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Paper 0530/12
Listening (Multiple Choice)

Question Number	*Key*	*Question Number*	*Key*
1	**C**	21	**A**
2	**D**	22	**C**
3	**B**	23	**B**
4	**A**	24	**C**
5	**B**	25	**B**
6	**A**	26	**C**
7	**B**	27	**A**
8	**C**	28	**A**
9	**D**	29	**A**
10	**A**	30	**C**
11	**C**	31	**B**
12	**C**	32	**D**
13	**A**	33	**D**
14	**D**	34	**C**
15	**F**	35	**A / D**
16	**C**	36	**B / D**
17	**D**	37	**C / E**
18	**A**		
19	**B**		
20	**B**		

General comments

March 2021 was the first time that this component was solely multiple choice. Overall, performance was satisfactory, and most candidates attempted all questions.

The Spanish extracts heard by candidates gradually increased in terms of length and density and featured monologues, conversations and interviews. The emphasis of the questions moved from targeting candidates' ability to pick out information contained in short factual pieces to testing their ability to understand specific information, as well as opinions and explanations, in longer extracts.

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Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise. The extracts were straightforward and short. In **Question 1**, some candidates heard the word *cuarto* but did not know or did not notice the word *menos*, and therefore chose **A** (*a las ocho y cuarto*) instead of **C** (*a las nueve menos cuarto*). In **Question 2**, some candidates selected **B** (*biblioteca*) instead of **D** (*sala de informática*). In **Question 6**, some candidates did not know *andando* and gave **D** (*en bicicleta*) as their answer instead of **A**. In **Question 8**, several candidates chose **A** (*libro*) rather than **C** (*bolígrafo*).

Questions 9–14

Candidates heard a longer extract which featured information about an upcoming *Los Hermanos Carioca* concert. Overall, candidates performed well in this exercise. In **Question 9**, a number of candidates opted for **A** (*teatro*) rather than the correct answer **D** (*estadio*).

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about pastimes. Performance in this exercise was quite poor. In **Question 15**, a number of candidates matched *Dibujo* with **B** (*Te relaja*) rather than with **F** (*Se necesita paciencia*). In **Question 17**, many candidates matched *Jardinería* with **F** (*Se necesita paciencia*) rather than with **D** (*Es saludable*). For **Question 19**, a significant number of candidates matched *Natación* with **E** (*Es ideal en el verano*) rather than with **B** (*Te relaja*). The responses in this exercise suggested that some candidates had answered based on what their personal opinions of the pastimes were, rather than based on the information that Elena gave in her conversation with Juan.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Roberto Seba, an Argentinian footballer. The exercise represented a step up in the incline of difficulty of the test.

Performance in the first part of the exercise was mixed. Many candidates struggled with **Question 22**, with a higher proportion selecting the incorrect option **B** rather than the correct option **C**, perhaps because they focused too much on the word *equipo* in the recording and did not listen closely enough to the surrounding words to realise that **B** was a distractor. Fewer than a third of candidates answered **Question 23** correctly, with the majority choosing **C** rather than **B**. This was likely to be because they heard the word *aficionados* on the recording and linked it with **C**, rather than listening to the phrase *será un día para recordar siempre* and realising that it was a synonym for the phrase given in option **B**.

Performance in the second part of the exercise was better than in the first part, and was generally quite good. In **Question 27**, more than half of candidates chose **B** rather than the correct answer **A**, suggesting that they had focused too much on the phrase *mejor humor* on the recording rather than picking out the key phrase *mis compañeros siempre me han ayudado en todo*.

Questions 29–34

Candidates heard an interview with Pedro, a volunteer at an animal sanctuary. The exercise represented a step up in the incline of difficulty of the test.

Overall, performance in this exercise was good, although the response to **Question 32** was generally very weak. When answering this question, nearly three quarters of candidates selected **C** rather than the correct answer **D**, suggesting that they had focused too much on the word *taxista* rather than listening to the remainder of the paragraph to find out what had happened to the snake that had been left behind in the taxi. A number of candidates also encountered difficulty with **Question 34**, in which just under half of candidates selected the correct option **C**. In this question, the most common wrong answer was **B**, perhaps reflecting what candidates' general view of voluntary work is rather than what they had actually heard on the recording.

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Questions 35–37

Candidates heard an interview with Yolanda, who recently spent a day in Madrid. In each question in this exercise, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding exercise at this stage of the paper.

Performance on **Question 35** was generally very good, with many candidates successfully identifying the two correct statements **A** and **D**. Performance on **Questions 36** and **37** was significantly weaker than on **Question 35**, but the overall performance on **Question 36** was similar to that on **Question 37**. In **Question 36**, approximately half of candidates managed to identify statement **B** as true, and a similar proportion identified statement **D** as true. Many candidates were tempted by the distractor **A**. In **Question 37**, nearly three quarters of candidates identified statement **E** as being true, but only a third successfully identified statement **C**. Many candidates chose the distractor **A** or the distractor **D** instead.

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Paper 0530/22
Reading

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- In answers to open questions, candidates must read the questions carefully and make sure that the answer is directly linked to the question.
- All candidates should aim to attempt every question as there are some questions 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 and allow time at the end to check their answers or check them as they work through the paper.

General comments

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

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

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

Candidates who have a wide range of vocabulary and are able to recognise synonyms will be equipped to perform well on all exercises but in particular the new style **Question 5**.

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

Comments on specific questions

Question 1

In **Question 1**, candidates had to match short sentences in the target language with the correct picture. One of the pictures is surplus to requirements. Candidates attempted all questions and most gained full marks.

(a) All candidates knew *médico* and were able to link it with picture **B**.

(b) Almost all candidates understood the word *abuela* and correctly chose **F**.

(c) Most candidates correctly linked *compras* with **D**, but **A** was a common incorrect answer.

(d) Almost all candidates knew *trabajar en el jardín* and chose **C**.

(e) Most candidates knew *cine* and correctly chose **E**.

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Question 2

In **Question 2**, candidates had five sentences in the target language and had to choose the correct option from eight signs found in a hotel. Almost all candidates attempted all the questions, and many were able to gain full marks. The best candidates were able to understand the correct part of the hotel on the sign and successfully link it with the correct sentence describing what action was being taken there.

(a) This was the most challenging question in this section. Candidates needed to link the noun *piscina* **G**, with the third person of the verb *nadar.* There was a range of incorrect answers.

(b) The strongest candidates were able to link **D**, *ascensor* with *planta 6*. From the range of incorrect answers, **B** was the most common.

(c) Many candidates successfully selected **B** *recepción.*

(d) This was the most successful question in this section with most candidates linking *regalos* with *recuerdos* and selecting **H**.

(e) Many candidates were able to link *cortarse el pelo* with the correct sign **A**, *peluquería*.

Question 3

Candidates had to read a text about somebody's daily routine and answer the questions, selecting from a multiple-choice of three responses. Candidates answered all the questions, and many were able to gain full marks in this section.

(a) Most candidates were able to link *ducharme* in the text with response **A** *lavarse*. **B** was a common incorrect answer.

(b) Almost all candidates selected the correct response **B**.

(c) Almost all candidates correctly selected **A**.

(d) Almost all candidates linked *algo de beber* in the text with *una bebida* in response **C**.

(e) Most candidates were able to link *charlando* in the text with response **B** *hablan juntos*. **A** and **C** were both common incorrect answers.

(f) Most candidates were able to link *utilizar el móvil* in the text with response **B** *usar el teléfono*. **A** was a common incorrect answer.

(g) Almost all candidates were able to link *voy a clase de flauta* in the text with the correct response **A** *toca un instrumento.*

Question 4

In **Question 4** candidates are required to answer questions on a longer text requiring short responses in Spanish. Responses need to be succinct and unambiguous. **Question 4(h)** was the most successful and **Question 4(i)** was the most challenging in this section.

(a) Successful candidates were able to understand the interrogative *cuándo* and respond with the appropriate time phrase from the text *hace nueve años*. *Hace* was essential to gain the mark. Weaker candidates indiscriminately copied parts of the first paragraph in the hope of including the correct answer.

(b) The best candidates recognised that the question was asking for an opinion and located the answer *(que era) una buena idea* in the text. Many took their response from the following paragraph and included *muchas ventajas*.

(c) There were a wide variety of incorrect responses for this question with *tiene muchas ventajas* being the most common. To gain the mark, candidates needed to understand the question and be able to lift *el tiempo suele ser muy bueno* from the text. Some candidates located the correct response but copied too much information and invalidated their answer.

(d) This was a question that required two answers. Most candidates were able to correctly give one correct reason. Most candidates were able to locate the correct responses in the text. Common incorrect answers referred to *a todo la familia nos encanta*.

1 Candidates had to correctly manipulate the verb from the first person plural to the third person plural and respond with *no tienen que cocinar*. Some candidates omitted the *que* which was essential to convey the correct meaning.

2 *los restaurants (aquí) son excelentes* was a more straightforward lift for most candidates.

(e) There was a positive response to this question with most candidates being able to respond with *tomar el sol*.

(f) Candidates were able to lift *(se) tardaba cuatro horas* from the text, but many answered with *no merecía la pena.* The verb *tardarse* proved challenging for some candidates.

(g) Candidates were able to answer succinctly with *cantar*. Many candidates copied far too much from the text which demonstrated a lack of understanding of the question. Candidates who understood the interrogative *para qué* were able to give a more appropriate response.

(h) This was the most successful question in this section with most candidates answering correctly with *una escuela de baile*. Candidates lost marks for including too much extraneous material and keeping the verb in the first person.

(i) This was the most challenging question in this section as candidates had to manipulate the verb *ahorrar* from the first person plural to the third person plural. Successful candidates were able to respond with *el dinero que ahorran* but correctly conjugated past tenses of the verb were also accepted.

(j) Candidates were able to simply lift *(uno) con flores* from the text. Many incorrect answers came from earlier in the paragraph *un vestido típico* or errors of conjugation with the verb *querer*.

(k) Candidates could succinctly lift *elegantes* from the text, but many kept the third person plural or changed the verb *estar* to *ser* which then changed the meaning of the response.

Question 5

Candidates had to match a series of descriptions of the requirements and interests of different people looking for an appropriate travel companion. Candidates have five people and eight descriptions to choose from. Candidates had to process a variety of information and match several requirements whilst rejecting responses that did not fit. Candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section. There was a positive response to this new style question.

(a) To select the correct response **5**, candidates had to connect *sin lujos* with *poco dinero*. They also had to link the reference to *deportes de riesgo* and *escalada.* Weaker candidates were distracted by the reference to *arte* in option **8**.

(b) To correctly select option **4** candidates had to link *ver ciudades* with *visitar capitales*, *conducir* with *coche* and *comida internacional* with *cocina extranjera*. Some candidates were distracted with *cocinar mi proprio comida* in option **8**.

(c) This was the most successful question in this exercise with most candidates correctly selecting option **1.** Candidates were able to link *lenguas* with *idiomas* and make the connection between *evitar zonas urbanos* and *un pueblo pequeño*.

(d) Successful candidates were able to identify the references to the number of travellers and desire to spend time surrounded by nature and correctly select option **2**. A common incorrect option was **7** due to the reference to *naturaleza.*

(e) This was the most challenging question in this section. Candidates had to link *catedrales antiguos* with *edificios históricos* and *la arquitectura y el arte* in option **8**. Some candidates were distracted by the reference to *transporte* in option **5**.

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Question 6

Candidates had to answer questions on a longer, more challenging text requiring short responses in Spanish. Responses need to be precise and unambiguous. Verbs, personal pronouns, and possessive adjectives need to be correctly manipulated. **Question (e)** was the most successful question whereas **(d)** was particularly challenging.

(a) This was a question that required two responses. Most candidates were able to locate the correct part of the text and most correctly gained one mark.

1 Most candidates located the correct part of the text, but the response had to be precise and contain all the necessary information to gain the mark *iban a poder participar en competiciones de surf*. This answer required careful reading and understanding to be able to correctly formulate the response with the information given. Reference to the (surfing) competitions was required.

2 There was a more positive response to this part of the question with many candidates being able to lift *verían peces exóticos* directly from the text.

(b) Most candidates took their response from the second paragraph although some weaker candidates focused on the first sentence referring to *equipaje en el hotel*. Those who selected the correct part of the text needed to manipulate the verb from the second to the third person and include the word *inmediatamente* which was essential to gain the mark. *Quiere empezar a hacer surf inmediatamente* was the correct answer but the imperfect of *querer* was also accepted.

(c) Candidates could directly lift *al entrar en el agua* from the text. Most candidates located the correct paragraph but not precisely the required information.

(d) This question was particularly challenging across all the ability ranges. Most candidates recognised the need for a feeling or emotion in response to the *cómo se sentía* in the question but many wrongly selected *triste* from the preceding paragraph whilst others weren't precise enough with their lift of *preocupada*.

(e) This was the most successful question in this section with many candidates able to identify the correct information and respond with *a todo el mundo le gusta la música*. Candidates had to eliminate *creo yo* from the middle of the text or put the verb into the third person. The verb *creer* was frequently confused with *crear*.

(f) This was a question that required 2 responses. Most candidates were able to locate the correct part of the text but one of the responses could not be lifted directly and required manipulation.

1 The first answer was *ponerla en las redes sociales*, which could be lifted directly from the text, but many invalidated their answer by including *podríamos.*

2 The second response proved more challenging as candidates had to change *la mandaríamos a la radio* to either the infinitive *mandarla a la radio* or the third person plural *la mandarían a la radio*. The inclusion of the direct object pronoun *la* was essential for the mark.

(g) Most candidates recognised the need for a time frequency in the response, but many opted for *cada día*. Candidates had to read the text carefully to elicit the answer *semanalmente*.

(h) The best candidates were able to change *me sorprende* in the first person to *se sorprende* in the third person. Many candidates found this verb difficult to conjugate correctly.

(i) Most candidates were able to locate the correct response in the text but only the stronger candidates could conjugate the auxiliary verb *haber* in the third person plural. *Han quitado miles de basura (de las costas)* was the correct response but many candidates omitted the auxiliary verb and failed to get the mark.

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Paper 0530/03
Speaking

Key messages

- Teacher/examiners should familiarise themselves with the scripts for both the role play and topic conversations before beginning any 'live' Speaking tests and must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet.
- Teacher/examiners must not share the role plays or the topics of the topic conversations with candidates before their tests or share the topics of the topic conversations with the candidates during their preparation time.
- At the start of each candidate's test, teacher/examiners should greet the candidate using the prompts provided and set the scene for the role play by reading out the role play scenario. They should select the appropriate form for their role, for example, in Candidate card 1 either *Yo soy el director* or *Yo soy la directora*.
- Teacher/examiners should follow the instructions at the top of the page for the topic conversations
- In the interests of fairness to all candidates, teacher/examiners should adhere to the timings for the two topic conversations. If the topic conversations last three and a half minutes or less, teacher/examiners should use up to **two** open-ended further questions, on the same topic, to make sure the conversations last four minutes. They should not repeat previous questions from the script or use the alternative questions as further questions.
- Teacher/examiners should use extension questions in the topic conversations. If candidates do not answer a question or answer briefly, teacher/examiners can encourage a fuller response by asking extension questions/prompts such as, *Háblame un poco más sobre…, ¿Qué más me puedes decir sobre…? ¿Puedes decirme algo más (sobre eso)?* The extension questions give candidates the opportunity to develop ideas and provide justifications, opinions and explanations to evidence a range of more complex language and structures
- Candidates should be encouraged to learn and accurately use verb forms, in particular present, past and future. Equally, candidates should learn a range of vocabulary for different topics on the syllabus.

General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (February/March 2021).

Centres sent the correct sample size for moderation and the quality of the recordings was good. Centres are responsible for ensuring the quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge International.

Introduction/identification of candidates on the recording: please record the centre and syllabus details, and name of examiner at the beginning of each CD. Teacher/examiners should follow the randomisation instructions. The teacher/examiner must announce the candidate name, number and role play card number before each speaking examination.

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

centre number_candidate number_syllabus number_component number.

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

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

Generally, the working mark sheets were completed correctly. Teacher/examiners need to remember to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column. The name of the teacher/examiner should be legible.

Comments on specific questions

Role Plays

All candidates understood the role plays and contexts. Very few candidates were awarded 0 marks (no creditable response). Short responses to **Questions 1** and **2** of the role plays were perfectly acceptable. The majority of role plays were completed well by candidates.

Role play 1

Question 3

Some candidates communicated 'where' they saw the announcement instead of when – *¿Cuándo?*

Role play 2

Question 2

Question 2 occasionally caused difficulties where candidates instead of providing a number struggled with the days of the week and produced ambiguous responses.

Role play 3

Question 4

Several candidates responded in the incorrect timeframe.

Role play 4

Question 4

Question 4 the verb *jugar* in the preterite tense caused difficulties as did the second element of the task.

Role play 5

Question 1

Sometimes produced an incorrect response.

Question 4

Several candidates responded in the incorrect timeframe using a future timeframe instead of past.

Role play 6

Question 2

Some candidates communicated 'when' rather than where they were meeting –*¿Dónde?*

Role play 7

Question 4

Several candidates provided unnecessarily long and detailed responses to the second element of this question.

Role play 8

Question 4

Some candidates misheard or misunderstood *'aprender'* or responded in the incorrect timeframe.

Role play 9

Question 3

Candidates who attempted to explain the plot in detail, often beyond their linguistic capabilities, found the second element of the task difficult.

Topic Conversations

Examiners should read and follow the information printed at the top of each Topic page. Several examiners did not understand how to use alternative questions. In some cases, they used these as well as the first question unnecessarily as the candidate had already given a suitable response to the first question.

Topic 1 El deporte

Most candidates communicated the necessary information well.

Topic 2 La casa

Question 4

Some candidates struggled with the topic vocabulary and use of appropriate adjectives.

Topic 3 La familia

Not all candidates recognised '*irás*' as indicating future.

Topic 4 La gente famosa

Question 5

Candidates related what the famous person does instead of what they would do with the famous person.

Topic 5 La educación

Question 5

Not all candidates appeared to understand '*lejos de casa*'. Some candidates spoke about the advantages and disadvantages of studying in their school.

Topic 6 La ciudad

Most candidates communicated the necessary information well.

Topic 7 El cumpleaños

Most candidates managed to communicate all of the required information.

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Assessment

Candidates were fairly assessed by most centres. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (February/March 2021). Teacher/examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, some centres were too keen to deduct marks for errors that did not impede comprehension or responses, which were brief. The topic conversations discriminated well. All candidates were able to respond to all of the tasks even if less successful. Stronger candidates responded confidently to questions and often expanded their responses even if not asked extension questions. They communicated relevant information justifying and explaining their responses.

Candidates should be encouraged to listen carefully to the time frame: whether the task refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as '*ayer*', '*en el futuro*', etc. In the topic conversations, some teacher/examiners were too generous in their assessment of Communication, but too harsh in their assessment of Quality of Language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions, justifications, and use of more complex language and structures. Teacher/examiners need to adjust questioning to give candidates every opportunity to perform to the best of their ability and use the alternative questions where necessary.

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

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SPANISH

Paper 0530/42
Writing

Key messages

Candidates should read the initial rubric of each question and each communication task carefully to ensure that the response that they produce is relevant and includes appropriate tenses.

To ensure that they respond to all of the required tasks in **Questions 2** and **3**, candidates may benefit from attempting the tasks in the order in which they appear on the question paper.

Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available in **Question 3**. Similarly, they will need to develop their answers with additional information (i.e., explanations, reasons, opinions…) to achieve top grades.

Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for the three criteria in **Question 3**.

It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**. However, it is not an absolute requirement and candidates should not feel obliged to remove significant details in order to meet the word count.

General comments

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. In **Question 3** stronger candidates showed control of varied sentence structures and verb tenses, and complex linguistic structures were in evidence, including idiomatic expressions.

In **Question 1** candidates should always try to fill write an answer in each line. They should carefully read the task. Only a word is needed, although candidates will not be penalised if they answer with a phrase or short sentence. Candidates should avoid writing answers outside the line provided. Extra answers for one task cannot compensate for other tasks which have not been answers or are incorrect.

If a candidate writes over the word limit for **Question 2** or **Question 3**, they should not indiscriminately remove parts of their response. The act of editing on completion is quite difficult, especially if there is little time available. Some candidates crossed out details which would have been creditworthy.

In **Question 2**, up to 12 marks are awarded based on task completion, relevance, clarity of the message, variety of vocabulary and structures and the use of connectors. There is no requirement to provide exactly the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 12 marks cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks, including tasks that include two elements. Candidates are required to write responses in full sentences. Candidates need to produce a recognisable part of an appropriate verb to gain credit for task completion. However, two tasks can be completed in one single sentence. They will need to link their words, phrases and sentences using a range of simple connectors.

Question 3 offers a choice of two options: a letter/e-mail and a report/article.

There are 10 marks available for task completion. Range marks are awarded based on the candidates' ability to extend and link sentences, the range of tenses and other structures used as well as the range of vocabulary. Candidates should ensure they select the question which will allow them to show the Spanish that they know best. Candidates should read the two options before choosing which one to answer. A close

reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures which will be needed to respond effectively and fully to the question.

Task completion: For a task to be consider completed, candidates must respond to the tasks using the tense required by the task with the production of a wholly accurate verb. Minor spelling errors might be tolerated, i.e. when a missing accent does not produce another tense which causes ambiguity (e.g. tuvó).

Range: the use of extended sentences, a range of connectives, tenses, varied structures including idioms and vocabulary is required to reach the top band. When the descriptor states 'uses', it should be read as 'uses successfully'. Candidates who struggle to use basic tenses will achieve a 5 maximum. Only the candidates who attempt some complex structures listed in the syllabus will have access to a 6 mark or beyond.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing to achieve an 8. Minor errors which do not affect communication will not be penalised.

Comments on specific questions

Question 1: Rellena este cuestionario en línea sobre los jóvenes y la moda en español.

Candidates were required to give the Spanish for three different task they would find in a survey about young people and fashion. Most candidates achieved the full five marks available.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *baillar, escuchar a la música*). However, spelling errors which produced a word with a different meaning (e.g. *libre* for *libro*) could not be rewarded. Words that were unrecognisable as Spanish could not be credited (e.g. *jacketa*). A single word was sufficient to gain a mark for each of five acceptable responses. Some candidates wrote a short phrase or sentence to mention their hobbies but the hobby on its own was enough to get the mark (e.g. *natación* or *hacer natación*). Some candidates gave extra details to describe the items of clothing (e.g. *pantalones negros*). These answers were rewarded.

Question 2: El teléfono móvil

Comments regarding task completion and relevance of ideas

Candidates were able to use familiar language and structures and usually gained full marks. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less common vocabulary and detailed information, sometimes expressed in more complex language.

The first task asked candidates to state the number of hours they use their phone per day. Many candidates provided a lengthy, meaningful response with several relevant, well-linked creditworthy clauses and/or sentences, giving themselves access to several marks for this question. Many responses were presented in a series of short sentences relying on use of the verb *usar*. Some candidates simply stated they use their phone every day or during the weekends and they did not specify the number of hours. These responses could not be rewarded.

The second task required a statement about whom the candidate talks to. Almost all candidates responded adequately, with a clear statement which included one or more people. There were some excellent examples of candidates linking their response to this task to that of the first task or using their response to lead into the following task.

The third task asked for additional things they do with their phone. Most candidates mentioned two or three different activities, which increase the chance to get at least one correct. There were some extended responses which explained the reasons why. Brief responses were seen, expressed in a single short sentence.

The fourth task required candidates to give at least a reason to explain why it is not good to spend too much time on the phone. Most candidates wrote a very short sentence to indicate some health issues. This was enough to reward the task. Better candidates mentioned more than one. A small number of candidates did not understand the task and they could not be rewarded for it.

The fifth task was the only one in the future tense. A clear reference to future action was needed to meet the requirements of this task, but a response using verbs in the present tense along with a future reference (usually *quiero comprar*...) fulfilled this requirement. A small number of candidates omitted a time reference to indicate when they intended to get a new phone. These responses were not considered to have addressed the task adequately. Some candidates mentioned a member of their family was going to buy them a new phone. These answers were credited. There were some detailed responses which provided reasons why they need a new phone. On the other hand, some candidates did not understand the task a provided some irrelevant details such as the brand or price of their current phone.

Comments regarding meaning, cohesion, vocabulary and structures

In stronger responses, candidates produced accurate verbs throughout. Other candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations with minor errors in spellings. Where this created a word that does not exist in the verb's paradigm, it prevented the awarding of marks. The absence of accents on verbs was widespread but did not prevented candidate to achieve a top grade. Whilst all five tasks could be answered using the present tense, other tenses were used appropriately by some candidates. The inappropriate use of several tenses within a response to a single task was often seen. Stronger candidates used a range of basic connectors (*y, o, pero, también*…) whereas weaker candidates relied on *y* and *porque*.

In response to the first task, it was rare to see the preposition *durante* before the number of hours. Most candidates used *por* or *para*. When the wrong preposition changes the meaning of a sentence, this could prevent the award of marks, especially in task 2, e.g. *Todos los días hablo de mis amigos* instead of *con mis amigos.* Control of the formation of *gustar* and *encantar* was also variable in responses throughout the whole question. There were frequent errors with the appropriate pronoun – *mi* or *mí* was seen where *me* was appropriate – and the plural ending was often seen in place of the singular and vice versa. It was common to see that *gustar* was followed by a conjugated verb rather than an infinitive. In addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. Most candidates made good use of the question in task 3 to lift *para* when providing their answer. In the last task, most candidates could use a future tense correctly or they use a verbal periphrase (*quiero comprar, debo comprar*…) along with a specific time frame. Weaker candidates struggled to respect the gender agreements when using articles, nouns and adjectives.

Question 3

Most candidates chose option **3(a)** and many produced very engaging texts. The strongest answers were well structured and showed signs of thoughtful planning. Some candidates gained fewer marks because they omitted to cover one or more of the bullet points. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Task completion

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

- cover all of the bullet points in the question
- provide sufficient information relating to each bullet point in the question by expressing a range of opinions/reactions and explanations – a successful strategy is to provide at least two full sentences in response to each bullet point
- ensure ideas are clearly relevant to the task, i.e. ideas directly answer the question
- use verbs accurately
- ensure that their response to each of the tasks uses the tense and person required by the task
- copy accurately when using words provided in the question.

Range

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

The most impressive performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately formed verbs in the first, third and sometimes second person (including accents, where required).

There was also evidence of an interesting choice of vocabulary which was relevant to the question chosen, idiomatic expressions and appropriate use of the subjunctive.
It is important for all candidates to show control of basic structures, including correct spelling, gender.

Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

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

Candidates who did not attempt structures from the list above or did not use subordinate clauses could not go beyond the mark 5. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for Range. To go beyond the band 5–6 candidates must include more than three tenses, several subordinate clauses, a range of more ambitious connectives (e.g. *aunque*, *además*), opinion markers (e.g. *pienso que/opino que*…), vocabulary and some of the structures above. In addition, basic structures must be used successfully.

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

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

Accuracy

A high level of accuracy is expected for the award of marks in the top band, particularly with basic structures and vocabulary. However, the response does not necessarily have to be faultless in order for such a mark to be given. Minor errors, especially in more complex structures, which do not affect communication will be accepted even in the top band.

Frequent inaccuracies will limit or reduce the overall mark awarded for ‘Accuracy’. Texts which show errors in basic tenses, in adjective-noun agreements and other basic structures will very likely be placed in the 3–4 band depending on how often those errors hinder communication. Similarly, candidates who produce a very short text with basic language cannot go beyond the 3–4 band since they can only demonstrate some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication will be placed in the 1–2 band.

Common errors

The following common errors were seen:

- omission of the relative pronoun *que* (arising from its omission in common English usage).
- inaccurate spelling of simple adjectives and absence of agreement between the subject and the adjective.
- inappropriate use of *estar* when *ser* was required and vice versa.
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal.*
- third person singular of *ser* with a plural subject and third person plural of *ser* with a singular subject.

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

(a) Una comida especial para tu amigo/amiga

This was the preferred option of most candidates. Most candidates talked clearly about a typical food from their country. Other candidates who might not have read the rubrics carefully did not made clear if the meal they cooked was typical from their country. These responses were accepted as addressing the focus of the question adequately.

The first task asked what they cooked for their friend. Most responses clearly mentioned a meal from their country. The best candidates explained in detail what that meal is, the ingredients it has and some other further engaging, detailed information expressed by using extended, well-linked sentences with some complex structures. Candidates who expressed their ideas in accurate but shorter sentences with little or no use of connectors lost marks in the Range criteria. Many candidates did not include the accent on *cociné*, but most of these included a past time marker and they were considered to have completed the task. A small number of candidates used the verb *comer* in the past but made no explicit reference to *cocinar* so they could not be rewarded. Similarly, candidates answering in a present or future tense could not be considered to have completed the task.

The second task asked about the reaction of their friend. The candidates who successfully answered this question used the verb *sentir(se)* or *estar/ser* in the preterite or imperfect followed by an emotion. Some of these did not include the reflexive pronoun required in *sentirse* and they were still rewarded since the message was clear. In some cases, the candidates did use ser instead of *estar* or vice versa and/or preterite instead of imperfect. The task was considered to be successfully completed since the message was clear. Some other candidates talked about their own feelings and did not complete the task. Weaker candidates struggled to use the past tenses accurately and were penalised for it. In some cases, they could not express a reaction because they did not know verbs or adjectives to express feelings.

The third task asked candidates to explain why cooking is important. Most candidates successfully answered the question. They also included further detail to explain why it is important and/or gave their own opinion about cooking. The best answers talked about a personal experience in the past and a reference to future plans where cooking will be essential. The combination of different tenses was positively rewarded. Similarly, many candidates talked about hypothetical situations using *si*, which gave them the chance to use more complex structures. Some of the best responses even introduced the present subjunctive after impersonal expression such as *es importante que* or *cuando* subordinate clauses with future reference.

The fourth task asked candidate to explain why they do (not) like international food. Most candidates clearly express their reasons for their preference using a broad range of opinions and some specific vocabulary related to food. The best responses talked about a personal experience eating a particular type of food or even mentioned something they learnt about the culture. Strong candidates used a range of opinion markers (e.g. *opino que, encuentro que…*) as well as opinion verbs (e.g. *interesar, preferir...*). Some candidates gave a very superficial reason such as *Me gusta la comida internacional porque me gusta la comida italiana.* This kind of answer could not be rewarded since it was not specific enough and it did not complete the task in sufficient detail. Weaker candidates struggled to use verbs like *gustar* or *encantar* accurately and were conjugated with a first person singular ending or omitted the pronoun. This prevented the award of the marks for Task Completion.

The fifth task asked candidates to say when they will cook for another special occasion. This task was often answered with a short, simple sentence but many candidates added detailed information

about why, where, with whom, etc. The main reason why candidates could not be rewarded for the completion of the task was the lack of an accurately conjugated verb in the future or a verb in the present with an explicit future time phrase. Some candidates mentioned what they would cook but they did not clearly state when. An explicit future time reference was required. The best candidates explained in detail what they would cook and very engaging information about the event. Some very strong candidates used different types of future tenses, clauses with *si,* subjunctive or imperative to invite the friend.

(b) Un proyecto para ayudar

This option was less popular, maybe because some candidates might have never been involved in a charity project. However, candidates from all the ability range attempted it. The strongest candidates saw this option as a good opportunity to express more complex ideas and use more varied specific vocabulary such as *organizar, colaborar, contribuir, apoyar, mejorar, beneficioso, generoso, útil,* etc.

The first task asked what they did to get the money to help the organisation. Some candidates answered with a very short and simple sentence, which was enough to answer the question. The best responses provided additional information about the experience using a combination of different past tenses. Some candidates did not read the rubric and they mentioned what they did with the money to help a completely different project. These answers could not be considered to be relevant to the question and they could not be rewarded. Some candidates struggled with the use of the preterite tense. Minor spelling errors, such as errors in accents, were not penalised for Task Completion as long as they did not affect the meaning and there was a clear past time reference.

The second task asked about how they felt after giving the money. The verb *sentir(se)* in the preterite or the imperfect was required for the task to be considered fully answered. The best candidate gave very interesting explanations about his feelings and incorporated further opinions. Some candidates omitted the pronoun in the main verb. This did not prevent them for completing the task. Those who used the verb in the present tense did not complete the task successful and could not be granted a top mark. In a few cases, the candidates did not make clear if the feeling related to before or after giving the money, which impeded them from getting a top grade for Task Completion.

The third task asked to explain what they were going to do with the money. Most candidates successfully answered the question using *va a* followed by an infinitive. Some candidates misunderstood the question and explained what they were going to do with the money, which was considered to be irrelevant. The best candidates mentioned more than one plan and this made it more likely to be able to complete the task successfully. They also used a range of future tenses in the third person, subordinate clauses introduced by *si* or *cuando* followed by subjunctive.

The fourth task asked candidates to talk about other projects they would like to participate in. Most candidates could express their ideas successfully using the conditional or a future tense. The best answers included a detailed explanation of the projects with additional opinions about them using a broader range of adjectives. A few candidates omitted the pronoun *me* and were penalised in Task Completion. Some candidates misunderstood the question and talked about other projects the organisation was planning to do.

The fifth question asked to explain the importance of helping other people. There was a range of very interesting and empathetic ideas. The best answers included several tenses when explaining a previous personal experience or hypothetical situations in the future. This question gave candidates a good opportunity to be more creative and use a broader range of both simple and complex structures. The most common errors were the omission of the preposition after *ayudar*, which did not prevent candidates from successfully completing the task, and the use of a verb in the third person plural after *la gente.*