throughout the paper, candidates should read the rubrics and questions with care.

There are several multiple-choice questions so candidates must mark their answers very clearly. If a candidate changes his/her mind, he/she must ensure that his/her final answer is indicated clearly. 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 **Sección 2, Ejercicio 1**, only six answers are required. If extra answers are given, these are subtracted from the total.

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

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

All candidates should aim to attempt every question as there are some questions in **Sección 2** and **Sección 3** which are designed to be accessible to the whole ability range.

## General comments

Overall, performance on this paper was excellent. There were fewer instances of candidates misreading/ignoring rubrics or putting the wrong number of ticks/answers compared to last year.

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 were very few errors.

## Ejercicio 2 Preguntas 9–16

Most candidates understood the passage well.

**Question 9:** Some weaker candidates struggled here as they could not identify *puerto*; the most common errors were *huerto*, *puerta* or *porto*.

**Question 10:** Most candidates could cope with *azul*.

**Question 11:** Identifying *cine* posed no problems here.

**Question 12:** The majority of candidates knew *fuegos artificiales*.

**Question 13:** Most candidates identified the correct answer *autobús*.

**Question 14:** Almost all candidates could identify *10*.

**Question 15:** Some candidates could not identify *isla*.

**Question 16:** The phrase *sacar fotos* did not pose any problems.

## Sección 2

### Ejercicio 1 Pregunta 17

Candidates generally tackled this question very well. It was difficult to identify a clear pattern of mistakes. Very few candidates ticked more than six answers. A small number of candidates ticked only four answers instead of six.

### Ejercicio 2 Preguntas 18–27

#### Primera Parte

Most candidates coped well with *Primera Parte*.

**Question 18:** Most candidates could identify the word *meses*.

**Question 19:** Most candidates knew *amables*.

**Question 20:** Many candidates could answer *historia*.

**Question 21:** A number of candidates struggled here; they could not identify *sale*. There was a great variety of answers offered by candidates.

**Question 22:** Many candidates could answer *españoles*.

#### Segunda Parte

**Question 23:** Most candidates could answer *el tráfico es terrible*.

**Question 24:** Most candidates understood that the friends lived in different parts of the city.

**Question 25:** Most candidates answered the question correctly but some said that Jorge did not like fish, rather than not liking uncooked fish.

**Question 26:** Some candidates opted for *no le faltan amigos* instead of explaining that he wanted to make friends with the Peruvian teenagers.

**Question 27:** Some candidates encountered difficulty here. The better candidates understood that Jorge had no need to learn a new language; some weaker candidates wrote that *no aprendió la lengua*, which did not convey the correct idea.

### Sección 3

#### Ejercicio 1 Preguntas 28–33

This exercise was handled well by most candidates, and almost all attempted all of the questions in this exercise.

**Question 28:** This was answered correctly by most candidates.

**Question 29:** This was answered well by most but some candidates opted for C (*para acostumbrarse a usar la cámara*) instead of the correct answer B (*para poner videos en Internet*).

**Question 30:** Most candidates correctly identified A (*siempre diferente*) as the answer. Some candidates chose B (*siempre tranquila*).

**Question 31:** Most candidates found the right answer A (*quería conocer bien el mundo de la televisión*). A few candidates ticked A (*necesitaba conocer a otros presentadores*).

**Question 32:** This was well understood by most candidates, who identified C (*programas divertidos*) as the right answer. Some chose A (*programas de noticias*).

**Question 33:** This was answered correctly by many candidates (B – *le parece difícil tener una vida privada*). Others opted for C (*le molesta cuando lo siguen los fotógrafos*).

#### Ejercicio 2 Preguntas 34–43

**Question 34:** Most candidates were able to say *una persona sola no podía hacer nada*.

**Question 35:** Most candidates were able to give one example (i.e. *botellas* or *latas* or *papeles*).

**Question 36:** There was a mixed response here. Many wrote a correct answer along the lines of *para crear una zona natural*; some candidates confused *crear* with *criar*, and *zona* with *flora*.

**Question 37:** Many candidates understood that the aim was *para pasar por un lugar agradable*. However, some said *un lugar limpio*. There was also a misreading of the question (*¿para qué...?*) which required a reason; the answer could not be that Gabriela and her friends went across the piece of land every day.

**Question 38:** Most candidates succeeded in picking up *terminar más rápido*.

**Question 39:** Most candidates were able to explain that Gabriela and her friends did not want to have to clean the piece of land again.

**Question 40:** Many candidates were able to write down *el cambio en el trozo de tierra*. Some candidates instead chose *flores* or *pájaros* as their answer, which could not be credited.

**Question 41:** A number of candidates were able to identify *han comenzado a limpiar donde viven* but struggled to use *comenzar* and *donde* to express their answer coherently. A number of candidates attempted to use *comencar* and *onde*.

**Question 42:** Many candidates were able to say *le dio un premio*.

**Question 43:** The adjective *orgullosos* caused problems for some candidates. Some candidates seemed to misread the question and suggested that Gabriela should find another place to clean.

# SPANISH (Foreign Language)

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Paper 0530/12

Listening

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All candidates should aim to attempt every question as there are some questions in **Sección 2** and **Sección 3** which are designed to be accessible to the whole ability range.

## General comments

Overall, performance on this paper was excellent. There were fewer instances of candidates misreading/ignoring rubrics or putting the wrong number of ticks/answers compared to last year.

## 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. A small number of candidates struggled with **Question 5**; not everybody could identify *carnicería*.

#### **Ejercicio 2 Preguntas 9–16**

Most candidates understood the passage well.

**Question 11:** A small number of candidates had difficulty with the spelling of *blanco*.

**Question 13:** The majority of candidates knew *martes*. Some gave *todos los martes* as the answer, which was also accepted.

## Sección 2

### Ejercicio 1 Pregunta 17

Candidates generally tackled this question very well. Very few ticked more than six answers. Where errors did occur, this was more usually during the texts relating to Emilia, Lucas or Ignacio rather than during the text relating to Paula. Some candidates ticked statement (b), having misunderstood the phrase *mi madre solo nos deja salir si el dormitorio está arreglado*. Some candidates ticked statement (d), having missed the phrase *mi padre pasa la aspiradora porque a mí no me gusta hacerlo*. Not all candidates understood the phrase *tengo que lavar el coche todos los viernes cuando vuelvo del colegio* which was said by Ignacio.

### Ejercicio 2 Preguntas 18–27

#### Primera Parte

Most candidates coped well with *Primera Parte*.

**Question 20:** This question posed problems for some candidates. Many could not spell *cuidar*.

#### Segunda Parte

A number of candidates misread some of the questions in this part.

**Question 23:** The majority could answer *geografía*.

**Question 24:** Here, better candidates were able to explain that *tenía una oficina en su barrio*; weaker candidates wrote answers regarding searching the Internet.

**Question 25:** Many candidates did not know the verb *lavar* and were therefore unable to form the answer *lavar la ropa*.

**Question 26:** Many candidates misread the question and answered *llevaron la ropa a la oficina*, which was already written in the question itself. Better candidates correctly answered *trabajar en la tienda* or *vendían ropa*.

**Question 27:** Many candidates could identify the emotions mentioned in the passage and answered *encantadas*.

## Sección 3

### Ejercicio 1 Preguntas 28–33

This exercise was handled well by most candidates, and almost all attempted all of the questions in this exercise.

**Question 28:** This was answered correctly by most candidates; weaker candidates often opted for C (*tenía ocho años*) instead of D (*fue a la universidad*).

**Question 29:** This was answered correctly by most.

**Question 30:** This was also answered correctly by most candidates.

**Question 31:** Weaker candidates frequently chose B (*necesita hablar mucho con los jóvenes*) instead of C (*estudia las novelas que llegan a ser populares*).

**Question 32:** Better candidates could identify C (*gracias a su última novela, lo conoce más gente*). Weaker candidates struggled here.

**Question 33:** This was generally understood well and most candidates identified D as the right answer.

## Ejercicio 2 Preguntas 34–43

**Question 34:** Most candidates were able to say that Miguel wanted to be an actor. A few candidates misunderstood this question.

**Question 35:** Most candidates were able to explain that he decided to become a photographer *después de leer una revista*.

**Question 36:** This question posed problems for some. Better candidates were able to pick up *todas las emociones de la vida* but many candidates encountered difficulty with the word *emociones*.

**Question 37:** Only the best candidates could write *arquitectura*.

**Question 38:** Only the best candidates could identify *mandó la colección a algunas empresas*; the word *empresas* was not familiar to weaker candidates. Many misread the question and wrote down *fotografías de personas, paisajes, animales*.

**Question 39:** Most candidates were able to answer *mucha práctica*.

**Question 40:** Many candidates were able to answer *suerte*.

**Question 41:** Better candidates could understand *organizar todo*.

**Question 42:** Many, but not all, candidates were able to write down *el mensaje*. Weaker candidates were tempted by *la luz es algo especial*.

**Question 43:** Better candidates were able to produce the answer *una foto buena*.

# SPANISH (Foreign Language)

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Paper 0530/13

Listening

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# SPANISH (Foreign Language)

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Paper 0530/21  
Reading and Directed Writing

## 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.
- The messages in the writing task in **Sección 1** should be brief and focused precisely on the picture stimuli.
- In both writing tasks, candidates are expected to use the target language throughout. They should therefore be wary of using names of people or place names unless specifically required by the question.
- 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.
- Marks are often lost because candidates have not read the rubric, the question or the text thoroughly.
- 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 **Sección 2** and **Sección 3** which are accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

## **General comments**

The overall standard was high, particularly in **Sección 1** and **Sección 2**. Most candidates attempted all of the questions and adhered to the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade. A few candidates did not fill in the boxes in the multiple-choice items in **Questions 1–15** or in the *True/False* element of **Sección 3, Ejercicio 1**.

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

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

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

In the writing exercises, some candidates provided information that was irrelevant to the tasks and which could not therefore be credited.

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

In their responses to both the reading and writing exercises, many candidates displayed a sound knowledge of grammar and were able to use appropriate pronouns, verb endings and tenses to good effect to write answers which were unambiguous and succinct. Weaker candidates who had difficulty with using the third person of verbs as well as possessive, reflexive and object pronouns scored less well in **Sección 3**.

## **Comments on specific questions**

### **Sección 1**

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

### **Ejercicio 1 Preguntas 1–5**

The majority of candidates scored well here, with most achieving at least three of the five available marks. There were no rubric infringements. The items of vocabulary which caused problems for some candidates were *billete de avión, caja de ahorros, agencia de turismo, sala de espera, tirar basura, cortar el pelo, peluquería* and *fábrica*.

**Question 1:** Almost all candidates understood *frío* and *pones* in the question and chose *A*.

**Question 2:** Most candidates correctly linked *gato* to *D*.

**Question 3:** Some linked *billete de avión* in the question to *B (caja de ahorros)* or *C (sala de espera)* instead of *A (agencia de turismo)*.

**Question 4:** Some candidates, of all abilities, did not recognise *tirar basura* and chose *B* instead of *D*.

**Question 5:** A few weaker candidates chose *A (fábrica)*, instead of *B (peluquería)*.

## Ejercicio 2 Preguntas 6–10

This exercise tested the comprehension of professions, and was generally very well done. Most candidates scored full marks in this section. The items of vocabulary which caused problems for some weaker candidates were *policía*, *enseñar*, *barco*, *revista*, *marinero*, *periodista* and *aquitecto*.

**Question 6:** Most linked *edificios* in the question to C (*arquitecto*).

**Question 7:** Some opted for A (*arquitecto*) but most correctly connected *enseñar en un colegio* to E (*profesor*).

**Question 8:** Many knew that *trabajar en un barco* should be linked to A (*marinero*) but some opted for E (*profesor*), suggesting that they might need to improve their technique for working through the options in this type of exercise.

**Question 9:** All but the weakest candidates connected *escribir artículos para una revista* to B (*periodista*).

**Question 10:** Most were able to link *trabajar en un hospital* to D (*enfermero*).

## 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 14** 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:** Almost all correctly opted for B (*con sus amigos*).

**Question 12:** Most understood that *Vicente* went to school by bus (option B).

**Question 13:** Many candidates understood *tomar un café* in the text and correctly linked it to A.

**Question 14:** Some weaker candidates chose B (*inteligentes*) instead of C (*aburridos*), possibly because they had not understood *no son interesantes* in the text.

**Question 15:** Some candidates chose C (*tenis*) instead of A (*voleibol*), perhaps because they had a choice of three sports and did not read to the end of the sentence.

## Ejercicio 4 Pregunta 16

For this piece of writing, there are three marks available for communication and two for accurate use of language. Candidates were asked to write a short email to a friend and provide three pieces of information, based on the pictures given:

- (a) where s/he is (centro comercial)
- (b) what s/he is buying (*ropa*)
- (c) how s/he is going to go home (*autobús*)

Candidates must respond precisely to the picture stimuli: if they choose vocabulary which is not appropriate, the mark cannot be awarded. Candidates should be aware that any material they introduce into their answer which is not relevant to the task will not be awarded marks.

Most candidates managed to score the full three marks for communication. Most candidates were able to write *estoy en el centro comercial* in response to task (a); those who used *soy* were awarded the mark for communication but not for language. *El mall* and *el shopping* were refused for *centro comercial*, as were the names of shopping centres. In response to task (b), most candidates were able to write *compro* or *estoy comprando ropa* or an appropriate item of clothing. Those who lost marks here tended to do so because they wrote about buying something other than clothes. Many candidates responded correctly to task (c) and wrote *voy a volver en autobús*. Some opted for *volveré* instead but not all were able to spell this correctly and lost the mark for language. A few did not seem to understand the meaning of the verb *volver* and wrote *voy en autobús* which did not respond appropriately to the set task. Some candidates did not gain the mark for task (c) because they chose a means of transport other than the one shown in the picture, e.g. *voy a volver en tren*.

In order to score the two available marks for language, candidates had to use two correct verbs in appropriate tenses. The verbs must be spelt correctly and contain the correct accent (where required). If a candidate does not attempt one of the tasks, a maximum of one mark can be awarded for language. Many candidates scored the two available marks for language, but some weaker candidates lost one of the language marks, usually because they wrote *soy* rather than *estoy* in response to task (a).

Candidates should take note that they do not need to write at great length here – **three brief sentences can score full marks**. Most scored well for this exercise, with many achieving the maximum of five.

## Sección 2

In this section 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 grammatical errors are dealt with more leniently in this section than in **Sección 3**, they were able to use pronouns correctly and could conjugate verbs appropriately which helped them to produce more coherent responses.

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 best candidates knew that a single word or short phrase would be sufficient for **Questions 19, 22 and 25**.

## Ejercicio 1 Preguntas 17–25

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

Often, a one- or two-word answer was sufficient, but provided that what the candidate had written contained the correct answer, additional material copied from the text was usually tolerated provided that it did not invalidate the answer. The quality of the written Spanish was considered only in terms of whether or not it communicated.

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. Many candidates did have a sound knowledge of how to use object pronouns and used these to good effect in their answers, for example in Question 20 where the best candidates wrote (*el entrenador*) *les da poco tiempo para practicar*.

**Question 17:** Most candidates understood the question and found the correct answer: (*es*) *decidir qué actividad (debería) practicar/hacer*. Those who wrote *ser más activo* showed that they had not read the text thoroughly. Some combined the two ideas successfully and wrote *quiere ser más activo pero no puede decidir qué actividad debería practicar*.

**Question 18:** Most candidates found an appropriate answer, for example *que el equipo gane contra otros colegios* or *ganar partidos*. Some candidates wrote *que en el equipo solo están los mejores jugadores* which did not fully respond to *de fútbol del colegio* in the question.

**Question 19:** Many candidates answered this appropriately but some weaker candidates struggled. The best answer was *los mejores jugadores* but some wrote the longer answer (*en el equipo solo están los mejores jugadores*) which was also acceptable.

**Question 20:** This question was answered well by the best candidates but weaker candidates encountered difficulty here as the answer required very thorough reading of the text. They often opted for *los alumnos que juegan mucho al fútbol* which did not convey the key ideas of *el entrenador les da poco tiempo para practicar* and/or *no pueden jugar partidos importantes*. Candidates who omitted *importantes* were not awarded a mark here as *no pueden jugar partidos* is a different concept. *No tienen tiempo para practicar* was also refused as it was not precise enough.

**Question 21:** This was generally answered well. The best candidates wrote *hacer nuevos amigos* or *ser más activo y hacer nuevos amigos*. Some weaker candidates found *ser más activo* at the beginning of the text and did not read further; this answer was refused as *lo ideal* in the text indicated that *hacer amigos* was Enrique's main reason for doing sport.

**Question 22:** Most candidates found the appropriate part of the text and wrote (*hay que*) *divertirse* or *pasarlo bien* or both.

**Question 23:** Candidates of all abilities clearly understood both the question and the text and wrote either *es difícil hacer amigos* or *no se puede charlar (con otras personas cuando uno está nadando o corriendo)*. The weakest candidates often found the right area of the text as *nadar* and *correr* in question led them to it but answers such as *pero cuando uno está nadando o corriendo* indicated that the candidate did not fully understand what was required, possibly because of *aconseja* in the question.

**Question 24:** Some candidates found this question difficult to understand or, if they did understand it, were unable to identify the key idea in the text. The best candidates wrote answers such as (*porque*) *hay clubes (de baloncesto) en tantos/muchos barrios (así que (Enrique) encontrará uno cerca de su casa)*. Answers such as *puede practicar cerca de su casa* or *está cerca de su casa* or *hay uno cerca de su casa* were refused as this was not stated definitively in the text. Answers such as *que encontrarás un club cerca de tu casa* indicated that the candidate had not fully understood what was required and had lifted indiscriminately from the text.

**Question 25:** Most candidates found both answers – (*ser*) *alto* and (*ser*) *rápido*. A few invalidated their answer by writing too much, for example *se dice que hay que ser alto para jugar bien al baloncesto*. The inclusion of *se dice que* suggested that the candidate had not fully understood what was required. Weaker candidates often wrote down *ser buen jugador* which appeared in the last line of the text. This was refused as it was not an appropriate response to the word *características* in the question. An answer such as *rápido también* was also refused as it was an indiscriminate lift from the text which demonstrated only partial comprehension.

## Ejercicio 2 Pregunta 26

This writing task – a short essay of 80 to 100 words – was well within the experience of most candidates. Candidates were asked to mention:

- (a) what they like or do not like about weekends and why
- (b) with whom they spend weekends
- (c) what they do at the weekend when it is bad weather
- (d) where they went last weekend.

Most candidates adhered to the limit of 80–100 words. Three or four well-written sentences relating to each task should be sufficient to fulfil the criteria, provided that candidates provide appropriate verbs in each one and supply enough additional details relating to the tasks. Candidates who diverge from the task often omit at least one of the tasks, which limits the mark for communication.

Ten marks were available for communication of the required elements and five marks were available for language. Many candidates scored the maximum marks available.

The best candidates worked methodically through the four tasks in order and were able to add six extra relevant details, meaning that they could be awarded the full ten marks for communication. Some candidates did not include enough extra detail to be awarded the six marks for extra details. Most candidates organised their work clearly into four distinct paragraphs.

A few candidates would have benefited from writing more and some wrote much more than necessary but, on the whole, candidates wrote succinctly and accurately and fulfilled the requirements of the tasks.

Many candidates scored the full five marks for language. Many created fluent, complex sentences by using connectives such as *porque*, *por eso* and *cuando*. There was also good use of adjectives and adverbs to enrich the language used. The best candidates were able to conjugate verbs accurately in the appropriate tense. Weaker candidates tended to write short, unconnected sentences. The inaccurate spelling of common words sometimes impeded communication, as did the use of inappropriate tenses/verb endings. In addition to the preterite tense required in task (d), many candidates were able to include further examples of past and future tenses to vary the language, even when the present tense would have been sufficient. The best

candidates wrote fluent sentences using appropriate conjunctions and relative pronouns to extend their answers. Some candidates repeated the same items of vocabulary several times, for example *me gusta(n)* and *es/fue divertido*, or used the same activities in different tasks, especially in (c) and (d).

Most candidates were able to give reasons for liking and/or disliking the weekend in response to task (a). The best answers included responses such as *lo que me gusta de los fines de semana es...*, *lo único que no me gusta es...* and included verbs such as *descansar*, *divertirse* and *disfrutar de*.

The majority of candidates understood task (b) required and many extended their answer by referring to what they do with their family and what they do at another time with friends. A few omitted this task, perhaps because they did not understand *quién* in the question.

A few weaker candidates omitted task (c) and some thought that they had to write about the weather. Most, however, answered appropriately and many showed that they had fully understood the task by changing *hace mal tiempo* in the question to *cuando llueve/está lloviendo*. The best answers included responses such as *me quedo (en casa)* or *tengo la oportunidad de invitar a mis amigos a ver la televisión*.

In response to task (d), most knew that *fuiste* in the question required *fui* in the answer, although a few wrote *fue*. The best candidates varied the activities which they mentioned but weaker candidates tended to repeat ideas, for example *el fin de semana pasado fui a la playa con mis amigos*, having used this idea in the present tense in response to task (a) or (b).

### 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 singular and plural of such verbs in the past and future tenses as well as in the present tense. Single words and short phrases will be sufficient to answer some questions but in response to some questions candidates will need to write longer sentences which require them to adapt the text by applying grammatical rules, e.g. changing the first person of object pronouns and verbs to the third person. Those who can do this are more often in a position to offer answers which are unambiguous.

### Ejercicio 1 Preguntas 27–32

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 28**, no credit was given for a justification such as *Según Felipe, hacer publicidad no es aburrido*. 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.

Most candidates realised that **Question 27** was false and were able to justify it appropriately, for example *tiene que hacer publicidad* or *tiene que promocionar/publicitar la película*. Candidates who had not fully understood the text opted for *su trabajo no acaba nunca*, which was too imprecise for a mark to be awarded.

Most candidates knew that **Question 28** was true but some weaker candidates thought that it was false.

Some of the weaker candidates thought that **Question 29** was true but the better candidates realised that it was false and found an appropriate justification. Answers such as *normalmente no, pero/aunque hizo amigos en su última película* or *normalmente no, pero en su última película todo fue diferente* indicated that candidates had clearly understood the text. Answers such as *normalmente no* and *estamos lejos de casa* suggested that candidates had not understood the part of the text which provided the specific detail to clarify the justification.

In **Question 30**, a few weaker candidates thought that the statement is false but most correctly identified it as true.

Most candidates realised that **Question 31** was false and the best candidates wrote answers such as *se prepara para las escenas del día siguiente* because they had understood the significance of *todas las noches* in the question and realised that this excluded the other periods of time mentioned in the text. Weaker candidates wrote, for example *no tiene tiempo* or *Felipe nunca estudia porque se levanta a las 6.00 y llega a casa a las 9.00*.

Most realised that **Question 32** was false and the best candidates easily found the correct statement: *le gustaría crear una escuela de danza* or *lo que le gustaría hacer es crear una escuela de danza*. Candidates who had not read the whole paragraph thoroughly wrote *desde niño le ha interesado el baile clásico* or *a Felipe le gusta también el baile clásico* which did not respond to *su futuro profesional* in the question. A combination of these two ideas was also accepted.

## Ejercicio 2 Preguntas 33–42

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.

While 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 33:** This question required a short answer: *(al principio de) este año*. The best candidates read the text very carefully and were not distracted by *un día* at the beginning of the paragraph. Some candidates, of all abilities, who had not read to the end of the paragraph, wrote instead *un día cuando decidió que no estaba en forma*.

**Question 34:** Some candidates did not read the question carefully enough and wrote answers which did not tie in with the language used in the question. The best answer was *ha sido más fácil de lo que imaginaba dejar de comer carne/ser /hacerse vegetariana*. Weaker candidates found this question difficult but also some of the best ones wrote, for example *ha sido más fácil de lo que imaginaba* which did not form a complete answer to the question (*¿Qué sorprendió a Sara?*).

**Question 35:** This question was accessible to candidates of all abilities and most found a suitable answer, for example *(estar con amigos para/dejó de) comer carne (asada) en el jardín*. Answers such as *comer carne*, which omitted the key idea *en el jardín*, were refused, as was *abandoné mi tradición (favorita) de*



*comer carne (asada) en el jardín (con ellos)* since in this case the candidate had lifted indiscriminately from the text and there was no recognition that the verb and the possessive pronoun needed to be altered to the third person.

**Question 36:** Many candidates found an appropriate answer, for example *(le recomendaron) visitar a un especialista (para recibir consejo)*. A number of candidates, of all abilities, wrote *estaban preocupados por su salud*, suggesting that they may have understood *amigos* in the question but not *sugieron*.

**Question 37:** Most candidates understood the question and knew where to look for the answer in the text but some omitted key ideas. The best candidates wrote *no saben que existen una gran variedad de recetas (deliciosas) con verduras/vegetarianas*. Answers such as *no conocen todas las recetas que hay* and *no saben que existe una gran variedad de recetas* were not precise enough to be accepted.

**Question 38:** Candidates of all abilities understood this question but some were unable to focus on the precise part of the sentence required or to present the answer in such a way that it responded correctly to the format of the question. The best candidates found the short answer *la comida rápida*. Some used part of the question to good effect and wrote *deberíamos dejar de comer la comida rápida*. Some wrote *la carne*, which did not demonstrate complete understanding of the text and a few wrote *no comprar comida rápida* as a fusion of two different ideas from the text.

**Question 39:** Most candidates attempted this question. Candidates needed to read the whole paragraph to find the correct answer: *(un poco de) voluntad*. Some candidates found *hacer ejercicio con frecuencia* and/or *es importante llevar una vida sana* and/or *por supuesto hay que beber más agua y comer muchas frutas y verduras*, all of which looked like plausible answers but did not respond fully to the question.

**Question 40:** Almost all candidates understood the question and most found an appropriate answer, for example *(fueron las imágenes de las) crueles/malas condiciones (de vida) de (algunos) animales* or *el maltrato de los animales*. Answers which omitted the key idea *crueles* were refused since *condiciones* on its own did not demonstrate understanding that the conditions were poor.

**Question 41:** This question was accessible to all abilities. Most understood it and knew where to find the answer in the text. Almost all wrote *(tiene) más energía (para hacer cosas nuevas)*. Candidates who wrote *por el cambio que ha dado* had not read the question or the text thoroughly enough.

**Question 42:** Candidates of all abilities understood the question and many found the correct answer: *compartir ideas de cocina*. Some lifted indiscriminately from the text and wrote *es escribir artículos para una revista de salud donde puede compartir ideas de cocina*. This did not follow on coherently from the question and it was not clear that the candidate really knew which part of the sentence was required as the answer, so could not be awarded a mark.

# SPANISH (Foreign Language)

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Paper 0530/22  
Reading and Directed Writing

## 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.
- The messages in the writing task in **Sección 1** should be brief and focused precisely on the picture stimuli.
- 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.
- Marks are often lost because candidates have not read the rubric, the question or the text thoroughly.
- 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 **Sección 2** and **Sección 3** which are accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- 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.
- Understanding the questions is an essential starting point for a good answer, so candidates need to ensure that they know the meaning of all of the interrogative forms.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

## **General comments**

The overall standard was high, particularly in **Sección 1** and **Sección 2**. Most candidates attempted all of the questions and adhered to the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade. A few candidates did not fill in the boxes in the multiple-choice items in **Questions 1–15** or in the *True/False* element of **Sección 3, Ejercicio 1**.

For the most part, candidates wrote legibly and presented their work neatly. Some would have benefited from planning work more carefully to avoid heavy crossing out and to ensure that what they had written could be read. This was particularly the case in **Sección 2 Ejercicio 2**, where the standard of presentation was variable; some candidates appeared not to have planned their work before starting to write. This resulted in considerable crossing out in some scripts which made it difficult to decipher what had been written.

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

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

In the writing exercises, some candidates provided information that was irrelevant to the tasks and which could not therefore be credited.

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

In their responses to both the reading and writing exercises, many candidates displayed a sound knowledge of grammar and were able to use appropriate pronouns, verb endings and tenses to good effect to write answers which were unambiguous and succinct. Weaker candidates who had difficulty with using the third person of verbs as well as possessive, reflexive and object pronouns scored less well in **Sección 3**.

Most candidates attempted all of the questions in **Sección 1** and **Sección 2**. There were some omissions in **Sección 3**.

## **Comments on specific questions**

### **Sección 1**

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

### **Ejercicio 1 Preguntas 1–5**

The majority of candidates scored well here, with most achieving at least three of the five available marks. There were no rubric infringements. The only item of vocabulary which caused problems for some candidates was *luz*.

**Question 1:** Almost all candidates knew that *piscina* related to picture *B*.

**Question 2:** Most recognised *melones* and connected it to *frutería (D)*.

**Question 3:** Most candidates were able to link *prohibido fumar* to *A*.

**Question 4:** Almost all candidates were able to connect *escribir una nota* to *D (pen)*.

**Question 5:** Some weaker candidates did not know *luz* and chose *B (shower)* instead of *C*.

## Ejercicio 2 Preguntas 6–10

This exercise tested the comprehension of everyday items, and was generally very well done. Most candidates scored full marks in this section although weaker candidates were less familiar with some items of vocabulary in **Questions 7 and 8**. The items of vocabulary which caused problems for some weaker candidates were *sueño*, *dormir*, *cama*, *lloviendo*, *paraguas* and *pelota*.

**Question 6:** Most understood *sueño* and *dormir* and were able to link these to *D (cama)*.

**Question 7:** A few of the weakest candidates opted for *D (cama)* instead of *A (paraguas)*, possibly because they did not understand *lloviendo* in the prompt.

**Question 8:** Some weaker candidates were unable to link *jugar al fútbol* to *pelota* and chose *F (bicicleta)* instead of *C*.

**Question 9:** Almost all candidates were able to link *leer* to *E (libro)*.

**Question 10:** Almost all realised that *viaje al extranjero* indicated *B (pasaporte)*.

## 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 although a number of weaker candidates encountered difficulty and some strong candidates did not read the questions or text carefully enough.

The items of vocabulary which caused problems for some candidates were *comprenden*, *furiosa*, *se enfada*, *se preocupa*, *ordenar su habitación* and *vivir en otro sitio*.

**Question 11:** Almost all understood that *donde no pasa mucho* should be linked to *A (tranquilo)*.

**Question 12:** Some lower- and middle-range candidates opted for *A (hacer deporte)* instead of *B (ver a otras personas)*. They may have stopped reading the text at *practicar muchos deportes* instead of continuing to *ver a toda la gente que quiero*.

**Question 13:** Some of the weakest candidates chose *A (en la cafetería)* instead of *C (en el jardín)*.

**Question 14:** A few weaker candidates opted for *A (bocadillo)* instead of *C (helado)*.

**Question 15:** A few candidates chose *B (en casa de una amiga)*, but most correctly chose *C (en su casa)*.

## Ejercicio 4 Pregunta 16

For this piece of writing, there are three marks available for communication and two for accurate use of language. Candidates were asked to write a short email to a friend and provide three pieces of information, based on the pictures given:

- (a) where s/he is (*parque*)
- (b) what s/he is doing (*correr*)
- (c) how s/he is going to go home (*ver/mirar la televisión*)

Candidates must respond precisely to the picture stimuli: if they choose vocabulary which is not appropriate, the mark cannot be awarded. Candidates should be aware that any material they introduce into their answer which is not relevant to the task will not be awarded marks.

Most candidates managed to score the full three marks for communication. Most candidates were able to write *estoy en el parque* in response to task (a); those who used *soy* were awarded the mark for communication but not for language. A few wrote *fui al parque* which was acceptable for communication but was not awarded a mark for language if the rest of their answer did not follow on logically from this. In response to task (b), most candidates were able to write a suitable answer such as *estoy corriendo/corro* or *hago/estoy haciendo ejercicio*. Those who lost marks here tended to do so because they were not precise enough, e.g. *juego al fútbol*. Many candidates responded correctly to task (c) and wrote a phrase such as *esta tarde voy a ver/mirar la televisión (en casa)* or *esta tarde veo/miro la televisión (en casa)*. Some weaker

candidates were unable to conjugate the verb and wrote, for example, *esta tarde ver la televisión* or *hago ver la televisión*.

In order to score the two available marks for language, candidates had to use two correct verbs in appropriate tenses. The verbs must be spelt correctly and contain the correct accent (where required). If a candidate does not attempt one of the tasks, a maximum of one mark can be awarded for language. Many candidates scored the two available marks for language, but some weaker candidates lost one of the language marks, usually because they wrote *soy* rather than *estoy* in response to task (a) or because they repeated the verb used in question, particularly *haces* in task (b).

Candidates should take note that they do not need to write at great length here – **three brief sentences can score full marks**. Most scored well for this exercise, with many achieving the maximum of five.

## Sección 2

In this section 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 grammatical errors are dealt with more leniently in this section than in **Sección 3**, they were able to use pronouns correctly and could conjugate verbs appropriately which helped them to produce more coherent responses.

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 best candidates knew that a single word or short phrase would be sufficient for **Questions 20, 22, 24(a) and 25**.

**Question 17:** Most found the correct answer: *(porque) su casa es demasiado pequeña (para guardar una colección)*. Weaker candidates, who knew approximately where to find the answer but did not fully understand the text, wrote, for example, *(porque) su casa es demasiado pequeña para guardar*. This showed that the candidate did not fully comprehend the text so a mark was not awarded.

**Question 18:** The best candidates were able to follow on from *piensa* in the question and wrote *(que) no sirve para nada*. Others wrote the longer answer *piensa que coleccionar es una actividad que no sirve para nada*. This was acceptable but candidates who write longer answers unnecessarily could spend the time more profitably. Weaker candidates found the question difficult to access and/or did not read far enough into the paragraph and, seeing *coleccionar*, wrote *es algo que le encanta* which referred to *Sofía* and not to *su madre* as mentioned in the question.

**Question 19:** This question received a mixed response. The best candidates wrote *(todos sus amigos) tienen colecciones de algo*. Some, who may not have understood *ve* in the question, wrote, for example, *todos menos Sofía* or *colecciones de algo, todos menos yo*, omitting the key idea *tienen* *colecciones (de algo)*.

**Question 20:** Most candidates found the correct answer *recuerdos (típicos de cada país)*, but there was some confusion amongst the better candidates, some of whom wrote *una colección para no tener problemas con su madre*. The question asked about Paula but this statement referred to *Sofía*, indicating that candidates had not read the question carefully. The weakest candidates, who did not realise that *recuerdos* was a key concept, omitted it from the answer and wrote *típicos de cada país*.

**Question 21:** This question was accessible to most candidates. The best candidates found the shortest answer: *(en) una maleta (que nunca abre)*. Some candidates included too much material and wrote *ya no le interesan y tiene la colección en una maleta (que nunca abre)*. In this situation, the Examiner could not be sure what the candidate had understood and the mark was not awarded.

**Question 22:** Most understood that *le gusta* in the question led to *no está contenta* in the text but some candidates had not read the question or the text carefully. The best candidates wrote *(porque) ocupa (mucho) espacio*. Others did not read the question carefully enough and wrote *ahora no le interesan* since they thought that the question referred to Paula's collection rather than her mother's opinion.

**Question 23:** The best candidates responded well to this question and, having a sound grasp of a wide range of vocabulary, were able to write *las dejaban en el armario (sin usar)*. Others found *quedaban en el armario (sin usar)* in the text. This was also acceptable. There were candidates of all abilities who looked for the answer elsewhere and wrote, for example, *(Mario) siempre ponía las camisetas que le gustaban más or el armario sin usar*, suggesting that they did not understand the meaning of *quedaban* in the text.

**Question 24(a):** This question produced a mixed response, largely because candidates did not read the question or the text carefully enough. A number wrote *en Internet* instead of *(en su) ordenador*, indicating that they had not read the whole paragraph before deciding on the answer. The best candidates found *debe guardar las fotos* in the question and *guardarlas* in the text and were able to make the appropriate choice.

**Question 24(b):** This was the most difficult question in this exercise. Again, some candidates, even the better ones, did not read the text carefully and opted for *no ocupan espacio*. Some candidates may not have understood *en ese lugar* in the question but there was the opportunity to link *lo mejor* in the question with *la mayor ventaja* in the text as a guide to where the answer lay. Those who did this found *puedes ordenar las fotos fácilmente*. The answer *no ocupan espacio y puedes ordenar las fotos fácilmente* was refused since this answer suggested that the candidate had not realised the significance of *lo mejor* in the question.

**Question 25:** Most candidates found the correct answer: *(fotos de) animales*. Some of the better candidates wrote *las fotos de los animales le gustan mucho*. This did not show that the candidate had fully understood the question.

## Ejercicio 2 Pregunta 26

This writing task – a short essay of 80 to 100 words – was well within the experience of most candidates. Candidates were asked to mention:

- (a) what they like or do not like about Sunday and why
- (b) what they do in the morning on Sunday
- (c) with whom they prefer to spend the afternoon/evening
- (d) where they went last Sunday.

Most candidates adhered to the limit of 80–100 words. Three or four well-written sentences relating to each task should be sufficient to fulfil the criteria, provided that candidates provide appropriate verbs in each one and supply enough additional details relating to the tasks. Candidates who diverge from the task often omit at least one of the tasks, which limits the mark for communication.

Ten marks were available for communication of the required elements and five marks were available for language. Many candidates scored the maximum marks available.

The best candidates worked methodically through the four tasks in order and were able to add six extra relevant details, meaning that they could be awarded the full ten marks for communication. Some candidates did not include enough extra detail to be awarded the six marks for extra details. Most candidates organised their work clearly into four distinct paragraphs. Weaker candidates sometimes omitted to address task (b) and/or task (c).

A few candidates would have benefited from writing more and some wrote much more than necessary but, on the whole, candidates wrote succinctly and accurately and fulfilled the requirements of the tasks.

Many candidates scored the full five marks for language. Many created fluent, complex sentences by using connectives such as *porque*, *por eso* and *cuando*. There was also good use of adjectives and adverbs to enrich the language used. The best candidates were able to conjugate verbs accurately in the appropriate tense. Weaker candidates tended to write short, unconnected sentences. The inaccurate spelling of common words sometimes impeded communication, as did the use of inappropriate tenses/verb endings. Many candidates were able to include examples of past and future tenses to vary the language, even when the question prompted the present tense initially. The better candidates used conjunctions to produce fluent sentences, especially in response to task (a).

For task (a), most candidates were able to write at length about why they like or dislike Sunday, for example *me gusta el domingo porque puedo descansar y salir con amigos; lo que no me gusta es que tengo que hacer la tarea que nos dan los profesores*. Most candidates understood task (b) and wrote several sentences describing their routine on Sundays. The best candidates started the response with *por la mañana* which clearly indicated that they had finished task (a) and had moved on to task (b), for example *por*

*la mañana me despierto más tarde y después de desayunar estudio por unas horas.* The best candidates were able to add extra details for task (c) by mentioning a variety of people and the different activities that they do with them, for example *prefiero pasar las tardes con mis amigos pero también me gusta ver la televisión con mis padres o jugar con mi hermano menor.* For task (d), most realised that *fuiste* in the question required *fui* in the response, although some used *fue*. The best answers included a variety of verbs in the preterite and different ideas from those used in the other tasks, for example *el domingo pasado fui a la playa con mis amigos, nadamos en el mar, tomamos el sol y luego fuimos al centro a cenar.* They also showed that they could use the first person plural of verbs in the preterite and used adverbs and adjectives to enrich their language.

### 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 singular and plural of such verbs in the past and future tenses as well as in the present tense. Single words and short phrases will be sufficient to answer some questions but in response to some questions candidates will need to write longer sentences which require them to adapt the text by applying grammatical rules, e.g. changing the first person of object pronouns and verbs to the third person. Those who can do this are more often in a position to offer answers which are unambiguous.

### Ejercicio 1 Preguntas 27–32

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 32**, no credit was given for a justification such as *El año que viene las hijas de Miguel no lo acompañarán a un concierto en su país.* 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 fewer candidates, were able 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.

A few weaker candidates thought that **Question 27** was true but the majority realised it was false. Candidates found a variety of ways to justify it, for example (*piensa que*) *escribir la música es lo más divertido* or *prefiere escribir la música* or *escribir la música es lo que encuentra más divertido* or *le gusta menos escribir las palabras.* Some candidates, of all abilities, wrote *escribir la música es lo que encuentro más divertido*, which was refused since, at this level, candidates should be able to show an awareness of the need to change verb endings appropriately.

All but a few candidates realised that **Question 28** was a true statement.

Most candidates realised that **Question 29** was a false statement but many found it difficult to justify. The best candidates found the answer: *(a Miguel) lo tratan igual que siempre*, but some added too much information, for example *en la casa de sus padres donde todos son músicos, a Miguel lo tratan igual que siempre*. Some weaker candidates wrote *su familia está muy orgullosa de su éxito (pero lo tratan igual que siempre)*. In this situation the Examiner could not be sure that the candidate had fully understood and the mark could therefore not be awarded.

There were very few candidates who did not realise that **Question 30** was true.

Most realised that **Question 31** was false but candidates at the middle/lower end of the ability range found it difficult to justify. Some weaker candidates lifted indiscriminately from the text and wrote *(mis hijas) no quieren ni hablarme ni jugar conmigo* possibly because of the need to alter the pronouns. The best candidates wrote *no quieren ni hablar(le) ni jugar con él* or *no quieren ni hablar a Miguel ni jugar con él*.

Most realised that **Question 32** was false and candidates of all abilities found an appropriate justification. The best candidates found the most succinct answer: *en el extranjero*. The answer *el año que viene sus hijas irán a uno de sus conciertos en el extranjero* was also acceptable. Weaker candidates wrote *(a) mis conciertos en el extranjero* which was refused partly because of *mis* but also because the text indicated that his daughters would go to only one concert.

## Ejercicio 2 Preguntas 33–40

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.

While 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 33:** This question proved challenging for all but the best candidates even though it required a short answer (*en la basura* or *la tiraba a la basura*). Weaker candidates added too much information from the text, for example *luego la tiraba a la basura* which was refused since, at this level, candidates are expected to ensure that the answer follows on naturally from the question.

**Question 34:** Most candidates were able to supply at least one of the answers here. Weaker candidates and a few of the better ones were not always able to find an appropriate second answer. The easier of the two was *(porque la gente) no tiene dinero*, but *(porque) hay una falta de ropa (en las regiones) donde viven* proved more difficult. Answers such as *hay una falta de ropa en las regiones* or *sino porque hay una falta de ropa (en las regiones) donde viven* were refused as it was not clear that the candidate had fully understood the text.

**Question 35:** This caused problems for some candidates across the ability range. Some may not have understood *se sintió* in the question and wrote *¿por qué no reciclar la ropa?* or *muy triste y así le vino la idea de reciclar la ropa/de crear un proyecto*. This provided two answers and forced the Examiner to choose whether or not the candidate had understood the question and/or the text. Many candidates found the correct answer: *triste*.

**Question 36:** Most candidates were able to provide a correct answer: *(le dijo que era) una idea fenomenal* or *le gustó (mucho)*. The answer *me dijo que era una idea fenomenal* was refused as candidates had the option of omitting *me* if they could not change *me* to *le*.

**Question 37:** Most understood the question and knew where to look for the answer. Weaker candidates tended to omit one or both of the key ideas (*enviar...* and *...que la necesiten*) and wrote, for example, *a las personas que no tienen y necesitan la ropa*.



**Question 38:** This was accessible to most candidates. The best answer was *(para) poner la ropa (que ya no se quiere)*. Candidates who did not fully understand the text wrote, for example, *para poner la ropa y entonces distribuir* or *para distribuir*.

**Question 39:** Many candidates were able to find at least one of the answers and often found both, but some candidates were tempted to write too much. Many found *zapatos* but some added *recibían zapatos* or *zapatos, por motivos de salud*. Many found the second answer (*bolsos de piel*) but some lifted indiscriminately from the text and wrote (*tampoco*) *quiere son los bolsos de piel*. The additional material invalidated the correct response.

**Question 40:** The best candidates found the answer easily: *las cajas siempre están llenas (de ropa)*. An answer such as *porque cada mes cuando recibo las cajas siempre están llenas* was refused. Some candidates did not read the text carefully enough and wrote *ayudando a la gente y al planeta*.

# SPANISH (Foreign Language)

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Paper 0530/23  
Reading and Directed Writing

## 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.
- The messages in the writing task in **Sección 1** should be brief and focused precisely on the picture stimuli.
- 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.
- Marks are often lost because candidates have not read the rubric, the question or the text thoroughly.
- 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 **Sección 2** and **Sección 3** which are accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.

## **General comments**

The overall standard was high, particularly in **Sección 1** and **Sección 2**. Most candidates attempted all of the questions and adhered to the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade. A few candidates did not fill in the boxes in the multiple-choice items in **Questions 1–15** or in the *True/False* element of **Sección 3, Ejercicio 1**.

For the most part, candidates wrote legibly and presented their work neatly. Some would have benefited from planning work more carefully to avoid heavy crossing out and to ensure that what they had written could be read. This was particularly the case in **Sección 2 Ejercicio 2**, where the standard of presentation was variable; some candidates appeared not to have planned their work before starting to write. This resulted in considerable crossing out in some scripts which made it difficult to decipher what had been written.

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

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

In the writing exercises, some candidates provided information that was irrelevant to the tasks and which could not therefore be credited.

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

In their responses to both the reading and writing exercises, many candidates displayed a sound knowledge of grammar and were able to use appropriate pronouns, verb endings and tenses to good effect to write answers which were unambiguous and succinct. Weaker candidates who had difficulty with using the third person of verbs as well as possessive, reflexive and object pronouns scored less well in **Sección 3**.

Most candidates attempted all of the questions in **Sección 1** and **Sección 2**. There were some omissions in **Sección 3**.

## **Comments on specific questions**

### **Sección 1**

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

### **Ejercicio 1 Preguntas 1–5**

The majority of candidates scored well here, with most achieving at least four of the five available marks. There were no rubric infringements. The items of vocabulary which caused problems for some candidates were *estómago, Correos* and *nadar*.

**Question 1:** Almost all candidates linked *duele el estómago* to *al medico* (A).

**Question 2:** Some of the weakest candidates could not connect *Correos* to D and chose A instead.

**Question 3:** Some weaker candidates linked *nadar* to A (*dress*) instead of B (*swimming costume*).

**Question 4:** Almost all candidates connected *dormir* to A.

**Question 5:** Most understood *sopa de verduras* and connected it to C.

## Ejercicio 2 Preguntas 6–10

This exercise tested the comprehension of places in town, and was generally very well done. The items of vocabulary which caused problems for some weaker candidates were *ejercicio*, *polideportivo*, *regalo*, *platos típicos* and *comisaría*.

**Question 6:** Most understood *conocer la historia de la región* and correctly linked it to C (*museo*).

**Question 7:** A few of the weakest candidates opted for E (*centro comercial*) instead of F (*polideportivo*).

**Question 8:** Weaker candidates who did not understand *regalo* often chose F (*polideportivo*) instead of E (*centro comercial*).

**Question 9:** Most knew *animales* and connected it to *zoológico* (A).

**Question 10:** A few candidates, of all abilities, linked *platos típicos* to B (*comisaría*) instead of D (*restaurante*).

## 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 although a number of weaker candidates encountered difficulty and some strong candidates did not read the questions or text carefully enough.

The items of vocabulary which caused problems for some candidates were *comprenden*, *furiosa*, *se enfada*, *se preocupa*, *ordenar su habitación* and *vivir en otro sitio*.

**Question 11:** A number of candidates, even some of the better ones, opted for B (*sus amigos*) instead of C (*sus padres*), possibly because they had not understood *no me comprenden* in the text.

**Question 12:** Almost all opted for B (*bonita*).

**Question 13:** Most realised that the answer was *lejos de ella* (option C).

**Question 14:** Some candidates could not link *furiosa* in the text to *se enfada* in the question and a number chose C (*se preocupa*) instead of B (*se enfada*).

**Question 15:** Weaker candidates tended to choose B (*ordenar su habitación*) instead of C (*vivir en otro sitio*) which required them to understand *vivir más cerca de la ciudad* in the text.

## Ejercicio 4 Pregunta 16

For this piece of writing, there are three marks available for communication and two for accurate use of language. Candidates were asked to write a short email to a friend and provide three pieces of information, based on the pictures given:

- (a) where s/he is (playa)
- (b) what s/he is doing (*tomar el sol*)
- (c) how s/he is going to go home (*avión*)

Candidates must respond precisely to the picture stimuli: if they choose vocabulary which is not appropriate, the mark cannot be awarded. Candidates should be aware that any material they introduce into their answer which is not relevant to the task will not be awarded marks.

Most candidates managed to score the full three marks for communication. Most candidates were able to write *estoy en la playa* in response to task (a); those who used *soy* were awarded the mark for communication but not for language. In response to task (b), most candidates were able to write a suitable answer such as *tomo el sol* or *estoy tomando el sol*. The phrase (*me*) *relajo* was used by many but the best candidates used *descanso* which was more idiomatic and correct. Some candidates encountered difficulty with task (c) as they did not seem to know *avión* and/or *volver*. The best candidates wrote either *voy a volver/regresar en avión* or *vuelvo/regreso en avión*. Some lost the mark for language because they wrote *volvo* instead of *vuelvo*, but a mark was allowed for communication.

In order to score the two available marks for language, candidates had to use two correct verbs in appropriate tenses. The verbs must be spelt correctly and contain the correct accent (where required). If a candidate does not attempt one of the tasks, a maximum of one mark can be awarded for language. Many candidates scored the two available marks for language, but some weaker candidates lost one of the language marks, usually because they repeated the verb used in question, particularly *haces* in task (b).

Candidates should take note that they do not need to write at great length here – **three brief sentences can score full marks**. Most scored well for this exercise, with many achieving the maximum of five.

## Sección 2

In this section 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 grammatical errors are dealt with more leniently in this section than in **Sección 3**, they were able to use pronouns correctly and could conjugate verbs appropriately which helped them to produce more coherent responses.

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 best candidates knew that a single word or short phrase would be sufficient for **Questions 17, 18, 19 and 20**.

**Question 17:** Many found the correct answer: *(desde hace) dos años* or *lleva dos años*. Even some of the better candidates did not read the text and/or question carefully enough and wrote *en su tiempo libre* or *dos veces a la semana*.

**Question 18:** Some of the weakest candidates struggled here and wrote *dos veces a la semana*, which was factually incorrect, or included extra material which indicated that they were unable to pinpoint the answer precisely, for example *partidos los fines de semana*. The best candidates wrote either *los fines de semana* or *juega partidos los fines de semana*.

**Question 19:** Weaker candidates did not read the text carefully enough and wrote answers such as *no lo toman en serio* or *no les importa mejorar*, possibly because of *importante* in the question. The best candidates found the short response: *(juegan/jugar para) divertirse*.

**Question 20:** Almost all candidates understood the question and knew where to find the answer in the text. The best candidates wrote *su tío (que juega muy bien al baloncesto)* but some wrote answers such as *porque su tío juega muy bien al baloncesto*, suggesting that they had not fully understood *quién*, in the question.

**Question 21:** This question proved very accessible to candidates of all abilities. The best candidates wrote *entrenarse/practicar todos los días (para estar más en forma)* whereas weaker candidates, who had not fully understood the question and/or the text, opted for *el sábado* or *jugar al baloncesto todos los días*.

**Question 22:** Weaker candidates may not have understood *hicieron* in the question and did not find the appropriate part of the text. The best candidates wrote, for example, *se rieron (de Esteban/de él)*. Answers such as *se rieron de él*, *no sé qué hacer*, indicated that candidates realised where to find the answer but did not know exactly what was required. *No les gustó* was too imprecise to be awarded a mark as the Examiner could not be certain that the candidate had understood the key idea *se rieron (de Esteban)*.

**Question 23:** Many candidates knew where to find the answer but some did not ensure that their answer was unambiguous. The best answer was *el (otro/nuevo) colegio está más cerca de su casa*. This required candidates to combine elements from the question and the text to create a succinct answer. Weaker candidates wrote *que está más cerca de su casa* which did not respond clearly to the question.

**Question 24:** Most candidates understood the question and found the best answer: *(muy) antipáticos*. Weaker candidates invalidated the answer by including too much extra material from the text, for example *(se) rieron de ti son muy antipáticos*.

**Question 25:** Weaker candidates, who may not have understood *no llegarán a ser mejores jugadores* in the question, were not sure which part of the sentence in the text was required and wrote *porque nunca van a jugar muy bien*. The better candidates found *les falta ambición* in the text or wrote their own version, *no tienen ambición*.

**Question 26:** Many candidates encountered difficulty here. Weaker candidates found the question difficult to access, possibly because of *consejo*. Those who fully understood the text wrote *hacerse miembro del equipo en su nuevo instituto*. Answers such as *pronto cambiará de colegio y habrá un equipo de baloncesto* or *un equipo de baloncesto en su nuevo instituto* did not demonstrate complete understanding of the text or the question.

## Ejercicio 2 Pregunta 27

This writing task – a short essay of 80 to 100 words – was well within the experience of most candidates. Candidates were asked to mention:

- (a) the date of their cousin's birthday
- (b) something about their cousin
- (c) what they will buy their cousin as a present and why
- (d) their plans for celebrating their cousin's birthday.

Most candidates adhered to the limit of 80–100 words. Three or four well-written sentences relating to each task should be sufficient to fulfil the criteria, provided that candidates provide appropriate verbs in each one and supply enough additional details relating to the tasks. Candidates who diverge from the task often omit at least one of the tasks, which limits the mark for communication.

Ten marks were available for communication of the required elements and five marks were available for language. Many candidates scored the maximum marks available.

The best candidates worked methodically through the four tasks in order and were able to add six extra relevant details, meaning that they could be awarded the full ten marks for communication. Some candidates did not include enough extra detail to be awarded the six marks for extra details. Most candidates organised their work clearly into four distinct paragraphs.

A few candidates would have benefited from writing more and some wrote much more than necessary but, on the whole, candidates wrote succinctly and accurately and fulfilled the requirements of the tasks.

Many candidates scored the full five marks for language. Many created fluent, complex sentences by using connectives such as *porque*, *por eso* and *cuando*. There was also good use of adjectives and adverbs to enrich the language used. The best candidates were able to conjugate verbs accurately in the appropriate tense. Weaker candidates tended to write short, unconnected sentences. The inaccurate spelling of common words sometimes impeded communication, as did the use of inappropriate tenses/verb endings. Many candidates were able to include examples of past and future tenses to vary the language, even when the question prompted the present tense initially. The better candidates used conjunctions to produce fluent sentences.

For task (a), most candidates were able to write clearly about the date of their cousin's birthday, although some indicated the day rather than the date. The best candidates were able to use the more complex, idiomatic construction, *mi primo cumple el 6 de enero*, rather than *el cumpleaños de mi primo es el 6 de enero*. A few weaker candidates had problems with expressing the possessive form and wrote *mi primo's cumpleaños*, even though they had *cumpleaños de tu primo* in the rubric and in the question to guide them. In task (b), most understood the rubric and were able to write several sentences about their cousin, for example, *mi primo es alto y delgado y tiene los ojos azules, además es muy simpático*. A few candidates omitted this task, possibly because they had not understood *algo sobre* in the question. For task (c), many candidates understood that the answer required the future tense and were able to write, for example, *le compraré libros porque le gusta leer*. Others used the simple future, *(le) voy a comprar libros...*, which worked well. A number of candidates referred to *un fútbol* instead of *un balón* in this context. As the tasks are open ended, it is in the interest of all candidates to choose vocabulary which is familiar to them. For task (d), most candidates understood the instruction and were able to provide several details regarding how they would celebrate the birthday. The best candidates took the opportunity to use the first person plural, rather than the singular form of verbs, and used conjunctions to produce a fluent piece of writing. They wrote, for example, *para celebrar vamos a ir or iremos a la playa para nadar y después cenaremos en un restaurante italiano porque a mi primo le gustan mucho las pizzas*.

### 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 singular and plural of such verbs in the past and future tenses as well as in the present tense. Single words and short phrases will be sufficient to answer some questions but in response to some questions candidates will need to write longer sentences which require them to adapt the text by applying grammatical rules, e.g. changing the first person of object pronouns and verbs to the third person. Those who can do this are more often in a position to offer answers which are unambiguous.

#### Ejercicio 1 Preguntas 28–33

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 31**, no credit was given for a justification such as *Los granjeros no pierden sus cultivos por culpa de los elefantes*. 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 realised that **Question 28** was false but weaker candidates found it difficult to provide an acceptable justification. Answers such as *el calentamiento global*, *el clima* or *cuando hace demasiado calor* were not enough to answer the question unequivocally. The best candidates wrote answers such as *a causa del calor*, *a causa de las temperaturas muy altas* or *hace demasiado calor (y por eso las temperaturas las plantas y los árboles no crecen como deberían)*.

Good candidates realised that **Question 29** was false. Some weaker candidates thought it was true. Only a few weaker candidates found a satisfactory justification; the better candidates performed well and wrote, for example, *(cada año) el número de elefantes es menor* or *(cada año) el número de elefantes disminuye*. Those who knew where to find the answer but had not fully understood lifted indiscriminately and wrote *(cada año) el número de elefantes es menor por muchos motivos*.

Most candidates recognised that **Question 30** was true.

Most of the better candidates recognised that **Question 31** was true. Weaker candidates tended to opt for false.

Most candidates were able to access **Question 32** although some of the better candidates opted for true instead of false. The best candidates readily found the justification: *en una zona natural (y segura)* or *esperan/quieren crear una zona natural (y segura para los elefantes)*. An answer such as *queremos crear una zona natural (y segura) para los elefantes, pero para esto necesitamos mucho apoyo* was refused for two reasons, firstly because, at this level, candidates are expected to indicate that they know when a verb needs to be changed from the first to the third person, and secondly because extra material had been included which made it difficult for the Examiner to decide whether or not the candidate knew which answer was required.

A number of candidates struggled with **Question 33**. Those who had read the question and the text carefully wrote *para que la gente ayude (o con dinero o con trabajo)*. A more superficial approach led to an answer such as *para esto necesitamos mucho apoyo*, suggesting that the candidate had not read to the end of the text. Those who wrote *un efecto en el público para que ayude o con dinero o con trabajo* were not awarded the mark as they clearly did not understand the question or the text fully or had not checked that the answer followed on logically from the question.

## Ejercicio 2 Preguntas 33–42

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.

While 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 34:** Candidates of all abilities were able to access this question. The best candidates found the correct answer: *para aprender más sobre el/un nuevo planeta*. An answer such as *un proyecto para explorar un nuevo planeta* constituted indiscriminate lifting and *explorar el (nuevo) planeta* was factually incorrect.

**Question 35:** Many candidates understood the question and knew where to look for the answer in the text but there was some confusion. It was not enough to write *un vehículo* as this was too vague. The best candidates recognised that there were other key ideas which need to be included and wrote *un vehículo capaz de explorar el planeta (y de mandar información hasta la Tierra)*. Some of the weakest candidates wrote only *un planeta*.

**Question 36:** Most candidates understood the question and knew where to look for the answer in the text. All but the weakest candidates realised that *(se sintieron/estaban) nerviosos (al enviar/mandar el vehículo al espacio)* was an adequate answer. Answers which included *nos sentimos* were refused. *Se sintieron* was provided in the question and candidates had the option of finding it there or omitting *nos sentimos*.

**Question 37:** This caused problems for all but the best candidates. It required very careful reading of the question and the text. The best candidates, who were able to change pronouns appropriately, wrote *cada mañana les manda una señal (a los científicos)* but *cada mañana manda una señal a los científicos/a la Tierra* was also acceptable. Answers such as *cada mañana nos manda una señal* or *lleva tres semanas en el planeta sin problemas* or *cada mañana los científicos se mandan una señal* were refused.

**Question 38:** This proved more challenging for candidates at the middle to lower end of the ability range as they seemed to think that *hacen falta más científicos* in the question led to *necesitan más científicos* in the text and used this as the answer. The best candidates included all relevant ideas and wrote *para asegurar el progreso de la tecnología (en el mundo moderno)*. Some candidates wrote *para asegurar el progreso* which was refused as the key detail (*de la tecnología*) was missing.



**Question 39:** Many candidates were able to find at least one of the answers and often found both. This question received a mixed response because candidates had to eliminate a number of answers which at first glance seemed feasible. The best candidates paid careful attention to the wording of the question and the sequencing of the text. The answers *es cantante* and *quieren ser originales* were refused. The best candidates found answers such as *es (un cantante) famoso* or *es (un cantante) muy conocido/reconocido por todos* for (i) and *se interesa por el espacio (además de cantar)* for (ii).

**Question 40:** All but the best candidates encountered difficulty here. Some found answers which belonged in **Question 39** and others added on *que enviamos a 'Explorador'*, which was unnecessary and invalidated the answer. Careful reading of the whole text led candidates to the correct answer: *(Antonio) produjo/escribió una canción (especial que enviaron a 'Explorador')*.

**Question 41:** Most candidates understood the question and knew where to look for the answer but only the best candidates were able to convey the correct answer succinctly, for example, *(lo que más les fascinó fue escuchar) la canción transmitida desde otro planeta*. Those who did not understand the meaning of *lo que* omitted it and invalidated the answer, since *más les fascinó fue escuchar la canción transmitida desde otro planeta* did not fit in grammatically with the format of the question.

**Question 42:** This question required a short answer (*un blog*) but some candidates did not sift through the question and the text thoroughly enough and were tempted to lift indiscriminately from the text. Some wrote, for example, *(van a) crear un blog* or *en un blog que van a crear* or *quieren crear un blog*. For these to work, candidates needed to add information mentioning *los científicos*, for example, *en un blog que los científicos van a crear*.

# 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 1–2 minutes uninterrupted. Where role plays take less than 5 minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted 5 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 comprehension/responsiveness (scale (a)).
- 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 linguistic content (scale (b)).
- 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.
- All additions should be checked carefully in order to avoid arithmetical errors.

### **General comments**

To be read in conjunction with the Teachers' Notes booklet (15 September – 31 October 2014).

The majority of Centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, very good. Centres are responsible for ensuring the good quality of recordings and it is advisable to check the quality of the recording prior to despatch to Cambridge, especially when the samples are re-recorded.

The CDs should be clearly labelled with the Centre name and number and the candidate names and numbers in the order in which they appear on the CD. 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 teacher/Examiner should indicate the end of recording by stating "End of sample."

Candidates should not identify themselves on the CD; rather, the teacher/Examiner should introduce the candidates as states in the Teachers' Notes.

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

Generally, the working mark sheets were completed correctly.

Many arithmetical errors were found. Centres are reminded of their responsibility for checking the accurate addition and transfer of marks for all candidates. Centres are also reminded that the marks on the *MS1* should 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 must not create additional tasks nor change the order of tasks. If the teacher/Examiner is aware that a candidate has omitted an element of a task has been omitted, then he/she may give an appropriate prompt to the candidate to allow him/her to work for marks. 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 this role play.

Task 3 and 4: A short response to complete each of these tasks was perfectly acceptable. Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain the full 3 marks available for each of these tasks.

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

This role play was generally completed well.

Task 5: In order to be awarded 3 marks for this task, the verb used by the candidate needed to be correct.

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

On the whole, this role play was 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 5: A short response to complete this task was perfectly acceptable.

### **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)

Most candidates carried out the specific tasks well.

If a task comprises two or more elements, the teacher/Examiner can break up the task if this helps the candidate to complete it.

If candidates combine tasks, the teacher/Examiner must ensure that all of the elements are completed. If not, he/she should ask further questions as necessary.

Task 3: *Discúlpate* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. In cases such as these where there is partial completion of a task, the maximum mark available is 1.

Task 5: Some candidates struggled to ask an appropriate question about the flight.

Role Play B (2, 5, 8)

Candidates generally communicated the required information.

Task 4: *No 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. In cases such as these where there is partial completion of a task, the maximum mark available is 1.

Task 5: Some candidates struggled to ask an appropriate question.

Role Play B (3, 6, 9)

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

Task 3: *Discúlpate* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. In cases such as these where there is partial completion of a task, the maximum mark available is 1.

Task 5: Some candidates struggled to ask an appropriate question.

**Topic presentation/conversation**

A variety of interesting topics was presented. Candidates perform best where they have a real interest in their chosen topic. The topic presented by candidates should be of their own choice but the teacher/Examiner should assist candidates in choosing their topic prior to the examination. The topic chosen should not be limiting in terms of scope for discussion, nor too challenging in terms of structures, vocabulary, idiom or concept for the candidate in question. The topic chosen should also be one which allows the candidate to demonstrate his/her linguistic ability fully.

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. Too many closed questions which only require a yes/no answer should be avoided as this prevents candidates from developing their responses and causes the conversation to stall.

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, he/she cannot be awarded a mark of above 6 for linguistic content (scale (b)).

The topic presentation/conversation should last approximately 5 minutes. A small number of teacher/Examiners did not adhere to the stipulated timing and consequently disadvantaged their candidates. Extending the topic presentation/conversation beyond the allotted 5 minutes increases the risk of mistakes occurring because candidates become tired.

**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.*"

There was a wide range of performance in this part of the test. 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. For each topic, the teacher/Examiner should ask several questions, not forgetting to extend candidates in order that they can show their ability to justify their opinions and to display a wider range of structures, including the ability to use past and future tenses. The onus is on the candidate to engage in conversation, encouraged by the teacher/Examiner to perform to the best of his/her ability.

## Assessment

All assessment should follow the marking criteria as explained 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, teacher/Examiners may only award marks for tasks 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 both comprehension/responsiveness (scale (a)) and linguistic content (scale (b)) but too harsh when awarding the mark for impression. 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. To achieve the highest possible mark, candidates do not have to be of native speaker standard.

# SPANISH (Foreign Language)

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Paper 0530/41  
Continuous Writing

## Key messages

- Candidates need to address all of the bullet points in the questions. They should aim to respond to the communication tasks in the order in which they appear in the question paper as this will help them to ensure that they cover all of the required tasks.
- Candidates need to recognise the need to use different tenses, with accurate formation of verbs, in order to accomplish the communication tasks successfully.
- Candidates need to ensure that they demonstrate an appropriate range of structures, vocabulary and idiom in each response.
- Candidates need to ensure that they present their work clearly and legibly. If an Examiner cannot read what is written, no marks can be awarded. Candidates need to pay particular attention to the formation of vowels and the placement of accents as these can affect the mark for language.
- Candidates need to avoid the inclusion of inappropriate phrases or adjectives and to avoid repetition of verbs or phrases as they may not earn credit.

## General comments

As many of those reading this report will know, this writing paper will have a new format in 2015. Although the shape of the papers will change, the underlying principles of the writing examination will remain the same. Much of the advice given below, although based on observations of candidates' performance on the November 2014 paper, remains valid for future examinations.

Most candidates understood what each question required and generally scored well on relevant communication. There were, however, candidates who scored few, if any, communication marks in **Question 2**, a result of not reading the rubric carefully enough, and very occasionally this observation applied to responses in both of the options in **Question 1** too. The communication tasks provided are compulsory and marks are awarded for their successful completion. Candidates should be advised that additional content within the word count is acceptable, provided that it is relevant to the general theme of the question.

The standard attained by the majority of candidates was as high as in previous years. Most candidates understood the requirements of each question required and scored well on relevant communication. The total marks (out of a maximum of 50) covered the full mark range.

Candidates were expected to produce two pieces of extended writing in which they had the opportunity to demonstrate their linguistic competence across a range of time frames in terms of complexity, accuracy, range of structures, range of vocabulary and idiom. The tasks within each question are structured to this end.

A system of positive marking is used, rewarding both accuracy and ambition. Each question is marked out of 25 of which five marks are awarded for relevant communication, 15 for accuracy of language and five for general impression. No credit is given for anything beyond the 140<sup>th</sup> word since the rubric stipulates 130–140 words.

Candidates generally adhered to the word limit, although some candidates exceeded the word limit for one or both pieces of writing. Candidates need to be reminded that Examiners count up to 140<sup>th</sup> word and ignore any subsequent contributions. Any of the communication tasks carried out after the 140<sup>th</sup> word do not score marks for relevant communication and nor do they contribute to the mark awarded for language.

Candidates should be advised to write 140 words or just under in response to each of the two questions. Where candidates keep a running total of their word count, they tend to succeed in completing all communication tasks with the word limit. Candidates should also check that they have responded adequately to each communication task, particularly with reference to the required time frame.

### Marking for communication

#### **Question 1**

**Question 1(a)** and **Question 1(b)** were chosen in similar numbers by candidates.

In **Question 1(a)**, candidates were clearly familiar with vocabulary appropriate to the topic of shopping; they were able to offer responses based on personal experience for each of the communication tasks. In the first task, there were some lengthy descriptions of a shopping centre but not all candidates succeeded in gaining a mark for the second task, either because they used a time frame other than the required past tense, or because there was no mention of anything that was bought. Most candidates were successful with the third and fourth communication tasks for which some interesting and well-presented explanations were produced. The final communication task was the least successful as candidates often referred to personal benefits of a new shopping centre rather than advantages for the region; in addition, an appropriate future time reference was often omitted. In general, candidates dedicated an appropriate proportion of the word limit to each of the five communication tasks.

In **Question 1(b)**, there was a significant number of extended responses to the first communication task, including lengthy but relevant details; on occasions this meant that candidates did not allow themselves enough words to address all of the remaining bullet points sufficiently. The second communication task was usually answered well, with occasional confusion caused by the candidates' choice of tenses. With reference to the third task, the award of a communication mark was not always appropriate as many candidates mentioned personal purchases, with no indication that the item or items were intended as a present. Most candidates mentioned either winning or earning a lot of money in response to the fourth task, but a proportion of candidates phrased their response in time frames other than the future. Most candidates provided an adequate explanation in the final task. Some responses to the fourth and fifth tasks were produced outside the 140 word limit. Some responses highlighted the need for careful reading of the rubric.

For both **Questions 1(a)** and **1(b)**, candidates were able to relate to the tasks set and produced some interesting and varied pieces of writing, particularly where a similar proportion of the word count was dedicated to each task.

In **Question 1(a)**, there were five communication marks available as follows:

- |  |   |
|--|---|
| (a) Describe el nuevo centro comercial.                                | 1 |
| (b) ¿Qué compraste la última vez que fuiste de compras con tus amigos? | 1 |
| (c) ¿Con quién prefieres ir de compras?                                | 1 |
| (d) Explica por qué.   | 1 |
| (e) ¿Qué ventajas tendrá el nuevo centro comercial para tu región?     | 1 |

In **Question 1(b)**, there were five communication marks available as follows:

- |  |   |
|--|---|
| (a) ¿Cuánto dinero recibes al mes?   | 1 |
| (b) ¿Qué haces con tu dinero?  | 1 |
| (c) Este año ¿qué compraste de regalo con tu dinero?                       | 1 |
| (d) Imagínate que has ganado muchísimo dinero: ¿qué harás con este dinero? | 1 |
| (e) Explica por qué.   | 1 |



## Question 2

Candidates were required to produce a narrative using past tenses and reported speech and to express opinions. The more open-ended nature of the question proved challenging to some candidates but, overall, competent use of language with accurate tenses and a wide range of vocabulary was regularly in evidence. In general, a coherent, plausible narrative was produced.

Candidates produced a variety of scenarios to describe what happened after the disappearance of the brother and a range of accounts of efforts to find him. Similar outcomes were found in many accounts, for example, the discovery of the brother buying an ice-cream, playing with an animal or friend, and having gone home alone. Some candidates used a large proportion of the word count describing the events before the brother's disappearance. Reactions to the experience tended to be given in the past although other time frames were used appropriately depending on the context chosen by the candidate. However, inappropriate time frames or inaccuracy with verb formation sometimes prevented the award of a communication mark.

Amongst the many good responses, a very small number of candidates misunderstood individual vocabulary items in the rubric. Candidates need to read the rubric very carefully in order to ensure that they write a relevant response and therefore have access to all of the marks available for communication.

In **Question 2**, there were five communication marks available as follows:

- |   |       |
|---|-------|
| (a) Cuenta lo que ocurrió después y lo que hiciste para encontrar a tu hermano. | 1+1+1 |
| (b) Da tus reacciones a la experiencia.   | 1+1   |

### Repetition of material printed in the rubric

The following sections of the rubric which scored **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

**Question 1(a)** *la semana pasada; a un nuevo centro comercial; la última vez que*

**Question 1(b)** *sobre el dinero que; de regalo; con este dinero*

**Question 2** *tu hermano se fue; reacciones a la experiencia*

### Marking for language

Candidates made errors in several aspects of the language. Of those appearing in each of the three questions, the most common of these were:

- incorrect use of prepositions in time markers (i.e. *en/por/para/durante*)
- confusion between *ser* and *estar*
- confusion between *bien/mal* and *bueno/malo* (especially with *estar bien/mal* and *ser bueno/malo*)
- omission of accents on verbs in preterite, imperfect and conditional tenses
- confusion between *porque* and *por qué*
- faulty and inconsistent adjectival agreements
- errors of number agreement between the subject and verb (e.g. plural subject with a singular verb formation and vice versa)
- incorrect use of impersonal verbs such as *gustar* and *encantar*
- use of *lo/la/los/las* where *le/les* was required.

In **Question 1(a)**:

- errors in the use and/or spelling of *comprar*, *ir*, *preferir* and *tener*
- errors of number agreement between the subject and verb (e.g. *la gente* with a plural verb formation)
- use of the present tense where a future time frame was required.

**In Question 1(b):**

- use of *tener* instead of *haber* in compound tenses
- errors in the use of past tenses (i.e. imperfect when preterite was appropriate)
- incorrect spelling of common adjectives (e.g. *comercial and aburrido*)
- use of the indicative where the subjunctive was required
- inappropriate time references (e.g. *la semana próxima* for *la semana que viene*)

**In Question 2:**

- use of the present tense where the preterite was required
- use of preterite or imperfect where the pluperfect was required
- omission or incorrect use of prepositions in infinitive constructions
- inconsistent use of tenses in past time frames
- errors in the choice of *preguntar* for *pedir* (and vice versa)
- errors in the use of preterite of verbs such as *empezar, llegar, jugar, decir, dar, darse cuenta* and *sentirse*.

As in the past, special attention was paid to verbs. Strong candidates used a variety of tenses appropriately, with correct verb formation in the majority, if not all, of the verbs produced, whilst weaker candidates resorted to the present or had limited success with verb formations in past time frames. With those of moderate ability, a common defect was the incorrect use of the perfect or imperfect when only the preterite was appropriate. In the formation of the preterite, there was frequent confusion between 1<sup>st</sup> and 3<sup>rd</sup> person spellings in the singular, particularly with irregular verbs such as *dar, decir* and *tener*. Few candidates seemed able to recognise the need for the pluperfect tense in reported speech. It was common for candidates to omit vital accents in verb endings. Only verbs used correctly, and accented if appropriate, scored for language. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for *muuy*, to conjunctions except for *y* and *pero*, to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb/infinitive e.g. *explicármelo*; in all of these cases a tick was awarded when a unit was correct. The number of ticks was converted to a mark out of 15 for language, according to the conversion table shown in the mark scheme.

Marking for general impression

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks for impression, the writing had to read fluently, bearing a resemblance to good Spanish.

# SPANISH (Foreign Language)

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Paper 0530/42  
Continuous Writing

## Key messages

- Candidates need to address all of the bullet points in the questions. They should aim to respond to the communication tasks in the order in which they appear in the question paper as this will help them to ensure that they cover all of the required tasks.
- Candidates need to recognise the need to use different tenses, with accurate formation of verbs, in order to accomplish the communication tasks successfully.
- Candidates need to ensure that they demonstrate an appropriate range of structures, vocabulary and idiom in each response.
- Candidates need to ensure that they present their work clearly and legibly. If an Examiner cannot read what is written, no marks can be awarded. Candidates need to pay particular attention to the formation of vowels and the placement of accents as these can affect the mark for language.
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Candidates generally adhered to the word limit, although some candidates exceeded the word limit for one or both pieces of writing. Candidates need to be reminded that Examiners count up to 140<sup>th</sup> word and ignore any subsequent contributions. Any of the communication tasks carried out after the 140<sup>th</sup> word do not score marks for relevant communication and nor do they contribute to the mark awarded for language.

Candidates should be advised to write 140 words or just under in response to each of the two questions. Where candidates keep a running total of their word count, they tend to succeed in completing all communication tasks with the word limit. Candidates should also check that they have responded adequately to each communication task, particularly with reference to the required time frame.

### Marking for communication

#### **Question 1**

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In **Question 1(b)**, there was a significant number of extended responses to the first communication task, including lengthy but relevant details; on occasions this meant that candidates did not allow themselves enough words to address all of the remaining bullet points sufficiently. The second communication task was usually answered well, with occasional confusion caused by the candidates' choice of tenses. With reference to the third task, the award of a communication mark was not always appropriate as many candidates mentioned personal purchases, with no indication that the item or items were intended as a present. Most candidates mentioned either winning or earning a lot of money in response to the fourth task, but a proportion of candidates phrased their response in time frames other than the future. Most candidates provided an adequate explanation in the final task. Some responses to the fourth and fifth tasks were produced outside the 140 word limit. Some responses highlighted the need for careful reading of the rubric.

For both **Questions 1(a)** and **1(b)**, candidates were able to relate to the tasks set and produced some interesting and varied pieces of writing, particularly where a similar proportion of the word count was dedicated to each task.

In **Question 1(a)**, there were five communication marks available as follows:

- |     |  |   |
|-----|--|---|
| (a) | Describe el nuevo centro comercial.                                | 1 |
| (b) | ¿Qué compraste la última vez que fuiste de compras con tus amigos? | 1 |
| (c) | ¿Con quién prefieres ir de compras?                                | 1 |
| (d) | Explica por qué.   | 1 |
| (e) | ¿Qué ventajas tendrá el nuevo centro comercial para tu región?     | 1 |

In **Question 1(b)**, there were five communication marks available as follows:

- |     |  |   |
|-----|--|---|
| (a) | ¿Cuánto dinero recibes al mes?   | 1 |
| (b) | ¿Qué haces con tu dinero?  | 1 |
| (c) | Este año ¿qué compraste de regalo con tu dinero?                       | 1 |
| (d) | Imagínate que has ganado muchísimo dinero: ¿qué harás con este dinero? | 1 |
| (e) | Explica por qué.   | 1 |

## Question 2

Candidates were required to produce a narrative using past tenses and reported speech and to express opinions. The more open-ended nature of the question proved challenging to some candidates but, overall, competent use of language with accurate tenses and a wide range of vocabulary was regularly in evidence. In general, a coherent, plausible narrative was produced.

Candidates produced a variety of scenarios to describe what happened after the disappearance of the brother and a range of accounts of efforts to find him. Similar outcomes were found in many accounts, for example, the discovery of the brother buying an ice-cream, playing with an animal or friend, and having gone home alone. Some candidates used a large proportion of the word count describing the events before the brother's disappearance. Reactions to the experience tended to be given in the past although other time frames were used appropriately depending on the context chosen by the candidate. However, inappropriate time frames or inaccuracy with verb formation sometimes prevented the award of a communication mark.

Amongst the many good responses, a very small number of candidates misunderstood individual vocabulary items in the rubric. Candidates need to read the rubric very carefully in order to ensure that they write a relevant response and therefore have access to all of the marks available for communication.

In **Question 2**, there were five communication marks available as follows:

- |   |       |
|---|-------|
| (a) Cuenta lo que ocurrió después y lo que hiciste para encontrar a tu hermano. | 1+1+1 |
| (b) Da tus reacciones a la experiencia.   | 1+1   |

### Repetition of material printed in the rubric

The following sections of the rubric which scored **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

**Question 1(a)** *la semana pasada; a un nuevo centro comercial; la última vez que*

**Question 1(b)** *sobre el dinero que; de regalo; con este dinero*

**Question 2** *tu hermano se fue; reacciones a la experiencia*

### Marking for language

Candidates made errors in several aspects of the language. Of those appearing in each of the three questions, the most common of these were:

- incorrect use of prepositions in time markers (i.e. *en/por/para/durante*)
- confusion between *ser* and *estar*
- confusion between *bien/mal* and *bueno/malo* (especially with *estar bien/mal* and *ser bueno/malo*)
- omission of accents on verbs in preterite, imperfect and conditional tenses
- confusion between *porque* and *por qué*
- faulty and inconsistent adjectival agreements
- errors of number agreement between the subject and verb (e.g. plural subject with a singular verb formation and vice versa)
- incorrect use of impersonal verbs such as *gustar* and *encantar*
- use of *lo/la/los/las* where *le/les* was required.

In **Question 1(a)**:

- errors in the use and/or spelling of *comprar*, *ir*, *preferir* and *tener*
- errors of number agreement between the subject and verb (e.g. *la gente* with a plural verb formation)
- use of the present tense where a future time frame was required.

**In Question 1(b):**

- use of *tener* instead of *haber* in compound tenses
- errors in the use of past tenses (i.e. imperfect when preterite was appropriate)
- incorrect spelling of common adjectives (e.g. *comercial* and *aburrido*)
- use of the indicative where the subjunctive was required
- inappropriate time references (e.g. *la semana próxima* for *la semana que viene*)

**In Question 2:**

- use of the present tense where the preterite was required
- use of preterite or imperfect where the pluperfect was required
- omission or incorrect use of prepositions in infinitive constructions
- inconsistent use of tenses in past time frames
- errors in the choice of *preguntar* for *pedir* (and vice versa)
- errors in the use of preterite of verbs such as *empezar*, *llegar*, *jugar*, *decir*, *dar*, *darse cuenta* and *sentirse*.

As in the past, special attention was paid to verbs. Strong candidates used a variety of tenses appropriately, with correct verb formation in the majority, if not all, of the verbs produced, whilst weaker candidates resorted to the present or had limited success with verb formations in past time frames. With those of moderate ability, a common defect was the incorrect use of the perfect or imperfect when only the preterite was appropriate. In the formation of the preterite, there was frequent confusion between 1<sup>st</sup> and 3<sup>rd</sup> person spellings in the singular, particularly with irregular verbs such as *dar*, *decir* and *tener*. Few candidates seemed able to recognise the need for the pluperfect tense in reported speech. It was common for candidates to omit vital accents in verb endings. Only verbs used correctly, and accented if appropriate, score for language. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for *mu*y, to conjunctions except for *y* and *pero*, to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb/infinitive e.g. *explicármelo*; in all of these cases a tick was awarded when a unit was correct. The number of ticks was converted to a mark out of 15 for language, according to the conversion table shown in the mark scheme.

Marking for general impression

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks for impression, the writing had to read fluently, bearing a resemblance to good Spanish.

# SPANISH (Foreign Language)

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**Paper 0530/43**  
**Continuous Writing**

## Key messages

- Candidates need to address all of the bullet points in the questions. They should aim to respond to the communication tasks in the order in which they appear in the question paper as this will help them to ensure that they cover all of the required tasks.
- Candidates need to recognise the need to use different tenses, with accurate formation of verbs, in order to accomplish the communication tasks successfully.
- Candidates need to ensure that they demonstrate an appropriate range of structures, vocabulary and idiom in each response.
- Candidates need to ensure that they present their work clearly and legibly. If an Examiner cannot read what is written, no marks can be awarded. Candidates need to pay particular attention to the formation of vowels and the placement of accents as these can affect the mark for language.
- Candidates need to avoid the inclusion of inappropriate phrases or adjectives and to avoid repetition of verbs or phrases as they may not earn credit.

## General comments

As many of those reading this report will know, this writing paper will have a new format in 2015. Although the shape of the papers will change, the underlying principles of the writing examination will remain the same. Much of the advice given below, although based on observations of candidates' performance on the November 2014 paper, remains valid for future examinations.

Most candidates understood what each question required and generally scored well on relevant communication. There were, however, a few candidates who scored few, if any, communication marks in **Question 2**, a result of not reading the rubric carefully enough. The communication tasks provided are compulsory and marks are awarded for their successful completion. Candidates should be advised that additional content within the word count is acceptable, provided that it is relevant to the general theme of the question.

The standard attained by the majority of candidates was as high as in previous years. Most candidates understood the requirements of each question required and scored well on relevant communication. The total marks (out of a maximum of 50) covered the full mark range.

Candidates were expected to produce two pieces of extended writing in which they had the opportunity to demonstrate their linguistic competence across a range of time frames in terms of complexity, accuracy, range of structures, range of vocabulary and idiom. The tasks within each question are structured to this end.

A system of positive marking is used, rewarding both accuracy and ambition. Each question is marked out of 25 of which five marks are awarded for relevant communication, 15 for accuracy of language and five for general impression. No credit is given for anything beyond the 140<sup>th</sup> word since the rubric stipulates 130–140 words.

Candidates generally adhered to the word limit, although some candidates exceeded the word limit for one or both pieces of writing. Candidates need to be reminded that Examiners count up to 140<sup>th</sup> word and ignore any subsequent contributions. Any of the communication tasks carried out after the 140<sup>th</sup> word do not score marks for relevant communication and nor do they contribute to the mark awarded for language.

Candidates should be advised to write 140 words or just under in response to each of the two questions. Where candidates keep a running total of their word count, they tend to succeed in completing all communication tasks with the word limit. Candidates should also check that they have responded adequately to each communication task, particularly with reference to the required time frame.

### Marking for communication

#### **Question 1**

**Question 1(b)** was more popular than **Question 1(a)**.

In **Question 1(a)**, almost all candidates appeared familiar with vocabulary specific to the context of the question and a broad range of weather conditions was included in four of the five communication tasks. Candidates were able to offer responses based on personal experience for each of the communication marks, although the final communication task was not always addressed adequately. Use of the present tense was not appropriate in two of the required points of communication, preventing the award of full marks for communication in some cases. There were examples of lengthy responses in each of the required communication tasks with the exception, quite understandably, of the third point. Responses to the fourth and fifth communication tasks were sometimes quite detailed. In general, candidates dedicated an appropriate proportion of the word limit to each of the five communication tasks.

In **Question 1(b)**, there was a significant number of extended responses to the first communication task; this meant that candidates did not allow themselves enough words to address all of the remaining bullet points sufficiently. Some candidates omitted to mention either the time that they leave for school or their means of transport. Some candidates also produced lengthy opinions on their teachers. In response to the fourth communication task, some candidates referred to work completed at school rather than at home, and a proportion of responses were given in the present tense; these features prevented the award of a communication mark. For the final task, some candidates expressed their response in time frames other than the future, and some responses were produced outside the 140 word limit. Some responses to the second and fifth communication tasks highlighted the need for careful reading of the rubric.

For both **Questions 1(a)** and **1(b)**, candidates were able to relate to the tasks set and produced some interesting and varied pieces of writing.

In **Question 1(a)**, there were five communication marks available as follows:

- |  |   |
|--|---|
| (a) ¿Qué tiempo hace hoy?  | 1 |
| (b) Describe el tiempo que hacía la semana pasada.                 | 1 |
| (c) ¿Cuál es tu estación del año preferido?                        | 1 |
| (d) Explica por qué.   | 1 |
| (e) ¿Qué harás para divertirte la próxima vez que haga mal tiempo? | 1 |

In **Question 1(b)**, there were five communication marks available as follows:

- |  |   |
|--|---|
| (a) Describe tu nuevo colegio.   | 1 |
| (b) ¿Cómo y a qué hora vas al nuevo colegio?                                   | 1 |
| (c) Da tu opinión sobre tus nuevos profesores.                                 | 1 |
| (d) ¿Qué deberes tuviste que hacer ayer?                                       | 1 |
| (e) ¿Qué planes tienes para conocer mejor a tus nuevos compañeros/as de clase? | 1 |



## Question 2

Candidates were required to produce a narrative using past tenses and reported speech and to express opinions. The more open-ended nature of the question proved challenging to some candidates but, overall, competent use of language with accurate tenses and a wide range of vocabulary was regularly in evidence.

Candidates produced a limited variety of motives for the dinner, most often referring to a birthday of a member of staff, a school anniversary, or academic/sporting success of candidates. The description of the dinner produced some imaginative responses to this task, but many referred to events before and after the event, rather than mentioning what happened during the dinner; as a result, the opportunity to earn communication marks was missed. Reactions to the experience were given in all three time frames and, depending on the context chosen by the candidate, this range of tenses could be wholly appropriate. However, inappropriate time frames or inaccuracy with verb formation prevented the award of a communication mark in some cases.

Amongst the many good responses, a very small number of candidates misunderstood individual vocabulary items in the rubric. Candidates need to read the rubric very carefully in order to ensure that they write a relevant response and therefore have access to all of the marks available for communication.

In **Question 2**, there were five communication marks available as follows:

- |  |       |
|--|-------|
| (a) Menciona cuál fue el motivo de la cena.  | 1(+1) |
| (b) Menciona lo que ocurrió durante la cena. | 1(+1) |
| (c) Da tus reacciones a la experiencia.      | 1+1   |

### Repetition of material printed in the rubric

The following sections of the rubric which scored **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

**Question 1(a)** *el tiempo que hacía la semana; la próxima vez que haga*

**Question 1(b)** *sobre...nuevos profesores; para conocer mejor*

**Question 2** *se organizó una cena especial; reacciones a la experiencia*

### Marking for language

Candidates made errors in several aspects of the language. Of those appearing in each of the three questions, the most common of these were:

- incorrect use of prepositions in time markers (i.e. *en/por/para/durante*)
- confusion between *ser* and *estar*
- confusion between *bien/mal* and *bueno/malo* (especially with *estar bien/mal* and *ser bueno/malo*)
- omission of accents on verbs in preterite, imperfect and conditional tenses
- confusion between *porque* and *por qué*
- errors of number agreement between the subject and verb (e.g. plural subject with a singular verb formation and vice versa)
- incorrect use of impersonal verbs such as *gustar* and *encantar*.

In **Question 1(a)**:

- errors in the use and/or spelling of *hacer*, *llover*, *preferir*, *divertirse* and *tener*
- confusion between *porque* and *por qué*

**In Question 1(b):**

- faulty and inconsistent adjectival agreements
- errors in the use of past tenses (i.e. imperfect when preterite was appropriate)
- incorrect spelling of common adjectives (e.g. *interesante* and *aburrido*)
- inappropriate time references (e.g. *la semana próxima* for *la semana que viene*).

**In Question 2:**

- use of the present tense where the preterite was required
- use of preterite or imperfect where the pluperfect was required
- omission or incorrect use of prepositions in infinitive constructions
- use of *lo/la/los/las* where *le/les* was required
- inconsistent use of tenses in past time frames
- errors in the use of preterite of verbs such as *organizar*, *empezar*, *llegar*, *decir*, *dar* and *sentirse*.

As in the past, special attention was paid to verbs. Strong candidates used a variety of tenses appropriately, with correct verb formation in the majority, if not all, of the verbs produced, whilst weaker candidates resorted to the present or had limited success with verb formations in past time frames. With those of moderate ability, a common defect was the incorrect use of the perfect or imperfect when only the preterite was appropriate. In the formation of the preterite, there was frequent confusion between 1<sup>st</sup> and 3<sup>rd</sup> person spellings in the singular, particularly with irregular verbs such as *dar*, *decir* and *tener*. Few candidates seemed able to recognise the need for the pluperfect tense in reported speech. It was common for candidates to omit vital accents in verb endings. Only verbs used correctly, and accented if appropriate, score for language. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for *muy*, to conjunctions except for *y* and *pero*, to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb/infinitive e.g. *dárselo*; in all of these cases a tick was awarded when a unit was correct. The number of ticks was converted to a mark out of 15 for language, according to the conversion table shown in the mark scheme.

Marking for general impression

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks for impression, the writing had to read fluently, bearing a resemblance to good Spanish.