SPANISH

| Paper 5030/01 |
| Listening |

Key messages

There are several multiple-choice questions in this paper and candidates must mark their answers very clearly. If candidates make a mistake, they need to cross out the answer carefully and then write the amended version, indicating clearly which their final answer is. Candidates should be advised against writing a new response over their original response as the result can be difficult to read and mark. Likewise, candidates should avoid writing their responses in pencil and then writing over them in pen as this can also make it very difficult to read. If candidates wish to write down the answers in pencil first, then they should erase them before writing in their final answer in pen.

In this paper, the focus is on comprehension and, although grammatical accuracy is not assessed, written answers must be comprehensible and unambiguous. In answers to open questions, the correct meaning must be conveyed and not invalidated by other elements.

In *Sección 2*, **Ejercicio 1**, six answers are required. If extra answers are given, these are subtracted from the total. Some candidates marked only four boxes rather than six.

In *Sección 2*, **Ejercicio 2**, **Primera Parte,** candidates are expected to give one-word answers. In *Sección 2*, **Ejercicio 2**, **Segunda Parte**, answers should be concise. Likewise, in *Sección 3*, **Ejercicio 2**, candidates must take care to read the questions carefully and to give a concise response that answers the specific question asked.

Some candidates did not know the Spanish interrogative words and would therefore benefit from further practice in this area. Candidates need to be aware that sometimes they need to produce a verb in order for their answer to make sense. In order to improve their responses and avoid errors, candidates are advised to

  (i)   read the question carefully
  (ii) identify the question word
  (iii) think about the type of answer (a day, a person, a noun, a finite verb etc.) that is required.

General comments

Overall, performance on this paper was average.

Examiners found that handwriting and legibility was sometimes a problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Some candidates wrote different vowels (e.g. *o* and *a*) in a very similar way. Candidates should be reminded of the importance of presenting their answers clearly and legibly. Candidates also need to be aware that the difference between 'n' and 'ñ' is more than just an accent. It is a distinct letter of the Spanish alphabet, representing a different sound. Therefore, the absence of a tilde on '*montañas'* lost some candidates the mark in **Question 32**. Similarly, with, in **Question 33**, *'años'*.

Candidates should check whether their answer needs a verb in order to make sense. If candidates do include a verb, they should make sure that the subject of the verb is unambiguous.

This year a small number of candidates left some multiple-choice questions unanswered. All candidates should aim to attempt every question. Candidates should also be reminded that if they give two answers in one question (unless asked to do so) they will not gain the mark.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1 – 8

The rubrics were generally understood and followed. Performance in this exercise was good. Many candidates managed most of the questions in this exercise. **Question 1** proved more challenging than expected. Many candidates chose C - 70 instead of A - 60. In **Question 5**, the word *collar* was not always known. In **Question 6** a few candidates answered C rather than D presumably because they recognised *largo* but *moreno* was not known.

Ejercicio 2 Preguntas 9 – 15

Most candidates understood the passage well.

Question 9

The majority of candidates knew *lago* and scored the mark here.

Question 10

Most candidates identified *semana* in the recording and correctly chose *A*.

Question 11

Most candidates knew *dibujo* and chose B. The ones who were unfamiliar with the word went for A.

Question 12

Almost all candidates knew *pastel de chocolate* and answered this question correctly B. A few went for A.

Question 13

The majority of candidates knew *inglés* and could spell it corrctly.

Question 14

Most candidates knew *fútbol* and chose *B*.

Question 15

Most candidates identified *castillos en la playa and* chose *B* but many went for *A.*

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. A not insignificant number of candidates crossed fewer than six boxes (four being the most common option). Most candidates understood **Teresa** when she said *sé que ser médico es una profesión muy dura pero importante* and went for **(b)**. However, a number of candidates missed *quiero ser médica porque hay muchas familias pobres que necesitan ayuda* and left **(c)** unticked.

Ricardo was well answered and most candidates understood *Estoy haciendo dos semanas de experiencia de trabajo organizada por mi instituto* and opted correctly for statement **(d).**

Where marks were not gained, this most usually occurred on Emilia: stronger candidates ticked statement **(h)** because they picked up *no sabía qué hacer como mi experiencia de trabajo*.

When listening to **Juan,** stronger candidates picked up *empiezo muy temprano a las seis y media y trabajo hasta muy tarde* and ticked statement **(k)** and *tengo la oportunidad de hablar en inglés y francés* and went

for **(l)**. Others opted instead for statement **(j)** because they did not pick up *la cafetería de mi tía* when the statement talked about *vecina*.

Ejercicio 2 Preguntas 17 – 25

These questions require a one word answer, although candidates will not automatically be penalised for including extra words, unless the extra material obscures or contradicts the answer.

Primera Parte

Question 17

Strong candidates identified the right answer *despacio*. A number were unfamiliar with the word, and how to spell it. Many candidates wrote *espacio*, though it did not fit the context.

Question 18

Most candidates identified the right answer *coche*.

Question 19

A number of candidates struggled with the spelling of the word *jueves*. Many wrote *hueves*. The answer *días de mercado* was also accepted.

Question 20

This appeared to be the most challenging for candidates. Stronger candidates could answer *dar*. A common mistake was *quedar*.

Question 21

Some candidates identified *nuevos*, other *que hacer*. The recording said *hay siempre nuevos platos que hacer* so both answers were accepted,

Segunda Parte

A number of candidates gave long answers copying the stem of the question. This is not necessary and they can lose marks if they include something that may invalidate the answer.

Question 22

A good number of candidates found the answer *si están contentos*. A common mistake was *hablar con los clientes* which lost them the mark because candidates had not read the question properly.

Question 23

Most candidates could answer *cuatro y media*.

Question 24

The majority of candidates knew *planchando la ropa*.

Question 25
Stronger candidates were able to identify *leer.*

Sección 3

Ejercicio 1 Preguntas 26 – 31

Some candidates ticked more than one answer in some questions and lost the mark.

Question 26

Stronger candidates chose the correct answer *B* because they identified *Colombia donde nací.* Quite a few opted for *A* because they heard *Es muy agradable vivir en los Estados Unidos* but lost the mark.

Question 27

Examiners saw a range of answers here. Most candidates correctly picked up *me hice miembro de un coro del barrio* and therefore ticked *C*.

Question 28

Many candidates identified *A* as the correct answer. Option *B* was the most commonly chosen wrong answer because of *empezado en los años setenta*.

Question 29

A good number of candidates chose *C* because they understood *ofrece muchas oportunidades*.

Question 30

A good number of candidates correctly chose *B* because they understood *tenemos mucho amor por la música.* Weaker candidates went for *A* because they heard *estos músicos son como mi familia, como mis hermanos* and lost the mark.

Question 31

Examiners again saw a range of answers here. The strongest candidates ticked the correct answer *D* because they understood *voy a escribir la música para una película.*

Ejercicio 2 Preguntas 32 – 39

Question 32

The majority of candidates got this question right writing *alto en las montañas* or *las montañas*. Some added something about animals that invalidated the answer. Some wrote *al lado de las montañas* but could not get the mark.

Question 33

This question was challenging. Only stronger candidates were able to answer *varios habitantes tienen más de cien años,* the answer *varios habitantes tienen muchos años* was also accepted. Some candidate's answers such as *varios habitantes tienen años* were not specific enough.

Question 34

This question was accesible to many candidates. Many added *es excelente* or *la gente lleva una vida muy sana* to the answer *por el agua.* All answers were acceptable because they did not invalidate the correct answer.

Question 35

Strong candidates answered *calefacción central* because they were able to pick up the phrase but many were unfamiliar with the word. Some went for the distractor *No hace ni mucho calor ni mucho frío* or *clima casi perfecto* misreading the question.

Question 36

This question challenged most candidates. Very few candidates were able to answer *el valle es siempre verde* so the answer *siempre verde* was accepted. Many other candidates answered *desde octubre hasta mayo* or *no lo podemos disfrutar*, but neither of these responses answered the question.

Question 37

Only the stronger candidates could express *se vende en los mercados de la zona.* Most candidates missed the fact that *se vende* was enough to answer the question. Many answered *ninguna contaminación* because they misread the question.

Question 38

Most candidates could understand *encantadores.* Some added *y antiguos* that was acceptable because it was said about the city centre so it did not invalidate the answer.

Question 39

Strong candidates gave the right answer *originales*.

Question 40

Most candidates could understand *pintar*. The candidates who did not get this correct invariably misread the question and answered *hay mucha naturaleza/los bosques cercanos/la sierra/los campos.*

SPANISH

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Paper 5030/2
Reading

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Key Messages

- Candidates should aim to write short, accurate answers – sometimes a single word is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- All candidates should aim to attempt every question. Leaving blank spaces offers no chance of scoring a mark.
- In answers to open questions, candidates must read the questions carefully and make sure that the answer is directly linked to the question.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in *Sección 3* and allow time at the end to check their answers or check them as they work through the paper.

General Comments

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

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

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

Comments on Specific Questions

Sección 1

Candidates attempted all questions in *Sección 1*, most performed very well.

Ejercicio 1 Preguntas 1–5

Many candidates scored full marks on this exercise.

Question 1

Most candidates knew *huevos* and linked it with **A** but candidates who answered incorrectly, mostly selected **C.**

Question 2

Most candidates were able to link *plaza* with **C**.

Question 3

Weaker candidates were unable to correctly identify *ascensor* and link it with **B**. Option **D** was the most common incorrect answer.

Question 4

Most knew *panadero* and were able to link it to **C**.

Question 5

Most knew *bocadillos* and linked it with **A**.

Ejercicio 2 Preguntas 6–10

All candidates performed very well in this exercise, with the majority gaining full marks.

Question 6

Almost all candidates were able to successfully link *tren* with **B**.

Question 7

Most candidates knew *cama* and linked it with **E**.

Question 8

Most candidates understood *me lavo el pelo* and linked it with **A**.

Question 9

Almost all candidates understood *para desayunar siempre tomo tostadas* and linked it with **D**.

Question 10:

All candidates were able to link *plancho el uniforme del colegio* with option **F**.

Ejercicio 3 Preguntas 11–15

The majority of candidates showed good understanding of the text and performed well in this exercise.

Question 11

Candidates across the ability range found this question particularly challenging with many candidates wrongly selecting **A** instead of the correct response **C**.

Question 12

Almost all candidates correctly chose **C**, linking *volar al aeropuerto* with the correct noun *un avión*.

Question 13

Almost all candidates were able to successfully select **A**.

Question 14

Most candidates correctly selected **B**.

Question 15

Most candidates correctly selected **B**.

Sección 2

Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. Some weaker candidates did not demonstrate a sound grasp of Spanish grammar and selected a word which did not fit grammatically in the sentence. Others selected a word which was grammatically correct but did not demonstrate understanding of the text.

Question 16

Most candidates correctly chose *organizar* from the list.

Question 17

This question proved to be challenging for some candidates with many wrongly selecting *uniforme* instead of the correct response *instrumento*.

Question 18

This question was problematic for some candidates. *Sala* was the correct answer but *oficina* was a common incorrect answer.

Question 19

Almost all candidates correctly selected *atractivo.*

Question 20

Most candidates correctly selected *comer* from the list.

Ejercicio 2 Preguntas 21–30

Overall there was a consistently good response to this set of questions. Stronger candidates were generally able to identify the part of the text which contained the relevant information and gave succinct and accurate answers. Weaker candidates tended to lift indiscriminately in the hope of including the correct information in their answer but in doing this did not always demonstrate that they had understood the text.

Question 21

This was the most successful question with most candidates able to answer correctly with *romántica*.

Question 22

Most candidates were able to answer correctly with *en enero.*

Question 23

Most candidates answered correctly with *con una prima*.

Question 24

Most candidates could answer correctly with *una docena.*

Question 25

Stronger candidates were able to answer with *estudiar* but many added *en vez de* which invalidated the answer.

Question 26

Stronger candidates were able to answer with *enfadados.*

Question 27

Most candidates answered correctly with *tirar todos los libros*.

Question 28

Most candidates were able to answer correctly with *un horario*.

Question 29

Most candidates answered correctly with *necesitan más tiempo.*

Question 30

Most candidates answered correctly with *en el jardín.*

Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is no longer enough just to be able to locate the correct area of the text which will supply the required answer: candidates need to show that they have understood the text and have focused precisely on the details required for the answer. In *Sección 3*, while it may still be possible to lift answers from the text, candidates need to be very precise in what they choose for their answer – additional material copied may invalidate an otherwise correct response. Candidates who lift indiscriminately do not demonstrate genuine comprehension and cannot therefore score the marks.

It helps if candidates can recognise and use the regular and irregular forms of a range of common verbs and are able to change verbs and pronouns from the first to the third person.

Ejercicio 1 Preguntas 31–35

For this exercise, having read the text, candidates have to decide which of the given statements are *Verdadero* and which are *Falso*. They are told that two are *Verdadero* and three are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. It is not enough to make the statement negative or positive, a justification has to be provided.

Candidates who are able to manipulate the language perform better in this exercise as answers in the first person copied directly from the text are not accepted.

Most candidates performed well on the *Verdadero/Falso* element, but weaker candidates found it difficult to provide an appropriate justification for the false statements.

Question 31 V

Most candidates identified this as a true statement.

Questions 32 F/J

Almost all candidates recognised this as a false statement, and many were able to identify the correct information in the text *jugaban fuera todo el día.* Common incorrect answers included *contaba que* at the beginning or had too much information copied that invalidated the response.

Questions 33 F/J

Most candidates correctly stated that the statement was false. The strongest candidates gave a correct justification with *enseñaba teatro.* Weaker candidates included *mi abuela* in the answer.

Question 34 V

Most candidates identified this as a true statement.

Question 35 F/J

Most identified this as a false statement and were able to justify it with *está pensando en escribir una segunda parte.* Weaker candidates kept the verb in the first person and did not gain the mark.

Ejercicio 2 Preguntas 36–42

This final exercise is the most demanding part of the paper. A good number of candidates were able to identify the required information and answer with precision. Some candidates were able to locate the correct part of the text but copied out a whole sentence or more which often rendered their answer invalid.

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant.

Question 36

Most candidates located the correct part of the text and the strongest candidates were able to carefully lift *ejercicio no bastaba para una vida sana* from the text**.** Weaker candidates copied far too much and invalidated their answers.

Question 37

Most candidates located the correct part of the text and the best candidates were able to carefully lift *un poco aislado*. Some weaker candidates understood that an emotion was needed but incorrectly selected *me encanta*.

Question 38

Candidates were able to succinctly lift *para mejorar la información.* They could add *que incluye* but it needed to be changed from the first to the third person.

Question 39

Most candidates located the correct part of the text, but weaker candidates often did not include all the necessary information. *Sus* or *los vídeos para reducer el estrés* was the full answer required to gain the mark.

Question 40

The majority of candidates answered correctly with *mejora la calidad de vida.*

Question 41

Only the strongest candidates answered this question correctly with *si no hay suficiente interés*. Many candidates omitted the **si** or added extra information.

Question 42

Escoger una tema de actualidad was the correct answer but many candidates were distracted with *hacer reír a la gente*.

SPANISH

| Paper 5030/03 |
| Speaking |

Key messages

- For the role plays, Teacher/examiners should familiarise themselves with their own roles before beginning any 'live' Speaking tests and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.

- Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as concern, dissatisfaction and gratitude.

- In the interests of fairness to all candidates, Examiners should adhere to the timings for the two conversation sections. Candidates may be unduly penalised by lack of opportunity where conversation sections are too short and candidates are not able to demonstrate the range of language needed to access higher marks. Where conversations are too long, this may cause candidates problems in expressing themselves accurately and result in lower marks.

- Teacher/examiners must indicate the transition from the Topic Presentation/Conversation to General Conversation by saying, for example, '*Ahora pasamos a la conversación general*.'

- In both the Topic Conversation and the General Conversation, Teacher/examiners should give candidates the opportunity to show that they are able to use past and future tenses accurately so that they can access the full range of marks for Language (table C).

- Documentation: all centres are provided with a Cover Sheet for Moderation Sample to ensure that the moderation documentation and the recorded sample have been checked prior to despatch. Centres should enclose the completed Cover Sheet with the recorded sample.

- Centres need to check all additions carefully in order to avoid arithmetical errors: the additions on the working mark sheet (WMS) and the transfer of marks onto the *MS1* (or computer printout, if the centre submits marks electronically).

- There is video support available for the Speaking test, which Teacher/examiners can access on the public website. For all Teacher/examiners and especially those new to the Speaking test, this is an excellent resource to supplement the Teachers' Notes booklet (October/November 2019).

General comments

To be read in conjunction with the Teachers' Notes booklet (October/November 2019).

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good. Centres should ensure that a suitably quiet room is available to avoid background noise from distracting candidates. Centres are responsible for ensuring the quality of recordings and it is essential that centres check the quality of the recordings prior to despatch to Cambridge.

Introduction/identification of candidates on the recording: please record the centre and syllabus details, and name of Examiner at the beginning of each CD. The Examiner must announce the candidate name, number and role play card number before each speaking examination.

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

centre number_candidate number_syllabus number_component number.

The CDs should be clearly labelled with the centre name and number and the candidates' names and numbers in the order in which they appear on the CD. A card clearly stating the order of the candidates on the recording must be enclosed with each CD.

Teacher/examiners are reminded that once a test has started, the recording must run without interruption and must <u>not</u> be stopped between the different parts of the test.

Generally, the working mark sheets were completed correctly. Teacher/examiners need to remember to enter the candidate name, candidate number, role play card number and a mark in each column. The name of the Teacher/examiner should be legible.

Difficulties most commonly arose when candidates answered tasks out of order and omitted elements of tasks. When candidates omit a role play task or an element of a task, Teacher/examiners should prompt them to give candidates the opportunity to gain marks. Most Teacher/examiners were well prepared for the role plays and able to give candidates opportunities to respond to missed stimuli. Where candidates complete two or even three tasks in one response, Examiners do not need to repeat the other task(s) as this can confuse candidates.

Particular attention needs to be paid to understanding key interrogative words, expressions of emotion such as satisfaction and dissatisfaction that candidates sometimes omit or struggle to communicate.

<u>Comments on specific questions</u>

Role Plays A

Role Play A (1, 2, 3)

The majority of candidates performed well in these tasks.

Task 1: Most candidates completed this task well.

Task 2: If a task asks candidates to choose one of the options offered by the Teacher/examiner, then this is what they should do. A short response was adequate here.

Task 3: Candidates did not need to respond using a complete sentence in order to communicate the necessary information and gain the full 3 marks available for this task.

Task 4: A short response to complete this task was perfectly acceptable.

Task 5: *Dale las gracias* formed part of the task and, if omitted, candidates could not score the full 3 marks for this task. Some candidates struggled to formulate an accurate question often using an incorrect verb and particularly when using the verb *costar*.

Role Play A (4, 5, 6)

This role play was completed well.

Task 1: Most candidates completed this task well.

Task 2: A short response to complete this task was perfectly acceptable.

Task 3: If a task asks candidates to choose one of the options offered by the Teacher/examiner, then this is what they should do.

Task 4: Some candidates did not understand *fecha de nacimiento*, providing only their birthday and not the year. In most cases, Teacher/examiners provided a suitable prompt and candidates completed the task.

Task 5: Candidates completed this task well.

Role Play A (7, 8, 9)

Candidates performed well in these tasks.

Task 1: Candidates completed this task well.

Task 2: If a task asks candidates to choose one of the options offered by the Teacher/examiner, then this is what they should do.

Task 3 and **4**: Short responses to complete these tasks were perfectly acceptable.

Task 5: *Dale las gracias* formed part of the task and, if omitted, candidates could not score the full 3 marks for this task. Some candidates struggled to formulate an accurate question often using an incorrect verb and particularly when using the verb *costar*.

Role Plays B

These role plays were designed to be more challenging than the role plays A. Candidates generally responded well to the more open-ended nature of the tasks set.

Role Play B (1, 4, 7)

The majority of candidates managed to communicate all of the information.

Task 1: Candidates completed this task well.

Task 2: Most candidates communicated the information although sometimes candidates confused *cuánto* with *cuándo.*

Task 3: A short response to complete this task was perfectly acceptable.

Task 4: *Estás contento/a* forms part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Candidates completed the second element of the task well.

Task 5: Some candidates had difficulty in formulating a suitable question.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1: Most candidates completed this task well.

Task 2: Candidates completed the first element of this task well. In the second element of the task, the language used was not always accurate.

Task 3: *No estás contento/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 4: A short response to complete this task was perfectly acceptable.

Task 5: Candidates completed this task well.

Role Play B (3, 6, 9)

The majority of candidates communicated all of the information required in this role play.

Task 1: Most candidates completed this task well.

Task 2: Most candidates communicated the information although in the second element of the task sometimes the language used was inaccurate.

Task 3: *No estás satisfecho/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Some candidates found it difficult to provide a reason.

Task 4: Candidates completed this task well.

Task 5: Most candidates completed this task well although some candidates seemed confused by *quién*.

Topic Presentation/Conversation

Candidates presented a variety of topics and there were many excellent presentations. Candidates often chose topics of personal or local interest. Most Teacher/examiners encouraged their candidates and gave them the opportunity to access the full range of marks. Topic conversations were well prepared with timings about right. The majority were within the candidates' ability and experience. Prepared questions were interspersed with some unexpected questions, which many candidates coped with very well.

Candidates perform best when they have a real interest in their chosen topic and when the topic chosen is not limiting in terms of scope for discussion. Candidates should not be allowed to present general topics about themselves such as *'Mi vida'* as these can often pre-empt the general conversion section. The topic chosen should also be one which allows candidates to demonstrate their linguistic ability fully but which is not too difficult for them in terms of structures, vocabulary, idiom or concept. Teacher/examiners should advise candidates on the choice of topic, which, ideally, should be from candidates', own experience. Candidates who often rely on the topics of '*Mi familia'*, *Mi barrio'* and '*Mi rutina'* in the General Conversation should be encouraged to prepare a topic such as '*Mi deporte preferido'* in order to extend the scope for discussion.

Teacher/examiners should allow candidates to speak for up to two minutes uninterrupted and then ask specific questions, which are expected and unexpected. They should ask questions that draw and expand on the material presented by candidates. Candidates should not simply repeat the material presented. Teacher/examiners should avoid too many closed questions, which only require a yes/no answer as this causes the conversation to stall. Candidates must be encouraged to develop their responses by providing explanations, opinions and justifications as appropriate, to access higher marks.

Teacher/examiners must remember the requirement for candidates to demonstrate that they can use past and future tenses accurately in each conversation (both topic and general). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Teacher/examiners should be prepared to ask several questions that require candidates to use past and future tenses and do so consistently. If a candidate does not show that he/she can use past and future tenses accurately, he/she cannot be awarded a mark above 6 for Language (table C).

Teacher/examiners should make a clear distinction between the topic presentation/conversation and the general conversation by saying, for example, '*Ahora pasamos a la conversación general*.'

General Conversation

The general conversation provides candidates with the opportunity to show that they can converse adequately on topics of a more general nature using as wide a range of structures and vocabulary as possible. The Teacher/examiner should aim to cover two or three of the Defined Content topics with each candidate and, as in the topic presentation/conversation, should avoid asking too many closed questions, which only require minimal responses, or moving too quickly from one topic to the next. Some Examiners covered too many topics in the general conversation.

Most Teacher/examiners covered a variety of topics appropriate to their candidates, asking a range of straightforward, probing and sometimes challenging questions to provide candidates with every opportunity to access higher marks. One or two conversations relied on straightforward questions alone, which invited some candidates to give equally straightforward, often one-word answers. If candidates are clearly struggling with a topic, Teacher/examiners should move on to another topic. Teacher/examiners need to ensure that this does not lead to a series of closed questions or unconnected questions covering too many topics, which prevent candidates from using a range of structures and vocabulary necessary to access higher marks for Language (table C).

The general conversation should last five minutes. Most Examiners conducted conversations of an appropriate length. Examiners should be encouraged to follow the advised timings so that candidates are not unduly penalised by lack of opportunity or by too many questions, which often leads to increasing inaccuracy

in responses. A few teacher/examiners did not adhere closely to the timing and consequently disadvantaged their candidates.

Candidates performed best when teacher/examiners asked questions at an appropriate level that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions. The onus is on the candidate to take the initiative and engage in conversation, encouraged by the teacher/examiners to perform to the best of their ability.

Assessment

Candidates were fairly assessed by the majority of centres. All assessment should follow the marking criteria as set out in the Teachers' Notes booklet (October/November 2019). Teacher/examiners should be consistent in their marking.

In the role plays, some centres deducted marks for minor errors such as the use of an incorrect adjective ending but did not deduct marks for pronunciation that impeded comprehension or major errors such as the use of an incorrect verb. Full marks can be awarded for one word or short answers provided they are correct and appropriate. In the role plays, Teacher/examiners can only award marks for tasks that are completed by candidates. If candidates do not complete all elements of a task, they cannot be awarded full marks for that task. Candidates need to take care with greetings and expressions of gratitude that they sometimes omit. Where candidates complete two tasks in one response it is not necessary for the Teacher/examiners to repeat the prompts as this can confuse candidates.

In the topic presentation/conversation and general conversation, some Teacher/examiners were too generous in their assessment of Language (table C) but too harsh in their assessment of the Impression mark (table D).

To score highly in the conversation sections, candidates need to do more than answer a series of straightforward questions: they should also be able to answer unexpected questions, requiring explanations, opinions, justifications, and use of more complex language and structures. Teacher/examiners need to adjust questioning 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

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Paper 5030/04
Writing
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Key messages

Work from the whole ability range was seen. Many candidates did very well in **Questions 1** and **2**. In **Questions 3** candidates aiming for the highest grades showed control of sentence structure and verb tenses; complex linguistic structures were in evidence, including idiomatic expressions.

- Candidates should read the initial rubric of each question *and* each communication 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 of the required tasks in **Questions 2** and **3**, candidates may benefit by attempting the communication tasks (bullet points) in the order in which they appear in the question paper.
- Candidates should recognise the need to use an appropriate range of structures, tenses and vocabulary to give themselves access to the full range of marks available in **Question 3**.
- Candidates should pay careful attention to the formation of vowels and the placement of accents as these features can affect marks for both Communication and Language. Clear and legible writing enables Examiners to give appropriate credit for the language produced.
- The word count shown on the question paper should serve as a guide to candidates. In **Question 3**, and to a lesser extent in **Question 2**, it is in a candidate's interests to dedicate a similar number of words to each communication task.
- The word count, particularly in **Question 3**, is designed to give candidates the scope to provide several pieces of information in response to each task and therefore access to all available Communication marks. Examiners mark all of the work presented by candidates provided that the material is relevant.
- Candidates should be strongly encouraged to adhere to the word limits given in the questions because writing much more than 90 words for **Question 2** and 140 words for **Question 3** often increases the chance of mistakes occurring. However, candidates who cross out work to meet the word count often delete credit-worthy language.
- Candidates should bear in mind that the mark for 'Other Linguistic Features' (worth 12 of the 30 available marks in **Question 3**) is awarded globally. Candidates who go beyond 140 words in response to **Question 3** often include errors which detract from the overall quality of language produced.

General comments

Overall, performance was similar to last year, although responses warranting the highest marks in the available range were much less common.

Question 1 allows candidates to make a confident start as a basis for further success in this question paper. Candidates should always try to give a full set of eight items even though only five correct/acceptably spelt items receive a mark. If candidates cannot recall the word for any of the items shown in the question paper, then they are free to use the word for a different item provided that the item fits within the context of the question. There is no requirement to include a definite/indefinite article.

Candidates should be reminded that they should write one item per line. Candidates are also advised that they should avoid writing answers as labels beneath the pictures.

In **Question 2**, up to 10 marks for Communication are awarded across the question. Each relevant piece of information has the potential to earn credit, provided an acceptable verb is included. Candidates should be reminded that the maximum of 10 marks for Communication cannot be accessed if they omit or do not successfully convey at least one detail for each of the tasks (bullet points), including questions that include two tasks. Candidates are required to write responses in full sentences.

Question 3 offers a choice of three options: a letter/e-mail, a report/article and a story line to be continued. There are 10 marks available for Communication, with two marks available for each of the specified tasks making up the question. Language marks are awarded in two categories: 8 marks are available for Verbs and 12 marks are available for 'Other Linguistic Features'.

Candidates are advised to read all three options before choosing which one to answer. A close reading of the tasks within the questions is recommended: this will allow candidates to think about the vocabulary and structures which will be needed to respond effectively and fully to the question.

Communication:

In order to have access to the two marks available for each task, candidates must respond to the tasks using the tense required by the task with the production of a wholly accurate verb and, where included, a wholly accurate subject of the verb.

Verbs:

Ticks are awarded to correct verbs up to a total of 18 verbs. Candidates should remember that only a different form of a verb earns a tick.

Other Linguistic Features:

The published table of grade descriptors highlights the range of language structures expected. Further guidance is included on pages 4 and 5 of this report.

Comments on specific questions

Question 1

Candidates were required to give the Spanish for eight items that they may see in their bedroom. The majority of candidates achieved the full five marks available. Some candidates seemed unfamiliar with appropriate vocabulary to achieve full marks for this question.

Many candidates produced accurate spelling in each of their responses. In many cases, minor spelling errors did not prevent the award of marks (e.g. *ordinador*, *rebista*). However, spelling errors which produced a word with a different meaning (e.g. *puerto* for *puerta/ventaja* for *ventana)* could not be rewarded. When *hora* was produced to mean *reloj,* marks were not awarded. The use of the *ph* spelling in an attempt to produce the word *foto* did not earn credit. The example *lámpara* did not earn credit and *dormitorio* was not appropriate. Words that were unrecognisable as Spanish could not be credited.

A single word was sufficient to gain a mark for each of five acceptable responses. Some candidates wrote a full sentence to describe the images; where these sentences included appropriate vocabulary, credit was given.

Question 2

Communication

Candidates were able to use familiar language and structures, often gaining full marks. Candidates can attempt the tasks in any order they choose but those who worked methodically through the tasks in order were less likely to omit one of them. Most responses relied upon high-frequency vocabulary. More detailed information, sometimes expressed in more complex language, was seen occasionally. Some candidates wrote at length for one of the tasks, to the detriment of the remaining tasks.

The first task asked candidates to describe their school.

Many candidates provided a response with several relevant, credit-worthy clauses and/or sentences, giving themselves access to several marks for this question. Information included the school's location, its appearance and its buildings and facilities. Many responses were presented in a series of short sentences relying on use of the verb *estar, ser* and *tener*. Sports facilities were included regularly in the candidates' descriptions. There were examples of responses which gave only the name of the school without mentioning any information to describe the school. These responses did not address the task adequately.

The second task sought a statement about why the candidate likes or dislikes her/his school.

Almost all candidates responded adequately, and the majority of candidates identified an aspect of school that they liked, with a few candidates who expressed dislikes. The more successful responses included aspects that the candidates both liked and disliked, and some included detailed information which was supported by explanations for their preferences. There were some excellent examples of candidates linking their response to this task to that of the first task, particularly when sports facilities were mentioned, or using their response to lead into the following task when identifying teachers, quality of teaching and subjects.

The third task required two separate responses, asking candidates to identify their favourite school subject and to explain the reason for this preference.

There were responses which offered several reasons that a subject is their favourite; some candidates mentioned more than one subject, and subjects that they do not like. Brief responses were seen, expressed in a single short sentence. Some responses gave no reason given for the preference, preventing the award of 10 marks for 'Communication'. Where both a preference and an explanation were omitted, candidates could achieve a maximum of 8 marks for 'Communication' in **Question 2**.

The fourth task required candidates say what they intended to do after school that afternoon.

A clear reference to future action was needed to meet the requirements of this task. Responses using verbs in the simple future tense (i.e. *voy a*...) fulfilled this requirement. There were some detailed responses which explained what a candidate intended to do, with whom and why. Other responses were brief, referring to a single activity in a short sentence.

It appears that candidates did not understand, or did not notice, the phrase *esta tarde*. A large number of candidates wrote about future plans for university or career; alternatively, they stated what they usually do after school. These responses were not considered to address the task adequately and did not earn any credit for the task.

Language

In the strongest responses, candidates produced accurate verbs throughout. Other candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations; even minor errors in spellings, which create a word that does not exist in the verb's paradigm, prevent the award of marks for a task. The absence of accents on verbs was widespread.

Whilst all five tasks could be answered using the present tense, other tenses were used appropriately by some candidates.

In response to the first task, weaker candidates used the verb *ser* where *estar* was required and vice versa. Similarly, some candidates produced *tener* in place of *hay* and vice versa, and examiners saw inappropriate spellings of the verb *tener*. In addition, there was widespread incorrect agreement of nouns and adjectives, for example, *mi colegio es bonita sic*.

In the second and third tasks, control of the formation of *gustar* and *encantar* was also variable; there were frequent errors with the appropriate pronoun – *mi* or *mí* was seen where *me* was appropriate – and the plural ending was often seen in place of the singular and vice versa. It was common to see that *gustar* was followed by a conjugated verb rather than an infinitive.

In the fourth task, some candidates were successful in producing a verb in the future tense. Some candidates followed *voy a* … with a conjugated verb. Inaccurate attempts at spelling of verbs related to activities sometimes prevented the award of marks in the fourth task, e.g. *jugar/ver/hacer.*

Question 3

Some engaging responses were seen for each of the three options. The best answers were well structured and showed signs of thoughtful planning. Some candidates gained fewer marks because they omitted to cover one or more of the bullet points. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

Communication: In order to obtain high marks for Communication, candidates need to ensure that they:
- cover all of the bullet points in the question
- provide sufficient information relating to each bullet point in the question – a successful strategy is to provide at least two full sentences in response to each bullet point
- use verbs accurately and include accents where necessary
- ensure that their response to each of the tasks uses the tense required by the task.
- copy accurately when using words provided in the question

Verbs: Many candidates demonstrated accurate and varied use of verbs. Some candidates were less successful. In order 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, for example*, compré/comí/bebí/vi/elegí/hice/tuve/dije/practiqué/jugué*
- use appropriate words in verb constructions when required, e.g *tengo que* ../*ayudo a*.../*tratar de* ..
- avoid using *tiene* where *hay* is required and vice versa and *es/son* where *hay* is required and vice versa

Other linguistic features

The strongest performances included use of subordinate clauses throughout the response, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of time frames, and accurately-formed verbs in the first, third and, sometimes, second person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was pertinent to the option chosen, idiomatic expressions and appropriate use of the subjunctive.

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*)
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con…*)
- a range of time frames 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* and *pero*
- definite and indefinite articles
- time markers
- opinion markers

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 in order for such a mark to be given. Frequent inaccuracies may limit or reduce the overall mark awarded for 'Other Linguistic Features'.

A response which is entirely, or almost entirely, in short sentences, without any subordinate clauses, is highly likely to be limited to 3 or 4 marks for 'Other Linguistic Features.'

Question 3 (a)

The first task required candidates to say when they had moved house. Most responses included an appropriate time phrase to meet the requirements of this task, with a verb in the past tense. Responses tended to be brief, with explanations given in a single sentence but there were more detailed responses which provided information about the new house or flat. Some candidates also supplied information which met the requirements of the fifth task. Where advantages of the new home were not addressed later, credit could be given for both the first and fifth tasks.

In some cases, only one mark could be awarded for 'Communication' when a candidate made an error in the time phrase, creating ambiguity, for example *la semana próxima, me mudé de casa*.

Lack of control of the verb *mudarse* limited the award of marks in many responses. The most frequent errors were the absence of the required accent on *me mudé*, the omission of the reflexive pronoun, or the omission of the preposition *de.* Inappropriate verb endings were also seen; some candidates copied the verb provided in the question without any alteration.

The second task sought a description of the area where the candidate now lives.
Most candidates succeeded in providing appropriate information. There were general descriptions of the area, using *ser* followed by an adjective, and statements about the buildings and facilities. The strongest responses offered more detail in which the candidates' ideas were expressed in complex sentences, with subordinate clauses. Some candidates offered short responses, mentioning a single feature of the area; these responses addressed the task adequately.

Candidates were given credit provided that their response referred clearly to the area to which they had moved; use of the word *urbanización* was not essential for the award of marks.

In many responses control of verbs formations prevented the award of both marks for 'Communication' for this task. In a similar way to responses in **Question 2**, the verb *ser* was used where *estar* was required and vice versa, or candidates produced *tener* in place of *hay* and vice versa.

The third task required candidates to describe their previous house.

Many candidates omitted a response to this task, perhaps as an oversight or because they did not recognise or understand the word *anterior*.

It was evident from the content of responses offered by some candidates that they understood the meaning of the word to be *interior* and these candidates provided a description of inside of their new house. Responses of this nature did not meet the requirements of the task.

Where candidates included a response to this task, most information was given in a short sentence, for example *mi casa anterior era pequeña. A* small number of candidates gave more detailed information about their former house, including descriptions, lists of rooms and activities that they could do there.

Responses tended to be provided in simple language using high-frequency verbs and vocabulary.

The fourth task asked candidates to give the reason why the family had to move house.

There were several successful responses using the structure *tener que*..., as it appeared in the question. The strongest candidates provided a detailed explanation, which usually mentioned a change of job for one of the candidate's parents or unsatisfactory aspects of the previous house, the neighbourhood, or the neighbours. In detailed accounts, candidates often offered accurate language including complex sentences. The most frequent reason for the award of only one mark for 'Communication' was an error in the verb chosen by the candidates to express their ideas, and in some case a present tense was used where a past tense was needed in the context of the candidates' responses.

The final task asked candidates to mention the advantages of their new house.

Some candidates introduced their response with an opinion marker (e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*) followed by a description of the new house. Not all candidates used the word *ventaja/ventajas*. Provided that a positive aspect of the house was clearly expressed, these responses gave candidates access to both marks for 'Communication'. Most responses used simple structures and some were short. A frequent error involved an inappropriate form of *ser,* when candidates used *son* when e*s* was required and vice versa. Similarly, when expressing advantages of the new house, there were errors in the use of *gustar* and encantar as mentioned above with reference to **Question 2**.

Question 3 (b) This option was chosen by almost half of the candidates.

The first task asked candidates to describe the last time that they visited a big city.
Most candidates were successful in identifying the place which they visited, usually mentioning a town. When candidates named a country, marks were awarded if an appropriate description was offered. There were some detailed accounts which included descriptions of what can be seen and what can be done in the location, and candidates also mentioned activities that they had done during their visit. These accounts were usually presented in accurate language and with some complex structures. Other responses were brief and relied on basic verbs such as *hay, es* and *tiene.*

Whilst a past tense was expected to meet the requirements of the question, descriptions of the place in the present tense were accepted, provided that there had been a clear reference to a visit in the past.

Candidates who were awarded fewer than two marks for this task usually made an error in their chosen verb; inappropriate forms of the preterite tense were often seen when candidates described their activities. There was some confusion in the use of *puede/se puede* and *ser/estar a*nd in the spelling of an appropriate part of *tener.*

Candidates who made no reference to a past visit, providing only a general description in the present tense, or only mentioned the name of a town, were not considered to have responded to the task.

The second task required a statement about the transport used by candidates to get around the city.

In a similar way to the first task, responses were sometimes short but there were some extended narratives which offered advantages and disadvantages of transport that had been used and which included opinions. In more detailed responses, accurate language with complex sentences was seen.

Several candidates used the present tense to describe in general terms the public transport that is available in a town. Some of these responses succeeded in addressing the task partially and were awarded one mark.

There were some responses which appeared to show misunderstanding of the question, perhaps misinterpreting the phrase *viajar por la ciudad;* these responses described the journey to the city by plane, omitting any reference to travel around the city. These responses could not be rewarded.

Errors in the formation of verbs in the preterite tense, including the omission of an accent on *usé* and *viajé* resulted in the award of fewer than two marks for 'Communication'. The verb *usaste,* provided in the question, was frequently copied without alteration, and verb forms in the present tense were also seen.

The third task asked candidates to say where they spend the majority of their time.

Some candidates omitted a response to this task.

Most of the candidates who offered a response provided a short sentence, relying on the language provided in the question, with the appropriate alteration to the verb *pasar*. These responses were sufficient to achieve both marks for 'Communication'. Some candidates produced detailed responses, explaining why they spend most of their time in their town or their village, and they also provided opinions, together with advantages and disadvantages. When candidates also supplied

information which met the requirements of the fifth task, credit could be given for both the third and fifth tasks. Some of these responses used complex sentences with accurate language; errors in the additional information did not prevent the award of both available marks, provided that the main focus of the task was expressed accurately.

There were frequent errors in the verbs used by candidates, limiting the award for this task to one mark for 'Communication'; these included the use of a past tense form of *pasar*, or the verb *pasas* was copied without alteration from the question.

The fourth task asked candidates to explain why (or why not) young people should get to know the capital city of their country. It was the explanation which gave candidates access to the marks for 'Communication'.

Strong candidates gave reasons and their responses tended to be introduced by an opinion marker (e.g. *creo que, etc.)* and included complex structures to express ideas. Some responses explained why it is not valuable. A small number of responses stated that it is not important without any explanation; these responses were not considered to address the question adequately. Where only one of the two available marks was awarded, there were errors in the verb chosen by the candidate. Some responses did not succeed in communicating the candidates' ideas either because they did not know the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication.

Some candidates omitted a response to this task.

The final task sought the candidates' opinion on the good or bad aspects of living in a big city.

There were some detailed opinions expressed using complex sentences, and some responses in short sentences. The most frequent reasons for the award of fewer than two marks for 'Communication' were errors in verbs, including inappropriate forms of *gustar* and *encantar.*

Question 3 (c) This option was chosen by a very small number of candidates – approximately 8 per cent of the total entry.

Responses included ideas that were interesting and imaginative in their content. In contrast, some narratives were over-ambitious which led to ambiguous statements; some responses contained many errors which delayed or prevented communication of the intended message.

The first task asked candidates to describe the meeting with the sportsperson.

Most candidates who communicated effectively made use of the prompts given in the question and stated where or when they saw the sportsperson. A small number of candidates gave a more detailed account which provided information in a logical sequence, using complex sentences with subordinate clauses.

Some candidates explained why the sportsperson was well-known, including information about their sporting success; in some cases this was the only information provided and it could not meet the requirements of the task without some details to describe the meeting.

Candidates tended to use simple language to respond to the task. Errors in any additional information did not prevent the award of two for 'Communication'

The second task required candidates to describe what the sportsperson was doing.

Some candidates succeeded in explaining what the sportsperson was doing using simple structures, for example saying that the sportsperson was with friends. Other candidates were accurate in their use of a continuous imperfect form of a verb, for example *estaba haciendo la compra* , or *estaba hablando con amigos,* whilst others made errors with their chosen verb which created a word that does not exist and which, therefore, prevented the award of a mark for 'Communication'. Some candidates also responded using a present tense, limiting the award to one mark. Where candidates added more detail about what the sportsperson was doing, errors in the additional information did not limit the award of marks provided that the main focus of the task had been addressed successfully.

There were several responses which included no attempt at this task.

The third task asked candidates to state their feelings on speaking with the sportsperson.

There was considerable variety in candidates' responses to this task. The strongest candidates made it clear that they were describing their feelings on talking with the sportsperson and produced a sentence using the verb which appeared in the question and added an appropriate adjective. Other candidates used the verbs *ser* or *estar* to explain their feelings.

Incorrect forms of the verb *sentirse* were seen frequently; candidates should be careful to make sure they alter the verb that appears in the question where necessary. Some examples of problems with sentirse were where the infinitive form was given, the reflexive pronoun was omitted, and the accent was missing when candidates used *me sentí.*

Some candidates mentioned their feelings but did not relate this to the point at which they spoke or were speaking to the sportsperson. In these circumstances, it was not always possible to award both marks for this task.

The fourth task required candidates to state why their opinion of the sportsperson has changed.

Overall it was this task which presented the greatest difficulty to some candidates. Stronger responses provided a logical explanation of their original expectations and of their opinion after meeting the sportsperson, or simply that their original opinion was incorrect; their responses often include accurate, complex sentences although the requirements of the task were sometimes met with the use of a short, sentence in simple language.

The fifth task asked candidates to mention when they will see the sportsperson again.

The most successful responses were achieved by candidates who added a time phrase to the appropriate change to the verb given in the question, producing the correct future form of *volver* in the first person singular. The most common reason for the award of fewer than to marks for 'Communication' was an error in this verb, usually when *volverás* was copied without alteration. Some attempts at a response to this task did not succeed in communicating the candidate's idea.