

FIRST LANGUAGE SPANISH

Paper 0530/11

Listening

Key Messages

- The Listening paper contains a variety of question formats, and candidates should always read rubrics and questions with care.
- On multiple-choice questions candidates should indicate their answers clearly. If they change their mind, they must make sure that their chosen answer is unambiguously indicated.
- Where written answers are required, handwriting should be as clear as possible.
- In the Listening paper, the focus is on comprehension. Grammatical inaccuracy is not assessed, although written answers must be comprehensible and unambiguous.
- All candidates should aim to attempt every exercise and question on the paper, as there are questions in Sections 2 and 3 which are accessible to the whole ability range.
- In Section 3, it is advisable that candidates should look at the questions from a predictive point of view, thinking carefully about the context and type of information required.

General comments

The overall performance of the candidates was average, with comparatively fewer candidates achieving top or very near to top marks. This is probably due to the fact that there are fewer Centres from Spanish speaking countries than in June.

It is important for candidates to write with clear handwriting. Marks may be lost unnecessarily if the Examiner cannot understand what has been written.

For questions that require a written response, answers that are concise and to the point tend to be best.

Comments on specific questions

Primera Parte

Ejercicio 1 Preguntas 1-8

Rubrics generally understood and followed.

As is to be expected, most candidates were able to cope with all the questions in this exercise. The only one which caused any problem was **Q5**, where a number of candidates had difficulty with the word *brazo*.

Ejercicio 2 Preguntas 9-14

This exercise, which focused on tourism information, is another one that should be accessible to the vast majority of candidates, and most had no difficulty in understanding the passage well. There was no clear pattern of mistakes, and most candidates had no problem in understanding and following the rubric, so that there were few who marked the wrong number of answers.

Segunda Parte

Ejercicio 1 Preguntas 15

This exercise is aimed at familiar personal experience and simple opinions, but it demands a little more sustained comprehension and the understanding of a certain amount of gist along with detail. Given the limited content, the majority of candidates were able to cope with the questions and there was no clear pattern of errors.

Ejercicio 2 Preguntas 16-24

This exercise makes further demands on the candidates in terms of focusing on the correct element and picking out detail, and was challenging to many. Of the first part, most could cope with **Questions 17, 19, 20**. The ones that were most difficult were **Q16** and **Q18**. Some candidates had difficulty with the ordinal numbers *tercer/tercero*, and others were unable to differentiate *junio* (the right answer) from *julio*.

The second part, where candidates may need to write phrases or short sentences, was a good discriminator.

Questions 22 and **23** were the ones that caused most difficulty. Even some good candidates failed to identify that Spain wants to create a better team (**Q22**) and that it was the success of the national team what made hockey popular (**Q23**).

Question 24 might appear difficult at first sight, but there was a choice of possible answers available from the recording, and most candidates were able to offer at least one of the qualities required to play chess: *concentración/control/imaginación*.

Tercera Parte

Ejercicio 1 Preguntas 25-30

The multiple choice testing format provides a framework while demanding a lot in terms of identification and selection, but this exercise was well handled by many candidates. The most challenging items turned out to be **Q26** and **Q29**, but there was not a clear pattern of mistakes.

Ejercicio 2 Preguntas 31-39

The last task is intended to test at the top end of the ability range, and this particular exercise was a good discriminator. The content of the dialogue was not unusual or overly demanding, but candidates were required to think themselves into the situation and identify a wide variety of elements of information. Many candidates could answer **Q31**, with the familiar language of *pasaba vacaciones en el campo*, but **Q32** turned out a more discriminating item, and only better candidates were able to answer *verá los pájaros*.

For **Question 33** it was surprising that many candidates could not identify the word 'jabón'.

Question 34 was at first sight a challenging question, but there was a choice of two comparatively simple answers available in the short phrases *color rojo* or *olor horrible*.

Question 35 was a question where candidates who had 'thought themselves in' to the text had a chance of predicting possible answers, and with a choice of two answers most candidates were able to identify either *peces* or *insectos*.

Likewise in **Question 36** there was a chance for candidates to predict possible answers, but even with a choice of possible answers, some containing simple language (*vidrios / botellas rotas / latas / te puedes lastimar*), this was demanding item.

Question 37 was one of the most demanding items, aimed at the very top of the ability range, and requiring the comprehension of two quite complex ideas. Only the best candidates could explain that trees help to keep the soil, although most could identify the idea that trees protect animals.

Question 38 is apparently quite simple, but demands comprehension of quite a long section. However, most candidates picked out the meaning and indicated that she was *motivada*.

On **Question 39**, despite the help of the context, *ciencias medioambientales* proved a difficult phrase for many candidates to grasp, and only the better candidates understood what Paloma was going to study.

FOREIGN LANGUAGE SPANISH

Paper 0530/12

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FOREIGN LANGUAGE SPANISH

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FOREIGN LANGUAGE SPANISH

Paper 0530/21

Reading and Directed Writing

Key Messages

- In both the reading and writing exercises candidates will perform better if they allow time to read the instructions and questions carefully in all sections of the paper. It is important to plan to leave enough time to deal with the longer, more difficult exercises in **Section 3**.
- The reading questions are designed to test comprehension so answers may be single words or short phrases. Candidates should focus on eliminating any extra material which could invalidate a correct answer.
- In the reading tasks the focus is on comprehension so grammatical accuracy will be dealt with leniently, especially in **Section 2**, but in **Section 3** there will be questions which require candidates to manipulate the language in the text.
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- Both writing tasks are 'directed' which means that marks will be awarded for communicating an appropriate response to the set tasks. In **Section 1** marks for accuracy will be related to the set task, whereas in **Section 2** marks for accuracy will be based on the whole piece.
- There is no word count in the writing tasks, but 30 words should be enough to answer the question in **Section 1**. In **Section 2** there is no need to write more than 80-100 words, provided that answers are focused and accurate.
- All candidates should aim to attempt every item as there are questions in **Sections 2** and **3** which are accessible to the whole ability range.

General comments

The overall achievement of candidates was very good with some excellent performances from candidates who scored full or almost full marks. These candidates wrote succinct answers in idiomatic, highly accurate Spanish and were able to manipulate tenses to good effect while conjugating verbs accurately and using the correct form of object pronouns.

Candidates were familiar with how to approach the questions in each section and responded appropriately to the rubric. Work was generally presented legibly and unambiguously, although some candidates would benefit from planning the writing tasks more carefully to ensure that all of the directed tasks have been covered.

Candidates' performance in the second writing task, **Question 21**, continues to improve as responses are more focused on the 4 set tasks and contain at least 6 extra details related to the tasks. In both writing tasks most candidates focused on the set tasks and avoided the temptation to write about topics which were irrelevant to the tasks but there were still some good candidates who lost marks because they had omitted one or more of the set tasks.

In the writing question in **Section 2** candidates should aim to write 4 clear paragraphs of 3-4 sentences each of which contains a different verb. Good answers are characterised by fluent sentences which have an appropriate response to the set task with extra details added by using conjunctions such as *porque*, *así que*, *por eso*.

When candidates are answering questions in the reading exercises they need to ensure that the Examiner knows who is being referred to in their answer. This requires careful reading of the question and clarification

of the *él* and *ella*. Where names are involved these may need to be mentioned in the response for clarification. It is also important to distinguish between singular and plural.

In the reading exercises careful lifting from the text can be acceptable, but candidates may need to adapt the text in some way, especially in **Section 3**.

Candidates who fully understand the question and can use language flexibly to produce a response which relates to the form of the question are more likely to score the mark in the reading tasks, especially in **Section 3**.

Comments on specific questions

Section 1 Reading and Directed Writing

Most candidates achieved high marks in this section. Very few left blank spaces on multiple choice questions and nobody gave two responses where only one was needed. In a few cases, the letters were not written clearly and it was difficult to decide which one to choose. This was particularly true for the letters E, F, C and G.

Most candidates performed well on the writing task, **Question 12** but some lost marks because they did not respond to the tasks suggested by the picture stimuli.

Exercise 1

Questions 1-5 Reading

A few candidates lost 1 or 2 marks on **Questions 1-5**. **Question 6** was easily accessible to candidates of all abilities. Weaker candidates found **Questions 7-11** challenging, possibly because there is more text. They would benefit from a more systematic approach to identifying and linking key words from the questions to their equivalent in the text.

Question 1

Most candidates knew that *mandar una carta* indicated **C** but weaker candidates chose D.

Question 2

A few weaker candidates could not relate *dinero* to **B** (*banco*).

Question 3

Zapatería proved difficult for weaker candidates who did not choose **C**.

Question 4

Most linked *lavar los platos* to **A**.

Question 5

Almacén proved difficult for a range of candidates who could not link it to **C** (*caja*).

Exercise 2

Question 6 Reading

This section should be accessible to all candidates and most achieved full marks.

There were a few instances of candidates not filling in 5 boxes but none completed more than 5.

When candidates change their mind they should make it very clear which answer applies.

The most challenging item was **G**. Candidates need strategies for working through this type of question methodically and will benefit from reading the whole passage before making a final decision.

- B** Candidates had no difficulty in identifying *playa*.
- C** *Canchas de tenis* was transparent to all candidates.
- F** *Bicicletas* was easy for most.
- G** A number of weaker candidates chose E or F for this although *discotecas* is transparent.
- I** Most knew *autobús*.

Exercise 3

Questions 7-11 Reading

Most of the better candidates scored full marks on these questions, although some found **Questions 7** and **10** challenging. Some weaker candidates scored full marks on this section.

Question 7

Weaker candidates could not link *bolsos y tres maletas* to *equipaje* in **F**.

Question 8

Many recognised *dolor de cabeza* and linked it to *aspirinas* in **C**.

Question 9

Most knew the key words *libros* and *leer* and wrote **D**.

Question 10

Weaker candidates did not recognise *tengo hambre* and chose **A** instead of **B**.

Question 11

Most could link *llamar a mi novio* to *teléfono* in **E**.

Exercise 4

Question 12 (a), (b), (c) Directed Writing

This is a straightforward task and most candidates score 4/5 marks but even good candidates can lose marks if they do not read the questions carefully or do not conjugate basic verbs correctly.

Candidates are required to write three short messages which are marked for communication (3 marks) and then for language (2 marks). These should relate to the picture stimuli as closely as possible.

The 3 tasks were accessible to most candidates. Some wrote about a completely different topic and were not awarded any marks as this was not relevant to the stimuli.

- (a) Better candidates knew *Voy de paseo con el perro*, others used *Salgo con...* or *con...*, all of which are acceptable for communication.
- (b) Most candidates were able to convert *quieres comprar* to *quiero comprar...*, but a number did not know *helado* and wrote *gelato* which is not acceptable or *gelado* which is acceptable since the sounds are similar.
- (c) In general, candidates were able to convert *vas a ver* to *voy a ver* but some could not. Even good candidates could not provide the correct object pronoun and used *tu*, *ti* or *mi amigo*. The best candidates were able to write *te veré*.

Section 2 Reading and Writing

Exercise 1

Questions 13-20 Reading

Many candidates were able to achieve at least 4/5-7 of the 10 marks. **Questions 16, 18(i), 18(ii), 19 and 20** discriminated at the lower end of the ability range. **Questions 13 and 20** challenged some of the more able candidates who were unable to avoid ambiguity in their answer.

Questions 14 (i), 15, and 20 were more accessible across the ability range.

Candidates will benefit from ensuring that they make it clear who or what is being referred to in their answer, particularly where more than one person is involved. This applied especially in **Question 20**. It must not be assumed that knowledge is carried over from previous questions.

Question 13

Ir a la playa was easy for most candidates although some chose *el campo*. Weaker candidates lifted *Vamos a la playa*. There was no need to include *Ella preferiría* in the answer.

Question 14

(i), (ii) Most candidates were able to find at least one of the answers although weaker candidates did not always find both. The most prevalent responses were *No hay televisión* and *No hay piscina* but many found *No sabe andar a caballo* although not all were able to conjugate *saber* correctly. Some focused on the concept of 'rain' but needed to include *puede* for an unambiguous answer.

Question 15

This was accessible across the whole ability range and most candidates were able to produce *fácil* and/or *divertido*.

Question 16

This was a discriminator and indicated which candidates clearly understood the text and the question. Weaker candidates did not recognise that *anda despacio....segura* constitutes advice about horse-riding and looked for answers further on in the passage.

Question 17

This was straightforward for most candidates who were usually able to provide the 2 key concepts, *formas y colores diferentes*. A number included *Porque te va a entusiasmar...* but were awarded a mark as this constitutes a harmless addition rather than indiscriminate lifting.

Question 18

Candidates need to be aware that *hacer* in a question is usually asking for an activity in the answer. Weaker candidates found this difficult but most of the more able candidates were able to provide the two answers *nadar* and *pescar*. Some offered *En el río estás en contacto mucho más directo con la naturaleza*. This is not an appropriate response to *hacer* and had they continued reading carefully to the end of the passage they would have found the other 'activity'.

Question 19

Candidates need to know the different meanings of *tiempo*. Some thought this was about enjoyment holiday rather than the weather. Many offered variations on the idea of *sol*, for example *soleado*.

Question 20

Weaker candidates found this difficult because they did not understand *saber* in the question, so this was a discriminator. Some of the better candidates did not include *Teresa* which led to ambiguity.

Exercise 2

Question 21(a), (b), (c), (d) Writing

This question proved accessible to the majority of candidates, most of whom seemed very aware of what is required to fulfil the criteria. Most achieved 2-4 marks for the set tasks and were able to provide at least 4-6 extra details. The marks for language were usually 4 or 5. Only very weak candidates scored fewer than 3 marks for language.

The best answers were well organised and grammatically accurate. Many candidates demonstrated the ability to use a range of verbs in a variety of tenses with a high degree of accuracy. Better candidates showed that they could use a range of conjunctions to create a fluent piece of writing. Weaker candidates tended to use short sentences in the present tense with little attempt to use linking words.

A methodical approach is needed here. Not all candidates responded fully to the tasks in (a) and (b) - in particular some forgot to respond to *dónde* in task (a). This was often because they had tried to answer tasks (a) and (b) in one sentence. Those candidates who work methodically through the tasks and organise their work into paragraphs are the most likely to cover all of the set tasks..

All candidates would benefit from being able to use direct pronouns correctly in the first, second and third persons.

Candidates should remember that they will be expected to respond to questions in the past and/or future tenses in this exercise. A number of able candidates misread task (d) and wrote in the present tense rather than the conditional.

Question 21

- (a) Most were able to describe where they do the sport although many used place names which were not in Spanish. If candidates choose to do this they should provide an explanation, for example '*Practico el fútbol en ... que es un polideportivo cerca de mi casa.*' Some candidates who chose to start by explaining when they do the sport and with whom forgot to say where.
- (b) Most candidates provided very detailed answers to this and were able to write longer sentences to explain how their routine changed depending on the weather, season or time of the week. They were also able to give extra details about the various people who did the sport with them. Better candidates were able to extend their answers by using '*a veces*', '*los fines de semana*', '*después de las clases*'.
- (c) Most candidates were able to provide a satisfactory answer and many wrote in great detail about the advantages of sport in the context of health and mental well being. Weaker candidates often lack a variety of 'opinions' vocabulary and rely on repeating '*fenomenal*', '*interesante*', '*emocionante*'.
- (d) Those candidates who had read the question correctly were generally able to write about a sport that they would like to do and to provide a reason for it. A number wrote about other sports that they enjoy doing at the moment which is not an appropriate response to the directed task.

Section 3 Reading

The emphasis in this section is on the candidate's ability to show that (s)he has understood the question and the text and is able to communicate the answer as clearly as possible.

Single words and short phrases are still appropriate, although some answers will require a longer sentence and the ability to use verbs and pronouns accurately enough to avoid ambiguity.

It is often the case that better candidates convey the answer briefly whereas weaker answers are characterised by a tendency to produce long answers, possibly because the candidate knows roughly where the answer is but is not quite sure which words are required. Candidates should avoid indiscriminate 'lifting' which invites the Examiner to 'choose' the correct information'.

Sometimes weaker candidates who do not understand the questions write nothing at all. They would benefit from developing techniques for finding the key words in the question and trying to link them to relevant parts of the text so that they can attempt an answer.

Exercise 1

Questions 22-27 True/False Reading

Many candidates scored full marks on this. Even weaker candidates scored at least 3 marks although they found it hard to provide justifications.

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. The reverse is also true. Likewise they will not score marks for adding a negative prefix to an adjective or adverb.

Candidates must also put either a tick or a cross in all of the six boxes on the 'True/False' exercise. Some candidates failed to tick the 'True' boxes or left the 'False' boxes blank.

Candidates should be careful if they use *No* to start a justification as the meaning will change if they do not use a comma. Indicating 'False' implies *No*. Sometimes, however, *No*, without a comma, may be required in the justification.

The discriminators in this section were **Questions 24T, 27F, 23J, 26J and 27J.**

Question 22T

Many candidates recognised that this was true.

Question 23F

This proved easy across the whole ability range.

Question 24T

More able candidates identified this as 'true' but the vocabulary (*sitio* and *reunirse*) proved difficult for the weakest candidates.

Question 25F

This was highly accessible across the whole ability range.

Question 26F

Only the weakest candidates found this difficult.

Question 27F

This discriminated across most of the ability range.

Question 23J

Most candidates realised that the money had been given by the *municipalidad* or that they had *subvenciones* and were able to manipulate the language sufficiently well to communicate the message clearly. A number did not understand the text sufficiently well to be able to frame an answer and either lifted too much from the text or did not provide a response. The omission of *municipalidad* caused lack of clarity.

Question 25J

This question discriminated at the weaker end of the ability range and these candidates tended not to provide a response. Many candidates understood that the answer involved *los jóvenes* but some found it difficult to provide the correct form of the verb *organizar*.

Question 26J

The best candidates found this straightforward but it discriminated across the rest of the ability range. Candidates tended to include extra material which invalidated the answer, the most common being *en la que todos celebramos el nuevo año con una noche de baile...dinero*. Some picked out *todos juntos* which was an acceptable equivalent to *todo el pueblo*.

Question 27J

This proved challenging for weaker candidates who could not equate *ayudar* with *echar una mano*. They tended to be drawn towards *el nuevo año* because of *fin de año* in the question.

Exercise 2

Questions 28-35 (i), 35 (ii) Reading

This final section is the most demanding part of the paper as it requires candidates to understand more complex language in the text and answers may require candidates to apply grammatical rules more accurately to ensure that they communicate the answer unambiguously.

One word answers or short phrases are often sufficient and able candidates will tend to adopt this approach more readily than weaker candidates who are not totally sure of the answer and tend to lift indiscriminately or do not have the requisite grammatical skills.

Candidates should be aware that they need to read the questions very carefully to ensure that their answer follows on logically from the question.

They should also be wary of linking words in the question to similar words in the text without reading further as the answer may be elsewhere. **Questions 30, 31 and 32(b)** misled weaker candidates for this reason.

Although most candidates are familiar with *'porque'* many are unfamiliar with *'a causa de'* and resort to *'porque de'*.

In this section of the paper candidates will need to read the questions and the text very carefully since this is a test of higher reading skills. In **Question 32(a)**, for example, many candidates did not spot that *'al principio'* in the question meant that they had to decide if the answer lay before or after it in the text.

Questions 30, 31, 32(a) and (b) lent themselves to brief answers in simple Spanish whereas **Questions 28, 29, 33, 34 and 35(i) and 35(ii)** required candidates to manipulate the language in the text in order to answer concisely.

The discriminators were **Questions 28, 31, 32(a), 32(b) and 35(i), (35)(ii)**.

Question 28

Most candidates realised that the answer involved mobile telephones but weaker candidates often omitted the key phrase *'que habitantes'*. The inclusion of *con* invalidated the correct answer as it indicated indiscriminate lifting from the text. Some focused on *allí existe una verdadera afición a esta tecnología* which is not specific enough.

Question 29

This required candidates to select language carefully if they were unable to use *necesita* and a resort to indiscriminate lifting, for example *algunos estoy a la espera de piezas para arreglarlos*. Inclusion of *pero* also invalidated an otherwise correct answer.

Question 30

For candidates who fully understood the text this was an easy question which could be answered by *la ropa*. *Guardar* in the question led weaker candidates to write *en cajas en un armario*.

Question 31

This could be answered very briefly by *Los usa*. Only candidates with a good command of the use of object pronouns could do this, so weaker candidates lost marks because they included extraneous material which invalidated the answer. Many did not understand the question or went back to *la ropa* because of *guardados* in the question.

Question 32

- (a) Better candidates found the answer *una obsesión* easily but weaker candidates opted for *es un pasatiempo*, not realising that the answer came before *al principio*.
- (b) Most candidates realised that the answer involved *loco* but many had to resort to indiscriminate lifting which invalidated the answer. *Es loco que tiene delante* was a typical incorrect response. Some were misled by '*lo mismo ocurrió con mis amigos*' and concluded that the friends held the same view as his parents.

Question 33

This was accessible across most of the ability range and produced some very good answers, for example *Si no lo conocieron no tendrían tantos móviles*. Weaker candidates were misled by *sus amigos* in the question and gave the incorrect answer *Lo mismo ocurrió con sus amigos*.

Question 34

The weakest candidates found this difficult but it was accessible to most other candidates many of whom were able to convert *vendiendo* to *vendía los usados*. *Cuando* in the question led many to write *desde hace tres meses*.

Question 35

- (i) This discriminated because candidates needed to work through the whole paragraph very carefully to find the correct options. Weaker candidates opted for *valen más sentimentalmente que el dinero*, instead of *quedarse con ellos* or *no venderlos*. Some focused on *los números PIN* and *los números de teléfono* concluding that these were the 2 required answers, thus losing 2 marks. Even the better candidates found it difficult to convert *me quedo* to *se quedó* successfully.
- (ii) The best candidates, who knew how to use direct object pronouns correctly, were able to write *cambiarlos menos*. Others lifted from the text but often included parts of the sentence which invalidated the answer, for example *También es cierto que desde entonces cambio menos de móvil*.

FOREIGN LANGUAGE SPANISH

Paper 0530/22
Reading and Directed Writing

Key Messages

- In both the reading and writing exercises candidates will perform better if they allow time to read the instructions and questions carefully in all sections of the paper. It is important to plan to leave enough time to deal with the longer, more difficult exercises in **Section 3**.
- The reading questions are designed to test comprehension so answers may be single words or short phrases. Candidates should focus on eliminating any extra material which could invalidate a correct answer.
- In the reading tasks the focus is on comprehension so grammatical accuracy will be dealt with leniently, especially in **Section 2**, but in **Section 3** there will be questions which require candidates to manipulate the language in the text.
- h
- Both writing tasks are 'directed' which means that marks will be awarded for communicating an appropriate response to the set tasks. In **Section 1** marks for accuracy will be related to the set task, whereas in **Section 2** marks for accuracy will be based on the whole piece.
- There is no word count in the writing tasks, but 30 words should be enough to answer the question in **Section 1**. In **Section 2** there is no need to write more than 80-100 words, provided that answers are focused and accurate.
- All candidates should aim to attempt every item as there are questions in **Sections 2** and **3** which are accessible to the whole ability range.

General comments

The overall achievement of candidates was very good with some excellent performances from candidates who scored full or almost full marks. These candidates wrote succinct answers in idiomatic, highly accurate Spanish and were able to manipulate tenses to good effect while conjugating verbs accurately and using the correct form of object pronouns.

Candidates were familiar with how to approach the questions in each section and responded appropriately to the rubric. Work was generally presented legibly and unambiguously, although some candidates would benefit from planning the writing tasks more carefully to ensure that all of the directed tasks have been covered.

Candidates' performance in the second writing task, **Question 21**, continues to improve as responses are more focused on the 4 set tasks and contain at least 6 extra details related to the tasks. In both writing tasks most candidates focused on the set tasks and avoided the temptation to write about topics which were irrelevant to the tasks but there were still some good candidates who lost marks because they had omitted one or more of the set tasks.

In the writing question in **Section 2** candidates should aim to write 4 clear paragraphs of 3-4 sentences each of which contains a different verb. Good answers are characterised by fluent sentences which have an appropriate response to the set task with extra details added by using conjunctions such as *porque*, *así que*, *por eso*.

When candidates are answering questions in the reading exercises they need to ensure that the Examiner knows who is being referred to in their answer. This requires careful reading of the question and clarification

of the *él* and *ella*. Where names are involved these may need to be mentioned in the response for clarification. It is also important to distinguish between singular and plural.

In the reading exercises careful lifting from the text can be acceptable, but candidates may need to adapt the text in some way, especially in **Section 3**.

Candidates who fully understand the question and can use language flexibly to produce a response which relates to the form of the question are more likely to score the mark in the reading tasks, especially in **Section 3**.

Comments on specific questions

Section 1 Reading and Directed Writing

Most candidates achieved high marks in this section. Very few left blank spaces on multiple choice questions and nobody gave two responses where only one was needed. In a few cases, the letters were not written clearly and it was difficult to decide which one to choose. This was particularly true for the letters E, F, C and G.

Most candidates performed well on the writing task, **Question 12** but some lost marks because they did not respond to the tasks suggested by the picture stimuli.

Exercise 1

Questions 1-5 Reading

A few candidates lost 1 or 2 marks on **Questions 1-5**. **Question 6** was easily accessible to candidates of all abilities. Weaker candidates found **Questions 7-11** challenging, possibly because there is more text. They would benefit from a more systematic approach to identifying and linking key words from the questions to their equivalent in the text.

Question 1

Most candidates knew that *mandar una carta* indicated **C** but weaker candidates chose D.

Question 2

A few weaker candidates could not relate *dinero* to **B** (*banco*).

Question 3

Zapatería proved difficult for weaker candidates who did not choose **C**.

Question 4

Most linked *lavar los platos* to **A**.

Question 5

Almacén proved difficult for a range of candidates who could not link it to **C** (*caja*).

Exercise 2

Question 6 Reading

This section should be accessible to all candidates and most achieved full marks.

There were a few instances of candidates not filling in 5 boxes but none completed more than 5.

When candidates change their mind they should make it very clear which answer applies.

The most challenging item was **G**. Candidates need strategies for working through this type of question methodically and will benefit from reading the whole passage before making a final decision.

- B** Candidates had no difficulty in identifying *playa*.
- C** *Canchas de tenis* was transparent to all candidates.
- F** *Bicicletas* was easy for most.
- G** A number of weaker candidates chose E or F for this although *discotecas* is transparent.
- I** Most knew *autobús*.

Exercise 3

Questions 7-11 Reading

Most of the better candidates scored full marks on these questions, although some found **Questions 7** and **10** challenging. Some weaker candidates scored full marks on this section.

Question 7

Weaker candidates could not link *bolsos y tres maletas* to *equipaje* in **F**.

Question 8

Many recognised *dolor de cabeza* and linked it to *aspirinas* in **C**.

Question 9

Most knew the key words *libros* and *leer* and wrote **D**.

Question 10

Weaker candidates did not recognise *tengo hambre* and chose **A** instead of **B**.

Question 11

Most could link *llamar a mi novio* to *teléfono* in **E**.

Exercise 4

Question 12 (a), (b), (c) Directed Writing

This is a straightforward task and most candidates score 4/5 marks but even good candidates can lose marks if they do not read the questions carefully or do not conjugate basic verbs correctly.

Candidates are required to write three short messages which are marked for communication (3 marks) and then for language (2 marks). These should relate to the picture stimuli as closely as possible.

The 3 tasks were accessible to most candidates. Some wrote about a completely different topic and were not awarded any marks as this was not relevant to the stimuli.

- (a) Better candidates knew *Voy de paseo con el perro*, others used *Salgo con...* or *con...*, all of which are acceptable for communication.
- (b) Most candidates were able to convert *quieres comprar* to *quiero comprar...*, but a number did not know *helado* and wrote *gelato* which is not acceptable or *gelado* which is acceptable since the sounds are similar.
- (c) In general, candidates were able to convert *vas a ver* to *voy a ver* but some could not. Even good candidates could not provide the correct object pronoun and used *tu*, *ti* or *mi amigo*. The best candidates were able to write *te veré*.

Section 2 Reading and Writing

Exercise 1

Questions 13-20 Reading

Many candidates were able to achieve at least 4/5-7 of the 10 marks. **Questions 16, 18(i), 18(ii), 19 and 20** discriminated at the lower end of the ability range. **Questions 13 and 20** challenged some of the more able candidates who were unable to avoid ambiguity in their answer.

Questions 14 (i), 15, and 20 were more accessible across the ability range.

Candidates will benefit from ensuring that they make it clear who or what is being referred to in their answer, particularly where more than one person is involved. This applied especially in **Question 20**. It must not be assumed that knowledge is carried over from previous questions.

Question 13

Ir a la playa was easy for most candidates although some chose *el campo*. Weaker candidates lifted *Vamos a la playa*. There was no need to include *Ella preferiría* in the answer.

Question 14

(i), (ii) Most candidates were able to find at least one of the answers although weaker candidates did not always find both. The most prevalent responses were *No hay televisión* and *No hay piscina* but many found *No sabe andar a caballo* although not all were able to conjugate *saber* correctly. Some focused on the concept of 'rain' but needed to include *puede* for an unambiguous answer.

Question 15

This was accessible across the whole ability range and most candidates were able to produce *fácil* and/or *divertido*.

Question 16

This was a discriminator and indicated which candidates clearly understood the text and the question. Weaker candidates did not recognise that *anda despacio....segura* constitutes advice about horse-riding and looked for answers further on in the passage.

Question 17

This was straightforward for most candidates who were usually able to provide the 2 key concepts, *formas y colores diferentes*. A number included *Porque te va a entusiasmar...* but were awarded a mark as this constitutes a harmless addition rather than indiscriminate lifting.

Question 18

Candidates need to be aware that *hacer* in a question is usually asking for an activity in the answer. Weaker candidates found this difficult but most of the more able candidates were able to provide the two answers *nadar* and *pescar*. Some offered *En el río estás en contacto mucho más directo con la naturaleza*. This is not an appropriate response to *hacer* and had they continued reading carefully to the end of the passage they would have found the other 'activity'.

Question 19

Candidates need to know the different meanings of *tiempo*. Some thought this was about enjoyment holiday rather than the weather. Many offered variations on the idea of *sol*, for example *soleado*.

Question 20

Weaker candidates found this difficult because they did not understand *saber* in the question, so this was a discriminator. Some of the better candidates did not include *Teresa* which led to ambiguity.

Exercise 2

Question 21(a), (b), (c), (d) Writing

This question proved accessible to the majority of candidates, most of whom seemed very aware of what is required to fulfil the criteria. Most achieved 2-4 marks for the set tasks and were able to provide at least 4-6 extra details. The marks for language were usually 4 or 5. Only very weak candidates scored fewer than 3 marks for language.

The best answers were well organised and grammatically accurate. Many candidates demonstrated the ability to use a range of verbs in a variety of tenses with a high degree of accuracy. Better candidates showed that they could use a range of conjunctions to create a fluent piece of writing. Weaker candidates tended to use short sentences in the present tense with little attempt to use linking words.

A methodical approach is needed here. Not all candidates responded fully to the tasks in (a) and (b) - in particular some forgot to respond to *dónde* in task (a). This was often because they had tried to answer tasks (a) and (b) in one sentence. Those candidates who work methodically through the tasks and organise their work into paragraphs are the most likely to cover all of the set tasks..

All candidates would benefit from being able to use direct pronouns correctly in the first, second and third persons.

Candidates should remember that they will be expected to respond to questions in the past and/or future tenses in this exercise. A number of able candidates misread task (d) and wrote in the present tense rather than the conditional.

Question 21

- (a) Most were able to describe where they do the sport although many used place names which were not in Spanish. If candidates choose to do this they should provide an explanation, for example '*Practico el fútbol en ... que es un polideportivo cerca de mi casa.*' Some candidates who chose to start by explaining when they do the sport and with whom forgot to say where.
- (b) Most candidates provided very detailed answers to this and were able to write longer sentences to explain how their routine changed depending on the weather, season or time of the week. They were also able to give extra details about the various people who did the sport with them. Better candidates were able to extend their answers by using '*a veces*', '*los fines de semana*', '*después de las clases*'.
- (c) Most candidates were able to provide a satisfactory answer and many wrote in great detail about the advantages of sport in the context of health and mental well being. Weaker candidates often lack a variety of 'opinions' vocabulary and rely on repeating '*fenomenal*', '*interesante*', '*emocionante*'.
- (d) Those candidates who had read the question correctly were generally able to write about a sport that they would like to do and to provide a reason for it. A number wrote about other sports that they enjoy doing at the moment which is not an appropriate response to the directed task.

Section 3 Reading

The emphasis in this section is on the candidate's ability to show that (s)he has understood the question and the text and is able to communicate the answer as clearly as possible.

Single words and short phrases are still appropriate, although some answers will require a longer sentence and the ability to use verbs and pronouns accurately enough to avoid ambiguity.

It is often the case that better candidates convey the answer briefly whereas weaker answers are characterised by a tendency to produce long answers, possibly because the candidate knows roughly where the answer is but is not quite sure which words are required. Candidates should avoid indiscriminate 'lifting' which invites the Examiner to 'choose' the correct information'.

Sometimes weaker candidates who do not understand the questions write nothing at all. They would benefit from developing techniques for finding the key words in the question and trying to link them to relevant parts of the text so that they can attempt an answer.

Exercise 1

Questions 22-27 True/False Reading

Many candidates scored full marks on this. Even weaker candidates scored at least 3 marks although they found it hard to provide justifications.

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. The reverse is also true. Likewise they will not score marks for adding a negative prefix to an adjective or adverb.

Candidates must also put either a tick or a cross in all of the six boxes on the 'True/False' exercise. Some candidates failed to tick the 'True' boxes or left the 'False' boxes blank.

Candidates should be careful if they use *No* to start a justification as the meaning will change if they do not use a comma. Indicating 'False' implies *No*. Sometimes, however, *No*, without a comma, may be required in the justification.

The discriminators in this section were **Questions 24T, 27F, 23J, 26J and 27J.**

True/False items

Question 22T

Many candidates recognised that this was true.

Question 23F

This proved easy across the whole ability range.

Question 24T

More able candidates identified this as 'true' but the vocabulary (*sitio* and *reunirse*) proved difficult for the weakest candidates.

Question 25F

This was highly accessible across the whole ability range.

Question 26F

Only the weakest candidates found this difficult.

Question 27F

This discriminated across most of the ability range.

Justification items

Question 23J

Most candidates realised that the money had been given by the *municipalidad* or that they had received *subvenciones* and were able to manipulate the language sufficiently well to communicate the message clearly. A number did not understand the text sufficiently well to be able to frame an answer and either lifted too much from the text or did not provide a response. The omission of *municipalidad* caused lack of clarity.

Question 25J

This question discriminated at the weaker end of the ability range and these candidates tended not to provide a response. Many candidates understood that the answer involved *los jóvenes* but some found it difficult to provide the correct form of the verb *organizar*.

Question 26J

The best candidates found this straightforward but it discriminated across the rest of the ability range. Candidates tended to include extra material which invalidated the answer, the most common being *en la que todos celebramos el nuevo año con una noche de baile...dinero*. Some picked out *todos juntos* which was an acceptable equivalent to *todo el pueblo*.

Question 27J

This proved challenging for weaker candidates who could not equate *ayudar* with *echar una mano*. They tended to be drawn towards *el nuevo año* because of *fin de año* in the question.

Exercise 2

Questions 28-35 (i), 35 (ii) Reading

This final section is the most demanding part of the paper as it requires candidates to understand more complex language in the text and answers may require candidates to apply grammatical rules more accurately to ensure that they communicate the answer unambiguously.

One word answers or short phrases are often sufficient and able candidates will tend to adopt this approach more readily than weaker candidates who are not totally sure of the answer and tend to lift indiscriminately or do not have the requisite grammatical skills.

Candidates should be aware that they need to read the questions very carefully to ensure that their answer follows on logically from the question.

They should also be wary of linking words in the question to similar words in the text without reading further as the answer may be elsewhere. **Questions 30, 31 and 32(b)** misled weaker candidates for this reason.

Although most candidates are familiar with *'porque'* many are unfamiliar with *'a causa de'* and resort to *'porque de'*.

In this section of the paper candidates will need to read the questions and the text very carefully since this is a test of higher reading skills. In **Question 32(a)**, for example, many candidates did not spot that *'al principio'* in the question meant that they had to decide if the answer lay before or after it in the text.

Questions 30, 31, 32(a) and (b) lent themselves to brief answers in simple Spanish whereas **Questions 28, 29, 33, 34 and 35(i) and 35(ii)** required candidates to manipulate the language in the text in order to answer concisely.

The discriminators were **Questions 28, 31, 32(a), 32(b) and 35(i), (35)(ii)**.

Question 28

Most candidates realised that the answer involved mobile telephones but weaker candidates often omitted the key phrase *'que habitantes'*. The inclusion of *con* invalidated the correct answer as it indicated

indiscriminate lifting from the text. Some focused on *allí existe una verdadera afición a es* which is not specific enough.

Question 29

This required candidates to select language carefully if they were unable to use *necesita* and a number resorted to indiscriminate lifting, for example *algunos estoy a la espera de piezas para arreglarlos*. The inclusion of *pero* also invalidated an otherwise correct answer.

Question 30

For candidates who fully understood the text this was an easy question which could be answered by *la ropa*. *Guardar* in the question led weaker candidates to write *en cajas en un armario*.

Question 31

This could be answered very briefly by *Los usa*. Only candidates with a good command of the use of object pronouns could do this, so weaker candidates lost marks because they included extraneous material which invalidated the answer. Many did not understand the question or went back to *la ropa* because of *guardados* in the question.

Question 32

- (a) Better candidates found the answer *una obsesión* easily but weaker candidates opted for *es un pasatiempo*, not realising that the answer came before *al principio*.
- (b) Most candidates realised that the answer involved *loco* but many had to resort to indiscriminate lifting which invalidated the answer. *Es loco que tiene delante* was a typical incorrect response. Some were misled by '*lo mismo ocurrió con mis amigos*' and concluded that the friends held the same view as his parents.

Question 33

This was accessible across most of the ability range and produced some very good answers, for example *Si no lo conocieron no tendrían tantos móviles*. Weaker candidates were misled by *sus amigos* in the question and gave the incorrect answer *Lo mismo ocurrió con sus amigos*.

Question 34

The weakest candidates found this difficult but it was accessible to most other candidates many of whom were able to convert *vendiendo* to *vendía los usados*. *Cuando* in the question led many to write *desde hace tres meses*.

Question 35

- (i) This discriminated because candidates needed to work through the whole paragraph very carefully to find the correct options. Weaker candidates opted for *valen más sentimentalmente que el dinero*, instead of *quedarse con ellos* or *no venderlos*. Some focused on *los números PIN* and *los números de teléfono* concluding that these were the 2 required answers, thus losing 2 marks. Even the better candidates found it difficult to convert *me quedo* to *se quedó* successfully.
- (ii) The best candidates, who knew how to use direct object pronouns correctly, were able to write *cambiarlos menos*. Others lifted from the text but often included parts of the sentence which invalidated the answer, for example *También es cierto que desde entonces cambio menos de móvil*.

FOREIGN LANGUAGE SPANISH

Paper 0530/23
Reading and Directed Writing

Key Messages

- All candidates should aim to attempt every item as there are questions in **Sections 2** and **3** which are accessible to the whole ability range.
- In both the reading and writing exercises candidates will perform better if they allow time to read the instructions and questions carefully in all sections of the paper. It is important to leave enough time to deal with the longer, more difficult exercises in **Section 3**.
- The reading questions are designed to test comprehension so answers may be single words or short phrases. Candidates should focus on eliminating any extra material which could invalidate a correct answer.
- Since the focus is on comprehension grammatical accuracy will be dealt with leniently, especially in **Section 2**, but in **Section 3** there will be questions which require candidates to adapt the language in the text by applying grammatical rules appropriately.
- There is no word count in the writing tasks, but 30 words should be enough to answer the question in **Section 1**. In **Section 2** there is no need to write more than 80-100 words, provided that answers are focused and accurate.
- Both writing tasks are 'directed' which means that marks will be awarded for communicating an appropriate response to the set tasks. In **Section 1**, marks for accuracy will be related to the set task, whereas in **Section 2** marks for accuracy will be based on the whole piece.
- The inability to use possessive and object pronouns correctly had an adverse effect on some candidates' performance in both the reading and writing tasks.

General comments

The level of achievement on the paper was generally high with a number of candidates scoring full or almost full marks. These candidates wrote succinct answers in idiomatic, highly accurate Spanish and often showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks.

Candidates were familiar with how to approach the questions in each section and responded appropriately to the rubric. Work was generally presented legibly and unambiguously, although some candidates would benefit from planning the writing tasks more carefully to ensure that all of the directed tasks have been adequately covered.

Candidates' performance in the second writing task, **Question 26**, continues to improve as responses are more focused on the 4 set tasks and contain at least 6 extra details related to the tasks. Most candidates avoided the temptation to write about topics which were irrelevant but a few still do not realise that they must respond to the stimulus.

In the writing question in **Section 2 (Question 26)** candidates should aim to write 4 clear paragraphs of 3-4 sentences or clauses each of which contains a different verb. Good answers are characterised by fluent sentences which have an appropriate response to the set task with extra details added by using a variety of verbs and conjunctions such as *porque, así que, por eso, cuando*.

Candidates sometimes lose marks in the reading exercises because they do not clarify who or what is being referred to in their answer. If more than one person is involved *él* and *ella* could refer to either. Where

names are used these may be need to be mentioned in the answer for clarification. This is especially true for **Question 23**. It is also important to distinguish between singular and plural.

In the reading exercises careful lifting from the text is acceptable, but candidates may need to adapt this in some way, especially in **Section 3**. In general, lifting of a whole sentence is unlikely to be a very successful response.

Candidates who fully understand the question and can use language flexibly to produce an answer which relates to the form of the question are more likely to score the mark in the reading tasks, especially in **Section 3**.

Comments on specific questions

Section 1 Reading and Directed Writing

Most candidates achieved high marks in this section. The majority avoided the pitfalls of leaving blank spaces or providing too many answers in multiple choice questions.

Questions 12 and **14** were the least accessible for weaker candidates while **Questions 1, 5, 8, 9** and **15** were the most accessible.

Most candidates performed well on the writing task as they knew the relevant vocabulary and were able to conjugate basic verbs accurately. Most wrote short sentences which responded clearly to the task.

Exercise 1 Questions 1-5

Most candidates scored 5 marks in this section. Questions 2 and 4 proved the most challenging for weaker candidates.

Question 1 Most realised that this referred to weather and chose **A**.

Question 2 Many could relate *pelo* to *peluquería* and chose **C**.

Question 3 *Nadar* was easy to relate to **B**.

Question 4 Many knew *periódico* and related it to *quiosco*, **D**.

Question 5 Most were able to relate *cafetería* to *bocadillos*, **A**.

Exercise 2 Questions 6-10 Reading

This section is designed to be accessible across the whole ability range and most candidates achieved full marks. A few did not complete 5 boxes. The items of vocabulary which caused problems were *almuerzo*, *fuegos artificiales*, *juegos* and *talleres*.

The most challenging items were **Questions 6** and **7**.

Question 6 Some candidates chose F instead of **G**.

Question 7 Most candidates knew *queso* and chose **B**.

Question 8 Some candidates chose A instead of **I**.

Question 9 Most candidates knew *pasteles* and chose **C**.

Question 10 Some chose E instead of **D**.

Exercise 3 Questions 11-15 Reading

In this section, even the best candidates can lose marks if they do not work through the questions and texts carefully. Weaker candidates need strategies to ensure that they realise their full potential. They should be

encouraged to read through the whole text and all of the questions before they start choosing answers. This will enable them to identify those items which they find easy and eliminate them before they start to work on the more difficult questions.

Questions 11 and 12 challenged some of the better candidates and weaker candidates found **Question 12** difficult.

Question 11 Some chose A instead of B.

Question 12 Most were able to link *casa* to H but some chose C.

Question 13 Some opted for D but most were able to link *coche* to *centro comercial* in C.

Question 14 *Esperamos* was difficult for some but many knew that the answer is G.

Question 15 Better candidates linked *dejar mi coche* to *parking individual* in F.

Exercise 4 Question 16(a), (b), (c) Directed Writing

This is a straightforward task and many candidates scored 5 marks. The weakest candidates, however, did not always understand the questions and/or did not have the appropriate vocabulary to complete the task.

Candidates need to write 3 short messages which are marked for communication (3 marks) and language (2 marks). The messages must refer to the picture stimuli and language marks will only be awarded where a mark has been given for communication. Irrelevant material will not attract marks.

Question 16

- (a) Most candidates understood what the task required, knew *bicicleta* and were able to find a suitable verb to convey the message. Better candidates wrote, for example, *voy al quiosco en bicicleta*, *estoy preparando para ir al centro comercial en bicicleta*, *estoy haciendo ciclismo*. Others communicated the message but with less accuracy, for example *monto mi bicicleta*. The weakest candidates resorted to *me gusta mi bicicleta*.
- (b) Most knew *periódico* and were able to convert *quieres comprar* in the question to *quiero comprar*. Those who did not know *periódico* used *revista* which was acceptable or *papel* and *papelera* which were not appropriate.
- (c) Many candidates were able to convert *vas a ver* in the question to *voy a ver* but were not always able to use the correct object pronoun. This is a common problem at all levels and most revert to using *tu* or *ti*, for example *Voy a ver tu* or *tu veo*. Some wrote *voy a ver a mi amigo*. Better candidates were able to write more accurately, for example *Te veo a las seis*. Some used *visitar* instead of *ver*.

Section 2 Reading and Writing

Exercise 1 Questions 17-25 Reading

Many candidates achieved at least 4-7 of the 10 marks. **Questions 17, 18, 20 and 24** were the most accessible across the whole ability range. **Questions 19(i), 19(ii), 22 and 23** were discriminators at all levels.

Questions 17, 21 and 24 lent themselves to very brief answers.

Candidates do not need to copy parts of the question which are not required in the answer. This will save time for reading the text more carefully and checking their answers.

A number of candidates did not know how to express the possessive correctly and this led to use of the apostrophe instead of *de* in **Question 17**. Equally, many are unable to use possessive pronouns which would have been useful in several of the questions.

Question 17

Most candidates understood the question and wrote *junio* and/or *por su cumpleaños*. This is an example of a question where the answer should, ideally, have included a reference to 'Helen' – *por el cumpleaños de Helen* would have been more exact and better candidates did this.

Question 18

Some candidates did not understand the question but most realised that the answer involved *el trabajo*. They did not always include the other key item *de su padre*. A typical answer at the lower level was *el trabajo de padre* whereas better candidates included *su*.

Question 19

- (i) Better candidates wrote *Siempre quería vivir en Londres*. Others wrote *allí* or *aquí* instead of *Londres* which meant that the answer was not clear. Candidates must try to avoid forcing the Examiner to interpret their answers.
- (ii) Many candidates found *no había nada que hacer* in the text but the omission of *en el campo* invalidated the answer. Some, who clearly understood the text very well, wrote *Hay más que hacer en Londres que en el campo*.

Question 20

This was accessible to most. Some found it hard to connect the idea of *pasar horas en el metro* to *el instituto* and would have benefited from being able to use *para* with the infinitive. They, nevertheless, managed to convey the message adequately.

Question 21

Those candidates who fully understood the question and the text were able to answer the question in 2 words, *al teatro*. Weaker candidates found the appropriate part of the text but could not express the answer clearly. *Helen está en el teatro* is a typical example. Some included *a ver algo diferente cada semana* which suggests that they did not fully understand what was required.

Question 22

Even the better candidates did not always read the text carefully enough to express the answer unambiguously. Many wrote *(todos) los idiomas son fáciles*, omitting *para ella* or *para Helen*. This is an answer to a different question.

Question 23

Most candidates understood what was required but many wrote answers which did not state clearly who needed to practise Spanish. Again, the best candidates were aware of the need to mention 'Helen' in the answer and wrote *para que Helen practique su español*. Typical incorrect answers were *a practique su español* or *quieren que practique español*. This leaves the Examiner to guess which person is being referred to.

Question 24

This was accessible and easy to answer (*un mes*) but some candidates wrote *agosto* which does not respond fully to *cuánto tiempo* in the question.

Question 25

Most candidates realised that this involved the weather and answered appropriately (*dice que llueve todo el tiempo*) but *no tiene ganas de ir* was a common response as candidates did not seem to realise that this is a synonym for *no quiere ir* in the question.

Exercise 2 Question 26(a), (b), (c), (d) Writing

Most candidates approached this question with confidence and seemed aware of what is required to meet the criteria. Many were awarded most of the marks for the set tasks and were able to provide up to 6 details related to these. Very few scored low marks.

The marks for language were good as most candidates could conjugate verbs and were able to write coherently. Better candidates wrote fluently and often with flair as they took the opportunity to demonstrate their knowledge of higher level vocabulary and idiom.

A few candidates still cannot separate out the 4 set tasks and omit 1 or 2 which reduces the communication marks to 9 or 8. Some did not read **Question 26(a)** carefully enough and wrote about a different topic.

Question 26

- (a) This was generally well answered but some good candidates did not respond to *come* in the question and wrote about *la gente* in general terms, for example *La gente en mi país son muy simpático* (sic). Those candidates who realised that they needed to write about food were able to extend their answers by referring to the different meals and what is usually eaten. Many also mentioned aspects of healthy and unhealthy eating habits.
- (b) Most candidates were able to write *comí* in response to *comiste* in the question. Candidates would benefit from knowing that the addition of an appropriate expression of time to a statement can help to convey the correct tense, so candidates who repeated *ayer* from the question gave themselves an advantage. One candidate wrote *La semana pasada mi familia y yo vamos...* This is sufficiently clear to be acceptable at this level.
- (c) This was the task which candidates found most difficult as some chose to talk about restaurants in general. Better candidates took the opportunity to mention, not only when and where they went, but what they ate and what they thought of it.
- (d) Most candidates understood the task and were able to use *sería* from the question although some used *me gustaría* to good effect. *La comida rápida* often featured as did *la comida italiana*.

Section 3 Reading

The emphasis in this section is on the candidate's ability to show that (s)he has understood the question and the text and is able to communicate the answer clearly and concisely.

Single words and short phrases are still appropriate, although some answers will require a longer sentence and the ability to use verbs and pronouns accurately enough to avoid ambiguity.

It is often the case that better candidates convey the answer briefly whereas weaker answers are characterised by a tendency to produce longer answers, possibly because the candidate knows roughly where the answer is but is not quite sure which words are required. Candidates should avoid indiscriminate 'lifting' which invites the Examiner to 'choose' the correct information. Very often there is a conjunction or preposition in the text which needs to be removed when answering the question.

Sometimes weaker candidates who do not understand the questions write nothing at all. They would benefit from developing techniques for finding the key words in the question and trying to link them to relevant parts of the text so that they can attempt an answer.

Exercise 1 Questions 27-32 True/False Reading

Questions 27F, 28T, 29F, 30F, 32F and 32J were the most accessible to weaker candidates. 27J was the most difficult for the better candidates.

Supplying a justification for a 'false' statement is challenging for candidates across the whole ability range as they have to think very carefully about the format of the answer. There is a tendency to resort to indiscriminate lifting from the text in this exercise or candidates do not attempt to respond at all.

Candidates need to be aware that it is not acceptable to add *No* to a positive statement as a prefix to form an untrue statement. The reverse is also true. Likewise, they will not score marks for adding a negation prefix to an adjective or adverb.

Question 27F Most understood that this is a false statement.

Question 28T Most of the better candidates recognised this as true but it discriminated across the rest of the ability range. Candidates needed to analyse most of the paragraph to work out that it is true.

Question 29F Candidates of all abilities worked out that this is false.

Question 30F It was easy for the best candidates to identify this as false, but it discriminated elsewhere.

Question 31T Candidates at the lower end and middle of the ability range tended not to identify this as true.

Question 32F Many identified this as false.

Question 27J This proved difficult across the whole ability range. A lot of candidates found the correct answer but omitted Bolivia which led to ambiguity given the phrasing of the question. Candidates should always check their answer in the light of the format of the question and ask themselves if all the necessary information has been included.

Question 29J This was a discriminator across the whole ability range as candidates had to deal with *cerrar los circos* in the question and *mejorar las condiciones de vida de los animales* in their answer.

Question 30J This discriminated across the whole ability range as it was important to include *Marisol dice* or *piensa* in the answer to show that the question and the text had been fully understood.

Question 32J Many candidates understood the statement but found it difficult to express the answer succinctly. The best answer was *Están ganando popularidad*. Good candidates were able to express the answer in a simple way, for example *Los circos sin animales son más populares con el público* or *El público es más entusiasmado por los circos sin animales*. Candidates who knew roughly where the answer was lifted the whole sentence (*Algunos...espectáculos*) which suggested a lack of real understanding.

Exercise 2 Questions 33-42 Reading

The final section is the most demanding part of the paper as it requires candidates to understand more complex language in the questions and the text. Answers may require candidates to apply grammatical rules more accurately to ensure that they communicate the answer unambiguously.

One word answers or short phrases are often sufficient and able candidates will tend to adopt this approach more readily than weaker candidates who are not totally sure of the answer and, therefore, tend to lift indiscriminately or do not have the requisite grammatical skills.

Candidates should be aware that they need to read the questions very carefully to ensure that their answer follows on logically from the question.

They must also aim to include all information which is relevant to the answer.

Questions 33, 36, 38 and 41 lent themselves to brief answers in simple Spanish whereas **Questions 34, 35, 37, 34, 39 and 40** required candidates to manipulate the language.

The discriminators were **Questions 33, 34, 35, 37, 40, 41 and 42**.

Question 33

El público (which many wrote) was an easy answer to this question. Some wrote *No tienen fama para el público*, lifted from the text, but judiciously. Others copied the whole sentence and were not awarded a mark as this constitutes indiscriminate lifting.

Question 34

The question was easy to understand and it required a simple answer *Las mujeres ganan más (dinero) que los hombres*. Weaker candidates found the question difficult to understand and often did not supply a response. Some tried but had not found the correct part of the text.

Question 35

This question involved 2 people and candidates had to ensure that they indicated clearly which one they were writing about. A common answer was *Tomás lleva menos de dos años en la industria*, but this did not bring out the comparison with Drew. Good candidates were able to use *más* or *menos* in their answer depending on how they had decided to make the comparison. The best candidates wrote *Tomás lleva menos tiempo en la industria (que Drew)*.

Question 36

Most candidates could access this question but only the better ones found the answer *Mantiene su popularidad*. Weaker candidates focused on the wrong part of the text.

Question 37

This proved difficult for the weakest candidates but was accessible to most of the others. The simplest answer is *Hay menos contratos*. *Cada vez menores* was a common response from weaker candidates.

Question 38

Many found the answer *en las revistas* but weaker candidates added extra material which invalidated the answer. Some added *salían constantemente* to *en las revistas* and this was viewed as a harmless addition whereas the omission of *salían* invalidated the response.

Question 39

This was accessible across the whole ability range but some omitted *los famosos* or one of either *del mundo de la música* or *del deporte*.

Question 40

This was a discriminator which required real understanding of the question and the text. The weakest candidates could not access it. The most common answer was *Hay cada vez más hombres que compran su ropa y buscan productos de belleza* which was not a clear answer to the question. The better candidates found *el aumento de las ventas de revistas* in the text and were able to convert it to *Ha aumentado* or *mejorado*. *Las revistas son más populares* is also acceptable.

Question 41

This proved difficult across the whole ability range, possibly because there were several potential answers to choose from. The best candidates wrote *Ser un modelo* as this was the only option which responded fully to *la ambición* in the question. Other suggestions were *se siente atraído por el mundo de la moda* and *decidí presentarme en una agencia*, both incorrect.

Question 42

Although the question was easy to understand, candidates appeared to find the vocabulary in the options difficult and many opted for B instead of D, possibly because they did not understand *se rieron*.

FOREIGN LANGUAGE SPANISH

Paper 0530/03

Speaking

Key messages

- Careful preparation by Examiners is essential.
- Examiners should adhere to the role play tasks as set out in the Teachers' Notes.
- If an element of a Role Play task is omitted, the Examiner may give an appropriate prompt.
- All task elements must be communicated, but one word or a short response may be sufficient to do so.
- Examiners should advise candidates on their choice of topic.
- Candidates should convey past and future time in each Conversation (prepared and unprepared).
- Examiners should make a clear distinction between Test 2 and Test 3.
- Failure to adhere closely to the set timing may disadvantage candidates.
- Examiners should vary the topics covered and should not ask all candidates the same series of questions.
- Candidates should be asked both expected and unexpected questions.
- To achieve the highest possible mark candidates do not have to be of native speaker standard.

General comments

To be read in conjunction with the Teachers' notes 15 September – 31 October 2011:

Recordings of candidates

Centres sent the correct sample size for moderation. The quality of the recordings was in most cases very good. Sometimes the recordings received were poor, often due to background noise or the positioning of the recording equipment. Where CDs are used, the audio should be recorded in such a format that it can be read by Windows Media Player or other standard software. 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. The 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. Centres should indicate the end of recording by stating, "End of sample." Examiners are reminded that once a test has started the cassette/CD should run without interruption and should not be stopped between the sections of the test. With regard to the conduct of the examination Examiners should refrain from correcting candidates and making comments on their performance. The working mark sheets were completed correctly as required in the majority of cases. Moderators are unable to provide specific guidance on assessment or comment in the absence of a working mark sheet. Arithmetical errors regarding candidates' marks were infrequent, but centres should always check for arithmetical errors and ensure the accurate transfer of marks onto the MSI form (Internal Assessment Mark Sheet) before despatch.

Comments on specific questions

Materials for the speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows Examiners to familiarise themselves with their own roles. Examiners should adhere to the role play tasks as set out and not create additional tasks or change the order of tasks. Candidates are not awarded marks for additional tasks. If the Examiner is aware that an element of a task has been omitted, an appropriate prompt may be given. Examiners should however, be careful not to offer vocabulary items or options unless these appear in the Teachers' Notes. Careful preparation is particularly crucial where the Examiner has to initiate the dialogue. If a genuine mistake does occur 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 A

Role Play 1, 2 and 3

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

Task 2

Some candidates omitted this task and Examiners who had prepared their own roles fully were able to prompt candidates appropriately.

Task 4

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

Task 5

Candidates are required to ask a question. There was confusion between the use of *ser* or *estar*.

Role Play 4, 5 and 6

Candidates coped well with the specified tasks.

Task 2/4

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

Task 5

Candidates are required to ask only one question about the hotel. The words in brackets are suggestions and candidates should not be penalised for enquiring about other facilities.

Role Play 7, 8 and 9

This role play was completed well.

Task 2/3/4

A short response to complete the task is perfectly acceptable.

Role Plays B

These role plays were more challenging and candidates responded well.

Role Play 1, 4 and 7

Most candidates carried out the specific tasks well.

Task 5

'Responde con entusiasmo' forms part of the task. If omitted, the candidate cannot score full marks for this task.

Role Play 2, 5 and 8

Most candidates carried out the specific tasks well.

Task 1

This task consists of three elements. Some candidates omitted the second element.

Task 4

'Muéstrate content/a' forms part of the task. If omitted, the candidate cannot score full marks for this task. Some candidates struggled with the second element.

Role Play 3, 6 and 9

Candidates communicated the required information.

Task 2

Some candidates were unsure of the meaning of 'gastar'. If candidates do not understand what is required the Examiner may re-phrase the question without offering options. Candidates cannot be awarded marks for repeating options unless these form part of the task.

Task 3

Some candidates omitted the second element of the task. The Examiner can split the task or prompt the candidate by repeating 'por qué' if the candidate omits it.

Task 4

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

Test 2 Topic (prepared) Conversation

A variety of topics was presented. Candidates perform best where they have a real interest in their chosen topic, and the Examiner should advise candidates on the choice of topic. It should not be limiting in terms of scope for discussion nor too challenging in terms of structures, vocabulary and idiom for the candidate in question. The topic chosen should also be one which demonstrates their linguistic ability fully.

Candidates should show quality of presentation but should not be allowed to resort to pre-learnt material. The Examiner should allow the candidate to speak for up to two minutes uninterrupted and then 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 main Topic to General Conversation. Each Conversation (prepared and unprepared) should last 5 minutes. Examiners did not adhere closely to the timing and consequently disadvantaged their candidates. In the General (unprepared) Conversation candidates have the opportunity to show that they can converse adequately on topics of a more general nature using as wide a range of structures and vocabulary as possible. The Examiner should aim to cover at least two or three of the Defined Content Topics and again as in Test 2 avoid 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.

The Examiner can move onto a different topic if the candidate is struggling. The use of vocabulary or phrases from the candidate's first language should be avoided. The General (unprepared) Conversation produced some interesting conversations in which candidates were able to use different tenses and a wide range of vocabulary.

Assessment

All assessment should follow the assessment criteria as explained in the teachers' notes. Examiners should be consistent in their marking. Candidates were fairly assessed by the majority of Centres. In Test 1 Role Plays, Examiners can only award marks for the tasks completed by candidates (not for additional tasks). If elements of tasks are not completed, a candidate cannot be awarded full marks. Minor errors such as adjective endings or the use of prepositions are tolerated. 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. To achieve the highest possible mark candidates do not have to be of native speaker standard.

FOREIGN LANGUAGE SPANISH

Paper 0530/41

Writing

Key messages

- Credit is not given for accuracy or communication beyond 140 words on each question.
- Language from the rubrics can be re-used, but excessive use should be avoided.
- All communication points must be covered.
- Accents on verbs must be correct.
- Candidates need to use a variety of tenses appropriately.
- Candidates should beware of writing lists of activities.
- Inappropriate or excessive use of adjectives is not credited.

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. 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, although some candidates did not write enough. The first stage of marking for Examiners is to count up to the 140th word and cross out the remainder. Any tasks carried out beyond 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 each element of the communication task.

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

Marking for relevant communication in each question

QUESTION 1

(a) There were five marks available as follows:

- | | |
|--|---|
| (a) cómo es el sitio adónde fuiste | 1 |
| (b) tu opinión del lugar | 1 |
| (c) las actividades que se pueden hacer allí | 1 |
| (d) lo que hiciste allí | 1 |
| (e) las vacaciones del año que viene | 1 |

(b) There were five marks available as follows:

- | | |
|--|-----|
| (a) tu reacción personal a la opinión | 1 |
| (b) las oportunidades que hay para los jóvenes en la región | 1 |
| (c) lo que hiciste con tus amigos el fin de semana pasado | 1 |
| (d) tus planes para el futuro: si quieres quedarte en la región, y por qué | 1+1 |

QUESTION 2

There were five marks available as follows:

- | | |
|---|---|
| (a) lo que tuviste que hacer para ganar el premio | 1 |
| (b) cómo te sentiste | 1 |
| (c) lo que pasó después | 1 |

+ 2 marks for 2 further details 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) *tus vacaciones últimas, tu opinión del lugar, se pueden hacer allí*
- (b) *Los jóvenes de esta región están aburridos: no hay nada para divertirse. Es por eso que los jóvenes no quieren quedarse aquí.*

las oportunidades que hay para los jóvenes en la región, el fin de semana pasado

QUESTION 2

la semana pasada, para ganar el premio

Marking for language

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*, preterite of verbs such as *ir* and *quedarse*.
- In **Question 1(b)** inappropriate register, inconsistent use of appropriate register, confusion between *bien* and *bueno*, adjectival agreements, incorrect use of impersonal verbs such as *gustar*, use of imperfect instead of preterite, difficulties with the future tense – both regular and irregular forms
- In **Question 2** inconsistent use of tenses, failure to accent verbs where necessary such as *me sentí*, incorrect use of impersonal verbs such as *gustar*, use of *ser/estar*, adjectival agreements, use of *pasarlo bien*, preterite of verbs such as *ir*, *jugar*, *tocar* and *practicar*.

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately while weaker candidates often resorted to the present. With those of average ability a common error was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates writing lists of activities gave themselves fewer opportunities to score as highly as those careful to include appropriate 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. Inappropriate or excessive use of adjectives was not credited. Four ticks are worth a mark, up to a maximum of 15 marks.

Marking for general impression

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structure and appropriate tenses. In order to score the full five marks the writing had to read fluently, bear a close resemblance to good Spanish.

FOREIGN LANGUAGE SPANISH

Paper 0530/42

Writing

Key messages

- Credit is not given for accuracy or communication beyond 140 words on each question.
- Language from the rubrics can be re-used, but excessive use should be avoided.
- All communication points must be covered.
- Accents on verbs must be correct.
- Candidates need to use a variety of tenses appropriately.
- Candidates should beware of writing lists of activities.
- Inappropriate or excessive use of adjectives is not credited.

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. 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, although some candidates did not write enough. The first stage of marking for Examiners is to count up to the 140th word and cross out the remainder. Any tasks carried out beyond 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 each element of the communication task.

Marking for relevant communication in each question

QUESTION 1

(a) There were five marks available as follows:

- | | |
|--|---|
| (a) cómo es el sitio adónde fuiste | 1 |
| (b) tu opinión del lugar | 1 |
| (c) las actividades que se pueden hacer allí | 1 |
| (d) lo que hiciste allí | 1 |
| (e) las vacaciones del año que viene | 1 |

(b) There were five marks available as follows:

- | | |
|--|-----|
| (a) tu reacción personal a la opinión | 1 |
| (b) las oportunidades que hay para los jóvenes en la región | 1 |
| (c) lo que hiciste con tus amigos el fin de semana pasado | 1 |
| (d) tus planes para el futuro: si quieres quedarte en la región, y por qué | 1+1 |

QUESTION 2

There were five marks available as follows:

- | | |
|---|---|
| (a) lo que tuviste que hacer para ganar el premio | 1 |
| (b) cómo te sentiste | 1 |
| (c) lo que pasó después | 1 |

+ 2 marks for 2 further details 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) *tus últimas vacaciones, tu opinión del lugar, se pueden hacer allí*
- (b) *Los jóvenes de esta región están aburridos: no hay nada para divertirse. Es por eso que los jóvenes no quieren quedarse aquí.*

las oportunidades que hay para los jóvenes en la región, el fin de semana pasado

QUESTION 2

la semana pasada, para ganar el premio

Marking for language

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*, preterite of verbs such as *ir* and *quedarse*.
- In **Question 1(b)** inconsistent use of appropriate register, confusion between *bien* and *bueno*, adjectival agreements, incorrect use of impersonal verbs such as *gustar*, difficulties with the future tense, use of imperfect instead of preterite
- In **Question 2** inconsistent use of tenses, failure to accent verbs where necessary such as *me sentí*, incorrect use of impersonal verbs such as *gustar*, use of *ser/estar*, adjectival agreements, use of *pasarlo bien*, preterite of verbs such as *tocar*, *jugar*, *practicar* and *ir*.

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately while weaker candidates often resorted to the present. With those of average ability a common error was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates writing lists of activities gave themselves less opportunity to score as highly as those careful to include appropriate 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. Inappropriate or excessive use of adjectives was not credited. Four ticks are worth a mark, up to a maximum of 15 marks.

Marking for general impression

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structure and appropriate tenses. In order to score the full five marks the writing had to read fluently, bearing a resemblance to good Spanish.

FOREIGN LANGUAGE SPANISH

Paper 0530/43

Writing

Key messages

- Credit is not given for accuracy or communication beyond 140 words on each question.
- Language from the rubrics can be re-used, but excessive use should be avoided.
- All communication points must be covered.
- Accents on verbs must be correct.
- Candidates need to use a variety of tenses appropriately.
- Candidates should beware of writing lists of activities.
- Inappropriate or excessive use of adjectives is not credited.

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. 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, although some candidates did not write enough. The first stage of marking for Examiners is to count up to the 140th word and cross out the remainder. Any tasks carried out beyond 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 each element of the communication task.

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

Marking for relevant communication in each question

QUESTION 1

(a) There were five marks available as follows:

- | | |
|--|---|
| (a) dónde estás | 1 |
| (b) tu opinión del lugar | 1 |
| (c) el tiempo que hace | 1 |
| (d) lo que has hecho hasta ahora | 1 |
| (e) los planes que tienes para los próximos días | 1 |

(b) There were five marks available as follows:

- | | |
|---|---|
| (a) una descripción del polideportivo | 1 |
| (b) lo que tú haces en el polideportivo | 1 |
| (c) tú opinión de los planes del Ayuntamiento | 1 |
| (d) el efecto que el polideportivo ha tenido en la ciudad | 1 |
| (e) lo que pasará si cierran el polideportivo | 1 |

QUESTION 2

There were five marks available as follows:

- | | |
|---|---|
| (a) cómo te sentiste | 1 |
| (b) lo que hiciste para entrar en la casa | 1 |
| (c) lo que pasó después | 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 1

- (a) *hace mal tiempo, tu opinión del lugar, para los próximos días*
- (b) *El año pasado se abrió un polideportivo en tu ciudad. Ahora el Ayuntamiento quiere cerrar el polideportivo porque dicen que "Cuesta mucho, y hay poca demanda".*

una descripción del polideportivo, tú opinión de los planes del Ayuntamiento, si cierran el polideportivo

QUESTION 2

encontrar la llave de la puerta, entrar en la casa

Marking for language

Common errors included the following:

- In **Question 1(a)** adjectival agreements, use of *ser/estar*, confusion between *bien* and *bueno*, weather expressions and vocabulary items, correct use of perfect and preterite, failure to use personal *a*, failure to accent verbs where necessary
- In **Question 1(b)** inconsistent use of appropriate register, confusion between *bien* and *bueno*, adjectival agreements, incorrect use of impersonal verbs such as *gustar*, difficulties with the future tense
- In **Question 2** verbs *llegar*, *sentirse*, *querer* and *decir* in preterite tense, use of *emociente* and *emocionado/a*, 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 weaker candidates often resorted to the present. With those of average ability a common error was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates writing lists of activities gave themselves less opportunity to score as highly as those careful to include appropriate 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. Inappropriate or excessive use of adjectives was not credited. Four ticks are worth a mark, up to a maximum of 15 marks.

Marking for general impression

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, bearing a resemblance to good Spanish.