

# SPANISH

**Paper 7160/12**  
**Listening (Multiple Choice)**

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

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

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

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

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

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

### General comments

This was the first June series in which the Listening test was multiple-choice. Overall, performance was satisfactory. Most candidates attempted all questions.

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

### Comments on specific questions

#### Questions 1–8

Performance in this exercise was generally very good, with most candidates answering the majority of questions correctly. Where mistakes did occur, this was most usually in **Question 2**, with some candidates choosing option **A** (*lluvia*) or option **B** (*sol*) rather than option **D** (*viento*). where there was confusion between *falda* (the correct answer – option **A**) and *vestido* (option **B**). In **Question 5** a few candidates were tempted by one of the three incorrect options rather than the correct option, but there was no clear pattern of mistakes.

#### Questions 9–14

**Question 9:** The majority of candidates knew *las ocho menos diez* (option **B**). A few chose option **D** instead.

**Question 10:** Almost all candidates identified the word *biblioteca* in the recording.

**Question 11:** Most candidates knew *bolígrafo y papel* and therefore chose option **C**.

**Question 12:** This question was the one that was answered least well in this exercise. Many candidates identified *ir andando* and therefore chose option **A**. Some did not know the expression and tended to choose either option **B** (*autobús*) or option **D** (*tren*).

**Question 13:** Most candidates understood *vestidos tradicionales*.

**Question 14:** The majority of candidates identified *pista de patinaje* and therefore chose option **D**. The most commonly chosen wrong answer was option **C** (*discoteca*).

#### Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends, Sandra and Felipe, about sports. Many candidates performed well in this exercise.

**Question 15:** Most candidates understood the phrase *hace dos semanas, decidí apuntarme a un curso* and therefore selected option **A**, but some candidates chose either option **D** or option **F**.

**Question 16:** About three quarters of candidates answered this question correctly, having understood the phrase *los partidos son muy largos y tengo que estudiar mucho*. The most commonly chosen wrong answer was option **B**.

**Question 17:** A number of candidates struggled with *me ayuda a vivir una vida saludable*. The most commonly chosen wrong answer was option **E**.

**Question 18:** Most candidates understood the phrase *tenemos clases en el instituto* and therefore selected option **F**. Some chose option **A** instead.

**Question 19:** Many candidates identified the correct answer (option **B**). The most common wrong answer was option **D**.

### Questions 20–28

In this exercise, candidates heard an interview in two parts with Carolina, who spoke about what she had done to have a swimming pool installed in her town. The exercise represented a step up in the incline of difficulty of the test.

**Question 20:** Many candidates understood *hemos perdido la discoteca que teníamos* and therefore chose option **C**. Even though Carolina said *hay un montón de cosas para hacer*, a significant number of candidates chose option **B** (*hay poco para la gente joven*).

**Question 21:** The majority of candidates understood the phrase *temperaturas difíciles de aguantar* and therefore chose the correct answer (option **A**). Option **B** was the most common incorrect answer.

**Question 22:** This question was not answered particularly well. Some candidates worked out the correct answer (option **C**) from *la gente espera desde las ocho de la mañana para entrar*, but many chose option **A** because of they had heard the word *ocho*.

**Question 23:** Most candidates answered this question correctly, having understood the phrase *en todas las aulas*.

**Question 24:** Many candidates understood *hicimos una grabación para el alcalde usando mi móvil y se la enviamos* and therefore selected option **B**. The most common wrong answer was option **A**.

**Question 25:** The stronger candidates chose option **B** because they understood *dijimos al director que salíamos del colegio un grupo de trescientos alumnos. Él dijo que sí*. A significant number of candidates selected option **A** because they misunderstood *sentía no poder acompañarnos*.

**Question 26:** Many candidates identified option **A** as the correct answer because they understood *una piscina sería demasiado cara para construir este año*. Option **B** was the most common wrong answer.

**Question 27:** The stronger candidates understood *una al aire libre donde juntarnos con los amigos* and therefore chose option **A**. Some candidates selected option **B**, perhaps because they didn't understand or missed the beginning of the phrase *no es una gran piscina cubierta donde los equipos puedan entrenarse*.

**Question 28:** This was the question that was answered best in this exercise. Almost all candidates chose option **B**, having identified the phrase *creo que lo conseguiremos para el año que viene* in the recording.

### Questions 29–34

Candidates heard an interview with Javier, a professional gamer.

**Question 29:** Many candidates chose the correct answer (option **B**) because they understood the phrase *hay nuevos jugadores jóvenes que compiten para sacarte*.

**Question 30:** Nearly all candidates answered this question correctly.

**Question 31:** The stronger candidates opted for the correct answer (option **B**) because they understood *estudiamos nuestros partidos anteriores en la gran pantalla*. Option **A** was the most common wrong answer, even though Javier said *pasamos dos horas en el gimnasio* and also *la salud y la forma física son esenciales*. Candidates may not have been familiar with the verb *evitar* used in option **A**.

**Question 32:** This question was not answered particularly well. The stronger candidates chose option **C**, having understood the phrase *el deseo de mejorar siempre*, but a significant number of candidates chose either option **A** or option **B** because they misinterpreted *controlar las emociones* and *algunos siguen jugando el sábado y el domingo*.

**Question 33:** The stronger candidates understood *se aprende mucho con los videojuegos* and therefore chose option **A**, but a number of candidates selected option **B** because they heard the word *película*.

**Question 34:** Many candidates encountered difficulty here. The stronger candidates understood *yo ahorro parte del dinero que me pagan* and therefore chose option **B**, but a significant number of candidates did not find the correct answer. There was no clear pattern of mistakes.

### Questions 35–37

Candidates heard an interview with Roberto, a florist in Santa Catalina. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

**Question 35:** The stronger candidates understood *mis padres siempre compraban flores; era normal tenerlas en casa* and therefore chose option **A**. Fewer candidates identified the second correct statement (option **B**); candidates needed to listen carefully in order to identify *a los trece años, asistí a una fiesta...había flores que nunca había visto*.

**Question 36:** A reasonable number of candidates understood *es importante saber cómo cuidar y cortar flores para que tengan una vida más larga* and therefore selected option **B**. In general, the majority of candidates didn't identify the second correct answer (option **D**). The most common incorrect answers were option **C** (probably because candidates misheard *tenía que ganar dinero trabajando de noche para pagar los estudios*) and option **E** (because they did not understand the phrase *yo vuelo una vez al mes a la capital*).

**Question 37:** A significant number of candidates did not find the first correct answer (option **A**); only the strongest candidates understood the phrase *hay que aguantar mucho*. In general, candidates coped much better with the second answer, with nearly three quarters of candidates choosing option **E**. A few candidates misunderstood Javier's last utterance and selected option **D** instead.

# SPANISH

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<p><b>Paper 7160/22</b> <b>Reading</b></p>
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## Key messages

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

- ensure that they answer the question asked and avoid giving additional information that is not required
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct
- aim to attempt all questions, as there are some questions which are designed to be accessible to the whole ability range. Leaving questions blank offers no chance of scoring a mark.
- remember that the questions follow the order of the text
- plan their time carefully so that they have enough time to deal with the longer, more demanding questions, and allow time at the end to check their answers or check them as they work through the paper.

## General comments

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

In the exercises which required short written answers, the best responses were those which were concise and focused on the precise piece of information required to answer the question. Weaker responses included whole sentences which were copied from the text, and this often resulted in inappropriate information being included in the answer, and the mark could therefore not be awarded.

Candidates need to be unambiguous in their answers and be able to correctly manipulate verbs, personal pronouns and possessive adjectives in order to make their answers clear.

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

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

## Comments on specific questions

### **Question 1**

In this question, candidates needed to match short sentences in Spanish with the correct picture. All pictures and sentences were related to music and musical instruments. Candidates need to remember that one of the pictures is surplus to requirements. In general, candidates attempted all questions, and most gained full marks. Some candidates did not know *batería*; option **A** was a common incorrect answer. There were no other issues in this exercise. There were no other particular issues in this exercise, as almost all candidates understood the phrases *escucho música en mi dormitorio*, *el piano*, *la música clásica* and *me gusta leer revistas de música*.

## Question 2

In this question, candidates read five sentences in Spanish and needed to match each sentence with the correct option from eight signs/notices that could be seen while shopping in a department store. Most candidates attempted all the questions, and many gained full marks. Many candidates were able to link *a mi hermano le regalaré un balón* with *juguetería*, and *tengo que comprar lapices para el colegio* with *papelería*. Some candidates struggled with **Question 2(c)**, which tested *una máquina de café*. Weaker candidates tended to choose either option **C** (*informática*), **D** (*muebles*) or **F** (*maquillaje*) rather than option **H** (*electrodomésticos*). Almost all candidates were able to find the correct matches for *sandalias* and *falda elegante*.

## Question 3

Candidates read a text about a sibling going to university and answered a set of seven multiple-choice questions, each of which had three options. In most cases, candidates answered all the questions, and many gained full marks. Where errors did occur, this was most usually because candidates had not read the text carefully enough, and sometimes relied on what they thought they knew about life in general rather than on what was written in the text.

**Question 3(a)**: Most candidates read the text carefully and were able to work out that the answer was **B** (*tres meses*). Some candidates chose **A** (*tres semanas*), possibly because of the reference to *Navidad* and the idea (drawn from personal experience) that Christmas holidays can often be three weeks long. Other candidates chose **C** (*tres años*), perhaps because of the reference to *universidad* and the fact that university courses often last three years.

**Question 3(b)**: This was the question that was answered best in this exercise. Almost all candidates linked *biología* in the text with the correct answer **A** (*las ciencias*).

**Question 3(c)**: The candidates who recognised *charlar* and *hablar* as synonymous were able to choose the correct answer (**B**). Those who did not differentiate between *jugando al tenis* and *ve deporte* opted for **C**.

**Question 3(d)**: Many candidates were able to link **C** (*ropa de invierno*) with *el abrigo* in the text. There was a reference to *maletas* in the text which tempted some candidates into choosing **B**. The phrases *casi se le olvidó el abrigo* and *le hará falta* were structures that some candidates did not know.

**Question 3(e)**: There was a mixed response to this question. Candidates needed to make the link between *portátil* in the text and *ordenador* in option **C**. Option **B** (*móvil*) was a common incorrect answer.

**Question 3(f)**: Almost all candidates were able to make the connection between *las redes sociales* in the text and option **B** (*utilizará Internet*).

**Question 3(g)**: Candidates needed to read the text very carefully in order to choose the correct answer (**A**). Quite a few candidates were tempted by the reference to *América Latina* in the text, to the extent that they did not read to the last sentence, and therefore chose **B**.

#### Question 4

In **Question 4** candidates are required to answer questions on a longer text, which in this case was a blog by Héctor about a community magazine. Candidates were required to write short responses in Spanish. The text was written in the first person; candidates needed to take care to change the first person to the third person when required in order to make their answers unambiguous. Many of the answers could be answered with a precise lift from the text, but responses needed to be succinct and unambiguous in order to demonstrate sufficient comprehension.

**Question 4(a):** Most candidates understood the interrogative *¿dónde?* and therefore knew that the answer would be a place. The majority wrote (*en*) *las afueras*, although a few candidates changed the preposition *en* to *a*; this was accepted. If candidates also included *de la ciudad* in their response, the word *ciudad* needed to be spelt correctly (*cuidad* means something different and therefore could not be rewarded).

**Question 4(b):** This was the question that was answered best in this exercise, with most candidates writing the succinct answer *una fábrica*. Many candidates took the verb *se veía* from the question and used it effectively in their response.

**Question 4(c):** Many candidates read the question carefully and understood the information that they needed to provide (e.g. *poca gente participaba en actividades (organizadas)*). Some candidates missed the significance of the end of the question (*que comentaron los vecinos*) and the link to *me dijeron que...* in the text, and therefore wrote *llegaron de todas partes, y no se conocían*.

**Question 4(d):** Most candidates understood the interrogative *¿cuándo?* and therefore knew that the answer would be a time phrase. Many candidates wrote *el día después de la conversación*, which was too vague. The response needed to contain *con los vecinos* in order for the mark to be awarded.

**Question 4(e):** Candidates understood the interrogative *¿quién?* and were able to locate the correct person in the text. The best candidates could manipulate the possessive pronoun from *mi* to *su mejor amigo* or change the response to *el mejor amigo de Héctor*. Weaker candidates were unsure how to form the possessive and anglicised responses such as *Hectors mejor amigo* were common.

**Question 4(f):** Candidates could simply lift *representan el futuro* directly from the text. Many weaker candidates copied too much and did not manipulate *nuestro barrio*. In general, weaker candidates did not cope well with the switch from *los jóvenes* in the text to *la gente* in the question, struggling to choose an appropriate verb.

**Question 4(g):** Candidates could write the succinct answer *el nombre*. Despite only having one line available for the answer some candidates copied the whole of the last sentence of the second paragraph. Quite a few did not recognise that the interrogative was actually *¿qué?*, not *¿cuándo?*.

**Question 4(h):** Candidates needed to recognise how the friends felt; the correct answer was *decepcionados*. Many added a verb either from the question or the text, but not all made it reflexive. Weaker candidates retained *nos quedamos* from the text, which invalidated the response. Not all candidates recognised that this question was asking them to identify a feeling, so there were several responses which explained the unsatisfactory results of the photocopier and the cost of improving quality.

**Question 4(i):** All that was needed to answer this question was the word *publicidad*. Most candidates located the correct part of the text, but many kept the verb in the first-person plural (*deberíamos*); others copied parts of the last sentence of the third paragraph.

**Question 4(j):** Candidates needed to fully understand the question and read the text carefully in order to produce the answer (*los exámenes* or *los exámenes se acercaban*). Reference to *costó muchísimo trabajo* was not accepted on its own without referring to the imminent exams.

**Question 4(k):** This was the question that was tackled least well in this exercise. Most candidates located the correct responses in the text, but many struggled to manipulate the verbs correctly or provided answers that were too ambiguous for the mark(s) to be awarded. For one answer, candidates needed to change *aprendimos* in the text to the third person (*aprendieron mucho* or *aprendió mucho*). Only the best candidates were able to make the necessary change to the verb here. For the other answer, only the very best candidates gave an acceptable response. Candidates could lift *los lectores se divirtieron (leyendo)* directly from the text, but many weaker candidates included *lo que escribimos* or, if they did manipulate the verb *escribir* correctly, they forgot to specify a subject.

### Question 5

Candidates were required to match a series of eight descriptions with the requirements and interests of five different people who wanted to buy a car. There were therefore three descriptions that were surplus to requirements. Candidates needed to process a range of information and look for the best-fit car for each person. Candidates with a wide range of vocabulary and knowledge of synonyms tended to perform better in this exercise than those whose range of vocabulary and knowledge of synonyms was less well developed. In general, there was a good response to this question.

**Question 5(a):** This question was the one that was answered best in this exercise, with most candidates correctly selecting option 4. Candidates made the link between *rápidamente* and *rápido*, and understood the references made to the opinion of others.

**Question 5(b):** In order to select option 6 candidates needed to understand the references to where the car would be going, how many people would be in it and how much luggage and equipment it needed to contain.

**Question 5(c):** Candidates needed to read the texts carefully to fully understand the references to the size of the car, the parking requirements and the effect on the environment in order to select the correct answer (option 1).

**Question 5(d):** There was a mixed response to this question. The best candidates were able to link *grande* with *espacioso*, and *daño ... al medioambiente* with *sin contaminar* in option 3.

**Question 5(e):** In order to select option 8, candidates needed to link *barato* with *precio bajo* and understand the references to the age, size, and reliability of the vehicle.

### Question 6

Candidates were required to answer questions on a longer, more demanding text about a dancer. Candidates were required to write short answers in Spanish. Responses need to be precise and unambiguous. Verbs, personal pronouns, and possessive adjectives needed to be correctly manipulated. It was clear that many candidates had a good understanding of the text, but they were not always able to communicate their understanding of the text precisely and accurately.

**Question 6(a):** Candidates needed to change the order of the text in order to be able to respond correctly (*guarda la bicicleta (en el jardín)*). Some candidates were tempted into copying *Raúl la guarda en el jardín*, which was meaningless as a response when it stood independently from the text. Other candidates made reference to *la casa que comparte con sus padres y su hermana*, clearly misunderstanding the question.

**Question 6(b):** Many candidates encountered difficulty here. The correct response was *se pasaba el día bailando* or a reference in the past tense of Raúl loving to dance; *encantaba bailar* was preferred but *encantó bailar* was also accepted. Those who responded in the present tense (*Raúl le encanta bailar*) could not be rewarded, nor could those who did not manipulate *regalamos* into the third-person plural correctly. Some candidates omitted too much (e.g. *Raúl bailando por la casa*) and therefore could not earn the mark, nor could those who retained *sino* in their response (*sino pasaba el día bailando por casa*).

**Question 6(c):** Candidates who understood the question identified that the response should contain an emotion and responded concisely with *miedo*. Those who extended their answer needed to change the pronoun from *mí* to *él* or *Raúl* (i.e. *tenía miedo de que los niños se rieran de él/Raúl*). The candidates who did not fully understand the question usually referred to *clase de hip-hop*.

**Question 6(d):** Most candidates understood the interrogative *¿a quién?* and found their way to the answer *bailarines*, but the difficulty lay in making clear *which* dancers. The response had to make a link with London (e.g. *los bailarines (de la escuela) de Londres*). The reference to London was often omitted, which left the response ambiguous and therefore unable to attract credit.

**Question 6(e):** Candidates needed to read the question carefully in order to find the answer *sonrisa*. Many lifted *suya sonrisa*, which did not answer the question. Weaker candidates who did not understand the question thought that *física* referred to physical or physicality without making the link to appearance and consequently there were several responses referring to gymnastics (*con sesiones de gimnasia*).



**Question 6(f):** This was the question that was answered best in this exercise. Candidates generally located the correct part of the text for both responses, and concision was a good strategy when responding. For one answer, candidates could write the succinct answer *gimnasia* and did not need to include any extra information. For the other answer, *idiomas* or *inglés* was the required response, and many candidates succeeded here. If they copied more from the text, they needed to be precise because *le hicieron un examen de idiomas* was acceptable whereas *hicieron ...* was not. Some candidates referred to *mostrar su talento para el baile* or *su educación será en inglés*, which did not answer the question.

**Question 6(g):** Many candidates responded correctly with *va (francamente) mal en sus clases*. The verb form *iba* was also accepted here and *en inglés* could be substituted for *en sus clases*. Errors usually occurred when manipulating the verb *voy*, which was often changed from *ir* to *ser*, and sometimes *estar*.

**Question 6(h):** There were many good answers here. *La misma oportunidad que Raúl* was the most common correct response rather than *que él*. There were a few examples of responses containing *que su*, which could not be rewarded. Some candidates chose to be more specific (e.g. *la oportunidad de irse a/estudiar en una ciudad extranjera*).

**Question 6(i):** In general, candidates located the correct part of the text for both answers, and many answered both parts correctly. For one answer, there were two possible approaches: candidates could either write *le gusta el instituto* or *prefieren/quieren que no deje el instituto*. Weaker candidates tended to keep *nuestro pueblo* from the text or had difficulty changing *preferimos* to *prefieren*. The word *quieren* could be lifted from the question. For the other answer, candidates could lift *ella está teniendo éxito en la equitación* directly from the text. If candidates referred to the horse in their answer, then the reference needed to be accurate because they could not lift *con el caballo que temenos* without modification.

# SPANISH

Paper 7160/03  
Speaking

## Key messages

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

## General comments

To be read in conjunction with the instructions for teachers/examiners booklet (June 2021).

Most centres sent the correct sample size for moderation and the quality of the recordings was generally good. Centres are responsible for ensuring the quality of recordings and it is essential that centres check this prior to despatching them to Cambridge International.

Examiners **must** follow the randomisation instructions provided when allocating role plays and topic conversations to candidates.

Each sample that you submit to Cambridge International must contain a recorded introduction. This should include the centre number, the centre name, the syllabus and component number, the syllabus name and the exam series/year (e.g. June 2021). At the start of the test, and after pressing 'record' on the recording equipment, the examiner must announce their own name, followed by the candidate's number and name, the role play card number and the date on which the speaking test is taking place. Each recorded file in the sample must be named clearly using the following convention:

centre number\_candidate number\_syllabus number\_component number

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

In general, the working mark sheets were completed correctly. Examiners need to remember to enter the candidate name, candidate number, role play card number and topic conversation numbers in the appropriate places, and to write a mark in each column. The name of the examiner needs to be legible.

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

### **Comments on specific questions**

#### **Role Plays**

The nine role plays were all set in situations in which candidates could find themselves in real life. The first two tasks in each role play were of a factual nature and gave candidates the opportunity to answer briefly. Short responses to tasks 1 and 2 were perfectly acceptable. The last three tasks gave candidates the opportunity to give longer responses. The majority of candidates coped well with the role plays, with most candidates able to use appropriate vocabulary and a variety of tenses correctly.

Examiners generally conducted the role plays well. However, a few examiners omitted to ask the second element of a task, thereby limiting the maximum mark that could be awarded for the task overall. In cases where candidates do not answer a question, examiners can repeat the question once, but they must not rephrase it. In the role plays, candidates should focus on communicating the information sought rather than on providing very lengthy responses.

Most examiners assessed their candidates well in the role plays, although a few were either too generous or too severe. Sometimes candidates were awarded full marks for responses that were in an incorrect timeframe, or which had an incorrect subject of the verb. On the other hand, a number of candidates were too heavily penalised when they only committed minor errors that did not impede or confuse the message that they needed to transmit.

**Role play 1:** Some candidates responded to task 4 without using the imperfect tense. In task 5, almost all candidates were able to explain why they wanted to do their chosen course.

**Role play 2:** Nearly all candidates answered all tasks in the correct timeframe. Some candidates struggled with task 2. Rather than communicating a country, they instead gave their nationality. Occasionally, the second element of task 3 was misinterpreted. Candidates assumed that they were being asked how many days they had already spent in Panama, rather than the duration of their stay. A number of candidates required repetition of the second element of task 4. A few candidates struggled to provide a reason for their choice of activities in task 5.

**Role play 3:** The majority of candidates completed this role play well. In task 3, some candidates initially did not understand the word *recoger* and required repetition in order to be able to provide a response.

**Role play 4:** Most candidates tackled this role play confidently. When responding to task 1, many candidates responded with reference to the currency of their country of residence, rather than euros. This was not penalised.

**Role play 5:** This role play was generally completed well. Some candidates were hesitant when responding to task 3, perhaps because they mistakenly thought that they were required to have an in-depth knowledge of Spanish food in order to respond.

**Role play 6:** Some candidates struggled to provide appropriate responses to this role play.

**Role play 7:** A number of candidates struggled with the word *tiempo* in task 2.

**Role play 8:** Some candidates struggled to provide an appropriate response to task 4.

**Role play 9:** A few candidates encountered difficulty when trying to handle the various timeframes of this role play.

## Topic Conversations

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

The timings of the topic conversations were generally very good, and most examiners adhered to the instructions given in the booklet provided. Sometimes the marks awarded for communication were rather too generous, whereas the marks for quality of language were sometimes too harsh. Candidates do not need to be of native-speaker standard to achieve the highest possible mark. Stronger candidates generally responded confidently to questions and often expanded their responses, even when they were not asked extension questions. Candidates should be encouraged to listen carefully to the timeframe used in the question and to respond accordingly.

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

Some examiners did not understand how to use the alternative questions. In some cases, the candidate gave a suitable and full answer to the main question, and the examiner then asked the alternative question as well. This was unnecessary because the candidate had already given an appropriate response to the main question. A few examiners overlooked the pauses that were built into the topic conversation scripts, which meant that some candidates didn't have the opportunity to respond to the first element of the task. There were a few instances where examiners appeared reluctant to use the alternative questions, even in cases where use of the alternative questions was allowed and would have benefited the candidate.

On the whole, examiners used extension questions appropriately. Where a task had a second element and this element was *¿Por qué?*, some candidates gave a reason when answering the first element of the task. In this case, examiners should be prepared to ask an extension question rather than repeating the second element when candidates have already provided the information sought.

Where examiners asked further questions, these were, in most cases, relevant to the topic.

**Topic 1, *la televisión y el cine*:** Most candidates communicated the necessary information well. Many developed their responses and provided plenty of detail.

**Topic 2, *las vacaciones*:** In task 5, some candidates did not understand the words *ventajas* and *desventajas*, and needed to hear the alternative question (which used the words *positivo* and *negativo* instead of *ventajas* and *desventajas*) before they could provide an answer.

**Topic 3, *comer y beber*:** In general, candidates responded confidently, providing ample detail.

**Topic 4, *las tradiciones y las fiestas*:** Generally, this topic was tackled quite well.

**Topic 5, *los teléfonos móviles*:** In task 1, some candidates did not understand the word *tamaño*. A number of candidates needed to have task 2 repeated.

**Topic 6, *el trabajo*:** Some candidates struggled to respond to task 3, particularly the first element regarding how they had helped their family.

**Topic 7, *el mundo natural*:** The majority of candidates managed to communicate all of the required information. In task 2, some candidates thought that the word *tiempo* referred to time instead of weather.

# SPANISH

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Paper 7160/42  
Writing

## Key messages

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

## General comments

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

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

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

**Question 3** offers a choice of two options: a letter/email and a report/article. There are 10 marks available for Task Completion, 10 marks for Range and 8 marks for Accuracy. The marks for Range are awarded based on the candidates' ability to extend and link sentences, and the range of tenses and other structures used, as well as the range of vocabulary. Candidates should ensure that they select the question which will allow them to best show the Spanish that they know. Candidates should read through both 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 that they will need to use in order to respond effectively and fully to the question.

*Task completion:* For a task to be considered complete, candidates must respond to the task using the tense required by the task with the production of a wholly accurate verb. Minor spelling errors might be tolerated, e.g. when a missing accent does not produce another tense which causes ambiguity.

**Range:** The use of extended sentences, a range of connectives, tenses, varied structures including idioms and vocabulary is required in order to reach the top mark band. When the descriptor states ‘uses’, it should be read as ‘uses successfully’. Candidates who struggle to use basic tenses are likely to achieve a maximum of five marks for Range. Only those who attempt some complex structures are able to access a mark of six or higher for Range.

**Accuracy:** Candidates do not have to produce a perfectly accurate piece of writing in order to achieve the full 8 marks available for Accuracy. Minor errors which do not impede communication will not be penalised.

When finalising their responses for **Question 2** or **Question 3**, candidates need to be careful if they decide to cross out any parts of their response. There were some instances where crossing-out had occurred, and this affected the coherence and clarity of the piece of writing overall.

### **Comments on specific questions**

#### **Question 1: Quieres encontrar tu maleta en el aeropuerto.**

The majority of candidates achieved the full five marks available for this question. Many candidates produced accurate spellings in each of their responses. Minor spelling errors were tolerated as long as the word would be recognised by a native speaker of Spanish. In many cases, minor spelling errors did not prevent the award of marks (e.g. the words *avril* and *marso* were accepted in response to task 5). However, spelling errors which produced a word with a different meaning (e.g. *majo* instead of *mayo*) could not be rewarded. Words or phrases that were unrecognisable as Spanish could not be credited (e.g. *jacketa*). A single word was sufficient to gain the mark for each of the five tasks. Some candidates wrote a short phrase to describe the contents of their suitcase (e.g. *pantalones de verano*). Such answers were rewarded. Some candidates did not gain the mark for task 1 (*tamaño de la maleta*) because they did not understand the word *tamaño*; there were many answers here that could not be credited, such as a weight (e.g. *100 gramos*), a simple number (e.g. *12*) or a brand (e.g. *Samsonite*).

#### **Question 2: La ropa**

Most candidates were able to use familiar language and structures when responding to **Question 2**, and many gained full marks here. Candidates who worked methodically through the tasks in order were less likely to omit one of them. There were many interesting and competent responses which included a variety of less common vocabulary and detailed information, sometimes expressed in more complex language. Weaker candidates struggled to respect gender agreements when using articles, nouns and adjectives.

In the best answers, candidates produced accurate verbs throughout their response. Weaker candidates relied upon infinitives or offered inappropriate tenses and spelling of verbs. There was a wide variation in control of verb formations. Where a spelling error in a verb created a word that did not exist in the verb’s paradigm, this was taken into account when establishing the final mark for the piece of writing. The absence of accents on verbs was widespread, but did not usually prevent candidates from achieving a high mark.

Whilst most tasks could be answered using the present tense, other tenses were used appropriately by some candidates. The inappropriate use of several tenses within a response to a single task was often seen. Stronger candidates used a range of basic connectors (*y*, *o*, *pero*, *también*), whereas weaker candidates tended to rely on *y* and *porque*.

Task 1 was answered well by most candidates, who were able to describe the type of clothes that they normally wore by using an adjective (e.g. *ancha*, *cómoda*) or by mentioning a brand or a specific type of clothing (e.g. *pantalones cortos*).

Task 2 required candidates to state why they did or didn’t like buying clothes online. There was generally a good response to this task. Some candidates talked about the advantages or/and disadvantages of shopping in shops, without explicitly mentioning online shopping. In such cases, the task could not be considered complete. In response to tasks 1 and 2, it was common to see misspellings of the verbs *preferir* and *gustar*. In some cases, the misspellings were still accurate enough for the tasks to be considered complete. There were frequent errors with pronouns (*mi* or *mí* was often used where *me* would have been appropriate) and the plural ending was often seen in place of the singular and vice versa. It was common to see *gustar* followed by a conjugated verb rather than an infinitive. In addition, candidates need to remember that the verbs *preferir* and *odiar* are not reflexive verbs.

Task 3 required candidates to indicate the amount of money that they spent on clothes each month. Although explicit reference to *cada mes* was not required, candidates needed to indicate a quantity to convey how much they spent. Most usually, candidates who did not provide a satisfactory response to this had either misunderstood the verb *gastar* or used an inappropriate verb in their answer (e.g. *compro 50 euros cada mes*, *cada mes paso 20 euros*).

Tasks 4 and 5 were addressed successfully by most candidates, who were generally able to respond using a future timeframe for either task 4 or for both tasks. A clear reference to the future was needed, either by using a verb referring to the future (e.g. *voy a llevar*, *espero llevar*, *quiero llevar*) or by using the present tense along with a future time phrase (e.g. *el próximo fin de semana llevo...*). A future reference was not required in both tasks. For example, a statement such as *voy a llevar una falda porque hace calor* was considered to address both tasks 4 and 5 adequately.

### Question 3: General comments

Most candidates chose **Question 3(a)**, and many produced very engaging responses. The strongest answers were well-structured and showed signs of thoughtful planning. Some candidates gained fewer marks than they could have done because they omitted to cover one or more of the tasks. Candidates generally respected the guidelines about length, producing between 130 and 140 words.

#### Task completion

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

- address all of the tasks given in the question
- provide sufficient information relating to each task by expressing a range of details/opinions/reactions/explanations – one good strategy that candidates can use is to provide at least two full sentences in response to each task
- address the specific tasks set
- use verbs accurately
- use an appropriate tense and person of the verb when responding to each task
- copy accurately when using words provided in the question.

#### Range

Many candidates expressed their ideas using extended, well-linked sentences which demonstrated strong cohesion as well as correct and varied use of vocabulary, verbs and other structures.

The strongest responses included use of subordinate clauses throughout the pieces of writing, introduced by a variety of conjunctions and relative pronouns, appropriate and accurate use of a range of timeframes, and accurately formed verbs in the first, third and, sometimes, second person (including accents, where required). Such responses also tended to include a wide range of interesting vocabulary which was relevant to the question chosen, idiomatic expressions and appropriate use of the subjunctive.

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

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

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

Some candidates struggled when using both basic and more complex tenses. 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 (e.g. *compré/comí/bebí/vi/elegí/hice/tuve/dije/practiqué/jugué*)
- use appropriate prepositions in verb constructions when required (e.g. *tengo que*, *ayudo a*, *tratar de*)
- avoid using *tiene* where *hay* is required and vice versa, and *es/son* where *hay* is required and vice versa.

### Accuracy

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

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

### Common errors

The following common errors were seen:

- omission of the relative pronoun *que*
- inaccurate spelling of simple adjectives and lack of agreement between the subject and the adjective
- inappropriate use of *estar* when *ser* was required and vice versa
- incorrect combinations of *ser/estar* with *bueno/bien* and *malo/mal*
- use of third-person singular of *ser* with a plural subject and third-person plural of *ser* with a singular subject
- incorrect formation of *gustar/encantar* in the present and conditional tenses, including the omission of the preceding *a* (e.g. *a mí, me gusta*).
- incorrect spelling of *preferir* in the present
- incorrect formation of *hacer/tener/poner/poder/querer* in the preterite tense
- use of *fue/fuiste* when *fui* was intended
- use of third-person formation when the first-person was 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 a la casa de mi amigo, 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).



### Question 3(a): Un viaje al extranjero

This was the more popular option. Most candidates attempted or successfully addressed most of the tasks. There were good attempts at explanations and developments, and a significant number of candidates engaged well with the register of the task (i.e. an email to a friend).

#### *Task completion*

Task 1 required candidates to provide a description of the place that they had visited last summer. Almost all candidates provided an acceptable response in term of content, but if the response included an inappropriate verb form, then the task could not be considered complete. The second-person verb form *fuiste* was often copied unaltered from the question.

Task 2 was answered successfully by most candidates, who most usually described a problem at the hotel or at the airport, or an issue concerning their family. Some candidates omitted to provide a response to this task. A number of responses contained inappropriate verb forms, particularly the second-person verb form *tuviste* which had been lifted unaltered from the question. In such cases the task could not be considered complete. In a few cases, it was clear that candidates were attempting to address the task but were unsuccessful either because they did not describe a problem that they had had or because they offered only positive aspects of some element of their trip.

Task 3 required candidates to state their preferred means of transport. Most candidates were able to provide a very simple statement to address the task, and the stronger candidates extended their answer by explaining why. A lack of control of *preferir* and *viajar* meant that the task could not be considered complete in a number of cases, but misunderstanding the task was the most common reason for candidates being unsuccessful here. Some candidates wrote about their favourite means of transport during the specific trip that they had been on rather than writing about their preference in general.

Task 4 required candidates to explain the reasons why it is important to travel to other countries. Many candidates gave a very detailed explanation, focusing on the benefits of experiencing a new culture, sampling a new cuisine and meeting new people. They often used this question to introduce more complex ideas and language. Others gave a very brief and straightforward answer.

Task 5 required candidates to describe with whom they would travel in future. Most candidates were confident using a future timeframe. Responses varied from the very brief to very detailed. The more detailed answers often explained the reasons for the choice of travelling companion and/or what the candidate planned to do on the future trip. The second-person verb form *vas* was sometimes copied unaltered from the question, meaning that the task could not be considered complete. Some candidates described a future trip without mentioning with whom they would go.

#### *Range*

Some candidates demonstrated a strong grasp of the language, combining fluency, breadth and variety. These candidates used a broad range of tenses, which were mostly accurate, combined with other complex grammar and vocabulary. Only those candidates who could produce longer, complex sentences linked with a range of connectors could score a mark in the top band. For some candidates, it often proved difficult to gain a mark higher than five or six due to a lack of more complex tenses, grammar and vocabulary. Some of the most common errors were inaccuracy of tenses (especially the preterite tense), an insufficient range of tenses and other complex structures, and ideas presented as a list of simple sentences with no attempt at linkage.

#### *Accuracy*

The stronger candidates, who often scored marks in the top mark band, tended to produce pieces of writing that contained only very minor errors that did not impede communication. The most common errors which hindered communication were errors with the subject, tenses or verbs.

### Question 3(b): Una fiesta de fin de curso

This was the less popular option. Most of those who chose it were weaker candidates and performance here was generally not as good as on **Question 3(a)**. Many candidates made an attempt to address most of the tasks. There were some good attempts at explanations and development of ideas, and some candidates engaged well with the register of the task, i.e. an article for the school magazine.

#### Task completion

A significant number of responses contained the second-person verb form *organizaste*, which had been lifted directly from the question, and in such cases task 1 could not be considered complete. Responses tended to be short, although there were some more detailed attempts. Some candidates described the school and its facilities but made no reference to a venue for the *fiesta*. Some candidates named a different person as the party organiser, which might have been due to either a misunderstanding of the word *organizaste*, or to not reading the rubric carefully enough. These answers could not be considered relevant to the task.

Task 2 asked candidates to state what they did at the party. The stronger candidates mentioned several things, using a range of verbs in the preterite tense and giving detailed explanations. Weaker candidates struggled to use an accurate verb in the preterite or used the present tense instead. The task could therefore not be considered complete. Some candidates merely wrote about what there was at the party without describing what they did there.

Task 3 required candidates to state the type of music that they like listening to at parties. Responses to this task tended to be brief, but almost all candidates managed to address it successfully. The stronger candidates often included a justification for their choice. Weaker candidates showed a lack of control of the verb formations of *gustar* and *preferir*, which prevented this task from being considered complete. Inappropriate past tenses and generalised answers (with no mention of music at a *fiesta*) also resulted in this task being considered incomplete. Some candidates wrote about the music at the end-of-term party with no mention of their own preference; such answers were considered to be irrelevant.

Task 4 was attempted by most candidates. Some responses were very brief; others were very detailed and included accurate language and complex structures. The stronger candidates often used the construction *es importante que los jóvenes* followed by a conjugated subjunctive verb. Many candidates relied upon the wording of the question to introduce their response. It was not uncommon to see several explanations, only one of which had an acceptable verb form.

Task 5 required candidates to say what event they would attend next. Some candidates answered with a short, simple sentence in which an accurate form of the immediate future was produced. Other candidates who adopted the same approach did not address the task successfully because they lifted the second-person verb form *vas* unaltered from the question. A small number of candidates included neither the future time phrase used in the question nor a verb in the future/immediate future/conditional; in such cases the task was considered incomplete because the response was usually a generalisation rather than a specific statement. There were successful responses which included detailed explanations and contained accurate future verb forms, including *me gustaría* followed by an infinitive. The stronger candidates used clauses introduced by *si* or other complex constructions such as *espero que* or *ojalá* followed by the subjunctive.

#### Range

Some candidates were able to include a wide range of connectives and appropriate linking words. The stronger candidates included an extremely wide range in their responses, such as *si, cuando, para que, aunque, debido a, lo que*, etc. Most candidates tended to use simple structures and made attempts to use more complex structures. The stronger candidates used a wide range of complex structures, including, sometimes, a wide range of connectives within one sentence. Some candidates were able to include accurate examples of the most complex structures, including subjunctive structures, indirect pronouns, the pluperfect tense, etc. These candidates also often used a wide range of vocabulary specific to the topic. Some of the most common errors were inaccuracy of tenses (especially the preterite tense), an insufficient range of tenses and other complex structures, and ideas presented as a list of simple sentences with no attempt at linkage.

#### Accuracy

Most candidates tended to use simple structures accurately. The most common errors which hindered communication were errors with the subject, tenses or verbs.