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SPANISH

Paper 0530/12
Listening

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

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

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

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

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

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

General comments

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

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Comments on specific questions

Questions 1–8

The extracts were short, straightforward, contextualised interactions, in which it was necessary to focus on a single sentence. The exercise, overall, caused little difficulty to candidates. **Questions 6** and **7** were answered correctly by all. On **Questions 1, 2, 3, 4** and **8** nearly all candidates chose the correct response. **Question 5** was answered correctly by fewer than half the group, which suggests that the vocabulary item *bigote* in the transcript was unfamiliar to some candidates.

Questions 9–14

Here candidates heard a short piece of continuous speech about a *pastelería*. Questions focused on various aspects of the products and services described. **Questions 9** and **11–14** appear to have been answered with little difficulty overall – although only Question **13** was answered correctly by all candidates. **Question 10** seems to have proven more demanding to weaker candidates– possibly because the key **B** was a slightly less common item of vocabulary.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about who should be invited to a party. On **Questions 15–18** candidates performed as expected, with the number choosing correctly between two thirds and four fifths, and stronger candidates overall performing better. On **Question 19**, 91% chose the key correctly, possibly because there were two pieces of key information in the transcript, so that it was slightly easier to identify the key. Overall, candidates performed fairly well in this exercise, which suggests that the multiple matching test format did not present them with major problems.

Questions 20–28

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

On **Question 20**, four fifths of the candidates responded correctly, rejecting the distraction of *peruano* **(B)** and connecting *nací en España* to key option **A**. The remainder opted for distractor **B.**

Question 21 proved similarly accessible. More than four fifths identified the key **B** correctly; the remainder may have been tempted to distractor **A** by the mention of (*No éramos*) *una familia rica* in the extract.

Question 22 proved much more demanding: fewer than half answered correctly. To find key **B**, candidates had to understand two sections in the extract, and the two distractors attracted equally.

Question 23: the relevant section in the extract contained quite a complex sentence, and the word *animales* tempted a third of candidates to choose distractor option **A.** The remaining third opted for the correct key **C**.

Question 24 seemed to cause more problems, in that only just over half of candidates were able to identify *key* option **A**. Those who chose distractor **B** may have connected *empresa* in the extract with *una tienda* in the option.

Question 25: only just over a third of candidates were able to identify key option **B**. The mention of *Valencia* attracted more than half to choose distractor **C**.

On **Question 26** only two thirds of the candidates answered correctly. To choose key **A**, they needed to handle the paraphrase of the extract *una colección deportiva* in the option as *ropa para gente activa.* Distractor **B** was clearly tempting, although it did not quite reflect the sense of the extract.

Question 27 seems to have been more demanding, in that only a third chose the key **C**. In order to do so, they had to understand a paraphrase and link *emplear a más gente* to *contratar a más personas.* Two thirds selected distractor **B.**

On **Question 28** there were fewer problems, with over four fifths selecting key **B**, reflecting the repetition of *las redes sociales* in both extract and option.

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Questions 29–34

Candidates heard an interview with Fernando, who entered an international music competition. This was an appropriately demanding exercise, in content, language and format (4-option multiple choice), at this stage of the paper.

Question 29 proved a challenging first item, with fewer than half choosing the key option **A**, linking the paraphrase *antes de conocerse* in the option to *Nos conocimos en el instituto, aunque todos empezamos a tocar instrumentos cuando éramos más jóvenes* in the extract. Option **C** was the most popular distractor.

Question 30 proved equally challenging; candidates had to connect two sections of the speech in order to identify key **B**. Distractor **A** tempted the majority, who may well have connected *soy el único chico que toca la trompeta* in the extract to *el único chico del grupo* in the option.

On **Question 31**, two thirds chose correctly, connecting *la primera vez que iba a viajar solo* in the extract, to *tener que viajar sin su familia* in the key option **C**.

Question 32 proved challenging, with only 38% of candidates able to link the long section *no pensamos en dormir ya que tuvimos que prepararnos para el concurso* in the text to *solo pensó en el concierto* in the key option **B**. Distractor **A** was more popular, echoing the word *temprano* in the extract.

Question 33 proved fairly challenging. Slightly over half of the candidates were able to identify key option **D**, which required them to link *tenía la boca muy seca; no sabía si podría continuar sin tomar agua* in the extract to *Tenía ganas de beber* in the option. Distractors **A**, and **B** echoing language in the extract, produced the majority of incorrect answers.

Lastly, on **Question 34** half answered correctly, linking two complex paraphrases to select key option **B**. Distractor options **A** and **C** were both fairly popular, linking more simply to language in the extract.

Questions 35–37

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

On **Question 35** fewer than half of candidates selected key option **B.** The relevant key information was mentioned in the extract in the first part of the speech, but preceded by the content linking to distractor **A**, which proved attractive to nearly a third. Over half, however, selected key option **E**, which referred to the last sentence of the extract, successfully discounting references in the distractors **C** and **D** to the two preceding sentences.

Identifying the two key options on **Question 36** was also challenging for candidates. Just under half offered key option **A**, while only 10% correctly chose **B**. The key information for the two options occurred in the first speech, with content for the three distractors in the second. Candidates may have been unprepared for this distribution, so that few identified key **B.**

The first key in **Question 37**, option **C**, was identified by more than half of the candidates. It followed two distractor options, the first of which (**A**) linked to quite complex language in the extract. Key option **D** was handled equally successfully, despite depending on a complex paraphrase.

Overall, there was only one Question (**36**) where candidates of all abilities were caused major difficulty. Candidates appear to have become more familiar with the format of the exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a long section of two complex responses to a single question. Candidates will benefit from practice on this exercise, followed by a reading of the extract and analysis of both keys and distractors.

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SPANISH

Paper 0530/22
Reading

Key messages

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

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Remember that the questions follow the order of the text.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.

General comments

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

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text, and this often resulted in inappropriate information being included in the answer, and the mark could therefore not be awarded. Candidates that answer using quotation marks instead of answering using reported speech lost the marks.

Candidates need to be unambiguous in their answers and be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear. They must pay attention to agreement of number and gender between nouns and adjectives.

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

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

Overall, consistent inaccuracies included:

Candidates lifting too excessively from the text which resulted in them either writing the answer in the first rather than the third person or lifting excessively and failing to identify the correct part of the answer, copying the stem that is already in the question that many times led to errors that invalidated the answer. Missing accents which changed the meaning of their answer and therefore invalidated their mark (gustó/gusto, llevo/llevó, saludo/saludó etc.).

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Comments on specific questions

Section A

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to means of transport. Candidates need to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Many candidates understood all the statements. However, in **(a)** *Jorge va al trabajo en metro* and **(e)** *Sandra usa el tren para ir a la ciudad* many candidates found it difficult to distinguish between the forms of transport used.

Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at a park. Most candidates attempted all the questions, and many gained full marks. The statement that caused most difficulty was ***(b)*** *Me gusta estar en forma*. Only good candidates went for **B** *Zona de entrenamiento.* The most common wrong answer given was **F** *Servicios* but the other options were also chosen. The expression *estar en forma* was not known by many. Surprisingly, ***(e)*** *Ahora me gustaría ver los barcos* was challenging to many. The most common wrong answer was B *Zona de entrenamiento* but there was a range of other answer chosen.

Question 3

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

(a) Many candidates were able to identify ***A*** *moderno* in the text. A common wrong answer chosen was **B** *grande*

(b) Many candidates chose the correct answer **A** *una revista.* There was a reference to *Internet* in the text which tempted some candidates into choosing **B**.

(c) Better candidates linked *un color que me da mucha alegría* in the text with the correct answer **B** *le pone de buen humor,* but many struggled with this question and went for either of the two distractors.

(d) Most candidates who read the passage carefully and understood *no quiero cambiar el escritorio* went for **C** *el mismo escritorio.* Many went for either of the other distractors because *armario* and *cama* are mentioned in the text.

(e) This was one of the most challenging questions. Candidates needed to know synonyms to answer this question properly *a buen precio* had to be linked to **B** *barata* and ***A*** *gratuita* could be discarded.

(f) Most candidates were able to link *este sábado* with **C** *el fin de semana* and got the mark.

(g) There was a good understanding of this question. Most candidates read *le voy a regalar varios libros* and selected **C** *libros.* Even when *fotos* and *juego* were mentioned in the text very few candidates went for either of them.

Question 4

In Question 4 candidates were required to answer questions on a longer text, which in this case was an account by Alicia about her new school. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to change the first person to the third person when required to make their answers correct. Some of the questions could be answered with a precise lift from the text. Other need some manipulation and needed to be succinct and unambiguous to demonstrate sufficient comprehension. Candidates needed to answer the questions in the tenses they were asked.

(a) Candidates understood the question *¿Cuándo empezó Alicia en el nuevo instituto?* and gave the straightforward answer *En septiembre* that was enough to get the mark. Some added *cambió de*

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instituto that was also correct, but the ones who added *cambié de instituto* lost the mark because the verb was in the wrong person.

(b) This question *¿Cuál fue la reacción de los padres de Alicia al conocer su decisión?* could be answered with a direct lift *no les gustó*. Some forgot the accent and lost the mark because *gusto* has a different meaning. The alternative answer *sus padres se preocupan* was also accepted.

(c) Many candidates read the question carefully and understood the information that they needed to provide. The question *¿Cómo va Alicia a su nuevo instituto?* was accurately answered by many with *en coche*, some added *con su tío* but when they added *con mi tío* lost the mark, likewise when *me recoge* was included.

(d) This question *¿cuál es la ventaja de estudiar en un instituto grande?* was the one that was tackled best in this exercise. It was well answered succinctly by many with *hay más actividades*. Most candidates got the correct answer.

(e) The question *¿Cómo ha conseguido Alicia hacer muchos amigos en su nuevo instituto?* was challenging to many. Most candidates located the correct part of the text. The correct answer was *participó/participa/ha particpado en el periódico del instituto.* However, the accent on *participó* was essential because *participo* is first person singular and could not get the mark. *Probando cosa diferentes* was also accepted as a correct answer. Common wrong answers were *Lo pasa genial* / *he hecho muchísimos amigos*.

(f) This question *¿A qué persona importante va a entrevistar Alicia?* was well handled by many candidates. The answer was simply *al alcalde de la ciudad* or simply *al alcalde.* The absence of personal a was not penalised. A frequent wrong answer was *el director*. The ones who went for *encargo de hacer las entrevistas* did not understand the question that asked for a person.

(g) This question was the one that was tackled least well in this exercise. Most candidates were able to find the correct part of the text to answer **Question 1** *¿Qué se puso Alicia en su primer día de clase?.* The answer *vaqueros* needed careful reading of the text. Many went for *su vestido de flores favorito* and lost the mark. The ones who added a verb had to turn *llevé* into *llevó* to be awarded the mark. *2 ¿Por qué?* should be answered with *hacía bastante viento*. The ones who included *como hacía bastante viento* copied too much and lost the mark. A common wrong answer was *nunca olvidaré mi primer día.*

(h) This question *¿Qué hizo el director del instituto en el salón de actos?* was well handled by many candidates. They could simply lift *saludó a todos.* The ones who answered with a full sentence *el director los saludó a todos* needed to change the pronoun *nos* to *los* and the use of the pronouns was challenging to many. Another common mistake was *el director* ***se*** *saludó a todos*. Not everybody understood the question and went for *Reunieron a los estudiantes en el salón de actos.*

(i) All that was needed to answer the question *¿Qué quería escribir Alicia en su cuaderno?* was a lift *los nombres de sus profesores.* To get the mark the possessive adjective *mis* had to be changed to *sus*. A common mistake was to put *ella profesores* using the subject pronoun as a possessive. A frequent wrong answer was *no tenía bolígrafo.*

(j) The question *¿Por qué había olvidado Alicia su bolígrafo?* was well answered by the ones who understood the question word and gave a reason *estaba nerviosa*. It was a direct lift but required understanding the question. Most candidates located the correct part of the text and answered *lo había dejado en casa* that did not answer the question. Some changed the verb to the present or to *es* and could not get the mark.

(k) This question *¿Qué hizo Fernando cuando dijo adiós a Alicia?* was challenging to many. Most were able to locate the text but were confused about who gave the phone number to whom, Fernando to Alicia or viceversa. The correct answered needed to modify the pronouns *me* to *le*. Many turned it to *se* that is the reflexive and lost the mark.

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Question 5

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

(a) Candidates needed to read the texts carefully to fully understand the references to MATÍAS wanting to play a sport for his party and that he wanted an indoors venue, so he did not have to be concerned with the weather to select option **4***.* This was one of the best answered of the whole exercise.

(b) In order to select option **8** candidates needed to understand the references to PENÉLOPE wanting to spend her birthday with her family and enjoying dancing. The most frequent wrong answers were option **7** because it mentioned music and option **5** but the latter offered little movement, the opposite of what she wanted.

(c) There was a mixed response to this question. Candidates that made the link between TERESA who wanted to go dancing but wanted to have her makeup done by a professional went for option **2**. However, many went for option **8** and also for option **7** because they read about music and dancing but probably the idea of makeup and hairdressing was not understood by many.

(d) The best candidates went for option **1.** They were able to understand that ANASTASIA wanted to practise a challenging sport in the open air. The most common wrong answer was option **3** because it mentioned small groups but it proposed going shopping not practising a sport.

(e) This question was the one that was answered best in this exercise, with most candidates correctly selecting option **6.** They understood that ANDRÉS wanted to be outside swimming and enjoying summer weather. There were few wrong answers to this question.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a person who moved from a city to a village in the countryside. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately.

(a) Candidates who understood the question *¿Qué es lo primero que se oye en San Fulgencio?* gave the answer with a direct lift *el canto de los pájaros*. This question was challenging to many who answered *el ruido del tráfico* or *una aldea antes casi desierta.* Some copied too much *bienvenida el canto de los pájaros en vez del ruido del tráfico* could not be accepted if they did not add ***del canto***…to answer the question.

(b) The next question *¿Por qué se limpia las manos Ricardo?* was well understood and most gave the correct answer *Está pintando el ayuntamiento***.** However, some put it in inverted comas *'Estamos pintando el ayuntamiento'* but the mark could not be allocated because the answer required manipulation of the verb. A frequent incorrect answer was *Ricardo es un vecino del pueblo*.

(c) Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿De qué modo afectaba a Ricardo vivir en la ciudad?* candidates had to understand the problems he had *le costaba dormir* and *no se podía relajar***.** Some copied *por las prisas de la ciudad le costaba dormir* but if they omitted *por* the answer did not make sense and the mark was lost. Common wrong answers were *calidad de vida era mejor* and *todo era más barato,* but these were the advantages of the village not the city. A number also mentioned that a friend *empezó a animar a Ricardo a unirse a él en la aldea.*

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(d) Not all candidates understood the question *¿Qué siente Ricardo al ser ahora dueño de una casa?* The ones who read the text more carefully were able to answer with a direct lift *un gran descanso*. When they lifted *es un gran descanso tener mi propia casa* they lost the mark because *mi* should have been changed to *su*. Some did not recognise *descanso* as a noun and tried to conjugate it. A frequent error was *después de haber alquilado siempre.*

(e) In general, candidates located the correct part of the text for the answer *¿Quiénes deciden los juegos en los recreos?* but it needed a careful reading of the text to give the correct answer *las niñas*. There was a range of wrong answers like *niños y niñas, Charo, Ricardo* from the ones who misread the text.

(f) The answer to the question *¿Qué comentarios hace Pedro sobre las actividades organizadas para los niños?* was easy to locate in the text but challenging to answer to many. Most located the correct part of the text but were not able to manipulate verbs and pronouns correctly to *Lo pasan genial juntos* and *todos se llevan muy bien.* Some copied '*Lo pasamos genial juntos*'. '*nos llevamos muy bien*' and put it in inverted commas and lost the mark. Perhaps asking about Pedro's comments was misleading and many candidates thought they had to reproduce the exact words. Others went for *preparan excursiones y fiestas para los pequeños* because they did not understand the question. Even when the answers were in the reverse order the marks were awarded.

(g) This question *¿Por qué ganaron el concurso los champiñones de Clotilde?* was tricky to many. The question *por qué* required a reason and it could be answer with *eran rarísimos.* Candidates that located the correct section of the text but lifted the phrase *una señora que encontró unos rarísimos* lost the mark.

(h) The question *¿Qué hizo Clotilde con los champiñones?* was also difficult to many candidates. The correct answer required manipulation of the verb *haber* from the first to the third person *Se los ha dado a unos familiars.* A common mistake was to answer *Mucha gente le ofreció dinero* or *no lo aceptó* misreading the question.

(i) This question *¿Cuándo será más fácil viajar a San Fulgencio?* could be answered with a direct lift *dentro de seis meses* but the question could also be answered *cuando se construya la nueva carretera más directa desde la capital.* This answer was not anticipated when the paper was written. Many lifted *Esta semana se comenzará a construir la nueva carretera más directa desde la capital.* The mark was awarded only when the answers included something like *al contruir* or something similar.

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SPANISH

Paper 0530/03
Speaking

Key messages

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

General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (February/March 2023).

Centres uploaded the correct sample size for moderation. The quality of the recordings was generally good. In some instances, there was background noise, which can be distracting for the candidates and the teacher/examiner. Centres should use a quiet room to conduct the speaking test. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal.

Teachers/examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded).

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

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

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

Teachers/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.

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

Comments on specific questions

Role Plays

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

Very few candidates were awarded zero marks (no creditable response). Short response to **Questions 1** and **2** of the role plays were perfectly acceptable. If candidates use an incorrect tense, an incorrect subject of the verb or omit part of a question, they cannot be awarded full marks. The majority of role plays were completed well by candidates. Questions *'¿dónde?'*, '*¿cuándo?*', *'¿cómo?'* and '*¿quién?*' appear to cause most difficulties for candidates. Questions 3, 4 or 5, which required candidates to use a past or a future time frame, tended to cause more problems for weaker candidates.

Role play 1:

Questions 1 and 2

There were difficulties with the pronunciation of the days of the week and the timing of *'desayuno'*.

Role play 2:

Question 1

'¿Cuándo?' was misunderstood by some candidates.

Role play 3:

Question 1

There was uncertainty and sometimes hesitation in the pronunciation of the days of the week.

Question 3

Some candidates were unable to name '*una tienda'*.

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Role-play 4:

Candidates communicated the necessary information well.

Role-play 5:

Question 5

Candidates had difficulty explaining why they liked the shoes.

Role play 6:

Candidates communicated the necessary information well.

Role play 7:

Question 4

Candidates struggled to explain why they did or did not help to prepare food/cook.

Role play 8:

Candidates communicated the necessary information well.

Role play 9:

Question 4

Some candidates struggled to respond, assuming that the activity had to be with their dog.

Topic Conversations

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

In the interests of fairness, teachers/examiners should adhere to the prescribed timings for the two topic conversations (4 minutes each) and make use of extension questions as necessary to encourage candidates to develop their responses and to perform to the best of their ability.

Extension questions and further questions were not always asked when needed. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, teachers/examiners must ask up to **two** further questions on the same topic. It is important that candidates are familiar with the way the teacher/examiner would ask them to expand their ideas using a question such as *¿Puedes decirme algo más sobre…?*

Topic 1, La familia y los amigos:

Question 4

Some candidates were confused by *'pudieras'.*

Topic 2, La casa:

Most candidates communicated the necessary information well.

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Topic 3, *¿Dónde vives?* - tu pueblo, región y país:

Question 4

Despite understanding the question, some candidates had difficulties responding accurately.

Topic 4, Fin de curso y los exámenes:

Most candidates communicated the necessary information well.

Question 4 - Some candidates used an incorrect future time frame.

Topic 5, Fiestas y celebraciones and Topic 6, La vida sana:

Candidates communicated the information well.

Topic 7, El instituto y los profesores:

Most candidates communicated the required information well and with justifications.

Assessment

Most centres assessed their candidates fairly and close to the agreed standard. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (February/March 2023). Teacher/examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, some candidates were penalised for a one-word answer where this was totally acceptable. A brief response (for example, one or two words), if accurate and communicates the required information can be awarded two marks.

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

Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as *'la última vez'* or *'en el futuro'* for example. Candidates were much better prepared when answering questions including, *'lo positivo'* and *'lo negativo'*.

In the topic conversations, some teachers/examiners were too generous in their assessment of Communication, but too harsh in their assessment of Quality of Language. In a few cases, candidates were awarded marks in the upper bands despite not having developed their responses fully and using a wide range of language structures. Similarly, candidates (often native speaker level) were not awarded marks in the top band despite having fulfilled the criteria.

To score highly in the topic conversations, candidates need to do more than answer each question briefly, they should also be able to provide explanations, opinions, justifications, and use more complex language and structures. Teachers/examiners need to adjust questioning by using alternative questions when necessary and use extension questions to elicit fuller responses thereby giving candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

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SPANISH

Paper 0530/42
Writing

Key messages

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

General comments

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

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

In **Question 2**, up to 12 marks are awarded based on task completion, relevance, clarity of the message, variety of vocabulary and structures, and the use of linking words. There is no requirement to provide the same amount of information for each of the tasks. Candidates should be reminded that the maximum of 12 marks cannot be awarded 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 and to form their response as a piece of prose, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. In response to the task that is presented in the future/conditional, the verb must be in an appropriate future tense for full communication to be achieved. Candidates need to link their words, phrases and sentences using a range of simple connectors (e.g. y, también, pero, etc.).

Question 3 offers a choice of two options: a letter/email and a report/article. There are 10 marks available for Task Completion, 10 marks for Range and 8 marks for Accuracy. Candidates should read through both options before choosing which one to answer. Candidates should ensure that they select the question which will allow them to best show the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully to the question.

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity, e.g. missing accent on verbs e.g. jugu**e** for jugué, minor subject error e.g. **mi** profesores son, double-consonants in verbs e.g. **apprendo, passo, b**ack-to-front verbs like gustar and encantar e.g. **mi** gustaría, Imperfect/Preterite e.g. **vivía** en la casa durante tres años, Ser/Estar e.g Mi casa **es** cerca de la playa, Indicative/Subjunctive e.g. Cuando **tengo** veinte años. Such errors will be considered under Accuracy.

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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. The use of extended sentences, a range of connectives, tenses, varied complex structures and vocabulary is required in order to reach the top mark band. When the descriptor states 'uses', it should be read as 'uses successfully'. Candidates who struggle to use basic tenses are likely to achieve a maximum of five marks for Range. Only those who attempt some complex structures are able to access a mark of six or higher for Range.

Accuracy: Candidates do not have to produce a perfectly accurate piece of writing in order to achieve the full 8 marks available for Accuracy. Minor errors which do not impede communication will not be penalised.

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

Comments on specific questions

Question 1

Quieres ser voluntario/a en un zoo en España.

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. A surprising number of candidates struggled with writing the name of a month in Gap 1 and there was a wide range of incorrect responses (e.g. médico, fútbol, deportes, teléfono mobil). Many candidates answered with food vocabulary – possibly confusing the verb 'comenzar' with 'comer' and completely ignoring the word 'mes' (e.g. verduras, pollo, hamburguesas). Most candidates were able to produce accurate spellings of animals for Gaps 2 & 3. The most popular answers were 'perro' and 'gato'. Minor spelling errors did not prevent the award of marks (e.g. giraffe, tigeres) were accepted. However, words which produced an answer with a different meaning (e.g.pero, cabello, pescado) could not be rewarded due to ambiguity. For Gap 4, personal qualities, popular responses were 'generoso', 'simpático', 'inteligente' and 'gracioso'. 'Inteligente' was often spelt incorrectly. Answers which could not be considered as a personal quality, were not rewarded (e.g. hermoso, bonito, bien, alto). Words or phrases that were unrecognisable as Spanish could not be credited here (e.g. social, patiente). Candidates produced a range of acceptable answers for Gap 5 (e.g. coche, bicicleta, carro).

Question 2: Mi casa

Most candidates were able to use familiar language and structures when responding to **Question 2**, and many gained full marks here. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of topic vocabulary related to house and home, and detailed information, sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents on verbs was frequent but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (y, o, pero, también, sin embargo, además), whereas weaker candidates tended to rely on 'y', 'con' and 'porque'. There were examples of candidates writing 'por que' when they intended 'porque' and frequent misuse of 'cual', sometimes spelt as 'caul'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

Task 1 was answered well by most candidates, who were able to state where their house is situated. Candidates frequently used the verb 'ser' instead of 'estar' (e.g. Mi casa es en el centro de Mumbai) or missed the accent off 'está' (e.g. mi casa esta en las afueras). In both cases these minor errors were accepted for task completion, though this could have been avoided by taking the verb from the rubric. Some students answered the question indirectly by stating where they live rather than saying where their house is (e.g. Vivo en la ciudad..), but this was also considered an acceptable response.

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Task 2 required candidates to describe their house and was generally successfully answered. There was a range of responses to this task, with stronger candidates using a variety of adjectives (e.g. acogedora, comoda, luminosa). The most popular adjectives were 'grande' and 'moderna'. Weaker candidates misused the adjective 'largo'. The most frequent errors were with noun/adjective agreements. With verbs, weaker candidates again confused 'ser' and 'estar' (e.g. Mi casa esta bonita) and used 'ser' instead of 'tener' (e.g. mi casa es seis baños).

Task 3 required candidates to explain why they like/don't like their bedroom. Most candidates responded successfully, giving an appropriate reason (e.g.me gusta mi dormitorio porque es azul y es mi color favorito). Weaker candidates did not specify a reason for liking/not liking their bedroom, but talked generally about the activities they did there (e.g. en mi dormitorio veo la tele). The most common error was with the verb gustar. Some students were unable to manipulate the verb from the task successfully (e.g.mi gusta, mi gustaria, mi encantar).

Task 4 required candidates to state what they do with their family. The task was generally understood with stronger candidates giving a range of appropriate answers with correctly conjugated verbs (e.g. vemos una película, juego en el jardín con mis hermanos). The most common answers were 'jugar a los videojuegos' and 'jugar a los juegos de mesa'. However, weaker candidates talked about what they do and made no reference to activities done with their family (e.g. cocino la cena, leo un libro).

Most candidates understood **Task 5**, which asked them what their ideal house would be like. For full task completion, the candidates needed to use a conditional timeframe as in the question or a verb in a future tense. Stronger candidates responded using an appropriate verb in the conditional tense (e.g mi casa sería antigua, tendría una piscina, habría vistas del mar) or a future form (e.g. quiero vivir en una casa elegante, viviré en una casa enorme). The most common error was a lack of accents on the verb (e.g. me gustaria una casa grande), although this was accepted for task completion. However,using the present tense (e.g. mi casa ideal es grande) and errors which produced an inexistent form of the verb (e.g. tenería) could not be rewarded.

Question 3: General comments

There was very little difference between the number of candidates choosing **Question 3(a) and 3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Task completion

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

Range

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

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

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It is important for all candidates to show control of basic structures, including correct spelling and 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/si)
- appropriate formation of constructions with verbs requiring a preposition (e.g. hablar con, con quien hablé)
- a range of timeframes and first-person and third-person verb forms
- adjectives, possessive adjectives, demonstrative adjectives, comparative/superlative adjectives
- adjectival agreement between the subject and its adjective(s)
- correct use and placement of object pronouns in relation to conjugated verbs and infinitives
- negatives, including appropriate word order (e.g. nada/nunca)
- correct use of por and para
- adverbs, prepositional phrases, time references, opinion markers
- linking words other than y, pero and porque
- definite and indefinite articles.

Candidates who did not attempt structures from the list above or who did not use subordinate clauses could not usually achieve a mark higher than five for Range. A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to three or four marks for Range. To achieve a mark beyond the 5–6 band, candidates need to ensure that they include a range of tenses, several subordinate clauses, a range of more ambitious connectives (e.g. aunque, además, etc.), opinion markers (e.g. pienso que, opino que, etc.) and vocabulary, as well as some of the structures listed above. In addition, basic structures must, in general, be used successfully.

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

- include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses
- include the personal a with verbs that require it
- form regular and common irregular verbs in the preterite, particularly the first-person singular (e.g. compré/comí/bebí/vi/elegí/hice/tuve/dije/saqué/jugué)
- use appropriate prepositions in verb constructions when required (e.g. tengo que, ayuda 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. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

Frequent inaccuracies will limit the overall mark awarded for Accuracy. Responses which show errors in basic tenses, in adjective-noun agreements and in other basic structures/words are likely to be placed in the 3–4 band, depending on how often these errors hinder communication. Similarly, candidates who produce a very short text using only basic language cannot usually achieve a mark beyond the 3–4 band, since they will only have demonstrated some accurate spelling and grammar. Candidates who persistently struggle with accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1–2 band

Common errors

The following common errors were seen:

- omission of the relative pronoun que
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g. professora, tranquillo, addictivo)
- inappropriate use of estar when ser was required and vice versa
- confusion between sacar/tomar/llevar
- incorrect combinations of ser/estar with bueno/bien and malo/mal
- use of third-person singular of ser with a plural subject and third-person plural of ser with a singular subject

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- incorrect formation of gustar/encantar in the present and conditional tenses (e.g. me gusto, mi gusta, se gustan)
- omission of the preceding a (e.g. a mí, me gusta)
- incorrect formation of ir and tener in the preterite tense (e.g. fuiemos, fuieron, tuvía, tení)
- use of fue/fuiste when fui was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. cuando tengo mas dinero)
- omission of accents on verb forms (e.g. compre) or inappropriate use of accents (e.g. sácamos)
- omission of the appropriate preposition in verb constructions (e.g. va durar, juego futbol)
- inappropriate inclusion of a preposition in verb constructions (e.g.es necesario a hablamos)
- omission of the preposition following verbs (e.g. fui el bosque)
- inappropriate translation of idioms from the candidate's first language (e.g. tiene mucho divertido, tengo un buen tiempo) when the Spanish idiom pasarlo bien was intended)

Question 3(a): Una excursión a un bosque

This was marginally less popular with 49.5% of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a number of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings. The most common error was that some candidates misunderstood the rubric and wrote about a past trip to a forest rather than their plans for a future trip.

Task completion

Task 1 required candidates to tell their friend how long the trip is going to last for. Stronger candidates gave a statement about the duration of the trip, using appropriate verbs in a future tense (e.g. va a durar tres días, iremos para una semana). Weaker candidates used the past tense (e.g. recientemente mi amiga y yo visitaste un bosque) or the present tense (e.g. la excursión durante es dos horas), or were unable to complete the task due to error (e.g.la tiempo los diece y media, la excursión voy a durar). Some candidates misunderstood 'tiempo' and wrote about the weather (e.g. es lluvia).

Task 2 required candidates to state what activities they are thinking of doing in the forest and proved challenging. Stronger candidates developed their answers with extra detail and opinion, using a range of topic specific vocabulary (e.g.pienso nadar en lago que está en bosque aunque la agua es frío, vamos a aprender como hacer un fuego). Weaker candidates did not recognise the pienso + infinitive future form in the rubric and talked about activities using the present tense (e.g. Yo pienso en el bosque el actividade's es buscar plantes, pienso juego a juegos). Others answered using the past tense or made references to activities not likely to take place in the woods such as shopping or visiting a cathedral. Some students attempted to use the same structure as the rubric but produced incorrect forms (e.g. Pienso que relajaramos). It's important for candidates to be familiar with alternative forms for expressing the future (e.g. quiero/espero/pienso/tengo la intención de + infinitive).

Task 3 required candidates to explain how they could respect the environment during the excursion. Stronger candidates addressed this task successfully, with a wide range of topic vocabulary (e.g.No tiraremos la basura en el bosque, No voy a tirar basura/usar plástico, voy a reciclar botellas). There were some ambitious attempts at complex language, but inaccuracy prevented communication marks being awarded (e.g. Si encontremos el medio ambiente podriamos respetar usando los paraguas). Weaker candidates did not respect the tense and produced answers in the past or present tenses, which could not be rewarded (e.g. Nosotros respetamos el medio ambiente para hacer limpío y basura, nosotros reciclado la basura).

Task 4 required candidates to describe a problem they had the last time they went to the forest and was generally answered successfully by candidates. Stronger candidates used appropriate topic vocabulary and attempted more complex sentences (e.g. No tuvimos comida bastante y era difícil buscar comida en el bosque). Weaker candidates struggled to find the vocabulary to describe a problem. Many tried to describe not having enough food/water, being sick or being scared of an animal. The incorrect conjugation of tener in the preterite (teni/or tuvo for tuve) also caused problems. Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g.cerca de nuestro sitio de camping empieze una fuego de bosque, en mi fuiste excursión veo muchos animales).

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Task 5 required candidates to give their opinion on why it is (not) important to spend time outside/in the fresh air, and this was generally addressed successfully with a variety of reasons being mentioned. Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately (e.g. es no importante porque lo no es mi favorito, es buena oportunidad para resperar refresco aire libre). Stronger candidates gave additional details (e.g. Necesitas hacerlo para vivir una vida sana y es bueno para reducir estrés).

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. There were very few examples of successful use of subjunctive and compound tenses. Weaker candidates demonstrated poor competence with basic tenses. They also used a small range of topic vocabulary repeatedly. However, the majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing.

Accuracy

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation. Poor spelling of vocabulary was also common in this question and use of intrusive English words (e.g. tengo muy scardo, podrias una tent, es muchas heavy, dos hombres rescuen me). There were also many examples of confusion between por qué and porque as well as muy and mucho (e.g. en el bosque hacemos muy actividades, fue muy sol, fue mucho sucio).

Question 3(b): La tecnología

This was slightly more popular with 50.5% of candidates choosing this option. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas. Some candidates simply produced a piece of writing in response to the bullet points whilst others engaged well with the register of the task, i.e. an article for the school magazine.

Task completion

Task 1 asked candidates to state which technology they use **when they relax**. The most common error was that candidates talked about their general use of technology without referencing when they relax. These responses were considered partial attempts and could not be rewarded for communication. Responses from weaker candidates to this task also tended to have errors which prevented task completion (e.g. yo prefierio navegar por internet). Stronger candidates used a range of appropriate verbs along with a variety of topic specific vocabulary (e.g En mi tiempo libre uso mi móvil y mi ordenador…. Para hablar por las redes sociales, Cuando me relajo utilizo mi ordenador para ver videos en línea).

Task 2 asked candidates to describe a problem they had with their mobile phone last week and required a verb in the past in order to complete the task. Weaker candidates struggled to use an accurate verb in the preterite (e.g.higo una problema,) or used the present tense instead (e.g. hace yo tomo mi movil con mi accidientemente). The stronger candidates were able to use a range of verbs in the preterite tense and give detailed explanations. (e.g. mi móvil se rompió y estaba muy preocupado y triste).

Task 3 required candidates to explain why parents should (not) be strict when their children use technology. When copying the structure from the rubric, weaker candidates omitted the verb deber and produced inaccurate responses (e.g. los padres ser estrictos, Estoy porque mis padres estrictos cuando mis usas tecnología) which could not be rewarded. Stronger candidates were able to give more detailed answers (e.g. Ser estricto ayudaría a vivir una vida sana, la tecnología causa adicción).

Task 4 required the candidates to give their opinion on how they could improve their habits when using technology and most candidates understood the task. However, they did not always communicate the information accurately. Weaker students were challenged by simple verb formation (e.g. pueden dolar los ojos, Podería no usar parar dos dias). Some candidates were ambitious and attempted complex structures, but not always successfully (e.g es importante para manejar el tiempo de estudiar). Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. Por eso voy a reducir el tiempo que uso mi móvil y pasar más tiempo en el aire libre).

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Task 5 required candidates to state the advantages of using technology in school/education. Stronger candidates answered with a short, simple sentence in which an accurate form of the verb was produced (e.g. .la tecnología hace la vida escolar más facil, cómoda y conveniente) and a few were able to produce more ambitious sentences (e.g. me permite investigar y terminar el trabajo más rápido). Weaker candidates did not address the task successfully because their response was too inaccurate to reward (e.g.es muy bien para la organizidad por mi trabaja, la utilizar de tecnologia en en colegio es importante porque la resercha, En mi opinión colegios saber utilizar el usas de tecnología en la campus).

Range

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

Accuracy

Weaker candidates did not use simple structures accurately and it was common to see pre-learnt salutations and endings to letters and articles with a generally inaccurate body of writing. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms. There were also examples of incorrect choices of verbs (e.g. trabajar instead of funcionar, me acuesto instead of me acuerdo) and frequent misspelling of tecnología (technología).

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