

SPANISH

Paper 7160/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

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

Comments on specific questions

Questions 1–8

Performance in this exercise was generally very good, with most candidates gaining full marks in this exercise. Where mistakes did occur, this happened most usually in **Question 2** where there was confusion between *bolsa de playa* (the correct answer) and *bañador*. In **Question 5** a number of candidates chose option **D** (*sandía*) rather than option **B** (*un plátano*).

Questions 9–14

Question 9: Most candidates identified *arquitecto* and therefore chose option **A**.

Question 10: Nearly all candidates recognised the number *mil novecientos veintidós*.

Question 11: Stronger candidates understood *camión de bomberos* and selected option **D**, but many were tempted by one of the other options.

Question 12: Most candidates identified *sopa*.

Question 13: The majority of candidates identified *videos*.

Question 14: Many candidates identified *seis menos cuarto* and chose option **B**, but some weaker candidates selected option **D** (*seis y cuarto*). Candidates clearly identified the word *cuarto* but were less sure about the other elements of time phrases.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends, Alba and Alejandro, about their teachers. There was an excellent response to this exercise.

Question 15: Most candidates understood *habla de prisa y sin parar* and chose option **C** (*no deja tiempo para tomar notas*).

Question 16: The majority of candidates chose the correct answer, option **F** (*trabajaba en el cine*).

Question 17: Nearly all candidates scored the mark here, having listened carefully to *lo vemos en el gimnasio, entrenando* and matched it with option **B** (*es muy deportista*).

Question 18: Most candidates heard *era la cantante* and chose option **A** (*es miembro de un grupo de música*).

Question 19: This was understood well, with many candidates linking *organiza sesiones por la tarde* to option **E** (*ayuda a los alumnos a preparar los exámenes*).

Questions 20–28

In this exercise, candidates heard two interviews on a related theme: the first with Rafaela, who had lost a musical instrument, and the second with Mateo, who found it. The exercise represented a step up in the incline of difficulty of the test.

Question 20: This question was one of the best answered in this exercise. Most candidates heard *me lo ha prestado* and chose option **C** (*le prestó el violín a Rafaela*).

Question 21: Most candidates understood *hace trescientos años* and chose option **A** (*hace tres siglos*).

Question 22: Stronger candidates identified the correct answer, option **B** (*estaba muy cansada*), because they understood *estaba agotada*. A number chose option **A** (*llegaba tarde a casa*), although Rafaela did not mention anything to do with time.

Question 23: Stronger candidates identified *el susto más grande de mi vida* and chose option **B** (*se asustó*). The other two options were chosen equally.

Question 24: Stronger candidates selected option **C** (*parece pesimista*) because they understood *va a ser difícil y que quizás no lo volveré a ver*, but many chose option **B** (*ha sido inútil*).

Question 25: Only stronger candidates were able to identify *cuando iba a bajar del tren* and link it with option **B** (*al llegar a su destino*). Many chose option **C** (*al sentarse en el tren*), which was a common-sense (but incorrect) answer.

Question 26: Most candidates identified *mi madre me esperaba en el coche, y se lo expliqué* and therefore chose the correct answer, option **A** (*a su madre en el coche*). The most common wrong answer was option **B** (*a un trabajador de la estación*) because candidates misunderstood *no había ningún empleado en la estación*.

Question 27: Stronger candidates chose the correct answer, option **C** (*tocar el violín*) because they identified *tenía miedo de tocarlo*. Many selected option **A** (*llamar a la violinista*) because they misunderstood that phoning Rafaela was something that Mateo actually did.

Question 28: Most candidates chose the correct answer, option **A** (*oír a Rafaela tocar*) because they identified *me regaló entradas para su próximo concierto*. The other two options were chosen equally.

Questions 29–34

In this exercise, candidates heard an interview between the mayor of Arguedas and a teacher at a local school.

Question 29: Most candidates understood *empleados en los que yo tenía confianza me decepcionaron* and matched it to option **B** (*ciertas personas que trabajan con él*). The most common wrong answers were option **A**, even though there was no mention of *trabajo*, and option **D**, because they heard *vecinos del pueblo*.

Question 30: Some candidates struggled here. Stronger candidates chose the correct answer, option **C** (*hay demasiadas personas sin trabajo*), having understood *muchos sufren por el desempleo*. Many chose option **D** (*las fábricas contaminan el aire del pueblo*) because they heard something about *la fábrica*.

Question 31: Stronger candidates identified *hay dificultades causadas por las redes sociales y la gente joven necesita mejor protección* and therefore chose option **A** (*ayuda con problemas relacionados con Internet*), but many selected one of the incorrect options. The most common incorrect answer was option **C** (*instalaciones para practicar deportes*) because they something about a *polideportivo*, but they misunderstood that the sports facilities were already very good.

Question 32: This was question that was handled best in this exercise. Many candidates understood *pronto crearemos un parque natural para proteger una zona de árboles y lagos* and therefore chose option **B** (*cuidar una zona verde*). Those who did not understand *funcionando bien el sistema de reciclaje* selected option **D** (*cambiar el sistema de reciclaje*).

Question 33: Many candidates encountered difficulty here. Stronger candidates understood *un centro de educación sobre la vida de los agricultores a través de la historia* and linked it with option **A** (*tratará sobre el trabajo de los granjeros*). Weaker candidates tended to choose option **D** (*ya recibe visitas turísticas*) because they heard *será de gran interés para turistas* but did not recognise the future tense.

Question 34: Stronger candidates identified *hacer un poco de equitación* and selected option **D** (*sale a caballo al campo*). Option **B** (*ha estado enfermo recientemente*) was the most common incorrect answer because when the mayor talked about his job as a doctor, he mentioned *cuidando a los enfermos del pueblo*.

Questions 35–37

Candidates heard an interview with Carla, a professional surfer from Mexico who competes all over the world. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

Question 35: A good number of candidates understood *un día había un chico haciendo surf*. “¡Qué bien lo pasa!” and selected the first correct answer, option **B** (*el chico de la playa se divertía mucho haciendo surf*). There was a less confident response when selecting the second correct answer, option **E** (*una vez, Carla trató de surfear cuando había gran peligro*), but it was still answered well by those who worked it out from *intenté surfear una ola demasiado grande. Por suerte, evité hacerme daño*. Many chose option **C** (*a partir de los 14 años, Carla vivió con sus abuelos*), but Carla said *cuando tenía catorce años, mis padres se mudaron a la ciudad de mis abuelos*. Some chose option **D** (*cuando hace surf en verano, Carla lleva bañador*), but she made it clear that *necesito traje de surf en cualquier estación del año*.

Question 36: Fewer than half of candidates were able to identify *conoció a mi novio cuando competíamos en Australia* and match it with the first correct answer, option **C** (*el futuro marido de Carla también es surfista*). Fewer than half of candidates were able to understand *Carla creía que siempre habría mejores surfistas que ella* and link it with the second correct answer, option **E** (*Carla creía que siempre habría mejores surfistas que ella*). Many candidates chose option **A** (*Carla encontró la ola perfecta en una playa hermosa*), but what Carla said was *en busca de esa ola perfecta que, a lo mejor, no existe*. Option **D** (*Carla y su novio van a volver pronto a México*) was also a common wrong answer, but Carla said *ahora que hemos vuelto a México*. A better command of tenses would have helped candidates to tackle this question.

Question 37: This question was generally answered well. A good number of candidates understood *una instalación nueva y, en mi opinión, bastante rara* and linked it with the first correct answer, option **A** (*para Carla, Parque Surf es algo extraño*). They also succeeded in linking *hay cámaras que graban tus primeros intentos y tus caídas al agua en vídeos que luego te mandan por Internet* with the second correct answer, option **E** (*los visitantes reciben vídeos de su experiencia en Parque Surf*). Weaker candidates did not understand *aun los surfistas profesionales pueden entrenar allí* and chose option **C** (*Parque Surf tiene poco interés para los mejores surfistas*). Some chose option **D** (*Carla acaba de celebrar el cumpleaños de un amigo*), but what she said was *quiero atraer a grupos que vienen a celebrar cumpleaños*.

SPANISH

<p>Paper 7160/22 Reading</p>

Key messages

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

- aim to write short, accurate answers – sometimes a single word is appropriate – and not rely on lifting from the text without modification
- make sure to eliminate any extra material which could invalidate an otherwise-correct answer
- read the questions carefully and make sure that their answers are directly linked to the precise questions asked
- bear in mind that in **Questions 4 and 6**, answers in the first person are unlikely to be correct
- aim to attempt every question in the paper, as leaving questions blank offers no chance of scoring a mark
- remember that in **Questions 4 and 6**, the questions follow the order of the text
- plan their time carefully so that they have enough time to deal with the longer, more demanding exercises, and allow time at the end to check their answers (or check them as they work through the paper)
- read the rubrics carefully and write clearly and legibly in the spaces provided. If they change their mind about an answer, they should ensure that their final response is clear and obvious.

General comments

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

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

Candidates need to be unambiguous in their answers and need to be able to correctly manipulate verbs, possessive adjectives and personal and object pronouns in order to make their answers clear. Candidates should note that the technique of writing *dijo* followed by quotation marks surrounding points lifted verbatim from the text is rarely sufficient for the mark to be awarded.

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

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

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 leisure. Candidates need to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and most gained full marks. There was no clear pattern of mistakes.

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 school. Most candidates attempted all the questions, and many gained full marks. Some candidates encountered difficulty with the statement *Escribo artículos sobre lo que pasa en el colegio*. The correct answer here was option **H** (*Revista del colegio*).

Question 3

Candidates read a text about the house that Lucía was going to move to, and 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 thought they knew about life in general rather than on what was written in the text.

Question 3(a): Candidates who read the text carefully understood *mi hermano se fue a trabajar a otra ciudad* and correctly linked it with option **B** (*en una ciudad diferente*). Some candidates chose option **A** (*en la casa de sus padres*) instead.

Question 3(b): Candidates who understood *tiene habitaciones que ya no usamos* found the correct answer, option **A** (*es demasiado grande*). Some selected option **B** (*está en las afueras*), which was probably because Lucía said that they were looking to move there.

Question 3(c): Many candidates were able to identify *jugar al baloncesto* in the text and chose option **C** (*practicar deporte*). There was a reference to *el jardín* in the text which tempted some candidates into choosing option **A** (*hacer jardinería*).

Question 3(d): Candidates needed to read the text carefully in order to rule out option **B** (*un balcón*), which Lucía already had in her flat, and instead link *tener un perro* to option **A** (*una mascota*).

Question 3(e): The statement in the text about Lucía's aunt (*es bastante vieja y necesita ayuda*) required careful reading. Stronger candidates chose option **C** (*es anciana*). The most common incorrect answer was option **A** (*ayuda a sus padres*).

Question 3(f): Almost all candidates linked *el fin de semana pasado* in the text with the correct answer, option **A** (*recientemente*). A few candidates saw the word *semana* in the text and therefore chose option **C** (*hace tres semanas*).

Question 3(g): Almost all candidates were able to make the connection between *la cocina no era suficientemente moderna* in the text and option **B** (*necesitaba una cocina nueva*).

Question 4

In **Question 4** candidates are required to answer questions on a longer text, which in this case was an account by Teresa of her grandfather and videogames. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to take care to change the first person to the third person when required in order to make their answers unambiguous. Some candidates copied sentences from the text and put them in inverted commas as if they were direct quotes, without changing them into indirect speech; this technique is rarely sufficient for the mark to be awarded. Many of the questions could be answered with a precise lift from the text, but responses needed to be succinct and unambiguous in order to demonstrate sufficient comprehension.

Question 4(a): This was one of the questions that was answered best in this exercise, with most candidates writing the succinct answer *dos semanas*. Some wrote the whole sentence *vino a pasar dos semanas con su familia*, and this was acceptable because the possessive pronoun had been changed to the third person. When this transformation was not made, the mark could not be awarded. Candidates who wrote *paso dos semanas* (without the accent in *pasó*), this was refused because it was the first person of the verb and therefore created ambiguity.

Question 4(b): Stronger candidates wrote *amable*, expressing succinctly how Teresa described her grandfather. Some wrote a whole sentence (*es muy amable y lo quiere mucho*), and this was acceptable because the ending of the verb had been changed to the third person. The response *es muy amable y lo quiero mucho* was refused, as this first-person verb created ambiguity.

Question 4(c): Candidates could lift the phrase *tenía que salir más al aire libre* from the text. Some misunderstood the question and wrote that Teresa had to go to the park or that she had to learn to recognise birds. Others did not understand the text and wrote *jugar a videojuegos*.

Question 4(d): This was a question that required two answers. This question was the one that was answered best in this exercise. Most candidates read the question carefully and understood the information that they needed to provide (*buscar información* and *mandar emails*).

Question 4(e): Candidates needed to recognise the interrogative *cómo* in order to provide the answer *era sencillo* or just *sencillo*. Some located the correct part of the text, but wrote an answer that contained too much extraneous information (*pensó que lo mejor sería empezar con un videojuego sencillo*). Some wrote a response in the present tense, which could not be credited.

Question 4(f): Candidates could simply lift *hermano* directly from the text, but they needed to change the possessive from *mi* to *su*. A significant number of candidates wrote *ella hermano*, which was not rewarded. Some candidates took their answer from the wrong part of the text.

Question 4(g): Candidates who read the question carefully identified that the problem in the videogame was *muere demasiada gente*, a direct lift which answered the question. Some candidates copied too much and added *encontraba agradable la música*; this prevented the mark from being awarded, as the music was not a problem. There were several acceptable conjugations of *morir*.

Question 4(h): The interrogative *dónde* was known by most. All that was needed in order to answer this question was to lift *al otro lado del mundo*. Some candidates lifted *con un amigo que vive al otro lado del mundo*; this did not address the question and was therefore not credited.

Question 4(i): Candidates who understood the interrogative *cómo* gave the straightforward answer *educativos*. Weaker candidates struggled to identify the correct material, and often drew their response from other parts of the text.

Question 4(j): Many candidates located the correct answer in the text (*a tomar decisiones rápidamente*). Weaker candidates often wrote *muchos videojuegos cuentan una historia*, which was incorrect.

Question 4(k): Most candidates were able to locate the correct part of the text, but not all managed to alter it to answer the question. Stronger candidates transformed *yo siempre gano* into *ella siempre gana*. Many were able to change the verb, but forgot to include *ella* or *Teresa*, which was required in order to make the answer unambiguous.

Question 5

Candidates were required to match a series of descriptions with the requirements and interests of five different people who wanted to work in national parks. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit park for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. In general, this question was not answered well. There were very few candidates who gained full marks in this exercise.

Question 5(a): Candidates needed to read the text relating to María carefully in order to fully understand that she liked *el sol y las temperaturas altas* and link it to option 5 (*seco y caliente*). She also wanted to help alleviate *daños causados por los visitantes*; this linked with *turismo causa algunos problemas* in option 5. This option also mentioned that there were groups of volunteers in the park, and María understood that she *no ganaría nada*. There was a range of wrong answers given, most commonly option 4 because it was warm there.

Question 5(b): There was a mixed response to this question. In order to select option 8, candidates needed to understand that Lucas loved walking and that the park offered the opportunity to *explorar sus senderos y pueblos*. Lucas stated that he hated *el mal tiempo* and that he wanted to *dormir en albergues*; in option 8 it stated that in the park *el clima es agradable* and that it had *alojamientos modernos*. Candidates who chose option 4 did not realise that Lucas did not like mountains. A few candidates chose option 7.

Question 5(c): Stronger candidates made the link between Irene who wanted to find out *cómo reaccionan los animales del bosque a tormentas* and option 2, whose *lluvias con truenos y relámpagos son frecuentes*. Irene mentioned that *el equipo tendrá tiendas para dormir*, and option 2 stated that *no hay alojamiento en el parque*. The most commonly chosen wrong answer was option 6, but this was not appropriate because there were many tourists there.

Question 5(d): Stronger candidates were able to link what Santiago wanted (*estar solo y dejar atrás la vida moderna*) with *hay pocas carreteras y muy pocos habitantes y turistas* in option 7. He also wanted to *[subir] a la cima de alguna montaña*, and this linked with *las tres cimas más altas del país*. A number of candidates selected option 8 where there were *alojamientos modernos y los restaurantes*, but Santiago said that he preferred to camp.

Question 5(e): In order to select option 1, candidates needed to link *efectos de la contaminación sobre los peces del mar* with *puertos de pesca*. Valeria did not want *que el turismo me moleste en el trabajo*. There were a range of answers here, but no clear pattern of mistakes.

Question 6

Candidates were required to answer questions on a longer, more demanding text about Manuel, a boy who started a jam-making business. Responses need to be precise and unambiguous. Verbs, possessive adjectives and personal and object pronouns 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 their understanding of the text precisely and accurately enough. Some candidates copied sentences from the text and put them in inverted commas as if they were direct quotes, without changing them into indirect speech; this technique is rarely sufficient for the mark to be awarded.

Question 6(a): Most candidates were able to locate the correct part of the text. Stronger candidates were able to manipulate the language in order to give the precise answer *recogió/recogieron/recogiendo frutas en el campo*. Some added *y era otoño*, which invalidated the answer. Those who wrote *recogimos frutas en el campo* could not be credited because the first-person verb created ambiguity. Many candidates were not able to conjugate *recoger* in an appropriate tense or person.

Question 6(b): A number of candidates identified that the response should contain an emotion or feeling, but were not able to express it correctly. The most straightforward answer was *sorpresa*; the alternatives *se sorprendió* and *le/lo sorprendió* were also accepted. Candidates who copied *para su sorpresa* from the text could not be rewarded. Another common wrong answer was *el chico descubrió que le encantaba el trabajo*.

Question 6(c): Most candidates identified the correct part of the text, but many copied *fotografió su cuaderno de recetas*. That answer meant that Manuel photographed his own recipe book, which was not what the text said. Appropriate answers were *fotografió el cuaderno de recetas* and *fotografió el cuaderno de recetas de la abuela*.

Question 6(d): Candidates needed to read the question carefully in order to find the answer *no le salió mal*. Some wrote *le salió bien* and were rewarded. Those who wrote *no me salió mal* could not be rewarded because the first-person pronoun created ambiguity. Some wrote *no se salió mal*, which was refused.

Question 6(e): This was a question that required two answers. There were many good answers here. Most candidates understood the interrogative *quiénes* and wrote *sus vecinos* and *el propietario de una tienda*. For the mark to be awarded, candidates needed to change the possessive adjective from *mis* to *sus*. A frequent wrong answer was *un supermercado local*, which showed poor comprehension of the text.

Question 6(f): Many candidates struggled here. The correct answer *un tío le prestó un traje* only required a change of object pronoun from *me* to *le*. Some candidates changed it to *se*, which was not an appropriate transformation. Many wrote *le quedaba grande* or something unrelated like *hay que escuchar al cliente*.

Question 6(g): This was a question that required two answers. It was answered well by many. Candidates generally located the correct part of the text, and both responses could be lifted directly from the text: *costaba algo menos* and *la gente quiere comer sano*. When candidates included the phrase *que yo conozco*, the mark could not be given. However, candidates who wrote *la gente que Manuel conoce quiere comer sano* were credited.

Question 6(h): Most candidates located the correct part of the text. The most common correct answer was *un cocinero estrella de la televisión japonesa*. The response *un cocinero japonés* was also rewarded. The responses *un cocinero estrella* and *la televisión japonesa* were not enough. The most common wrong answer was *el primer ministro de Japón*.

Question 6(i): In general, candidates located the correct part of the text for this answer, but many did not understand that the question was asking how Manuel felt about his grandma. Stronger candidates wrote *le tiene muchísimo cariño*, but many wrote *la abuela pudo venir a esta cena* or *gracias a ella que todo ocurrió*, which were refused.

SPANISH

<p>Paper 7160/03 Speaking</p>

Key messages

- Teachers/examiners need to ensure that they familiarise themselves with the scripts for both the role plays and the topic conversations before conducting any 'live' speaking tests. They must adhere to the scripts as set out in the relevant instructions for teachers/examiners booklet.
- At the start of each candidate's test, the teacher/examiner should greet the candidate using the prompts provided and set the scene for the role play by reading out the role play scenario. The teacher/examiner should select the appropriate form for their role, e.g. in role play 1 the teacher/examiner needed to say either *Yo soy tu primo* or *Yo soy tu prima* (rather than reading out the whole phrase *Yo soy tu primo/prima*).
- In the topic conversations, the teacher/examiner should always make use of the scripted alternative questions when candidates are unable to provide a response to the main question.
- In the topic conversations, the teacher/examiner should be prepared to use extension questions. If candidates answer briefly, the teacher/examiner can encourage a fuller response by asking extension questions or prompts such as *Háblame un poco más sobre...*, *¿Qué más me puedes decir sobre...?* and *¿Puedes decirme algo más (sobre eso)?*. The extension questions give candidates the opportunity to develop their ideas and provide justifications, opinions and explanations so that they can demonstrate their command of a range of more complex language and structures.
- In two-part tasks, the teacher/examiner should make sure to pause at the points indicated so that candidates have the opportunity to address the first part of the task before they are asked the second part of the task.
- If a candidate has not understood or has not heard a question and the teacher/examiner repeats it, the teacher/examiner should allow the candidate sufficient time to respond before moving on to the next question.
- In the interests of fairness to all candidates, the teacher/examiner should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, the teacher/examiner should use up to two open-ended further questions, on the same topic, to ensure that the conversations last 4 minutes. They should not repeat previous questions that they have already asked earlier in the conversation, and they should not use the alternative questions as further questions.
- Candidates should be encouraged to learn (and know how to use accurately) a range of verb forms, particularly the present, past and future. Equally, candidates should ensure that they know a good range of vocabulary relating to the various topics listed in the syllabus.
- The teacher/examiner must not share the role plays or the topics of the topic conversations with candidates before their speaking test. In addition, the teacher/examiner must not share the topics of the topic conversations with the candidates during their preparation time.

General comments

To be read in conjunction with the instructions for teachers/examiners booklet (June 2022).

Please note that teachers/examiners **must** follow the randomisation instructions provided when allocating role plays and topic conversations to candidates.

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

Almost all centres provided the correct sample size for moderation and the quality of the recordings was generally good. Centres are responsible for ensuring the quality of recordings and it is essential that centres check this prior to making them available to Cambridge International. Centres need to check that they have provided all of the necessary items to Cambridge International (e.g. speaking test recordings, working mark sheet, coversheet for moderation sample, etc).

At the start of each recording the teacher/examiner should announce the centre and syllabus details, and the name of the teacher/examiner conducting the test. They should also announce the candidate name, candidate number and role play card number before each speaking test. Candidates should not introduce themselves.

Each recorded file in the sample must be named clearly using the following convention:

centre number_candidate number_syllabus number_component number.

In most cases, the working mark sheets were completed correctly and were provided to Cambridge International. The teacher/examiner needs to remember to enter the candidate name, candidate number, role play card number, topic conversation numbers and breakdown of marks in the appropriate columns. The name of the teacher/examiner conducting the test needs to be legible.

The majority of centres assessed their candidates fairly. All assessment needs to follow the marking criteria as set out in the relevant instructions for teachers/examiners booklet. The teacher/examiner should be consistent in their marking. Marking should be positive, rewarding achievement.

Comments on specific questions

Role Plays

The nine role plays were all set in situations in which candidates could find themselves in real life. The first two tasks in each role play were of a factual nature and gave candidates the opportunity to answer briefly. Short responses to tasks 1 and 2 were perfectly acceptable. The last three tasks gave candidates the opportunity to give longer responses. The majority of candidates coped well with the role plays, with most candidates able to use appropriate vocabulary and a variety of tenses correctly. Questions which asked *quién*, *cómo* and *cuándo* were the ones that candidates most often struggled with. Some candidates were unable to construct suitable responses using past tenses.

The teacher/examiner should set the scene for the role play scenario exactly as it is printed in the instruction booklet (although please see the second point in the **Key Messages** section above regarding the choice of role). On the whole, candidates understood the role play contexts and were generally able to answer most tasks well. In the role plays, candidates should focus on communicating the required information. Where candidates do not understand a question or do not hear it, the teacher/examiner can repeat the question, but they must not rephrase or replace the question.

Most teachers/examiners assessed their candidates well in the role plays, although a few were too severe. Some candidates were not rewarded sufficiently when they committed only minor errors which did not impede or confuse the message that they needed to transmit. Some candidates did not receive due credit when they offered a brief response. If it is accurate and communicates the required information, a brief response can be awarded the full two marks available for the task.

Role play 1: In task 2, some candidates did not understand the word *día*. In task 3, the verb *jugar* was frequently used instead of *tocar* when describing the playing of a musical instrument. In task 4, some candidates did not recognise the past tense or did not understand *después*.

Role play 2: In task 1, some candidates did not understand *¿cómo?*. In task 3, many candidates responded well to the first part, but some candidates had difficulty using an accurate past tense when addressing the second part. In task 4, some candidates misinterpreted the question, thinking that it was about the presents that Daniel liked most rather than the presents they themselves liked most.

Role play 3: In task 1, some candidates did not understand *¿cómo?*. In task 4, some candidates did not understand or did not pay attention to the word *allí*, and responded in general terms with unrelated activities. In task 5, some candidates responded in an incorrect timeframe

Role play 4: In task 1, a few candidates did not understand *equipos*. In task 2, some candidates did not understand *mes*. In task 3, there were excellent responses involving exercise and diet, but some candidates had difficulty using appropriate vocabulary and saying how they were going to prepare.

Role play 5: In task 2, the pronunciation of *euros* caused difficulty for some candidates. In task 4, a few candidates did not understand or misinterpreted *tiempo*. Producing weather expressions in a past timeframe caused problems for a number of candidates. They generally responded better to the second part of the task. Some candidates struggled to use an appropriate verb.

Role play 6: In task 1, some candidates said how long they were planning to stay instead of when they were planning to stay. In tasks 4 and 5, the vocabulary items *alojamiento* and *albergue* were not known by some candidates.

Role play 7: In task 2, some candidates did not understand *¿quién?*. In task 3, some candidates struggled with the second part of the task. In task 4, candidates generally communicated the required information in response to the first part, but they had difficulty responding accurately and using an appropriate verb when addressing the second part of the task. Some candidates did not understand or misinterpreted *tiempo*. In the second part of the task some candidates did not recognise the second-person singular form of the verb *ver* in the preterite tense.

Role play 8: In task 3, some candidates lapsed into an incorrect timeframe during their response.

Role play 9: In task 3, some candidates struggled with the second part of the task. In task 4, a few candidates did not understand *¿quién?*. Candidates generally responded well to the first part of the task and used an appropriate timeframe. In the second part, some candidates had difficulties using an accurate past tense, resulting in an ambiguous response.

Topic Conversations

Teachers/examiners are reminded to introduce the topic area just before they start each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were based on one of the sub-topics of Areas C, D and E as listed in the syllabus. All the sub-topics were familiar to candidates and a full range of performance was seen, with each conversation designed to have its easier and more demanding tasks. As in the role plays, the first two tasks in each conversation were more closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language. The final three tasks in each conversation were more open and required candidates to communicate in past and future timeframes. Each topic conversation also gave candidates the opportunity to express opinions and, where appropriate, develop the reasons for their opinions.

It is important that teachers/examiners familiarise themselves with the difference between alternative questions (which allow candidates the opportunity to respond when they haven't been able to say anything in response to the main question), extension questions (which the teacher/examiner can use within the body of the main topic conversation itself in order to elicit a fuller response from the candidate) and further questions (which the teacher/examiner can use in order to ensure that the topic conversation adheres to the timings stipulated in the instructions for teachers/examiners booklet).

Teachers/examiners should ensure that they read and follow the information printed at the top of each page on which the topic conversations are printed. Some teachers/examiners did not understand how to use the alternative questions. In some cases, the candidates gave a suitable and full answer to the main question, and the teacher/examiner then asked the alternative question as well, which caused some confusion for candidates.

In general, almost all candidates were able to attempt the questions, even if weaker candidates were less successful compared to their stronger counterparts because of limited vocabulary and/or a limited grasp of verb forms. Stronger candidates responded confidently to the tasks and often expanded their responses, even if not prompted to do so. They communicated relevant information which justified and explained their responses, thereby giving themselves access to the higher mark bands in many cases.

Some examiners were too generous in their assessment of Communication, but too severe in their assessment of Quality of Language. Candidates do not need to be of native-speaker standard to achieve the highest possible mark. 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 and justifications, and use more complex language and structures. Examiners need to adjust their questioning by using alternative and extension questions as necessary in order to give candidates every opportunity to perform to the best of their ability. Candidates should be encouraged to listen carefully to the timeframe of the task and to respond accordingly, e.g. by using an appropriate verb tense and/or time marker such as *la semana pasada* or *el año que viene*.

Topic 1, *la ropa*: Most candidates communicated the necessary information well. In task 1, some candidates missed the opportunity to use colours and adjectives to describe their clothes. In task 2, several candidates did not understand *¿quién?* or *sueles*. In task 3, some candidates struggled to use the correct timeframe. In task 4, candidates were required to provide advantages or disadvantages. There was no need for them to provide both.

Topic 2, *la casa y el dormitorio*: Most candidates responded well to this topic. In task 1, several candidates described their house instead of responding to *¿dónde?*. In task 3, some candidates did not understand *propia*. In task 5, some candidates struggled with the word *cambiarías*. They found it difficult to handle the conditional tense.

Topic 3, *los amigos*: In general, this topic was tackled well. In task 1, some candidates did not understand *¿cuándo?* and instead said what they did with their friends. In task 3, some candidates did not understand *recreo*.

Topic 4, *el trabajo y las profesiones*: Most candidates communicated the necessary information well. In task 3, some candidates did not understand the word *cualidades*, or appeared to interpret it as *asignaturas*, which led to some confusion when they tackled task 4. In task 4, some candidates listed the subjects that they were currently studying instead of the subjects needed for their choice of future occupation. In task 5, some candidates had difficulty using the imperfect tense.

Topic 5, *las fiestas tradicionales y culturales*: The majority of candidates managed to communicate all of the required information. In task 4, some candidates struggled to think of a festival, whereas others gave detailed responses.

Topic 6, *el medio ambiente*: Most candidates communicated the necessary information. In task 3, the verb *ayudar* was not known by a number of candidates. Some found it difficult to say what they did to help the environment. In tasks 4 and 5, some candidates relied on a limited range of vocabulary and struggled to express themselves.

Topic 7, *los estudios*: Most candidates responded well to the five tasks and gave good detail in their responses. In task 2, the word *sueles* was not known by some candidates. In task 3, some candidates had difficulty using an accurate past tense. In task 5, candidates interpreted *¿dónde?* in a variety of ways (e.g. a country, a school/college, a room, etc.) and were generally able to justify their choice of location.

SPANISH

Paper 7160/42
Writing

Key messages

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

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 have more than one element. Candidates are required to write responses in full sentences and to form their response as a piece of prose, rather than as a series of bullet points. The subject-verb agreement must be correct in order for a task to be considered fully complete. It is acceptable for two tasks to be completed in a single sentence. In response to a task that is presented in the future/conditional, the verb tense that candidates use in their answer must be the same tense as the one used in the bullet point in order 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 to answer. Candidates should ensure that they select the question which will allow them to best show the Spanish that they know. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures that they will need to use in order to respond effectively and fully.

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. Minor spelling errors might be tolerated, e.g. when a missing accent does not produce another tense which causes ambiguity.

Range: Marks are awarded based on 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 structures including idioms and vocabulary is required in order to be considered for a mark in 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 are tolerated.

When finalising their responses for **Questions 2 and 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: Vas a participar en un campamento internacional de verano con unos amigos.

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. Task 1 was generally answered well, with a variety of modes of transport being offered. There was a wide range of responses for a favourite activity in task 2, with a mixture of nouns and appropriate verbs being accepted (e.g. *fútbol*, *juego al fútbol*, *leer*, *lectura*). However, an adjective instead of a noun was not accepted (e.g. *deportivo* instead of *deporte*). In many cases, minor spelling errors did not prevent the award of marks (e.g. *balloncesto*, *beízbol*, *nadación*). However, words or phrases that were unrecognisable as Spanish could not be credited (e.g. *altobus*). Tasks 3 and 4 required candidates to write one food item and one drink item. Candidates should always read the rubric carefully, as a significant number of candidates gave two food items and therefore could only be given a maximum of one mark. The most popular answers were *pizza* and *agua*, although *pollo*, *paella* and *manzana* were also common answers. Misspellings which produced a word with a different meaning (e.g. *sumo* for task 4) could not be rewarded due to ambiguity. Most candidates were able to provide an acceptable spelling of a day of the week for task 5. Weaker candidates did not understand *día de salida* and therefore wrote something inappropriate (e.g. *cucumber*), or left it blank. Although a date rather than a day was accepted (e.g. *4 de agosto*), candidates should take care to avoid mixing up the English and Spanish conventions for writing dates; there were a number of responses presented which combined the two systems (e.g. *23rd julio*). Candidates should also be reminded of the difference in meaning between *el lunes* and *los lunes*, as the plural form could not be accepted for this task.

Question 2: Los deportes

Most candidates were able to use familiar language and structures when responding to **Question 2**, and many gained full marks here. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of vocabulary related to music and detailed information, sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives. In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spellings of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb's paradigm, this was considered when establishing the final mark for the piece of writing. The absence of accents on verbs was frequent but did not usually prevent candidates from achieving a high mark. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. The inappropriate use of several tenses within a response to a single task was often seen. Stronger candidates used a range of basic connectors (*y*, *o*, *pero*, *también*), whereas weaker candidates tended to rely on *y* and *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 was answered well by most candidates, who were able to give a good account of which sports they play at school. The most common errors were not specifying any sports at all, or writing generally about sports that they liked. For the task to be considered complete, there needed to be an indication that the sport was taking place in a school environment and not in a public place (e.g. *el parque*, *el gimnasio en la ciudad*). Some candidates wrote the names of the different sports either in English or in a combination of Spanish and English; they need to ensure that they know the Spanish spellings of sports. Some common grammatical

errors were copying *prácticas* from the rubric and not changing the verb ending, using *jugar* when *hacer* or *practicar* was required, omitting the preposition *a* after *jugar* (e.g. *juego el baloncesto*) or including the preposition *a* after *practicar* (e.g. *practico al fútbol*). There were also spelling errors with *jugar* and *practicar* (e.g. *jugo, juege, pratico*).

Task 2 required candidates to state how often they play sports at school. Most candidates answered this well, often combining their response to tasks 1 and 2 in one sentence (e.g. *en mi colegio, juego al baloncesto con mis amigos todos los martes y jueves*). Some candidates omitted this task. It was not clear if this was due to a misunderstanding of the question or due to a lack of planning of their answer. There were also some errors in the use of the preposition *a* (e.g. *juego tenis con mi hermano a los domingos*).

Task 3 required candidates to give their opinion on doing sport. Most candidates responded well, with answers ranging from simple opinions (e.g. *el deporte es divertido*) to more complex answers that included the benefits of doing sport (e.g. *ayuda a mantenerse en forma, es sano para la salud física y mental*). Common errors included incorrect use of the reflexive pronoun with the verb *mantenerse* and errors with opinion verbs (e.g. *yo gusto, mi encanta*).

Task 4 required candidates to describe a famous sports person whom they admire. This was generally addressed well. There were many interesting responses, with a variety of sportspeople mentioned. Lionel Messi was the most popular choice. Stronger candidates tended to describe how good their chosen person was (e.g. *amo como hace el fútbol parecer muy facil*), whilst other candidates described their physical appearance or character (e.g. *es alto y rápido, es alegre y simpática*). Very few candidates remembered to use the preposition *a* in the construction *admiro a...*. The phrase *La deportista que admiro + [male sportsman]* was another common error.

Task 5 was addressed successfully by most candidates, who were generally able to say when they would next be going to a sporting event. For the task to be considered fully complete, candidates needed to use a verb in a future timeframe. Many candidates were able to correctly manipulate the verb from the task (e.g. *la próxima vez que voy a ir a un evento deportivo va a ser el campeonato del mundo del fútbol el próximo año*), or used another appropriate verb in a future timeframe (e.g. *el verano próximo tengo la intención de ir a ...*). The most common error was not actually saying when they would be going. Candidates need to read the task carefully and identify the interrogative in order to make sure that they give an appropriate response. They should also remember that a task requiring a future timeframe will not necessarily include the time marker *en el futuro*. Some candidates did not understand *la próxima vez* as being a future reference and used an inappropriate past tense verb (e.g. *el dos mes pasado fui a ...*), which could not be rewarded.

Question 3: General comments

There was a wide range of ability shown across **Question 3** with some interesting and engaging responses. The strongest answers were well structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Task completion

To obtain high marks for *Task completion*, candidates need to ensure that they:

- address all the tasks given in the question
- ensure that the response is relevant to the specific tasks set
- 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
- 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, verbs and other grammatical 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 and compound tenses.

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. *casarse 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
- topic-related vocabulary and idiomatic expressions.

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

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

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

Accuracy

A high level of accuracy is expected for the award of marks in the top band. 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
- 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 gustan*)
- omission of the preceding *a* (e.g. *a mí, me gusta*)
- incorrect spelling of *preferir* in the present and using *preferir* as a reflexive verb (e.g. *me preferio*)
- incorrect formation of *ir* in the preterite tense (e.g. *fuiemos, fueron*)
- 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 más dinero*)
- omission of accents on verb forms (e.g. *celebre*) or inappropriate use of accents (e.g. *estuvé*)
- omission of the appropriate preposition in verb constructions (e.g. *voy estar, jugaste fútbol*)
- omission of the preposition following verbs (e.g. *depende la persona*)
- inappropriate translation of idioms from the candidate's first language (e.g. *tengo un buen tiempo* when the Spanish idiom *pasarlo bien* was intended)
- use of Saxon genitive in Spanish (e.g. *hoy's Hot Topic, mi abuelo's casa*).

Question 3(a): Mi casa

This was the more popular option, with almost 95% of candidates choosing this question. The topic area clearly appealed to candidates, and most felt very confident using vocabulary to describe their houses and their favourite room, as well as the disadvantages of living in a flat. As a result, most candidates attempted or successfully addressed most of the tasks. There was a wide range of responses from very simple statements to some excellent scripts describing what was most liked in houses and flats including rooms, gardens, swimming pools and locations and a description of the local neighbourhood. There were some 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.

Task completion

Task 1 required candidates to describe what they like about their house. This was completed successfully by most candidates. Stronger candidates were able to include and develop the phrase *lo que* given in the bullet point to describe the rooms or areas of the house that they liked the most (e.g. *lo que más me encanta de mi casa es el espacio grande*). Adjectives added interesting information about houses, especially less common ones like *luminosa* and *acogedora*. Weaker candidates gave a description of their house without referring to what they liked about it and did not therefore complete the task. A common error was confusion between *ventaja* and *ventana* (e.g. *mi casa tiene ventajas muy grande*). There was a tendency to write too much for this task in comparison to the following tasks, which often just resulted in a list of rooms and furniture. It is important that candidates focus on the task at all times so that their response remains relevant.

Task 2 required candidates to state in which room of their house they spend the most time. This was addressed with different levels of success. Their own bedroom was the most popular answer, and stronger candidates developed their answers with extra details and opinions, using a range of topic-specific vocabulary to describe the room, the furniture and activities that they used it for (e.g. *paso más tiempo en mi dormitorio donde puedo estudiar, chatear con mis amigos y dormir*). Overall there was a good use of connectives and subordinators in this task (e.g. *ya que, porque, y, o, también, no obstante*) to extend sentences. Use of the verb *pasear* instead of *pasar* was a common error. Some candidates confused *pasar tiempo* with *pasatiempo* (e.g. *en mi pasatiempo me gusta jugar al fútbol en mi jardín*), and in these cases the task could not be considered complete.

Task 3 required candidates to state when they started living at their house. The majority of candidates struggled here, particularly in terms of selecting an appropriate tense to use in their response. Many candidates were unsuccessful in their attempt to use a correctly conjugated form of the verb *empezar* in the first person preterite tense, producing *empeze*, *empezé* or copying *empezaste* from the bullet point. Only a few candidates produced *empecé*. Candidates often confused *hace* + timeframe with *desde hace* + timeframe. However, some candidates successfully completed this task by using other appropriate structures (e.g. *llevo diez años viviendo en mi casa, mis padres compraron mi casa el año pasado, nos mudamos a esta casa el mes pasado*). To improve, candidates should practise how to express a period of time that expands over a few years/months/days.

Task 4 required candidates to describe the disadvantages of living in a flat. This was generally tackled well. Most candidates mentioned noise issues and lack of space as general disadvantages, but some described their own flat. Stronger candidates developed their responses and added extra information, attempting complex structures such as the use of comparative and superlative (e.g. *los apartamentos son más ruidosos que las casas, tienen menos espacio, lo mejor de mi casa es...*). The most common errors in this task were with incorrect use of *ser* and *estar* (e.g. *el piso es encima...*) and using nouns instead of adjectives (e.g. *espacio* and *ruido* instead of *espacioso* or *ruidoso*). The most common spelling errors were *apartamento* and *rudío*, and many candidates misspelled the word *desventajas*, even when it could have been copied from the bullet point.

Task 5 required candidates to explain why they would (or would not) like to have a house in another country. They needed to produce responses in the same conditional timeframe as the rubric. Many candidates addressed this task successfully, manipulating the verb in the rubric correctly from second to first person and giving a diverse range of reasons. Many candidates completed the task by repeating the conditional verb from the rubric in the explanation (e.g. *Me gustaría tener una casa en otro país porque me gustaría conocer otras culturas*). Stronger candidates respected the tense in the rubric and produced well-developed sentences using other conditional verbs (e.g. *me gustaría tener una casa en otro país puesto que me daría la oportunidad de conocer otros países, y podría aprender otros idiomas*). There were many examples of more complex language (e.g. *ojalá pudiera vivir en otro país, si tuviera la oportunidad compraría una casa...*). There were also many examples of idioms being successfully used (e.g. *sería pan comido*). Weaker

candidates struggled to produce verbs in the conditional tense for the continuation of their answer about living in a house in another country (e.g. *me gustaría tener una casa en otro país porque me gusta viajar*). Negative answers frequently limited the reasons for their preference to just liking where they live or wanting to remain close to friends and family. The most common errors were omitting the accent on *me gustaría* and confusing the use of the verbs *viajar* and *vivir*.

Range

Stronger candidates who produced longer, complex sentences linked with a range of connectors (e.g. *así que, por eso, puesto que, dado que*, linking two or three clauses) and used a variety of appropriate topic-related vocabulary achieved 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. Weaker candidates tended to use basic tenses inaccurately, use a small range of vocabulary repeatedly and present ideas as a list of simple sentences with little attempt at linkage. Few candidates managed to link with *aunque, de modo que, para que* or *mientras que*. There were some good examples of appropriate idiomatic phrases (e.g. *somos uña y carne, querer es poder, cuesta un ojo de la cara*), but there were also many examples of candidates including pre-learnt idiomatic phrases in a random manner, which made little sense in the context of the sentence.

Accuracy

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 that hindered communication were errors with the subject, tenses or verbs (e.g. *si tuveria, teneré, dormio, jugo, mis amigos y yo gustamos*). There were also examples of poor spelling of vocabulary in this question (e.g. *dormiterio, vaccacion, turistas*).

Question 3(b): Las bodas y celebraciones familiares

This was the less popular option, with about 5% of candidates choosing this question. Most candidates addressed all of the tasks with some good attempts at explanations and development of ideas. Some candidates simply produced a piece of writing in response to the bullet points, whilst others engaged well with the register of the task (i.e. an article for the school magazine).

Task completion

Task 1 asked candidates to describe how a typical wedding is celebrated in their country. General and simple descriptions tended to be the more successful ones, with candidates mentioning where the weddings take place, who attends and what they wear. Descriptions of music, ceremonies and customs made interesting reading in some well-written responses from stronger candidates. In these responses there was a range of appropriate verbs along with a variety of topic-specific vocabulary (e.g. *las bodas son rituales religiosas donde el marido y la mujer se casan en una iglesia, al salir de la iglesia tiran arroz, es importante que haya mucha comida*). Weaker candidates struggled to express what they wanted to say and tried unsuccessfully to give complicated descriptions of wedding traditions. Responses from weaker candidates to this task tended to contain errors that prevented the task from being considered complete (e.g. *las bodas son celebrant, todas las personas está llegando (llevando), nos primero vas a ir*).

Task 2 asked candidates to say what type of food they prefer to eat at a wedding. Stronger candidates were able to use appropriate verbs and give detailed explanations (e.g. *suelo elegir la carne ya que no me gusta el pescado*). Weaker candidates struggled to use an accurate verb (e.g. *la comida prefer, usted no accepten la comida basura*) or talked about the types of food there usually are at a wedding without stating their own preference.

Task 3 required candidates to give their opinion on what the perfect gift is for the newlyweds. This produced a wide range of ideas, with money being the most common choice (e.g. *el dinero es para sobrevivir*). Clothes, watches, cars and holidays were mentioned by many candidates. Some candidates tried to say that their gift was their attendance at the wedding, or that not giving a present was the best idea, but this was not always successfully communicated (e.g. *es el regalo perfecto no tengo los novios porque es aburrido*). Candidates who did not understand the meaning of *regalo* gave irrelevant answers.

Task 4 required the candidates to describe another type of family celebration that they attended recently. Most candidates understood the task, but a few candidates talked about other weddings rather than different family celebrations, and the task could not therefore be considered complete. There were some interesting

examples of celebrations (e.g. *el bautizo* or *la quinceañera*) and stronger candidates were able to give detailed descriptions using appropriate past tenses (e.g. *estaba en su jardín donde horneamos unas galletas tradicionales*). Weaker candidates struggled with simple verb formation and did not always communicate the information accurately (e.g. *tengo celebra grande con mas comida y beber, yo estuvo en los cumpleaños*).

Task 5 required candidates to say where an ideal celebration with their family would take place. Weaker candidates did not address the task successfully because they did not respect the conditional timeframe (e.g. *vamos a un restaurante, tenía mi celebracion en España*) or produced inaccurate spellings of verbs (e.g. *la celebración ideal tendía lugar en la playa*). Stronger candidates were able to exploit the opportunity and use more complex language (e.g. *si tuviera la oportunidad me gustaría ir a...*). However, sometimes the additional details given did not respect the conditional timeframe (e.g. *quiero preperar una sorpresa..., donde sea que esten*).

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. They also included accurate examples of the most complex structures, including subjunctive structures, indirect pronouns and conditional clauses. However, the weaker candidates struggled with verb formation. It is essential that candidates consolidate a basic range of tenses: present, preterite, imperfect, future and conditional, as well as connectives and structures.

Accuracy

Only the stronger candidates used simple structures accurately. The most common errors which hindered communication were errors with the subject, tenses or producing non-existent verb forms (e.g. *priefirio*). There were also many examples of spelling errors in vocabulary items (e.g. *marrido, cauando, machina, recienmente*).