FOREIGN LANGUAGE SPANISH

Paper 7160/03
Speaking 03

Key messages

- Teacher/examiners should familiarise themselves with the scripts for both the role play and topic conversations before beginning any 'live' speaking tests and must adhere to scripts as set out in the Instructions for Teacher/examiners booklet.
- Teacher/examiners can repeat any role play question if the candidate has not understood or did not hear but must not rephrase or replace any of the role play questions.
- In the topic conversations where there is a two-part question, Teacher/examiners must pause as indicated to allow candidates to respond to the first part. They should use the alternative questions in **Questions 3**, **4** and **5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.
- In the interests of fairness to all candidates, Teacher/examiners should adhere to the timings for the two topic conversations. If the topic conversations last 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, of extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.
- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.
- Teacher/examiners must not share the role plays or the topics of the conversations with candidates before their tests or share the topics of the conversations with the candidates during their preparation time.
- Centres should take note of the comments on the Report to centres.

General comments

To be read in conjunction with the Instructions for Teacher/examiners booklet (May/June 2023).

Centres uploaded the correct sample size for moderation. The quality of the recordings was generally good. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal. Teachers/examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded). Teachers/examiners are encouraged to use the electronic WMS forms.

Teacher/examiners should follow the randomisation instructions in strict order (page 14 and 15). Each candidate's speaking test must contain an introduction with the centre and syllabus details, the exam series/year and name of Examiner at the beginning of the recording. The Teacher/examiner should announce their name, the candidate's name and number, the candidate card number and the date on which the test is conducted before each speaking examination.

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

centre number_candidate number_syllabus number_component number.

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

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

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

Comments on specific questions

Role Plays

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

Very few candidates were awarded zero marks (no creditable response). Short responses to questions one and two of the role plays were perfectly acceptable. Candidates do not need to provide additional information beyond what they have been asked. If candidates use an incorrect tense, an incorrect subject of the verb or omit part of a question, they cannot be awarded full marks.

The majority of role plays were completed well by candidates. Questions with '*cuándo*', *'cómo'* and '*quién*' appear to cause most difficulties for candidates. Candidates who have already provided a reason in questions where there is a 'por *qué'* task following a pause, do not need to be asked for this information again. **Questions 4** and **5**, which required candidates to use a past or future time frame, tended to cause more problems for weaker candidates.

Role play 1

Question 4

Some candidates had difficulties using a past time frame.

Question 5

Occasionally candidates explained where they were going (*voy a ir a casa)* instead of what they were planning to do next weekend.

Role play 2

Question 4

Candidates struggled with the second part of the question answering what they liked doing and not what they liked doing.

Role play 3

Question 2

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

Question 4

Some candidates did not understand *'lugares'* in the context of the role-play

Role play 4

Question 3

Many candidates managed to provide an acceptable response despite a few candidates struggling with the past continuous verb form.

Role play 5

Question 1 and **Question 2**

There were some issues with the pronunciation of numbers and days of the week.

Question 4

Candidates had difficulties using a past time frame

Role play 6

Question 1

Pronunciations of numbers.

Question 4

Some candidates thought that they were being asked how much they wanted to be paid rather than how they intended to spend the money earned**.** Candidates possibly confused *'ganar'* with *'gastar'*.

Role play 7

Question 4

Some candidates struggled with *'volver'*

Role play 8

Candidates seemed to be less familiar with the 'Usted' form. This was not an issue for the majority of candidates.

Question 2

Some candidates struggled with *'conducir'*.

Role play 9

Question 3

Candidates communicated the necessary information well

Topic Conversations

The topic conversations were conducted well. There was greater use of extension questions although in some cases Teacher/examiners did not use extension questions and further questions when needed. Teacher/examiners should use extension questions to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their responses as appropriate. In two-part questions, Teacher/examiners they must pause as indicated to allow candidates time to respond to the first part.

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

In the interests of fairness, Teacher/examiners should adhere to the prescribed timings for the two topic conversations (4 minutes each) and make use of extension questions as necessary to encourage candidates to develop their responses and to perform to the best of their ability. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, Teacher/examiners must ask up to **two** further questions on the same topic. It is important that candidates are familiar with the way the Teacher/examiner would ask them to expand using a question such as *¿Puedes decirme algo más sobre ….?*

Topic 1 Las personas importantes para ti

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

Task 3

Some candidates struggled to name a famous person and talked about a family member.

Topic 2 El tiempo libre y los amigos

Question 2

A few candidates did not understand *'tiempo'*. Weather expressions caused problems.

Topic 3 Comer y beber

Question 2

Some candidates did not understand *'cocina'*.

Question 4

Candidates talked about food they liked rather than responding to *'gustaría'*.

Topic 4 El medio ambiente y el tiempo

Question 4

Some candidates struggled to describe a particular class and the activities.

Topic 5 El instituto

Question 3

Candidates had difficulties using a past time frame

Question 4

The pronunciation of the conditional form *'preferirías'* caused difficulties

Question 5

Candidates frequently provided advantages and disadvantages. Some candidates had difficulties with pronunciation of '*ventajas*' and *'desventajas'*.

Topic 6 Viajar

Most candidates communicated the necessary information well.

Topic 7 El mundo del trabajo

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

Question 4

Candidates had difficulties using a past time frame.

Question 5

Candidates frequently provided advantages and disadvantages.

Assessment

The majority of centres assessed their candidates fairly close to the agreed standard. All assessment should follow the marking criteria as set out in the Instructions for Teacher/examiners booklet (May/June 2023). Teacher/examiners should be consistent in their marking. Marking should be positive, rewarding achievement. In the role plays, some centres were too keen to deduct marks for errors that did not impede comprehension or for short responses. A brief response (for example, one or two words), if accurate and communicates the required information can be awarded two marks.

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

Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as *'la última vez'* or *'en el futuro'* for example. Candidates were much better prepared when answering questions including, '*ventajas',* and *'desventajas'*. In the topic conversations, some Teacher/examiners were too generous in their assessment of Communication, but too harsh in their assessment of Quality of Language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions, justifications, and use more complex language and structures. Teacher/examiners need to adjust questioning by using alternative questions as necessary and use extension questions to elicit fuller responses thereby giving candidates every opportunity to perform to the best of their ability. Candidates do not need to be of native-speaker standard to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

FOREIGN LANGUAGE SPANISH

Paper 7160/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, gradually increasing in length and complexity. **Questions 1** to **8** focus on simple transactional exchanges, **Questions 9–14** on a short monologue. For **Questions 15–19** candidates heard a short conversation between friends, while the remaining tasks focused on interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces, to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts and more complex exchanges.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward, contextualised interactions, in which it was necessary to focus on a single sentence. The exercise, overall, caused little difficulty to candidates: most items were answered correctly by nearly all, and on **Question 5** the outcome was 100 per cent correct. **Question 1** proved slightly problematic for a number of candidates, possibly because the key depended on the word *granjero*, which might have been unfamiliar to some.

Questions 9–14

Here candidates heard a short piece of continuous monologue about a hotel during a taxi journey. Items focused on simple aspects related to location, facilities, the journey and money. Most questions were answered correctly by nearly all candidates, and none proved challenging except **Question 14**; here the key information included the word *mochila,* which for weaker candidates may have been a slightly less familiar item of vocabulary.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends around the topic of internet shopping. All the items appear to have functioned at the target level of difficulty, with the number choosing correctly roughly between two thirds and four fifths, and stronger candidates overall performing better. **Questions 16** and **17** both contained an element of paraphrase in the language of the extract in comparison with that of the item, and here in each case weaker candidates did not perform quite as well. Overall, candidates performed fairly well in this exercise, which suggests that the multiple matching task format does not present them with major problems.

Questions 20–28

In this exercise, candidates heard an interview in two parts with a speaker who encountered a famous person while travelling. Apart from increased length, the content and language of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates.

On **Question 20**, over 90 per cent responded correctly despite the paraphrase in the key option **B**, which reflected the familiar language in the extract.

Question 21 proved, much less accessible. Although there were two relevant content elements, only just over half identified the key **A** correctly; a high proportion of weaker candidates were tempted by the two distractors**.**

Question 22 proved slightly less demanding: nearly two thirds answered correctly, but weaker candidates suffered here. To find key **C**, candidates had to understand quite a difficult paraphrase.

Question 23 proved accessible to more than four fifths; although the key option **A** was based on a paraphrase, the key language in the extract seems to have been easily understood.

Question 24 seemed to cause far more problems, especially for weaker candidates. The key **C** paraphrased quite a long sentence in the text and the option contained the word *una firma*, which may have been unfamiliar.

Question 25 proved similarly demanding, with slightly over half choosing key **A**; here again the option was a paraphrase, this time of an idiomatic phrase in the recording.

On **Question 26** did not prove too problematic and over three quarters of the candidates answered correctly. The option key **B** partly echoed the language of the extract.

Question 27 seems to have proved similarly accessible: over four fifths correctly selected key **B**, where *agradable* clearly echoed the extract.

On **Question 28** candidates had to link key **C** to quite complex expressions in the extract in order to make the right choice**.** Stronger candidates had little difficulty: weaker ones were split between the distractors.

Questions 29–34

Candidates heard an interview with an online physical trainer. This was a much more demanding exercise, in content, language and format (4-option multiple choice), for this later stage of the paper.

Question 29 proved a moderately challenging first item. Although some three quarters chose the key option **D** – where the re-use of *equipo* and *forma helped them* – weaker candidates tended to choose Distractor option **C**, which also echoed language in the extract.

Question 30 performed similarly to **Question 29**; although the language in key option **A** was quite close to that of the extract, distractor **D** – where the word *motivación* echoed *motivados in the* extract – tempted weaker candidates.

Question 31 seems to have been far more demanding for candidates, and only just over half chose key **D**, connecting the paraphrase in the option with *divertir* and *nos reímos bastante* in the extract. Distractor **A** seemed to echo a phrase in the text, and proved attractive.

Question 32 proved slightly less challenging, with nearly two thirds of candidates able to link *evitar daños en casa* in key option **B** to the *objetos de valor que se pueden romper in* the extract. Word-based distractor **D** proved attractive.

Question 33 proved challenging and few weaker candidates were able to identify key option **B**, which effectively summarised a complex sentence in the extract. Distractor **D,** with the word *televisión* echoing language in the extract, produced the majority of incorrect answers.

Lastly, on **Question 34** nearly two thirds answered correctly, despite needing to grasp a long speech in the extract in order to identify key option **C.** All the distractor options proved very plausible and attractive to weaker candidates

Questions 35–37

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

On **Question 35** only just over half of the candidates selected key **A**, where the option was a paraphrase/summary of long series of information items in the extract. The key information for the option included the word *mensajes*, which was re-used in the distractor option **B** and proved the most tempting distractor to weaker candidates. Key option **D**, which was identified by slightly more candidates, was a more straightforward paraphrase (*pidió información)* of *pedir consejos* in the extract. Distractor option **D** echoed a word in the text, while **E** was a paraphrased negation.

Identifying the two key options on **Question 36** seemed to prove easier for candidates. Well over four fifths found key option **A**, suggesting that the phrase *no hay señal* in the extract was familiar to many. The second key, **E**, was found by over two thirds, who connected *animales peligrosos* to *serpientes…* in the extract. The three distractors varied in the way they appealed to candidates, but none proved exceptionally attractive.

The first key in **Question 37, (D),** proved challenging, especially for weaker candidates. Although it was based on a fairly clear paraphrase (*buena suerte – afortunada), the* key information in the section of text did not come until near the end of the final speech, just before the key information for the second correct option (**E**). Candidates may have been expecting the key content to be divided between the two speeches: this may not always be the case. Key **E** proved less demanding, possibly because the option was a summary of fairly simple language in the extract

Candidates appear to have become more familiar with the format of this final exercise, although its complexity still needs to be borne in mind: the two sets of key information can fall anywhere in a fairly lengthy section of quite complex dialogue. Candidates will benefit from practice on this exercise, followed by a reading of the extract and analysis of both keys and distractors.

FOREIGN LANGUAGE SPANISH

Paper 7160/22
Reading 22

Key messages

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

- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Be able to correctly manipulate verbs, personal, object and reflexive pronouns, and possessive adjectives to make their answers clear.
- Pay attention to agreement of number and gender between nouns and adjectives.
- Check the tenses in which questions are asked to answer in the corresponding tenses.
- Remember that the questions follow the order of the text.
- Aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- Plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.
- Write with a reasonably mainstream format of the letters. A number of candidates seem to expect markers to give a squiggle the benefit of the doubt. Care is especially necessary – whether copying or transforming – where a particular vowel can change a verb ending from correct to unacceptable (e.g. 4**(g)**).

General comments

There seemed to be a clear gradient of difficulty in the exercises. Problems in **Questions 1** or **2** often indicated errors to come in **Question 3** and thereafter. Very often a candidate who struggled slightly with **Question 4** would encounter major problems on **Question 6**. Outcomes on **Question 5** often correlated roughly with the candidate's performance on **4** and **6**. One or two seemingly gave up at the end of **Question 6**, but fewer than it might have been expected: the last text was clearly accessible to nearly all, at least in terms of initial reading. So the paper appeared to be working exactly as it should, and was certainly covering the extremes of the anticipated range of ability among the candidates.

The best responses were those which were concise and focused on the precise piece of information required to answer the question. Mistakes were predominantly in adding incorrect material attributed to too much lifting from the script. Spelling errors contributed to some lost marks. Missing accents which changed the meaning of their answer and therefore invalidated their mark (*creó/creo, diseño/diseñó, estudiará/estudiara* etc.).

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

Comments on specific questions

Question 1

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to food. Candidates need to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and many gained full marks. Many candidates

understood all the statements. The most challenging for the candidates was **E** *Cenamos todos en el comedor.*
Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen at an airport. Most candidates attempted all the questions, and many gained full marks. The statement that caused most difficulty was **(e)** *Quieren mirar lo que llevas en la mochila.* Only good candidates went for **B** *Control de seguridad.* There was not a clear pattern of mistakes that showed that candidates did not understand the statement.

Question 3

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

(a)   Many candidates were able to identify *todos los veranos* in the text and went for **C** *todos los años.* A common wrong answer chosen was **B** *una vez al mes.*

(b)   Many candidates chose the correct answer **A** *limpia.* Even when there was a reference to *grande* in the text which tempted some candidates into choosing **B,** most read it correctly *no es muy grande.*

(c)   There was a good understanding of this question that said *no tiene jardín ni, desgraciadamente, piscina,* so candidates went for the correct answer **C** *balcón.*

(d)   Candidates needed to know synonyms to answer this question properly *a fuimos andando a la playa* had to be linked to **A** *a pie*. It was well answered by most.

(e)   Most candidates who read the passage carefully and understood *tenía la misma edad que yo* went for **B** *de su edad.*

(f)   This was a challenging question. Better candidates were able to link *los turistas* with **A** *los visitantes*. and got the mark. A frequent wrong answer was **B** *los habitantes*.

(g)   This was the most challenging of all the questions. Better candidates linked *no será tan tranquilo como antes* in the text with the correct answer **B** *más animado*. Many struggled with this question and went for **C** *más barato* even when the text said *sin duda todo será más caro.*

Question 4

In Question 4 candidates were required to answer questions on a longer text, which in this case was an account by *Belén* about a woman scientist who lived many years ago in the town when she lives. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to change the first person to the third when required to make their answers correct. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. They had to be succinct and unambiguous to demonstrate sufficient comprehension. The questions had to be answered in the tenses they were asked.

(a)   Candidates understood the question *¿Por qué a Belén le gustan las ciencias?* and gave the straightforward answer *son interesantes* that was enough to get the mark. Some added *son más interesantes que sus otras asignaturas* that was also correct, but the ones who added *son más interesantes que mis otras asignaturas* lost the mark because the possessive adjective was in the wrong person. Some answered *es más interesantes que sus otras asignaturas* and lost the mark because the verb was in the singular and the subject in the plural.

(b)   This question *¿Cuándo murió Marilena Ramos?* could be answered with a direct lift *murió hace 100 años* or *hace 100 años*. However, many candidates did not understand the difference in between *100 años* and *hace 100 años* because a very common wrong answer was *100 años*. The time expression using *hace* was not known to many.

(c)   Many candidates read the question carefully and understood the information that they needed to provide. The question *¿Qué oportunidad tenían pocas mujeres cuando Marilena era joven?* was well answered succinctly by many with *estudiar ingeniería*. Some gave a longer answer *muy pocas mujeres podían estudiar ingeniería*. The ones who lifted *muy pocas mujeres podían hacerlo* lost the mark because they did not answer the question. Verb not being in the infinitive was an issue. A common wrong answer was *estudió ingeniería* obviously misreading the text because it was precisely what women could not do.

(d)   The question *¿Para qué servía la máquina que inventó Marilena?* was challenging. The ones who understood the question word gave a reason *limpiaba el aire dentro de la fábrica.* It was a direct lift but required careful reading. Most candidates located the correct part of the text but gave a range of answers that showed lack of understanding.

(e)   This question *¿Qué dijo la profesora sobre el hecho de que el público ha olvidado a Marilena?* was one that ones tackled least well in this exercise. It could be accurately answered with a simple lift *no podía explicarse por qué*. However many went for *¡Era una mujer interesantísima!* or *hoy día casi nadie se acuerda de ella.* Some wrote *porque* and lost the mark because it has a different meaning.

(f) 1 and 2 This **Question (f)** *¿Cómo juntaron dinero Belén y su profesora?* was challenging to many. Candidates who copied the whole statement got the marks when they made the correct adjustments *empezaron a juntar dinero escribiendo a varias organizaciones, y su profesora creó una página en internet donde la gente podía dar dinero* changing *empezamos* to *empezaron* and *mi* to *su* or *la*. Shorter answers such as *escribiendo a varias organizaciones, y la profesora creó una página en internet* show understanding of the question and left less margin for error. Candidates included verbs such as: *se escribiendo, escribiendan, escribiendar, escribienda, escribiendeen.* The answer *Creó una página en internet* was not enough because it did not make it clear the teacher had done it. The accent in *creó* was needed to get the mark because *creo* is first person. Some gave answer in the wrong tense. Marks were also lost through *crear/creer* confusion. Frequent wrong answers mentioned *una entrevista* and *as noticias locales*. Weaker candidates occasionally failed to identify the correct text altogether.

(g)   The question *¿Cuál fue el resultado de la conversación entre Belén y un periodista?* could be answered with a direct lift *empezaron a llegar grandes cantidades de dinero* or shorter *llegaron grandes cantidades de dinero* but the answer needed a conjugated verb in the past tense. Some candidates failed to include *empezaron a* which made the response meaningless, *grandes cantidades de dinero* was not enough. There was confusion between the use of the verbs *empezar*, *llegar*, *recibir*.

(h)   *¿Cómo le hace sentir a Belén el buen progreso del proyecto?* was well handled by many candidates but wrong pronoun used or adding too much invalid additional information was an issue. The question could be answered with only one word *feliz.* The ones who went for the long answer *La/le hace muy feliz el increíble éxito* del proyecto also got the mark but the ones that copied *Me hace muy feliz el increíble éxito del proyecto* lost the mark because they did not modify the reflexive pronoun from the first to the third person to answer the question. Another common error was *se hace feliz.*

(i)   This question *Aparte de la estatua, ¿qué más reconocerá el trabajo de la científica?* was very difficult for some candidates. It was necessary to make a distinction between the statue and the work of the scientist. Despite the question beginning with *Aparte de la estatua,* there was no shortage of candidates who made reference to the statue in their response. Some lifted *una artista famosa aceptó hacer una estatua de Marilena,* while others copied excessively from the second half of the sentence. The concise answer *un parque llevará su nombre* was the best. When copying the whole statement *pronto se podrá ver un parque que ahora llevará su nombre* it had to be adjusted removing *en* to make sense. Weaker candidates struggled to identify the correct material instead referring to other passages in the text such as *una artista famosa hacer una estatua, hay hombres científicos que lograron mucho menos en su carrera* or *escribió libros y artículos científicos* and lost the mark.

(j)   All that was needed to answer the question *¿En qué actividad espera trabajar Belén en el futuro?* was a lift *exploración del espacio* that was enough to get the mark. The ones who went to the full sentence *espera participar en el programa de exploración del espacio* had to change the verb from the first to the third person to get the mark.

(k)   To answer the question *¿Dónde continuará su educación Belén?* the best was to lift *en el extranjero*. If a verb was used the question had to be answered in the future tense. The ones who answer *tendrá que estudiar en el extranjero* got the marks when they changed tendré for *tendrá*. *En extranjero*, and *extranjero* alone were not accepted. Weaker candidates sometimes tried to formulate responses involving *importante,* which did not answer the question.

Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to attend German classes. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit offer for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. There was a range of answers. It was not uncommon for candidates to achieve less than 5/5.

(a)   There was a mixed response to this question. Candidates needed to read the texts carefully to fully understand the references to XIMENA being an absolute beginner and wanting to learn quickly to speak to go for **option 4**.

(b)   In order to select **option 8** candidates needed to understand the references to EMILIANO who wanted to make friends and was no interested in sitting for exams. A common wrong answer was **option 6** that offered oral practice and Emiliano did not like that.

(c)   This was one of the best answered of the whole exercise. Candidates that made the link between JUANA who wanted individual tuition and business German went for **option 3** that precisely offered that.

(d)   The best candidates went for **option 1.** They were able to understand that SANTIAGO who lived in an isolated farm had to learn online. The most common wrong answer was **option 5** because it offered learning using technology, but candidates had to go to the school.

(e)   Good candidates correctly selecting **option 7.** They understood that PILAR wanted to study with other youngsters and wanted to become a teacher. The most frequent wrong answer was **option 6** because it offered classes at high level.

Question 6

Candidates were required to answer questions on a longer, more demanding text about a person who organised chess games in a park. Candidates were required to write short answers in Spanish. Responses need to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately. Frequently the question gave a clue on the way the answer should be framed regarding tenses.

(a) 1 and 2 Candidates who understood the question *¿Cuándo podía Carlos jugar contra su vecino?* gave the answers with a direct lift *si no llovía,* and *en momentos en los que había pocos clientes.* The key information came so late in the first paragraph that some candidates seemed to panic and grab for concepts and lifts from earlier on in the text. Common wrong answers were *a 50 centavos, revistas y cigarillos, un año perdí en la final* etc. because they did not know what had been asked. Candidates need to take care with *había; habían* is not appropriate in this context.

(b)   The next question *¿Por qué se quedaban los vecinos de Maldonado a ver las partidas de Carlos?* was well understood and most gave the correct answer *jugaban a un buen nivel,* changing the verb from the first to the third person because the answer required manipulation of the verb. The longer answer *Como jugaban a un buen nivel, la gente de la ciudad se paraba a mirar durante horas* was also accepted. A small amount chose the verb *tenían* instead of *jugaban*.

(c)   Most candidates were able to locate the correct part of the text, however many encountered difficulties here. To answer *¿Quiénes asisten al parque a jugar al ajedrez?* candidates had to extract from the whole sentence *Hoy día los jugadores más serios de la ciudad se reúnen alrededor de las mesas el domingo por la mañana* and answer *los jugadores más serios.* The question proved very tricky and the failure to identify *más serios* left many weaker and indeed, stronger, candidates without marks. Also, often candidates lifted completely incorrect passages

from the text. There was a range of answers like *clientes, a gente de la ciudad,* etc. Weaker candidates looked for answers too early in the text, and used one part or the other of Carlos' quote – *porque (él fue) aficionado toda su vida* or *un año (perdió) en la final del campeonato nacional.*

(d) 1 and 2 The answers to the question *¿Qué hacen los jugadores mientras juegan?* was easy to locate in the text but challenging to answer to many. The response required present tenses in the third person plural, *se critican* and *gritan,* although infinitive forms were also accepted. Weak candidates completely missed the answers, or if they correctly identified the passage were unable to change *criticándonos* into *se critican*. More candidates were able to change *gritamos* into *gritan.* Frequent wrong answers were *Jugamos rápidamente* or *nadie quiere perder.* Candidates who did not recognise *a menudo* and wrote *menudo gritan* invalidated their answer.

(e) This answer required a reverse change in the verb: from a conjugated verb into an infinitive form, which many failed to do. Most of them found the answer to *¿Qué no deben hacer los espectadores?*, but they lifted it directly without realising about the structure with the verb *deber*. Had they spotted that, they would have known that *deber* is followed by infinitive. Most candidates answered *nunca dan consejos* not the correct answer *nunca dar consejos*. Thus, using the question as a springboard – even if it meant writing a little more – was here safer than seeking the minimum answer and tripping on the transformation. Those who lifted excessively – *los espectadores analizan el juego, pero nunca dan consejos* – failed to answer the question asked.

(f) Not all candidates understood the question *¿Por qué prefiere Carlos no jugar al ajedrez por internet?* The question *por qué* required a reason. The ones who read the text more carefully were able to answer with a direct lift *es mucho más emocionante hacerlo cara a cara*. The alternative answer of *es mucho menos emocionante* was also accepted. The negative **no** *jugar* in the question proved tricky for understanding. Some candidates were able to identify *es mucho más emocionante* but unable to show understanding of *cara a cara*. Some copied *'es mucho más emocionante, a mi modo de ver, hacerlo cara a cara'* and put it in inverted commas and lost the mark.

(g) This question *Según Carlos, ¿qué problema hay en la ciudad?* could be answer with *la contaminación.* Many candidates that located the correct section of the text and gave the correct answer. Weaker candidates often copied too much – (*ahora) con toda la contaminación* – which made their answer invalid. Other common incorrect answers included *El ajedrez debería ser una actividad sana* and *Carlos no está seguro.*

(h) The question *¿De dónde venía el ajedrecista que visitó Maldonado?* was also difficult to many candidates. Most candidates understood the interrogative *¿De dónde?* and responded with a country or nationality. The accurate answer was *de la India.* Several alternatives were acceptable *era un hombre indio, era hindú*. A common mistake was to answer *venció a todos*, *excampeón del mundo*, basic mistakes between '*es indio*' or '*está indio*'. In Latin America *un indio* means an Amerindian.

(i) This question *¿Cómo ve Carlos su nivel de ajedrez actual comparado con cuando era joven?* could be answered with a direct lift *menos fuerte.* If they lifted *me veo menos fuerte* they lost the mark because the pronoun and the verb had to be changed to *se ve menos fuerte. Me veo* gave rise to *se veo, le veo* and *se vee*. Most candidates found the answer, however lost the mark for lifting too much information from the text, or simply picking up the incorrect answer.

FOREIGN LANGUAGE SPANISH

Paper 7160/42
Writing 42

Key messages

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

General comments

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

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

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

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

Task completion: For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *jugu**e** for jugué*; minor subject error e.g. ***mi** profesores son*; double-consonants in verbs e.g. *apprendo, passo***;** Imperfect/Preterite e.g. *durante la excursión visitaba un museo;* Ser/Estar e.g. *Mi casa **es** cerca de la playa*; Indicative/Subjunctive e.g. *Cuando*

tengo tiempo). Such errors will be considered under Accuracy. When considering which band to place the mark in, relevance and detailed information will also be taken into account.

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

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

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

Comments on specific questions

Question 1

Quieres hacer un curso de fotografía.

The majority of candidates achieved four or five marks for this question. A single word was sufficient to gain the mark for each of the five gaps. Many candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Although the majority of candidates were able to correctly spell a day of the week for Gap 1 and a month for Gap 2, a surprising number of candidates responded incorrectly. This was probably due to misreading the rubric and instead of focusing on the preferred day, writing down their preferred class (e.g. '*ciencias'; ' música'; ' matemáticas'*). In Gap 2, some candidates did not understand the word 'mes' and responded with a time, an activity or perhaps just a guess rather than leaving it blank (e.g. '*a las 11'; ' media hora'; ' deportes'; ' mi mejor amigo'*). Most candidates were able to produce accurate spellings of adjectives for Gap 3. The most popular answers were '*divertido'* and '*bonito'*. Minor spelling errors did not prevent the award of marks, (e.g. '*fasinante; ' unico'*) were accepted. Words or phrases that were unrecognisable as Spanish could not be credited here (e.g. '*divertente'; 'diveriente'*). Candidates produced a range of acceptable answers for Gap 4 (e.g. '*naranja'; 'plátano'; 'piña'*), with '*manzana'* being the most popular answer. Some spellings were unacceptable due to inaccuracy (e.g. '*narangha'; 'mazaña'*) and words which produced an answer with a different meaning (e.g. *fresca for fresa*) could not be rewarded due to ambiguity. For Gap 5, candidates produced a wide range of animals (e.g. '*hipopótamo'; 'serpiente'; 'guepardo'* and even '*ornitorrinco'*). However, the most popular responses were '*perro'* and '*gato'*. The most common error was '*pero'* for '*perro'* and this could not be rewarded due to producing an answer with a different meaning.

Question 2: Unos hábitos sanos

Candidates generally performed well here, with many achieving full marks. Overly short responses were rarely an issue, and relevance was generally maintained throughout. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2,** all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting and competent responses which included a variety of vocabulary related to food, diet and healthy living, and detailed information, sometimes expressed in more complex language. However, a number of candidates (especially those who seemed to be either native speakers or heritage speakers) often extended their responses with superfluous information or inappropriate set phrases and grammar, which often resulted in a higher raw number (though not higher proportion) of grammatical errors. There were many candidates, who did not focus on the specific detail in each task (e.g. '*desayuno perfecto'; 'que no es sano'; 'mejorar tu dieta'; 'para relajarte'*) and produced general statements instead which meant that task completion marks could not be awarded. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents was frequent (e.g. '*más'; 'sería; 'también; 'música'; 'fútbol'*), but did not usually prevent candidates from achieving a high mark. Candidates should be reminded that they should

read the rubric carefully to ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. Stronger candidates often went beyond a range of basic connectors (*y, o, pero, también*), using more complex connectors (e.g. '*sin embargo'; 'además'; 'no obstante'; 'mientras'*), whereas weaker candidates tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que'* when they intended '*porque'* and frequent misuse of '*cual*', sometimes spelt as '*caul'*. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

Task 1 required candidates to describe their perfect breakfast and was answered well by most candidates, who were able to describe their perfect breakfast including a variety of food items and used the Present or Conditional tense (e.g. '*Mi desayuno perfecto es un plato de salchichas con un huevo y tostada'*). The most common error was candidates describing their usual breakfast without referencing the idea of a perfect breakfast (e.g. '*Normalmente me desayuno a las seis y media'; 'desayuno pan y fruta*)' or describing their preference (e.g. '*Me encanta comer huevos'; 'me gustaría desayuno pan'*). These responses did not complete the task and could not be rewarded.

Task 2 required candidates to state what they ate that was not healthy and was generally successfully answered (e.g. '*Como patatas fritas y no son sanas, pero son faciles de hacer'*). The most popular item of food mentioned here was '*Hamburguesa'* though it was frequently misspelled. The most common error here was naming the type of unhealthy food, but not explicitly stating that it was unhealthy (e.g. '*Normalmente como las patatas y chocolate despues mi cena*'; '*Normalmente como italiana comida. Por ejemplo, patatas fritas, pasta, pizza y pan. Es muy delicioso y pizza es mi favorito plato.'; 'Tambien como mas helado cada noche*'). These responses, whilst relevant to the topic could not rewarded for task completion.

Task 3 required candidates to state what they are going to eat in the future to improve their diet. For full task completion, the candidates needed to use a verb in a future tense as in the question, or any other appropriate verb form in a future/conditional tense. Most candidates responded successfully, using an appropriate form of a Future tense and adding '*para mejorar mi dieta'* or '*para comer sano'* to complete the task. Weaker candidates gave general answers without specifying the idea of improving their diet (e.g. '*Voy a comer mas verdes'*) or produced inaccurate forms of the verb (e.g. '*Para mejorar mi dieta comero mas fruta'*).

Task 4 required candidates to state how many hours they sleep each night. Most candidates were able to recognise the stem-changing verb '*dormir*' and to conjugate it in the first person. Misspellings of the first person of dormir or not manipulating the verb from second to first person often prevented marks from being awarded for weaker candidates (e.g. *dormo, durmo, duermes*) Only a few candidates used the right preposition '*por*'. Most candidates used para (e.g. '*duermo para 7 o 8 horas*'; '*puedo dormir para trece horas*') although this was accepted for task completion.

Most candidates understood **Task 5**, which asked them to describe the activities they do to relax. Although most candidates understood they needed to reference the rubric, only the stronger candidates were able to change the reflexive form of the infinitive from *relajarte* to *relajarme*. Weaker candidates produced incorrect responses (e.g. '*para relajarte'; 'para relajar'*). Stronger candidates gave a range of appropriate answers with correctly conjugated verbs (e.g. '*veo una película'; 'juego al fútbol'; 'me gusta pasear al perro'*). Weaker candidates had problems with with conjugations of verbs in yo form of present tense (e.g. '*yo mira television*'; '*hecho jugar baloncesto'*). As with BP2, explicitly addressing the bullet point was sometimes missed altogether; some candidates would specify an activity that they do generally, but not relate it to the *para relajarte* section of the BP and did not complete the task.

Question 3: General comments

The majority of candidates chose **Question 3(a)** rather than **3(b)** in this series. The strongest answers were well-structured and showed signs of thoughtful planning. In these answers, the candidates wrote one paragraph per bullet point. They answered each task in turn in a targeted way, clearly referencing the question and using the correct tense having identified the requirements before starting to write. The candidates then 'backfilled' with justifications, developments and opinions which served to enhance their responses by adding further information. The best candidates also made brief notes next to the BPs to remind themselves which structures they were going to include and where. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

Task completion

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

- Address all the tasks given in the question.
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.
- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

Range

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

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

It is important for all candidates to show control of basic structures, including correct spelling and gender. Access to the higher mark bands is more likely to be achieved through accurate and appropriate use of:

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

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

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

- Include accents on verbs (where necessary) in the preterite, imperfect, future and conditional tenses.
- Include the personal a with verbs that require it.
- Form regular and common irregular verbs in the preterite, particularly the first-person singular (e.g. *compré/comí/bebí/vi/elegí/hice/di, tuve/dije/saqué/jugué*).
- Use appropriate prepositions in verb constructions when required (e.g. *tengo que, ayuda a, tratar de).*
- Avoid using tiene where hay is required and vice versa, and es/son where hay is required and vice versa.

Accuracy

A high level of accuracy is expected for the award of marks in the top band. However, the response does not necessarily have to be faultless for such a mark to be given. Responses that contain minor errors (especially in more complex language) which do not affect communication can be considered for the award of marks in the top band.

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

Common errors

The following common errors were seen:

- omission of the relative pronoun que
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g. '*professora'; 'tranquillo'; 'addictivo'; 'mochilla'*)
- inappropriate use of estar when ser was required and vice versa
- confusion between sacar/tomar/llevar
- incorrect combinations of ser/estar with bueno/bien and malo/mal
- use of third-person singular of ser with a plural subject and third-person plural of ser with a singular subject
- incorrect formation of gustar/encantar in the present and conditional tenses (e.g. '*me gusto'; 'mi gusta'; 'se gustan'; 'lo gusto'*)
- omission of the preceding a (e.g. '*a mí; 'me gusta'*)
- incorrect formation of ir and tener in the preterite tense (e.g. '*fuiemos'; 'fuieron; 'tuvía'; 'tení'*)
- use of fue/fuiste when fui was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo mas dinero'*)
- omission of accents on verb forms (e.g. '*compre'*) or inappropriate use of accents (e.g. '*sácamos'*)
- omission of the appropriate preposition in verb constructions (e.g. '*va durar'; 'juego futbol'*)
- inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a hablamos'*)
- omission of the preposition following verbs (e.g. '*fui el bosque'*)
- inventing words (e.g. '*biciclar'; 'ciclar'*)
- not indicating possession with de (e.g. '*mi padres bicicleta'*)
- attempting a past tense using tener (e.g. '*tengo visto'*)
- inappropriate translation of idioms from the candidate's first language (e.g. '*tiene mucho divertido'; 'tengo un buen tiempo'*) when the Spanish idiom *pasarlo bien* was intended)

Question 3(a): Una excursión en bicicleta

This was much more popular with 70 per cent of candidates choosing this option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a number of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings. The most common error was that some candidates misunderstood the rubric and wrote about plans for a future trip rather than a trip last summer.

Task completion

Task 1 required candidates to tell their friend how they prepared for the trip. This was generally well-completed, with candidates explaining various ways they had prepared (sometimes exercise, food, or packing items).

Stronger candidates were able to conjugate the reflexive verb '*prepararse'* in the preterite and to include the accent (e.g. '*Me preparé con ejercicio fisico'*). If candidates omitted the accent or the reflexive pronoun (e.g.

'*Me prepare'; 'Prepare'*) this did not prevent the task from being completed. Some candidates copied the second person verb from the rubric with no attempt to change it (e.g. '*Para preparaste…'*). Weaker were unable to complete the task due to verb error which prevented communication (e.g. *'Nosotros prendías dos botellas de agua'; 'nosotros prepar…'; 'Por esta excursion he quedado zapatillas deportivas'*). Candidates who did not read the rubric carefully and answered with verbs in the future, even if they were correctly formed, could not be rewarded for communication (e.g. '*prepararé mi forma y mi energia'*).

Task 2 required candidates to state which places they visited during the trip and was generally completed successfully with most candidates supplying straightforward responses with verbs in the preterite tense (e.g. *'visitamos muchos castillos y pueblos pequeños'*). The most popular answers included '*monumentos'; 'museos'* and '*playas'*. Candidates who used other past tenses could still gain marks for Task completion provided the response was unambiguous (e.g. *'Hemos visitado todo el parque'; 'visitaba el parque'*). Very few candidates took the opportunity to develop their answers with extra detail and opinion or use a wide range of topic specific vocabulary for this answer. Candidates who had not read the rubric carefully and answered **Task 1** with a future tense, often went on to answer **Task 2** with an inappropriate future tense as well (e.g. '*En la excursion visitaré muchos monumentos en España'*)).

Task 3 required candidates to give their opinion on what is the good thing about going on cycle trips, and stronger candidates generally addressed this successfully with a variety of reasons being mentioned (e.g. '*Es bueno para la salud'; 'lo bueno es hacer ejercicio'; 'lo bueno es estar en contacto con la natura(leza)'; 'Es bueno por el (medio)ambiente'*). Weaker candidates made no reference to the specific point about what is good about cycle trips, with a significant number of candidates explaining why they like cycling, rather than explaining the benefits or citing the benefits of spending extra time with family and friends, comparing trips with the family to those with friends and explaining the relative benefits of each. Weaker candidates also lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*Es una buena actividad para tenerse en forma'; 'Me prefiero hace excursiones en bicicleta porque hay muy advantajes, ejemplo enerje, divertida, safety'*).

Task 4 required candidates to explain who they prefer to go on cycle trips with. Stronger candidates answered successfully, regularly explaining the reasons behind their choice of bike trip partner – rather than merely stating a preference. Weaker candidates stated who they like going on a trip with or said that they would like to go 'with you' i.e. the recipient of the email and not explaining why (e.g*. 'Prefiero hacer excursiones con ti'*).

Stronger candidates used appropriate topic vocabulary and attempted more complex sentences (e.g. '*mis amigos son mas divertidos que mi familia'; 'Mi novia es mas rapido en bicicleta'; 'Mis amigos hacen que no me sienta tan solo'*). Despite some candidates producing appropriate responses, they were not rewarded due to error (e.g. *'Mi hermano haceré la excursion conmigo'*). Weaker candidates struggled to find appropriate vocabulary (e.g. '*Ella no sabe montañar el bici'*).

Task 5 required candidates to state where they are going to go on their next trip, giving the opportunity to refer to any type of trip, not just a cycling trip. Most candidates were able to use a future tense here and stronger candidates went on to give explanations and opinions. Candidates who talked about how or who they are going to go with, but omitted where, could not be rewarded (e.g. *'Estoy pensando en hacer una excursión el proximo año con mis amigos'; 'Yo voy en coche'*). Weaker candidates could not be rewarded due to error (e.g. '*Creo que vé con mi padre a la montaña*'; '*Yo creo fui a la playa'*). There were many examples of nationalities being used instead of countries (e.g. '*voy a francés, a español'*).

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. Some set phrases were well-used to increase range, especially *ojalá tuviera/pudiera*, *cuando sea mayor*, and *si*-clauses involving subjunctives (e.g. '*Es genial que hayas ganado el torneo'; 'Si pudiera elegir a donde ir la próxima vez iría a los pirineos'*). There were also many examples of appropriate salutations (e.g. '*Te escribo para hablarte..'; 'Espero que te apetezca venir conmigo la próxima vez'*). Weaker candidates demonstrated poor competence with basic tenses but could sometimes use set phrases which had been memorised effectively. Occasionally they were misplaced and added in inappropriately (e.g. '*Si tuviera la oportunidad*' repeated at the start of several sentences was repetitive and ineffective). Weaker candidates also used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker candidates attempted a piece of cohesive writing., Stronger candidates use

a wider range of connectors. One exception was the use of '*aunque,'* (including the comma) to mean 'however,',', where *sin embargo* would have been more suitable.

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 candidates managed to consistently place pronouns and accents accurately. Poor spelling of vocabulary was also common in this question (e.g. '*por que'; 'aun que'; 'quando/quada año'*).

Question 3(b): Celebrar el Año Nuevo

This was a less popular with 30 per cent of candidates choosing this option. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas, though there were instances where explicit addressing of the BP was lacking. Many candidates engaged well with the register of the task, i.e. an article for the school magazine.

Task completion

Task 1 asked candidates to state how New Year is celebrated in their country and was generally well completed. Stronger candidates either re-used the impersonal form of 'se celebra' from the rubric or responded with appropriately conjugated verbs in the present tense. Many candidates wrote about how they celebrate the New Year with their families, sometimes linking them with the country's traditions (e.g. '*Para celebrar el año nuevo hay fuegos artificiales maravillosos.; 'Además mi familia y yo comemos comida sabrosa'*). Fewer candidates focused the answer on traditional festivities in their countries, but those who did produced interesting topic vocabulary. Stronger candidates used a range of appropriate verbs along with a variety of topic specific vocabulary (e.g. '*A las 11.50 preparas 12 uvas para comertelas los últimos 12 segundos de ese año'*). Responses from weaker candidates to this task tended to have errors which prevented task completion (e.g. *'Yo y mis padres siempre quedan con mi tía y mis primos'; 'Solitamente la noche encomienca con una cena').* These responses were considered partial attempts and could not be rewarded for communication, but could be considered under relevance.

Task 2 asked candidates to state how they help with the preparations and required a verb in the present tense in order to complete the task. Most candidates were able to provide appropriate examples of how they help (e.g. '*Preparo la cena'; 'ayudo mi madre'; 'pongo la mesa'*). The stronger candidates were able to use a range of verbs in the present tense and give detailed explanations. (e.g. *'Me gusta mucho ayudar con las preparaciones, por eso siempre doy consejos sobre como adornar la casa y el jardín*).). Very few candidates use the personal 'a' with the verb ayudar, though this was considered a minor error and did not prevent communication marks being awarded. Weaker candidates described general help rather than what they did personally to help, and this could not be rewarded (e.g. *'los jóvenes ayudan llevando la comida').*

Task 3 required candidates to describe something surprising that happened during New Year last year and required a response using a past tense. This was the most challenging task in **Question 3** for the candidates and attempts at the task centred most frequently on describing what happened last New Year, with the candidate focusing on the final three words of the BP and not describing what was surprising about it. It seemed that New Year's Eve party is a nice family party for most of the candidates and they could not find any surprising/astonishing/amazing incidents around the celebration to talk about. Candidates who completed the task successfully referred to surprise visits from family, unexpected gifts, broken bones and trips to hospital. *Their answers included detail and good topic vocabulary (e.g. 'alguien llamó a la policía por el ruido y la cuestión se acabó con…..'; 'pasada la medianoche todos los refrescos estaban gratis'*). Verb errors in responses from weaker candidates prevented task completion (e.g. '*Mi hermano compré demasiaso pasteles'; 'Mi primo se roto la mano'*).

Task 4 required the candidates to explain why it is (not) important to celebrate special occasions with their family, and most candidates understood the task. Stronger candidates produced accurate answers using appropriate verbs and vocabulary (e.g. '*es importante hacer actividades juntos para comunicar'; 'te puedes divertir y es importante para hacer buenos recuerdos'*). Weaker candidates were challenged by simple verb formation (e.g. *'tu familia siempre te gustas'; 'es bueno para comprar tiempo con personas que te encanta'*) and could not be rewarded. Responses which made a statement and did not go on to produce an explanation could not be rewarded (e.g. '*Creo que es importante celebrar ocasiones especiales con la familia'*).

Task 5 required candidates to state where they would like to spend their next New Year and was generally successfully addressed. Stronger candidates answered with a short, simple sentence in which an accurate form of the verb was produced (e.g. '*el año que viene me gustaría pasar el año nuevo cerca de la playa.*) and a few were able to produce more ambitious sentences (e.g. *'el año siguiente seguramente lo voy a pasar como siempre con mis amigos a mi pueblo*'). Weaker candidates did not address the task successfully because their response was incomplete or irrelevant (e.g. '*A mi me gustaría pasar el Nuevo Año con mi familia en otro país*'; '*El proximo año me gustaría pasar el año nuevo con mis amigos'*). Lack of vocabulary also prevented task completion (e.g. *'vamos a travelar con el coche')*

Range

Some candidates were able to include a range of appropriate linking words. The stronger candidates included a much wider range in their responses, such as '*cuando'; 'ya que'; 'aunque'; 'lo que'* etc. Most candidates tended to use simple structures and a few made attempts to use more complex structures. The stronger candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns, conditional clauses, etc. These candidates also often used a wide range of vocabulary specific to the topic, including idioms (e.g. '*el mar va a estar frio como el hielo'; 'es para chuparse los dedos*').

Accuracy

Weaker candidates did not use simple structures accurately and it was common to see pre-learnt salutations and endings to letters and articles with a generally inaccurate body of writing. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms. Candidates should focus on verb conjugation and learn where to place accents as these can often determine whether the task completion mark is awarded or not.