

SPANISH

Paper 0678/01

Listening

Key messages

- Candidates should always read rubrics and questions with care.
- In **Segunda Parte, Ejercicio 1**, only 6 answers are required. If extra answers are given, these are subtracted from the total.
- Although grammatical inaccuracy is not assessed, written answers must be comprehensible and unambiguous.
- Candidates of all abilities should aim to attempt every exercise and question on the paper.

Throughout the paper, candidates should read the instructions and questions with care. There are many multiple-choice questions so candidates must mark their answers very clearly. If a candidate changes his/her mind, he/she must indicate the chosen answer unambiguously. Candidates should be advised against writing a new response over their original response as the result can be difficult to read and mark.

In **Primera Parte, Ejercicio 2**, candidates may have to give one or two answers. This will be stated in the question and, if there are four pictures, they will have to give two answers; if there are three, only one answer is required. In **Segunda Parte, Ejercicio 1**, only six answers are required. If extra answers are given, these are subtracted from the total.

In this paper, the focus is on comprehension; grammatical inaccuracy is dealt with leniently. However, in answers to open questions the correct meaning must be conveyed and not invalidated by other elements.

In **Segunda Parte, Ejercicio 2, Primera Parte** candidates are expected to give one-word answers. In **Segunda Parte** answers should be concise. Likewise, in **Tercera Parte, Ejercicio 2**, candidates should aim to answer as concisely as possible: full sentences are not required.

All candidates should aim to attempt every question in all sections, as there are some questions in **Sections 2 and 3** which are designed to be accessible to the whole ability range.

General comments

The overall performance of the candidates was good, with many candidates achieving full or nearly full marks. There were fewer instances of candidates misreading/ignoring rubrics, putting the wrong number of ticks or answers, etc. Examiners felt that handwriting and legibility was a common problem: if the Examiner cannot read what a candidate has written, no marks can be awarded.

Comments on specific questions

Primera Parte

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed.

Most candidates could cope with all the questions in this exercise. In **Question 2**, many candidates encountered difficulty with map reading and could not identify *izquierda*. A number of candidates did not know the word *salchichas* in **Question 6**. In **Question 7** a number of candidates chose **B**. This was

accepted because the crosses in the windows of the castle could have confused the candidates that it was a church

Ejercicio 2 Preguntas 9–14

Most candidates understood the passage well.

Question 9: A number of candidates misread the rubric or did not understand the word *tamaño* and wrote *Sudamérica* instead of *pequeño*.

Question 10: Most candidates knew *1000/mil*.

In **Question 11:** Many candidates wrote *marco* instead of *marzo*. *Marco* was not accepted because it means something else in Spanish.

Question 12: Even the weakest candidates could pick out *frío*.

Questions 13 and 14: Most candidates read the rubric correctly and gave two answers as required; this was a great improvement on previous years. In **Question 14** many candidates had difficulty with *hacer paseos a caballo por el campo* and chose **D** instead of **C**.

Segunda Parte

Ejercicio 1 Pregunta 15

The majority of candidates were able to answer most of the questions in this exercise. Weaker candidates often opted for **C**, misunderstanding that it has Luis' father who took the bottles to be recycled. Other common incorrect answers were **B**, **I**, and **J**.

Ejercicio 2 Preguntas 16–25

Primera Parte

Most candidates coped with **Questions 16, 17 and 18**. Weaker candidates had difficulty identifying *pensar* in **Question 19**. In **Question 20** very few candidates gave the correct answer *trabajo*, although other alternatives such as *esfuerzo* and *cosas nuevas* were accepted.

Segunda Parte

Some candidates seemed to show some understanding of the passage despite answering the questions incorrectly.

Question 21 was generally well answered. Most candidates could answer *ya se venden muchos periódicos*.

There was a range of responses to **Question 22**. Better candidates specified *escribir al periódico local*.

Question 23 was generally well answered. Most candidates found the answer *periodistas*.

Question 24 was not always well answered. Better candidates explained *los problemas de los jóvenes*.

In **Question 25**, better candidates were able to explain that they could see things changing in the city.

Tercera Parte

Ejercicio 1 Preguntas 26–31

This exercise was handled quite well by most candidates, and almost all attempted the questions in this exercise. Only a few candidates left questions unanswered.

Question 26 was answered correctly by many.

Question 27 received a range of responses. Better candidates identified *interesante y distinto* as option **C** (*algo diferente para los jóvenes*).

A number of candidates could not manage **Question 29**, which required them to infer the answer from what was mentioned in the recording ('escenario instalado en el parque'). In **Question 30** candidates could not recognise *que viven y estudian en Merida* and were drawn instead to *dedicaron* and *mundos imaginarios*, which led them to opt for **C** or **D** instead of **B** ('ser estudiantes de la ciudad').

Ejercicio 2 Preguntas 32–41

Question 32: Most candidates were able to give Jaime's age as 13 but weaker candidates opted for the distractor 11.

Question 33: Better candidates were able to describe the hilly terrain.

The majority of candidates were able to answer **Question 34:** *su madre*.

Question 35: Many candidates understood that Jaime wanted to be *campeón del mundo*.

Question 36: Many candidates succeeded in picking up words such as *ganar* and *cuatro*, but only the best candidates were able to explain that to become Spain's champion Jaime won four races.

Question 37: Many candidates were not able to discriminate and gave a list of all Jaime's training. The best candidates were able to answer the precise question asked, i.e. *sábados y domingos / fines de semana*.

Question 38: Most candidates were able to give examples of his other activities, i.e. *salir con amigos / estudiar*.

Question 39: Only the best candidates were able to communicate the answer *con actitud positiva / con ganas*.

The majority were able to answer **Question 40:** *fácil de llevar*.

Question 41: Only the best candidates were able to explain that Jaime needed strength to control the motorcycle / that the motorcycle was very heavy.

SPANISH

Paper 0678/02
Reading and Directed Writing

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification.
- Marks may be lost when material which invalidates the answer or creates ambiguity is included.
- Candidates should avoid copying out parts of the question unnecessarily.
- The messages in the writing task in **Section 1** should be brief and focused on the picture stimuli.
- In **Section 2** candidates should try to paragraph their answers to the writing task according to the order of the questions in the rubric. This means that they are less likely to omit one or more of the set tasks.
- The conjugation of basic verbs in the present, future and past tenses continues to be a stumbling block for candidates, especially in **Section 3**.
- Although there is leniency with regard to possessive pronouns in **Section 2**, this does not apply to the same extent in **Section 3** and there are times when candidates have to apply grammatical rules correctly to avoid ambiguity.
- Candidates who need to correct an answer should ensure that they indicate the final answer clearly by crossing out the incorrect answer
- It is important that candidates write legibly, especially the letters of the alphabet. It can be difficult to distinguish between C and G and F and E in some cases.
- Marks are often lost because candidates have not read the rubric, the question or the text thoroughly.
- Candidates of all abilities should allow time to check work at the end or check as they go along.
- All candidates should aim to attempt every question as there are some questions in **Sections 2** and **3** which are accessible to the whole ability range.
- Candidates who do not attempt the writing exercises are missing the opportunity to access 20 marks and to improve their final grade.

General comments

The overall standard was high in all three sections of the paper. Most candidates attempted all of the questions and adhered to the instructions in the rubric.

In the reading tasks the better candidates were able to show that they had fully understood the text as they wrote succinct answers using language which was appropriate but often independent of the language in the text.

The general standard on the writing tasks (**Questions 16** and **27**) continues to improve across the whole ability range. For the most part, candidates wrote clearly, organised their answers and focused on the set tasks. Many took the opportunity to write in a stylish and imaginative way.

Candidates who did not organise their answers or introduced too many topics which were not directly related to the tasks often omitted one or more of the set tasks and lost marks. There were a few candidates who wrote answers which were not relevant to anything in the rubric in **Questions 16** and **27**.

The best candidates showed that they could use the present, past and future tenses effectively and that they understood and could use a wide range of vocabulary and idiom.

There were examples of candidates who lost marks because they did not understand common interrogative forms, particularly *cómo*, or had not read the question carefully enough.

A number of candidates relied on the apostrophe to show possession, for example *Isa's padre* in **Section 2, Question 25**.

Comments on specific questions

Section 1

The discriminators in this section were **Questions 3, 8, 12, 15** and **16**.

Some candidates had difficulty with *paraguas*, *planta baja*, *dar un paseo* and *campo*.

Most candidates performed well in this section and even candidates who did not achieve very high marks overall were able to score full marks on the multiple choice questions and the writing. More able candidates tended to score full marks on this section. If they did lose marks it tended to be on the writing task and usually because they used the past tense inappropriately or did not base their answers on the questions or picture stimuli.

In Exercise 3 (**Questions 11–15**) some of the questions are simple but some will require candidates to read the text more carefully to ensure that they choose the correct option. This was to be the case in **Question 12** where *padres*, *abuelos* and *hermanos* seemed, to candidates, to be plausible answers. Those who did not read far enough opted for *padres* in **B** instead of *abuelos* in **C**.

Exercise 1 Questions 1–5 Reading

Many candidates were awarded 4 or 5 marks on this exercise.

Question 1

Most candidates knew that *siete y media* required **B**.

Question 2

Most candidates could relate *leer* to **A**.

Question 3

Weaker candidates could not link *lloviendo* to *paraguas* in **A** and wrote C or D.

Question 4

Most knew that *desayuno completo* was a prompt for **B**.

Question 5

Some candidates did not know that *planta baja* required **D**.

Exercise 2

Questions 6–10 Reading

Many candidates achieved full marks in this section – the discriminator was **Question 8**.

Question 6

Most candidates could link *dolor de cabeza* to *farmacia* - **F**.

Question 7

Almost all candidates knew that *película* was a prompt for *cine* in **C**.

Question 8

Weaker candidates did not know that *buen tiempo* and *paseo* were a prompt for *campo* in **D**.

Question 9

Many candidates knew that *bailar* should be linked to *discoteca* in **A**.

Question 10

Most candidates could relate *profesor* to *colegio* in **E**.

Exercise 3

Questions 11–15 Reading

This section required candidates to recognise longer items with more difficult vocabulary but many achieved full marks. Candidates will improve if they have a systematic approach and aim to eliminate superfluous answers.

Question 11

Almost all candidates understood that *contento* was required and chose **B**.

Question 12

This was more challenging for weaker candidates but most chose **C** (*abuelos*).

Question 13

Most recognised that *camiseta* and *pantalón* suggested *ropa* and chose **A**.

Question 14

Most recognised that *tonto* in **A** was required.

Question 15

Weaker candidates could not connect *visitar otros países* to *viajar* in **C**.

Exercise 4

Question 16 (a), (b), (c) Writing

Candidates are required to write 3 short messages which are marked for communication (3 marks) and the language (2 marks). If candidates do not attempt one of the tasks then can only be awarded one mark for language. The verb must be correct for the language mark.

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

Many candidates were awarded full marks as they responded appropriately to the picture stimuli and were able to use simple verbs correctly in the appropriate tense. A number of candidates did not read the questions carefully enough and wrote in the past tense when the questions suggest present or future tense. Some misinterpreted *la mañana* as 'tomorrow'.

There were many candidates who used the future tense to good effect, for example, *Esta mañana iré a la playa* which scores a mark for communication and another for language.

Question 16

- (a) Most candidates understood the question and wrote a simple sentence in the correct tense, for example *esta mañana voy a ir / iré a la playa* or *nado en el mar con mis amigos*. Distinguishing between *en* was a problem for some – *estoy a la playa* occurred quite frequently but was not penalised for communication.
- (b) Most understood the prompt and wrote a sentence about going home, for example *Vuelvo/regreso/Voy a casa a la una*. Weaker candidates were unable to conjugate *volver* in the first person and were not awarded the mark for language.
- (c) Most were able to convey the notion of listening to music, for example *después voy a escuchar música/la radio*. A number could not spell or conjugate *escuchar* correctly (*ecuche*).

Section 2

Reading and Writing

Exercise 1

Questions 17–26 Reading

Most candidates performed well on this exercise although weaker candidates often included extra material which suggested that they knew where the answer lay but had not understood well enough to eliminate superfluous information. Weaker candidates performed less well on the questions which involved more complex language – *empecé, dejó, dijeron, he conseguido, ganan un sueldo*, for example.

Answers can be brief and some questions can be answered by a single word or infinitive. Candidates should take advantage of this where possible, while realising that some questions will need a verb to avoid ambiguity and it will help if they can distinguish between singular and plural endings.

The texts and questions often involve more than one person and it is important that candidates indicate clearly which one is being referred to in the answer. Some use *él, ella, ellos* and *ellas* to good effect but it is often better to repeat the name of the person(s). In **Question 25** *se levanta* could refer to either *Isa* or *el padre*. *Isa se levanta...* makes it much clearer that the question has been fully understood.

Correct use of reflexive pronouns is a problem for many and candidates need to improve their ability to use them appropriately to avoid ambiguity – better candidates were unable to convert *quedarme* to *quedarse* in **Question 24**.

The discriminators were **Questions 17, 19, 25 and 26**.

Question 17

Most candidates realised where the answer lay in the text but weaker candidates omitted the key word and wrote *un año, casi un año* or *el año pasado* all of which are too vague to show that the candidate understood what was required.

Question 18

Most candidates found the correct answer *secretaria* or *en una oficina*. Weaker candidates who lifted the whole phrase *empecé un curso para ser secretaria* were not awarded a mark.

Question 19

This question discriminated since the answer needed to include either *le dijeron* or *Isa pensaba (que sería fácil encontrar trabajo)*. Weaker candidates often omitted this, possibly because they could not manipulate the grammar or did not understand *dijeron*.

Question 20

Most candidates found the correct part of the text but some confused *buscar* and *encontrar* and wrote *ha sido mala época para buscar trabajo* rather than *encontrar*. A few weaker candidates wrote answers which were not at all relevant, possibly because they did not understand *busco* and *he conseguido* and could not work out the meaning of the question although *seis meses* and *nada* should be a clue in this context.

Question 21

The better candidates found this straightforward and the answer *en Internet* meant that there were no complex grammatical structures to manipulate. A number of candidates did not seem to know the interrogative form *cómo* so some answers were irrelevant to the question.

Question 22

This question was easy to understand and *preocupados* was enough to answer it so most were awarded a mark. Some added *porque Isa no sale con ellos* but this is a 'harmless addition'.

Question 23

This discriminated at the lower end of the ability range, possibly because *ganan un sueldo* is not immediately transparent. Some lifted indiscriminately - *lo que pasa es que como todos ganan un sueldo* and lost a mark.

Question 24

Most candidates understood *se aburre* in the question and responded appropriately - *tiene que quedarse en casa*. Candidates who wrote *no gana nada* did not answer the question fully but the addition of this to the correct answer was considered a 'harmless addition'. *Tiene que quedarme en casa* appeared quite often and was given 'benefit of doubt' but is another example of the need for candidates to be able to use reflexive pronouns accurately.

Question 25

This discriminated at the lower end of the ability range. The question was accessible to most but weaker candidates often wrote *su padre está muy enfadado* or *porque Isa no tiene trabajo* (which would be a more appropriate answer to a question about her mother) rather than the correct answer *Isa se levanta cada vez más tarde*.

Question 26

The answer to this was straightforward - *está tan lejos* - but weaker candidates often opted for the wrong part of the sentence and wrote *mis tíos en Colombia me han escrito para invitarme a pasar seis meses con ellos*, suggesting that they did not understand the question and/or the text.

Exercise 2

Question 27(a), (b), (c), (d) Writing

The discriminators were tasks **27 (b) and (c)**.

The word count guideline for this is 80-100 but there are still candidates who write too much, not all of which is relevant. This wastes time and does not attract marks.

There are 4 marks for communicating a response to the tasks in **(a), (b), (c)** and **(d)** and 6 marks for providing extra details clearly related to these tasks. In addition, 5 marks are awarded for accuracy according to the criteria stipulated in the mark scheme.

This question was answered well by candidates across the whole ability range with many producing a fluent piece of writing by creating complex sentences and using a range of tenses, varied vocabulary and idiom.

Me gusta tends to be over-used and it would benefit candidates if they had a variety of ways of expressing opinions.

Some candidates write long lists of nouns or adjectives, which is rewarded, but candidates who provide sentences with correctly conjugated verbs produce a more fluent and convincing response.

A few weak candidates did not attempt this question. Those who did attempt it usually gained some marks which can make a difference to the final grade.

Many were awarded 10 marks for communication for responding adequately to the tasks in the rubric and providing sufficient extra details related to the set tasks. Some did not respond clearly to all of the tasks and candidates need to be aware that extra details will only be rewarded if they are relevant to the set tasks. In preparation for this item, candidates need to know a range of common verbs in the present, past and future tenses since they will be expected to show that they can respond to questions in the past and/or future.

Candidates will benefit from using expressions of time to support the communication of tense, for example *en el futuro* and if they use key words from the question, for example *para los jóvenes*, *hoy* and *por la noche* to indicate which task they are attempting.

The use of conjunctions to improve fluency supports communication, as do gender agreements, correct spellings and appropriate verb endings.

Question 27

- (a)** Many candidates wrote several sentences with reference to activities but not all were able to respond appropriately to *harás hoy* in the question. The better candidates recognised and were able to use the future tense or *voy a* with an infinitive to create complex sentences which described where, when and with whom they would do the activities. Weaker candidates tended to rely on short phrases and sometimes showed that they had not understood *hoy* by writing about holidays or they wrote about school because of *colegio* in the question.
- (b)** Many candidates responded well to this and ensured that they included *para los jóvenes* at some point in the answer. Others wrote about activities in the town in such a general way that they were not awarded a mark for communication.
- (c)** Most candidates understood this question and were able to add extra details by using suitable connectives, for example *me gusta salir con mis padres durante el día porque son simpáticos pero por la noche prefiero salir con mis amigos porque nos gustan las mismas actividades y siempre lo pasamos muy bien*.
- (d)** This task was generally well answered but some did not notice *por la noche* in the question and there was no clear distinction between this and the activities in **Question 27(a)**.

Section 3

Reading

As in the other sections, answers are marked for communication but candidates should be aware that at the higher level verbs, if used, will be marked for accuracy, for example to distinguish between first and third persons singular and plural and tense.

The same applies to pronouns. There is often a need to use possessives and disjunctives and candidates will benefit from being able to manipulate these confidently. They should be particularly careful when using *su* and *sus* and may need to clarify these by mentioning the name of the person to whom they are referring.

Brief answers are perfectly acceptable and candidates should aim for this where possible. Some questions can be answered with one word, a short phrase or an infinitive of a verb but discriminators will often require candidates to manipulate grammar in order to communicate the answer clearly.

Exercise 1

Questions 28–33 True/False Reading

The discriminators were **Questions 29T, 28J, 30J, 32J and 33J**.

Candidates should be made aware that it is not acceptable to add *no* to a positive statement in the question in order to justify a 'false' answer. The same applies to a negative prefix, for example *posible/imposible*.

They should also be advised that it is not in their interests to leave blanks on multiple choice questions, even if they are not totally sure of the answer. Similarly, if they tick both 'false' and 'true' a mark will not be awarded.

Question 28F/J

Most candidates realised that this was false but weaker candidates struggled to provide an appropriate justification, usually because they were unable to conjugate the verbs accurately enough to avoid ambiguity. Some wrote *fue controversial* which was an inappropriate response to *diseños* in the question and suggested that they had taken this straight from the text where it is linked to *su primer desfile*.

Question 29T

Many candidates understood that this was true.

Question 30F/J

Most realised that this was false but only the better candidates were able to produce an accurate justification – *combina el papel de madre con su trabajo*. Many wrote *porque está casada con dos hijos* which does not make it clear that she also works. Weaker candidates could not use *ser* and *estar* correctly.

Question 31T

Most candidates recognised that this statement was true.

Question 32F/J

Most candidates recognised that this was false but found it difficult to justify. Many found the correct part of the text but wrote *intentaba ser estricta*, omitting *antes* which led to ambiguity. Some wrote *es estricta* which indicated that they had not fully understood the text.

Question 33F/J

This was false and discriminated across the whole ability range. Some thought it was true, possibly because they had not understood *siguen sus pasos* in the question and of those who recognised it as false only the better candidates were able to write an answer which separated out *el mayor* and *mi hija*. It seemed that some did not realise that *hijos* can refer to sons and daughters and referred to *sus hijos*. Acceptable answers were *se interesan por otras cosas* or *tienen sueños diferentes*.

Exercise 2

Questions 34–42 Reading

The discriminators were **Questions 35, 36 and 38**.

This is the most demanding part of the paper but weaker candidate who persist can still gain marks if they concentrate on the questions which are easier to understand and skim the passage to find the relevant section of the text. **Questions 34 and 39** lent themselves to this.

Many found the appropriate part of the text but resorted to indiscriminate 'lifting' – this was often the case in **Questions 35, 36 and 41**.

Question 34

Most candidates understood the question and were able to provide one of the 2 possible answers – *nunca tenemos bastante tiempo* or *siempre hay algo más importante que hacer*. Weaker candidates focused on the wrong part of the text, for example *disfrutar del medio ambiente*, possibly because they had not read the whole paragraph before choosing an answer.

Question 35

This question discriminated at all levels and even some of the better candidates wrote *es un auténtico fenómeno* and nothing else. Some found the correct area of the text but did not answer the question satisfactorily as they either referred to *deportes* or *deporte* instead of *senderismo* or omitted *a sus ochenta y ocho años*. Some wrote *y es viejo* which is an acceptable alternative to *a sus ochenta y ocho años* after *disfruta del senderismo*.

Question 36

This discriminated across the whole ability range although it was sufficient to provide a one word answer, *seguridad*. Those candidates who had not fully understood the text or the question tended either to write *pero de nada sirve comenzar a practicarlo sin estar preparado*, probably because they linked *prepararse* in the question to *preparado* or they wrote a correct answer, *se trata de marchar con seguridad*, but added *marcando la ruta en el mapa de antemano*. This type of lifting is a clear indication that the candidate does not fully understand what is required and it invalidates the correct answer.

Question 37

This question discriminated across the whole ability range although many candidates clearly knew where the answer lay. The correct answer was *(cree que le) trae suerte* but many candidates lost a mark because they could not manipulate object pronouns well enough to avoid ambiguity. Some resorted to lifting *creo que me trae suerte* which was not awarded a mark.

Question 38

The best candidates recognised the need to distinguish clearly between the current situation and what had happened in the past. They replaced the present tense in the text by the imperfect in the answer and wrote *no había señales*. Weaker candidates tended to lift *tienen* from the text and lost a mark.

Question 39

This required a one word answer, *tobillos*, but only the best candidates recognised this. Weaker candidates tended to write too much which often led to ambiguity. Even some of the better candidates did not read the question carefully enough and their answer was incorrect since they did not respond appropriately to *inadecuadas* in the text and wrote, for example, *altas para proteger bien el tobillo* instead of *las botas deben ser altas para proteger bien el tobillo*.

Question 40(i) (ii)

This question was accessible across the whole ability range and many were able to provide at least part of the answer. Weaker candidates, however, tended to lift indiscriminately usually because they misread *no solamente* and *sino que*. Correct answers would have been *un punto de apoyo, para ascender más rápidamente*, and *aumentará la quema de calorías*.

Question 41

The language of the question is simple and many candidates found the correct answer *agua* but some added *y comida* or *la brújula* which invalidated the correct answer as there is one clear choice if they read the text carefully.

Question 42

The correct answer was **B** and most candidates found this although a number chose **A**, probably because of *la comida fuerte* in the text.

SPANISH

Paper 0678/03

Speaking

Key messages

- For the role plays, teacher/examiners should familiarise themselves with their own roles before beginning any 'live' Speaking tests and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.
- Candidates would benefit from further practice in expressing emotions such as gratitude, surprise and satisfaction.
- In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates should be allowed to present their topic for 1–2 minutes uninterrupted.
- In both the topic conversation and the general conversation, candidates need to show that they can respond to unexpected/unprepared questions so that they can access the full range of marks for comprehension/responsiveness (scale (a)).
- In both the topic conversation and the general conversation, candidates need to be given the opportunity to show that they are able to convey past and future meaning so that they can access the full range of marks for linguistic content (scale (b)).
- All additions should be checked carefully in order to avoid arithmetical errors.

General comments

To be read in conjunction with the Teachers' Notes booklet (1 March – 30 April 2012).

Recording of Candidates

The majority of Centres sent the correct sample size for moderation. On the whole, the quality of the recordings was 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/CDs should be clearly labelled with the Centre name and number and the candidate's name and number in the order in which they appear on the cassette/CD. Centres are reminded that it should be the teacher/Examiner who introduces the candidates, and that the teacher/Examiner should indicate the end of recording by stating, "End of sample."

Examiners are reminded that once a candidate's test has started, the cassette/CD should run without interruption and should not be stopped between sections of the test.

Generally, the working mark sheets were completed correctly by teacher/Examiners. The candidate name, examination number, role play card number and a mark in each column should be entered.

There were many arithmetical errors regarding candidates' marks: Centres are reminded of their responsibility for the correct addition and transcription of marks. The marks on the MS1 (*Internal Assessment Mark Sheet*) should be a direct copy of the marks on the working mark sheet.

Comments on specific questions

Materials for the Speaking test should be opened four working days before the assessment starts and be studied carefully. This allows teacher/Examiners to familiarise themselves with their own Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and must not change the tasks nor create additional ones. If the teacher/Examiner is aware that a candidate has omitted an element of a task, then he/she may give an appropriate prompt to the candidate to allow him/her to work for marks. Careful preparation is essential in situations where the teacher/Examiner has to initiate the dialogue. If a genuine mistake does occur then the teacher/Examiner can quickly and confidently take up the appropriate role, thereby avoiding any unnecessary confusion and anxiety for the candidate.

Role Plays A

Role Play A (1, 2, 3,)

The majority of candidates performed well in this role play.

Task 1: Some candidates struggled with *hice una reserva*.

Task 2 and 3: Candidates do not need to respond in full sentences in order to communicate the necessary information and gain full marks.

Task 4: If candidates are provided with options, they should ensure that they select one of the options given.

Task 5: *Dale las gracias* forms part of this task. If omitted, the candidate cannot score full marks for this task. Some candidates struggled to formulate an accurate question. It is not sufficient to simply read out the rubric or say *desayuno* and *hora*.

Role Play A (4, 5, 6)

Candidates generally coped well with the specified tasks.

Task 2: If candidates are provided with options, they should ensure that they select one of the options given.

Task 5: Some candidates had difficulty using *encontrarse*.

Role Play A (7, 8, 9)

This role play was generally completed well.

Task 2: A short response to complete this task was perfectly acceptable.

Task 3: If candidates are provided with options, they should ensure that they select one of the options given.

Task 4: Some candidates were hesitant and struggled to spell their names.

Task 5: The majority of candidates formulated a suitable question, although some candidates simply read out parts of the rubric, which resulting in partial communication.

Role Plays B

These role plays were designed to be more challenging than the Role Plays A. Candidates generally responded well to the open-ended nature of the tasks set.

Role Play B (1, 4, 7)

The majority of candidates managed to communicate all the information.

Task 1: Some candidates provided most or all of the information for Tasks 1, 2 and 3 all together, as soon as they had greeted the shop assistant. If candidates do combine tasks, the teacher/Examiner must ensure that all the elements of the tasks are completed and, if not, ask further questions as necessary.

Task 3: The majority of candidates communicated the information but the language used was not always accurate (confusion between use of preterite and past perfect). Some candidates seemed unsure of the meaning of *recibo*.

Task 4: A few candidates omitted Task 4 and moved straight to the final task. If this happens, teacher/Examiner should provide a suitable prompt in order to give the candidate the opportunity to fulfil the task. Candidates cannot be awarded marks for tasks that they do not attempt.

Task 5: *Expresa satisfacción* forms part of this task. If omitted, the candidate cannot score full marks for this task.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1: Some candidates provided more information than was required.

Task 3: *Reacciona con entusiasmo* forms part of this task. If omitted, the candidate cannot score full marks for this task.

Task 4: Some candidates struggled to formulate a suitable question. There was considerable confusion between *estar* and *ser*.

Task 5: A short response to complete this task was perfectly acceptable.

Role Play B (3, 6, 9)

Candidates generally communicated the required information without difficulty.

Task 1: Some candidates omitted the second element of the task (*'preséntate'*).

Task 2: Some candidates seemed unsure of the meaning of *edad*.

Task 3: *Muestra sorpresa* forms part of this task. If omitted, the candidate cannot score full marks for this task. The second element of the task sometimes caused difficulties because candidates attempted to provide a complicated reason.

Task 4: Most candidates formulated a question, but the language used was not always accurate.

Task 5: A short response to complete this task was perfectly acceptable.

Topic presentation/conversation

There were many excellent presentations on a wide variety of topics. Candidates perform best where they have a real interest in their chosen topic; the teacher/Examiner should assist candidates in choosing their topic prior to the examination. The topic chosen should not be limiting in terms of scope for discussion, nor too challenging in terms of structures, vocabulary, idiom or concept for the candidate in question. The topic chosen should also be one which demonstrates the candidate's linguistic ability fully. It is not within the spirit of the examination for all candidates in a teaching group/class to choose the same topic.

Candidates should show quality of presentation but should not be allowed to resort to pre-learnt material. The teacher/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 teacher/Examiner should be aware of the requirement for candidates to convey past and future meaning in each conversation (topic and general) 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. Teacher/Examiners should be prepared to ask more than one question that requires the candidate to convey past and future meaning. Likewise, teacher/Examiners need to ask unexpected/unprepared questions so that candidates access the full range of marks comprehension/responsiveness (scale (a)).

General conversation

The teacher/Examiner should make a clear distinction between the topic presentation/conversation and general conversation by announcing the move from topic to general conversation. The general conversation should last approximately 5 minutes. A small number of teacher/Examiners did not adhere to the timing and consequently disadvantaged their candidates. In the general 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 teacher/Examiner should aim to cover two or three of the Defined Content Topics and, as in the topic conversation, he/she should avoid asking too many closed questions which require only minimal responses. The onus is on the candidate to engage in conversation, encouraged by the teacher/Examiner to perform to the best of his/her ability.

The use of vocabulary or phrases from the candidate's first language should be avoided. Candidates performed best when the teacher/Examiner asked questions that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions. The general conversation produced some interesting and 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. Teacher/Examiners should be consistent in their marking. Candidates were fairly assessed by the majority of Centres. Some Centres were keen to deduct marks for minor errors such as the use of a preposition but ignored a major error such as an incorrect verb form. In the role plays, teacher/Examiners may only award marks for tasks completed by the candidate. If elements of tasks are not completed, a candidate cannot be awarded full marks for that task. In the topic presentation/conversation and general conversation, some teacher/Examiners were generous in their assessment of linguistic content (scale (b)) but harsh on the impression mark. To achieve the highest possible mark, candidates do not have to be of native speaker standard.

SPANISH

Paper 0678/04
Continuous Writing

Key messages

- Ensure that candidates know the requirements of the paper, i.e. they must complete all the given communication tasks using an appropriate range of structures, vocabulary and idiom.
- Candidates should respond to communication tasks in the order in which they appear in the question paper. This will help them to ensure that they cover all the required tasks.
- Candidates need to recognise the need to use different tenses in order to successfully accomplish the communication tasks.
- Candidates need to use the correct register in their responses.
- Candidates need to avoid the inclusion and overuse of inappropriate phrases or adjectives. Inappropriate phrases or excessive use of adjectives are 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 language and five for general impression. No credit is given for anything beyond the 140th word since the rubric stipulates 130–140 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 language. Candidates should be advised to write 140 words or just under in each of the two questions. It would be a good idea for 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 communication task.

Candidates attempted both **Question 1(a)** and **1(b)**. There was, however, a preference for **Question 1(a)**.

Marking for communication

Question 1

Question 1(a) and **Question 1(b)** both required the use of informal letter etiquette. In **Question 1(a)**, most candidates achieved the full five marks for communication. The most common reason for candidates not attaining five communication marks was use of inappropriate tenses. Occasionally, communication marks were not awarded because a task occurred beyond the 140th word. Candidates should make sure that they read and observe the rubric and word limits. In **Question 1(b)** the majority of candidates achieved all the communication marks although some candidates wrote more than necessary on the first communication task (*una descripción del curso*). As in **Question 1(a)**, the most common reason for Examiners not awarding five communication marks was the use of inappropriate tenses. The most successful responses were those where candidates dealt with the communication tasks in the order in which they were presented in the question. This helped them to ensure that they covered all the tasks.

There were five communication marks available as follows in **Question 1(a)**:

(a)	cuándo es el concierto	1
(b)	con quién vas a ir	1
(c)	por qué has decidido ir	1
(d)	el tipo de música que prefieres	1
(e)	la última vez que fuiste a un concierto	1

There were five communication marks available as follows in **Question 1(b)**:

(a)	una descripción del curso	1
(b)	las fechas del curso	1
(c)	lo que hiciste durante el curso	1
(d)	por qué recomiendas el curso	1
(e)	tus planes para hacer otro curso	1

Question 2

Many candidates responded well to this task which provided scope for rewarding the more ambitious candidates for their comprehension, content and use of language. Many candidates achieved all five communication marks. A number of candidates did not recognise the requirements of this question or understood the requirements but were unable to use appropriate tenses and vocabulary. The use of inappropriate tenses and in some cases the omission of a communication task (most commonly the task which asked *cómo te sentiste*) also resulted in the loss of communication marks.

There were five communication marks available as follows in **Question 2**:

(a)	por qué no pudiste salir	1
(b)	cómo te sentiste	1
(c)	lo que hiciste en casa	1

+2 marks for two further details relevant to task (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) *el tipo de música que; la última vez que*
(b) *un curso deportivo; para hacer otro curso*

Question 2

el sábado por la noche; salir con (in opening sentence)

Marking for language

Common errors included the following:

- In **Question 1(a)**: misspelling of vocabulary provided in the rubric (*concierto, decidido*), absence of personal *a*, omission of accents on verbs where necessary, confusion between *cuándo* and *dónde*, use of *gustar*, use of *me prefiero* instead of the correct *prefiero*, confusion between *jugar* and *tocar*, omission of the definite article, the inclusion and overuse of inappropriate phrases or adjectives
- In **Question 1(b)**: confusion over the meaning of *las fechas*, spelling of dates, omission of accents on verbs where necessary, inconsistent use of tenses, use of *ser/estar*, confusion between *bien* and *bueno*, incorrect use of impersonal verbs such as *gustar*, position of pronouns, use of preterite, the inclusion of and overuse inappropriate phrases or adjectives

- In **Question 2**: the first person preterite of *poder*, inconsistent use of tenses, difference between *en la casa* and *en la casa*, omission of accents on verbs where necessary, inclusion of unnecessary accents, confusion between the imperfect and the preterite, uncertainty about the positioning of negatives such as *nada* and *nunca*, adjectival endings, use of *ser/estar*, difference between *decir* and *decir*, confusion between *quedarse* and *alojarse*, use of *sentirse*, spelling of common adjectives such as *diferente* and *aburrido*, the inclusion and overuse of inappropriate phrases or adjectives

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately while weaker candidates resorted to the present and ran into difficulties when trying to manipulate tenses. With those of average ability a common error was an incorrect use of the perfect or imperfect when only the preterite was appropriate. It was common for candidates to omit vital accents in verb endings. All verbs score for language but only if used correctly and accented if necessary. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for the common *muy*, to conjunctions except for the very common *y* and *pero*, to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb e.g. *escribeme*; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

Marking for general impression

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 for impression, the writing had to read fluently, bearing a resemblance to good Spanish.