SPANISH

Paper 0530/11
Listening

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

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

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

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

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

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

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General comments

In the first, picture-based multiple-choice task, **Questions 1 to 8** are based on simple transactional exchanges in which the key information is usually carried by a single word; **Questions 9–14**, also visually based, focuses on information conveyed in phrases or short sentences in a short monologue. For **Questions 15–19** candidates hear a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moves from assessing the candidates' ability to identify information contained in short factual speeches, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

Comments on specific questions

Questions 1–8

The exercise caused little difficulty overall, with most items answered correctly by most candidates and **Questions 2** and **5** answered correctly by the whole cohort. **Question 7** depended on two items of vocabulary, *primera* and *izquierda*, which in conjunction with a map, some candidates found challenging.

Questions 9–14

No questions were answered correctly by all candidates, but none proved difficult to more than a few. **Question 9** was answered correctly by most candidates but appears to have caused problems for some candidates, who chose the other three options. This suggests that some candidates were possibly unfamiliar with the spoken form of the key word, *ayuntamiento.*

Questions 15–19

Most candidates chose correctly, and apart from **Question 16**, all of the distractor options were in play. Overall, candidates performed very well in this exercise, which suggests that the multiple matching task format does not present them with major problems.

Questions 20–28

Apart from increased length, the content and language and format of the exercise represented an increase in difficulty, and this was reflected in the performance of the candidates. Most items were answered correctly by between seven tenths and nine tenths of candidates.

Question 20 was very accessible. Almost all candidates spotted the word-echo of *casa* in key **A**.

Question 21 was also very accessible, with over nine tenths of candidates correctly choosing the word-echo *Chile* in key **B**.

On **Question 22** the item contained in-text distraction, which proved more challenging. Only six tenths of candidates chose key **A,** which was supported by the paraphrase *lo preparé poco a poco durante el año* in the transcript. Distractor **C** was plausible and proved attractive to some candidates, who possibly missed the reference to *Para mis padres*.

Question 24 seemed to cause few problems, with nine tenths answering correctly. All of the stronger candidates and just over half of the weaker candidates chose key **A**, whilst the remaining candidates were tempted by the distractors, particularly distractor **C** with the word-echo *turistas.*

In **Question 25** over eight tenths of all candidates and nearly all of the stronger candidates correctly choosing key **A**, linking *una comida* in the item to *desayuno* in the transcript. Just under half of the weaker candidates chose correctly with the remainder strongly attracted to distractor **B**, which was plausible but not supported by the transcript.

Question 26 was similar with correct responses from just over eight tenths of the candidates. Key **A** was supported by two elements in the transcript. Weaker candidates were attracted by distractor **B** with the word-echo *amigo* in the transcript.

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Question 27 was much more accessible: over nine tenths of candidates answered correctly, coping well with the word-echo of *pasar tiempo* in distractor **A** and linking *idiomas, español, intérprete* to key **C**.

Question 28 appeared to be moderately demanding, with over eight tenths linking the two-sentence paraphrase in the transcript key **B**. Weaker candidates chose distractor **A**, possibly because they overlooked the difference in the subject of the verb *ellos habían aprendido* between the transcript, the rubric and distractor **A**.

Questions 29–34

Candidates generally performed well–only two items caused difficulty to half the group.

Question 29 proved moderately difficult: almost three quarters of candidates chose key **C** correctly, linking *sobretodo dibujaba a la gente* to *solía dibujar personas*in the extract. All the other distractors were also in play, with distractors **A** and **B**, both based on partial echoes, proving effective for the remaining candidates.

Question 30: over eight tenths of the candidates chose correctly, linking the demanding paraphrase in the last sentence of the extract to key **D**. Distractors **A, B** and **C**, both based on partial echoes, proved effective for the remaining candidates.

Question 31: nearly seven tenths chose key **C** correctly, linking *poco dinero* to *una manera bastante barata* in the extract. Careful listening was needed, and many weaker candidates opted for distractors **A** and **D**, which were plausible but not supported in the text.

Question 32: just over seven tenths answered correctly, linking the fairly complex paraphrase in the extract, *me encanta dejar a los lectores felices* to key **C**. Distractor **D** was plausible but not supported in the text. However, distractors **A** and **B**, based on direct contradictions, proved attractive to weaker candidates.

Question 33: only half were able to identify key option **A**. The key information in the extract was clear, but the two in-text distractors **B** and **D**, with partial word-echoes *intercambiamos* and *publicamos* attracted the weaker candidates, along with distractor **C**, which was plausible but not supported in the extract.

Question 34 proved similarly challenging with just over half of the candidates answering correctly, linking the complex paraphrase at the end of the text to key **D**. However, distractors **B** and C with partial word-echoes *dibujantes famosos* and *difíciles* attracted the majority of weaker candidates. Distractor **A** was plausible but not supported in the text.

Questions 35–37

In **Question 35** nearly three quarters of candidates were able to identify key **C,** which required a connection of the whole of the second question and answer exchange in the text to a paraphrased summary option. Candidates were more successful in key **E**, where nearly nine tenths answered correctly. The answer depended on making the connection between the item and the inferred meaning of *Se celebra desde have tres siglos* in the extract. The distractor options **A**, **B** and **D** were generally tempting, based on partial gist paraphrase, and direct contradiction.

Identifying the two key options on **Question 36** was similar to the previous question. Key **C** was chosen by nearly two thirds, attracting all of the stronger candidates, and was based on linking *todavía nos mandamos mensajes* from the middle of the extract to *the paraphrase* in the item. Weaker candidates were particularly attracted by distractor **A** which required linking *como esperaba* in the text to the antonym *le sorprendió* in the item. Key **E** proved less demanding and was chosen by nearly eight tenths of the candidates. They had to link *…viernes…lunes* in the text *cuatro días* in the item. Weaker candidates, nearly half of them, were tempted by distractor **B** which was not supported by the extract and **D,** which though highly plausible and connected to text detail, was incorrect.

Question 37 was challenging with just under six tenths of the candidates choosing key **A** which required a connection of *Quiero hacer una fiesta similar en mi pueblo* to a paraphrased summary option. Distractor **C** was chosen by over six tenths of weaker candidates possibly because they had not registered the subject verb change from *encontré* in the text to *encon*tró in the item. However, nearly six tenths of all candidates identified how key **D** summarised the first sentence in the final part of the tex. Distractor **E** was attractive to weaker candidates, probably because of the word-echo será difícil. **B** was plausible but a direct contradiction in the text.

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SPANISH

Paper 0530/12
Listening

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

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

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

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

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

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

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General comments

In the first, picture-based multiple-choice task, **Questions 1 to 8** are based on simple transactional exchanges in which the key information is usually carried by a single word; **Questions 9–14**, also visually based, focuses on information conveyed in phrases or short sentences in a short monologue. For **Questions 15–19** candidates hear a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moves from assessing the candidates' ability to identify information contained in short factual speeches, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

Comments on specific questions

Questions 1–8

The extracts were short, contextualised interactions about being in a park with a friend, in which it was necessary to focus on a single sentence. The exercise caused little difficulty overall, with all items answered correctly by most candidates and **Questions 1**, **5**, **6** and **8** answered correctly by the whole cohort. **Questions 2**, **5** and **6** proved slightly problematic for some candidates who may have been unfamiliar with the words *refresco*, *bombera* and *gorra*.

Question 1 – perhaps the illustration in **D** led to candidates choosing this distractor. There is a ball and net similar to tennis; perhaps a golf club and ball would have been more clearly incorrect.

Question 7 – option **C** was clearly the correct answer and there appears no reason for a stronger candidate to have chosen option **D** other than not hearing/understanding seis y media.

Question 8 – some weaker candidates chose option **B** rather than key **C**. Potentially some candidates may have been unfamiliar with the concept of a video console illustrated in key **C**.

Questions 9–14

Here candidates heard a short piece of a continuous monologue announcement about a new clothes shop in town. Questions focused on aspects related to location, transport and shopping. Most questions were answered correctly. On **Question 11**, despite most candidates choosing the correct answer, key **D,** most of the remaining candidates were tempted by option **B**. Perhaps they were confused by the addition of *pantalones* to the key *pantalones vaqueros* and both illustrations showed trousers. **Question 13** caused problems for weaker candidates. Whilst *guitarra* is well known, perhaps the key item *guitarrista pop Paco* in the key was more challenging in the spoken form. **Question 14** also appears to have been more demanding for stronger candidates, who were attracted to option **B.** Perhaps they were confused by the word order in the rubric being reversed in the transcript and they simply missed the cue.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about school subjects. Most candidates chose correctly, and the strongest candidates consistently chose the correct answer, not being tempted by any of the distractors. In **Questions 16** and **18** only half of the candidates chose correctly, however candidates performed very well in this exercise overall.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Sara, talking about her experience as a tourist guide in Santiago.

Question 20 was challenging with only just over half of candidates choosing correctly. Key **B**, which depended on linking *conocidos* with its synonym *famosos* in the text, was identified by nearly all the stronger candidates. Weaker candidates were attracted to the word-echo modernos.

Question 21 proved very accessible and was answered correctly by most candidates choosing key **C.** Despite little in-text distraction, some weaker candidates were attracted to the other distractors.

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Similarly, **Question 22** was answered correctly by most candidates, who linked *tuve que aprender a hablar inglés y francés* to the paraphrase in Key **A**. However, most weaker candidates were tempted by the word - echo *turismo* in distractor **C**.

Question 23. Key **C** involved a paraphrase of the first sentence in the extract. Many weaker candidates opted for distractor **A**, which was logical but not supported by the text.

Question 24 seemed to cause fewer problems, with most answering correctly. Some of the remaining candidates were attracted to distractor **C**, which involved a word-echo *preguntas* but was a direct contradiction to the key. A few weaker candidates were attracted to distractor **B**, which was logical but unsupported in the text.

Question 25 was correctly answered by many candidates choosing key **B**, which was based on a paraphrase link to the item stem. Weaker candidates were attracted to the word-echo *sorpresa* in distractor **A**.

Question 26: Weaker candidates were attracted mainly by distractors **C** and a few by **A,** which were plausible but not supported in the text.

Question 27 was correctly answered by half of the candidates choosing key **C**, which was based on a paraphrase link at the end of the text to the item stem. Weaker candidates were attracted to the word-echo in organización in distractor **B** which though plausible was not supported by the text.

Question 28. Nearly all stronger candidates were able to correctly identify key **A**, based on quite a complex paraphrase in the text *desarollar una buena comunicación.* Nearly a third of weaker candidates chose distractor **C**, incorrectly linking *personas de diferentes culturas* in the text to the concept of *hacer amigos de otros lugares* in the item.

Questions 29–34

Candidates heard an interview with Laura, the Mayoress of Villarriba, who talks about the new sports centre that is going to open in the town. Most items proved challenging and were answered correctly by fewer than half of candidates.

Question 29. Over three quarters of candidates choose key **B**. This required candidates to link *hace algunos años in the key to la idea se presentó hace varios años* in the text. Four tenths chose distractor **A** with the word-echo *el año pasado*.

Question 30 candidates linked *no hay un lugar donde bailar* in key **C** to a fairly complex paraphrase *no conseguimos suficiente dinero para construir estudios de danza* in the extract. Although all of the distractors were seen, candidates were tempted by Distractor **A**, which though plausible was unsupported by the extract.

Question 31 Although all of the distractors were used, distractor **B**, with its word-echo *frecuentemente,* was the most popular option.

Question 32. Only a third of candidates answered correctly, linking key **A** *practicar deportes sin riesgos* to the paraphrase *hacer actividades de manera segura* in the extract. Distractor C was not in play at all, but candidates were tempted by both distractor **B** and **D**. Of these two, most candidates opted for distractor **D**, with its echo of *las reglas*.

Question 33. Half of candidates identified key **B**, identifying the reference to the local economy in the rubric and linking the item to *visitantes de fuera del pueblo para apoyar la economía local* in the extract. Distractor **D** tempted most of the remaining candidates; whilst plausible there was no in-text reference to support it.

Question 34. Only a third of candidates answered correctly, linking the paraphrase in key **A** to *muchos habitantes del pueblo ya han dicho que lo utilizarán más de una vez a la semana* in the extract. Whilst all of the distractors were in play, Distractor **B** proved the most attractive, despite being unsupported by the text. Distractor **C**, though plausible, was also not supported in the text, but tempted a quarter of candidates.

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Questions 35–37

In this exercise, candidates heard an interview with a man talking about his journey round the world by boat. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. 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. Overall, the stronger candidates consistently selected the correct answer in each item.

Question 35. Key **A** depended on linking *terminó su viaje recientemente* in the item to the grammatical clause *acabo de regresar* in the extract. On key **D**, the answer depended on making the connection between *tuvo sufiiciente comida* to *nunca tuve que pasar hambre* in the extract. The distractor options were generally tempting, based on word-echoes and direct contradiction.

Identifying the two key options on **Question 36** proved demanding to weaker candidates. Half of all candidates were able to identify Key **B**, which depended on spotting the paraphrase of *me sentía solo y asustado porque no tenía el apoyo de nadie* in the extract. On key **E,** where only four tenths of candidates chose correctly, the answer depended on making the link between *lo enorme que es el mar* in the item and *qué grande es el océano* in the extract. Distractors **A**, **C** and **D** connected with text detail but were incorrect, while still being highly plausible.

In **Question 37** nearly eight tenths of stronger candidates answered correctly. Key **B** required linking the item with the paraphrase *en el futuro volveré a intentar algo parecido*. Weaker candidates struggled to link the simple paraphrase of *llevar más libros* in Key **C** to llevaría más novelas para leer in the text. Distractors **A** and **D** based on very plausible incorrect suggestions. However, the most popular incorrect answer was distractor **E** where candidates overlooked the change in tense from past tense *viajó* in the item to future/conditional in the text *viajar… sería buena idea*.

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Paper 0530/13
Listening

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

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

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

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

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

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

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General comments

In the first, picture-based multiple-choice task, **Questions 1 to 8** are based on simple transactional exchanges in which the key information is usually carried by a single word; **Questions 9–14**, also visually based, focuses on information conveyed in phrases or short sentences in a short monologue. For **Questions 15–19** candidates hear a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moves from assessing the candidates' ability to identify information contained in short factual speeches, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

Comments on specific questions

Questions 1–8

The exercise caused little difficulty overall, with most items answered correctly by most candidates. **Questions 1** and **2** proved problematic for some weaker candidates. **Questions 1** and **2** depended on knowing the words p*uente* and *llover*, possibly unfamiliar to some.

Questions 9–14

Most questions were answered correctly by over eight tenths of candidates, with few questions proving difficult. **Question 9** was answered correctly by all candidates, possibly because *profesor* was the most familiar job of the four options. **Question 10** was the most problematic for low-performing candidates, who were particularly attracted to option **B**. Possibly the key word *quinientos* was unfamiliar in the spoken form

Question 14 was correctly answered by all candidates, probably due to the fact that pasaporte is a cognate in some languages, and whilst not a high frequency word, it is a familiar concept to students, particularly in conjunction with a picture.

Questions 15–19

Over eight tenths of candidates chose correctly, and the strongest candidates consistently chose the correct answer, not being tempted by any of the distractors. In **Questions 16** and **19** only a quarter of the weaker candidates chose correctly. In **Question 16**, some chose distractor **B**, possibly mistaking *evitar* for *olvidar*. **Question 19** depended on a link between *levantarse* in the text and *despertarse* in key **E** and the other distractors proved tempting. In **Question 17**, four tenths of weaker candidates chose correctly. **B** and **E** were the most attractive distractors, but **F** was the clear key.

Questions 20–28

Question 20: Most candidates selected key **B,** helped by the partial word-echo and the paraphrase *después del instituto* in the text. The most popular distractor was **C**, despite the direct contradiction in the text. **Question 21** was equally accessible: over nine tenths of candidates answered correctly. Key **A** was supported by the text. A few weaker candidates opted for the other distractors, which though plausible, were not referenced in the text.

Question 22 appeared to be moderately demanding, with just over half of candidates correctly identifying key **C**. However, a high proportion of weaker candidates were tempted by distractor **A**, focusing on *había opiniones diferentes* and overlooking the detail of *dentro del grupo de alumnus.*

Question 23: stronger candidates answered correctly, linking *una cámara prestada del department de teatro* in the text to *un áamara que pertence al instituto* in key **B.** Many weaker candidates opted for distractor **A,** which was plausible but not supported in the extract.

Question 24: just under half of candidates answered correctly. However, most of the stronger candidates were able to identify key A from the final sentence in the extract. Remaining candidates, most of them low performers, were attracted by distractor **B**, a direct contradiction to the rubric and stem item, or distractor **C** with the word-echo *especialidad*.

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Question 25: very few failed to select key **A**, helped by the partial word-echo *presentándola* in the text. Nevertheless, a few weaker candidates were tempted by distractor B, a direct contradiction and distractor **C**, plausible but not supported by the text.

Question 26 had correct responses from just under seven tenths of candidates. Key **C** was supported by the paraphrase in the final sentence of the extract. Distractor **A** tempted a significant number of candidates, who didn't spot the incorrect detail *en América Latina*. Distractor **B**, despite being unsupported by the extract, attracted the remaining candidates.

Question 27 had just under eight tenths of candidates correctly identifying key **B**. However, weaker candidates were also tempted by distractor A, despite the direct contradiction of *No sé si continuará el club.* Distractor **C** was also in play but was unsupported by the text.

Question 28 had eight tenths answering correctly. Key **C** was supported by two elements in the extract. However, distractor **B**, even though it was unsupported by the text was chosen by both stronger and weaker candidates. The remaining weaker candidates opted for distractor **A**, plausible but a direct contradiction to the text.

Questions 29–34

Question 29 had just over a third of candidates choosing key **D**, which was a straightforward paraphrase. All of the distractors were in play, with **A** attracting just under half of the remaining candidates.

Question 30: nearly four tenths chose correctly, linking the paraphrase in key **B** to the first half of the extract. All the distractors were in play, with **A** and **C** attracting most of the remaining candidates. Both distractors appeared to be correct, so candidates perhaps overlooked the use of *nunca* in the rubric which actually ruled out these options.

In **Question 31** only a third chose key **A** correctly, linking the item to both the rubric and the first sentence of the transcript. The two in-text distractors, **C** and **D** were both based on partial echoes and attracted most of the remaining candidates.

Question 32 had nearly seven tenths of candidates answering correctly, linking key **B** to the content of the whole speech in the extract. Of the distractors, **D** attracted nearly a quarter of the remaining candidates with its reference to buying food in a supermarket.

Question 33: just under two thirds were able to identify key option **B**, based on the link between *la seguridad de los niños* and *cómo evitar riesgos y accidentes* in the extract. All of the distractors were in play but Distractor **D,** plausible though unsupported by the text, attracted most of the weaker candidates.

Lastly, **Question 34** had fewer than a third of candidates choosing key **C**, making the link between *todas las noches* in the item to *cuando los niños ya se habían acostado …* in the extract. Both distractors **A** and **B** were plausible but not supported in extract. However, distractor **D**, which depended on a direct contradiction of resolver un problema grave in the item and para evitar problemas in the text, proved highly attractive to nearly half the candidates.

Questions 35–37

Both keys in **Question 35** proved demanding to some candidates. Just under six tenths were able to identify key **A,** linking the paraphrase in the item to the beginning of the extract. In key **E**, where only half answered correctly, the paraphrase in the text was concise but grammatically challenging, *recibí unas pocas ofertas*. The distractor options were generally tempting for weaker candidates, based on word-echoes, partial gist paraphrase, and direct contradiction.

Identifying the two key options on **Question 36** seemed more accessible. Both key **B** and key **E** were chosen by just over six tenths of the candidates. Both keys were based on summary paraphrases of the extract, while distractors **A**, **C** and **D** connected with text detail but were incorrect, while still being highly plausible.

Both keys in **Question 37** were more difficult to identify. Key **D**, chosen by around a quarter of candidates was not overtly stated in the text but depended on inferred meaning. For example, '*los trabajadores tienen que trabajar 12 horas al día en malas condiciones. Además se les paga poco'* appeared in the extract, while '*Según Julieta, las compañías de moda deberían tratar mejor a sus empleados'* was found in the item. Key **E**

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was chosen by four tenths of candidates and required a connection of *los precios de la ropa en las tiendas son demasiados altos* in the item to *los precios de la ropa deberían ser más altos* in the text. Distractor **A** proved very tempting but was not supported by the extract, whilst distractors **B** and **D** were direct contradictions.

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SPANISH

Paper 0530/21
Reading

Key messages

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

- remember that the questions follow the order of the text
- aim to attempt all questions. Leaving questions blank, especially in multiple-choice, offers no chance of scoring a mark
- bear in mind that answering in the first person for **Questions 4** and **6** is unlikely to be correct
- check the tenses in which questions are asked and ensure they 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

Overall, the candidates responded well to the question paper, and in the majority of cases, attempted most of the questions. There were, however, a few cases where candidates did not attempt multiple choice 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. This often resulted in inappropriate information being included in the answer.

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, as well as 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 understand 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 **Questions 3** and **5**.

Overall, consistent inaccuracies included candidates:

- lifting indiscriminately from the text which resulted in them writing the answer in the first rather than the third person
- lifting excessively and incorrectly identifying the correct part of the answer
- copying parts of the question in their answers
- candidates must be careful with the difference between *por qué* meaning *why* and *porque* meaning *because.* Frequently its inclusion is unnecessary to answer the question. Care also needs to be taken with missing accents which changed the meaning of their answer (*llamó/llamo*, etc.).

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Comments on specific questions

Question 1

Most candidates answered all the questions correctly. Candidates need to remember that one of the pictures is surplus to requirements. There were few mistakes, but not all candidates knew the word for *sacapuntas* and went for other options. The drawing for *cuaderno* was not very clear and some candidates went for **E** *diccionario*, both answers were accepted.

Question 2

Most candidates attempted all the questions. This question did not pose many problems with nearly all candidates matching up the appropriate vocabulary (*por la noche – hora de llegada/cumpleaños – descuentos en perfume/arroz con verduras – menú vegetariano/donde estamos – mapa/dibujos animados – programas de televisión*). The statement that caused most difficulty was (a) *Estaremos en nuestro destino por la noche.* Not all identified **D** *Hora de llegada: 23.30* and went for several other options. Also for **(d)** *Quiero saber dónde estamos exactamente* many went for **D** *Hora de llegada: 23.30* instead of **B** *Mapa de la ruta*.

Question 3

In most cases, candidates answered all the questions.

Question 3

(a) *A Arturo le gustan las bicicletas desde hace …* was well answered by most candidates that went for **C** *más de tres años* when they understood the expressions of time *tres años y medio, más o menos*.

(b) *Arturo aprendió a montar en bicicleta …* required a careful reading of the text. Knowing the words for family members of the passage was not enough since all were mentioned in the passage. The ones who understood the text opted for **B** *con su hermano.* Most candidates were correct.

(c) *¿Qué le pasa a Arturo?* candidates needed to understand *me duele la espalda, desde que tuve una enfermedad* to choose **A** *Tiene un problema de salud.* It was well answered by most.

(d) *Al principio, ¿cuándo practicaba Arturo con su bicicleta?* was well answered by most candidates that could link *Nos levantábamos muy temprano para practicar* in the text with **A** *por la mañana*. There were few wrong answers.

(e) *Arturo es miembro de un equipo ciclista …* there was a good understanding of this question. Most candidates went for **B** *bastante famoso* because they linked it with *mucha gente lo conoce*.

(f) *¿Dónde prefiere entrenar Arturo?* Strong candidates went for option **C** *en el bosque*. It caused difficulty because the two other options were mentioned. Strong candidates understood *me encanta* to choose the correct answer. It was also challenging for some who went for one of the other two options.

(g) To answer **(g)** *Gracias al ciclismo, Arturo …* candidates had to understand *soy una persona más feliz* to choose **A** *se siente más contento.* Nearly everybody got this question right.

Question 4

(a) Candidates who understood the question *¿Con quién vivía Beatriz antes de mudarse a su nuevo piso?* gave the straightforward answer *con su madre.* It required changing the possessive adjective from *mi* to *su* to be correct. *Madre* on its own was not sufficient. It was well handled by most candidates.

(b) *¿Dónde está el edificio donde vive Beatriz?* could be answered lifting *en la calle más bonita de la ciudad.* Common wrong answers were *en la calle* or *en la ciudad*, they were not enough because candidates did not understand that it was a special *calle*, the one *más bonita*.

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(c) *¿Qué suele hacer Beatriz en el balcón de su piso?* 1 and 2 could be answered with a direct lift *leer* and *cultivar plantas*. Weaker responses were not able to show manipulation of reflexive verbs and wrote *encanta/gusta* without any reflexive pronoun or without changing *me* to *le*.

(d) *Según Beatriz, aparte de atractivo, ¿cómo es el actor que vive en el edificio?* This question made it clear that a description was required. It was well answered succinctly by many with *demasiado delgado* or *muy delgado*. A frequent wrong answer was *Seguro que lo habéis visto en algunas películas* that shows poor comprehension of the text.

(e) *¿Por qué Beatriz no ha podido conocer al actor todavía?* Most candidates located the correct part of the text to answer. The ones who paid attention to the question words *por qué* looked for a reason and lifted *No pasa mucho tiempo en su piso*. Some answered *Beatriz no pasa mucho tiempo en su piso* which was incorrect. Some answered *nunca hemos hablado en persona*. This is an example of finding the correct part of the text but lifting indiscriminately.

(f) *¿Dónde tiene Marta su negocio?* required a careful reading of the text to find the place *el mercado.* Many went for *dentro del mercado*. However, *del mercado* alone could not be accepted. A common wrong answer was *vive encima de su piso* showing poor understanding of the text. Many went for other acceptable answers because while *su negocio* was meant to stand for *el restauran*te a number of candidates took it to mean her enterprise so answers along the lines of *en su restaurante* were accepted.

(g) *¿Qué tipo de clientes desea tener Marta?* could be answered with a direct lift *gente joven* or a longer answer *quiere atraer a más gente joven*. Most candidates got this answer correct. Candidates needed to demonstrate agreement of nouns and adjectives. Therefore, answers as such, *gentes jóven/gente jóvenes and más jovens* were not valid answers.

(h) *¿Qué hizo Beatriz cuando vio algo raro en la joyería?* Most located the correct part of the text but only better responses located the answer *llamó a la policía*. Many left it in the first person. Furthermore, some weaker candidates gave answers along these lines *alguien estaba intentando robar en la joyería de enfrente* or *Los clientes no se movían y no había luz*. Another wrong answer was *grababa todo con el celular* but that was what *Marta* did.

(i) All that was needed to answer *¿Qué regalo recibieron Beatriz y Marta?* was *unos pendientes*. It was well handled by most of the candidates. Candidates need to be advised that they should take care with spelling when lifting from the text.

(j) *¿Durante cuánto tiempo celebraron Beatriz y Marta su éxito?* Most candidates located the correct part of the text but some did not understand that *durante cuánto tiempo* required a duration of time. Stronger responses gave the short answer *toda la noche*. To answer *la noche* was not enough. Others went for *detectives aficionadas* which did not answer the question.

(k) *¿Cuál es la parte negativa del lugar donde vive Beatriz?* This question was very well answered by most who identified *hay poco transporte público* as the correct answer. Most candidates located the correct part of the text but some were not precise enough and answered only *transporte público* without explaining the problem.

Question 5

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. Some candidates that performed very well in other questions had difficulty here.

(a) Candidates needed to read the texts carefully to fully understand the references to *MANUEL* who learned to cook *platos con pescado fantásticos* was linked to **option 4** that promised he was to become *el cocinero que siempre quiso ser*. There was no clear pattern of incorrect answers.

(b) To select the correct answer, candidates needed to understand the references to *SANDRA,* how she enjoyed *la nieve y del paisaje mientras bajaba por las montañas a toda velocidad* and needed no equipment because her friend *me prestó todo lo necesario* with **option 6** *las clases de esquí…en un entorno natural de gran belleza* but participants *debe traer el equipo completo*. Many also went for **option 5** because it mentione*d la aventura en las montañas* but was with *calor y buen tiempo.*

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(c) Most candidates that made the link between *PACO* who learned *técnicas que no conocía* and **option 1** that offered classes *para poder mejorar lo que ya saben hacer,* situated *en una casa con vistas a las montañas* and then he wanted to do *una exposición con mis obras de paisajes de invierno.* Some went for **option 7** because of *aire libre, el calor y los animales* but they did not realise that they offered *no solo aprenderás a montar sino que darás paseos a caballo*.

(d) Candidates who were able to understand that *CARMELA* joined a course to make friends and did not mind *el frío* went for **option 3** that offered *hockey sobre hielo* that was played in *grupos*. There was no clear pattern of incorrect answers.

(e) Candidates who understood that *RUBÉN* went to a course that helped him to *entender mejor el lugar de donde vengo y la vida de mis abuelos* went for **option 8** that offered to teach *la historia del lugar*. The most common wrong answer was **option 4** probably because it mentioned *cenaremos en un restaurante para celebrar* because there was no other indication linking it to the question.

Question 6

(a) The question *¿Cuánto tiempo le queda a Amelia de trabajo en el barco?* proved difficult to answer for some candidates, with many incorrectly stating *cinco meses* (which was when she started to work). Other candidates answered with *trece meses*, adding up the 5 and 8 months together rather than the correct answer of (*al menos*) *ocho meses* (*más*). Several wrote *menos ocho meses* which was incorrect. A few candidates went for *es parte del equipo de 20 científicos* that showed poor comprehension.

(b) 1 and 2 *¿En qué consiste el proyecto en el que trabaja Amelia?* In general, candidates located the correct part of the text for the answer. Part 1 could be answered with a direct lift *observar los efectos del cambio climático*. It was well handled by most candidates. Part 2 could be answered using either the infinitive, present tense or present continuous *(están realizando/realizan/hacer/realizar una serie de television).* However, anything written in the third person singular was not correct (*estamos realizando…)* Part 1 was better answered than Part 2.

(c) *¿Por qué a Amelia no le molestó estudiar tanto para trabajar en el barco?* was well handled by many who looked for a reason as indicated by the question word *por qué* and lifted *tenía muchas ganas de ser parte del equipo*. Others went for *no le importaba pasar horas estudiando* or *tenía muchas ganas* and were incorrect. Some copied *Fue difícil, pero tenía muchas ganas de ser parte del equipo, así que no le importaba pasar horas estudiando* which was also accepted as a correct answer provided they adjusted the sentence from the first to the third person. Some candidates lost the mark because they included *por qué* instead of changing it to *porque*.

(d) Candidates who answered correctly *¿Qué ocurrió cuando Amelia tenía 18 años?* thoroughly read the text to locate the correct part and answered *conoció el mar*. It was a challenging question to many who gave answers along the lines of *aunque parezca extraño, el centro de México, estudió Biología Marina* ect. showing lack of comprehension of what was asked. Some candidates had difficulty changing the verb in the first person *conocí* to the third person *conoció* many wrote *conocó*.

(e) 1 and 2 To answer the question *¿Qué trabajos **no** necesitan hacer los científicos?* candidates had to understand the whole paragraph because the answer was within the text. It was enough to pick up *cocinar* and *limpiar*. The answers were accepted in any order. Candidates that used in the third person *no nos preocupamos…* were not correct.

(f) *¿Cuántas personas duermen en cada cabina del barco?* This question could not be answered with a direct lift. Candidates had to recognise the question word *cuántas* to look for an amount. When they understood the text they could answer *dos*. A common wrong answer was *20 científicos*, or *comparten cabina con otra persona.*

(g) This proved difficult to answer by some candidates, largely down to confusion with object pronouns. Acceptable answers included: *le, la sorpendían/estaba, estuvo sorprendida/se soprendía/se sorprendió/fue, era, fueron, eran una sorpresa/que eran sorprendentes*. The longer version was also accepted *Hay cosas que le sorprendían cuando llegó*. Some went for the example *en el gimnasio no se pueden llevar sandalias de ducha* but they did not give her opinion.

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(h) *¿Por qué es mejor llevar zapatillas deportivas en vez de sandalias en el gimnasio?* was largely answered correctly including rewardable answers such as evitar *accidentes/para evitar accidentes/es más seguro*. Again, answers lifted directly from the text written in the third person *(evitamos accidentes)* were not correct.

(i) *¿Adónde va Amelia cuando quiere observar las estrellas?* Many understood the question word *adónde* and looked for a place *la parte más alta del barco*. The answer was a straightforward lift and most candidates got it right.

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Paper 0530/22
Reading

Key messages

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

- Aim to attempt all questions. Leaving questions blank, especially in multiple-choice, offers no chance of scoring a mark.
- Remember that the questions follow the order of the text.
- Bear in mind that answering in the first person for **Questions 4** and **6** is unlikely to be correct.
- Check the tenses in which questions are asked and ensure they 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. Candidates that answered using quotation marks instead of answering using reported speech were not awarded the marks.

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, as well as 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 understand 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 **Questions 3** and **5**.

Overall, consistent inaccuracies included candidates:

- Lifting indiscriminately from the text which resulted in them writing the answer in the first rather than the third person.
- Lifting excessively and failing to identify the correct part of the answer.
- Copying parts of the question in their answers.
- Not knowing the difference between *por qué* meaning *why* and *porque* meaning *because.*
- Missing accents which changed the meaning of their answer (*compró/compro*, practicó/practico, etc.).

Comments on specific questions

Question 1

Most candidates answered all the questions correctly. Candidates need to remember that one of the pictures is surplus to requirements. **(e)** was the one that candidates found more challenging. Many went for ***B*** boys playing chess, suggesting they understood *juegan* but they did not know *pelota* ***E.***

Question 2

Most candidates attempted all the questions, however many responses contained incorrect answers. The statement that was tackled best was ***(e)*** *Vamos a probar la comida típica de aquí. –* ***C*** *Restaurante 'El Favorito',* and then ***(a)*** *Voy a tomar el sol y bañarme ahora. –* ***B*** *Playa,* and ***(d)*** *Me gustaría comprar un regalo para mi madre.–* ***F*** *Tienda de recuerdos.* The one that caused most difficulty was ***(b)*** *Quiero salir del*

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pueblo para ver el paisaje. – ***E*** *Excursiones al campo.* ***(c)*** *Este monumento es antiguo, hay que visitarlo.* – ***A*** *Entrada al castillo* was not tackled too well either. There was not a clear pattern of errors.

Question 3

In most cases, candidates answered all the questions, and many gained full marks.

(a) *En la granja donde trabaja Paula vive ...*required careful reading of the text to choose ***C*** *su amiga* because the other to option ***A*** *su prima,* and ***B*** *su abuelo* were also mentioned in the text. Many candidates went for ***B*** *su abuelo*.

(b) *Carolina no trabaja en la granja porque ...* was well answered by most candidates that linked *no se encuentra bien* in the text with ***A*** *está enferma.* There were few wrong answers.

(c) To answer *¿Qué hace Paula antes de ayudar con los caballos?* candidates had to understand time expressions to go for ***B*** *Se ducha rápido.* It required a careful reading of the passage to understand the sequence in which Paula carried out the different activities. The most common wrong answer was ***C*** *Prepara un bocadillo.*

(d) Candidates that answered *Ayer, Paula ...* correctly discarded secondary information to go for ***B*** *se acostó pronto,* connecting it with *me fui a la cama muy temprano* in the text. A common error was to go for ***C*** *recibió una carta*, where nothing in the passage suggested it as an answer.

(e) *Mientras está en la granja, Paula ...* there was a good understanding of this question. Most candidates went for ***A*** *usa poco el teléfono* linking it to *casi no miro el móvil* in the text. The most frequent wrong answer was ***B*** *pasea a diario por el río.*

(f) En el futuro, a Paula le gustaría ... The connection with quiero volver a trabajar aquí and ***A*** *repetir la experiencia en la granja* was made by many. Some went for ***C*** *relajarse durante unos meses.*

(g) To answer Para Paula, una ventaja de trabajar en la granja es que ... candidates had to link Me pagan muy bien aquí in the text with **B** gana bastante dinero. When a wrong answer was chosen it was **A** tiene libres los fines de semana.

Question 4

(a) Candidates who understood the question *¿Qué edad tenían Cristina y Lola cuando se conocieron?* gave the straightforward answer *seis años.* Some went for a longer answer *Cristina y Lola tenían seis años cuando se conocieron*. A common wrong answer was *teníamos seis años* or *seis años porque éramos vecinas* and was incorrect because they did not adjust the verbs from the first to the third person.

(b) *¿Qué piensa bastante gente sobre Cristina?* could be answered lifting *que será campeona del mundo.* It was a challenging question to many who went for *atleta*.

(c) *¿Qué deporte practicó Cristina antes de dedicarse al atletismo?* required a thorough reading of the text because several sports were mentioned. Also tenses of the verbs were important. It could be answered with one word *natación*. Many candidates went for *baloncesto*.

(d) *Al principio, ¿cuándo prefería correr Cristina?* candidates that understood the question word looked for a reference of time to choose *antes de ir a clase*. Many answered *Cristina comenzó a correr en serio en el instituto* that did not answer when she did it. Other common error was *por las tardes* but that is what she does now, and the question asked for what she did first. Some made a direct lift *Le gustaba entrenar conmigo antes de ir a clase* but including *conmigo* gave an incorrect answer.

(e) Most candidates located the correct part of the text to answer *Según Cristina, ¿qué es útil hacer cuando corre?.* To get the answer correctly the text had to be manipulated to *escuchar música*. A common wrong answer was *escucharla le ayuda a correr más rápido.* Many did not include the verb *escuchar* required for the answer not to be misunderstood as putting just *música*. That would mean that the music was done and not listened to.

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(f) *Qué dificultad había en la familia de Cristina?* candidates that understood *dificultad* easily found the answer *Sus padres eran bastante pobres,* a direct lift. Many candidates handled this question well. There were some examples of *Cristina padres* instead of using the possessive *sus.* Some went for *corría con unas zapatillas deportivas rotas y camisetas viejas.* It was not accepted as an answer because the latter was the consequence of their poverty.

(g) *¿Qué sentía Lola cuando Cristina no podía comprarse zapatillas nuevas?* The verb *sentir* gave a clue that an emotion was required. It was well answered succinctly by many who answered *pena*. Others gave a longer answer *le daba pena* changing the reflexive pronoun from the first to the third person. Many had problems with the pronoun and changed *me* to *se* instead of *le.* It was challenging to many who did not answer the question directly, about Lola's feelings, and answered *a ella no le preocupaba.* Many went for *unas zapatillas deportivas rotas y camisetas viejas*.

(h) **1 and 2:** *¿Por qué corría Cristina cerca de su casa?* Candidates who paid attention to the question words *por qué* looked for reasons. Careful reading of the text led good candidates to pick up *la pista de atletismo estaba lejos* and *ir hasta allí en autobús era caro.* Most candidates could locate the correct part of the text for the question. Some lifted only *estaba lejos* but did not indicate what was far away. Furthermore, not everybody read the question properly and answered *Cristina entrenaba por las calles de su barrio* that showed poor understanding of the question and the text. The answers were accepted in any order.

(i) All that was needed to answer *¿Qué decidieron hacer Cristina y Lola para ganar dinero*? was vender bocadillos en la calle or venderían bocadillos en la calle. The shorter answer vender bocadillos or venderían bocadillos also got the mark. Modification of the verb was essential. Candidates that answered venderíamos bocadillos en la calle lost the mark. A few candidates were unable to change the verb from the first to the third person plural. Another common wrong answer was necesitaba ropa deportiva de buena calidad.

(j) Most candidates located the correct part of the text to answer *¿Dónde se quedaban Cristina y Lola cuando iban a otras partes del país?* This question was very well answered by most who went for en *buenos hoteles*. A common wrong answer was *en ciudades diferentes.*

(k) *¿Con qué frecuencia se ven ahora Cristina y Lola?* Candidates with good knowledge of time expressions were able to pick up *a menudo*. The idea of frequency was difficult to some who answered *poco a poco, menos frecuencia,* etc. or *ciudades diferentes*.

Question 5

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. Candidates that performed very well in other questions had difficulty here.

Question 5

(a) Candidates needed to read the texts carefully to fully understand that *JULIO* who had to *caminar bastante porque solo se puede ir a pie* to link it with **option *8*** *Playa Beleño* that to reach it *hay que hacer una ruta de senderismo*, *Las vistas eran espectaculares* had to be linked with *un paisaje de película***.** Many also went for **option *2*** unexpectedly because it said access to the beach *estará cerrado toda la semana* or **option 5** that *ir a la playa sin casi moverse del lugar*.

(b) To select the correct answer, candidates needed to understand the references to *PALOMA* who found that the beach *ayer estaba llena de chicos muy jóvenes entrenando para unos campeonatos* and **option *6*** that in that beach *están acampando los equipos de natación de dos colegios.* Many went for **option *4*** even when it stated *En estos momentos la playa está cerrada.* It was handled quite well by a number of candidates.

(c) Most candidates that made the link between **MIGUEL** who went a la playa aquí al lado, near edificios altos and **option 5** because San Antón significa poder ir a la playa sin casi moverse del lugar. Blocks of flats are a menos de cinco minutos de la playa. Most common wrong answer was **option 8** but it stated that Para llegar a la playa hay que hacer una ruta de senderismo.

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(d) Candidates who were able to understand that *SILVIA* who, paying very little money, went to *sitios espectaculares* in *la barca de un pescador* to link it to **option 3** that had *buenos precios* and *un paisaje marino increíble*. Many went for **option 1** because they did not understand that what was offered was *equipos de buceo al lado del aparcamiento para observar el fondo del mar*.

(e) Candidates understood that *ROBERTO* who had gone to a beach *bastante lejos de todo* where he could have supper, went for **option 7** that was *una playa solitaria* that had *un buen restaurant*. A wide range of wrong answers were chosen.

Question 6

(a) The question *¿Qué iba a hacer Ana hace dos años debido a su jubilación?* answer required some manipulation of the text to get to get to *cerrar la única tienda de Rosario* or simply *cerrar la tienda. C*ommon mistakes were to lift different parts of the paragraph e.g. *estaba a punto de cerrar*, *estaba a punto de cerrar por la jubilación de Ana*. They did not include *tienda* so it was not clear what Ana was closing.

(b) *¿Dónde vivía Manuel antes de volver a Rosario?* candidates had to recognise the question word to look for a place. It could be answered with a direct lift *en el extranjero* and it required the preposition because *el extranjero* means a foreigner. Wrong answers were direct lifts such as *un joven de 28 años nacido en Rosario*, *economista para una empresa multinacional* that showed poor comprehension of the question. Some went for a longer lift like *se había mudado para trabajar en el extranjero* but was not precise enough to be accepted.

(c) *¿Qué odiaba Manuel de su antiguo empleo?* to get the correct answers candidates had to associate *odiaba* in the question with *estaba harto* in the text. A direct lift *Estaba harto de estar sentado frente al ordenador* was the correct answer. Many got it right. There were answers along the lines of *era economista para una empresa multinacional, como sería la vida allí, etc.* that showed poor comprehension.

(d) **1 and 2:** *¿Qué hizo Manuel al saber que la tienda del pueblo iba a cerrar*? The question could be answered with a direct lift modifying the verb to the third person empezó a imaginar cómo sería trabajar allí and compró el negocio. Some did not adjust the verb accordingly. Many did not spell empezó correctly or did not use the accent in compró to mark the past tense. **Part 2** was better answered than **part 1**. Some went for La decoración es moderna y en las paredes hay cuadros de artistas regionals which was incorrect.

(e) Según su familia, *¿qué problema tendría Manuel si se quedaba en el pueblo*? was well handled by many who looked for a problem no se iba a acostumbrar a la vida tranquila del lugar. It needed to change me for se to be accepted but many did not do it properly e.g. le acostumbraría, su acostumbraría. Some went for estaban equivocados that did not answer the question.

(f) *¿Quién pensó primero en aumentar el tamaño de la tienda?* They had to understand the whole paragraph because the answer was at the end. The question word *quién* led candidates to look for a person. Any of these three answers were accepted *una amiga de su hermano, arquitecta*; *una amiga de su hermano* or *una arquitecta*. Common wrong answers were along the lines of *decoración es moderna, en las paredes hay cuadros de artistas regionales, se unió conmigo en el negocio, etc.*

(g) To answer *Dentro de la tienda, ¿dónde se pueden encontrar los dulces que hace Manuel?* candidates looked for a place *en el primer piso*, a direct lift that gave them the mark. Many candidates found this question difficult and answered *en la planta baja*, *fruta, verduras y productos básicos,* or *siempre he sido aficionado a la cocin*a.

(h) *¿Qué hacían las personas que le dieron a Manuel la idea de los juegos de mesa?* was answered wrongly by the majority of the candidates because they used the first thing they read in the text *jugar a las cartas* instead of *jugar al ajedrez.* It required as careful reading and many picked up parts of the paragraph such as *unos vecinos bajo un árbol, jugaban a las cartas, tener una sala de juegos*.

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(i) **1 and 2:** *Gracias a Manuel, ¿qué tendrá lugar en el pueblo? ¿Cuándo?* Many candidates located the correct part of the text and answered with a straightforward lift *un festival de teatro en Verano.* Some gave answers along the lines of as *sala de juegos, salas para un concierto* or *tuvo mucho éxito.*

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Paper 0530/23
Reading

Key messages

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

- remember that the questions follow the order of the text
- aim to attempt all questions. Leaving questions blank, especially in multiple-choice, offers no chance of scoring a mark
- bear in mind that to answer in the first person **Questions 4** and **6** is 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. This often resulted in inappropriate information being included in the answer.

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 agreements is number and gender between nouns and qualitative and possessive adjectives. Candidates who can correctly understand 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 **Questions 3** and **5**.

Overall, consistent inaccuracies included candidates:

- lifting indiscriminately from the text which resulted in them writing the answer in the first rather than the third person
- lifting excessively and incorrectly identifying the correct part of the answer
- copying parts of the question in their answers
- confusion with the difference between *por qué* meaning *why* and *porque* meaning *because.*
- missing accents which changed the meaning of the answers (Alegró/alegro, etc.).

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Comments on specific questions

Question 1

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 of errors.

Question 2

Most candidates attempted all the questions. The statement that caused most difficulty was **(a)** *¿Cuándo empieza la clase de yoga?* The correct choice was **F** *horario de actividades*, the most common wrong answer was **H** *Reglas del gimnasio*. For **(c)** *Después de hacer ejercicio, ¡necesito lavarme!* the correct answer was **C** *Duchas*, however a number of candidates went for **H** *Reglas del gimnasio* that was considered possible and the mark was allocated for that answer too.

Question 3

In most cases, candidates answered all the questions, and many got all questions correct.

(a) *Normalmente Sara va a Francia …* was well answered by most candidates that went for **A** *todos los años.* A few went to **B** *cada dos años* perhaps for the word *años*.

(b) *El año pasado Sara pasó la Navidad con …* required a careful reading of the passage and candidates that understood went for **B** *su vecina.* The other two options were also mentioned in the text, but hardly any candidates went for it.

(c) *Según Sara, la Isla de El Hierro es …* candidates that went for **A** *pequeña* were able to link it to *no muy grande* in the text.

(d) *Durante el viaje en barco hasta la isla Sara se sintió …* was challenging for some who could not link *estaba tan mareada* in the text with **A** *enferma.*

(e) *Desde el hotel Sara podía ver …* was well answered by most candidates that could link *la playa* with **C** *el mar.*

(f) *En la isla Sara visitó los diferentes lugares de la isla en …* required thorough reading of the text to go for **B** *autobús* and to discard the other two options that were also mentioned.

(g) To answer *Para Sara, lo mejor del viaje fue que pudo …* candidates had to understand *relajarnos* and connected it wirh **C** *descansar un poco.* Some went for **A** *ir de compras* which was incorrect.

Question 4

(a) Candidates who understood the question *¿Quién le dijo a Rafael que el ayuntamiento iba a tirar abajo el castillo?* gave the straightforward answer *unos amigos.* A common wrong answer was *con unos amigos,* including the preposition changed the meaning of the answer.

(b) *¿Para qué iba a tirar el castillo el ayuntamiento?* could be answered lifting *Iban a hacer esto para construir pisos* or the shorter answer *construir pisos*. A common wrong answer was along the lines of monumento *histórico siempre ha sido importante.*

(c) *¿Cómo se sintió Rafael al saber que iban a tirar el castillo?* candidates who understood the verb *sentirse* were able to spot an emotion in the text and turned it from the first person *me dio pena* to the third *le dio pena.* Many wrote *se dio pena* and were incorrect. A few got around it by putting *triste* or *pena* and were correct.

(d) *¿Por qué se cerró el castillo hace tiempo?* candidates who paid attention to the question words *por qué* looked for a reason and were able to answer with a direct lift *algunas zonas no eran seguras.* The shorter version *no era seguro* was also accepted because it was adjusted to answer the question. However, it was challenging to many that wrote *no eran seguras.* It was not accepted because they were not answering the question that was asking about *el castillo*. Some went for *ese monumento histórico* showing poor comprehension.

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(e) 1 and 2 Most candidates located the correct part of the text to answer *Según los abuelos de Rafael, ¿qué hacían en el castillo hace años?* and could answer both parts of the question with a direct lift *cuando sus abuelos eran jóvenes no solo podían visitarlo, sino que también era su lugar preferido para celebrar las fiestas de la ciudad.* However, the majority split the answer *podían visitarlo* and *celebrar las fiestas de la ciudad*. Many were incorrect when they used the comparative only lifted one part *no solo podían visitarlo*. Hardly any candidates used the imperfect tense, choosing the infinitive for *visitar* and *celebrar* that was correct.

(f) *¿Qué hizo Rafael cuando llegó al instituto?* candidates had to contect *llegó al instituto* in the question and *entré a clase* in the text to answer *le contó el problema a Julio, su profesor de historia.* It was challenging to many who left it in the first person. Another common error was to answer about both going to the council.

(g) *¿Por qué no pudieron hablar con el ayuntamiento Rafael y Julio?* The ones who paid attention to the question words *por qué* looked for a reason. A direct lift *Como había demasiada gente esperando, no pudieron hablar con nadie* answered the question. The shorter version *había demasiada gente esperando* or *había demasiada gente* was accepted. It was well answered by many. A common wrong answer was to just copy *Como había demasiada gente esperando* without accommodating the text to answer the question, an example of finding the correct part of the text but lifting indiscriminately.

(h) *Según Rafael, ¿para qué había ido todo el mundo a la oficina del ayuntamiento?* The question word *para qué* led them to find a reason. Most candidates could locate the correct part of the text and lifted *Todos estaban allí para quejarse de los planes.* Some added *no hacían falta más pisos en la ciudad.* However, some candidates answered only *no hacían falta más pisos en la ciudad* and were incorrect. Others went for *arreglando el castillo se fomentaría la cultura, la historia y el turismo* which was also incorrect.

(i) All that was needed to answer *¿Cómo informó el ayuntamiento a la gente de su nueva decisión?* was *por televisión.* Candidates that answered *no pudimos hablar con nadie* or *iba a reparar el castillo* were incorrect.

(j) Most candidates located the correct part of the text to answer *¿Cómo reaccionó Rafael al oír que habría conciertos en su ciudad?* and looked for a reaction. The correct answer needed manipulation of the text *se alegró* to get the mark. Various answers were accepted *estuvo feliz, con alegría, tuvo alegría.* However, few knew how to manipulate *me alegré* into *se/le/lo alegró.* A frequent wrong answer was along the lines of *organizar varios conciertos con entradas a buenos precios.*

(k) This question *¿Qué va a hacer el ayuntamiento con el dinero de los conciertos?* could be answer with a direct lift *empezar las obras del castillo.* The alternative answer *reparar el castillo* was also accepted. Many went for answers along the lines of *se iban a organizar varios conciertos con entradas a buenos precios* that showed poor understanding of the question.

Question 5

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 *ALICIA* who wanted to illustrate her *libros para niños hacer unos dibujos de personajes imaginarios* and learnt in **4** *qué les gusta a los más pequeños* and that she learnt *diferentes técnicas para crear imágenes para libros infantiles.* Most candidates answered this question correctly.

(b) To select the correct answer, candidates needed to understand the references to *EMILIO* travelled to *hacer este curso.* There he learned to *pintar escenas rurales.* They linked *El silencio del lugar* with *Fue interesante. me ayudó a concentrarme para pintar.* and the description in **option 8** *un hermoso lugar tranquilo al aire libre.* There were few wrong answers.

(c) Most candidates that made the link between *RITA* who *Nunca había pintado* and **Option 5** *No necesitarás experiencia para asistir a este curso*. Also she learnt to paint *pájaros tropicales y al fondo un río y árboles* and the course *en plena naturaleza* where she could learn *a pintar hermosas vistas.* There were some wrong answers but no clear pattern of mistakes.

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(d) Candidates who were able to understand that *PEDRO* went to a course with his daughter *a mi hija pequeña y a mí nos enseñaron* with **option 1** it offered a course *con tus hijos a este curso con el que disfrutarás pintando en familia.* It was more challenging but there was no clear pattern of mistakes.

(e) Candidates understood that *TERESA* who had been *años pintando* did not how to *pintar paisajes urbanos* went for **option 2** that was offered *curso avanzado de pintura* where she learnt to make picture that looked *casi como fotografías de ciudades.* The most common wrong answer were **options 6** and **7**.

Question 6

(a) The question *¿Para qué necesitan apoyo todos los días los mayores que viven solos?* required a direct lift to answer with slight modification *para realiza sus tareas diarias*. Many got the correct answer. Not all candidates understood the question because a very common mistake was to lift *muchas personas mayores están solas* or *tienen gente que realiza sus tareas diarias*.

(b) *¿Por qué no tuvieron que aprender español Nicolás y su familia?* candidates that understood the question word looked for a reason. It could be answered with a direct lift *en Guinea Ecuatorial también se habla español.* Many got this answer right. Some went for *no les hizo falta estudiarlo* or *vivía en Malabo* but did not give the reason.

(c) *¿Qué hacía Nicolás cuando conoció a Montserrat?* was well handled by many who looked within the text and lifted *iba andando al trabajo.* However, not everybody understood the text and gave answers along these lines *le habló en catalán Montserrat, una señora mayor que no conocía, había perdido sus gafas* that showed poor comprehension.

(d) Candidates who answered correctly *¿Por qué no reaccionó en seguida Nicolás cuando Montserrat le habló?* looked for a reason and locating *no supe qué hacer porque no la entendí* had to make the necessary changes to answer *no la entendió* or *Nicolás no entendía catalán.* Some had difficulty changing the verb *entender* from the first to the third person. The alternative answer *Montserrat le habló en catalán Montserrat* was also accepted.

(e) To answer the question **(e)** *¿Cuál fue la decisión que tomó Nicolás el día que conoció a Montserrat?¿Por qué?* could be answered with a direct lift modifying the sentence from the first to the third person *Desde ese día decidió trabajar de voluntario ayudando a ancianos ahora es algo que lo hace sentir bien.* It only required a slight modification of a verb and pronoun. Some candidates gave answers about Monserrat losing her glasses and not being able to watch television. However, an alternative answer along the line of *Nicolás decidió entrar a su casa porque sin sus gafas Monserrat no podia ver la televisión* was also accepted.

(f) *Según los expertos, ¿cómo se sienten los mayores hoy en día?* candidates who understood an emotion was required in the answer lifted *estresados* a direct lift or the longer version *los ancianos de 80 a 90 años están estresados.*

(g) 1 and 2 The question *Según Nicolás, ¿cuáles son las razones que dan algunos para no ayudar como voluntarios?* required a careful reading of the text to gather the correct information. The two reasons were *piensan que los mayores son aburridos* and *no tienen tiempo para ayudar.* The latter required changing the verb *tener* to be answered correctly. A common wrong answer was *son aburridos* it did not make it clear to whom it was referring. The other part was answered better.

(h) *¿Qué piensa Montserrat de poder mandar fotos con su móvil?* required an emotion. It could be answered with a direct lift *le parece emocionante* or simply *emocionante*. A common wrong answer was *enviar fotos a sus nietos*, or *sorpresa*.

(i) The answer to *¿Qué tendrá en cuenta Nicolás al elegir ejercicio para los mayores?* was a straightforward lift *su edad*. However, it required thorough reading of the text and understanding *tendrá en cuenta* in the question. Many went for *enseñarles a hacer gimnasia* or *gimnasia* and were incorrect.

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Paper 0530/03
Speaking

Key messages

- Teacher/examiners should familiarise themselves with the scripts of the role plays and topic conversations before beginning any 'live' speaking tests. They must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet.
- Teacher/examiners can repeat a role play task if the candidate has not understood and/or provides an ambiguous response or did not hear the task. Teacher/examiners **must not** rephrase or replace the role play tasks.
- Teacher/examiners should not ask candidates additional questions in the role plays once the tasks have been completed. There is no need for candidates to develop or extend responses.
- 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 3½ 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.
- 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 (October/November 2025).

In the majority of cases, centres completed the necessary documentation to a high standard and there were few clerical errors. The recording quality was variable. In a few cases, the candidates were only partially audible. Prior to the speaking test, centres should position the microphone correctly, check the recording settings and ensure that the room where the test will take place is quiet. 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 and the correct recordings).

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 test.

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.

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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.

Teacher/examiners need to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column on the working mark sheet (WMS). Teacher/examiners should check that marks, candidate numbers and names are transferred correctly from the working mark sheet (WMS) onto the Submit for Assessment portal. In most cases, Teacher/examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal.
Teacher/examiners are encouraged to use the electronic WMS forms. The name of the Teacher/examiner conducting the speaking test should be printed and clearly legible on the working mark sheet.

Comments on specific questions

Role Plays

Candidates understood the role plays and contexts. In the role plays, candidates should focus on communicating the required information. Candidates do not need to provide any additional information; they do not need to develop or extend their responses. Brief responses were perfectly acceptable. A few candidates were awarded 0 marks (no creditable response). Candidates who give ambiguous responses should be given the opportunity to work for the available marks by repeating the task. Teacher/examiners should take care not to omit the second part of a two-part task. Tasks with '*cuándo*' and *'dónde'* appear to cause most difficulties for candidates. Furthermore, **tasks 4** and **5**, which required candidates to use a past or future time frame, caused problems particularly for some candidates. Recurring issues were:

Role play 1

Task 1

'Cuándo' was sometimes confused with *'dónde'*

Task 2

Pronunciation of colours

Task 3

Some candidates responded with '*me gusta'* instead of '*me gustaría'*

Task 5

Some candidates had problems producing the correct tense

Role play 2

Task 1

Pronunciation of months

Task 4

'Dónde' was misunderstood and occasionally *'¿Cómo fue?*

Role play 3

Task 4

Some candidates did not recognise the verb *'cenar'* and struggled to use a correct past time frame

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Role play 4

Task 1

Pronunciation of days

Task 2

Some candidates misunderstood *'temas'* and talked about '*asignaturas*'

Role play 5

Task 1

Incorrect form of verb *'tener'* and pronunciation of numbers

Role play 6

Task 1

Incorrect form of verb *'tener'* and pronunciation of numbers

Task 2

Difficulties in expressing the time correctly

Task 5

Frequent incorrect adjectival endings

Role play 7

Task 3

Candidates struggled to use a correct past time frame for the verb *'ver'*. In the second element of the task some candidates had difficulty producing a correct imperfect tense

Role play 8

Task 1

Pronunciation of months

Task 4

A few candidates did not understand *'lugar'*

Task 5

Some candidates did not understand '*hiciste'* and had problems producing a correct past tense

Role play 9

Task 2

Difficulties in expressing the time correctly

Task 3

A few candidates did not understand the verb '*cambiar'*

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Topic Conversations

Topics Conversations were conducted well by the majority of the centres with Teacher/examiners following the guidelines in the Instructions for Teacher/examiners booklet (October/November 2025). Extension questions and two further questions were not always used well. Teacher/examiners should use extension questions more often 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. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, Teacher/examiners must ask up to **two** further open-ended questions on the same topic. Several centres did not adhere to the timings closely enough. In some two-part questions, Teacher/examiners did not always pause between the questions. Where candidates give ambiguous responses or do not understand the question, Teacher/examiners should make greater use of the alternative questions, which would be helpful to many candidates. In general, candidates responded well to the topics. Candidates who performed well were able to give full responses, share opinions and talk about their experiences confidently using a wide range of language and structures. Recurring issues were:

Topic 1 El deporte

Question 3

The verb form and pronunciation of *'prefiero'* caused difficulties.

Question 4

Incorrect form and pronunciation of the verb *'jugar'* in some candidates' responses.

Topic 2 Tu casa ideal

Question 1

Some candidates described their house or flat in detail without directly responding to the question asked. In this instance Teacher/examiners should repeat the question once before moving onto the next question

Question 3

The verb form and pronunciation of *'preferiría'* proved challenging for some candidates.

Question 4

Incorrect use of *'ser'* and *'estar'* and difficulties with adjectival agreements when describing their ideal home.

Question 5

A few candidates seemed unfamiliar with *'ventajas'* and *'desventajas'*

Topic 3 La salud

Questions 1

Incorrect form of verb *'hacer'*

Question 3

There was sometimes confusion over the use of the adverb *'bien'* and the adjective *'bueno'* when discussing food

Question 4

Reflexive verb *'relajarse'* proved to be challenging for some candidates. There were inaccuracies when some candidates used the verb *'jugar'* in the past tense including its pronunciation

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Topic 4 La zona donde vives

Question 2

A few candidates did not understand *'tiempo'* and/or misheard it for *'pasatiempo'.* Some candidates struggled with using the correct verb/verb form to speak about the weather.

Question 5

A few candidates did not understand the verb '*cambiar'*

Topic 5 Los estudios y las profesiones

Question 4

Some candidates had difficulty producing a correct imperfect tense

Topic 6 Celebraciones y eventos

Question 1

Some candidates did not understand '*mes*'

Question 3

There were many detailed responses although some candidates found it challenging to use a correct past time frame

Topic 7 Los idiomas

Question 1 and 2

Some candidates found it challenging to use the correct verb form of *'hablar'*

Question 3

There was confusion between the use of the verbs *'saber'* and *'conocer'* in some candidates' responses.

Question 4

This question sometimes proved challenging where candidates struggled with vocabulary items and verb forms to explain what they had done.

Question 5

Some candidates struggled to produce a correct conditional tense. A few candidates did not understand *'hispanohablante'*

Assessment

The majority of centres assessed candidates fairly. All assessment should follow the marking criteria as set out in the Instructions for Teacher/examiners booklet (October/November 2025). Teacher/examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, a brief response, if accurate and if it communicates the required information, can be awarded two marks. Two marks cannot be awarded for an ambiguous response, incorrect verb formation or an incorrect time frame.

Regarding the topic conversations, candidates were able to respond to the questions, even if less successfully sometimes due to limited vocabulary and/or grasp of verb forms. Many candidates responded confidently to questions and often expanded their responses. 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 *'en el pasado'* or '*en el futuro'*. The use of '*en mi opinión'*, '*pienso que'*, *'es una buena*

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pregunta' and similar phrases are useful however, candidates should avoid starting all their responses with the same phrase, as this tends to undermine rather than enhance their overall performance.

In the topic conversations, some Teacher/examiners were sometimes too generous in their assessment of Communication where candidates had not shown the ability develop quality responses with justifications and opinions, and in their assessment of Quality of Language where candidates had not used a wide range of language and structures. Accurate tenses produced by candidates are taken into account when awarding marks for 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 language and structures accurately. Teacher/examiners need to adjust questioning by using alternative and extension questions, to give candidates every opportunity to perform to the best of their ability. The IGCSE Spanish Foreign Language exam is for learners of Spanish as a foreign language. Candidates do not need to be native-speakers or near native speakers 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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Paper 0530/41
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.).
- 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 responses 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.

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. *baile 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 un restaurante*; Ser/Estar e.g *el centro comercial es cerca de mi casa*; Indicative/Subjunctive e.g.*Espero que estás bien*). 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.

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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: Un trabajo en una cafetería

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 (e.g. *'alegro'*). Most candidates were able to produce accurate spellings of months for Gap 1 with most months being named. There were few problems with producing an appropriate adjective for a personal quality in Gap 2, with a broad range of answers (e.g. '*inteligente'; 'amable*'; *'cariñoso'*). In response to favourite T shirt colours for Gaps 3 and 4, there was a range of answers (e.g. '*azul'; 'rojo'; 'negro'*). The lack of gender agreement did not prevent the mark from being awarded. However, spellings which were not recognisable (e.g. '*blu*') could not be rewarded. Most candidates were able to produce an appropriate size for Gap 5, (e.g. '*grande'; 'pequeño'*). Some candidates did not understand the key word in the rubric, ´tamaño´, and left a blank space or produced inappropriate responses.

Question 2: Los deportes

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 sports, with detailed information sometimes expressed in more complex language. Some candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the strongest answers, candidates produced accurate verbs throughout their response. Some candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. The absence of accents was frequent (e.g. '*natacion'; 'tambien; 'gustaria'*) 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. Some candidates often went beyond a range of basic connectors (*y, o, pero, también*), using more complex connectors (e.g. '*a pesar de; 'sobre todo'; ya que'*), whereas other candidates tended to rely on *'y*' and '*porque*'. There were examples of candidates writing '*porqué*', when they intended *'porque'*.

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Task 1 required candidates to state which sports they like to do and was answered successfully by most candidates, (e.g. '*Un deporte que me gusta mucho es el baloncesto'; 'Me gusta practicar al golf'*). Ambiguity or inaccuracy prevented some candidates from completing the task (e.g. '*me gustan practicar al voleibol y tenis; 'Deportes te gusta mi practicar es futball y tenis'; 'Me gustaría practicar baile como mi deporte'*).

Task 2 required candidates to state who they do sport with and was generally successfully answered (e.g. *'Normalmente los practico con mis compañeros de clase'*). Some candidates produced incorrect verbs (e.g. '*me practicas fútbol con mis amigo…'; 'Me gusta practico deporte con mi abuello'*).

Task 3 required candidates to state where they normally do sport and was generally answered well. Many candidates produced straightforward statements (e.g. '*Hago deporte en la cancha de mi colegio'*). Inappropriate vocabulary and verb formation prevented some candidates from completing the task (e.g. '*Yo hace deporte en mi escuela'; 'Me jugar al fútbol en fútbol pitch…'*).

Task 4 required candidates to explain why it is important to do sport. Stronger candidates provided a range of appropriate details to successfully complete the task (e.g. '*porque puedes conocer a muchas personas; 'debemos hacer deporte porque es lo mejor actividad para la salud'*). Some candidates tried to be more ambitious which led to inaccuracy in their responses (e.g. *'desde que me empezé a hacer deportes mi salud nunca habia estado tan bueno'; 'es importante hacer deporte porque nos ayudan relajar').* Some candidates did not correctly form verbs*; 'haces deporte es mejor para tu saludo'; ' En tu opion deporte hacer importante porque divertido y nutricion'*) and could not be rewarded for task completion.

Most candidates understood **Task 5**, which asked them to explain why they would (not) like to be a sports person in the future. Many candidates successfully manipulated the verb in the rubric from 2nd to 1st person and produced a simple reason (e.g. '*No me gustaría ser un deportista en el future porque es difícil'*) or produced other appropriate verb forms, (e.g. '*Me encantaría ser deportista porque es muy emocionante').* Weaker responses included incorrect or inappropriate verbs (e.g. '*Yo quieria ser una deportista'*; '*no quieres ser deportista'; 'Si soy a correr en mi futuro porque es muy divertido…'*), which could not be credited for task completion.

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. Many 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.
- 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.

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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. In addition, basic structures must, in general, be used successfully. 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.

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/escribí/vi/puse/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 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

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- Inappropriate double consonants in Spanish (e.g. '*passear'; 'interessante'; 'differente')*
- inappropriate use of estar when ser was required and vice versa
- 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 gustaria'; 'yo encanto'*)
- omission of the preceding a (e.g. '*a mí me gusta'*)
- incorrect formation of ir and tener in the preterite tense (e.g. '*fuemos'; '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'*)
- omission of accents on verb forms (e.g. '*comere'*) or inappropriate use of accents (e.g. *'fuí'; 'ví'*)
- omission of the appropriate preposition in verb constructions (e.g. '*voy ir'*)
- inappropriate inclusion of a preposition in verb constructions (e.g. '*comimos de la pizza'*)
- omission of the preposition following verbs (e.g. '*fui el cine'*)
- inventing words (e.g. '*relaxarme*'; *'expensivo'; 'mellor')*
- not indicating possession with de (e.g. *'abuelo's cumpleaños'*)
- attempting a past tense using tener (e.g.*'tengo dicho*)
- inappropriate translation of idioms from the candidate's first language (e.g. '*yo tengo buen tiempo';* '*tener un tiempo divertido'*) when the Spanish idiom *pasarlo bien* was intended.

Question 3(a): Un viaje en autobús

This was the most popular question with the majority of candidates choosing this option. 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 describe how they spent the time during the journey. This was generally well-completed, with many candidates producing a simple phrase using an appropriate verb in a past tense, (e.g. *'yo dormí, dibujé y escuché música'; 'me puse a ver una serie en mi ordenador'*). Stronger responses added appropriate extra detail, (e.g. '*estuve haciendo differentes cosas como leer el libro que me regaló mi pareja'; 'Me distraí jugando juegos con mi amigo pero igualmente el trayecto se hizo super largo'*). Some candidates who produced inaccurate verb forms or inappropriate tenses (e.g. '*lo que hago para que pase el tiempo es estar con el movil'; 'A pasó el tiempo uso mi movil'*) could not be rewarded for communication. Some candidates misunderstood the task and referred to the time the journey took or what time they went (e.g. '*mi pasaste el tiempo durante el viaje cuarenta minutos'*).

Task 2 required candidates to state what they did when they arrived at their destination and required an appropriate past tense to complete the task. Stronger candidates were able to produce correctly formed verbs in their explanations, (e.g. *'cuando acabé me fui a cenar con mi amiga'*; '*Al llegar a Madrid lo primero que hice fue llamar un taxi'*). They also developed their responses with more complex structures and vocabulary, (e.g. '*fui a buscar el hotel donde había reservado una habitación'*). Minor verb errors such as omission of prepositions after verbs or accents did not prevent task completion marks, (e.g. '*deje todo en mi habitación'; 'fuímos en el parque'*). Some candidates produced incorrect verb forms and spellings, (e.g. '*cuando lleguemos a Roma visitemos monumentos'; 'es un pasaste de mi abuelo')*, which were considered under relevance, but not task completion.

Task 3 required candidates to give their opinion about the advantages or disadvantages of travelling by bus. Most candidates addressed this successfully (e.g. *'en autobús no tienes tanta privacidad'; 'son baratos y rápidos'; 'las ventajas son que no tienes que conducir'*). Some candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*el sillas con ventajas son mejor'; 'las ventajas que, si una persona que gusta lugares naturales"*). A common error was not respecting subject/verb agreement (e.g. 'las desventajas es el autobus es sucio').

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Task 4 required candidates to state when they will go on another journey and required a future verb form to complete the task. This was generally successfully addressed with stronger candidates producing accurate answers using appropriate verbs and vocabulary (e.g. '*La semana próxima voy a visitar Trieste con mis padres'; 'el siguiente viaje me iré con mi familia a Tenerife. Segurament nos iremos en Navidad')*. Candidates who focused on where they will go but omitted the key detail of when (e.g. 'Me gustaria ir a Roma con mis amigos') could not be rewarded for task completion. A few candidates produced inappropriate responses (e.g. '*Otro viaje en mi coche y bicicleta')*, which could not be credited for task completion. Some candidates did not complete the task successfully because their responses were too inaccurate to be rewarded for task completion (e.g. '*así haco otro viaje durante las vaccaciones'; 'voy a hace otro viaje el fin de semana').*

Task 5 required candidates to explain who they would like to travel with in the future. Most candidates understood the task and there was a range of answers using appropriate topic vocabulary, (e.g. '*Me gustaría viajar en el futuro con mis amigos porque son simpáticos'; 'me gustaría viajar con mis padres porque trabajan todo el año sin tener vacaciones'*). Stronger candidates took the opportunity to develop their answers with extra detail or complex language, (e.g. *'así podremos pasar tiempo hablando del negocio que quieres crear'*). Some candidates produced responses which were too inaccurate to be rewarded, (e.g. '*En el futuro viajar en mi famila's coche a cine´*). Some candidates used a past tense rather than a future tense in their response (e.g. '*En el futuro fue a grecia con mi hermano*..').

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 responses demonstrated the ability of candidates 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. 'las maletas'*; 'económico'; 'paisajes'*; '*interminable'; 'trayecto*'), but very few attempts at idioms. The best responses were in an informal register and contained appropriate salutations (e.g. '*Querido…; 'Escríbeme pronto')*. However, the majority of candidates chose to start their piece of writing with an informal salutation (e.g. *'Hola')*. Some candidates demonstrated poor competence with basic structures (e.g.*´yo viajar'; 'soy ir'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker responses showed candidates had attempted a piece of cohesive writing, although there were many examples of '*por que'* instead of '*porque*'. Stronger responses included a wider range of connectors (e.g. '*mientras'; 'no obstante'; 'entonces; 'dado que*).

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, and only the strongest responses demonstrated that some candidates managed to consistently place pronouns and accents accurately. Candidates should be reminded to check that they have copied words correctly from the rubric, as there were many examples of errors in copying, (e.g.*'el viage'*).

Question 3(b): Mi fin de semana

This was a slightly less popular option with just over 40% of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts by the strongest candidates at explanations and development of ideas.

Task completion

Task 1 asked candidates to describe their Saturday morning routine and required a verb in a present tense for task completion. This was generally well-completed, with many candidates producing a simple phrase using an appropriate verb (e.g. '*los sábados me levanto a las nueve'; 'habitualmente desayuno cereals y un zumo de naranja*'. Some candidates produced inappropriate tenses and verb forms, so could not complete the task, (e.g. '*En el sabado yo llevaba a onze en la mañana'; 'me llavo las manos y dientes'*).

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Task 2 asked candidates to state who they spend Sunday afternoon with, and most candidates were able to provide a suitable response. The stronger candidates were able to respond appropriately and give additional details, (e.g. *'Los domingos suelo ir al cine con mi familia y siempre lo pasamos genial'; 'los domingos por la tarde los paso con mi novio; como no lo veo durante la semana lo veo el domingo'*). Some candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g. *'En domingo por la tarde estaba con mis padres';los domingos mi madre a le gusta visitar y háblame de mis hermanos'*).

Task 3 required candidates to describe a fun weekend they spent recently. Most candidates were able to provide appropriate examples, (e.g. '*el sábado fui a una fiesta para el cumpleaños de mi amiga'; 'El fin de semana pasada bailé con mi tía y luego montamos a caballo'*). Some candidates struggled to form correct conjugations, and this could not be rewarded, (e.g. '*yo fue con mi amigo y fuemos al cinema').*

Task 4 required the candidates to explain why young people should (not) help at home at the weekend. Stronger candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g. *'Creo que los jóvenes deberían ayudar'*) and adding reasons, ('*porque es parte de nuestras responsabilidades; 'muchas veces tienen muchos deberes que necesitan hacer')*. Weaker responses to this task tended to include errors which prevented task completion (e.g *'los jovenes deberas ayudaras en casa').* These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Task 5 required candidates to explain where they would like to spend an ideal weekend and was generally successfully addressed. Stronger responses showed some candidates could produce accurate answers using appropriate verbs and vocabulary (e.g. '*Un fin de semana ideal para mí sería pasear por la playa con mi amiga'; 'aprender un nuevo idioma me gustaría mucho')*. Some candidates did not address the task successfully because their responses were too inaccurate to be rewarded or they used an inappropriate tense, (e.g. '*Mi fin de semana ideal es cuando esta frío y estoy en mi casa'; 'me gustaría voy a ir a mercado de ropa'; 'me gusta pasar en mi ciudad shoppin con mi madre').*

Range

Most candidates were able to include a basic range of appropriate linking words. Relatively few candidates included a wider range in their responses, such as '*para que; 'ya que'; 'después de'; 'lo que'*. Most candidates tended to use simple structures, and a few made attempts to use more complex structures. The stronger responses showed an ability to include accurate examples of the most complex structures, including subjunctive structures and indirect pronouns. These candidates also often used a wider range of vocabulary specific to the topic (e.g. '*estoy libre; 'levantarme'; 'ir a la montaña'; 'hacer lo mínimo'; 'muchísima comida'*).

Accuracy

The stronger responses demonstrated pieces of writing which were mostly accurate with errors that only occasionally impeded communication. However, examples of inaccurate spelling were seen throughout some weaker responses in this question (e.g. '*relaxaje'; 'estudyo'; 'saboroso'*). There were also examples of non-Spanish words (e.g. '*expensivo*'; '*el viso'*). Other common errors which hindered communication, were errors with the subject, inappropriate tenses or poor verb formation and only the strongest responses demonstrated the consistent and accurate placement of pronouns and accents.

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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.).
- 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. *la semana pasada iba al teatro*; Ser/Estar e.g *el teatro es cerca de mi colegio*; Indicative/Subjunctive e.g.*Espero que me respondes*). Such

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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: Detalles del pasajero

The majority of candidates achieved four or five marks for this question and it was noticeable that very few candidates left a blank space. A single word was sufficient to gain the mark for each of the five gaps. Most 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. Most candidates were able to produce an accurate spelling of a language for Gap 1, with '*inglés*' and '*francés*' being the most popular responses. Marks were awarded for minor spelling errors which did not impede communication (e.g. '*Engles'*). The majority of candidates were able to correctly produce an appropriate adjective to describe travelling by plane for Gap 2, with a range of answers (e.g. '*caro'; 'cómodo'; 'rápido'; '*'). Responses which produced a Spanish word with a different meaning (e.g. 'carro' for 'caro') could not be rewarded. A very small number of candidates produced inappropriate answers (e.g. '*moderna'; 'simpatico'*) or left a blank space. Responses which were not recognisable as a word in Spanish (e.g. '*divertidad')* could not be rewarded. There was a wide range of accurate vocabulary produced for activities on a plane in Gaps 3 and 4 (e.g. '*comer'; 'películas'; 'dormir'; 'leyendo'*). However, there was occasional interference from first languages, (e.g. '*amusante'; 'magazine'; 'regarder un film'*). There were few problems with producing a noun for a drink in Gap 5, with a broad range of answers (e.g. '*agua'; 'café*'; *'zumo'*). Only the weakest responses included incorrect answers or spaces that were left blank.

Question 2: La vida sana

Candidates generally performed well here, with stronger responses achieving marks in the top band. 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 responses which included a variety of vocabulary related to healthy living. However, weaker responses demonstrated that some candidates 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. Candidates should ensure that they reference the bullet points, making use of the rubric to formulate their answers and 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. However, there was a wide variation in control of verb formations. In the strongest answers, candidates produced accurate verbs throughout their response. Weaker responses showed that some candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. Weaker responses showed that some candidates struggled to respect gender agreements when using articles, nouns and adjectives. Stronger candidates rarely went beyond a range of basic connectors (*y, o, pero, también*), whilst weaker candidates tended to rely on *'y'* and '*porque*'. There were examples of candidates writing '*por que'* when they intended *'porque'*.

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Task 1 required candidates to state what sport they normally do and was answered successfully by most candidates, (e.g. '*practico el baloncesto'; 'Me gusta jugar al fútbol'*). Weaker responses showed that some candidates did not correctly form verbs (e.g*. 'jo practicas el badminton'; 'mi gusto practico voleybol'*) and could not be rewarded for task completion.

Task 2 required candidates to give a reason for doing the sport in **Task 1** and was successfully answered by most candidates, often providing extra detail, (e.g. *'porque es un buen manera de pasar tiempo y reducir el estrés'; 'porque puedo jugar con todos mis amigos y es divertido'*). Ambiguity in some weaker responses prevented candidates from completing the task (e.g.*'yo me gusta es futbol en mi futuro profession'*). These responses could not be credited for task completion.

Task 3 required candidates to state how much time they spend on their phone each day and was generally answered well. Stronger responses showed some candidates included extra detail and appropriate topic vocabulary (e.g. '*No paso mucho tiempo en mi teléfono, solo paso media hora por día; 'Uso mi telefono cada día para tres horas porque necesito contactar mis padres'*). Verb errors in some responses prevented some candidates from completing the task (e.g. '*trato de minimar mi uso'; 'ver la cine en mi telefono por tres horas un dia'*).

Task 4 required candidates to state where they prefer to go on holiday. Many candidates were able to successfully complete the task with a simple statement, (e.g. '*Para mis vacaciones prefiero ir a la India'*). Stronger responses showed some candidates added extra details (e.g. '*porque me gusta conocer nuevas culturas'*; '*solo he viajado dos veces en toda mi vida'*). Weaker responses showed some candidates confused verb forms (e.g. '*En mi vacaciones prefiero fui en Madrid'; 'soy prefiero ir a Alemain'*) and did not respect subject/verb *agreement (e.g. 'yo prefieres ir…).*

Task 5 required candidates to state what time they are going to go to sleep that night. For full task completion, the candidates needed to use an appropriate verb form to express the future with an explicit or implicit reference to that night. Many candidates successfully completed the task using appropriate verbs and vocabulary, (e.g. '*Mañana tengo un campeonato de voleibol, por eso voy a dormir temprano, a eso de las ocho de la noche'; 'Voy a dormir a las once esta noche porque es muy importante para mi salud'; 'Esta noche voy a dormir tarde, iré a dormir a la medianoche'*). Weaker responses showed some candidates produced responses with inaccurate verb forms (e.g. *'Esta noche vas a dormir..; 'mi vacaciones prefieres es ir al a Brazilia'*), which could not be accepted for task completion. Some weaker responses showed some candidates also produced general responses about what time they generally go to sleep (e.g. *'en fin de semana duermo mucho en la noche'; 'Soy vas a dormir a las ocho normalmente'*). These responses could not be credited for task completion.

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 strongest responses showed that some candidates also made brief notes next to the BPs to remind themselves which structures they were going to include and where. Some other 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.

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

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- cover the specific tasks set.
- use verbs accurately.

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- use an appropriate tense and person of the verb when responding to each task.
- copy accurately when using words provided in the question.

Range

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
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- 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/puse/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 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. '*abburido'; 'necessito'; 'preferrido'*')

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- inappropriate use of estar when ser was required and vice versa
- 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 gustaría'; 'se encantan'; 'soy encanto'*)
- 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 …años'*)
- omission of accents on verb forms (e.g. '*comi'*) or inappropriate use of accents (e.g. *'fuí'*')
- omission of the appropriate preposition in verb constructions (e.g. '*voy salir; 'juego futbol'*)
- inappropriate inclusion of a preposition in verb constructions (e.g.'*es necesario a ir'*)
- omission of contraction of prepositions before the article to form *'al'* or '*del'*.
- inventing words (e.g. '*gradutacion; 'un ocupado'; 'el taxico')*
- not indicating possession with de (e.g. *'mi prima's'*)
- inappropriate translation of idioms from the candidate's first language (e.g. '*voy tener divertido';* '*tengo un buen tiempo'*) when the Spanish idiom *pasarlo bien* was intended)

Question 3(a): Una cena en un restaurante

The food and dining out topic probably made this option more popular than **3(b)** with stronger responses showing that some candidates could make successful attempts at explanations and developments. The majority of 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 describe what the restaurant was like and required a verb in a past tense to complete the task. Stronger responses showed that some candidates were able to produce a correct verb form in a past tense and develop their responses with more extra detail and vocabulary, (e.g. 'El restaurant era una marisquería muy grande, lujosa y limpia…'). These candidates added appropriate extra detail, (e.g. '*y había muchísima decoración'*). They also included a personal reaction as required for marks in the top bands, (e.g. '*que me chifló'*). Weaker responses showed that other candidates produced inaccurate verb forms or inappropriate vocabulary which could not be rewarded, (e.g. '*La semana pasada fue en un restaurante muy simpatico'; 'la semana pasada cenaste en un restaurante…'; 'el restaurante estar linda'*).

Task 2 required candidates to explain why it was a special occasion and required a verb in a past tense for task completion. Most responses focused on celebrating birthdays (e.g. '*Celebramos el cumpleaños de mi madre').* Weaker responses showed some candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g. '*Fuimos cener en el restaurante porque estuvío el cumpleaños de mi hermano'; 'la decoracion es increíble'; 'mi madre tene sesenta años'*) which could not be rewarded for task completion, but could be considered under relevance.

Task 3 asked candidates to say what they thought of the food and required a verb in a past tense to complete the task. Stronger responses showed these candidates generally addressed this successfully (e.g. *'La comida fue sabrosa especialmente los postres'; 'la comida era deliciosa y única'*). Weaker responses showed other candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*Mi pensaste qué una extraordiner experiencia'; 'las comidas es muy delicioso*).

Task 4 asked candidates to explain what the advantages of eating at home are, in their opinion. Stronger responses showed these candidates produced accurate verb forms and development, (e.g. '*Pienso que es mejor comer en casa porque es más sano para la salud'; 'me gusta comer en casa porque me gusta la comida que mis padres preparan').* Despite some other candidates producing appropriate responses, they were not rewarded due to verb and tense error (e.g. *'en casa comimos la comida con menos dulces'; 'puede comer la comida que te gusta'*; '*ventajas de comer en casa va reducto los nivos'*).

Task 5 required candidates to say when they are going to go out to eat again and required a verb in a future tense to complete the task. This task was generally successful (e.g. '*La próxima semana mis amigos y yo iremos a comer en un nuevo restaurante'; 'la semana que viene voy a salir con mis amigos a comer otra vez'*). Some candidates did not complete the task as they said where they were going to go without any

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reference to eating out (e.g. '*la próxima semana iré en el sur para comprar ropa en el centro comercial'; 'La otra vez que saliré es para la navidad*). Weaker responses showed that some candidates produced inaccurate verb forms which could not be rewarded, (e.g. '*El mes que viene yo salía a comer…..'; 'Otra vez vas a salir con mi madre al Magic Icecream'*).

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. Only a few 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 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 a wide range of food related vocabulary, but otherwise it was straightforward across most scripts. Weaker responses showed that some candidates demonstrated poor competence with basic structures and incorrect verb formation, (e.g.*´nosotros ir comer…'; 'ellos gustaran celebrar; 'es no muy neccessitas*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker responses showed an attempt at a piece of cohesive writing, although the range of connective devices largely consisted of '*y*,' '*con*' and '*porque*', '*pero*' or '*también*.'

Accuracy

The stronger responses showed candidates could produce pieces of writing that contained only very minor errors that did not impede communication. It was noticeable that weaker responses included the production of several sentences for each task with incorrect verb formation preventing task completion. 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. Weaker candidates produced poor spelling of vocabulary and intrusive first language words.

Question 3(b): Tus planes para el futuro

This option was much less popular than **3(a).** Only the strongest responses showed candidates addressed all of the tasks with attempts at explanations and development of ideas. Weaker responses demonstrated too poor a grasp of the grammar to respond appropriately and there were instances where tasks were not explicitly addressed. A few candidates engaged well with the register of the task, i.e. an article for a magazine, but the majority focused on the main body of text.

Task completion

Task 1 asked candidates to say what they did to celebrate finishing school. Stronger responses showed candidates successfully completed the task, providing accurate responses as well as adding appropriate detail and reactions, (e.g. '*hemos cenado juntos ayer, en un restaurante muy caro'; 'cuando terminé mi curso mis amigos y yo celebramos en un hotel cerca de la playa'; 'hicimos una fiesta y fue una experiencia inolvidable'*). Weaker responses showed some candidates lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g. *'Mi madres y yo viajar en el parque'; 'decide de celebrar en un restaurante'; 'me hicisto por una dia a la playa').*

Task 2 asked candidates to say how they felt on the last day of classes and required a verb in a past tense in order to complete the task. The task proved challenging and only the stronger responses showed some candidates were able to respond appropriately, (e.g. *'Mi último díá de clase era un poco triste'; 'me sentí muy orgullosa de que saqué buenas notas').* A significant number of candidates omitted the reflexive pronoun or replicated the second person pronoun from the rubric, (e.g. '*senti'; 'te senti*'). These responses could not be rewarded for communication. Weaker responses showed other candidates produced inappropriate tenses and verb forms, so could not complete the task, (e.g. '*el último día yo prefiero juego con mis amigos'; 'mi sentiste atriste'*).

Task 3 required candidates to explain why they would (not) like to go travelling after finishing their studies. Stronger responses showed candidates produced straightforward responses with accurate verb forms and extra detail, (e.g. '*Creo que es importante visitar muchas culturas y probar comida de todos los países'; 'Me encantaría viajar después de terminar mis estudios ya que podría exponerme a la cultura y el patrimonio de otros países'*). In weaker responses, opinions were often too inaccurate to be rewarded, (e.g. '*Me gusto viajaro en las Europa con mis padres después de terminar mis estudios'*). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

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Task 4 required candidates to explain the advantages of going to university, in their opinion. Stronger responses showed candidates answered with appropriate responses in which an accurate form of the verb was produced, (e.g. *'es buena oportunidad para conocer personas; 'Puedo conocer personas desconocidas')*. Weaker responses showed that some candidates struggled to form correct verb conjugations or used inappropriate tenses, which could not be rewarded (e.g. *'Ir a la universidad es una optión para toma mucho diferentes amigos' ; 'en la universidad tenaste nuevas amigas con quien pasaste todo tu tiempo').*

Task 5 required candidates to say where they are going to work in the future and required a future reference in an appropriate tense for successful completion. Overall, this task was generally successfully addressed with locations or places of work being accepted for task completion. Stronger responses showed candidates produced straightforward responses using a future tense, (e.g. *'en el futuro, espero trabajar como dentista en Australia'; 'voy a trabajar en el mismo país que mi familia'; 'trabajaré de economista en una empresa multinacional)*. Weaker responses showed other candidates produced responses which were too inaccurate to be rewarded, (e.g. '*yo trabajo en un hotel').* A common error was focusing on their future profession without referencing where (e.g. '*mi pensar ser el futbol hugar'; 'encanto trabajar como medico'*).

Range

The stronger responses included a much wider range of connectives in their responses, such as '*por eso; 'ya que'; 'aunque'; 'no solo…sino también'; 'puesto que'*. They also produced more complex structures and different tenses (e.g. '*espero que el futuro traiga experiencias enriquecedoras….*'; '*ójala trabaje en Nueva York'*; '*; 'muchísimo'*). These candidates also often used a wide range of vocabulary specific to the topic, (e.g. '*nos disfrazamos; 'un sueldo'; 'temas'; 'esfuerzo'; 'cultura'*). Most candidates tended to use simple structures, and a few made attempts to use more complex structures, although not always successfully, (e.g. *'hemos hacido'; 'puedemos hacer'*). The majority of candidates struggled with verb formation and relied on a repetition of basic connectors and simple vocabulary. There were many examples of invented words or first language words where candidates lacked specific topic vocabulary (e.g. '*un surgen'* for cirujano; '*decouvrir'* for descubrir).

Accuracy

Whilst there was evidence of grammatical and lexical accuracy amongst the stronger responses, weaker responses were generally characterised by incorrect verb/tense formations. Successful explanations or justifications were rarely, if ever, more than basic in nature, again sometimes hampered by inaccurate lexis, syntax and/or grammar. To improve performance, candidates should focus on verb conjugation and sentence construction, looking at examples of texts to help them construct their own paragraphs of writing.

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SPANISH

Paper 0530/43
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.).
- 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 responses showed that candidates had 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. *abburido, necessito*; Imperfect/Preterite e.g. *el sábado pasado era a la fiesta'*; Ser/Estar e.g Indicative/Subjunctive e.g.*Espero que me respondes*). Such errors will be considered

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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: Un cuestionario

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 job for Gap 1, with a range of answers (e.g. '*profesora'; 'abogado'; 'dentista'; 'cantante'*). Most candidates were able to produce an accurate spelling of a food for Gaps 2 and 3 (e.g. '*pan'; 'chocolate'; 'cordero'*). There was a wide range of accurate vocabulary produced for a description of the room in Gap 4 with the most popular answer being '*grande'*. However, weaker responses included incorrectly formed adjectives which could not be rewarded, (e.g. *'silencio'; 'relajo'; 'espacio'*) and a few candidates left a blank space for this task. The majority of candidates were able to correctly produce a form of transport for Gap 5 (e.g. 'coche'; 'autobus'; 'bicicleta'). The absence of accents did not prevent the mark from being awarded, but words spelt incorrectly which produced a word with a different meaning in Spanish were not rewarded (e.g. '*caro*' for '*carro*').

Question 2: Mi familia

Candidates generally performed well here, with many being placed in the top two bands. 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 family, with development and details. Candidates should ensure that they reference the bullet points, making use of the rubric to formulate their answers and 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. However, there was a wide variation in control of verb formations. In the strongest responses, candidates produced accurate verbs throughout their response. Weaker responses relied upon infinitives or offered inappropriate tenses and spelling of verbs. The absence of accents was frequent (e.g.'*frances'; 'tambien; 'simpatico'; 'rapido'*), but did not usually prevent candidates from achieving a high mark. Weaker responses showed that some candidates also struggled to respect gender agreements when using articles, nouns and adjectives. The majority of candidates tended to use a range of basic connectors, ('*y'; 'o'; 'pero'; 'también';* '*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 how many people there are in their family and was completed successfully by most candidates, (e.g. '*Hay cinco personas en mi familia'; 'Tengo cuatro personas en mi familia').* Candidates who simply stated that they had a large/small family without giving further details could not be rewarded for task completion. Weaker responses often included inaccurate verbs, which could not be rewarded, (e.g. '*en mi faimilia tener siete gente'*).

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Task 2 required candidates to describe a member of their family and was the task most successfully completed in this question (e.g. *'Mi hermana menor tiene pelo negro'; 'Pienso que mi hermana es bastante inteligente').* The omission of articles before '*pelo*' and '*ojos*' was a common error but did not prevent task completion.

Task 3 required candidates to state what activities they normally do with their family and was generally successfully answered. Stronger responses provided extra detail (e.g. '*Nos chifla practicar alpinismo y ir a pescar'; 'Nos gusta mucho ir a la piscina, especialmente en el verano'*). However, weaker responses included incorrect verbs and spellings (e.g. '*mi familia voy a la playa'; 'juegamos futbula'; 'mi familia y yo tengamos jugeos'*).

Task 4 required candidates to state if they prefer to spend time with their friends or family and explain why. Most candidates understood the task and stronger candidates produced accurate responses to successfully complete the task (e.g. '*Prefiero pasar tiempo con mis amigos ya que es más divertido que mi familia'; 'mis amigos son molestos, por eso paso tiempo con mi familia'*). Some candidates outlined both the positives and negatives of spending time with friends and family which was sufficient for task completion. Weaker responses showed some candidates found it challenging to correctly form the verb '*preferir*' (e.g. *'Prefierio/prefierido/prefireo pasar tiempo…*). They also produced other responses which were too inaccurate to be rewarded, (e.g. '*mis amigos era divertido'; 'no salir mis amigos')* but could be considered under relevance.

Most candidates understood **Task 5**, which asked them to state when they are going to go out with their family again. For full task completion, the candidates needed to use an appropriate verb form in a future tense. Stronger responses showed that candidates successfully manipulated the verb in the rubric from 2nd to 1st person and were able to complete the task successfully with a simple statement (e.g. '*Voy a salir con mi familia este fin de semana'*). Weaker responses showed some candidates did not complete the task due to problems with producing an accurate form of a future tense, (e.g. *'a veces vamos un resturante'; 'yo salio con mis amigos'*), or producing inappropriate responses in the past tense, (e.g. '*al ano passado yo visitar Madrid'*). A common misunderstanding was responding about a future holiday rather than going out.

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 strongest responses also showed that these candidates had made brief notes next to the bullet points 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.
- copy accurately when using words provided in the question.

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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 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/puse/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 accuracy in very basic language and whose errors persistently impede communication are likely to be placed in the 1–2 band.

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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. '*apprender; 'interessante'; 'differente'; 'ahorra''*)
- inappropriate use of estar when ser was required and vice versa
- 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'*)
- incorrect formation of ir and tener in the preterite tense (e.g. '*fuemos'; '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
- omission of accents on verb forms (e.g. '*quede'*) or inappropriate use of accents (e.g. *'fuí''*)
- omission of the appropriate preposition in verb constructions (e.g. '*voy ver'; 'ayudo profesor'*)
- omission of the preposition following verbs (e.g. '*vamos parque'*)
- inventing words (e.g. '*expectar'; 'flores' for suelo/planta*; *painteras for pinturas)*
- not indicating possession with de (e.g. *'mi amigo's casa'*)
- inappropriate translation of idioms from the candidate's first language (e.g. '*tienes divertido';* '*tengo un buen tiempo'* when the Spanish idiom *pasarlo bien* was intended).

Question 3(a): Una fiesta típica de tu país

This was the more popular option chosen by 60% of candidates. Stronger responses showed that candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings. They also included explanations and additional detail.

Task completion

Task 1 required candidates to state where the fiesta is going to be and required a verb in a future tense to complete the task. This was generally well-completed, with many candidates producing a simple phrase, manipulating the rubric, (e.g. *'la fiesta va a ser en el centro de la ciudad).* Weaker responses included inaccurate verb forms, (e.g. '*la fiesta va hacer en el medio de la plaza; 'la fiesta estaró cerca la playa'*). These responses could not be rewarded for task completion.

Task 2 required candidates to explain why they want to go there. Stronger responses showed that candidates often developed their responses with complex structures and vocabulary, (e.g. '*siempre he querido asistir una fiesta típica*..'; '*todos mis amigos van a estar allí'; 'tengo ganas de ir…ya que desde era pequeña me interesaba la cultura de china'*). Weaker responses included incorrect verb forms, (e.g. '*porque no ver mi familia en Francia'; 'quieré ir a España porque la cultura es fantastico'*). These responses could not be rewarded for communication.

Task 3 required candidates to state who they will go with and why. Stronger candidates generally addressed this successfully, adding relevant detail, (e.g. *'iré a la fiesta con mi mejor amiga – a ella le chifla la cultura también'; 'Iré con Juan, el niño que siempre nos molestaba'*). A common error was stating who they will go with but omitting the reason. Responses in weaker responses to this task tended to have errors which prevented task completion (e.g. *'voy a ir con mi familia porque ellos encantais la playa'; 'mis padres visitaremos"*).

Task 4 required candidates to state what clothes they wore the last time they went to a fiesta. Stronger candidates answered successfully, using a wide range of topic vocabulary (e.g. '*fui con un vestido formal y negro'; 'pantalones largos'; 'botas').* They also compared what they wore the last time with what they are going to wear to this fiesta. Despite some candidates producing appropriate responses, they were not always rewarded due to verb and tense error (e.g. '*llegé una vestido rosa'; 'la última vez que fui a una fiesta habia podido una uniforme de mi escuela; 'tení una chaqueta grande'*). There was some confusión with tenses and a significant number of weaker responses included future tenses rather than the past tense.

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Task 5 required candidates to explain why they would (not) like to organise a fiesta. Most candidates successfully completed the task with a simple opinion, (e.g. *'no me gustaría ya que es mucho trabajo'* '*porque será divertido'*). There was a range of answers in stronger responses, (e.g. '*nunca voy a hacerlo – es demasiado complicado'; 'a mi modo de ver sería una pérdida de tiempo'*). Weaker responses showed some candidates found it challenging to produce an accurate verb in a future tense and sometimes lacked the structure to express themselves clearly and accurately enough to be rewarded (e.g. '*pienso que quieria una fiesta pequeña'; 'el estresado seré demasiado para mi'*).

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 attempted 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 subjunctive, present perfect, continuous with gerund, adverbs, negatives, object pronouns, 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 range of vocabulary appropriate to the task within the cohort (e.g. '*abrigo; '; 'bombachos*'; '*chistoso'; 'vecindario; 'un baile'*) and attempts at idioms (e.g. '*me aburrí como una ostra'*). The majority of candidates chose to start their piece of writing with an informal salutation (e.g. *'Querida …'; 'Hola'; 'un abrazo')*. Weaker responses demonstrated poor competence with basic structures (e.g. '*ellos gustais…'; 'yo queiro; 'divertamos'*) and the use of a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker responses showed an attempt at a piece of cohesive writing, although there were many examples of '*por que'* instead of '*porque*'. Stronger responses included a wider range of connectors (e.g. '*mientras'; 'dado que'; 'entonces; 'ya que*).

Accuracy

The most common errors which hindered communication were the use of inappropriate tenses or poor verb formation. Very few candidates managed to consistently place pronouns and accents accurately. There were also examples of incorrect nouns made from verbs, (e.g. '*el organizando'; 'en mi vive'*).

Question 3(b): La tecnología

This was the slightly less popular option, chosen by 40% of candidates. 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 bullet point was lacking. A few candidates engaged well with the register of the task, i.e. a newspaper for the school magazine, giving a title and the name of the author, but the majority focused on responding to the bullet points.

Task completion

Task 1 asked candidates to state what they use technology for at school and required a verb in the present tense to complete the task. Most candidates were able to use the prompts to provide appropriate examples, (e.g. 'en el colegio uso tecnología para hacer mis trabajos en clase'*; 'uso tecnología para matemáticas y ingles'*). Weaker responses showed some candidates struggled to form correct conjugations (e.g. *'en el colegio usar mi ordenadora escribir mis deberes'; 'ellos usaren tecnología escribir y estudiar').* These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Task 2 asked candidates to explain why they like their favourite app. The stronger responses showed that candidates were able to respond appropriately and give additional details, (e.g. *'*Google es una biblioteca grande'*; 'WhatsApp me deja hablar con mis amigos'; 'Esta aplicación es muy util para ver videos'*). Weaker responses showed that some candidates struggled to conjugate verbs correctly, which could not be rewarded (e.g. *'Instagram tieno mucho hacer'; 'me encanto videos'; 'ellos juego enc lase con tu amigos').* A few candidates misunderstood the rubric and talked about why they liked their mobile phone.

Task 3 required candidates to describe a problem they had recently with technology. Stronger responses included an appropriate response using a past form, (e.g. '*las páginas web estaban cerradas por un problema en internet'; 'ayer quise jugar a los videojuegos y mi ordenador tenía un problema'*). Weaker responses showed that some candidates did not address the task specifically, talking about general problems with technology instead (e.g. '*el problema grande es el información falso';' la wifi es muy lento'; 'mi ordenador es ruidoso, es una problema molesta')*. Inaccurate verb formations were also not accepted for

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task completion, (e.g. '*el semano pasado cuando viajando mi wifi no funciona*'; *'en el casa no haría internet y no puede ver los videos'*).

Task 4 required the candidates to what they will do on a day they are going to spend without technology and most candidates addressed this successfully. Stronger responses included appropriate responses in which an accurate form of the verb was produced, (e.g. *'Si tuviera pasar un día sin internet iría a la playa'; 'leeré mi nuevo libro por la mañana'*) and adding detail, (e.g. '*y montaré mi bicicleta en la ciudad por la tarde')*. However, many candidates were unable to produce a cohesive response in the future, mixing up past and present verbs inappropriately (e.g. 'el día ere interesante. Lo malo es que no hablo con mis amigo.'). Weaker responses to have errors which prevented task completion (e.g *'haceré montar en bici*'; '*yo gustaria veo la natureza').* These tasks could only be considered as partial attempts with some relevance.

Task 5 required candidates to explain why they would (not) like to work in technology in the future and was generally successfully addressed. In stronger responses there were accurate answers using appropriate verbs and vocabulary (e.g. '*Creo que hay muchas cosas que se puede descubrir'; 'la informática me aburre'; 'prefiero hacer el trabajo activo como un bombero')*. *W*eaker responses showed that some candidates did not complete the task because inaccuracy impeded communication, (e.g. '*estaría un trabajo donde puderia usar las matematicos'; 'me gusto trabajar en informatica'*).

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 subjunctive, 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. Overall, there was a limited use of interesting connectives, with only the strongest responses using more than the basic linkers, i.e. *'y'; ' pero; 'porque'; 'sin embargo'*. Stronger candidates also used a range of vocabulary specific to the topic, (e.g. '*inteligencia artificial; 'redes sociales'; 'chatear'; 'enganchado'*).

Accuracy

Examples of inaccurate noun gender were seen throughout weaker responses in this question (e.g. '*el información'; 'el semano'*). Other common errors which hindered communication were the use of inappropriate tenses or poor verb formation. There were many examples of intrusive first language vocabulary and incorrect copying of spelling from the rubric. Very few candidates managed to consistently place pronouns and accents accurately. Candidates should read the rubric carefully to make sure they respond in an appropriate tense, and focus on verb conjugation, as these can often determine whether the task completion mark is awarded or not.

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