

# FOREIGN LANGUAGE SPANISH

Paper 0530/11

Listening

## General comments

The overall performance of the candidates was more bunched than in the Summer session, with comparatively fewer candidates achieving top or very near to top marks. This is probably due to the fact that there are far fewer entries from centres in Spanish speaking countries than in June. Rubrics were generally well understood and followed.

## Comments on specific questions

### *Primera Parte*

#### **Ejercicio 1 Preguntas 1-8**

Predictably, most candidates were able to cope with all the questions in this exercise. Perhaps, the one that caused most difficulty was **Question 7**, where some candidates had difficulty with the word 'vasos'.

#### **Ejercicio 2 Preguntas 9-15**

Most candidates understood the passage well and gained full marks. There was not a clear pattern of mistakes.

### *Segunda Parte*

#### **Ejercicio 1 Preguntas 16**

The majority of candidates were able to answer most of the questions. There was no clear pattern of error.

#### **Ejercicio 2 Preguntas 17-25**

This exercise contained questions which were challenging to many. Of the first part, **Questions 17-19** were accessible to the majority, but **20** and **21** presented problems: some candidates clearly found difficulty in understanding the references to days of the week, while others were unable to identify whom the subject of the interviewee was teaching.

The second part was a good discriminator. On **Question 22**, the word 'concurso' was frequently confused with 'curso': candidates were expected to differentiate between 'concursos en España' and 'campeonato en Francia'. In **Question 25**, most candidates were able to gain a mark by identifying at least of the speaker's wishes from the three offered: 'tener buena salud / ser feliz / viajar mucho'.

### *Tercera Parte*

#### **Ejercicio 1 Preguntas 26-30**

This is a demanding exercise which requires close attention to both detail and gist in the recording, but this particular dialogue was well understood by many candidates. The first two questions proved the most challenging of the exercise, and only the better candidates were able to identify why she was given a prize and what can be learnt by reading. The second part, unusually, proved more accessible, and **Questions 29** to **31** were understood by most.

## Ejercicio 2 Preguntas 32-39

This exercise, although its content was accessible, discriminated well among candidates through questions which focussed on quite detailed information which was not easy to predict. Many candidates could answer **Question 32**, where either of two options, 'era abogado / vida cómoda', was acceptable. By contrast **Question 33** where candidates could also have offered any of three options - 'sonrisa / alegría / hacer reír a la gente' - proved more demanding for many. The most difficult was **34**, where only the best candidates were able to arrive at the detail of the speakers feeling when he 'Lee le lista de países' and 'Ve la ruta en un mapa.' The general direction of the answer to **Question 35** could be guessed, but the detail of the answer required was not obvious, and a number of candidates did well to identify it. As might be expected, the last four questions demanded full comprehension of the relevant section of the conversation: thus, on **Question 37**, only strong candidates were able to explain that people shared food with him. Likewise, on **Question 38** only the best candidates could explain that he refused a free ticket to return home. **Question 39** most candidates grasped that he obtained money selling his book, but only the strongest gained the final mark.

# FOREIGN LANGUAGE SPANISH

Paper 0530/12

Listening

## General comments

The overall performance of the candidates was more bunched than in the Summer session, with comparatively fewer candidates achieving top or very near to top marks. This is probably due to the fact that there are far fewer entries from centres in Spanish speaking countries than in June. Rubrics were generally well understood and followed.

## Comments on specific questions

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#### **Ejercicio 2 Preguntas 9-15**

Most candidates understood the passage well and gained full marks. There was not a clear pattern of mistakes.

### *Segunda Parte*

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The majority of candidates were able to answer most of the questions. There was no clear pattern of error.

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This exercise contained questions which were challenging to many. Of the first part, **Questions 17-19** were accessible to the majority, but **20** and **21** presented problems: some candidates clearly found difficulty in understanding the references to days of the week, while others were unable to identify whom the subject of the interviewee was teaching.

The second part was a good discriminator. On **Question 22**, the word 'concurso' was frequently confused with 'curso': candidates were expected to differentiate between 'concursos en España' and 'campeonato en Francia'. In **Question 25**, most candidates were able to gain a mark by identifying at least of the speaker's wishes from the three offered: 'tener buena salud / ser feliz / viajar mucho'.

### *Tercera Parte*

#### **Ejercicio 1 Preguntas 26-30**

This is a demanding exercise which requires close attention to both detail and gist in the recording, but this particular dialogue was well understood by many candidates. The first two questions proved the most challenging of the exercise, and only the better candidates were able to identify why she was given a prize and what can be learnt by reading. The second part, unusually, proved more accessible, and **Questions 29** to **31** were understood by most.

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# FOREIGN LANGUAGE SPANISH

Paper 0530/13

Listening

## General comments

The overall performance of the candidates was more bunched than in the Summer session, with comparatively fewer candidates achieving top or very near to top marks. This is probably due to the fact that there are far fewer entries from centres in Spanish speaking countries than in June. Rubrics were generally well understood and followed.

## Comments on specific questions

### *Primera Parte*

#### **Ejercicio 1 Preguntas 1-8**

Predictably, most candidates were able to cope with all the questions in this exercise. Perhaps, the one that caused most difficulty was **Question 7**, where some candidates had difficulty with the word 'vasos'.

#### **Ejercicio 2 Preguntas 9-15**

Most candidates understood the passage well and gained full marks. There was not a clear pattern of mistakes.

### *Segunda Parte*

#### **Ejercicio 1 Preguntas 16**

The majority of candidates were able to answer most of the questions. There was no clear pattern of error.

#### **Ejercicio 2 Preguntas 17-25**

This exercise contained questions which were challenging to many. Of the first part, **Questions 17-19** were accessible to the majority, but **20** and **21** presented problems: some candidates clearly found difficulty in understanding the references to days of the week, while others were unable to identify whom the subject of the interviewee was teaching.

The second part was a good discriminator. On **Question 22**, the word 'concurso' was frequently confused with 'curso': candidates were expected to differentiate between 'concursos en España' and 'campeonato en Francia'. In **Question 25**, most candidates were able to gain a mark by identifying at least of the speaker's wishes from the three offered: 'tener buena salud / ser feliz / viajar mucho'.

### *Tercera Parte*

#### **Ejercicio 1 Preguntas 26-30**

This is a demanding exercise which requires close attention to both detail and gist in the recording, but this particular dialogue was well understood by many candidates. The first two questions proved the most challenging of the exercise, and only the better candidates were able to identify why she was given a prize and what can be learnt by reading. The second part, unusually, proved more accessible, and **Questions 29** to **31** were understood by most.

## Ejercicio 2 Preguntas 32-39

This exercise, although its content was accessible, discriminated well among candidates through questions which focused on quite detailed information which was not easy to predict. Many candidates could answer **Question 32**, where either of two options, 'era abogado / vida cómoda', was acceptable. By contrast, **Question 33** where candidates could also have offered any of three options - 'sonrisa / alegría / hacer reír a la gente' - proved more demanding for many. The most difficult was **34**, where only the best candidates were able to arrive at the detail of the speaker's feeling when he 'Lee le lista de países' and 'Ve la ruta en un mapa.' The general direction of the answer to **Question 35** could be guessed, but the detail of the answer required was not obvious, and a number of candidates did well to identify it. As might be expected, the last four questions demanded full comprehension of the relevant section of the conversation: thus, on **Question 37**, only strong candidates were able to explain that people shared food with him. Likewise, on **Question 38** only the best candidates could explain that he refused a free ticket to return home. On **Question 39** most candidates grasped that he obtained money selling his book, but only the strongest gained the final mark.

# FOREIGN LANGUAGE SPANISH

Paper 0530/21  
Reading and Directed Writing

## General comments

The standard attained by most of the candidates was high, especially in **Sections 1** and **2** where the answers to the written tasks (**Questions 12 and 21**) were particularly good this year. Several candidates achieved close to full marks and most attempted all of the questions. For the most part, candidates wrote clearly, organised their answers well and focused on the set tasks, as well as showing that they could write in Spanish in an imaginative way and were capable of understanding texts with more complex vocabulary, tenses and structures.

There were some instances of very good candidates losing marks because they had not read the rubric, the question or the text carefully enough. Candidates of all abilities should ensure that they take time to check work at the end or plan to build in checking time as they go along.

Candidates can improve their marks in both the reading and writing sections of the paper by ensuring that they can conjugate the present, preterite, perfect and future tenses of basic verbs in the first and third persons singular and plural. It would also help many if they were more aware of when to use infinitives, thus avoiding the need to conjugate. Likewise, they should remember that the focus of the reading exercises is communication. A verb is not always required and a single word or short phrase may be sufficient to answer the question fully.

Although the emphasis in the reading tasks is on communication, many candidates need to be more competent when using disjunctive and possessive pronouns to avoid ambiguity.

Candidates who paragraph and work through each item in order in the writing tasks tend to achieve higher marks, as they are more likely to cover all of the task elements.

## Comments on specific questions

### **Section 1**

Most candidates performed well in this section. They followed the rubric and answered clearly in the spaces provided. There were indications that some of the more confident candidates had not read the question and/or text thoroughly enough or had not studied the pictures carefully. Some candidates found the vocabulary relating to jobs challenging on **Questions 6-10** and likewise on **Question 11**, where candidates needed to recognise 'ajedrez' and 'andar'. Candidates can improve on such items by ensuring that they systematically eliminate answers which are not needed. They should then try to find clues from familiar words in the sentence to help them to work out the meaning of vocabulary which they do not recognise.

Most candidates performed well on the writing task, **Question 12**, although some lost accuracy marks because they could not conjugate verbs correctly.

## Comments on specific questions

### **Exercise 1 Questions 1 - 5 Reading**

Most candidates were awarded 4 or 5 marks on this exercise. **Question 3** posed some problems for weaker candidates as did **Question 5**, which was the discriminator in this section.

### Question 1

Candidates easily recognised that 'panadería' indicated D.

### Question 2

Most candidates knew that 'vacaciones' led to A.

### Question 3

A few weaker candidates did not know 'azúcar' and wrote A rather than D.

### Question 4

Most knew that 'ordenador' was a prompt for B.

### Question 5

This proved more difficult and even some better candidates chose A ('natación') instead of D ('equitación'). There may have read the text too quickly.

### Exercise 2 Questions 6-10 Reading

Many candidates achieved full marks in this section – the most problematic answers to find were 7 and 10. Weaker candidates needed to know items of vocabulary such as 'aprender', 'tocar', 'incendio', 'humo', 'muela', 'bombero' and 'cartero'. Candidates need to be more aware that there are often easier words in the text which will help them to work out the meaning of unfamiliar words.

### Question 6

Weaker candidates found it difficult to connect 'aprender a tocar el piano' to 'profesora' – C.

### Question 7

Weaker candidates could not relate 'incendio' and 'humo' to 'bombero' – D. They did, however, have the words 'cocina' and 'casa' in the text which might have helped in this context.

### Question 8

Most candidates connected 'coche' and 'no funciona' to 'mecánico' – A

### Question 9

Most candidates were able to connect 'dolor de cabeza' with 'médico' – B

### Question 10

Some candidates could not relate 'duele' and 'muela' to 'dentista' – F.

### Exercise 3 Question 11 Reading

This section required candidates to recognise longer items with more difficult vocabulary but most achieved high marks. Candidates will improve in this section if they have a systematic approach and aim to eliminate, superfluous answers. They should also ensure that they do not fill in too many boxes, as these points will be deducted from the total. The number of marks available is shown on the page and candidates should work to this.

Some candidates did not recognise 'andar' which was a prompt for B.

Most connected 'teatro infantil' with D.

Weaker candidates did not know 'ajedrez' – F.





Some could not connect 'pájaros' with G.  
Most were able to connect 'castillo medieval' with I.

#### Exercise 4 Question 12(a), (b), (c) Writing

Candidates are required to write 3 short message elements which are marked for communication (3 marks) and then for accuracy (2 marks). Many candidates were able to access full marks on this as they responded appropriately to the picture stimuli and were able to use simple verbs correctly in the appropriate tense. Some of the weaker candidates did not communicate the messages clearly enough to be awarded 3 marks for communication, which limits the marks for accuracy.

A few candidates did not read the rubric carefully enough and thought that they had left the bag at the friend's house, not the other way round, resulting in answers such as 'Mi bolso está en tu casa.' Candidates should ensure that they know exactly what is required before they start writing.

Although it is recommended that candidates write brief, highly focused answers in this exercise, they might wish to include 2 verbs in each task in case one is wrong so that they are more likely to be awarded 2 marks for accuracy. Candidates should be aware that material which is not directly relevant to the tasks will not be awarded marks.

Inappropriate use of 'ser' and 'estar' occurred here and candidates would benefit from being more aware of appropriate use in the contexts of descriptions and position.

#### Question 12

- (a) Most candidates were able to use simple adjectives to describe the bag and many wrote creative descriptions involving stripes and logos.
- (b) Most could explain where the bag was, usually in their bedroom, but many took the opportunity to elaborate using prepositions to good effect, for example 'en la mesa al lado de mi cama'. Some answers could have been more specific – 'en mi casa' was minimal here.
- (c) Most could write clearly about the contents of the bag and some took the opportunity to use interesting vocabulary in the descriptions.

#### Section 2

##### Exercise 1 Questions 13 - 20 Reading

Candidates performed well on this exercise. Most understood the questions, were able to identify the key words in the passage and could express themselves clearly enough to be awarded the mark for communication. Some did not understand the more complex vocabulary in the questions.

Answers can be brief and a verb is not always required. Candidates should take advantage of this where possible, while realising that some questions will need a verb to avoid ambiguity. Questions can often be answered by using the infinitive and candidates should make use of this as it is often more succinct and avoids the need to find the correct ending.

The approach to the conjugation of verbs and the use of pronouns in this section is lenient, but candidates should ensure that their answer indicates clearly which person is involved in the activity. Sometimes they need to write the name rather than using a pronoun.

Correct use of reflexive pronouns is a problem for many and candidates need to improve their ability to use them correctly to avoid ambiguity.

The discriminators here were **Questions 16, 17 and 18**.

#### Question 13

This was answered well and most candidates could write 'hace tres meses', but some forgot to write 'hace' which invalidated the answer.

#### Question 14

Most candidates found the answer 'francés' or 'de Francia' but many would benefit from being able to spell nationalities more accurately.

#### Question 15

Most candidates found the correct answer 'Su padre trabaja allí/para una compañía multinacional'. Some wrote 'para estudiar' which was rejected since the 'Por qué' in the question led to 'porque' in the text. Candidates should ensure that, having found the relevant area of the text, they read far enough to eliminate any distractors.

#### Question 16

This was a relatively straightforward question with 2 easy answers – 'un poco tímido' and '(super) simpático', but even very good candidates lost marks. Most had not read the question carefully and did not notice 'de carácter' and so picked up on the physical descriptions, 'alto', 'pelo', and 'ojos'. Others wrote 'poco tímido' which conveys the opposite message to that given in the text and some wrote 'no habla muy bien el español', which does not refer to character.

#### Question 17

This question discriminated across the whole ability range, largely because candidates wrote answers which were ambiguous since they used 'él' instead of 'David' so it was not clear who was involved. Some wrote 'Le invitó a salir' which was also unclear and some said that the girl had invited David to go out. Candidates should be aware that some questions in this exercise will be more demanding, try to spot them and spend more time interpreting the questions and composing the answer. They should also be aware that each question should be answered independently of the previous one, so they need to state clearly who is involved. The correct answer was 'David invitó a Elena a ir al cine'/a salir'. 'El' and 'ella' do not work in this case.

#### Question 18

This question discriminated at the weaker end of the cohort, although more able candidates performed well. The 2 answers required were 'Elena se pone roja' and 'Elena no puede hablar'. The use of the reflexive pronouns was marked generously, as was the conjugation of 'poner'. The vocabulary in the question proved problematic for some, as they needed to understand 'le ocurre' and 've'.

#### Question 19

More able candidates performed well in his question but it discriminated at the lower end of the ability range. The answer was 'quiere salir/quiere casarse con David' but some wrote 'David no puede hablar'. Other answers indicated that weaker candidates did not understand the question – 'hacer' is a verb with which candidates need to be very familiar in the present, past and future tenses.

#### Question 20

This question discriminated across the whole ability range. The answer was 'perder a su amiga'. Many candidates understood the question and found the relevant section of the text but stopped at 'Sonia se enfadaría mucho' and did not see 'La verdad es que...'. Again, candidates can skim the passage quickly to locate the area where they think the answer lies, but should then read the text more carefully to ensure that there are no distractors.

#### Question 21

##### (a), (b), (c), (d) Writing

This question was answered well by candidates across the whole ability range. Many were able to score the 10 marks for communication by responding adequately to the tasks in the rubric and providing sufficient extra details related to the tasks set. Some wrote more than the 80-100 words required. Candidates need to be aware that extra details will only be awarded marks if they are relevant to the set tasks. In preparation for this item, candidates should ensure that they know a range of common verbs in the present, past and future tenses since they will be expected to show that they can manipulate tenses. They should also remember

that expressions of time support the communication of tense, for example 'la semana pasada' and 'ya viene'.

While it is pleasing to see candidates taking the opportunity to write creatively, a methodical approach is required here and they should ensure that they have responded appropriately to all of the tasks before giving information which has not been specifically asked for. Candidates who perform best respond unambiguously to all of the tasks. They recognise present, past and future tenses in the instructions and respond with a verb which has been conjugated appropriately.

The use of conjunctions to improve fluency also supports communication, as do gender agreements and correct spellings. Inappropriate use of 'ser' and 'estar' is often a problem here.

Those candidates who responded appropriately to the set tasks and added enough extra details were often also awarded the five marks for accuracy since they showed that they could use a limited range of verbs successfully and the text was generally more accurate than inaccurate.

### Question 21

- (a) Many candidates were able to write about what they were doing before the accident, often mentioning where they were staying and what activities they were doing. Some candidates did not notice that this required a past tense and did not manage to communicate the message clearly. Some left it out.
- (b) Many candidates responded well to this and described the accident in some detail, using more complex language and vocabulary, often imaginatively.
- (c) This was a straightforward task requiring candidates to mention how they are spending the time in hospital. Some chose to give opinions of the hospital, in some detail, and did not respond to the set task. The better candidates were awarded marks for writing simple sentences such as 'En el hospital veo la televisión.', or 'No hay mucho que hacer, entonces leo revistas o charlo.'
- (d) This task required candidates to use the future tense, cued in the question by 'vas a hacer'. Better candidates gave answers such as 'Voy a volver a casa.' or 'Voy a ir al cine con mis amigos porque me aburro mucho aquí.' Weaker candidates were not clear as to how to approach this question and need to be more aware that 'vas a' in the question is pointing them towards a verb, (possibly 'voy'), followed by 'a' and a verb in the infinitive.

### Section 3

As in the other sections, answers are marked for communication but candidates should be aware that, at this level, verbs, if used, will be marked for accuracy, for example to distinguish between first and third persons and tense. The same applies to pronouns. There is often a need to use possessive and disjunctive pronouns and candidates will benefit from being able to manipulate these confidently. They should be particularly careful when using 'su' and 'sus' and may need to clarify these by mentioning names to distinguish between the person in the question and the persons in the text.

Brief answers are perfectly acceptable and candidates should aim for this where possible. Some questions can be answered with one word, a short phrase or an infinitive of a verb.

### Exercise 1 True/False Reading

Candidates should be made aware that it is not acceptable to add 'no' to a positive statement in the question to justify a 'false' answer. They should also be advised that it is not in their interest to leave blanks on multiple choice questions, even if they are not totally sure of the answer.

### Question 22

Most candidates understood that this was true.

### Question 23

Most candidates identified that the statement was false. Weaker candidates could not provide a justification - 'Estaba a punto de abandonar el lugar.' or 'Había puesto las bañeras en su camioneta'. Weaker candidates omitted 'en su camioneta'.

### Question 24

All candidates identified that this was false but not all were able to provide a coherent justification - 'Fue detenido por la policía.'/(El) vecino dio información a la policía.'

### Question 25

This was false. All candidates identified this and were able to provide an acceptable justification - 'Estaban viendo una película después de cenar con sus nietos'. This answer required a full sentence.

### Question 26

This was true but only the better candidates identified this correctly.

### Question 27

This was false and most candidates were able to see this but only more able candidates could provide a sufficiently accurate justification - 'Pedro cree que las robó para venderlas a otro constructor.'

## Exercise 2 Reading

This is the most demanding part of the paper but weaker candidate who persist can still gain marks if they concentrate on the questions which are easier to understand and skim the passage to find the relevant section of the text. **Questions 30 and 33** lent themselves to this. Many found the right part of the text but resorted to indiscriminate 'lifting'. **Questions 28, 31, 32, 33 and 36** discriminated more, but even these were accessible, to some extent, across the whole ability range.

In this section, candidates still do not need to write long sentences, provided that they answer the question fully and without ambiguity.

All candidates need to understand and be able to use the verb 'hacer' in the different tenses and especially 'hizo'.

### Question 28

Most candidates understood the question but many did not complete the answer - 'las consecuencias negativas de las nuevas tecnologías'. They either omitted 'negativas' or 'de las nuevas tecnologías'.

### Question 29

This question also discriminated. The answer was 'informar sobre las consecuencias negativas/lanzar la campaña'. Some did not seem to be able to respond appropriately to 'objetivo' in the question. Some were looking for the answer in the wrong part of the text.

### Question 30

- (i), (ii) There were 2 marks for this item. Better candidates were able to find at least one answer, but it discriminated clearly at the lower end of the ability range. The answers were 'no escuchar demasiado tiempo/de forma excesiva' and 'bajar el volumen/no escuchar demasiado alto'. Some did not find the correct part of the text and wrote about 'videojuegos', not 'el mp3'. Some found it difficult to manipulate language sufficiently well to respond clearly to the question. Examples of 'lifting' from the text often occurred here.

### Question 31

The correct answer was 'Para permitir que los ojos and las manos descansen'. Some missed out either 'ojos' or 'manos'.

### Question 32

- (a), (b) The weaker candidates found this difficult and it challenged some of the more able ones as well. There were 2 marks for 'tener la luz encendida/no apagar las luces' and 'sentarse en una silla bien diseñada'. Some candidates were reading the wrong part of the text as they had found 'videojuegos' and picked out 'Hay que sentarse a un mínimo de 70 centímetros de la pantalla.' Others could not connect the synonyms 'iluminación' and 'luz' and some did not understand 'muebles'.

### Question 33

The question was quite easy to understand and, therefore, more accessible to weaker candidates, although many did not communicate the answer clearly enough to be awarded a mark. The answer was 'compartir el tiempo libre con la familia/los demás'. Some did not include a reference to 'tiempo libre', which made the answer ambiguous.

### Question 34

This task required a simple answer – 'folletos informativos', but the word 'riesgos' in the question caused problems for weaker candidates.

### Question 35

This was a multiple choice item and 50% of candidates identified D ('preocupado') as the correct answer. This suggests that weaker candidates who plan their time carefully and are prepared to persist right to the end of the paper have opportunities to gain marks even in the most difficult section.

# FOREIGN LANGUAGE SPANISH

Paper 0530/22  
Reading and Directed Writing

## General comments

The standard attained by most of the candidates was high, especially in **Sections 1** and **2** where the answers to the written tasks (**Questions 12 and 21**) were particularly good this year. Several candidates achieved close to full marks and most attempted all of the questions. For the most part, candidates wrote clearly, organised their answers well and focused on the set tasks, as well as showing that they could write in Spanish in an imaginative way and were capable of understanding texts with more complex vocabulary, tenses and structures.

There were some instances of very good candidates losing marks because they had not read the rubric, the question or the text carefully enough. Candidates of all abilities should ensure that they take time to check work at the end or plan to build in checking time as they go along.

Candidates can improve their marks in both the reading and writing sections of the paper by ensuring that they can conjugate the present, preterite, perfect and future tenses of basic verbs in the first and third persons singular and plural. It would also help many if they were more aware of when to use infinitives, thus avoiding the need to conjugate. Likewise, they should remember that the focus of the reading exercises is communication. A verb is not always required and a single word or short phrase may be sufficient to answer the question fully.

Although the emphasis in the reading tasks is on communication, many candidates need to be more competent when using disjunctive and possessive pronouns to avoid ambiguity.

Candidates who paragraph and work through each item in order in the writing tasks tend to achieve higher marks, as they are more likely to cover all of the tasks.

## Comments on specific questions

### **Section 1**

Most candidates performed well in this section. Very few fell into the trap of leaving blank spaces on multiple choice questions. They followed the rubric and answered clearly in the spaces provided. There were indications that some of the more confident candidates had not read the question and/or text thoroughly enough or had not studied the pictures carefully. Some candidates found the vocabulary relating to jobs challenging on **Questions 6-10** and likewise on **Question 11**, where candidates needed to recognise 'ajedrez' and 'andar'. Candidates can improve on such items by ensuring that they systematically eliminate answers which are not needed. They should then try to find clues from familiar words in the sentence to help them to work out the meaning of vocabulary which they do not recognise.

Most candidates performed well on the writing task, **Question 12**, although some lost accuracy marks because they could not conjugate verbs correctly.

## Comments on specific questions

### **Exercise 1 Questions 1 - 5 Reading**

Most candidates were awarded 4 or 5 marks on this exercise. **Question 3** posed some problems for weaker candidates as did **Question 5**, which was the discriminator in this section.

### Question 1

Candidates easily recognised that 'panadería' indicated D.

### Question 2

Most candidates knew that 'vacaciones' led to A.

### Question 3

A few weaker candidates did not know 'azúcar' and wrote A rather than D.

### Question 4

Most knew that 'ordenador' was a prompt for B.

### Question 5

This proved more difficult and even some better candidates chose A ('natación') instead of D ('equitación'). There may have read the text too quickly.

### Exercise 2 Questions 6-10 Reading

Many candidates achieved full marks in this section – the most difficult answers to find were **7** and **10**. Weaker candidates needed to know items of vocabulary such as 'aprender', 'tocar', 'incendio', 'humo', 'muela', 'bombero' and 'cartero'. Candidates need to be more aware that there are often easier words in the text which will help them to work out the meaning of unfamiliar words.

### Question 6

Weaker candidates found it difficult to connect 'aprender a tocar el piano' to 'profesora' – C.

### Question 7

Weaker candidates could not relate 'incendio' and 'humo' to 'bombero' – D. They did, however, have the words 'cocina' and 'casa' in the text which might have helped in this context.

### Question 8

Most candidates connected 'coche' and 'no funciona' to 'mecánico' – A

### Question 9

Most candidates were able to connect 'dolor de cabeza' with 'médico' – B

### Question 10

Some candidates could not relate 'duele' and 'muela' to 'dentista' – F.

### Exercise 3 Question 11 Reading

This section required candidates to recognise longer items with more difficult vocabulary but most achieved high marks. Candidates will improve in this section if they have a systematic approach and aim to eliminate, superfluous answers. They should also ensure that they do not fill in too many boxes, as these points will be deducted from the total. The number of marks available is shown on the page and candidates should work to this.

Some candidates did not recognise 'andar' which was a prompt for B.

Most connected 'teatro infantil' with D.

Weaker candidates did not know 'ajedrez' – F.

Some could not connect 'pájaros' with G.  
Most were able to connect 'castillo medieval' with I.

#### Exercise 4 Question 12(a), (b), (c) Writing

Candidates are required to write 3 short message elements which are marked for communication (3 marks) and then for accuracy (2 marks). Many candidates were able to access full marks on this as they responded appropriately to the picture stimuli and were able to use simple verbs correctly in the appropriate tense. Some of the weaker candidates did not communicate the messages clearly enough to be awarded 3 marks for communication, which limits the marks for accuracy.

A few candidates did not read the rubric carefully enough and thought that they had left the bag at the friend's house, not the other way round, resulting in answers such as 'Mi bolso está en tu casa.' Candidates should ensure that they know exactly what is required before they start writing.

Although it is recommended that candidates write brief, highly focused answers in this exercise, they might wish to include 2 verbs in each task in case one is wrong so that they are more likely to be awarded 2 marks for accuracy. Candidates should be aware that material which is not directly relevant to the tasks will not be awarded marks.

Inappropriate use of 'ser' and 'estar' occurred here and candidates would benefit from being more aware of appropriate use in the contexts of descriptions and position.

#### Question 12

- (a) Most candidates were able to use simple adjectives to describe the bag and many wrote creative descriptions involving stripes and logos.
- (b) Most could explain where the bag was, usually in their bedroom, but many took the opportunity to elaborate using prepositions to good effect, for example 'en la mesa al lado de mi cama'. Some answers could have been more specific – 'en mi casa' was minimal here.
- (c) Most could write clearly about the contents of the bag and some took the opportunity to use interesting vocabulary in the descriptions.

#### Section 2

##### Exercise 1 Questions 13 - 20 Reading

Candidates performed well on this exercise. Most understood the questions, were able to identify the key words in the passage and could express themselves clearly enough to be awarded the mark for communication. Some did not understand the more complex vocabulary in the questions.

Answers can be brief and a verb is not always required. Candidates should take advantage of this where possible, while realising that some questions will need a verb to avoid ambiguity. Questions can often be answered by using the infinitive and candidates should make use of this as it is often more succinct and avoids the need to find the correct ending.

The approach to the conjugation of verbs and the use of pronouns in this section is lenient, but candidates should ensure that their answer indicates clearly which person is involved in the activity. Sometimes they need to write the name rather than using a pronoun.

Correct use of reflexive pronouns is a problem for many and candidates need to improve their ability to use them correctly to avoid ambiguity.

The discriminators here were **Questions 16, 17 and 18**.

#### Question 13

This was answered well and most candidates could write 'hace tres meses', but some forgot to write 'hace' which invalidated the answer.



#### Question 14

Most candidates found the answer 'francés' or 'de Francia' but many would benefit from being able to write with the spelling of nationalities more accurately.

#### Question 15

Most candidates found the correct answer 'Su padre trabaja allí/para una compañía multinacional'. Some wrote 'para estudiar' which was rejected since the 'Por qué' in the question led to 'porque' in the text. Candidates should ensure that, having found the relevant area of the text, they read far enough to eliminate any distractors.

#### Question 16

This was a relatively straightforward question with 2 easy answers – 'un poco tímido' and '(super) simpático', but even very good candidates lost marks. Most had not read the question carefully and did not notice 'de carácter' and so picked up on the physical descriptions, 'alto', 'pelo', and 'ojos'. Others wrote 'poco tímido' which conveys the opposite message to that given in the text and some wrote 'no habla muy bien el español', which does not refer to character.

#### Question 17

This question discriminated across the whole ability range, largely because candidates wrote answers which were ambiguous since they used 'él' instead of 'David' so it was not clear who was involved. Some wrote 'Le invitó a salir' which was also unclear and some said that the girl had invited David to go out. Candidates should be aware that some questions in this exercise will be more demanding, try to spot them and spend more time interpreting the questions and composing the answer. They should also be aware that each question should be answered independently of the previous one, so they need to state clearly who is involved. The correct answer was 'David invitó a Elena a ir al cine'/a salir'. 'El' and 'ella' do not work in this case.

#### Question 18

This question discriminated at the weaker end of the cohort, although more able candidates performed well. The 2 answers required were 'Elena se pone roja' and 'Elena no puede hablar'. The use of the reflexive pronouns was marked generously, as was the conjugation of 'poner'. The vocabulary in the question proved problematic for some, as they needed to understand 'le ocurre' and 've'.

#### Question 19

More able candidates performed well in his question but it discriminated at the lower end of the ability range. The answer was 'quiere salir/quiere casarse con David' but some wrote 'David no puede hablar'. Other answers indicated that weaker candidates did not understand the question – 'hacer' is a verb with which candidates need to be very familiar in the present, past and future tenses.

#### Question 20

This question discriminated across the whole ability range. The answer was 'perder a su amiga'. Many candidates understood the question and found the relevant section of the text but stopped at 'Sonia se enfadaría mucho' and did not see 'La verdad es que...'. Again, candidates can skim the passage quickly to locate the area where they think the answer lies, but should then read the text more carefully to ensure that there are no distractors.

#### Question 21

##### (a), (b), (c), (d) Writing

This question was answered well by candidates across the whole ability range. Many were able to score the 10 marks for communication by responding adequately to the tasks in the rubric and providing sufficient extra details related to the tasks set. Some wrote more than the 80-100 words required. Candidates need to be aware that extra details will only be awarded marks if they are relevant to the set tasks. In preparation for this item, candidates should ensure that they know a range of common verbs in the present, past and future tenses since they will be expected to show that they can manipulate tenses. They should also remember

that expressions of time support the communication of tense, for example 'la semana pasada' and 'ya viene'.

While it is pleasing to see candidates taking the opportunity to write creatively, a methodical approach is required here and they should ensure that they have responded appropriately to all of the tasks before giving information which has not been specifically asked for. Candidates who perform best respond unambiguously to all of the tasks. They recognise present, past and future tenses in the instructions and respond with a verb which has been conjugated appropriately.

The use of conjunctions to improve fluency also supports communication, as do gender agreements and correct spellings. Inappropriate use of 'ser' and 'estar' is often a problem here.

Those candidates who responded appropriately to the set tasks and added enough extra details were often also awarded the five marks for accuracy since they showed that they could use a limited range of verbs successfully and the text was generally more accurate than inaccurate.

### Question 21

- (a) Many candidates were able to write about what they were doing before the accident, often mentioning where they were staying and what activities they were doing. Some candidates did not notice that this required a past tense and did not manage to communicate the message clearly. Some left it out.
- (b) Many candidates responded well to this and described the accident in some detail, using more complex language and vocabulary, often imaginatively.
- (c) This was a straightforward task requiring candidates to mention how they are spending the time in hospital. Some chose to give opinions of the hospital, in some detail, and did not respond to the set task. The better candidates were awarded marks for writing simple sentences such as 'En el hospital veo la televisión.', or 'No hay mucho que hacer, entonces leo revistas o charlo.'
- (d) This task required candidates to use the future tense, cued in the question by 'vas a hacer'. Better candidates gave answers such as 'Voy a volver a casa.' or 'Voy a ir al cine con mis amigos porque me aburro mucho aquí.' Weaker candidates were not clear as to how to approach this question and need to be more aware that 'vas a' in the question is pointing them towards a verb, (possibly 'voy'), followed by 'a' and a verb in the infinitive.

### Section 3

As in the other sections, answers are marked for communication but candidates should be aware that, at this level, verbs, if used, will be marked for accuracy, for example to distinguish between first and third persons and tense. The same applies to pronouns. There is often a need to use possessive and disjunctive pronouns and candidates will benefit from being able to manipulate these confidently. They should be particularly careful when using 'su' and 'sus' and may need to clarify these by mentioning names to distinguish between the person in the question and the persons in the text.

Brief answers are perfectly acceptable and candidates should aim for this where possible. Some questions can be answered with one word, a short phrase or an infinitive of a verb.

### Exercise 1 True/False Reading

Candidates should be made aware that it is not acceptable to add 'no' to a positive statement in the question to justify a 'false' answer. They should also be advised that it is not in their interest to leave blanks on multiple choice questions, even if they are not totally sure of the answer.

### Question 22

Most candidates understood that this was true.



### Question 23

Most candidates identified that the statement was false. Weaker candidates could not provide a justification - 'Estaba a punto de abandonar el lugar.' or 'Había puesto las bañeras en su camioneta'. Weaker candidates omitted 'en su camioneta'.

### Question 24

All candidates identified that this was false but not all were able to provide a coherent justification - 'Fue detenido por la policía.'/(El) vecino dio información a la policía.'

### Question 25

This was false. All candidates identified this and were able to provide an acceptable justification - 'Estaban viendo una película después de cenar con sus nietos'. This answer required a full sentence.

### Question 26

This was true but only the better candidates identified this correctly.

### Question 27

This was false and most candidates were able to see this but only more able candidates could provide a sufficiently accurate justification - 'Pedro cree que las robó para venderlas a otro constructor.'

## Exercise 2 Reading

This is the most demanding part of the paper but weaker candidate who persist can still gain marks if they concentrate on the questions which are easier to understand and skim the passage to find the relevant section of the text. **Questions 30 and 33** lent themselves to this. Many found the right part of the text but resorted to indiscriminate 'lifting'. **Questions 28, 31, 32, 33 and 36** discriminated more, but even these were accessible, to some extent, across the whole ability range.

In this section, candidates still do not need to write long sentences, provided that they answer the question fully and without ambiguity.

All candidates need to understand and be able to use the verb 'hacer' in the different tenses and especially 'hizo'.

### Question 28

Most candidates understood the question but many did not complete the answer - 'las consecuencias negativas de las nuevas tecnologías'. They either omitted 'negativas' or 'de las nuevas tecnologías'.

### Question 29

This question also discriminated. The answer was 'informar sobre las consecuencias negativas/lanzar la campaña'. Some did not seem to be able to respond appropriately to 'objetivo' in the question. Some were looking for the answer in the wrong part of the text.

### Question 30

- (i), (ii) There were 2 marks for this item. Better candidates were able to find at least one answer, but it discriminated clearly at the lower end of the ability range. The answers were 'no escuchar demasiado tiempo/de forma excesiva' and 'bajar el volumen/no escuchar demasiado alto'. Some did not find the correct part of the text and wrote about 'videojuegos', not 'el mp3'. Some found it difficult to manipulate language sufficiently well to respond clearly to the question. Examples of 'lifting' from the text often occurred here.

### Question 31

The correct answer was 'Para permitir que los ojos and las manos descansen'. Some missed out either 'ojos' or 'manos'.

### Question 32

- (a), (b) The weaker candidates found this difficult and it challenged some of the more able ones as well. There were 2 marks for 'tener la luz encendida/no apagar las luces' and 'sentarse en una silla bien diseñada'. Some candidates were reading the wrong part of the text as they had found 'videojuegos' and picked out 'Hay que sentarse a un mínimo de 70 centímetros de la pantalla.' Others could not connect the synonyms 'iluminación' and 'luz' and some did not understand 'muebles'.

### Question 33

The question was quite easy to understand and, therefore, more accessible to weaker candidates, although many did not communicate the answer clearly enough to be awarded a mark. The answer was 'compartir el tiempo libre con la familia/los demás'. Some did not include a reference to 'tiempo libre', which made the answer ambiguous.

### Question 34

This task required a simple answer – 'folletos informativos', but the word 'riesgos' in the question caused problems for weaker candidates.

### Question 35

This was a multiple choice item and 50% of candidates identified D ('preocupado') as the correct answer. This indicates that weaker candidates who plan their time carefully and are prepared to persist right to the end of the paper have opportunities to gain marks even in the most difficult section.

# FOREIGN LANGUAGE SPANISH

Paper 0530/23

Reading and Directed Writing

## General comments

The standard attained by most of the candidates was high, especially in **Sections 1** and **2** where the answers to the written tasks (**Questions 12 and 22**) were particularly good this year. Several candidates achieved close to full marks and most attempted all of the questions. For the most part, candidates wrote clearly, organised their answers well and focused on the set tasks as well as showing that they could write creatively in Spanish and understood texts which contained more complex vocabulary, tenses and structures.

There were some instances of very good candidates losing marks because they had not read the rubric, the question or the text carefully enough, so everyone should ensure that they take time to check work at the end or plan to build in checking time as they go along.

Candidates can improve their marks in both the reading and writing sections of the paper by ensuring that they can conjugate basic verbs in the third persons singular and plural in the present, preterite, perfect and future tenses. It would also help many if they were more aware of when to use the infinitive in the answer, thus avoiding the need to conjugate. Likewise, they should remember that the focus of the reading exercises is communication and there are times when a single word or short phrase may be sufficient to answer the question fully.

Many candidates need to be more competent when using disjunctive and possessive pronouns to avoid ambiguity.

## Comments on specific questions

### **Section 1**

#### **Exercise 1 Questions 1 - 5 Reading**

Most candidates were able to access almost full marks and everyone attempted all of the questions, avoiding the error of leaving blank spaces on multiple choice questions. **Question 5** proved to be the discriminator in this section.

#### **Question 1**

Candidates easily recognised that 'fruta' was B.

#### **Question 2**

Most candidates knew that 'estadio' was A.

#### **Question 3**

A few did not know 'bolígrafo'. The correct answer was C.

#### **Question 4**

Most knew 'cursos de vela' which was D.

### Question 5

This proved more difficult as many candidates did not recognise vocabulary relating to the train station. Many found it hard to arrive at the correct answer, A, by a process of elimination.

### Exercise 2 Questions 6-10 Reading

Many candidates achieved full marks in this section – the most difficult answers to find were 7, 9, and 10

#### Question 6

A few candidates could not connect 'pelo' and peluquera – D.

#### Question 7

Some candidates could not relate 'luces' to A, 'electricista'

#### Question 8

Most candidates connected 'plantar flores' and 'jardinero' - E.

#### Question 9

Some candidates could not connect 'color' with 'pintor' - B

#### Question 10

This was a longer item with more difficult vocabulary and some could not relate 'coche' and 'robado' to 'policía' - F.

### Exercise 3 Question 11 Reading

This section required candidates to recognise longer items with more difficult vocabulary and discriminated at all levels of ability. Candidates can achieve higher marks on this section if they have a systematic approach and aim to eliminate answers which are not needed. They should also be aware that there will be some distraction, as in I where careless reading of the texts could lead to F because both involve work. They should also ensure that they do not fill in too many boxes, as these points will be deducted from the total. The number of marks for the section is shown on the page and candidates should work to this.

Most candidates correctly identified A ('baile'), D ('concurso de cocina'), G ('excursiones por el campo') and I ('trabajo tradicional'), although some focused on 'trabajo' and wrote F (candidates working in School). B ('fuegos artificiales') discriminated at all levels of ability and many wrote C (rock concert).

### Exercise 4 Question 12 Writing

Candidates are required to write 3 short messages which are marked for communication (3 marks) and then for accuracy (2 marks). Most candidates were able to access full marks on this as they responded appropriately to the picture stimuli and were able to use simple verbs correctly in the appropriate tense. Although it is recommended that candidates write brief, highly focused answers in this exercise, they might wish to ensure that they include 2 verbs in each task in case one of them is wrong as this would prevent them from being awarded 2 marks for accuracy. Candidates should, nevertheless, avoid writing too much material which is not directly relevant to the tasks.

Inappropriate use of 'ser' and 'estar' occurred here quite often and candidates would benefit from being more aware of appropriate use in the contexts of description and position.

#### Question 12

- (a) Most candidates used 'playa' or 'costa' to say where the house is situated, but quite a few used 'es' instead of 'está'.
- (b) Most could describe the house using simple adjectives and were able to apply agreements correctly.

- (c) Most could write about several activities which they do during the day. Many candidates say that they watch television and used 'miro', rather than the more idiomatic 'veo'. This was penalised since this exercise tests the ability to communicate simple messages.

## Section 2

### Exercise 1 Questions 13 - 21 Reading

Candidates performed well on this exercise. Most understood the questions, were able to identify the key words in the passage and could write answers clearly enough to be awarded the mark for communication. Some questions discriminated because candidates did not understand more complex vocabulary in the questions.

A verb is not always required and candidates should take advantage of this where possible, while realising that some questions will need a verb to avoid ambiguity. Questions can often be answered by using the infinitive and candidates should make use of this if they can as it is often more succinct and avoids the need to find the correct ending. The approach to the conjugation of verbs and the use of pronouns in this section is lenient, but candidates should ensure that their answer indicates clearly which person is involved in the activity. Sometimes they need to write the name rather than using a pronoun.

#### Question 13

This was answered well and most candidates could write 'para celebrar el fin de curso'.

#### Question 14

Most candidates found the answer 'los compañeros de clase'. Some omitted 'de clase' which made the message ambiguous. Some candidates did not seem to understand the question. Candidates will perform better if they understand all common interrogative forms. 'Venir' may also have been an obstacle.

#### Question 15

As there were 3 possible answers here most candidates were able to gain a mark by indicating that the parents were worried about the number of young people present, the level of noise, or the untidiness of the house.

#### Question 16

'Muy nerviosa' was an acceptable answer to this question. Those candidates who used the verb 'ponerse' had problems with conjugating it correctly and tended to write answers such as 'me pone', 'se pongo'. Candidates who can manipulate verb forms will respond more accurately to questions in **Section 3**.

#### Question 17

- (i), (ii) This question discriminated more clearly. Most understood the question and realised that 'age' was involved so weaker candidates tended to focus on 'tiene cuarenta /cincuenta años', not realising that they needed to link up 'no le gusta' in the question with 'lo malo' in the text. The answers required were 'son muy pesados' and 'se han olvidado de lo que es ser joven'.

#### Question 18

This question discriminated well, as weaker candidates, who did not seem to understand 'propone', referred to the earlier part of the text and wrote 'Tener la fiesta en la casa de Francesca'. Others conjugated the verb and wrote 'organizan', rather than the grammatically correct answer 'organizar la fiesta juntas'. Candidates need to be familiar with those structures which are followed by the infinitive.

#### Question 19

There was some discrimination here at the lower end of the ability range, although the question seemed to be understood by most. There were 2 possible answers. Better candidates used the verb provided in the question to good effect and wrote either 'Va a comprar.' or 'Va a llamar a los compañeros.', or simply used the infinitive of either verb. Weaker candidates tended to lift indiscriminately from the text.

### Question 20

This question also discriminated at the lower end and candidates who attempted to conjugate 'elegir' instead of using the infinitive, prompted by 'tiene que' in the question, communicated less clearly. '(Tiene que) elegir la música' was the correct answer.

### Question 21

Most understood the question and found the correct answer 'más de treinta', but those who omitted 'más de' were not awarded a mark.

### Question 22

#### (a), (b), (c), (d) Writing

This question was answered well by candidates across the whole ability range. Most were able to score the full 10 marks for communication by responding adequately to the tasks in the rubric and providing sufficient extra details related to the tasks set. Some wrote more than the 80-100 words required. Candidates need to be aware that extra details will only be awarded marks if they are relevant to the set tasks. In preparation for this task, candidates should ensure that they know a range of common verbs in the present, past and future tenses, including 'gustar' since they are likely to be asked to give opinions, not necessarily in the present tense.

While it is pleasing to see candidates taking the opportunity to write creatively, a methodical approach is required here and they should ensure that they have responded appropriately to all of the tasks set before including other details. Candidates who perform best are able to respond unambiguously to all of the tasks. They recognise present, past and future tenses in the instructions and respond with a verb which has been conjugated appropriately.

The use of conjunctions to improve fluency also supports communication, as do gender agreements and correct spellings. There was some confusion about the use of 'ser' and 'estar'.

Two candidates thought they were writing about a holiday, rather than a job, and were marked as generously as possible for communication and accuracy.

Candidates who were able to achieve the 10 communication marks for the set tasks were often awarded the 5 marks for accuracy since they were able to write coherently and used a limited range of verbs successfully.

### Question 22

(a) Most candidates were able to write one or more sentences about the hotel. They usually referred to size, position or amenities. Many took the opportunity to give positive and negative opinions about it. Some used 'rico' to refer to the hotel and while this is acceptable as it communicates the idea of 'attractive' or 'nice', it is not idiomatic in this context and 'bonito' would have been more appropriate.

(b) This was the task where candidates did not perform quite so well. They did not give specific details about the nature of the work or, in a few cases, moved on to (c) and combined the two, so that they could not be awarded a mark for (b). Some simply said whether or not they liked the work.

Those candidates who did focus on the task usually said that they washed, cleaned, worked at reception or helped in some area. There was confusion with regard to 'lavar los platos' as some wrote 'llavar'. This worked as 'los platos' helped with communication. Some candidates struggled to find a word for 'customers' and some did not know 'dinero'. Candidates also need to recognise and be able to use 'tuvo' and 'tenía' correctly.

(c) Many were able to write 'me gustó' correctly and could give several reasons for liking and/or disliking the work. Some used 'Lo bueno' instead to good effect, but some were not able to provide a verb which fitted in with this in the past tense and this affected communication.



- (d) Most handled this task well since they could easily convert 'te gustaría' in the question to 'me gustaría' and could write about their plans for the future. Some did not respond to 'cómo' in the question, so the answer was not appropriate.

### Section 3 Reading

As in the other sections, answers are marked for communication but candidates should be aware that, at this level, verbs will be marked for accuracy if they are misleading, for example if they do not distinguish between first and third persons. The same applies to pronouns.

There is often a need to use possessive and disjunctive pronouns and candidates will benefit from being able to manipulate these confidently. They should be particularly careful when using 'su' and 'sus' and may need to clarify these by mentioning names to distinguish between the person in the question and the person in the text.

Brief answers are perfectly acceptable and candidates should aim for this where possible. Some questions can be answered with one word or a short phrase.

### Exercise 1 True/False Reading

Candidates should be made aware that it is not acceptable to justify a false statement by adding 'no' to a positive statement. They should also be advised that it is in their interest not to leave blanks on multiple choice questions, even if they are not totally sure of the answer.

#### Question 23

Many candidates understood that this was true. About 20% thought it was false.

#### Question 24

This question discriminated well. Weaker candidates recognised it as false despite the more difficult vocabulary item 'evitar', but finding the correct justification challenged candidates across the whole ability range. A verb was required in the answer, 'Buscan cualquier cosa para sentir miedo', but many simply wrote 'cualquier cosa' and only a few were able to manipulate 'hacer' as an alternative to 'buscan'.

#### Question 25

Most candidates recognised this as a false statement but only the best candidates could provide a coherent justification, largely because candidates could not convey the idea that the young people had already done dangerous sports. Some could not find the correct area of the text. The correct answer 'Lo han hecho antes' was in many cases invalidated by indiscriminate lifting of 'y saben que se necesita fuerza física'.

#### Question 26

This was false and many candidates identified this. The justification proved more difficult and challenged even more able candidates. The most common correct answer was '(Siempre) tiene la sensación de estar libre'. Some left out the verb 'tiene'. 'Sufrió de nervios al principio' and 'Al principio sí, ahora no.' were also acceptable. Inclusion of 'es lo que buscamos' invalidated the answer.

#### Question 27

This was false and 80% of candidates answered correctly. The justification 'Están cómodos después de 10 segundos' proved more difficult and only about 60% of more able candidates were able to answer this adequately. Many lifted the whole sentence from the text and did not convey the idea that the young people adjusted quickly to the situation.

### Question 28

This was true and proved difficult for weaker candidates who could not find the answer within the passage containing more complex vocabulary and structures.

### Exercise 2 Reading

This is the most demanding part of the paper but weaker candidate who persist can still gain some marks here if they identify the questions which are easier to understand and skim the passage to find the relevant section of the text. **Questions 32 and 34** lent themselves to this. Many found the right part of the text but resorted to indiscriminate 'lifting'. **Question 29** was the one which proved difficult for many more able candidates who would have benefited from ensuring that their answer responded clearly to the question.

In this section, candidates often need to write 'because of' and most wrote 'porque de'. They need to be able to use 'a causa de' appropriately.

All candidates need to understand the verb 'hacer' in the different tenses and especially 'hizo'.

### Question 29

Most candidates understood the question but many omitted 'The X Files' from their answer so it was not clear which series was being referred to. The correct answer was 'La serie de las X files llegaba a su época de mayor popularidad'. This was a discriminating question and only the top 25% of candidates handled it well.

### Question 30

This question also discriminated. The answer was 'Reflejan el interés de los lectores', but many included 'sólo', lifted from the text, and this invalidated the answer.

### Question 31

Most understood the question and found the right part of the text, but only more able candidates wrote the correct answer 'Es un investigador de los ovnis desde hace años'. Some used 'para' instead of 'desde hace', suggesting future rather than past tense.

### Question 32

This was accessible across the whole ability range and many found one or both of the 2 possible answers 'Fue una nave especial rusa' or 'Fue un fragmento de un cohete'. Some wrote longer answers than necessary. There is a danger that this will invalidate a correct answer.

### Question 33

This question discriminated as candidates needed to understand 'hizo' in the question and be able to write an appropriate verb correctly in the preterite to be awarded a mark. Weaker candidates found this difficult. The correct answer was 'NASA recreó el evento'. Some lost the mark because they wrote 'recreo', which has another meaning in Spanish.

### Question 34

- (i), (ii) This question discriminated, although some weaker candidates were able to provide at least one of the answers, usually 'Tenía la cabeza en forma de limón', but many did not find the second part and tended to pick out 'Era tan alto como cuatro casas', which is the answer to a different question. Some invalidated their answers by including 'salir de un ovni'. The other answer, 'Salió de un ovni', proved difficult to find.

### Question 35

This required candidates to be able to use disjunctive pronouns correctly and many could not transfer from 'nosotros' to 'ellos'. Only the top 25% of candidates were able to handle this. 'Deben venir con nosotros' was not acceptable. The correct answer, 'A venir/ir con ellos/entrar en el OVNI' was found by about 50% of candidates.

### Question 36

The language in this question was relatively accessible but weaker candidates could not find the correct place in the text and did not realise that they needed to find 'el objeto' as opposed to 'el platillo volante'. Others found the right place but copied too much of the sentence. The correct answer was 'enorme' or 'tan alto como cuatro casas'.

### Question 37

This question was a discriminator. The answer was D, but many opted for C. Candidates need to spend time looking at all of the options in the context of the question and try to find the section in the text which provides clear evidence for the answer, in this case 'lo que no les sorprendió en absoluto'. Some may not have understood 'creían'.



# FOREIGN LANGUAGE SPANISH

Paper 0530/03  
Speaking

## General comments

To be read in conjunction with the Teachers' notes 15 September – 31 October 2010:

### Recordings of Candidates

All the Centres sent the correct sample size for moderation. The quality of the recordings was in most cases very good. Where the recordings received were poor, this was mainly due to softly-spoken candidates, background noise or the positioning of the recording equipment. Centres are responsible for ensuring the good quality of recordings and it is advisable to check the quality of the recording prior to despatch, especially when the samples are re-recorded.

There were one or two cases of confusing labelling this session: hence it is worth requesting again that cassettes or CDs should be clearly labelled with the Centre name and number and the candidate's name and number in the order in which they are recorded. In order to make the examining process completely transparent, candidates should not identify themselves on the cassette or CD: rather, the Examiner should introduce the candidates as indicated in the Teachers' notes.

One minority issue this session, but a very important one, is that once a test has started that the cassette/CD should run without interruption and should not be stopped between tests. The working mark sheets were completed correctly as required in the majority of cases: this is important because Moderators are unable to comment precisely in the absence of a working mark sheet. Arithmetical errors regarding candidates' marks were refreshingly infrequent, this session: Centres are to be congratulated on careful checking for arithmetical errors and on their accurate transfer of marks onto the MSI form (Internal Assessment Mark Sheet).

## Comments on specific questions

Unfamiliarity with the examining materials seems to have been a problem in one or two centres: the materials for the speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows Examiners to familiarise themselves with their own roles, and makes for a far more relaxed atmosphere overall. One very important matter – which, regrettably, always needs comment – is that Examiners should adhere to the Role play tasks as set out and not create additional tasks or change the order of tasks. If the Examiner is aware that an element of a task has been omitted, an appropriate prompt may be given. Familiarity with, and adherence to, the material make the whole testing process more robust: if a genuine mistake should occur in following the role play prompts, then the Examiner can quickly and confidently take up the appropriate role, thereby avoiding any unnecessary confusion and anxiety for the candidate.

### **Test 1: Role plays**

#### **Role plays A**

#### ***Role plays 1, 2 and 3***

These tasks were straightforward and the majority of candidates performed well.

#### ***Task 2***

A short response is adequate here: Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain full marks.

*Task 4*

This is common task which requires an accurate verb form to achieve the full three marks.

*Task 5*

*Agradécele al/a la empleado/a* forms part of the task. If it is omitted, the candidate cannot score full marks for this task.

**Role plays 4, 5 and 6**

This Role play was generally completed well.

*Task 1*

Candidates were required to greet the receptionist and then say *tengo una reserva*. Some candidates lost marks by complicating the given task and in not reading the rubric carefully.

*Task 3*

Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain full marks.

*Task 4*

Some candidates were unable to formulate an accurate question using *¿cuándo?* and *¿dónde?*

*Task 5*

The pronunciation of *tercer* proved to be difficult for some candidates

**Role plays 7, 8 and 9**

This Role play was completed well.

*Task 3*

If candidates are provided with options it is advisable for them to select one of the options.

*Task 4*

A short response to complete the task is perfectly acceptable.

**Role plays B**

These Role plays were more challenging and candidates responded well to the open ended nature of the tasks set.

**Role plays 1, 4 and 7**

Most candidates carried out the specific tasks well.

If a task comprises of two or more elements the Examiner can break up the tasks if this helps the candidate to complete the task. If candidates do combine tasks the Examiner must ensure that all the elements are completed and if not, ask further questions as necessary.

*Task 3*

The second element of the task caused difficulties.

*Task 4*

Some candidates struggled to accurately convey a reason.

**Role play 2, 5 and 8**

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

*Task 1*

The second element of the task caused difficulties.

*Task 3*

Candidates were provided with the information for the first element in the rubric.

*Task 4*

*Muéstrate contento/a* forms part of the task. If omitted, the candidate cannot score full marks for this task.

*Task 5*

Most candidates formulated a question; however, the language used was not always accurate.

**Role play 3, 6 and 9**

Candidates communicated the required information.

*Task 2*

This question proved to be demanding for some candidates.

*Task 3*

Candidates often omitted the first element of the task.

**Test 2 Topic (prepared) Conversation**

A good variety of topics was presented in this session. It is important to remember that the topic presented by the candidate should be one of their own choice: candidates tend to perform best where they have a real interest in their chosen topic and where the topic chosen is not limiting in terms of scope for discussion. The topic chosen should also be one which demonstrates their linguistic ability fully, but which is not too difficult for them in terms of structures, vocabulary and idiom. The Examiner should advise the candidate on the choice of topic. Candidates should be permitted to speak for up to two minutes uninterrupted and then the Examiner should ask specific questions which are both expected and unexpected. Too many closed questions which only require a yes/no answer should be avoided. The Examiner should be aware of the requirement for candidates to convey past and future time in each Conversation (prepared and unprepared) before being awarded a mark in the Satisfactory band or above for linguistic content (scale b). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Examiners should be prepared to ask more than one question that requires the candidate to convey past and future meaning.

**Test 3 General (unprepared) Conversation**

The Examiner should make a clear distinction between Test 2 and Test 3 by announcing the move from Topic to General Conversation. Each Conversation (prepared and unprepared) should last 5 minutes. A few Examiners in this session did not adhere closely to the timing and consequently disadvantaged their candidates. The Examiner should aim to cover at least two or three of the Defined Content Topics, again as in Test 2, avoiding asking too many closed questions which only require minimal responses. The onus is on the candidate to engage in conversation, encouraged by the Examiner to perform to the best of his/her ability.



## Assessment

All assessment should follow the assessment criteria as explained in the Teachers' notes. Examiners strive to be consistent in their marking.

In this session, Candidates were fairly assessed by the majority of Centres. Where problems arose in assessment, it was often in relation to uncompleted Role play tasks. In Test 1 Role plays, Examiners can only award marks for tasks completed by candidates: if the specified elements of tasks are not completed, a candidate cannot be awarded full marks. In Test 2 Topic (prepared) Conversation and Test 3 General (unprepared) Conversation, there was a tendency by some Examiners to be overgenerous in their assessment of linguistic content (Scale b) and harsh on the impression mark. It is important to bear in mind the target standard of the qualification: to achieve the highest possible mark candidates do not have to be of native speaker standard.

# FOREIGN LANGUAGE SPANISH

Paper 0530/41

Writing

## General comments

The standard attained by the majority of candidates was as high as in previous years. Most candidates understood what each question required and scored well on relevant communication. There were some rubric errors. The total marks (out of a maximum of 50) covered the full mark range. Candidates were expected to produce two pieces of extended writing in which they had the opportunity to demonstrate their linguistic competence in terms of complexity, accuracy and range of structures, vocabulary and idiom. The tasks within each question are structured to this end. A system of positive marking is used, rewarding both accuracy and ambition. Each exercise is marked out of 25, of which five marks are awarded for relevant communication, fifteen for accuracy of language and five for general impression. No credit is given for anything beyond the 140th word since the rubric stipulates 110–140 words. Candidates generally adhered to the word limit; however, some candidates did not write enough. The first stage of marking for Examiners is to count up to 140th word and cross out the remainder. Any tasks carried out of the 140th word do not score marks for relevant communication and nor do they contribute to the mark awarded for Accuracy. Candidates should be advised to write 140 words or just under in each of the two questions. It would pay them to do a preliminary count early on in their task and keep a running total. They should also check that they have responded adequately to all the communication tasks.

## Marking for relevant communication in each question

Candidates attempted both **Question 1a** and **Question 1b** although there was a slight preference for **Question 1a**.

### QUESTION 1

(a) There were five marks available as follows:

- |  |   |
|--|---|
| (a) explicar por qué tus padres no te dejan ir | 1 |
| (b) explicar cómo te sientes                   | 1 |
| (c) decirle cómo vas a pasar estos días        | 1 |
| (d) invitar a tu amigo/a a visitarte.          | 1 |

+ 1 mark for 1 further detail relevant to a, b, c or d

(b) There were five marks available as follows:

- |                                  |     |
|----------------------------------|-----|
| (a) cuándo y dónde lo celebraste | 1+1 |
| (b) la ropa que llevabas         | 1   |
| (c) cómo era la comida           | 1   |
| (d) lo que le gustó a tu amigo/a | 1   |





## QUESTION 2

There were five marks available as follows:

- |                                    |   |
|------------------------------------|---|
| (a) lo que has perdido             | 1 |
| (b) dónde crees que lo has perdido | 1 |
| (c) por qué es importante          | 1 |
| (d) cómo te lo pueden devolver     | 1 |

+ 1 mark for 1 further detail relevant to a, b, c or d

### Repetition of material printed in the rubric

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

## QUESTION 1

- (a) invitó a pasar unos días
- (b) mejor amigo/a ganó un premio nacional

## QUESTION 2

de volver de un intercambio escolar.

Common errors included the following:

- In **Question 1(a)** adjectival agreements, failure to accent verbs where necessary, use of poder, incorrect use of impersonal verbs such as 'gustar', use of 'ser/estar', spelling of sentir, use and position of pronouns
- In **Question 1(b)** failure to accent verbs where necessary, la ropa feminine singular noun, use of 'ser/estar', confusion between 'bien' and 'bueno', adjectival agreements, incorrect use of impersonal verbs such as 'gustar'
- In **Question 2** inconsistent use of tenses, failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar', use of 'ser/estar' use of 'pasarlo bien', preterite of verbs such as perder and ir.

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately while weak candidates lapsed into the present. With those of middling ability a common defect was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates writing lists of clothes, foods, or activities gave themselves fewer opportunities to score as highly as those careful to include adjectives and verbs. It was common to omit vital accents in verb endings. All verbs score for accuracy but only if used correctly and accented if necessary. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for the common 'muy', to conjunctions except for the very common 'y' and 'pero', to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb e.g. 'escribeme'; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

### Marking for general impression in each question

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks the writing had to read fluently, with some similarities to authentic Spanish.

# FOREIGN LANGUAGE SPANISH

Paper 0530/42

Writing

## General comments

The standard attained by the majority of candidates was as high as in previous years. Most candidates understood what each question required and scored well on relevant communication. There were some rubric errors. The total marks (out of a maximum of 50) covered the full mark range. Candidates were expected to produce two pieces of extended writing in which they had the opportunity to demonstrate their linguistic competence in terms of complexity, accuracy and range of structures, vocabulary and idiom. The tasks within each question are structured to this end and a system of positive marking is used, rewarding both accuracy and ambition. Each exercise is marked out of 25, of which five marks are awarded for relevant communication, fifteen for accuracy of language and five for general impression. No credit is given for anything beyond the 140th word since the rubric stipulates 110–140 words. Candidates generally adhered to the word limit; however, some candidates did not write enough. The first stage of marking for Examiners is to count up to 140th word and cross out the remainder. Any tasks carried out of the 140th word do not score marks for relevant communication and nor do they contribute to the mark awarded for Accuracy. Candidates should be advised to write 140 words or just under in each of the two questions. It would pay them to do a preliminary count early on in their task and keep a running total. They should also check that they have responded adequately to all the communication tasks.

## Marking for relevant communication in each question

Candidates attempted both **Question 1a** and **Question 1b** although there was a slight preference for **Question 1a**.

### QUESTION 1

(a) There were five marks available as follows:

- |  |   |
|--|---|
| (a) explicar por qué tus padres no te dejan ir | 1 |
| (b) explicar cómo te sientes                   | 1 |
| (c) decirle cómo vas a pasar estos días        | 1 |
| (d) invitar a tu amigo/a a visitarte.          | 1 |

+ 1 mark for 1 further detail relevant to a, b, c or d

(b) There were five marks available as follows:

- |                                  |     |
|----------------------------------|-----|
| (a) cuándo y dónde lo celebraste | 1+1 |
| (b) la ropa que llevabas         | 1   |
| (c) cómo era la comida           | 1   |
| (d) lo que le gustó a tu amigo/a | 1   |



## QUESTION 2

There were five marks available as follows:

- |                                    |   |
|------------------------------------|---|
| (a) lo que has perdido             | 1 |
| (b) dónde crees que lo has perdido | 1 |
| (c) por qué es importante          | 1 |
| (d) cómo te lo pueden devolver     | 1 |

+ 1 mark for 1 further detail relevant to a, b, c or d

### Repetition of material printed in the rubric

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

## QUESTION 1

- (a) invitó a pasar unos días
- (b) mejor amigo/a ganó un premio nacional

## QUESTION 2

de volver de un intercambio escolar.

Common errors included the following:

- In **Question 1(a)** adjectival agreements, failure to accent verbs where necessary, use of 'poder', incorrect use of impersonal verbs such as 'gustar', use of 'ser/estar', spelling of 'sentir', use and position of pronouns
- In **Question 1(b)** failure to accent verbs where necessary, la ropa feminine singular noun, use of 'ser/estar', confusion between 'bien' and 'bueno', adjectival agreements, incorrect use of impersonal verbs such as 'gustar'
- In **Question 2** inconsistent use of tenses, failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar', use of 'ser/estar' use of 'pasarlo bien', preterite of verbs such as perder and ir.

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately while weak candidates lapsed into the present. With those of middling ability a common defect was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates writing lists of clothes, foods, or activities gave themselves fewer opportunities to score as highly as those careful to include adjectives and verbs. It was common to omit vital accents in verb endings. All verbs score for accuracy but only if used correctly and accented if necessary. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for the common 'muy', to conjunctions except for the very common 'y' and 'pero', to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb e.g. 'escribeme'; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

### Marking for general impression in each question

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks the writing had to read fluently, with some similarities to authentic Spanish.

# FOREIGN LANGUAGE SPANISH

Paper 0530/43

Writing

## General comments

The standard attained by the majority of candidates was as good as in previous years. Candidates understood what each question required and scored well on relevant communication. The total marks (out of a maximum of 50) covered the full mark range. Candidates were expected to produce two pieces of extended writing in which they had the opportunity to demonstrate their linguistic competence in terms of complexity, accuracy and range of structures, vocabulary and idiom. The tasks within each question are structured to this end. A system of positive marking is used rewarding both accuracy and ambition. Each exercise is marked out of 25 of which five marks are awarded for relevant communication, fifteen for accuracy of language and five for general impression. No credit is given for anything beyond the 140th word since the rubric stipulates 110–140 words. As is usual some of candidates wrote too much although a greater awareness of the need to adhere to the word limit was evident. The first stage of marking for Examiners is to count up to 140th word and cross out the remainder. Any tasks carried out of the 140th word do not score marks for relevant communication and nor do they contribute to the mark awarded for Accuracy. Candidates should be advised to write 140 words or just under in each of the two questions. It would pay them to do a preliminary count early on in their task and keep a running total. They should also check that they have responded adequately to all the communication tasks.

## Marking for relevant communication in each question

Candidates attempted both **Question 1a** and **1b**. There was however a preference for **Question 1b**. For both **Question 1a** and **1b** many candidates produced interesting and varied pieces of writing.

## QUESTION 1

(a) There were five marks available as follows:

- |  |     |
|--|-----|
| (a) explicar quiénes son las personas que van      | 1   |
| (b) explicar qué son las fechas de tus vacaciones  | 1   |
| (c) explicar las actividades que os gustaría hacer | 1   |
| (d) hacer preguntas sobre la casa y el precio      | 1+1 |

(b) There were five marks available as follows:

- |   |     |
|---|-----|
| (a) cómo es tu casa/dónde va a dormir       | 1+1 |
| (b) el clima/el tiempo que hace             | 1   |
| (c) cómo es la comida                       | 1   |
| (d) los planes que tienes para salir juntos | 1   |

## QUESTION 2

There were five marks available as follows:

- |                        |   |
|------------------------|---|
| (a) ¿Cómo te sientes?  | 1 |
| (b) ¿Qué vais a hacer? | 1 |
| (c) ¿Por qué?          | 1 |

+ 2 marks for 2 further details relevant to a, b, or c.

### Repetition of material printed in the rubric

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

## QUESTION 2

acaba de recibir una gran cantidad de dinero.

Common errors included the following:

- In **Question 1(a)** adjectival agreements, spelling of months especially diciembre, confusion between 'bien' and 'bueno' failure to accent verbs where necessary, use of 'ser/estar', failure to accent interrogative words such as ¿Cuánto? ¿Cuál?
- In **Question 1(b)** gender of habitación, failure to accent verbs where necessary, use of 'ser/estar', confusion between 'bien' and 'bueno', adjectival agreements,
- In **Question 2** spelling of verbs sentirse and querer in present tense, confusion between 'ganar' and 'gastar', gender of 'coche', position and agreement of adjectives, inconsistent use of tenses, failure to accent verbs where necessary.

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately while weak candidates lapsed into the present. With those of middling ability a common defect was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates writing lists of activities or foods gave themselves less opportunities to score as highly as those careful to include adjectives and verbs. It was common to omit vital accents in verb endings. All verbs score for accuracy but only if used correctly and accented if necessary. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for the common 'muy', to conjunctions except for the very common 'y' and 'pero', to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb e.g. 'escribeme'; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

### Marking for general impression in each question

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks the writing had to read fluently, with some similarities to authentic Spanish.