

SPANISH

Paper 5030/12
Listening

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

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

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

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

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

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

General comments

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

Comments on specific questions

Questions 1–8

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

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

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

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

Questions 9–14

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

Questions 15–19

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

Questions 20–28

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

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

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

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

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

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

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

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

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

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

Questions 29–34

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

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

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

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

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

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

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

Questions 35–37

In this exercise, candidates heard an interview with a man talking about his journey round the world by boat. For each question in this final exercise, candidates had to identify two correct statements from a choice of five. Candidates always need to take care on this section, because the keys may occur in any part of the speeches in the relevant section of the extract, and all three of the distractor options connect to words or ideas in the extract. Overall, the stronger candidates consistently selected the correct answer in each item.

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

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

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

SPANISH

Paper 5030/22
Reading

Key messages

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

- Aim to attempt all questions. Leaving questions blank, especially in multiple-choice, offers no chance of scoring a mark.
- Remember that the questions follow the order of the text.
- Bear in mind that answering in the first person for **Questions 4 and 6** is unlikely to be correct.
- Check the tenses in which questions are asked and ensure they answer in the corresponding tenses.
- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.

General comments

Many candidates demonstrated a good level of understanding of the texts and attempted all the questions. In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Candidates that answered using quotation marks instead of answering using reported speech were not awarded the marks.

Candidates need to be unambiguous in their answers to **Questions 4 and 6**. They must be able to correctly manipulate personal, object and reflexive pronouns, as well as verb endings and tenses. They must also pay attention to agreement of number and gender between nouns and qualitative and possessive adjectives. Candidates who can correctly understand interrogatives usually provide more appropriate answers. Candidates who have a wide range of vocabulary and can recognise synonyms are well equipped to tackle the exercises in this paper, in particular **Questions 3 and 5**.

Overall, consistent inaccuracies included candidates:

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

Comments on specific questions

Question 1

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

Question 2

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

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

Question 3

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

- (a) *En la granja donde trabaja Paula vive ...* required careful reading of the text to choose **C su amiga** because the other two options **A su prima**, and **B su abuelo** were also mentioned in the text. Many candidates went for **B su abuelo**.
- (b) *Carolina no trabaja en la granja porque ...* was well answered by most candidates that linked *no se encuentra bien* in the text with **A está enferma**. There were few wrong answers.
- (c) To answer *¿Qué hace Paula antes de ayudar con los caballos?* candidates had to understand time expressions to go for **B Se ducha rápido**. It required a careful reading of the passage to understand the sequence in which Paula carried out the different activities. The most common wrong answer was **C Prepara un bocadillo**.
- (d) Candidates that answered *Ayer, Paula ...* correctly discarded secondary information to go for **B se acostó pronto**, connecting it with *me fui a la cama muy temprano* in the text. A common error was to go for **C recibió una carta**, where nothing in the passage suggested it as an answer.
- (e) *Mientras está en la granja, Paula ...* there was a good understanding of this question. Most candidates went for **A usa poco el teléfono** linking it to *casi no miro el móvil* in the text. The most frequent wrong answer was **B pasea a diario por el río**.
- (f) *En el futuro, a Paula le gustaría ...* The connection with *quiero volver a trabajar aquí* and **A repetir la experiencia en la granja** was made by many. Some went for **C relajarse durante unos meses**.
- (g) To answer *Para Paula, una ventaja de trabajar en la granja es que ...* candidates had to link *Me pagan muy bien aquí* in the text with **B gana bastante dinero**. When a wrong answer was chosen it was **A tiene libres los fines de semana**.

Question 4

- (a) Candidates who understood the question *¿Qué edad tenían Cristina y Lola cuando se conocieron?* gave the straightforward answer *seis años*. Some went for a longer answer *Cristina y Lola tenían seis años cuando se conocieron*. A common wrong answer was *teníamos seis años* or *seis años porque éramos vecinas* and was incorrect because they did not adjust the verbs from the first to the third person.
- (b) *¿Qué piensa bastante gente sobre Cristina?* could be answered lifting *que será campeona del mundo*. It was a challenging question to many who went for *atleta*.
- (c) *¿Qué deporte practicó Cristina antes de dedicarse al atletismo?* required a thorough reading of the text because several sports were mentioned. Also tenses of the verbs were important. It could be answered with one word *natación*. Many candidates went for *baloncesto*.
- (d) *Al principio, ¿cuándo prefería correr Cristina?* candidates that understood the question word looked for a reference of time to choose *antes de ir a clase*. Many answered *Cristina comenzó a correr en serio en el instituto* that did not answer when she did it. Other common error was *por las tardes* but that is what she does now, and the question asked for what she did first. Some made a direct lift *Le gustaba entrenar conmigo antes de ir a clase* but including *conmigo* gave an incorrect answer.
- (e) Most candidates located the correct part of the text to answer *Según Cristina, ¿qué es útil hacer cuando corre?*. To get the answer correctly the text had to be manipulated to *escuchar música*. A common wrong answer was *escucharla le ayuda a correr más rápido*. Many did not include the verb *escuchar* required for the answer not to be misunderstood as putting just *música*. That would mean that the music was done and not listened to.

- (f) *Qué dificultad había en la familia de Cristina?* candidates that understood *dificultad* easily found the answer *Sus padres eran bastante pobres*, a direct lift. Many candidates handled this question well. There were some examples of *Cristina padres* instead of using the possessive *sus*. Some went for *corría con unas zapatillas deportivas rotas y camisetas viejas*. It was not accepted as an answer because the latter was the consequence of their poverty.
- (g) *¿Qué sentía Lola cuando Cristina no podía comprarse zapatillas nuevas?* The verb *sentir* gave a clue that an emotion was required. It was well answered succinctly by many who answered *pena*. Others gave a longer answer *le daba pena* changing the reflexive pronoun from the first to the third person. Many had problems with the pronoun and changed *me* to *se* instead of *le*. It was challenging to many who did not answer the question directly, about Lola's feelings, and answered *a ella no le preocupaba*. Many went for *unas zapatillas deportivas rotas y camisetas viejas*.
- (h) **1 and 2:** *¿Por qué corría Cristina cerca de su casa?* Candidates who paid attention to the question words *por qué* looked for reasons. Careful reading of the text led good candidates to pick up *la pista de atletismo estaba lejos* and *ir hasta allí en autobús era caro*. Most candidates could locate the correct part of the text for the question. Some lifted only *estaba lejos* but did not indicate what was far away. Furthermore, not everybody read the question properly and answered *Cristina entrenaba por las calles de su barrio* that showed poor understanding of the question and the text. The answers were accepted in any order.
- (i) All that was needed to answer *¿Qué decidieron hacer Cristina y Lola para ganar dinero?* was *vender bocadillos en la calle* or *venderían bocadillos en la calle*. The shorter answer *vender bocadillos* or *venderían bocadillos* also got the mark. Modification of the verb was essential. Candidates that answered *venderíamos bocadillos en la calle* lost the mark. A few candidates were unable to change the verb from the first to the third person plural. Another common wrong answer was *necesitaba ropa deportiva de buena calidad*.
- (j) Most candidates located the correct part of the text to answer *¿Dónde se quedaban Cristina y Lola cuando iban a otras partes del país?* This question was very well answered by most who went for *en buenos hoteles*. A common wrong answer was *en ciudades diferentes*.
- (k) *¿Con qué frecuencia se ven ahora Cristina y Lola?* Candidates with good knowledge of time expressions were able to pick up *a menudo*. The idea of frequency was difficult to some who answered *poco a poco*, *menos frecuencia*, etc. or *ciudades diferentes*.

Question 5

Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose relevant skills were less well developed. Candidates that performed very well in other questions had difficulty here.

Question 5

- (a) Candidates needed to read the texts carefully to fully understand that **JULIO** who had to *caminar bastante porque solo se puede ir a pie* to link it with **option 8** *Playa Beleño* that to reach it *hay que hacer una ruta de senderismo*, *Las vistas eran espectaculares* had to be linked with *un paisaje de película*. Many also went for **option 2** unexpectedly because it said access to the beach *estará cerrado toda la semana* or **option 5** that *ir a la playa sin casi moverse del lugar*.
- (b) To select the correct answer, candidates needed to understand the references to **PALOMA** who found that the beach *ayer estaba llena de chicos muy jóvenes entrenando para unos campeonatos* and **option 6** that in that beach *están acampando los equipos de natación de dos colegios*. Many went for **option 4** even when it stated *En estos momentos la playa está cerrada*. It was handled quite well by a number of candidates.
- (c) Most candidates that made the link between **MIGUEL** who went a la playa aquí al lado, near edificios altos and **option 5** because San Antón significa poder ir a la playa sin casi moverse del lugar. Blocks of flats are a menos de cinco minutos de la playa. Most common wrong answer was **option 8** but it stated that *Para llegar a la playa hay que hacer una ruta de senderismo*.

- (d) Candidates who were able to understand that *SILVIA* who, paying very little money, went to *sitios espectaculares* in *la barca de un pescador* to link it to **option 3** that had *buenos precios* and *un paisaje marino increíble*. Many went for **option 1** because they did not understand that what was offered was *equipos de buceo al lado del aparcamiento para observar el fondo del mar*.
- (e) Candidates understood that *ROBERTO* who had gone to a beach *bastante lejos de todo* where he could have supper, went for **option 7** that was *una playa solitaria* that had *un buen restaurant*. A wide range of wrong answers were chosen.

Question 6

- (a) The question *¿Qué iba a hacer Ana hace dos años debido a su jubilación?* answer required some manipulation of the text to get to get to *cerrar la única tienda de Rosario* or simply *cerrar la tienda*. Common mistakes were to lift different parts of the paragraph e.g. *estaba a punto de cerrar*, *estaba a punto de cerrar por la jubilación de Ana*. They did not include *tienda* so it was not clear what Ana was closing.
- (b) *¿Dónde vivía Manuel antes de volver a Rosario?* candidates had to recognise the question word to look for a place. It could be answered with a direct lift *en el extranjero* and it required the preposition because *el extranjero* means a foreigner. Wrong answers were direct lifts such as *un joven de 28 años nacido en Rosario, economista para una empresa multinacional* that showed poor comprehension of the question. Some went for a longer lift like *se había mudado para trabajar en el extranjero* but was not precise enough to be accepted.
- (c) *¿Qué odiaba Manuel de su antiguo empleo?* to get the correct answers candidates had to associate *odiaba* in the question with *estaba harto* in the text. A direct lift *Estaba harto de estar sentado frente al ordenador* was the correct answer. Many got it right. There were answers along the lines of *era economista para una empresa multinacional, como sería la vida allí, etc.* that showed poor comprehension.
- (d) **1 and 2:** *¿Qué hizo Manuel al saber que la tienda del pueblo iba a cerrar?* The question could be answered with a direct lift modifying the verb to the third person *empezó a imaginar cómo sería trabajar allí* and *compró el negocio*. Some did not adjust the verb accordingly. Many did not spell *empezó* correctly or did not use the accent in *compró* to mark the past tense. **Part 2** was better answered than **part 1**. Some went for *La decoración es moderna y en las paredes hay cuadros de artistas regionales* which was incorrect.
- (e) Según su familia, *¿qué problema tendría Manuel si se quedaba en el pueblo?* was well handled by many who looked for a problem *no se iba a acostumbrar a la vida tranquila del lugar*. It needed to change *me* for *se* to be accepted but many did not do it properly e.g. *le acostumbraría*, *su acostumbraría*. Some went for *estaban equivocados* that did not answer the question.
- (f) *¿Quién pensó primero en aumentar el tamaño de la tienda?* They had to understand the whole paragraph because the answer was at the end. The question word *quién* led candidates to look for a person. Any of these three answers were accepted *una amiga de su hermano, arquitecta; una amiga de su hermano* or *una arquitecta*. Common wrong answers were along the lines of *decoración es moderna, en las paredes hay cuadros de artistas regionales, se unió conmigo en el negocio, etc.*
- (g) To answer *Dentro de la tienda, ¿dónde se pueden encontrar los dulces que hace Manuel?* candidates looked for a place *en el primer piso*, a direct lift that gave them the mark. Many candidates found this question difficult and answered *en la planta baja, fruta, verduras y productos básicos, or siempre he sido aficionado a la cocina*.
- (h) *¿Qué hacían las personas que le dieron a Manuel la idea de los juegos de mesa?* was answered wrongly by the majority of the candidates because they used the first thing they read in the text *jugar a las cartas* instead of *jugar al ajedrez*. It required as careful reading and many picked up parts of the paragraph such as *unos vecinos bajo un árbol, jugaban a las cartas, tener una sala de juegos*.

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

SPANISH

Paper 5030/03
Speaking

Key messages

- Teacher/examiners should familiarise themselves with the scripts of the role plays and topic conversations before beginning any 'live' speaking tests. They must adhere to scripts as set out in the Instructions for Teacher/Examiners booklet.
- Teacher/examiners can repeat a role play task if the candidate has not understood and/or provides an ambiguous response or did not hear the task. Teacher/examiners **must not** rephrase or replace the role play tasks.
- Teacher/examiners should not ask candidates additional questions in the role plays once the tasks have been completed. There is no need for candidates to develop or extend responses.
- In the topic conversations where there is a two-part question, Teacher/examiners must pause as indicated to allow candidates to respond to the first part. They should use the alternative questions in **Questions 3, 4 and 5** if the candidate cannot answer the initial question after repetition of the question. They can repeat the alternative question once if necessary.
- In the interests of fairness to all candidates, Teacher/examiners should adhere to the timings for the two topic conversations. If the topic conversations last 3½ minutes or less, Teacher/examiners should use **up to two** open-ended further questions, on the same topic, to make sure the conversations last 4 minutes.
- During the topic conversations, Teacher/examiners may use extension questions if candidates answer briefly. They can encourage a fuller response by asking candidates extension questions/prompts such as, *Háblame un poco más sobre...*, *¿Qué más me puedes decir sobre...? ¿Puedes decirme algo más (sobre eso)?* When used effectively, extension questions provide candidates the opportunity to develop, justify and explain their responses and thereby access higher marks.
- Candidates should be encouraged to learn and use verb forms accurately, in particular present, past and future. They should learn and be prepared to use a range of vocabulary to discuss the topics on the syllabus.
- Centres should take note of the comments on the Report to centres.

General comments

To be read in conjunction with the Instructions for Teacher/examiners booklet (October/November 2025).

In the majority of cases, centres completed the necessary documentation to a high standard and there were few clerical errors. The recording quality was variable. In a few cases, the candidates were only partially audible. Prior to the speaking test, centres should position the microphone correctly, check the recording settings and ensure that the room where the test will take place is quiet. It is essential that centres check the quality of the recordings **prior** to uploading onto the Submit for Assessment portal. Teacher/examiners should check that they have uploaded all the necessary documents (the working mark sheet (WMS) with the candidate names, allocated card and marks awarded and the correct recordings).

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

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

centre number_candidate number_syllabus number_component number.

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

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

Teacher/examiners need to enter the candidate name, candidate number, role play card number, topic conversation numbers and a mark in each column on the working mark sheet (WMS). Teacher/examiners should check that marks, candidate numbers and names are transferred correctly from the working mark sheet (WMS) onto the Submit for Assessment portal. In most cases, Teacher/examiners completed the working mark sheets correctly, and uploaded them onto the Submit for Assessment portal.

Teacher/examiners are encouraged to use the electronic WMS forms. The name of the Teacher/examiner conducting the speaking test should be printed and clearly legible on the working mark sheet.

Comments on specific questions

Role Plays

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

Role play 1

Task 1

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

Task 2

Pronunciation of colours

Task 3

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

Task 5

Some candidates had problems producing the correct tense

Role play 2

Task 1

Pronunciation of months

Task 4

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

Role play 3

Task 4

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

Role play 4

Task 1

Pronunciation of days

Task 2

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

Role play 5

Task 1

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

Role play 6

Task 1

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

Task 2

Difficulties in expressing the time correctly

Task 5

Frequent incorrect adjectival endings

Role play 7

Task 3

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

Role play 8

Task 1

Pronunciation of months

Task 4

A few candidates did not understand '*lugar*'

Task 5

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

Role play 9

Task 2

Difficulties in expressing the time correctly

Task 3

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

Topic Conversations

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

Topic 1 El deporte

Question 3

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

Question 4

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

Topic 2 Tu casa ideal

Question 1

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

Question 3

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

Question 4

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

Question 5

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

Topic 3 La salud

Questions 1

Incorrect form of verb '*hacer*'

Question 3

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

Question 4

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

Topic 4 La zona donde vives

Question 2

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

Question 5

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

Topic 5 Los estudios y las profesiones

Question 4

Some candidates had difficulty producing a correct imperfect tense

Topic 6 Celebraciones y eventos

Question 1

Some candidates did not understand '*mes*'

Question 3

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

Topic 7 Los idiomas

Question 1 and 2

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

Question 3

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

Question 4

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

Question 5

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

Assessment

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

Regarding the topic conversations, candidates were able to respond to the questions, even if less successfully sometimes due to limited vocabulary and/or grasp of verb forms. Many candidates responded confidently to questions and often expanded their responses. They communicated relevant information justifying and explaining their responses, thereby accessing higher grades. Candidates should be encouraged to listen carefully to the time frame: whether the question refers to a present, past, future or hypothetical situation, and respond accordingly, for example, by using an appropriate verb tense or time marker such as '*en el pasado*' or '*en el futuro*'. The use of '*en mi opinión*', '*pienso que*', '*es una buena*

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

In the topic conversations, some Teacher/examiners were sometimes too generous in their assessment of Communication where candidates had not shown the ability develop quality responses with justifications and opinions, and in their assessment of Quality of Language where candidates had not used a wide range of language and structures. Accurate tenses produced by candidates are taken into account when awarding marks for Quality of language. To score highly in the topic conversations, candidates need to do more than answer each question briefly: they should also be able to provide explanations, opinions, justifications, and use language and structures accurately. Teacher/examiners need to adjust questioning by using alternative and extension questions, to give candidates every opportunity to perform to the best of their ability. The Cambridge Ordinary Level Spanish Foreign Language exam is for learners of Spanish as a foreign language. Candidates do not need to be native-speakers or near native speakers to achieve the highest possible mark but they must demonstrate the accurate use of a range of structures, vocabulary and idiom.

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.).
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**.

General comments

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

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

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

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

Task completion

For a task to be considered fully complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. For communication, minor errors are tolerated if there is no ambiguity (e.g. missing accent on verbs e.g. *baille* 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: Detalles del pasajero

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

Question 2: La vida sana

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

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

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

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

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

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

Question 3: General comments

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

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/puse/hice/di/tuve/dije/busqué/jugué*)
- use appropriate prepositions in verb constructions when required (e.g. *tengo que, ayuda a, tratar de*)
- avoid using *tiene* where *hay* is required and vice versa, and *es/son* where *hay* is required and vice versa.

Accuracy

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

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

Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- Inaccuracies in word order with adjectives before nouns
- Inappropriate double consonants in Spanish (e.g. '*abburido*'; '*necessito*'; '*preferrido*')

- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses (e.g. '*me gusto*'; '*mi gustaría*'; '*se encantan*'; '*soy encanto*')
- incorrect formation of *ir* and *tener* in the preterite tense (e.g. '*fuiemos*'; '*fuieron*'; '*tuvia*'; '*tení*')
- use of *fue/fuiste* when *fui* was intended
- use of second-person formation when the first-person was intended
- use of third-person formation when the first-person was intended
- use of indicative for future reference when subjunctive was needed (e.g. '*cuando tengo ...años*')
- omission of accents on verb forms (e.g. '*comi*') or inappropriate use of accents (e.g. '*fuí*')
- omission of the appropriate preposition in verb constructions (e.g. '*voy salir*'; '*juego futbol*')
- inappropriate inclusion of a preposition in verb constructions (e.g. '*es necesario a ir*')
- omission of contraction of prepositions before the article to form '*al*' or '*del*'.
- inventing words (e.g. '*gradutacion*'; '*un ocupado*'; '*el taxico*')
- not indicating possession with *de* (e.g. '*mi prima's*')
- inappropriate translation of idioms from the candidate's first language (e.g. '*voy tener divertido*'; '*tengo un buen tiempo*') when the Spanish idiom *pasarlo bien* was intended)

Question 3(a): Una cena en un restaurante

The food and dining out topic probably made this option more popular than **3(b)** with stronger responses showing that some candidates could make successful attempts at explanations and developments. The majority of candidates engaged well with the register of the task (i.e. an email to a friend), including appropriate salutations and endings.

Task completion

Task 1 required candidates to describe what the restaurant was like and required a verb in a past tense to complete the task. Stronger responses showed that some candidates were able to produce a correct verb form in a past tense and develop their responses with more extra detail and vocabulary, (e.g. '*El restaurant era una marisquería muy grande, lujosa y limpia...*'). These candidates added appropriate extra detail, (e.g. '*y había muchísima decoración*'). They also included a personal reaction as required for marks in the top bands, (e.g. '*que me chifló*'). Weaker responses showed that other candidates produced inaccurate verb forms or inappropriate vocabulary which could not be rewarded, (e.g. '*La semana pasada fue en un restaurante muy simpatico*'; '*la semana pasada cenaste en un restaurante...*'; '*el restaurante estar linda*').

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

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

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

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

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

Range

Only those candidates who could produce longer, complex sentences linked with a range of connectors and a variety of appropriate topic vocabulary could score a mark in the top band. Only a few candidates were able to introduce more complex structures and a variety of tenses in their writing even if those tenses are not used in the bullet points (e.g. present subjunctive, present perfect, continuous with gerund, adverbs, negatives, time markers, comparatives and superlatives). For many candidates, it often proved difficult to gain a mark higher than five or six due to an insufficient range of tenses and other complex structures. There was a wide range of food related vocabulary, but otherwise it was straightforward across most scripts. Weaker responses showed that some candidates demonstrated poor competence with basic structures and incorrect verb formation, (e.g. *'nosotros ir comer...'*; *'ellos gustaran celebrar'*; *'es no muy neccessitas'*) and used a small range of topic vocabulary repeatedly. The majority of candidates were able to use linkers and even the weaker responses showed an attempt at a piece of cohesive writing, although the range of connective devices largely consisted of *'y'*, *'con'* and *'porque'*, *'pero'* or *'también'*.

Accuracy

The stronger responses showed candidates could produce pieces of writing that contained only very minor errors that did not impede communication. It was noticeable that weaker responses included the production of several sentences for each task with incorrect verb formation preventing task completion. The most common errors which hindered communication were errors with the subject, inappropriate tenses or poor verb formation, and only the strongest candidates managed to consistently place pronouns and accents accurately. Weaker candidates produced poor spelling of vocabulary and intrusive first language words.

Question 3(b): Tus planes para el futuro

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

Task completion

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

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

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

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

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

Range

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

Accuracy

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