

SPANISH

<p>Paper 7160/12 Listening</p>
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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 the answers in pencil first, they should then erase them before writing 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.

Candidates must remember that this is a listening comprehension, rather than writing exam. Too often, candidates wrote very lengthy responses when all that was required to achieve a mark is a word or two. Although the very strongest candidates did this, slightly weaker either included material which was copied in an incomprehensible fashion or was over-complicated, and did not gain credit.

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.

General comments

Overall, performance on this paper was good.

Examiners found that handwriting and legibility was frequently 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.

This year, a few candidates left some multiple-choice questions unanswered. Leaving a multiple-choice question unanswered rules out any chance of getting a potential mark even if the candidate is not totally certain of the answer. All candidates should aim to attempt every question as there are some questions in every section of the paper which are designed to be accessible to candidates from the whole ability range.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The instructions were generally understood and followed. Performance in this exercise was generally very good. Most candidates answered all of the questions in this exercise. Where mistakes occurred, this happened frequently in **Question 2**, where candidates encountered difficulty with *frambuesas* and **Question 8** *vasos*. In **Question 5** some candidates did not know *rubio* and instead chose option **A** which shows a man with long, dark hair, suggesting that it was hair colour rather than *barba* that caused problems. In **Question 7** not everybody knew the difference between *falda* **B** the correct answer and *vestido* **A**.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9

Most candidates knew *una y media* and chose **C**.

Question 10

Nearly all candidates got this question right, selecting **A** for *caravana*. However, a few opted for **C** instead.

Question 11

Almost all candidates knew *mercado* and answered this question correctly **A**. Some chose **B** *supermercado*.

Question 12

The majority of candidates knew *a pie* and answered this question correctly.

Question 13

Most candidates identified *pan* and therefore chose **C**. Some chose **A**, perhaps because in the context *helado* was a possible choice.

Question 14

Most candidates gave 20. A number of candidates spelt it out in words instead of using figures, or used both, but there were a number of incorrect attempts, including combinations of the correct digits but incorrect spelling and in such cases the mark could not be awarded. The most common misspelling was *viente*. Writing out a number in figures alone was acceptable; there was no need to spell out the word.

Question 15

Most candidates identified *ducha* and chose **B**.

Sección 2

Ejercicio 1 Pregunta 16

The majority of candidates found all of the correct answers. Where marks were not gained, this usually occurred on the listening text relating to *Martín*. Some candidates did not understand the idea that the grandfather thought flowers were useless and grew vegetables instead, so they selected **(b)** instead of **(c)**. A few other candidates did not understand that *Paloma* liked to sit in the shade and selected **(e)**, perhaps because *sombra* was not known. Most candidates did very well when responding to the extract about *Benjamin* that his family liked eating in the garden and marked **(h)** but many missed that he liked sausages and chose **(i)**. The extract about *Alba* was well understood, and most candidates recognised that she liked to live near a park **(l)** but not all understood that tennis courts were cheap and missed **(k)**.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17

Most candidates could answer *regularmente*.

Question 18

Most candidates could answer *recoger*. *Coger* was also accepted. Only the strongest candidates could spell it completely accurately. Minor spelling mistakes were tolerated as long as they did not change the sound.

Question 19

Most candidates could answer *hora* and spelt it correctly.

Question 20

Most candidates could answer *balón* and spelt it correctly.

Question 21

Stronger candidates gave the correct answer *sencillo*. Only the strongest candidates could spell it completely accurately. Minor spelling mistakes were tolerated. Many candidates did not know the word and made up words with the sound they heard.

Segunda Parte

Most of these questions could be answered with one or two words. Some candidates gave extra information. In some cases, this was harmless additional information. In many cases the additional information was wrong and invalidated an otherwise correct answer.

Question 22

The majority of candidates knew *cafetería* but there were a variety of unacceptable spellings.

Question 23

Stronger candidates gave the best answer *nerviosos*. Many misread the question (the key *se sienten*) and answered something about how much television children could watch or about their favourite programmes.

Question 24

Only the strongest candidates gave the best answer *carta*. Many candidates confused *dieron* with *dijeron* and talked about the references clients gave, which could not be rewarded since it did not show sufficient understanding.

Question 25

Candidates needed to make clear that it was the boy's own children that he would be looking after in the future. There were various acceptable ways of expressing this relationship. Stronger candidates gave the best answer *sus hijos/sus propios hijos*. Some candidates struggled with the spelling of *propios*. Many gave answers involving *muy útil en la vida/otras amigas*.

Sección 3

Ejercicio 1 Preguntas 26–31

In these questions there are some distractors. It is important that candidates expect them and they should listen carefully to the whole utterance on the recording before choosing their answer each time.

Question 26

The correct answer was **B** (*antes que nadie de su nacionalidad*) and this was one of the more challenging questions for many, perhaps because weaker candidates struggled with the construction *antes que nadie*. Option **A** was the most commonly chosen wrong answer (*acompañada de unos buenos amigos*).

Question 27

This was straightforward for most candidates. Overall, there was no clear pattern of error.

Question 28

This was straightforward for most candidates. Overall, there was no clear pattern of error.

Question 29

This was straightforward for many candidates from across the ability range. Option **D** was the most commonly chosen wrong answer (*lo esencial que es el Internet en los viajes*).

Question 30

The strongest candidates chose the correct answer, **B** (*habló seriamente con una persona*). Some candidates opted for **C** (*recibió regalos de los habitantes*) instead.

Question 31

Most candidates chose the correct option, **D** (*protegiendo el medio ambiente*). Some candidates opted for **B** (*dirigiendo películas*).

Ejercicio 2 Preguntas 32–40

Question 32

The strongest candidates could accurately answer *equipos mixtos*, although *mixto* was enough to get the mark. Some weaker candidates made spelling errors and did not achieve the mark here.

Question 33

Most candidates attempted this question and gave the fully accurate answer *los mejores jugadores (del mundo)*. The most common alternative was *de Europa*, which was not precise enough to achieve the mark.

Question 34

Many candidates had difficulty with the time expression *hace 10 años*. Not all candidates recognised the question word *cuándo* and gave the wrong answer of *10 años*. Most candidates knew the answer involved 10 years but stronger candidates identified *hace* as meaning *ago*.

Question 35

Most candidates from the top and middle of the ability range could answer *es fácil de manejar*. However, many candidates did not know *manejar* and were unable to spell it correctly. Candidates should check that their response does actually answer the question and makes sense. Quite a few answered *es fácil*, but a wheelchair cannot be 'easy', so the answer did not make sense in this context.

Question 36

Most scored the mark here; candidates were able to identify *la silla estaba rota*.

Question 37

This was a challenging question and only the strongest candidates gave the correct answer *deseo de ganar*. The majority did not know *deseo*, and many misread the question and gave the name of the Portuguese player or went for *es impresionante*.

Question 38

Most candidates from the top and middle of the ability range could answer *su primer partido con el equipo español*. It was not his 'first match', nor his 'first match in Spain', but his first match for the Spanish team. Some candidates were unable to distinguish 'español' and 'España' in their answers.

Some minor spelling errors were accepted but others were rejected since they obscured the meaning of the words.

Question 39

Many candidates did not answer the straightforward question *dónde* and wrote *no recibe la atención que se merece* when the correct answer was *periódicos*.

Question 40

Only the very strongest candidates could provide the answer *en directo*. There were problems recognising the question word *cómo*. Some candidates gave the correct answer, but many answered *porque es más emocionante*, an answer to a why question.

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

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.
- Candidates should write clearly and legibly in the space provided. If there is only one answer line shown, the answer is expected to fit in that space. If a candidate has changed their mind, they should make their final choice clear.
- All candidates should aim to attempt every question as there are some questions in each section which are designed to be accessible to the whole ability range. 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 should 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 could correctly recognise interrogatives usually provided more appropriate answers.

In **Sección 2** candidates are required to locate the correct answer in the text and are awarded for their understanding. In **Sección 3** candidates need to be more accurate with verb forms and pronouns to avoid ambiguity.

Comments on specific questions

Sección 1

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

Ejercicio 1 Preguntas 1–5

Many candidates scored full marks on this exercise.

Question 1: This proved to be the most difficult question in this exercise, with some candidates unable to correctly identify *postre* and link it with **B**. Option **D** was a common wrong answer.

Question 2: Almost all candidates knew *baile* and linked it with **C**.

Question 3: All candidates knew *perro* and matched it to **A**.

Question 4: Almost all candidates knew *ciencia ficción* and were able to link it to **D**.

Question 5: Almost all candidates knew *coche* and linked it with **D**.

Ejercicio 2 Preguntas 6–10

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

Question 6: Many candidates were able to successfully link *cuando llueve, me quedo en casa* with **B**, although a few selected **E** or **F**.

Question 7: Most candidates knew *correr* and linked it with **E**.

Question 8: Almost all candidates understood *la comida* and linked it with **D**.

Question 9: All candidates linked *balcón* with **C**.

Question 10: This was the most challenging question in this section. Successful candidates were able to link *aspiradora* with option **F**, but **A** was a common wrong answer.

Ejercicio 3 Preguntas 11–15

Many candidates showed good understanding of the text and performed well in this exercise with many gaining full marks.

Question 11: Most candidates were able to select **B** *menos de* but a few wrongly selected **A**.

Question 12: Successful candidates were able to link *históricos* in the text with option **C** *viejos*.

Question 13: Most candidates correctly selected **A**.

Question 14: All candidates correctly selected **A**.

Question 15: Almost all candidates correctly selected **C**.

Sección 2

Ejercicio 1 Preguntas 16–20

Many candidates performed well on this exercise. Some 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 made the link between *modernas* in the text and *nuevas* from the list of options.

Question 17: Most candidates correctly selected *semana* from the list.

Question 18: Most candidates correctly selected *niño*.

Question 19: This proved challenging for weaker candidates. *Fuera* was the correct answer but *dentro* was a common incorrect choice.

Question 20: This also proved challenging for weaker candidates. Successful candidates were able to link the synonyms of verbs *enviar* and *mandar* but *recomienda* was a common wrong option.

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. Additional information was often included in an otherwise correct answer that then invalidated the response. In this

exercise, **Question 24** was the generally answered correctly whereas **Question 30** was the most challenging.

Question 21: Most candidates understood the question and were able to answer correctly with *su madre tiene un nuevo trabajo*. Some candidates lifted earlier material from the text *se ha ido a vivir a Japón*.

Question 22: Candidates had to carefully pick out *el verano próximo* from the text. Generally, when candidates gave incorrect answers they had lifted indiscriminately and the answer then did not match the question. A common example of this was *hasta el verano próximo*.

Question 23: Most candidates answered correctly with *desde hace 12 años* or simply *12 años*. Errors occurred when candidates wrote *desde 12 años*, which has a different meaning.

Question 24: This was usually answered correctly with most candidates answering with *en el jardín*.

Question 25: Successful candidates answered succinctly with *abierta*. *Más* was allowed but *muy abierta* was incorrect. Some candidates got confused between *Antonia* and *la amiga de Antonia* and wrote *tímida*.

Question 26: The strongest candidates could answer with *por las redes sociales* but weaker candidates did not conjugate the verb *compartir* correctly or missed out an appropriate preposition. The interrogative *¿cómo ...?* was not understood by all. A few candidates lifted *no tengo noticias tuyas*.

Question 27: Many candidates answered correctly with *acostumbrarse al país* but weaker candidates added extra information or gave two alternative answers.

Question 28: The strongest candidates answered succinctly with *una nueva época*. *Comienza* in the question did not always lead students to *empiezas* in the text and some candidates focused on subsequent information *necesitas encontrar otros pasatiempos* or *harás amistades*.

Question 29: Most candidates were able to locate the correct part of the text and answer correctly *nueva alumna*.

Question 30: This was the most challenging question in this section. Candidates could answer with simply *contentísima* and the stronger candidates were able to change the pronoun. Candidates who copied *contentísima de verte* were not awarded the mark.

Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. 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 as additional material copied may invalidate an otherwise correct response. Candidates who lift indiscriminately do not demonstrate genuine comprehension and cannot therefore score the marks.

Candidates need to be able to recognise and use the regular and irregular forms of a range of common verbs and be able to change verbs 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*, and 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.

When correcting the false statements, single words or short phrases are appropriate in some cases but some answers will require a longer sentence or phrase. Candidates who are able to manipulate the language perform better in this exercise.

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: Almost all candidates identified this as a false statement, and most were able to identify the correct information in the text *gana lo suficiente*. Some candidates incorrectly started their response with *es un trabajo que le satisface y ...*

Questions 32: Most candidates recognised this as a false statement and were able to locate the correct part of the text. Some manipulation of the text was necessary for a correct response. The strongest candidates justified their response with *no logró encontrar trabajo como ingeniero* but some candidates did not change the verb from the first to the third person. *Logro* without the accent was rejected as it is the first person present tense form of the verb.

Questions 33: Most candidates identified this as a true statement.

Question 34: Many candidates identified this as a true statement.

Question 35: Most candidates recognised this as a false statement, but many had difficulty justifying the sentence. The correct answer was readily available in the text *algunos alumnos vendrán a conocer su ciudad* but there was a variety of incorrect responses taken from the last paragraph including references to *el viaje* and *los monumentos*.

Ejercicio 2 Preguntas 36–42

This final exercise was, as intended, the most demanding part of the paper. Many candidates were able to identify the required information and produced coherent, relevant and precise answers. 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. Lengthy and wordy answers often missed the point.

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.

In this exercise, **Question 41** was answered correctly by most candidates, whereas **Question 39** was the most challenging.

Question 36: Most candidates located the correct part of the text but only the strongest candidates were able to manipulate the verb to *viven delante de una pantalla* or *están viviendo*. Many candidates incorrectly kept just *viviendo* from the text. There were a few very sophisticated responses to this question using appropriate synonyms.

Question 37: Candidates who provided shorter answers did better on this question as they could answer concisely *tormenta de nieve*. Candidates who lifted too much from the text or who did not use the verb *encontrarse* accurately failed to get a mark. Some candidates referred to a variety of potential dangers but the use of *hubo* in the question implied a single event in the past.

Question 38: Candidates required only a single word *pesada* to answer the question. However, many candidates overcomplicated their response or lifted too much from the text.

Question 39: This was the most challenging question in this section. Many answered incorrectly as they started their response with *viajando*, answering a 'how' rather than a 'where' question. Others understood the *dónde* but incorrectly answered *ciudad industrial*, which is mentioned earlier in the sentence. Many wrote *regiones poco conocidas* but this needed to be preceded with the pronoun *en* or *por* to gain the mark.

Question 40: The strongest candidates were successful with *hacer pensar* or *quiere hacer pensar a la gente*. There was a variety of incorrect answers taken from the last paragraph of the text.

Question 41: Most candidates answered this question well. Candidates only needed to lift *cambios climáticos* from the text, but many weaker candidates copied too much or were unable to manipulate the verb *describir* correctly.

Question 42: Candidates who were in control of the material and had a clear understanding of the question and text were successful in answering this question with *durante* or *en una época de problemas económicos*. A suitable preposition was needed to achieve the mark. There were several incorrect answers referring to *animalitos en un bosque lejano*.

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

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 or 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. Centres should practice and provide guidance about suitable verbal responses to express emotions.
- In the interest of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates may be unduly penalised by lack of opportunity where conversation sections are too short and they are not able to demonstrate the range of language needed to access higher marks. Where conversations are too long, this may lead to increasing inaccuracy in responses.
- 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) must be correct and it is the responsibility of the Centre to ensure that these checks are carried out. Centres where more than one Examiner is used must check that the correct marks are transferred following internal moderation.
- There is video support available for the Speaking test, which teacher/Examiners can access on the public website.

General comments

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

The majority of centres sent the correct sample size for moderation and the quality of the recordings was, in most cases, good. 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 International.

Please record the centre and syllabus details, and the name of the teacher/Examiner at the beginning of each CD. The teacher/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 not 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.

Centres are reminded of their responsibility for checking the accurate addition and transfer of marks for all candidates. Centres are also reminded that the marks on the *MS1* (or computer printout, if the centre submits marks electronically) must be a direct transcription of the marks on the working mark sheet. Arithmetical errors and errors in transfer were found and corrected.

Comments on specific questions

Materials for the Speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/Examiners to familiarise themselves with their own roles. Teacher/Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and they must not create additional tasks. Nor should they change the order of tasks.

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, the teacher/Examiner should prompt the candidate to give them the opportunity to gain marks. 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 greetings, expressions of emotion such as satisfaction and anger that candidates sometimes omit or struggle to communicate.

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)

These tasks were 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: Most candidates completed this task well.

Task 5: *Dale las gracias* formed part of the task and, if omitted, the candidate 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 (7, 8, 9)

Candidates performed well in these tasks.

Task 1: Candidates completed this task well.

Task 2 and 3: Short responses to complete these tasks were perfectly acceptable. The meaning must be clear – the day and time of reservation.

Task 4: If a task asks candidates to choose one of the options offered by the teacher/Examiner, then this is what they should do.

Task 5: *Dale las gracias* formed part of the task and, if omitted, candidates could not score the full 3 marks for this task.

Role Plays B

These role plays were designed to be more challenging than 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. Some candidates mispronounced 'estómago'.

Task 2: Most candidates communicated the information although sometimes the language used was inaccurate.

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

Task 4: *No 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: Candidates completed this task well.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1: Most candidates completed this task well although the language used was not always accurate (use of past perfect).

Task 2: Candidates completed the first element of this task well. Some candidates struggled with *apellido* providing their first name or their full name rather than their surname.

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

Task 4: *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 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 sometimes the language used was inaccurate.

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

Task 4: *Estás enfadado/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 5: Candidates completed this task well.

Topic Presentation/Conversation

Candidates presented a variety of topics and there were many excellent presentations. 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 generally appropriate. The majority of presentations 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 conversation 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.

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.

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 teacher/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. It is the responsibility of 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 (May/June 2019). Teacher/Examiners should be consistent in their marking.

In the role plays, some centres focused too closely on minor errors such as the use of an incorrect adjective ending but did not recognise pronunciation that impeded comprehension or major errors such as the use of an incorrect verb. 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/Examiner 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 to use more complex language and structures. Teacher/Examiners need to adjust questioning to give candidates every opportunity to perform to the best of their ability. In addition, if teacher/Examiners are not mindful of the recommended timings, candidates can be unduly penalised by lack of opportunity if timings are too short and where timings are too long candidates' responses can become more inaccurate.

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

<p>Paper 7160/42 Writing</p>

Key messages

- 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.
- To ensure that they respond to all of the required tasks in **Questions 2 and 3**, candidates may benefit from attempting the communication 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 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.
- It is recommended that candidates adhere to the word counts for **Question 2** and **Question 3**. However it is not an absolute requirement and candidates should not feel obliged to remove significant details in order to meet the word count..

General comments

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

In **Question 1** 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 on 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 write one item per line and should avoid writing answers as labels beneath the pictures.

If a candidate writes over the word limit for **Question 2** or **Question 3**, they should not indiscriminately remove parts of their response. The act of editing on completion is quite difficult, especially if there is little time available. Some candidates crossed out details which would have been creditworthy.

In **Question 2**, up to 10 marks for Communication are awarded across the question. There is no requirement to provide exactly the same amount of information for each of the tasks. 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, including tasks that include two elements. Candidates are required to write responses in full sentences. Candidates need to produce a recognisable part of an appropriate verb to gain credit for Communication. Up to five marks are awarded for Language.

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 should ensure they select the question which will allow them to show the Spanish that they know best. Candidates should read all three options before choosing which one to answer. A close reading of the tasks within the questions is recommended as this will allow candidates to think about the vocabulary and structures which will be needed to respond effectively and fully to the question.

Communication: To gain 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.

Comments on specific questions

Question 1: Estás en la estación de tren. Haz una lista en español de 8 cosas que puedes ver.

Candidates were required to give the Spanish for eight items that they may see in a railway station. The majority of candidates achieved the full five marks available. However, some candidates, who produced strong responses in **Questions 2** and **3** seemed unfamiliar with appropriate vocabulary and were unable 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. *malleta*, *mochilla*). However, spelling errors which produced a word with a different meaning (e.g. *servicial* for *servicios* or *tienta* for *tienda*) could not be rewarded. When *tiempo* or *hora* was intended for the word *reloj*, or *pista* for *andén/vía* marks were not awarded.

The use of the *ph* spelling in an attempt to produce a word for *teléfono* did not earn credit. The example *tren* and *estación* did not earn credit. 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 and where these sentences included appropriate vocabulary, credit was given.

Question 2: Mi dieta

Communication

Candidates were able to use familiar language and structures and usually gained full marks. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less common vocabulary and detailed information, sometimes expressed in more complex language. Some candidates wrote at length on the first task, to the detriment of the remaining tasks.

The first task asked candidates to describe the food in their school. Many candidates provided a lengthy, meaningful response with several relevant, creditworthy clauses and/or sentences, giving themselves access to several marks for this question. Many responses were presented in a series of short sentences relying on use of the verb *ser*. Responses which mentioned that the candidate does not eat in school were given credit and these responses were often followed by a coherent explanation. Some candidates made no reference to food/eating in school and some candidates omitted any response to this task. There were also examples of responses which described the school without mentioning food/meals. These responses were not considered to have addressed the task adequately.

The second task required a statement about the candidate's favourite/preferred food. Almost all candidates responded adequately, with a clear statement which indicated a preference, and some included detailed information, 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, or using their response to lead into the following task. A small number of candidates omitted a response.

The third task required two separate responses, asking if candidates preferred to eat at home or in a restaurant, and to explain their preference. There were some extended responses which explained the advantages and disadvantages of both eating at home and eating in a restaurant. Brief responses were seen, expressed in a single short sentence. Occasionally there was 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 for the question.

The fourth task required candidates to say how they could change their diet in order to have a healthier life. A clear reference to future action was needed to meet the requirements of this task, but a response using verbs in the present tense (usually *voy a...*) fulfilled this requirement. There were some detailed responses

which provided explanations for proposed changes, including descriptions of the consequences of a poor diet and a diet of fast food. Reference to a change of diet was not needed provided an intended future action was clear within the response. Negative statements confirming no change to diet were given credit. Candidates who added information about changes to physical activities earned credit for these parts of their response. Responses which mentioned only changes to exercise etc. were not considered to have addressed the task appropriately.

Language

In good answers, candidates produced accurate verbs throughout their response. Other candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations with minor errors in spellings. Where this created a word that does not exist in the verb's paradigm, it prevented the awarding of marks. 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. The inappropriate use of several tenses within a response to a single task was often seen.

In response to the first task, it was rare to see the words *buena* or *mala* after the verb *es*, as *mal* and *bien* were produced by the majority of candidates. *Es*, or *está*, was frequently seen where *hay* was required in sentences.

Spelling of attempts at forms of *preferir* throughout the response sometimes prevented the award of marks, especially in tasks 2 and 3. Control of the formation of *gustar* and *encantar* was also variable in responses to these two tasks. 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 addition, candidates need to note that the verbs *preferir* and *odiar* are not reflexive verbs. Inappropriate placement of the simple negative *no* was seen frequently, usually in responses to the third task.

Question 3

Many candidates produced engaging responses for the three options. The strongest 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 prepositions in verb constructions when required, e.g. *tengo que .../ayudo a.../tratar de ...*
- avoid using *tiene* where *hay* is required and vice versa and *es/son* where *hay* is required and vice versa.

Common errors

The following common errors were seen:

- omission of the relative pronoun *que* (arising from its omission in common English usage).
- inaccurate spelling of simple adjectives and absence of agreement between the subject and the adjective.
- inappropriate use of *estar* when *ser* was required and vice versa.
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*.
- 3rd person singular of *ser* with a plural subject and 3rd person plural of *ser* with a singular subject.
- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding pronoun (e.g. *a mí, me gusta ...*).
- incorrect formation of *hacer/tener/poner/querer* in the preterite tense.
- use of *fue/fuiste* when *fui* was appropriate.
- use of 3rd person formation when 1st person is intended.
- omission of the appropriate preposition in verb constructions (e.g. *ayudar a ... , ir a ... , tratar de ...*).
- inappropriate inclusion of a preposition in verb constructions (e.g. *es importante de ... , necesito de ...*).
- omission of the preposition following verbs (e.g. *fui al cine/jugué al balonmano/ he soñado con*).
- inappropriate translation of idioms from the candidate's first language (e.g. 'to have a good time' was translated literally as *tener un buen tiempo* when the Spanish idiom *pasarlo bien* was intended).

Other Linguistic Features

The most impressive 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 1st, 3rd and sometimes 2nd person (including accents, where required). There was also evidence of an interesting choice of vocabulary which was relevant to the question chosen, idiomatic expressions and appropriate use of the subjunctive.

It is important for all candidates to show control of basic structures, including correct spelling, 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*).
- appropriate formation of constructions with verbs requiring a preposition (e.g. *hablar con ... , con quien hablé*).
- a range of time frames and 1st person and 3rd 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'.

For a mark of 5 or 6 for 'Other Linguistic Features', candidates need to include several subordinate clauses and more complexity is also required. Verb constructions, for example *tengo que pagar, después de ... , antes de que ... , empezó a leer*, add complexity of structure, as do opinion markers like *pienso que* and *creo que*. Appropriate use of adjectives also adds to the complexity. For higher marks for 'Other Linguistic Features' a high level of accuracy is also expected, particularly with basic structures and vocabulary. 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. The use of just one or two complex sentences introduced by *porque* is unlikely to lift the mark for the response into the next mark band.

(a) Una excursión organizada por tu colegio. Escribe un e-mail a tu amigo/amiga sobre la excursión.

Some candidates who attempted this question appeared to interpret the word *excursión* as a holiday and produced a response that referred to a school holiday. These responses were accepted as addressing the focus of the question adequately. A small number of candidates produced a response which described a previous holiday with family or friends or referred to future plans and little or no credit could be given for these. Responses to several tasks frequently showed misunderstanding of the time frame required.

The first task asked where the candidate went on the excursion. Responses usually made reference to a country or a city. Candidates who interpreted *excursión* as a school visit mentioned appropriate places in town. The most successful candidates went on to provide engaging, detailed information using good language and complex structures. Candidates also produced accurate language in a short sentence. Control of verb formations and choice of time frame accounted for the award of fewer than two marks for this task. Where the verb *ir* was used, with attempts to produce *fui*, the verb *fue* was seen frequently and an accent was often added to *fui* or *fuiamos*. A minor misspelling of *visitar* also limited the award of marks for Communication. Responses in the present tense may have represented a misunderstanding of the task which required a response using a past time frame.

The second task asked candidates to state what activities they did with their friends during the excursion. There were detailed descriptions of a number of activities undertaken with friends and some complex language was produced by the more successful candidates. Some candidates offered short responses, mentioning a single activity and these responses addressed the task adequately. In many responses one of two elements prevented the award of both marks for Communication for this task. Firstly, many candidates provided a response using the first person singular of a verb/verbs with no reference to friends. As activities with friends was key to this task, these responses were considered to only partially address the task. Secondly, some candidates were awarded only one mark as they produced an inappropriate form of a verb. The most frequent examples were in the formation of *hacer* and *ir*. The regular verbs *comer* and *beber* were regularly conjugated as if they were *-ar* verbs. In addition, where candidates copied the question without appropriate alteration e.g. *hiciste muchas actividades con tus compañeros*, candidates could only be awarded one mark.

The third task asked candidates to state when the next excursion organised by school would take place. There were many interesting explanations using accurate, complex structures. Some responses mentioned when the next excursion would take place and also offered reasons for, and opinions about, a future excursion. In shorter responses, there was less control of grammatical accuracy, including verb formations, which prevented the award of both marks for Communication. Errors in the subject of the verb, and the omission of the accent on *será*, both of which could have been copied from the question, prevented the award of both marks in many responses. Where candidates altered the construction of the sentence for their response, an inappropriate verb was often given, for example *ser* where *hay* was required and vice versa. Not all candidates made it clear that they were referring to the next school excursion. Where this was implicit in the context of their response, both marks were awarded for Communication but where there was no clear link to school excursions, only one mark was awarded. Some candidates mentioned only the destination of the next excursion.

The fourth task asked candidates to give their opinion about excursions organised by school. The most successful responses were usually introduced by an opinion marker (e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*) and there were some interesting responses where candidates justified a simple opinion. Stronger candidates produced appropriate agreement between the subject and any adjective used to describe it. In contrast, other candidates produced the verb formation *es* when the subject of the verb was *las excursiones* or used a singular formation of *gustar* or *encantar*. Errors in the subject of the verb, which could have been copied from the question, also prevented the award of two marks for Communication. As in responses to the third task, not all candidates made it clear that they were giving their opinion about school excursions. Where this was implicit within the context of their response, both marks were awarded for Communication. Where there was no clear link to school excursions, a maximum of one mark was awarded.

The final task asked candidates to say if they like to travel with their family and to explain why/why not. This task was often answered with a short, simple sentence but many candidates added detailed justifications for their opinion, using complex structures. The most common reason for the award of fewer than two marks for this task was an error in agreement between the subject, usually *mi familia*, and the verb, with the use of *son* when *es* was required.

(b) La naturaleza en tu región. Escribe un artículo sobre este tema.

The first task asked candidates to state where they can enjoy nature in their region/area. Most candidates referred to parks near to their home whilst some mentioned countryside and seaside locations. There were a small number of detailed accounts which included descriptions of what can be seen and what can be done in the location mentioned. These accounts were usually presented in accurate language and with some complex structures. Other responses were more brief and relied on basic verbs such as *hay* and *es*. Candidates who were awarded fewer than two marks for this task usually made an error in their chosen verb, often copying *puedes disfrutar* with alteration to the first person formation, or by misspelling *disfrutar*. There was some confusion in the appropriate use of *puede* and *se puede*.

The second task asked for a description of a day spent in the countryside. In a similar way to the first task, responses were sometimes short but there were some extended narratives which offered a full account of a recent visit to the countryside and complex sentences were seen. Some candidates referred to a visit to the place that they had identified in the first task, rather than to the countryside. These responses were considered to have addressed the task adequately. Several candidates used the present tense to describe what they usually do or what can be done in the countryside, omitting any reference in a past time frame to a day spent in the countryside. These responses were considered to have addressed the task partially and were awarded a maximum of one mark for Communication. Errors in the formation of verbs in the preterite and imperfect tenses and/or the omission of an accent also resulted in the award of fewer than two marks for Communication.

The third task asked candidates to describe the weather during that day in the countryside. Some candidates mentioned the weather at several points during their day in the countryside but most responses to this task were brief. There were frequent errors in the structures chosen by candidates to address this task. These included the use of *ser* when *estar* was required, and *ser/estar* where *hacer* was appropriate. In addition, some candidates used an inappropriate form of *hacer* – *hice* when *hizo* or *hacía* was required – and accents were included inappropriately in the preterite tense or omitted in the imperfect tense. These errors reduced the maximum marks available for Communication to one mark. Responses in the present tense were considered to have addressed the task partially. Some candidates omitted a response to this task.

The fourth task asked candidates to give their opinion of the advantages of spending time in nature. Stronger candidates provided detailed information about the advantages, and responses tended to be introduced by an opinion marker (e.g. *creo que/pienso que/opino que/me parece que/en mi opinión*). Some responses were awarded only one of the two available marks when there were errors in the verb chosen by the candidate. These errors were sometimes a tense which was not appropriate to the context of the ideas chosen, or where there was an error in the spelling of the chosen verb. Candidates who stated that there were no advantages, or mentioned only disadvantages were awarded credit. Some candidates omitted a response to this task.

The fifth task asked candidates for an opinion and explanation of the importance of protecting the environment. It was the explanation which gave candidates access to the marks for Communication. The topic of environmental protection appeared to be familiar to most candidates. There were some topical and relevant ideas expressed. Stronger candidates produced accurate language which included complex structures and, in some cases, appropriate use of the subjunctive mood. Other candidates were successful in adding *porque* and a brief simple clause to the language provided in the question. Some candidates explained how they protect the environment without providing an explanation of its importance. The most frequent reasons for the award of fewer than two marks for Communication were errors in verbs, particularly in spellings of *proteger*.

It was sometimes difficult to assess whether a candidate was addressing the fourth or the fifth task. In these circumstances it was often possible to award marks to only one of the two tasks.

(c) “Cuando salí del colegio vi un accidente ...”

The majority of responses were of a high standard in terms of the grammatical structures produced, the range of vocabulary chosen, and the overall accuracy in each task. There were interesting ideas and answers were imaginative in their content. In contrast, some narratives were over-ambitious which led to ambiguous statements. Some responses contained many errors which prevented communication of the intended message. There were some excellent responses which could not be awarded all the available marks for Communication as accents were missing from verbs. In some answers there were no accents included on any verb in the preterite, imperfect or conditional/future tenses. Despite this, candidates still included 18 accurate verb formations to earn full marks for Accurate use of Verbs.

The first task asked candidates to say what plans they had before seeing the accident. Stronger candidates included complex sentences and a variety of appropriate structures to express their intended plans. Many responses were relatively brief but succeeded in meeting the requirements of the task. Where a candidate referred only to plans after seeing the accident, it was considered that the response did not address the task adequately and was not rewarded. Similarly candidates who mentioned only where they were when they saw the accident, omitting any plans, were not considered to have responded appropriately. Lack of accuracy with the formation of high-frequency verbs was the usual reason for the award of fewer than two marks for Communication in this task.

The second task asked candidates to describe what they had seen. Many candidates were successful in their response to this task, providing a detailed, coherent series of events to describe the accident, most of which involved a collision of a car resulting in injury to the driver, a passenger or a pedestrian. There were some more adventurous responses to the task, with complex grammatical structures, whilst other responses were brief, sometimes a single sentence. A small number of candidates lacked knowledge of the vocabulary and control of verb formations to express their ideas effectively.

The third task asked candidates to say what they and their friends did to help in this situation. There was considerable variety in responses to this task. Where candidates mentioned actions taken by friends and separate actions undertaken by themselves, credit was given. When candidates mentioned only their own actions, the task was considered to have been met partially, with a maximum of one mark for Communication. Some candidates produced an account which included several actions taken, each of which satisfied the requirements of the task and merited the two marks available. These narratives were presented in a logical sequence and expressed using a variety of grammatical structures. Overall it was this task which presented the greatest difficulty to some candidates, either because they did not know the vocabulary required to express their ideas or because inaccuracies hindered or prevented effective communication. Errors in the formation of regular and irregular verbs in the preterite tense were seen, usually the omission of accents where required or inappropriate inclusion of accents.

The fourth task required candidates to describe their feelings after the events and to give a reason for their feelings. These were assessed as two separate but linked tasks, each of which could earn two marks for Communication. It was intended that responses to this task should appear as a conclusion to the narrative produced to the third task but expression of feelings and explanations for those feelings at other points in the narrative were given credit. Most candidates chose to address this task by using *sentir/sentirse*. Responses in the present tense were accepted if they were appropriate for the context of the response. In many cases, errors in the chosen verb led to the award of fewer than two marks for Communication particularly as the reflexive pronouns was omitted when required, or there was no accent on the first person singular of the preterite formation, or because *te sentiste* was copied from the question without alteration. Some candidates produced more imaginative expressions of feelings, for example *no podía parar de llorar*. Similarly, there were some well-expressed explanations for feelings, for example *me sentí muy orgulloso ya que había ayudado a alguien que probablemente, sin mis acciones, hubiera muerto*. A small number of candidates offered explanations for their feelings which did not succeed in communicating effectively and some candidates omitted a response to this element of the task.