

SPANISH

Paper 5030/01
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The recorded extracts in the paper consist of a variety of exchanges and speeches, which are designed to increase gradually in length and complexity.

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

Comments on specific questions

Questions 1–8

The extracts were short, contextualised interactions in a shopping centre, in which it was necessary to focus on a single sentence. The exercise caused little difficulty to candidates and most items were answered correctly by all or nearly all. Only **Questions 5, 6 and 8** proved slightly problematic for weaker candidates. **Question 5** was number based while **Question 8** depended on knowing the word *mochila*, possibly unfamiliar to some.

Questions 9–14

Here candidates heard a short piece of a continuous monologue advertisement for a campsite. Questions focused on aspects related to time, location, activities, transport and entertainment. Most questions were answered correctly by nearly all candidates. Only **Questions 10 and 13** appear to have caused problems for a significant number of weaker candidates. On **Question 10** possibly the key word *estadio* was unfamiliar in spoken form, while on **Question 13** some were attracted by option **B** – table tennis – instead of key **D** – tennis.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends around the topic of cinema films. Only **Question 15**, where four fifths answered correctly, and **Question 16**, where almost nine-tenths did so, appear to have caused any significant difficulty. The remainder were answered correctly by all or nearly all. On **Question 15**, *las peores* was quite a difficult paraphrase of the transcript, while on **Question 16** *son muy aburridas* was similarly demanding for the same reason.

Questions 20–28

In this exercise, candidates heard an interview in two parts with the owner of a restaurant. Apart from increased length, the content and language and format of the exercise represented a step up in the incline of difficulty, and this was reflected in the performance of the candidates. Most items were answered correctly by between three quarters and nine tenths of candidates.

On **Question 20**, both key option **A** and the main distractor **C** contained word-echoes from the text. Over two thirds of candidates chose the key, while the remainder selected the distractor.

Question 21 proved more challenging: under two thirds of candidates chose key **B**, which is a difficult paraphrase of what is said in the transcript. The remaining candidates chose the word-echo in distractor **C**.

Question 22 was much more accessible: nine tenths of candidates answered correctly, linking *países diferentes* to *otros lugares* in key option **C**.

Question 23 was almost as accessible: four fifths answered correctly, coping well with the word-echo of *productos* in distractor **A** and choosing the paraphrase in key **C**.

Question 24 seemed to cause some problems, and only three quarters answered correctly. The key **B** was based on linking *pequeña* in the transcript to *niña* in the key option **B**.

Question 25: this was a slightly less demanding question, and four fifths answered correctly. Key **A** was predictable, helped by a word-echo of *mejores*. The distractor **B** also contained a tempting word-echo but was incorrect.

Question 26 was accessible to nine tenths of the candidates, despite being quite demanding. Neither distractor linked to the text.

Question 27 also seems to have proved much less demanding, and only a few failed to correctly select key **A**, with few attracted by the weak word-echo *primeras/primeros* in distractor **B**.

Question 28 proved more demanding, with fewer than two thirds linking *de la zona* to *de la region* and identifying key **C**. Distractor **B**, with another word-echo of *postres*, attracted a significant number of candidates.

Questions 29–34

Candidates heard an interview with a traveller to the South Pole. Candidates' generally performed well – only two items caused difficulty to half the group.

Question 29 proved a moderately challenging first item, with two thirds choosing the key option **A**, which was based on the link between *una experiencia distinta* and *algo distinto*. Of the distractors, only **B**, with the word-echo of *continentes*, was in play for candidates.

Question 30 proved less challenging, and over four fifths chose correctly; candidates had to understand the general meaning of a long compound sentence summarised in key **C**. The three distractors were shared by weaker candidates.

Question 31 caused problems to candidates, with only half the candidates able to link the paraphrase *llevar la mochila y tiendas de campaña* in the key option **B** to *transportar su equipaje* in the extract. Both distractors were plausible and supported by word-echoes.

In **Question 32**, two thirds chose key **B** correctly, partially aided by the echo of *compañero*. However, the item was complex and required very careful listening.

Question 33 proved the least accessible: just over a third were able to identify key option **D**, which required them grasp a fairly complex paraphrase. The two in-text distractors were both based on partial echoes.

Lastly, **Question 34** proved less demanding: two thirds answered correctly, linking the paraphrase in key option **A** to the whole of the second speech in the extract. Distractor **C**, again containing a word-echo, proved most attractive to weaker candidates.

Questions 35–37

In this exercise, candidates heard an interview with a pop star. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. Candidates always need to take care on this section, because the keys may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract.

Question 35 proved demanding to some candidates. Two fifths were able to identify key option **C**, which depended on spotting the paraphrase of *soy padre* in the extract as *tiene un hijo* in the option. On key option **E**, where two thirds answered correctly, the answer depended on making the link between *grupos ecologistas* in the extract and *medio ambiente* in the item. The distractor options were generally tempting, based on word-echoes, partial gist paraphrase, and direct contradiction.

Identifying the two key options on **Question 36** seemed to prove much more demanding. Key option **C** was chosen by fewer than a quarter, while only just over half selected key **E**. Both keys required candidates to understand the gist of a complex two-sentence speech, while the distractors connected lightly with text detail, while still being highly plausible.

Both keys in **Question 37** proved slightly more accessible. Key **B** was identified by just over half of the candidates. This required them to connect the content of three sentences in order to choose a paraphrased summary option. Key **E** was chosen by three quarters, again based on a paraphrase. Distractors **A**, **C** and **D** were all plausible: **A**, containing a direct contradiction, proved most popular.

Cambridge Ordinary Level
5030 Spanish November 2024
Principal Examiner Report for Teachers

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.

SPANISH

<p>Paper 5030/02 Reading</p>

Key messages

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

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

General comments

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

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

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

Overall, consistent inaccuracies included candidates:

- Lifting indiscriminately from the text which resulted in them writing the answer in the first rather than the third person.
- Lifting excessively and failing to identify the correct part of the answer.
- Copying the stem that is already in the question, many times leading to errors that invalidate the answers.
- Missing accents which change the meaning of their answer and therefore invalidating their mark (*lloró/lloro, etc.*)

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 buildings in a village. Most candidates answered all the questions correctly. Candidates needed to remember that one of the pictures is surplus to requirements. The question that proved to be more difficult was **(a)** *Nuestro hotel está en la plaza mayor*. Candidates went for picture A of some tables in a restaurant. **(e)** *En el pueblo hay un puente de piedra* was also challenging.

Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that related to *la piscina*. All candidates attempted all the questions, many got all the questions correct. The surplus notices were **C** *Venta de bañadores*, **G** *Zona de niños*, **H** *Sábado: competición regional*. The options answered best were **(b)** *¡Qué pena! Hoy no podemos comer aquí*. **(d)** *Me gustaría traer a mi perro, pero no puedo*. A statement that caused difficulty was **(e)** *Ahora voy a lavarme el pelo*. Stronger candidates went for **D** *Duchas* but a good number went for **C** *Venta de bañadores*. For **(c)** *Quiero aprender a nadar bien* stronger candidates went for **A** *Clases para adultos* but many struggled with this question and gave a wide range of answers.

Question 3

Candidates read a text of a girl talking about a classic music concert she went to. They had to answer a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks.

- (a)** *Normalmente, los sábados y domingos Teresa...* many candidates were able to identify *trabaja conmigo en una zapatería los fines de semana* in the text and went for **C** *es dependiente en una tienda* but the two other options were also chosen.
- (b)** *En su grupo, Teresa...* candidates who read carefully and knew verb endings went for **B** *toca la batería* because her brother was the one who **A** *canta* and **C** *baila*. It was generally well handled and few errors occurred.
- (c)** *¿Cómo era el lugar donde fue el concierto?* stronger candidates with wider vocabulary linked *precioso* in the text with the correct answer **A** *bonito*. It was mostly well answered.
- (d)** *¿Qué perdió Teresa?* needed careful reading of the text *llevaba el dinero en mi chaqueta* and *tenía mi teléfono* to discard **A** *su dinero* and **B** *su teléfono* and select the correct answer **C** *sus llaves*. There was no clear pattern of mistakes.
- (e)** *Después del concierto...* most candidates who read the passage *había una tormenta* went for **A** *llovía* even when the two other distractors **B** *hacía frío* and **C** *había niebla* were plausible. However, many struggled with this question and went mainly for **B** *hacía frío*.
- (f)** *Gracias al concierto, Teresa.....* most candidates were able to link *He decidido escuchar más música clásica* to **B** *tiene un nuevo interés* and got the mark. Very occasionally candidates went for either of the other two options.
- (g)** *Para algunas personas, el concierto...* was the most challenging question of this exercise. Candidates had to understand *fue bastante largo* to go for the right answer **A** *duró demasiado tiempo* and discard the other two options.

Question 4

In **Question 4** candidates were required to answer questions on a longer text, which in this case was an account by *Amelia* who works as a journalist. Candidates were required to write short responses in Spanish. The questions required the candidate to be able to manipulate Spanish verbs sufficiently to change the person of the verb from the narrative first person to the third person, and to use tenses appropriately. Some of the questions could be answered with a precise lift from the text, others needed some manipulation. Answers had to be succinct and unambiguous to demonstrate sufficient comprehension and be answered in

the tenses they were asked. The candidate could lift vocabulary and phraseology from the text, but care should be taken not to lift indiscriminately large chunks of text which negate the answer.

- (a) Candidates understood the question *¿De qué país es Amelia?* and gave the straightforward answer *Colombia*. Some went for a full sentence *nació en Colombia*. Candidates did not get extra marks for answering in full sentences. Some copied the answers directly from the text which did not allow them to gain marks as it required verbs conjugation *nací* to *nació*. A common wrong answer was *Puerto Rico*.
- (b) This question *¿Quién le dijo a Amelia que podía encontrar trabajo en Puerto Rico?* could be answered with a direct lift *un profesor* or simply *profesor*. Some answered with a full sentence *un profesor contactó con ella*. However, the candidates that did not change *conmigo* to *con ella* did not gain the mark. That is why short answers are recommended since extra material can invalidate the answer. Some answered *necesitaban periodistas en un canal de televisión de Puerto Rico* showing lack of understanding of the text.
- (c) **1 and 2:** Many candidates read the question carefully *¿Qué dos tareas hizo Amelia para conseguir el trabajo?* and understood the information that they needed to provide. It was enough to write *una entrevista*. Equally correct was *una entrevista a un deportista* and *un artículo sobre política local*. Extra marks are not allocated for full sentences and the ones who did not manipulate de verbs did not gain the marks. Copying *tuve que hacer una entrevista a un deportista y luego escribí un artículo sobre política local* was not accepted and no marks were given. However, when they wrote *tuvo que hacer una entrevista a un deportista y luego escribió un artículo sobre política local* with the appropriate verb endings the marks were given. More candidates got the first part of the answer correctly than the second part.
- (d) *¿Por qué quería Amelia conocer Puerto Rico desde que era niña?* Candidates who understand the question word *por qué* realised they had to give a reason and answered succinctly *vio una película* and got the mark. Some gave a longer version *cuando era pequeña, vio una película sobre la isla*. Apart from locating the correct part of the text it was necessary to change the verb *ver* from the first person *vi* to the third person *vio*. Many did not do this and therefore did not gain the mark.
- (e) Most candidates located the correct part of the text to answer *Debido a no estar acostumbrada al clima, ¿qué le pasó a Amelia al principio?* However, to answer it well was challenging. The correct answer was *estuvo enferma* changing the verb ending form *e* to *o* to indicate the third person. Many candidates did not do this. Some candidates misunderstood this question and gave answers related to the weather rather than Amelia's conditions. A common wrong answer was *acostumbrarme al clima fue difícil*. The full answer *estuvo enferma varios días por culpa del sol* was also accepted. There were a few answers along the lines of *no salgo de casa sin mi sombrero*.
- (f) *¿Cómo es el sombrero de Amelia?* was answered well by candidates that lifted *tiene dibujos de frutas tropicales*. *Le encantan* was considered a harmless addition but the ones wrote *que me encantan* did not gain the mark because the pronoun in the first person invalidated the answer. It was a challenging question and many got it wrong. A common wrong answer was *Ahora no salgo de casa sin mi sombrero*. The latter showed poor comprehension of the question.
- (g) This question *Por su trabajo, ¿dónde pasa Amelia gran parte del día?* was well handled by stronger candidates who read the text carefully and answered *por la calle*. Many candidates did not understand the question word *dónde*, that required a place, and answered along the lines of *preguntando a la gente su opinión sobre noticias recientes* and did not gain the mark.
- (h) Most candidates could locate the correct part of the text for the **Question (h)** *Según una persona, ¿qué problema hay con el transporte público?* Many candidates got the correct answer *no hay muchos por la noche*. The ones who answered *están limpios y son cómodos* did not understand the question since that was not a problem. The answer *salió en las noticias* showed no understanding of the text.
- (i) All that was needed to answer the question *¿Con qué frecuencia visita Amelia paisajes naturales por su trabajo?* was *más o menos una vez al mes* or simply *una vez al mes*. Poor comprehension was shown by the candidates who answered *la selva o las montañas*.
- (j) Most candidates located the correct part of the text to answer the question *¿Cuál es el tema del programa que va a hacer Amelia pronto?* *el medio ambiente* was the precise answer required. The

ones who did not understand gave answers along these lines *un río donde hay peces y otros animales salvajes*. etc.

- (k) This question *¿Qué le preocupa un poco a Amelia?* could be answered with direct lift *navegar en barcas pequeñas*. The full sentence *Le da algo de miedo navegar en barcas pequeñas* was accepted when *me* was changed to *le*. The answers *barcas pequeñas* or *navegar en barcas* was not enough to get the mark. The ones who answered other parts of the text such as *un río donde hay peces y otros animales salvajes* did not understand what was asked. A common wrong answer was *merecerá la pena*.

Question 5

Candidates were required to match a series of eight descriptions with the experiences of five different people who went to an **Experiencias de intercambio**. There were, therefore, three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit description for what each person had experience. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise.

- (a) Candidates needed to read the texts carefully to fully understand the references to *Cristina* who *sabe decir varias frases útiles en diferentes idiomas* to select **option 2**, with a family that spoke *varias lenguas* but that they repair *coches antiguos ... en el garaje de casa, día y noche* so she complained that *había demasiado ruido a todas horas*. This was best handled of all the questions.
- (b) To select **option 4** candidates needed to understand the references to *Samuel*, who hardly *no llegó a conocer a la familia porque pasaban mucho tiempo lejos de casa* but the advantage was *Pudo invitar a amigos a quedarse allí* and the family who frequently have to *quedar a dormir en otras ciudades* and gave him his *llaves para poder tener más libertad*. It was a difficult choice to make and nearly all the other options were chosen.
- (c) Candidates that made the link between *Sofía* who *tenía transporte propio* to go into town whenever she wanted and went for **option 6** because she had *una bicicleta para moverte a todas partes*. Many missed her accommodation was *en las afueras* and went for **option 3** that was *céntrica* or **option 4** *situada en pleno centro*.
- (d) Candidates who were able to understand that *Enrique* had a good time in a house with *dos hijos de diecisiete y dieciocho años* and could exercise because in the house there was *un gimnasio en la planta baja* and went for **option 1**. This question was very well answered by most candidates.
- (e) Candidates who understood that *Margarita* was able to continue writing her blog because in her room she had *ordenador* but when she *se levantaba demasiado tarde* could not have breakfast because the family had *horarios de comidas fijos*. The most frequently chosen wrong answer was **option 7** which was odd since she continued to write her blog and, in the house, *no tenemos internet ni aparatos eléctricos en casa*

Question 6

Candidates were required to answer questions on a longer text about two friends who met again in a plane after many years. Candidates were required to write short answers in Spanish. Responses needed to be precise and clear. Verbs, personal, object and reflexive pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate it precisely and accurately.

- (a) *¿Qué pensaba Manuel del hogar de César al principio?* and answer the question with a direct lift *a Manuel le parecía que la casa era más grande que un castillo*. A shorter version *era más grande que un castillo* was equally correct. Not everybody understood the question and gave a range of answers such as *eran grandes amigos de niño* or *la madre de Manuel, trabajaba de limpiadora en la casa de César* and did not gain the mark.
- (b) For the question *¿Por qué se fue Manuel a vivir a España?* most candidates were able to locate the correct part of the text. However, it was answered incorrectly by many candidates who did not mention Manuel's mother. Stronger candidates started the answer with *la madre*. Many answered *Ella decidió volver con su hijo a España al encontrar un puesto en un hotel*. This lift did not make clear who *ella* was, it should have said *la/su madre* or *Sandra*. Likewise, *al encontrar un puesto en*

un hotel did not make it clear who got the job. Another wrong answer was *para encontrar un puesto en un hotel* when she already had the job.

- (c) The next question *¿Qué planes tenía Manuel en Australia?* was well answered by many who lifted *asistir a una boda*, no modification of the text was required. A common wrong answer was *tenía unos días de vacaciones*. Most candidates got this question right.
- (d) The question *¿Por qué Manuel y César comenzaron a hablar en el avión?* was well answered by candidates who understood the question word *por qué* and looked for a reason *Como no podían dormir, se pusieron a hablar*. The shorter version *no podían dormir* was equally correct and avoided possible mistakes that could have invalidated the answer. It was challenging to many who could locate the answer in the text but were unable to modify the verbs and pronoun correctly. The answer *‘Como no podíamos dormir, nos pusimos a hablar.’* in inverted comas was not accepted. Many did not know how to correctly conjugate the verb *poder* in the tense that the answers required.
- (e) **1 and 2:** In general, candidates located the correct part of the text for the answer (e) *Aparte de su amistad y volar en el mismo avión, ¿qué dos cosas en común tienen Manuel y César?* They had to modify the text very little from the first-person plural to the third of the verb but many were unable to manipulate the verbs correctly and did not gain the mark. Some answered correctly *coleccionan comics* and *hacen patinaje*. It was also accepted to use the infinitive *coleccionar cómics* and *hacer patinaje/patinaje*. Many gave only the first point and then answered *lo siguen haciendo* and did not gain the second mark.
- (f) *¿Qué hizo César cuando reconoció a Manuel?* The lift of the sentence had to be adjusted *incluso lloró un poco* or the concise answer *lloró. Lloro*, missing the accent, changed the meaning of their answers and therefore invalidating its mark. *Llorar* was also accepted. Not all candidates understood the question and gave answers unrelated to what was asked. A frequent wrong answer was *fue muy emocionante*.
- (g) The **Question (g)** *Hasta su encuentro en el avión, ¿cuánto tiempo hacía que Manuel y César no se veían?* Most candidates understood the question word and gave an answer related to time. Clear understanding of the text was shown by the answer *medio siglo* but some answer *una semana*, that was the time they spent together in this trip. The concise answer was preferable because, of the ones who answer with a full sentence, not all changed it to the third plural of verb and pronoun *llevan alrededor de medio siglo sin verse*. The ones who lifted *llevábamos alrededor de medio siglo sin vemos* did not gain the mark.
- (h) **1 and 2:** In this **Question (h)** *Físicamente, ¿en qué dos aspectos es César igual que cuando era pequeño?* candidates had to pay attention to the word *físicamente* to discard *personalidad* but many did not. From the paragraph where César is talking, candidates had to extract the requested points *pelo largo* and *lleva gafas*. Given that the question was about César answers such as *los dos llevábamos gafas* is wrong, likewise *es más alto que César*. Most candidates got the first part of the answer well since it was a direct lift *tiene el pelo largo*. However, for the second part, a frequent mistake was *César aún las lleva* not making clear that it was referring to *gafas*.
- (i) *¿Dónde se verán César y Manuel después de su visita a Australia?* Candidate that knew the question word *dónde* search for a place to get the required answer. Candidates had to answer with a direct lift *la costa oeste mexicana*. While *la costa mexicana* got the mark *la costa oeste* was not enough. *México* was also accepted. A frequent wrong answer was *fueron por caminos diferentes* and *no quieren volver a separarse*.

SPANISH

<p>Paper 5030/03 Speaking</p>

Key messages

- Teacher/Examiners should familiarise themselves with the scripts of 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 must not share the role plays or the topics of the topic conversations with candidates before their tests or share the topics of the topic conversations with the candidates during their preparation time.
- Teacher/Examiners can repeat a role play question if the candidate has not understood or did not hear the question but must not rephrase or replace the role play questions. Teachers/Examiners should not ask candidates additional questions in the role plays once the tasks have been completed.
- In the topic conversations where there is a two-part question, Teacher/Examiners must pause as indicated to allow candidates to respond to the first part. They should use the alternative questions in **Questions 3, 4 and 5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.
- In the interests of fairness to all candidates, Teacher/Examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, Teacher/Examiners should use **up to two** open-ended further questions, on the same topic, to make sure the conversations last 4 minutes.
- During the topic conversations, Teacher/Examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre...*, *¿Qué más me puedes decir sobre...?* *¿Puedes decirme algo más (sobre eso)?* When used effectively, extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.
- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.
- Centres should take note of the comments on the Report to centres.

General comments

To be read in conjunction with the Instructions for Teacher/Examiners booklet (October/November 2024).

Centres uploaded the correct sample size for moderation. The recording quality was variable. Prior to the speaking test, centres should position the microphone correctly, check the recording settings and ensure that the room where the test will take place is quiet. It is essential that centres check the quality of the recordings prior to uploading onto the Submit for Assessment portal. 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).

Teacher/Examiners should follow the randomisation instructions in strict order (page 14 and 15 of the Instruction booklet). 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. They should check that marks, candidate numbers and names are correctly transferred.

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

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

Comments on specific questions

Role Plays

All candidates understood the role plays and contexts. In the role plays, candidates should focus on communicating the required information. Candidates do not need to provide additional information beyond what they have been asked. Short responses to **Questions 1** and **2** of the role plays were perfectly acceptable.

A few candidates were awarded zero marks (no creditable response). The majority of role plays were completed well by candidates. Questions with 'cómo' and 'cuándo' appear to cause most difficulties for candidates. **Questions 4** and **5**, which required candidates to use a past or future time frame, caused more problems for weaker candidates. In some role plays there were recurring issues:

Role play 1

Question 4

Many candidates did not understand 'empezaste' or were unable to respond appropriately.

Role play 4

Question 4

Candidates generally understood the question despite some difficulties in responding.

Role play 5

Question 4 'has estado' caused a few problems, often requiring a repetition.

Role play 9

The changes in the time frame between **Questions 3, 4, and 5** left a few candidates struggling to respond appropriately.

Topic Conversations

Topics Conversations were generally well-conducted. Teacher/Examiners should read and follow the information printed at the top of each Topic page. In some cases, Teacher/Examiners used the alternative question as well as the initial question unnecessarily as the candidate had already given a suitable response. Extension questions and two further questions were not always asked when needed. Teacher/Examiners should use extension questions more to encourage fuller responses especially where responses are short and to give candidates the opportunity to access higher marks by developing, justifying and explaining their

responses. If the topic conversation lasts 3½ minutes or less, even after asking extension questions, Teacher/Examiners must ask up to **two** further open-ended questions on the same topic.

Topic 1 La ropa y las vacaciones

Most candidates communicated the necessary information well.

Question 1

Some candidates had difficulties with colour agreements.

Question 2

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

Question 4

Some candidates did not understand '*maleta*'.

Topic 2 La casa

Most candidates successfully responded to the five questions in detail.

Topic 3 La música

Question 2

Some candidates misunderstood *¿cuándo?* for *¿dónde?*

Topic 4 Los estudios

Most candidates communicated the necessary information well.

Question 5

This question sometimes proved challenging, although there were many good responses.

Topic 5 La educación y los idiomas

Most candidates communicated the necessary information well

Topic 6 La naturaleza y el medio ambiente

Question 2

Some candidates struggled with expressing the time correctly.

Question 5

'*Ayudar*' caused a few difficulties.

Topic 7 Las celebraciones

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

Assessment

Candidates were fairly assessed by the majority of centres. All assessment should follow the marking criteria as set out in the Instructions for Teacher/Examiners booklet (October/November 2024). Teacher/Examiners should be consistent in their marking. Marking should be positive, rewarding achievement. A brief response, if accurate and communicates the required information can be awarded two marks, however; two marks cannot be awarded for an ambiguous response, incorrect verb formation or an incorrect time frame.

Cambridge Ordinary Level
5030 Spanish November 2024
Principal Examiner Report for Teachers

In the topic conversations, 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. They communicated relevant information justifying and explaining their responses, thereby accessing higher grades. Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as '*en el pasado*' or '*en el futuro*' for example.

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 of more complex language and structures. Teacher/Examiners need to adjust questioning by using alternative and extension questions, to give candidates every opportunity to perform to the best of their ability. 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.

SPANISH

Paper 5030/04
Writing

Key messages

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

General comments

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

In **Question 1** candidates should always try to produce an answer for each of the five gaps. They need to read the initial rubric carefully, as well as the tasks themselves, so that they can provide appropriate responses. Candidates should avoid writing answers outside the dotted lines provided. Extra answers for one task cannot compensate for other tasks that have not been attempted 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. *bailé* for *bailé*; minor subject error e.g. *mi* *padres* *son*; double-consonants in verbs e.g. *aprendo*, *preffiero*; Imperfect/Preterite e.g. *la semana pasada iba al teatro*; Ser/Estar e.g. *el teatro es cerca de mi colegio*; Indicative/Subjunctive e.g. *Espero que*

me respondes). Such 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

Curso de verano

The majority of candidates achieved four or five marks for this question and it was noticeable that very few candidates left a blank space. A single word was sufficient to gain the mark for each of the five gaps. The great majority of candidates produced accurate spellings in each of their responses, but minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. Most candidates were able to produce an accurate spelling of a school subject for Gap 1, with '*inglés*' being the most popular response. Responses which were not recognisable as a word in Spanish (e.g. '*ciencias*') could not be rewarded. The majority of candidates were able to correctly produce a sport for Gaps 2 and 3, with a range of answers (e.g. '*fútbol*'; '*baloncesto*'; '*patinaje*'; '*tenis*'). A very small number of candidates produced inappropriate answers (e.g. '*videojuegos*') or left a blank space. Marks were awarded for minor spelling errors which did not impede communication (e.g. double consonants in '*tennis*'; '*balloncesto*'; '*cyclismo*'). However, responses with English words where a Spanish version exists were not accepted, (e.g. '*football*'; '*volleyball*'). There was a wide range of accurate vocabulary produced for an adjective to describe personality in Gap 4 (e.g. '*amable*'; '*trabajador*'; '*agradable*'; '*divertido*'). However, there was occasional interference from first languages, (e.g. '*amicale*'; '*egotesticál*'). There were few problems with producing a noun for an item of food in Gap 5, with a broad range of answers (e.g. '*pollo*'; '*arroz*'; '*pan*'). It was not always clear whether candidates had understood that they were being asked to name foodstuffs they did not like, though this did not affect the success of any answer given.

Question 2

El día escolar

Candidates generally performed well here, with stronger responses achieving marks in the top band. Candidates who worked methodically through the tasks in order were less likely to omit one of them. When awarding a mark in **Question 2**, all of the criteria in the band descriptors were taken into account in order to decide the best fit overall. There were many interesting responses which included a variety of vocabulary related to school and routine. However, weaker responses did not focus on the specific detail in each task and produced general statements instead, which meant that task completion marks could not be awarded. Candidates should ensure that they reference the bullet points, making use of the rubric to formulate their answers and ensure that they focus on the tense/verb required in their response. Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. However, there was a wide variation in control of verb formations. In the best answers, candidates produced accurate verbs throughout their response. Weaker responses relied upon infinitives or offered inappropriate tenses and spelling of verbs. 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. Weaker responses struggled to respect gender agreements when using articles, nouns and adjectives. Stronger responses rarely went beyond a range of basic connectors (*y*, *o*, *pero*, *también*), whilst weaker responses tended to rely on '*y*' and '*porque*'. There were examples of candidates writing '*por que*' when they intended '*porque*'. '*Donde*' was occasionally used to link clauses in response to the fifth task when '*cuando*' would have been

correct. Subordinate clauses were frequently unsuccessful. A few candidates produced excellent pieces of writing in terms of communication and accuracy but did not consider cohesion in their response.

Task 1 required candidates to state how they go to school and stronger responses were able to successfully manipulate the verb from 2nd to 1st person (e.g. *'Voy al colegio en la bicicleta'*). The most common error here was producing inaccurate forms of the verb *'ir'* and inappropriate prepositions, (e.g. *'vamo en coche'*; *'yo ir para el autobus'*). Weaker responses also produced irrelevant responses, describing the school or subjects studied. These responses could not be rewarded for task completion.

Task 2 required candidates to state how long break lasts at school and was successfully answered by stronger responses, often providing extra detail, (e.g. *'Todos los días tenemos recreo a las once de la mañana para media hora'*). Ambiguity prevented weaker responses from completing the task (e.g. *'él recreo es tres horas este meses pero el recreo es usualmente sinco horas antes.'*) There was also confusion between *'durante'* and the verb form of *'dura'*, (e.g. *'el durante a el recreo en mi colegio es un médio minutos'*; *'la dura de el recrea es quantro minutos'*). These responses could not be credited for task completion.

Task 3 required candidates to state what they do with their friends during breaktime and was generally answered well. Stronger responses included extra detail and appropriate topic vocabulary (e.g. *'Normalmente charlo con mis amigos..también compartimos nuestras comidas'*; *'o coleccionamos el plástico para reciclar'*). Verb errors prevented weaker responses from completing the task (e.g. *'mi con mi amigo hablemos y comidados'*; *'mis amigos y yo jugamos el baloncesto'*). Some weaker responses also produced general responses about what they do with their friends, with no reference to during breaktime, (e.g. *'Con mi amigos vosotros visitar la playa'*). These responses could not be credited for task completion.

Task 4 required candidates to describe a school friend. Most candidates provided a range of appropriate physical and characteristics to successfully complete the task, (e.g. *'tiene ojos azules'*; *'es un persona hermosa'*; *'es simpatica y interesante'*). Stronger responses added extra details (e.g. *'Es amable y divertida también'*; *'está siempre listo para ayudarnos'*). It was noticeable that many candidates produced several sentences for this task with very often only one sentence with a completely correct verb to complete the task. Weaker responses struggled to correctly form opinion verbs (e.g. *'Mi amiga gusta muchos hacer su deberes'*; *'nosotros gustamos deportes'*; *'encantas futbol'*) and did not respect subject/verb agreement (e.g. *'su ojos colores es azul'*). There was also the occasional confusion over *'caballo'*/*'cabello'*; *'pello'*/*'pelo'* which prevented task completion. Weaker responses also included many examples of incorrect adjectival agreement and incorrect use of *ser/estar* which did not, however, affect communication.

Task 5 required candidates to describe what an ideal day at school would be like for them. For full task completion, the candidates needed to use an appropriate verb form in the conditional tense. Many candidates successfully completed the task using appropriate verbs and vocabulary, (e.g. *'Un día perfecto en mi colegio sería cuando los maestros nos invitan helado y vemos una película'*; *'un día perfecto en el colegio sería sin los deberes'*). Weaker responses produced responses with inappropriate tenses (e.g. *'un día perfecto es tengo disfruta'*; *'un día perfecto por mi es un colegio que no existarse'*). which could not be accepted for task completion.

Question 3

There was very little difference in the number of candidates choosing between **Question 3(a)** and **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. Candidates with the best responses also made brief notes next to the BPs to remind themselves which structures they were going to include and where. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words, although a small number of candidates wrote unnecessarily long paragraphs for each task which led to greater inaccuracy overall.

Task completion

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

- Address all the tasks given in the question.
- Compose a comprehensive written response driven by specific prompts, and they should reference the rubric for each task to ensure that the target audience fully understands the context.
- Provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task.
- Cover the specific tasks set.
- Use verbs accurately.
- Use an appropriate tense and person of the verb when responding to each task.
- Copy accurately when using words provided in the question.

Range

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

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

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

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

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

Accuracy

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

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

Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g. '*aprender*'; '*necesito*'; '*inteligente*')
- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. '*me gusto*'; '*mi gustaría*'; '*se encantan*'; '*soy encanto*')
- 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 soy mayor*')
- omission of accents on verb forms (e.g. '*comí*') or inappropriate use of accents (e.g. '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g. '*voy hacer*'; '*juego futbol*')
- inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a ir*')
- omission of the preposition following verbs (e.g. '*fui*')
- omission of contraction of prepositions before the article to form '*al*' or '*del*'.
- inventing words (e.g. '*experimentar*'; '*una dormir*'; '*performar*')
- not indicating possession with *de* (e.g. '*mi amigo's*')
- inappropriate translation of idioms from the candidate's first language (e.g. '*voy tener divertido*'; '*tengo un buen tiempo*') when the Spanish idiom *pasarlo bien* was intended

Question 3(a): Mis vacaciones

The holiday topic probably made this option slightly more popular than **3(b)**. The majority addressed most of the tasks, and stronger responses made fairly successful attempts at explanations and developments. The majority of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings.

Task completion

Task 1 required candidates to state where they usually go on holiday to and required a verb in a present tense to complete the task. Only the strongest responses demonstrated understanding of the verb in the rubric, '*sueles*', and were able to use this correctly in their response, (e.g. '*Generalmente suelo ir a la montaña con mi familia.*'). These candidates added appropriate extra detail, (e.g. '*porque el tiempo es muy suave allí*'). They also included a personal reaction as required for marks in the top bands, (e.g. '*que me gusta*'). Weaker responses used inaccurate verb forms or inappropriate tenses which could not be rewarded, (e.g. '*Vosotros voy visitar Brazil*'; '*Nosotros suelos en la plaza de el aeropuerto*'; '*me gustaría visitar Nueva Zelanda*').

Task 2 required candidates to give their opinion on why holidays are necessary. Stronger responses were able to use a correct verb form and develop their responses with more extra detail and vocabulary, (e.g. '*Opino que es esencial tener vacaciones. Necesito relajarme porque estoy estresado en la escuela*'). Weaker responses lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g. '*Creo que vacaciones son neccesito porque daro tu una dormir despues tu trabajas*') which

could not be considered under task completion. A common error was candidates not addressing 'las vacaciones' as a plural noun with a third-person plural verb, (e.g. '*Pienso que las vacaciones estáis importante*'; '*Vacaciones son necesarias porque él ayuda a relaje*'). Although relevant, these responses could only be considered as partial attempts at task completion.

Task 3 asked candidates to say what their accommodation was like the last time they went on holiday and required a verb in a past tense to complete the task. Stronger responses generally addressed this successfully (e.g. '*Nos quedamos en una casa colorida en una colina*'; '*el hotel era pequeño e incómodo*'). There were many examples of candidates not completing the task as they did not focus on the accommodation, referring instead to either a past or future holiday, (e.g. '*Ultima vez nosotros fuimos en España ver la tomatina*'). Weaker responses lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded (e.g. '*la ultima vez fui a Portugal y esta muy bien y tengan la cultura*'; '*mis favorito era el comido*').

Task 4 asked candidates to describe something exciting/moving that happened during this holiday and required a verb in a past tense to complete the task. Stronger responses produced accurate verb forms and development, (e.g. '*vimos una familia de delfines, estaban persiguiendo el barco y fue muy divertido*'; '*los deportes te ayudan mucho con la salud*'; '*puedes conocer mucha gente*'). Despite some candidates producing appropriate responses, they were not rewarded due to verb and tense error (e.g. '*yo tuvo una oportunidad de concinar con un chef*'; '*Durante las vacaciones yo experienció emocionantes cómo la enfermada*'; '*yo tener un novia que yo vir en una fiesta*').

Task 5 required candidates to say who they will spend their next holiday with and required a verb in a future tense to complete the task. This was the most successful task and there was a range of appropriate answers, (e.g. '*Pienso que iré en España con mis primas este año*'; '*me gustaría invitarte para mis proximas vacaciones en China*'). Stronger responses developed extra detail or complex language, (e.g. '*En el futuro planeo ir de vacacion contigo dado que te echo de menos*'). Weaker responses contained inaccurate verb forms which could not be rewarded, (e.g. '*En mi proxima vacaciones yo pasado mi vacaciones con mi familia*'; '*Mi pasear mi vacationes y mi madre po profitar esta traquillos*').

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. Only a few candidates were able to introduce more complex structures and a variety of tenses in their writing even if those tenses are not used in the bullet points (e.g. present subjunctive, present perfect, continuous with gerund, adverbs, negatives, time markers, comparatives and superlatives). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. Vocabulary was broadly predictable and straightforward across most scripts. The best responses were in an informal register and contained appropriate salutations (e.g. '*espero que estés bien*'; '*un abrazo*'). However, there was sometimes excessive reliance upon *politesse*s at start and end of responses in which examples of, or attempts at, complex language, mostly involving use of direct object pronouns, was not replicated in the main body of the script. Weaker responses demonstrated poor competence with basic structures and incorrect verb formation, (e.g. '*yo encanto la vacaciones...*'; '*tengo disfrutar*'; '*estoy visitar*'; '*voy visitar*') and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker responses attempted a piece of cohesive writing, although the range of connective devices largely consisted of 'y', 'con' and 'porque' ('por qué' or 'por que' (*sic*)), and an infrequent 'pero' or 'también.'

Accuracy

The stronger responses contained pieces of writing that had only very minor errors that did not impede communication. It was noticeable that weaker responses often produced several sentences for each task with incorrect verb formation preventing task completion. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest responses managed to consistently place pronouns and accents accurately. Weaker responses contained poor spelling of vocabulary and invented words, (e.g. '*una chance*'; '*un break*'; '*vir*'; '*excitimento*'; '*salutaciona*'; '*aeuruporto*'). There were also many examples of words from the rubric being copied incorrectly, (e.g. '*vacciones*').

Question 3(b): Una visita al teatro

This option was only slightly less popular than **3(a)**. Only the strongest responses addressed all of the tasks with some attempts at explanations and development of ideas. Weaker responses demonstrated too poor a grasp of the grammar to respond appropriately and there were instances where tasks were not explicitly addressed. A few candidates engaged well with the register of the task, i.e. an article for the school magazine, but the majority focused on the main body of text. Occasionally, candidates formatted responses as magazine articles, drawing column dividers down the centre of the page.

Task completion

Task 1 asked candidates to say how they went to the theatre. Stronger responses successfully completed the task, providing accurate responses as well as adding appropriate detail and reactions, (e.g. '*Fuimos al teatro en autobús con todos los estudiantes del colegio. Estuvimos muy impacientes*'). Incorrect prepositions or verb tense did not prevent task completion, (e.g. '*iba en coche*'; '*fui por tren*'). Many candidates did not respond to this prompt, often writing an introductory, irrelevant contextual statement instead. Attention should be drawn to the importance of a concise and explicit address of the prompt rather than misapplying focus upon an elegant framing of the response as a whole, which sometimes led to the omission of key details. The most common response referenced who they went with rather than how they got there, (e.g. '*fui con mi amigo*').

Task 2 asked candidates to explain what they thought of the actors and required a verb in a past tense in order to complete the task. The task proved challenging and only the stronger responses were able to respond appropriately, (e.g. '*Los actores fueron increíbles*'). Weaker responses lacked the vocabulary and structure to express themselves clearly and accurately enough to be rewarded, (e.g. '*Soy penso los actores es amable*'/'*los actores eramos perfecte para la role de su character*'; '*Mi y mis amigos gustamos una actressa*').

Task 3 required the candidates to state what they did with their friends after going to the theatre, using an appropriate response in a past tense. Stronger responses produced straightforward responses with accurate verb forms and extra detail, (e.g. '*Despues de ir al teatro fuimos a un restaurante y comimos helado*'; '*Después de salir del teatro fuimos al colegio para nuestros clases*'). The incorrect possessive adjective here did not prevent communication marks being awarded and was considered under accuracy. Weaker responses struggled to form correct conjugations in the past tense or used inappropriate tenses which could not be rewarded (e.g. '*Despues de la teatro yo voy come cena*'; '*hiciste el pelicula y comer con mis amigos*').

Task 4 required candidates to explain if they prefer going to the theatre or reading a book. Stronger responses contained appropriate responses in which an accurate form of the verb was produced, (e.g. '*prefiero el teatro porque veo la acción*'; '*la ventaja de leer es que puedo imaginar todo el cuento en mi cabeza*'). For weaker responses, difficulty in conjugating the verb '*preferir*' was the most common error (e.g. '*me prefiere*'; '*prefiro*'; '*prefiere*'; '*Soy prefio o leer un libro*'). Additionally, explanations were often too inaccurate to be rewarded, (e.g. '*Yo prefiro leer un libro porque es una habit bueno y dice sobre el viejo culturales*'). These responses were considered partial attempts and could not be rewarded for communication but could be considered under relevance.

Task 5 required candidates to say when they plan to go to the theatre again and required a future reference in an appropriate tense for successful completion. Overall, this task was generally successfully addressed. Some candidates correctly manipulated the verb in the rubric (e.g. '*Planeo ir al teatro otra vez con mi familia el próximo mes*') or produced other straightforward responses using a future tense, (e.g. '*voy a ir al teatro la próxima semana*'). Weaker responses were too inaccurate to be rewarded, (e.g. '*cuando mis amigos y yo tendremos tiempo*'; '*Mi pleaneas ir al teatro..*').

Range

Very few candidates could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary to gain a mark higher than five or six. The majority of candidates struggled with verb formation and relied on a repetition of basic connectors and pedestrian vocabulary. There were many examples of invented words where candidates lacked specific topic vocabulary (e.g. '*el recreo*' for interval; '*el juego*' for performance; '*costumbres*' for costumes; '*performaran*' for perform).

Accuracy

Candidates' responses were generally characterised by incorrect verb/tense formations or circumlocutory language that compromised coherence and clarity. Successful explanations or justifications were rarely, if ever, more than basic in nature, again sometimes hampered by inaccurate lexis, syntax and/or grammar. To improve performance, candidates should focus on verb conjugation and sentence construction, looking at examples of texts to help them construct their own paragraphs of writing.