Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- **Digital mocks service**
- **Insight assessments**
- **Professional development**
  - Focus on assessment
  - Online marking workshops

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Paper 0530/12
Listening

Key messages

Candidates performed well on **Questions 1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **18**, **19**, **21**, **22**, **23**, **25**, **26**, **30**, **31**, **33**, **35**.

Candidates performed less well on **Questions 15**, **16**, **17**, **20**, **24**, **27**, **28**, **29**, **32**, **34**, **36**, **37**.

Candidates should take care to listen to the recording as a whole and not just focus on one sentence, as this could be misleading. Candidates should also listen carefully to the introduction, as it gives a general context for the recording and some useful vocabulary.

Comments on specific questions

Question 15

- Option **B** was a common incorrect answer.
- There is not a clear reason why candidates have chosen option **B** as there is not anything about '*postres'* or '*caros'* in the text.

Question 16

- Option **A** was a common incorrect answer.
- This suggests that candidates heard '*trabajadores'* and chose '*un nuevo empleado'* as the correct answer.

Question 17

- Options **B** and **C** were common incorrect answers.
- This suggest that some candidates did not hear '*llego hace dos semanas'* and chose the incorrect options '*los postres son caros'* and '*se puede comer fuera'*.

Question 20

- Option **A** was the most common incorrect answer.
- This suggest that candidates misunderstood '*cómodamentes'* for 'incómoda'.

Question 24

- Option **C** was a common incorrect answer.
- Candidates likely missed the '*no'* in front of '*me sorprendió'* and therefore chose *'sorprendente'*.

Question 27

- Option **C** was the most common incorrect answer.
- This suggests that candidates did not understand '*les diría lo mismo, pruébalo'*.

Question 28

- Option **C** was a common incorrect answer.
- Some candidates chose '*decicarse a otra profesión divertida'* as they heard the word *'divertirme'*.

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Question 29

- Option **B** was a common incorrect answer.
- It is important to note that the candidates should listen all the way through and not just take what is said at the start of the transcript. Candidates picked up '*preciosos campos'* which was stated at the start, and missed the last sentence '*te dan gratis'* which was said at the end and was the prompt for the correct answer.

Question 32

- Options **A** and **D** were common incorrect answers.
- Candidates chose option **A** '*hubo un fuego en la iglesia'* which is stated in the listening. They missed out the question stem which makes this option the incorrect answer. Candidates listened '*momentos'* and '*lluvia'* and missed out '*es la falta'*.

Question 34

- Options **B** and **C** were common incorrect answers.
- Candidates misunderstood '*no depende de vehículos'* as vehicles not being allowed in the centre rather than them not being necessary. Candidates confused '*descubrir una cantidad'* for '*encontrar monedas'*.

Question 36

- Option **E** was the most common incorrect answer.
- The text said '*un concierto'* and as Charita is a singer, lots of candidates assumed Charita did the concert.

Question 37

- Options **A** and **D** were common incorrect answers.
- For option **A** – Candidates understood '*grabaré un nuevo disco'* and missed the '*a partir de enero'*.
- For option **D** – Candidates heard '*con el grupo Mexicano'* and assumed '*tocará otra vez en México'*.

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Paper 0530/22
Reading

Key messages

Candidates performed well on **Questions 1 (a)**, **(b)**, **(c)**, **(d)**, **(e)**, **2 (c)**, **(d)**, **(e)**, **3 (a)**, **(c)**, **(e)**, **(f)**, **(g)**, **4 (a)**, **(b)**, **(c)**, **(e)2**, **(g)**, **(i)**, **(j)**, **(k)** and **6 (a)**, **(b)1**, **(e)**, **(h)**.

Candidates performed less well on **Questions 2 (a)**, **(b)**, **3 (b)**, **(d)**, **4 (d)**, **(f)**, **(h)**, **(i)**, **(j)**, **(k)**, **5 (a)**, **(b)**, **(c)**, **(d)**, **(e)**, **6 (b)2**, **(c)**, **(d)**, **(f)**, **(g)**, **(i)**.

Candidates should ensure they read each text in full before focusing on the individual questions. Furthermore, they should pay specific attention to the meaning of the question words. Candidates should answer using short statement that specifically answer what was asked. No extra marks are given for full sentences, and mark could be lost for extra information that invalidates the answer.

Comments on specific questions

Question 1

- This was well answered by most candidates.

Question 2

- For part **(a)**, candidates understood *Vamos a comprar sal y leche.* Many selected option **A** *Zona de restaurantes*, instead of **E** *Supermercado*. They should read all options before making a choice.
- Part **(b)** was answered incorrectly by many candidates who chose option **A** *Zona de restaurantes*. This suggests that candidates confused *comedia* with *comida*.

Question 3

- Part **(b)** was often answered incorrectly. The text states that … *Unos estudiantes hicieron el proyecto en parejas y otros en grupos grandes, pero yo preferí hacerlo sola.* Many candidates chose the other two options because they did not read the sentence to the end.
- For part **(d),** some were unable to connect the adjective **A** *era desagradable* with the text *una arquitecta, que me dijo de mal humor*.

Question 4

- For part **(d)**, some candidates did not understand the question word *Adónde* that would require a place and gave *Se tomó unos meses libres* as an answer.
- For part **(e)**, many answered *taxi* instead of *autobús* which suggests they did not understand *dejó de conducir* in the question.
- For part **(f)** candidates who located the correct part of the text coud not gain the mark as they used the first person in *la familia hemos visto* …. while *más feliz* was enough to get the mark.
- For part **(h)** candidates found the correct part of the text. Some misunderstood the question or the text. The common incorrect answer was *caminar a ver las luces de Navidad de la ciudad*.
- For part **(k)** candidates could locate the part of the text. Many used the first person *escribiré*. Others answered with *escribirá una novela sobre ella* which was not clear enough.

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Question 5

- Some candidates found this question hard. No clear pattern of mistakes was identified. Candidates found parts **(d)** and **(e)** the most challenging. It is important to note that candidates should read the descriptions thoroughly and not guess the answers without looking properly at the options that must be discarded. Many candidates answered all questions correctly.

Question 6

- For part **(b)2**, some candidates answered with *grandes ciudades*. This suggests that candidates needed to read the text more carefully *Esto está ocurriendo especialmente en las grandes ciudades, ya que en las pequeñas los precios son buenos*.
- For part **(c)**, candidates often answered with *Luis y Alberto, un lugar para vivir sin necesidad de compartir piso* or *Hay familias en las que al menos dos personas trabajan que no pueden pagar*. Candidates should read the question carefully as it started with *Aparte de familias* which eliminated these answers.
- For part **(d)**, many candidates seemed not to understand the meaning of *Qué estaban haciendo…* that would have led them to the answer. Others had difficulty conjugating the verb in the third person plural.
- For part **(f)**, many did not understand the text and answered *enfadado* instead of *estresado*. Others did not understand the question. A common wrong answer was *mucho estrés* which did not answer the question *¿Cómo se sentía?*
- For part **(g)**, candidates identified the correct answer in the text, but many copied it without manipulating the pronoun.
- For part **(i)**, candidates needed to pay more attention to the question word *cuándo* which would have led them to the answer *inmediatamente*.

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Paper 0530/03
Speaking

Key messages

Role plays and Topic conversations

What candidates did well
- Candidates were familiar with the format of the Speaking test. In the role plays, candidates provided the necessary information briefly and accurately. In the topic conversations, candidates developed their responses using a range of accurate structures and vocabulary.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.
- It is not necessary to give detailed responses in the role plays. Candidates should focus on communicating the required information. Brief responses are perfectly acceptable.
- Candidates can improve by developing their ideas and opinions with reasons or explanations to access in the topic conversations.
- Candidates could be more familiar with common interrogatives: *¿Cuándo? ¿Qué? ¿Quién? ¿A qué? ¿Dónde? ¿Adónde? ¿De dónde? ¿Cómo?*

Comments on specific tasks

Role plays

Card 1

What candidates did well
- Candidates understood the context and responded appropriately to the questions.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.
- Candidates should listen to the whole question, rather than a single word. In **Question 3**, the verb '*llevar*' has two meanings of 'to wear' and 'to carry or bring'. The question continued with *'para comer'* which defined the meaning clearly in this context.

Card 2

What candidates did well
- Candidates were familiar with the context and responded well.

Card 3

What candidates did well
- Candidates understood the context and responded appropriately to the questions.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.
- Candidates could be more familiar with vocabulary for currency and the pronunciation of '*euros*'.

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Card 4

What candidates did well
- Candidates were familiar with the context and responded well.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

Card 5

What candidates did well
- Candidates were familiar with the context and responded well.
- Candidates demonstrated good imagination in their responses to **Questions 3** and **4**.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

Card 6

What candidates did well
- Candidates understood the context and responded appropriately to the questions.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

Card 7

What candidates did well
- Candidates were familiar with the context and responded well.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.
- Candidates should be familiar with the difference between '*fue*' (it was – in this context) and '*fui*' (I went) and answer appropriately.

Card 8

What candidates did well
- Candidates understood the context and responded appropriately to the questions.
- Candidates were familiar with the word '*tamaño*' and answered **Question 2** well.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

Card 9

What candidates did well
- Candidates were familiar with the context and responded well.

What candidates needed to improve
- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

Topic conversations

Topic 1: *Los amigos*

What candidates did well
- Candidates were able to provide detailed information about their best friend and what they did during break. They also gave thoughtful and accurate explanations of the disadvantages of spending all their free time with friends.

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What candidates needed to improve

- Candidates should listen to the time frame in each task and try to respond with a similar time frame.
- It is important for candidates to familiarise themselves with the correct use of the adjective '*bueno*' and the adverb '*bien*'.
- Candidates should understand that it is necessary to develop responses beyond a single word or short sentence.

Topic 2: *El transporte y los viajes*

What candidates did well

- Candidates responded well to the questions using a range of structures and vocabulary.

What candidates needed to improve

- Some candidates expressed the time at which they go to centres incorrectly, using '*a la*' instead of '*a las*'. Candidates could improve their use of the verb '*gustar*' when referring to past events.

Topic 3: *Comer y beber*

What candidates did well

- Candidates responded with detail and clarity, often developing their responses.

What candidates needed to improve

- Candidates need to focus on the correct use of verbs such as '*gustar*' and '*encantar*'.

Topic 4: *Países y lenguas*

What candidates did well

- Candidates were familiar with most of the material and responded well to the questions.
- There were some excellent responses to **Question 5**, explaining where they would spend their holidays.
- Candidates who were asked the alternative question responded well.

What candidates needed to improve

- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

Topic 5: *Tu ciudad o pueblo*

What candidates did well

- Candidates understood the material and responded appropriately to the questions.
- Candidates responded imaginatively to **Question 5** where they would like to live in the future.

What candidates needed to improve

- Candidates should listen to the time frame in each question and try to respond with a similar time frame.
- It is important for candidates need to learn verbs expressing weather conditions for example, the verb '*hacer*'.
- Candidates should familiarise themselves with the use of '*ser*' and '*estar*.'

Topic 6: *El trabajo y los estudios*

What candidates did well

- Candidates were familiar with most of the material and responded well to the questions.
- There were some excellent reasons for preferring to work at home or the library in **Question 5**.

What candidates needed to improve

- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

Topic 7: *El medio ambiente*

What candidates did well

- Candidates were familiar with most of the material and responded well to the questions.
- There were some excellent responses to explain the advantages or disadvantages of living in a large town in **Question 4**.

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What candidates needed to improve

- Candidates should listen to the time frame in each question and try to respond with a similar time frame.

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Paper 0530/42
Writing

Key messages

What candidates did well
- Many responses were well-structured. Each task clearly referenced the question and used an appropriate tense.
- Many candidates developed their responses in **Question 3(a)** and **(b)** with additional detail, justifications and opinions which gave them the opportunity to demonstrate their range of language.

What candidates needed to improve
- Some candidates needed to address all the bullet points.
- Some candidates needed to ensure that all parts of their answers were directly related to the questions asked.
- Some candidates can improve by using the accents from verbs in the past or future and conditional tenses which required it. For example, candidates should have use *visite* instead of *visité*, *hablo* instead of *habló*, *sera* instead of *será*.
- Some candidates can improve by using noun or adjective agreement. For example, *sillas comodo* and *casas antiguo*.
- Some candidates needed to answer in the correct tense or person. For example, *voy* or *fue* instead of *fui*.
- Some candidates can improve by producing correct connectors. For example, *por qué* or *por que*, when *porque* was intended, *por resultado* instead of *como resultado*.

Comments on specific questions

Question 1: Un curso de pintura

Comprehensive responses
- Most candidates gave suitable suggestions for months, colours, animals, fruits and places.

Limited responses
- Some candidates needed to ensure correct spelling to make sure that different meaning will not be produced. Some examples seen were *pero* instead of *perro*, *augusto* instead of *agosto* and *fresca* instead of *fresa*.
- Incorrect spellings sometimes produced words which were not recognisable as Spanish. Some examples seen were *blanko* instead of *blanco*, *plantanas* instead of *plátanos* and *mañazan* instead of *manzana*.

Question 2: Las tareas domésticas

Comprehensive responses
- Many candidates gave coherent and organised answers to the five bullet points in this question. They stated what household chores they do and how often, who does the most chores in their house, why they like or don't like helping at home and what they would like to change in their house.

Limited responses
- Some candidates produced a list of household chores without specifying which chores they do.
- A few candidates confused *tareas domésticas* with *mascotas*, and *electrodomésticos*.
- A few candidates produced incorrect spellings of specific household chores. For example, *llevo* or *llavo los platos* instead of *lavo los platos*.

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- Some candidates can improve by forming opinion verbs correctly. For example, *yo gusto* instead of *me gusta* and *me gustarío* instead of *me gustaría.*
- In the fourth bullet point, some candidates referred to a particular task they like or dislike rather than why they do not like helping at home.
- Some candidates can improve their understanding in the fifth bullet point. Some candidates said why they would not want to move house rather than what they would change about their current house.

Question 3: Los programas de televisión y las películas

(a) Comprehensive responses

- Many candidates gave detailed and relevant responses to the five bullet points using the correct form of a verb in an appropriate tense. They explained whether they prefer to watch TV or go to the cinema, described their favourite film or TV programme, with whom they have been to the cinema recently, explained why they would not like to work in TV or cinema and invited their friend to watch a film the following week.

Limited responses

- Some candidates copied *opinas* from the rubric and produced *mis opinas* instead of *mis opiniones* in their response.
- In the first bullet point, some candidates explained why they like TV or cinema without comparing them and stating a preference.
- In the fifth bullet point, some candidates invited another friend rather than their Spanish friend mentioned in the rubric.
- A common incorrect spelling was *experienca* instead of *experiencia*.
- Some candidates can improve by producing appropriate translation of idioms. For example, *yo tengo bien tiempo, hemos tenido un tiempo divertido,* instead of the Spanish idiom *pasarlo bien*.

Question 3: Tu región

(b) Comprehensive responses

- Candidates who chose **Question 3(b)** were able to use a wider range of topic appropriate vocabulary and more complex language than those who chose **Question 3(a)**, in particular when describing their region, food and festivals.

Limited responses

- In response to the second bullet point, some candidates used the present perfect tense with a specific time phrase. For instance, some candidates used l*a semana pasada hemos visitado* when the simple past tense *fuimos* or *visitamos* would have been more appropriate.
- In the third bullet point, some candidates gave a general description of food without reference to the best or worst things about the food in their region.
- In the fourth bullet point, some candidates gave a general description of a festival rather than explaining why it is fun to go to.
- A common response to the fifth bullet point was to focus on what they personally would like to do to change their region instead of saying how their region will change in the future.

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