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SPANISH

Paper 0530/12
Listening

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

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

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

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

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

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

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. These are tested in longer extracts and more complex exchanges in Sections 2 and 3.

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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, clearly signalled. The exercise, overall, caused little difficulty to candidates, with nearly all answering correctly on **Questions 1**, **2**, **3**, **7**, and **8**. **Question 4** caused problems for a fifth of the candidates. The key word *peluquería* may have been unfamiliar, or they may have been confused by the fact that the key option – **B** was a close-up action picture, while the other three options all showed distant views of shops – and the ending *-ía* in Spanish often indicates a shop. **Question 5** caused even more problems many middling and weaker candidates. Here, although the key *helados* is a fairly familiar word, the pictures of the distractor options may not have been sufficiently differentiated. **Question 6** dealt with the detail of personal description, which is sometimes problematic for candidates, and here also some weaker candidates answered incorrectly.

Questions 9–14

Here candidates heard a short piece of continuous speech about an open-air cinema. Questions focused on days of the week, location, capacity (number) and types of films. None of the questions seems to have presented major difficulties, although none was answered correctly by all. **Questions 12** and **14** appear to have been problematic for weaker candidates. The key word for **Question 12** was *bosque* – possibly unfamiliar to some. On **Question 14** the key language – *una pequeña cena* – may have been unexpected in the context of a free gift.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about which village to choose for a weekend visit. **Questions 15–18** caused problems for weaker candidates, which can often happen on a multiple matching exercise where one early error can have a knock-on effect in terms of later choices. **Question 15** required candidates to link *llueve* in the extract to *mal tiempo.* For **Question 16** the candidates needed to hear *Fui a Los Pilares con mis amigos recientemente* at the beginning of the speech. It was followed by statements on other aspects, which may have led candidates astray, although there was no actual distraction. **Question 17** required candidates to link *andar mucho* in the extract to the paraphrase *caminar demasiado.* Similarly, on **Question 18** candidates needed to connect *una carrera por las calles* to another paraphrase, *una actividad deportiv.* **Question 19**, where the key lay in *Podemos visitar también a mis abuelos*, was apparently more accessible, with nine out of 10 candidates answering correctly.

Questions 20–28

In this exercise, candidates heard an interview in two parts with an flight attendant. 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**, over four fifths of the candidates responded correctly on this tense and adverb – based item, rejecting the distraction of *Madrid* **(A)** understanding *mañana a primera hora voy a volar* and choosing key option **B**. Very few opted for distractor **C**.

Question 21 proved similarly accessible. More than four fifths identified the key **C** correctly; the remainder were tempted to distractor **B**: but the word *periodista* was connected to the *padres*, not Marisa herself.

Question 22 proved much more demanding: fewer than two thirds answered correctly. To find key **A** candidates had to understand the paraphrase *no muy lejos de donde vivo* in the extract. The mention of *transporte* in distractor option **C**, echoing the word in the passage, attracted a sizeable number.

Question 23 This was quite a tricky item, although over two thirds chose correctly. The relevant section in the extract for key **C** contained quite a complex paraphrase; a number of weaker candidates failed to hear *a veces* in the extract and chose distractor option **A**, which would otherwise have been correct.

Question 24 seemed to cause more problems. Distractor **C** was plausible, and **A** even more so, with the word *niños* echoing the text. Fewer than half of candidates were able to identify *key* option **B**, which required them to spot the paraphrase in the option of *pasajeros maleducados* in the extract.

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Question 25 only just over half of candidates were able to identify key option **A**. The key option was a paraphrase of the extract; curiously, distractor **C** was attractive to weaker candidates, who were presumably caught out by the word *Islandia* in the text.

On **Question 26**, again, just over half of the candidates answered correctly. To choose the paraphrase option key **B** they needed to connect two sentences, one of which contained a lengthy explanation. Distractor **C,** with its echo of *casa* from the text, was clearly tempting to some weaker candidates.

Question 27 seems to have been slightly less demanding, in that nearly two thirds chose the key **C**, which is a paraphrase of an idea mentioned at length in the extract. In order to do so, they had to understand a paraphrase and link *emplear a más gente* to *contratar a más personas.* A number of weaker candidates selected distractor **A**, presumably attracted by the word-echo *responsabilidad***.**

On **Question 28** there were problems for candidates of all abilities, with just over a third selecting key option **A**, which was a tricky paraphrase of *haciendo vela en un lago in the extract.* Distractors **B** (which echoed *playa*) and **C** (which was plausible) proved almost equally attractive.

Questions 29–34

Candidates heard an interview with Paco, a member of a village dining club. 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 just over a third choosing the key option **B**, and candidates of all abilities encountering difficulty. To find the key, they had to spot *Durante muchos años, nosotros trabajamos juntos en la pesca* and link it to the paraphrase in the option. **C**, the most popular of the distractors, contained a double word-echo, while **D** was also very plausible in the overall context.

Question 30 proved similarly challenging; candidates had to connect two sections of the speech in order to identify key **D**, which was, in effect, a summary of the content of the whole speech. Distractor **A**, which tempted the majority, reflects some of the content but, crucially, is not what is actually said.

Question 31 discriminated between abilities. Only one third chose key option **D** correctly. To do so, they needed to connect two sentences in the extract. Distractor **A** and **C**, both paraphrasing ideas from the text – but neither expressing what is said – were both popular.

Question 32 proved challenging, with fewer than a third of candidates able to understand the long section to which key option **A** relates. Distractors **B** and **C**, both of which contained word-echoes, proved especially attractive to weaker candidates.

Question 33 proved less challenging, in that just under half of the candidates were able to identify key option **A**. However, it still proved problematic for many. The key depended on a difficult paraphrase of the second sentence. Distractor **C**, which mentioned a *fiesta* – but not the one from the extract - proved attractive to many weaker candidates.

Question 34 proved the most demanding of all: only a quarter answered correctly. The key option **C**, with its mention of *gente más joven*, was a paraphrase of the last sentence of the extract. Distractor options **A** and **D** – both based on words echoed from the extract – were both popular.

Questions 35–37

In this exercise, candidates heard an interview with the owner of a toy hospital. 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** just half of candidates selected key option **A**. The relevant key information was mentioned twice in the extract in the first speech. Distractor **B** expressed the opposite of the content of the extract. Key **C** proved demanding – only just over a third identified it – surprisingly, given that the paraphrase link – between *otras partes del mundo* and *de otros países* – was fairly clear. Distractor **D**, based on isolated mentions of parts of the body, was apparently rejected as implausible. Distractor **E**, however, was both plausible and popular, although contradicted in the extract.

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Identifying the two key options on **Question 36** was also challenging for candidates. Just over half offered key option **B**, while some 40 per cent correctly chose key option **E**. The content in the extract for **B** was quite accessible, but for **E**, the candidates had to pick a detail from a long section of speech. Distractor **C** was particularly demanding, in that only the word *ganó* in the option invalidated it in relation to the extract.

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 keys in **Question 37**, both occur in the second speech in the extract, so that candidates have to exercise patience and concentration. Key **C** was identified by fewer than half of the candidates. It depended on understanding a paraphrase, with fairly demanding vocabulary. Key **E** came at the end of the last speech, and although it was a paraphrase of quite a long sentence, two thirds of candidates answered correctly. The first two distractors, **A** and **B**, were skilfully designed and attracted a number of weaker candidates. The third, **D**, was not mentioned in the text but still, surprisingly, seems to have been plausible ad attractive to some.

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 fairly lengthy section of two complex responses to a single question. Candidates will benefit from practice on this exercise – to understand how it functions – followed by a reading of the extract and careful 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:

- 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.
- Remember that the questions follow the order of the text.
- 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.
- 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.
- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.

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. No candidates answered using quotation marks instead of answering using reported speech.

Candidates need to be unambiguous in their answers to **Questions 4** and **6**. They must be able to correctly manipulate personal, object and reflexive pronouns, and verb endings and tenses. They must also pay attention to agreement of number and gender between nouns and qualitative and possessive adjectives. Candidates who can correctly recognise interrogatives usually provide more appropriate answers. Candidates who have a wide range of vocabulary and can recognise synonyms are well equipped to tackle the exercises in this paper, in particular **Question 5**.

Overall, consistent inaccuracies included candidates:

- lifting indiscriminately from the text which resulted in them either writing the answer in the first rather than the third person,
- lifting excessively and failing to identify the correct part of the answer,
- copying the stem that is already in the question, many times leading to errors that invalidate the answers.
- missing accents which change the meaning of their answer and therefore invalidating their mark (*usó/uso, llevo/llevó, bajo/bajó, quedo/quedó,* etc.)

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Comments on specific questions

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to indication in the street. Most candidates answered all the questions correctly. Candidates need to remember that one of the pictures is surplus to requirements. There were few mistakes and no clear pattern.

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 related to openair activities. Most candidates attempted all the questions but had more difficulty than with **Question 1**. The surplus notices were *Zona de camping, No tirar basura, Alquiler de barcos*.

The option answered best was **(a)** *Podemos comer allí* linked with ***H*** *Restaurante*. The statement that caused most difficulty was **(d)** *A mi hermano le encanta hacer equitación*. Only better candidates went for ***A*** *Paseos a caballo*. The word was not known because all the other options were chosen principally **(d)** *Zona de camping*. The correct answer for **(b)** *Me gustan mucho los deportes de invierno* was **F** *Escuela de esquí* but many struggle with this question and gave a wide range of answers. ***(c)*** *Aquí podemos pedir un mapa de la zona* was mostly well answered with **B** *Centro de información*. The commonest misunderstanding here was to put **D** *Alquiler de barcos*. **(e)** ¡Cuidado! Está prohibido entrar ahí was well answered and most candidates chose **C** *Peligro: no pasar*.

Question 3

Candidates read a text of a boy talking about his village. They had to answer 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.

(a) *El primo de Ricardo visita su casa* most candidates were able to identify *todos los domingos.* in the text and went for ***A*** *una vez a la semana*.

(b) *El primo de Ricardo es* many candidates chose the correct answer **C** *hablador*. They understood *siempre está contando historias* to eliminate the other two options *aburrido* and *tímido* that were a plausible answers. It was challenging to many that went mainly for **B** *tímido*.

(c) Better candidates who knew synonyms linked *Antes, mi pueblo tenía bastantes jardines.* in the text with the correct answer ***C*** *varias zonas verdes* but many struggled with this question and went mainly for **A** *muchas tiendas*.

(d) *Ricardo recomienda probar un tipo de* there was a good understanding of this question. Most candidates understood *las uvas* and selected ***A*** *fruta*.

(e) *Según Ricardo, es mejor* most candidates who read the passage *puedes moverte en autobús o en bicicleta, pero yo prefiero ir a pie para estar en forma* carefully went for **B** *ir a pie* even when the two other distractors *bicicleta* and *autobús* were mentioned in the text.

(f) *A veces, Ricardo y su familia van a* most candidates were able to link *vamos a un restaurante cerca de casa* with **B** *comer fuera* and got the mark. Very occasionally candidates went for either of the other two options **A** *ver una película* or **C** *dar un paseo*.

(g) *Ricardo prefiere jugar* was a challenging question and not everybody could handle it because it required more careful reading of the text. Candidates had to understand *disfruto* and *prefiere* to go for the right answer **A** *a las cartas* given that the other two options *tenis* and *ajedrez* were mentioned in the text.

Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by *Jacinta* having to study online while staying on an island with her family. Candidates were required to write short responses in Spanish. The question required the candidate to be able to manipulate

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Spanish verbs sufficiently to change the person of the verb from the narrative first person to the third person, and to use tenses appropriately. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. Answers had to be succinct and unambiguous to demonstrate sufficient comprehension and be answered in the tenses they were asked. The candidate could lift vocabulary and phraseology from the text, but care should be taken not to lift indiscriminately large chunks of text which negate the answer.

(a) Candidates understood the question *¿Por qué la madre de Jacinta tiene que visitar países exóticos?* and gave the straightforward answer *por su trabajo*. Some went for a full sentence *su madre tiene que viajar a países exóticos por su trabajo*. The shorter version was preferable because candidates did not get extra marks for answering in full sentences and some invalidated the answers with mistakes. A common grammatical error was to write *ella trabajo* instead of *su trabajo*.

(b) This question *¿Cuánto tiempo vivieron en la isla Jacinta y su familia?* could be answered with a direct lift *ocho meses*. It was well answered by many. A common wrong answer was *dos años* because some candidates did not understand *hace* meaning *ago*. Others answered *dos años y ocho meses* because they did not understand the text. An example of finding the correct information but lifting indiscriminately from the text was *pasamos ocho meses*. Had the candidates changed the verb to *pasaron* the answer would have been acceptable.

(c) Many candidates read the question *¿Qué problema había con el viaje al instituto de la isla?* carefully and understood the information that they needed to provide. It was accurately answered by many with *las carreteras estaban en mal estado*, some added *lo que complicaba mucho el viaje*. Candidates who did not understand the text answered *Había que acostumbrarse a una nueva vida* or only *complicaba mucho el viaje* and lost the mark.

(d) This question *Para Jacinta, ¿qué ventaja tenían las clases por Internet?* was well answered succinctly by many with *podía concentrarse más* correctly changing the pronoun from *me* to *se.* This was challenging to many, candidates who did not do the grammatical change lost the mark. Many went for *no le preocupaba* that did not answer the question.

(e) **1 and 2**: Most candidates located the correct part of the text to answer *A Joaquín, ¿qué no le gustaba de las clases por Internet? Menciona **dos** cosas*. The correct answers were *no tener compañeros de clase* and *estar sentado tantas horas*. Some added *fue difícil* that was considered a harmless addition because it did not invalidate the answer. Some went for *Joaquín no tenía compañeros de clase* that was also correct, but when they answered in the present *Joaquín no tiene compañeros de clase* the mark was lost.

(f) *¿Qué intentaban hacer los profesores?* was answered well by candidates that lifted *dar clases divertidas* but *clases divertidas* was enough to get the mark. Some added *y les estoy muy agradecida* but lost the mark because the verb should have been changed to *está*. A common wrong answer was *un gran esfuerzo*.

(g) This question *¿Cómo pasaba lista la profesora de música?* was well handled by candidates who understood the question word and answered *cantaba* or *cantando*, some added *cuando pasaba lista* that was accepted because it did not invalidate the answer. Many went for the complete sentence *la profesora de música cantaba cuando pasaba lista* but sometimes when writing a full sentence candidates might make mistakes that could invalidate the answer. *Canta* could not be accepted because the question was in the past tense.

(h) Most candidates could locate the correct part of the text for the question *¿Qué ocurría siempre al final de las clases de matemáticas?* Most candidates got the correct answer *La profesora mostraba a su gato*. Some added *antes de terminar la clase* that was considered a harmless addition. However, not everybody read the question properly and answered only *mostraba a su gato* that was not enough because it did not specify who was doing it.

(i) All that was needed to answer the question *¿Quién decoró de forma apropiada el lugar donde enseñaba?* was *el profesor de química* but not all understood the question word *quién* and was one of the questions that was tackled less well in this exercise. A common wrong answer was *hacerla parecida a un laboratorio*.

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(j) Most candidates located the correct part of the text to answer the question *¿Qué hizo Jacinta el día que no había electricidad?***.** However, it required manipulation of the verb from the first *usé* to the third person *usó el teléfono* and did not do it. Furthermore, to get the mark candidates had to use the accent because *uso* has a different meaning and cannot be accepted.

(k) This question *¿Qué pasó un día en la calle?* Most candidates located the correct part of the text but the ones who answered *por los gritos no podía oír* did not read the question properly and lost the mark because that was not happening *en la calle*. The right answer was *los/sus vecinos se pelearon en la calle.* It also required changing the possessive *mis* to *sus*. The ones who added *y por los gritos no podía oír a los profesores* also got the mark because it did not invalidate the answer.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who were looking for *Trabajo a tiempo parcial*. 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 relevant skills were less well developed.

(a) Candidates needed to read the texts carefully to fully understand the references to JOSÉ wanting to work for *una empresa nacional conocida*, is punctual and has his own bicycle to select **option 2.** A frequent wrong answer was **option 5** but that was a public library not *una empresa nacional conocida*.

(b) To select **option 7** candidates needed to understand the references to LIDIA, who enjoys *cuidando de mis abuelos* and has her own car. Those who put **option 6** was because LIDIA's mother sold cosmetics but failed to realise LIDIA liked working with the elderly.

(c) Candidates that made the link between MILA who wanted to work with wanted to *trabajar con productos de belleza* and not wanting is to be *siempre las mismas horas, como en una tienda* went for **option 6** to work *los días que quieras vendiendo productos de perfumería.* Many went for **option 4** because she spoke a foreign language.

(d) Candidates who were able to understand that YASIRA had worked *de camarera* and wanted to get *algo similar* went for **option 8** that had *un puesto libre en nuestro bar*. There was no clear pattern of mistakes.

(e) Candidates who understood that *ISMAEL* loved to help his younger brothers with their homework and wanted to *ganar dinero haciendo este tipo de trabajo* and also was learning English went for **option 1** that needed someone to pick up their children from school, help them with their homework and also *personas con idiomas*. This was the best handled of all the options.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a holiday in the United States. Candidates were required to write short answers in Spanish. Responses needed 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 *En la familia de Manuela, ¿quién sugirió ir de vacaciones a un parque temático?* gave the answer with a direct lift but only got the mark if they changed the possessive adjective *mi* to *A su padre.* Not everybody understood the text and answered *su padre y su hermano* or *sus sueños se hacían realidad*, etc.

(b) Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Cómo encontraron dónde sentarse en el avión Manuela y su familia?* candidates had to change the lift from the first to the third person again *una amable azafata los/les llevó hasta sus asientos*. This question was challenging to many who answered something related to going to the airport and parking the car.

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(c) The next question *En otros vuelos anteriores, ¿cómo molestaban a Manuela los pasajeros con poca educación?* could be answered with a direct lift *ocupando el sitio para poner los brazos todo el rato.* It was challenging to many who did not understand the question word *cómo* and answered *los pasajeros demostraban poca educación* that was not enough because they did not explain how.

(d) **1 and 2**: The answer to the question *¿Quién asustó a Manuela durante el vuelo a Estados Unidos? ¿Por qué?* required no modification of the text *El viajero de al lado de repente empezó a reírse muy alto* but challenging to answer to many. Many answered only *El viajero* that was not enough, others who did not know the expression *de repente* and in **part 2** wrote *repente empezó a reírse* and lost the mark. Others showed lack of understanding and gave unrelated answers or variations of *¡Qué susto! ¡Casi salté dos metros!*

(e) In general, candidates located the correct part of the text for the answer *¿Por qué no pudo entrar la familia inmediatamente a su alojamiento?* and wrote *el apartamento no estaba listo* a direct lift. Some added *y tuvieron que esperar bastante*. However, candidates that wrote *tuvimos que esperar bastante* lost the mark because the verb was in the wrong person. Not all understood the question and there was a range of answers from different parts of the text.

(f) Not all candidates understood the question *¿Qué hizo el hotel para pedir perdón a la familia de Manuela?* It was challenging to many, Some went for a long answer *como disculpa les dieron, para su gran sorpresa, un apartamento con vistas al mar.* A more concise answer *les dieron un apartamento con vistas al mar* was also correct but *un apartamento con vistas al mar* was not enough. Some answered only *para su gran sorpresa* that showed lack of understanding of the text.

(g) The question *¿Cuándo se sintió mal Manuela en el parque temático?* The ones who read the text more carefully and manipulated verbs and pronouns correctly were able to answer *cuando se bajó de la famosa atracción/de* '*La Serpiente Loca*'*.* The verb *bajó* to get the mark had to have the accent, if not it is in the present tense. This was one of the questions that was answered least well in this section. Candidates provided a wide range of answers that showed poor comprehension.

(h) This question *¿Cómo reaccionó Manuela con el trabajo de la maquilladora de actores?* also required manipulation of the pronoun and the verb *se quedó con la boca abierta* to get the mark. A number of candidates did not understand what was asked and answered *taller de maquillaje para películas de terror*, *películas de terror*, etc.

(i) **1 and 2**: This question *Según Manuela, ¿qué tiempo hizo durante la estancia en Estados Unidos?* was not always well understood. The answers were straightforward *había tormentas de verano* and *solía hacer 25 grados de media*. However, a number of candidates answered *Cada vez que miro las fotos, quiero volver. Han sido las mejores vacaciones de mi vida. Siempre las recordaré con mucho cariño* showing lack of understanding of that was asked.

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SPANISH

Paper 0530/03
Speaking

Key messages

- Teacher/examiners should familiarise themselves with the scripts for 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 can repeat any role play question if the candidate has not understood or did not hear but must **not** rephrase or replace the role play questions.
- In the topic conversations where there is a two-part question, teacher/examiners must pause as indicated to allow candidates to respond to the first part. They 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, teacher/examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3 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 4 minutes.
- During the topic conversations, teacher/examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre…, ¿Qué más me puedes decir sobre…? ¿Puedes decirme algo más (sobre eso)?* When used effectively, extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.
- 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.
- Teacher/examiners must not share the role plays or the topics of the conversations with candidates before the speaking test 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 2024).

Centres uploaded the correct sample size for moderation. The quality of the recordings was generally good. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal. Teacher/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). Teachers/examiners are encouraged to use the electronic WMS forms.

Teacher/examiners should follow the randomisation instructions in strict order (page 14 and 15). 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.

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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 they have uploaded onto the Submit for Assessment portal corresponds to the correct candidate.

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.

In most cases, teacher/examiners completed the working mark sheets to a high standard, and uploaded them onto the Submit for Assessment portal. Teacher/examiners need 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 legible.

Comments on specific questions

Role Plays

Teacher/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, teacher/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 to give candidates the opportunity to work for the available marks. They must not rephrase or replace the question.

Very few candidates were awarded zero marks (no creditable response). Short responses to questions one and two of the role plays were perfectly acceptable. Candidates do not need to provide additional information beyond what they have been asked. 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 with '*cuándo*', *'cómo'* and '*dónde*' appear to cause most difficulties for candidates. Candidates who have already provided a reason in questions where there is a 'por *qué'* task following a pause, do not need to be asked for this information again. **Questions 4** and **5**, which required candidates to use a past or future time frame, tended to cause more problems for weaker candidates particularly when they were required to show a past time frame.

Role play 1:

Question 4

Candidates had difficulties using a past time frame. Some candidates did not understand *'hiciste'*.

Role play 2:

Question 5

Candidates struggled with the second part of the question.

Role play 3:

Question 1

There were issues with the communication of the time and the pronunciation of numbers.

Question 4

Some candidates provided details about their meal omitting to say when they had a meal at the restaurant.

Role play 4:

Some responses showed uncertainty in using *'gustar'* in a tense other than the present.

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Role play 5:

Question 4

¿Qué pasó? was a stumbling block for a few candidates.

Role play 6:

Question 2

Many candidates struggled to express what type of tickets they required.

Role play 7:

Question 3

Candidates managed to provide an acceptable response despite some candidates struggling with the past tense and appropriate vocabulary.

Question 5

Some candidates were unfamiliar with the adjective *'hispanohablante'*.

Role play 8:

Candidates communicated the necessary information well.

Role play 9:

Question 2

Some candidates struggled with '*¿Cuándo?*' and/or *'empezar'*. A short response or one-word answer was acceptable.

Topic Conversations

The topic conversations were conducted well. There was greater use of extension questions to elicit additional relevant information. In some cases, teacher/examiners did not use extension questions and further questions when needed, with candidates' responses remaining brief. Teacher/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. In two part questions, teacher/examiners must pause as indicated to allow candidates time to respond to the first part.

Teacher/examiners should use the alternative question where the candidate does not respond to the initial question and the repetition of the initial question. It is important to allow candidates time to respond following the repetition before moving onto the alternative question.

A few centres did not adhere to timings, which in some cases fell short by two minutes, and in other centres were much longer than four minutes. In the interests of fairness, teacher/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. If the topic conversation lasts 3 and a half minutes or less, even after asking extension questions, teacher/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 using a question such as *¿Puedes decirme algo más sobre ….?* Most candidates are now familiar with *'ventajas'* and 'desventajas' and gave appropriate responses even if they found these words difficult to pronounce.

Topic 1, La familia:

The majority of candidates managed to communicate the required information well and in detail.

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Question 1

Candidates did not fully understand *¿De dónde?* There was some hesitation in responding.

Topic 2, La vida sana y el deporte:

Question 2

Some candidates struggled to express the advantages or disadvantages of a gymnasium.

Topic 3, Los idiomas y la cultura:

Question 2

Although generally understood, often candidates did not answer this question well.

Question 3

There was confusion over the use of the adverb *'bien'* and the adjective *'bueno'* when discussing food that they had tried.

Question 5

Some candidates found the names of countries difficult to pronounce, occasionally using the adjective (for example, *'español'* instead of the noun '*España'*).

Topic 4, El instituto y los estudios:

Question 4

Candidates tended to provide brief responses rather than taking the opportunity to expand by describing a particular class in detail and thereby accessing higher marks.

Question 5

Some candidates were unfamiliar with the adjective *'hispanohablante'*.

Topic 5, La ciudad:

Question 1

¿Cómo es? was problematic for some candidates responding with the name of where they lived. Often on repetition of the question, they provided a description.

Question 3

Candidates had difficulties using a past time frame

Question 4

Some candidates struggled with pronunciation of '*ventajas*' and *'desventajas'*.

Topic 6, La tecnología:

Most candidates communicated the necessary information well.

Topic 7, Las vacaciones:

The majority of candidates managed to communicate the required information well.

Question 2

¿Dónde te alojas? was rarely well-answered.

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Assessment

The majority of centres assessed their candidates fairly close to the agreed standard. Most centres understood the marking criteria. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (February/March 2024). 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 for short responses. A brief response (for example, one or two words), if accurate and communicates the required information can be awarded two marks. Candidates were sometimes penalised for a one-word response where this was acceptable. A few centres awarded full marks to some candidates who used the incorrect time frame or incorrect subject of the verb. The time frame must be correct for a mark of two to be appropriate.

The topic conversations discriminated well. 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 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. Where marks were out of tolerance, it was sometimes because high marks were awarded for Communication where candidates had not developed quality answers and expressed opinions with justification and similarly, with Quality of Language, candidates had not used a wide range of language and structures. Furthermore, 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 more complex language and structures. Teacher/examiners need to adjust questioning by using alternative questions as 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 with reference to the question asked, 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 demonstrate 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., *bail**e** for bailé*; minor subject error e.g.*, **mi** padres son*; double-consonants in verbs e.g., *apprendo, preffiero;* Imperfect/Preterite e.g., *el sábado pasado iba a una protesta*; Ser/Estar e.g., *el centro comercial es cerca de mi casa*; Indicative/Subjunctive

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e.g., *Espero que me respondes*). Such errors will be considered under Accuracy. When considering which band to place the mark in, relevance and detailed information will also be taken into account.

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 hacerte miembro de un polideportivo

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. The great majority of 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. The majority of candidates were able to correctly produce a profession for Gap 1, with a range of answers (e.g., '*dentista*'; '*medico*'; '*bombero*'). Marks were awarded for minor spelling errors which did not impede communication (e.g., 'deportisto'; 'professor'; 'jardinerio'). Spellings which were not recognisable or produced a word in Spanish with another meaning (e.g., 'abogabo'; '*bombardero*'; '*cocina*'; '*estudiar*') could not be rewarded. There were few problems with producing a noun for a sport in Gaps 2 and 3, with a broad range of answers (e.g., '*fútbol*'; '*tenis*'; '*baloncesto*'). Some candidates produced inappropriate responses (e.g., '*grillo*'; '*agua*'; '*tiempo*';) which could not be rewarded. Most candidates were able to produce accurate spellings of days for Gaps 4 and 5. The most popular answers were '*lunes*' and '*martes*'. A very small number of candidates produced inappropriate answers (e.g., 'tren'; 'autobus'). A few candidates left a blank space.

Question 2: La cena

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to food and restaurants, with detailed information sometimes expressed in more complex language. There were many candidates, who did not focus on the specific detail in each task and produced general statements instead which meant that task completion marks could not be awarded. 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 was frequent (e.g., '*dia*'; '*tambien*'; '*gustaria*'; '*despues*') 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*), using more complex connectors (e.g., '*sin embargo*'; '*además*'; '*dado que*'), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' when they intended '*porque*'. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

Task 1 required candidates to state what their favourite food/meal is and was answered successfully by most candidates, (e.g., '*Mi comida favorita es paella*'; '*Prefiero la pasta y la pizza*'). Stronger candidates use a good range of vocabulary to describe food they like (e.g., '*rico*'; '*sano*'; '*delicioso*'; '*picante*'; '*sabrosod*'; '*no*

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contiene grasa'). Some common verb errors included ('*preferio*'*;* '*yo preferido*'*;* '*mi preferido*'*;* '*me comida prefiero*') which could not be rewarded for task completion but considered under relevance. There were also many examples of confusion between nouns and adjectives (e.g., '*comida de Italiano*'*;* '*película de romántica*'*).*

Task 2 required candidates to state who normally cooks in their family and was generally successfully answered (e.g., '*Normalmente mi madre cocina en casa*'). Candidates who expanded to say they sometimes helped someone nearly always omitted the personal *'a*', but this was considered a minor error. Weaker candidates produced incorrect verbs (e.g., '*yo cociando*'*;* '*mi madre y yo preparar la cena*') or misunderstood this task, providing a lot of superfluous detail about their families and their eating preferences (e.g., '*Con mi familia vosotros como taco normalmente*').

Task 3 required candidates to explain why they (do not) prefer eating with their family and was generally answered well. The most popular answers were that their families are fun or interesting. Poor verb formation and spelling prevented weaker candidates from completing the task (e.g., '*habla con mi familia es divertido y affordable*'*; 'nosotros es muy amable*').

Task 4 required candidates to say what they do after dinner. Most candidates understood the task and provided a range of appropriate reasons to successfully complete the task (e.g., '*juego video juegos en la tele*'*;* '*hago mis deberes*'*;* '*leo un libro*'). Stronger candidates produced correct verbs, going beyond first person, and extra details (e.g., '*mis amigos y yo vamos al parque para jugar al fútbol*'). Weaker candidates struggled to correctly form opinion verbs (e.g., '*mi familia gusta ver'*;* '*me gustan hacer'*) and some students did not conjugate the verb after '*después de cenar*' *(*e.g., '*despues de cenar ver la tele'*)*.

Most candidates understood **Task 5**, which asked them to state when they are going to eat in a restaurant again. For full task completion, the candidates needed to use an appropriate verb form in a future tense. Many candidates successfully manipulated the verb in the rubric from second to first person (e.g., '*La próxima semana voy a comer en un restaurante con mis amigos*'). Weaker candidates had problems with producing an accurate form of a future tense (e.g., '*otra vez cuando vas a comer en un restaurante un año hago*'). Some candidates stated what they normally do at a weekend (e.g., '*de vez en cuando cenamos en un restaurante*'; '*en un restaurant me gustaría como un bocadillo*') which could not be accepted for task completion. Many candidates produced inappropriate responses in the past tense (e.g., '*el año pasado fui a un restaurant..*') and there were some confusing responses (e.g., '*la proxima semana fuimos a un restaurant*').

Question 3: General comments

The majority of candidates chose **Question 3(a)** rather than **3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then 'backfilled' with justifications, developments and opinions which served to enhance their responses by adding further information. The best candidates also made brief notes next to the BPs to remind themselves which structures they were going to include and where. 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, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

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
- compose a comprehensive written response driven by specific prompts, and they should reference the rubric for each task to ensure that the target audience fully understands the context
- 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

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- 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, and appropriate use of the subjunctive and other complex structures.

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., *llevé/comí/bebí/vi/elegí/hice/di,tuve/dije/busqué/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

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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., '*apprendí';* '*interessante*'*;* '*pollución*'*;* '*commercial*')
- 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
- incorrect formation of gustar/encantar in the present and conditional tenses (e.g., '*me gusto*'*;* '*mi gusta*'*;* '*se encantan*'*;* '*lo encanto*')
- 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., '*baile*') or inappropriate use of accents (e.g., '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g., '*voy comprar*'*;* '*juego futbol*')
- inappropriate inclusion of a preposition in verb constructions (e.g., '*es necesario a ir*')
- omission of the preposition following verbs (e.g., '*fui el centro comercial*')
- inventing words (e.g., '*memoriel*'; '*involdable*'*)*
- not indicating possession with de (e.g., '*mi barrio's supermercado*')
- attempting a past tense using tener (e.g., '*tengo visto*')
- inappropriate translation of idioms from the candidate's first language (e.g., '*yo tene mal tiempo*'*;* '*tengo un buen tiempo*') when the Spanish idiom *pasarlo bien* was intended).

Question 3(a): Una protesta sobre el medio ambiente

This was the most popular question and most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and stronger candidates engaged well with the register of the task (i.e., an email to a friend), including appropriate salutations and endings.

Task completion

Task 1 required candidates to state where they went to participate in the protest and required a verb in a past tense to complete the task. This was generally well-completed, with many candidates producing a simple phrase using the preterite tense, (e.g., '*fui al centro de la ciudad para protestar*'*;* '*mis amigos y yo fuimos a las afueras*'). Stronger candidates added appropriate extra detail, (e.g., '*Para la protesta ibamos a las calles ya que había mucha contaminación*'*;* '*la protesta pasaba muy cerca de mi escuela*'). Weaker candidates copied the second person verb from the rubric with no attempt to change it (e.g., '*el proteste fuiste en Madrid*) or produced inaccurate verb forms, (e.g., '*yo participar en la protesta*'*;* '*la protesta estuve en una parque*').

Task 2 required candidates to say how they felt during the protest and required a verb in a past tense to complete the task. Stronger candidates were able to correctly manipulate the verb in the rubric from second to first person with the correct reflexive pronoun, (e.g., '*Me sentí nerviosa*') or use another appropriate verb (e.g., '*estuve feliz*'). They also developed their responses with more complex structures and vocabulary, (e.g., '*lo pasé bomba aunque me sentí abrumado*'; '*nuestro ayuntamiento no ayuda el medio ambiente*'). Many candidates struggled to conjugate the verb sentirse correctly, (e.g., '*sentiste*'*;* '*sentí*'*;* '*me sinte*'*;* '*senté*'). Weaker candidates confused '*emocionante*' and '*emocionado*'. These candidates also produced incorrect verb forms and spellings, (e.g., '*yo creé protestas es aburrido y entriando*'*;* '*me sienté feliz porque puedo participar*'), which could not be rewarded for communication, but could be considered under relevance.

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Task 3 required candidates to state when they will go to/take part in a protest again and required a future reference to complete the task. Stronger candidates generally addressed this successfully (e.g., '*Vamos a hacer más protestas en la semana que viene*'*;* '*iré a otra protesta el próximo mes*'*;* '*estamos planeando otra protesta por la semana próxima*'). There were many examples of candidates not completing the task as they thought this was a task in the past tense (e.g., '*antes en julio yo assisté una protesta*'*;* '*fui otra vez a una protesta el verano pasado*'). Weaker candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g., '*yo eres ve una protesta en dos meses*'*;* '*la otra vez para una protesta es son para el medio ambiente tambien*'). A few candidates stated where rather than when they will go (e.g., '*otra protesta es en Madrid*').

Task 4 required candidates to describe what they do in their home to help the environment. Stronger candidates answered successfully, using a wide range of topic vocabulary (e.g., '*evito el uso de mucha agua*'*;* '*hago los tres R*'*;* '*reciclo el vidrio y segrego la basura*'*).* Despite some candidates producing appropriate responses, they were not rewarded due to verb and tense error (e.g., '*En casa yo no usar los platos y bottelas de plastico*'*;* '*nosotros reciclimos de aqua usar para cocina*'*;* '*yo regaba las plantas todos los dias*').

Task 5 required candidates to give their opinion on what their town/city will be like in the future. Most candidates understood the task and there was a range of answers. Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g., '*mi ciudad será muy bonita con muchos espacios verdes*'*;* '*Ojalá que el gobierno tome acción para proteger el medio ambiente*'). Many candidates struggled to produce an appropriate future tense, (e.g., '*me ciudad deben mejor*'; '*yo seria mi ciudad esta muy contaminar en el futuro*'; '*mi ciudad sería mucho carlo porque calinemete global*'; '*teneran mas animales*'). In some instances, use of '*ser*' when '*tener*' or '*haber*' was more appropriate also prevented task completion, (e.g., '*Será menos de zonas industriales*'*;* '*será coches eléctricos*'). Instead of describing their city in the future, a few candidates said where they would prefer to live, (e.g., '*voy a ir un diferente ciudad porque mi currento ciudad es muy ruido*'.

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. Stronger candidates were able to introduce more complex structures and a variety of tenses in their writing even if those tenses are not used in the bullet points (e.g., present and imperfect subjunctive, present perfect, continuous with gerund, adverbs, negatives, time markers, comparatives and superlatives). 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 was evidence of a wide range of topic vocabulary within the cohort (e.g., '*malgastar*'*;* '*derroche*'*;* '*lagos y ríos*'; '*congestión*'; '*tirar la basura*'*;* '*humos tóxicos*') and attempts at idioms (e.g., '*pan comido*'). The best responses were in an informal register and contained appropriate salutations (e.g., '*espero que tu familia y tú todos estéis bien*'*; 'Escríbeme pronto').* However, the majority of candidates chose to start their piece of writing with an informal salutation (e.g., '*Hola*'*;* '*Buenos días*'. Weaker candidates demonstrated poor competence with basic structures (e.g., '*yo participiste en una protesta …*'*;* '*yo queiro';* '*nos usar*') and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing, although there were many examples of '*por que*' instead of '*porque*'. Stronger candidates use a wider range of connectors (e.g., '*debido a*'*;* '*no obstante*'*;* '*lo cual*'*;* '*así que*') and included time markers (e.g., '*primero*'*;* '*finalmente*'.

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. It was noticeable that many candidates produced several sentences for each task with very often only one sentence with a completely correct verb to complete the task. This was reflected in a high mark for task communication, but a much lower mark for accuracy. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest candidates managed to consistently place pronouns and accents accurately. Poor spelling of vocabulary was also common in this question, (e.g., '*por que*'*;* '*bein*'*;* '*pollucion*'*;* '*bicycleta*'*;* '*rudioso*'*;* '*muchimos*').

Question 3(b): Una visita a un parque temático

This was a less popular option. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP

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was lacking. A few candidates engaged well with the register of the task, i.e., a newspaper for the school magazine, but the majority opted for a narration of the visit.

Task completion

Task 1 asked candidates to state how they went to the park and required a verb in the past tense in order to complete the task. Most candidates were able to use the prompts to provide appropriate examples, (e.g., '*fuimos en el tren*'). Weaker candidates struggled to form correct conjugations in the past tense, often using the rubric unchanged, and this could not be rewarded, (e.g., '*fue en coche*'*;* '*mi amigos y yo fuiste al parque*'*).*

Task 2 asked candidates to describe what the weather was like and required a verb in the past tense in order to complete the task. The stronger candidates were able to respond appropriately and give additional details, (e.g., '*Mientras llovía en la mañana, durante nuestra visita hacía sol*'*;* '*Habia mucha gente y hacia calor*'). The omission of the accents on the verbs here did not prevent communication marks being awarded as the past context was clearly defined. Weaker candidates struggled to form correct conjugations in the past tense and used inappropriate verbs which could not be rewarded (e.g., '*el tiempo estar muy frio*'*;* '*fue con mucho viente*'*).* There were many examples of candidates who misunderstood the rubric and referred to how long it took them to get to the park or how long they spent there, (e.g., '*fui a las ocho en la mañana*'*;* '*yo tiempo hacia durante mi visita es tres semanas*'*). Other candidates interpreted the task as how they spent their time there, (e.g.,* '*comemos muchos helados*'*;* '*tuvimos mucho divertido*'*).* These answers could not be rewarded for communication.

Task 3 required candidates to give their opinion on theme parks in general. Stronger candidates were able to produce an appropriate opinion (e.g., '*Pienso que los parques temáticos son un buen lugar a ir con amigos o familia, tienen actividades que son divertidas'*). However, many candidates misunderstood the task and gave opinions on the day that they visited, '*En mi opinion la expirienca era genial porque fui muchas actividades..*'*;* '*el parque esta no mucho tranquilo*'. Although this information could be considered relevant to the overall topic, it was irrelevant to the task and could not be rewarded.

Task 4 required the candidates to explain why it is (not) important to celebrate the end of the school year and there were many thoughtful responses about studying hard and needing to relax. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g., '*es importante ya que es el fin de un parte de tu vida*') and adding reasons, (. '*es tu ultima oportunidad de divertirte antes de ir a la universidad*'*)*. Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g., '*necesitas sacar fotos a recomiembre tu vida*'*;* '*porque nosotros sentir muy bien*'*;* '*por que es tu relajante*'*;* '*no me gustaría fin de curso cuando estoy mal*'*).* These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Task 5 required candidates to state what the next celebration will be that they are going to do with their friends and was generally successfully addressed. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g., '*Vamos a ir a una playa para el cumpleaños de un amigo*'*;* '*es mi cumpleaños el mes próximo y volveré a este parque con mis amigos*'*)* and a few were able to produce more ambitious sentences, (e.g., '*planearemos a cenar juntos*'*).* Weaker candidates did not address the task successfully because their response did not communicate what the celebration will be, focusing instead on where they will go and what they will do (e.g., '*Proxima celebracion voy a ir a restaurant famoso*'*;* '*vamos a nadar*'). Other responses were too inaccurate to be rewarded, (e.g., '*Yo quiero ser un grande artista en la próxima celebración que vas a hacer con tus amigos*'*;* '*viajamos a España por el celebración de la trabjas mi y mis amigos son hacen*'*).*

Range

Some candidates were able to include a range of appropriate linking words. Most candidates tended to use simple structures, and a few made attempts to use more complex structures, although not always successfully, (e.g., '*Si podria, viviría…*'*;* '*Cuando sea mayor vivo ….*'). The stronger candidates included a much wider range of connectives in their responses, such as '*por eso*'*;* '*ya que*'*;* '*aunque*'*;* '*lo que*' and produced more complex structures and different tenses (e.g., '*Ójala sea médica*'; '*no nos molestaba mucho*'; '*es importante que celebre el fin de curso*'; '*grandísimo*'*;* '*para nadar*'). These candidates also often used a wide range of vocabulary specific to the topic, (e.g. '*cielos despejados'; 'una reunión'; 'tormenta'; 'el estrés'; 'los empleados'; 'el mejor lugar'*) and idioms, (e.g. '*estoy sin blanca'; 'el tren cuesta un ojo de la cara'; 'en un abrir y cerrar de los ojos*').

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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. Examples of inaccurate noun/adjective agreement and poor spelling were seen throughout many responses in this question (e.g., '*experiencia divertido*'*;* '*museos informativo*'; '*vistiando*'*;* '*masacotas*'*;* '*resturante*'*;* '*nescesitario*'). Other common errors which hindered communication, were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest candidates managed to consistently place pronouns and accents accurately. Candidates should focus on verb conjugation and learn where to place accents, as these can often determine whether the task completion mark is awarded or not.

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