

SPANISH

Paper 0678/01

Listening

Key messages

Throughout the paper, candidates should read the rubrics and questions with care.

There are several multiple-choice questions so candidates must mark their answers very clearly. If a candidate changes his/her mind, he/she must ensure that his/her final answer is indicated clearly. Candidates should be advised against writing a new response over their original response as the result can be difficult to read and mark. Likewise, candidates should avoid writing their responses in pencil and then writing over them in pen as this can also make it very difficult to read. If candidates wish to write down the answers in pencil first, then they should erase them before writing in their final answer in pen.

In **Sección 2, 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 and, although grammatical accuracy is not assessed, written answers must be comprehensible and unambiguous. In answers to open questions, the correct meaning must be conveyed and not invalidated by other elements.

In **Sección 2, Ejercicio 2, Primera Parte**, candidates are expected to give one-word answers. In **Sección 2, Ejercicio 2, Segunda Parte**, answers should be concise. Likewise, in **Sección 3, Ejercicio 2**, candidates must take care to read the questions carefully and to give a concise response that answers the specific question asked.

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

General comments

The overall performance on this paper was good. The best candidates wrote full, detailed sentences throughout to ensure that their answers were unambiguous. There were fewer instances of candidates misreading/ignoring rubrics or putting the wrong number of ticks/answers compared to last year.

Some candidates seemed to have difficulty understanding Spanish interrogatives and would benefit from more practice in this area.

Candidates need to remember that sometimes they will need to include a verb in order for their answer to make sense. Candidates should also bear in mind that, in **Sección 3**, they will need to write more than two or three words in response to some of the questions.

Examiners found that handwriting and legibility was a common and serious problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Candidates should be reminded of the importance of presenting their answers clearly and legibly. In some cases, handwriting was so small that it could not be read and therefore could not attract marks.

Many candidates annotated the question paper with notes. This is perfectly acceptable but candidates must ensure that their notes are not placed in or very near the answer spaces as this can make it difficult for the Examiner to read the response.

Comments on specific questions

Sección 1

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed.

Most candidates could cope with all of the questions in this exercise. A few slips occurred in **Questions 3** and **5**.

Question 3: Some candidates encountered difficulty here as they were not secure in their understanding of the present continuous tense (*el bebé está durmiendo*).

Question 5: Of the questions in this first exercise, this was the one that candidates most often got wrong.

Ejercicio 2 Preguntas 9–15

Most candidates understood the passage well.

Question 9: Most candidates knew *rojo*. Some candidates wrote *grojo*, *rozo*, *roco* or *roso*. None of these could be credited.

Question 10: A number of weaker candidates opted for *B* (sailing boats) rather than *A* (*naturaleza*).

Question 11: The majority of candidates could identify *45*. Some answered *1.45* due to their misunderstanding of *unos 45*. If a question requires a number as the answer, candidates do not need to write the number in both figures and words: one version is enough.

Question 12: Most candidates knew *pájaros* (*C*). Weaker candidates usually chose *B* (butterflies).

Question 13: Some candidates encountered difficulty here. A number of candidates did not know *cesta* (*B*) and chose *C* (hat) instead.

Question 14: Nearly all candidates indicated two answers as required by the question. Candidates should be reminded to read the questions carefully; if the question asks them to tick two boxes, then two boxes should be ticked. Some candidates ticked only one box and therefore lost the opportunity to gain the second mark available for this question. Most candidates correctly ticked *C* (*ensalada*) but a number did not manage to identify *carne* (*A*) as the other correct answer.

Question 15: Some candidates opted for *C* (music/playing guitar), whereas the correct answer was *B* (*bailes típicos*).

Sección 2

Ejercicio 1 Pregunta 16

Candidates generally tackled this question very well. It was difficult to identify a clear pattern of mistakes but in general it seemed that, where marks were lost, this more usually occurred during the texts relating to Ernestina or Elena rather than during the texts relating to Roberto or Esteban. When listening to Ernestina, weaker candidates often ticked statement **(d)** (*a veces Ernestina va a un gimnasio*). When listening to Elena, candidates sometimes chose statement **(j)**, having missed the phrase *no es el único* on the recording. When listening to Esteban, statements **(h)** and **(i)** were sometimes missed. Very few candidates ticked more than six answers but some candidates ticked only four answers instead of six.

Ejercicio 2 Preguntas 17–25

Primera Parte

Question 17: The word *sencillo* caused problems for some weaker candidates. A variety of spellings of *sencillo* was seen in candidates' answers and many variations were accepted.

Question 18: Many candidates correctly identified *enseñar* although some struggled to write it down.

Question 19: Most candidates found the answer *divertido*.

Question 20: The most common errors were to write *Internet*, *control* or *contró*, showing a lack of recognition of *encontró*. Some candidates did not realise that the crossed-through verb on the question paper had to be replaced by another verb.

Question 21: Various spellings of *mañana* were accepted but it was surprising that so many candidates should have difficulty with this word.

Segunda Parte

Question 22: Most candidates could offer at least one of the two answers. A number could not spell *equipo* correctly.

Question 23: Many candidates understood this question but wrote *photos* rather than *fotos*. *Photos* was refused.

Question 24: Many candidates understood this question, although a good number wrote down *es muy difícil escribir en otro idioma*, which was not credited. Some wrote *sele [sic] ponen fotos* which indicated a lack of understanding and the mark could not therefore be awarded.

Question 25: Good candidates were able to pick out *escriben mucho y mejor* or *buscan palabras en el diccionario*. Weaker candidates chose *es difícil escribir en otro idioma* or *se interesan*, which were not correct.

Sección 3

Ejercicio 1 Preguntas 26–31

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

Question 26: This was handled well by most candidates. The most common error was to opt for *B (jugando con su padre)* instead of *C (gracias a un amigo de la familia)*.

Question 27: This was answered correctly by the majority of candidates.

Question 28: This was also answered correctly by most.

Question 29: Many candidates were tempted by the distractor *B (dos horas por día)*.

Question 30: Weaker candidates tended to opt for the distractor *D (el campeonato mexicano)*.

Question 31: This was understood well by most candidates.

Ejercicio 2 Preguntas 32–41

Question 32: Most candidates were able to say that there were *problemas de comunicación* or that young people and grandparents *no se entienden*. Some candidates wrote *tecnología* as their answer but this does not describe the relationship between young people and their grandparents. Weaker candidates understood *tiene* instead of *entienden* and produced answers like *no se tienen bien*, which were not accepted.

Question 33: The better candidates correctly focused on *cuándo* and answered *siglo XXI*. Many had difficulty with the spelling of *siglo*. Very few wrote *ahora* or *nuestra generación*; both of these were accepted. Candidates frequently did not notice the *cuándo* in the question so did not realise that a time/date would be needed in the answer. As such, many wrote *tecnología* or *cuando tenía 21 años*, neither of which could be credited.

Question 34: Better candidates could answer *no sabían que la naturaleza estaba en peligro*. The word *peligro* was beyond the grasp of many. A number of candidates answered this question in the present tense with no reference to the past, e.g. *no saben que el medio ambiente está en peligro*. This was not rewarded because it gave the wrong message – according to the text, the grandparents are now aware that the environment was at risk when they were younger.

Question 35: Better candidates could write down an answer according to what they have heard but weaker candidates gave common sense guesses like *no reciclaban* or, simply, *basura*. A number answered with *tenían hábitos malos/dañosos*, which was not rewarded.

Question 36: This question was answered well by many candidates, who frequently wrote *les importaba lo que piensan los jóvenes*. Where candidates did not score the mark for this question, it was usually because they had not included enough information in their answer to make it clear who the subject or object of their response was.

Question 37: The best candidates were able to include the three elements in their answer: *compartir lo que sabían del medioambiente*. Sometimes the answer offered by a candidate included a reference to *compartir* and *medio ambiente* but no reference to *sabían*, so could not be rewarded. In other cases, the candidate included a reference to *compartir* and *sabían* but no reference to *medio ambiente*, so again this could not be rewarded.

Question 38: Better candidates were able to explain that the grandparents were considered important by the young people. There were many answers like *están muy contentos*; such answers were not rewarded.

Question 39: Most candidates could handle this question. Better candidates gave the correct answer *no podían llevar mucho peso*. Many candidates gave *no caminar mucho*, which wasn't accepted. Candidates need to be attentive to modal verbs and to think about whether or not they are required in the answer.

Question 40: Many candidates gave answers that did not respond to the question, e.g. *los ayudaron*. The best candidates explained that the young people went to fetch the items for recycling.

Question 41: Many could answer that the grandparents liked having the young people visit their houses or that they liked to have a chat. Some candidates offered *cuidar la tierra* or a similar answer and this was not accepted. A number of candidates left this question blank.

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. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- The messages in the writing task in **Sección 1** should be brief and focused precisely on the picture stimuli.
- In **Sección 2**, candidates should try to paragraph their answers to the writing task according to the order of the tasks in the rubric. This means that they are less likely to omit any of the set tasks. There is no need to write more than 100 words for this task, provided that the response is focused and accurate.
- In both writing tasks, candidates are expected to use the target language throughout. They should therefore be wary of using names of people or place names unless specifically required by the question.
- Candidates should ensure that when they change an answer, they do so in such a way as to make it clear what their final answer is and what the Examiner is to mark. Candidates need to plan their answers carefully and, if they do need to cross something out, a single line is advisable because any crossed-out work which is visible will be considered for marks if no other answer has been offered.
- It is important that candidates write legibly, especially the individual letters of the alphabet in **Questions 6–10**.
- Marks are often lost because candidates have not read the rubric, the question or the text thoroughly.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in **Sección 2** and **Sección 3** which are accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes. Candidates would benefit from further practice in justifying the false statements in this exercise. It seemed that some knew the answers but could not express them clearly enough, often because they had included extra material (usually conjunctions or relative pronouns) which invalidated the answer or because they had provided insufficient material.
- Although there is leniency with regard to possessive pronouns in **Sección 2**, this does not apply to the same extent in **Sección 3** and there are times when candidates have to apply grammatical rules correctly to avoid ambiguity. Candidates who recognise and know how to conjugate the different tenses of common verbs often achieve higher marks, especially in **Sección 3**. The ability to use reflexive,

possessive, disjunctive, direct and indirect object pronouns correctly helps to avoid ambiguity in answers to the reading questions.

- Understanding the questions is an essential starting point for a good answer, so candidates need to ensure that they know the meaning of all of the interrogative forms.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will equip candidates well for this paper.
- If a candidate needs extra space for an answer, he/she should take care to ensure that it is done clearly. A good strategy is to use the blank pages at the end of the question paper booklet and to indicate to the Examiner where the work is to be found. Question numbers should be shown alongside any work which is written on the blank pages.

General comments

The overall standard was high. Most candidates attempted all of the questions and adhered to the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade. A small number of weaker candidates omitted the writing exercises (**Questions 16 and 26**). A few candidates did not fill in the boxes in the multiple-choice items in **Questions 1–15** or in the *True/False* element of **Sección 3, Ejercicio 1**.

For the most part, candidates wrote legibly and presented their work neatly. Some would have benefited from planning work more carefully to avoid heavy crossing out.

In the reading exercises, the best candidates wrote concisely. They knew which parts of the text to omit and found short, focused responses to the questions. Weaker candidates tended to resort to indiscriminate lifting which caused them include or omit words inappropriately. Words such as *pero*, *aunque*, *por eso*, *y*, *además* and *que* were often included in such a way that they invalidated the answer. Candidates who take time to consider precisely which part of the text is required are more likely to score marks.

A few candidates relied on copying extensive chunks from the texts; they should be made aware that this is not usually selective enough for the mark to be awarded.

In the writing exercises, some candidates provided information that was irrelevant to the tasks and which could not therefore be credited. In **Question 26**, there were more candidates this year who presented their answer in four clear paragraphs in the order of the tasks listed in the question paper. This is a good technique because it means that they are less likely to omit one of the tasks. The standard in the written tasks was generally high, especially in **Question 26**. The best candidates wrote answers which were focused and succinct. They did not limit themselves to writing one sentence in response to the question but used it as a basis for giving several pieces of relevant information which usually involved the use of different verbs and allowed them to display their knowledge of a range of vocabulary. In the very best answers, the sentences were linked by appropriate conjunctions. Adjectives and adverbs were added to enrich the language.

In their responses to both the reading and writing exercises, many candidates displayed a sound knowledge of grammar and were able to use appropriate pronouns, verb endings and tenses to good effect to write answers which were unambiguous and succinct. Weaker candidates who had difficulty with using the third person of verbs as well as possessive, reflexive, disjunctive and object pronouns scored less well in **Sección 3**. Whilst weaker candidates tend to find the correct use of pronouns difficult, it is not always essential to include these in the answer. For example, in **Question 32**, many candidates wrote *lo que más me influencia es ver y sentir todas las cosas maravillosas en el mundo*. There was no need to include *lo que más me influencia* since the answer followed on from *lo que mas le inspira* in the question. Candidates who read both the question and the text carefully substituted *le* from the question to produce *lo que más le influencia* in the answer.

Comments on specific questions

Almost all candidates performed well in this section of the paper. A few candidates left one or more blank in the multiple-choice items.

Ejercicio 1 Preguntas 1–5

The majority of candidates scored well here, with most achieving at least four of the five available marks. There were no rubric infringements. The items of vocabulary which caused problems for some candidates were *campo*, *ensalada*, *leche*, *calle* and *lloviendo*.

Question 1: Almost all candidates were able to link *bailar* in the question to *B*.

Question 2: Some did not know *campo* and chose *B (montaña)* instead of *C*.

Question 3: Most linked *ensalada* to *tomates* in *A*, although a few chose *B (leche)*, possibly because they thought it meant *lettuce*.

Question 4: Almost all were able to connect *curso de informática* to *D*.

Question 5: Most knew *está lloviendo* and linked it to *A*, although some opted for *D (bolso)*.

Ejercicio 2 Preguntas 6–10

This exercise tested the comprehension of places in town, and was generally very well done. Most candidates scored full marks in this section. Some candidates would have benefited from reading the questions more carefully in this exercise. The items of vocabulary which caused problems for some weaker candidates were *me duele la cabeza*, *pasear al aire libre*, *regalos* and *tienda de recuerdos*.

Question 6: Most recognised *tren de vuelta* and linked it correctly to *C (estación)*.

Question 7: Almost all knew that *monumentos* suggested *oficina de turismo (A)*.

Question 8: Some chose *B (tienda de recuerdos)* instead of *E (farmacia)*.

Question 9: Some did not understand *pasear al aire libre* and chose *E (farmacia)* instead of *F (jardín público)*.

Question 10: Weaker candidates could not link *comprar regalos* to *tienda de recuerdos* and chose *D (restaurante)* instead of *B*.

Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Many candidates scored full marks here. Those who did not score full marks usually lost the mark for either **Question 14** or **Question 15**. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers. Some candidates encountered difficulty with items of vocabulary such as *de vez en cuando* and *todos los días*. Some candidates would have benefited from reading the text and questions more thoroughly in this exercise.

Question 11: Almost all opted for *C (activa)*, which was correct.

Question 12: Most chose the correct option: *A (ver la televisión)*.

Question 13: A few weaker candidates chose *C (de vez en cuando)* instead of *B (los domingos)*.

Question 14: Some chose *A (restaurantes)*, although this was not mentioned in the text. The correct answer was *C (el campo)*.

Question 15: Some found this more difficult and chose *C (estar en casa)* instead of *B (salir en bicicleta)*, possibly because they had not read to the end of the paragraph.

Ejercicio 4 Pregunta 16

For this piece of writing, there are three marks available for communication and two for accuracy in language. Candidates were asked to write a short email to a friend and provide three pieces of information based on the pictures given:

- (a) when s/he wants to go out (*15 de junio*)
- (b) where s/he wants to go (*cafetería/restaurante/café* – all accepted)
- (c) what s/he is going to do (*cenar/comer/desayunar/almorzar* – all accepted)

Candidates must respond precisely to the picture stimuli: if they choose vocabulary which is not appropriate, the mark cannot be awarded. Candidates should be aware that any material they introduce into their answer which is not relevant to the task will not be awarded marks.

Most candidates managed to score the full three marks for communication. All but the weakest candidates understood task (a) and wrote a simple sentence in the correct tense, e.g. *quiero/voy a salir el quince/15 de junio*. Those who used a different date were not awarded a mark, nor were those who wrote *quiero/voy a salir el 15th de junio*. In response to task (b), many candidates wrote *quiero ir a la cafetería* or *quiero ir al restaurante*. In task (c), the best candidates responded well to *vas a hacer* in the prompt and wrote *voy a comer una hamburguesa*. Weaker candidates did not generally respond well to this task, writing statements such as *las hamburguesas son deliciosas* or *voy a hacer un bocadillo/una hamburguesa*. The spelling of *hamburguesa* proved difficult for some. Others used *bocadillo* which seemed to be more familiar to them. To gain the mark, it would have been sufficient to write *voy a comer*. Some candidates wrote phrases that referred to drinking rather than eating, e.g. *voy a tomar un zumo de naranja*. The image in the question paper did not refer to drinking so answers such as this were refused.

In order to score the two available marks for language, candidates had to use two correct verbs in appropriate tenses. The verbs must be spelt correctly and contain the correct accent (where required). If a candidate does not attempt one of the tasks, a maximum of one mark can be awarded for language. Many candidates scored the two available marks for language, but some weaker candidates lost one of the language marks, usually because they could not write an appropriate response to task (c), or because they combined tasks (a) and (b), e.g. *quiero ir a la cafetería el 15 de junio*.

Candidates should take note that they do not need to write at great length here – **three brief sentences can score full marks**. Most scored well for this exercise, with many achieving the maximum of five.

Sección 2

In this section the best candidates read the questions and text carefully. They wrote answers which were unambiguous and eliminated material from the text which could have invalidated a correct answer. Although grammatical errors are dealt with more leniently in this section than in **Sección 3**, they were able to use pronouns correctly and could conjugate verbs appropriately which helped them to produce more coherent responses. This was particularly true in **Questions 23, 24 and 25**.

Candidates should be wary of copying too much of the question as they can lose sight of the answer and make mistakes which invalidate an otherwise correct answer.

The best candidates knew that a single word or short phrase would be sufficient for **Questions 17, 18, 19 and 21**.

When candidates need to include key words from the text in their answer, they should ensure that they have copied them correctly. For example, in **Question 24**, *miedo* was written in various ways, e.g. *medio*, *media*, *miendo*. In some instances this can invalidate the meaning of an answer which is otherwise correct.

Ejercicio 1 Preguntas 17–25

For this exercise, candidates were asked to read a longer piece of text (in this instance, an email about Jorge) and answer questions in Spanish. The majority of candidates coped well with this exercise although some candidates did not think carefully enough about their answers before writing them down. Candidates need to ensure that the answer they have written corresponds to the question asked.

Often, a one- or two-word answer was sufficient, but provided that what the candidate had written contained the correct answer, additional material copied from the text was usually tolerated provided that it did not invalidate the answer. The quality of the written Spanish was considered only in terms of whether or not it communicated.

There were few candidates who did not attempt all of the questions in this exercise.

Question 17: Most candidates found the correct answer: *(pasa el mes en casa) estudiando* or *(Jorge) estudia*. Some weaker candidates wrote *pasa todo el mes en casa*, omitting the key idea of *estudiando*.

Question 18: A few weaker candidates omitted the key idea *lo suficiente* and wrote *no estudió*. The best candidates wrote *no estudió lo suficiente/bastante/mucho*. Answers such as *no estudiante lo suficiente* were refused as the message was confused by the use of *estudiante*.

Question 19(a): This question was accessible to most as candidates could choose from several acceptable answers: *Jorge quiere ir de vacaciones (con sus primos)* or *ir de vacaciones/a la costa (con sus primos)* or *viajar con sus primos*. Answers such as *visitar a sus primos*, *estar con sus primos* and *ir a la costa con sus padres* were refused.

Question 19(b): Many found *estaban enfadados* in the text. Others wrote *porque sacó mala nota en los exámenes*, indicating that they had read the text carefully from the start. Some, who may not have understood *enfadados*, looked for the answer in the wrong area of the text.

Question 20: Most candidates understood *se sienten* in the question and were able to find *contentos* in the text.

Question 21: Most candidates understood the question and found the correct part of the text. The very best candidates avoided lifting from the text and wrote *quiere ser piloto* or *para ser piloto*, which was prompted by *para* in the question. Those who were less independent of the language of the text wrote answers such as *lo que quiere ser es (un) piloto* or *quiere ser piloto y por eso tiene que sacar buenas notas*. The answer *ser es piloto* was refused since the message was unclear.

Question 22: Candidates at the lower end of the ability range often encountered difficulty here, probably because they did not understand *buena noticia para contarte* in the text. The best candidates easily found *ha formada/está en una banda (de rock)*. Weaker candidates took *buenas noticias* in the question as their starting point and wrote answers such as *(buena) noticia para contarte*. Others wrote *toca la batería* or *una banda de rock* – they may not have understood *he formado* in the text.

Question 23: Most candidates understood the question and the better ones wrote an answer such as *al próximo concierto* or *a un concierto* or *escucharlo tocar la batería en un concierto*. Weaker candidates added *en el instituto* to the answer or omitted *el concierto* and wrote *a escuchar a Jorge tocar la batería*.

Question 24: Many candidates knew where to find the answer in the text. However, weaker candidates wrote answers which suggested that they did not know exactly what was required, e.g. *me encantan los peces pero nadar debajo del agua me da miedo* or *no le gusta nadar* or *nadar le da miedo* or *tiene miedo del agua*. The weakest candidates opted for *prefiere otros deportes* which looked like a feasible answer to those who settled for skimming the text. The best candidates found the correct part of the text and were able to change the pronoun: *nadar debajo del agua le da miedo*.

Question 25: Most candidates answered this correctly: *(quiere) ir a un curso de fútbol (en agosto)*. Weaker candidates omitted the verb and just wrote *un curso* or *fútbol* which was not specific enough to attract a mark.

Ejercicio 2 Pregunta 26

This writing task – a short essay of 80 to 100 words – was well within the experience of most candidates. Candidates were asked to mention:

- (a) where they celebrate their birthday and why
- (b) with whom they usually celebrate their birthday
- (c) which gifts they like to receive
- (d) what their ideal birthday would be like.

Most candidates adhered to the limit of 80–100 words. Three or four well-written sentences relating to each task should be sufficient to fulfil the criteria, provided that candidates provide appropriate verbs in each one and supply enough additional details relating to the tasks. Candidates who diverge from the task often omit at least one of the tasks, which limits the mark for communication.

Ten marks were available for communication of the required elements and five marks were available for language. Many candidates scored the maximum marks available.

The best candidates worked methodically through the four tasks in order and were able to add six extra relevant details, meaning that they could be awarded the full ten marks for communication. Some candidates did not include enough extra detail to be awarded the six marks for extra details. Most candidates organised their work clearly into four distinct paragraphs.

A few candidates would have benefited from writing more and some wrote much more than necessary but, on the whole, candidates wrote succinctly and accurately and fulfilled the requirements of the tasks.

Many candidates scored the full five marks for language. Many created fluent, complex sentences by using connectives such as *porque*, *por eso* and *cuando*. There was also good use of adjectives and adverbs to enrich the language used. The best candidates were able to conjugate verbs accurately in the appropriate tense. Weaker candidates tended to write short, unconnected sentences. The inaccurate spelling of common words often impeded communication, as did the use of inappropriate tenses/verb endings. Some candidates relied too heavily on *me gusta*.

Most candidates were able to tackle the first element of task (a) by writing about where they celebrate their birthday, usually *celebro mi cumpleaños en casa*. Fewer responded to the second element in the task: *por qué*. Those who did had an opportunity to write an extended sentence with many extra details, e.g. *celebro mi cumpleaños en mi casa que es cómoda y muy grande. Hay una piscina donde podemos nadar porque mi cumpleaños es en verano y hace calor*. The best candidates were able to demonstrate that they could use comparatives, e.g. *porque es más agradable que ir al restaurante*. Weaker candidates who could not conjugate *celebrar* relied on repeating *celebras* from the question. Some candidates wrote *normalmente celebro my cumpleaños en Starbucks*. As the tasks are open-ended it should be possible for candidates to avoid using proper nouns and to demonstrate their knowledge of Spanish vocabulary.

Most candidates responded to task (b) appropriately, e.g. *normalmente celebro mi cumpleaños con mi familia*. Good candidates took this further to show that they could use the future tense and object pronouns and wrote *...pero el año que viene me gustaría celebrarlo con mis amigos porque será más divertido*. Some amalgamated this task with task (a): *celebro mi cumpleaños en casa con mi familia*. This is acceptable but it does then become more difficult to add extra details to each idea.

Most were able to respond effectively to task (c) and wrote phrases such as *me gusta recibir videojuegos, libros y ropa*. The better candidates added extra details in various ways: *pero prefiero recibir dinero porque así puedo comprar lo que quiera*. Some mentioned what they had received in the past to show that they could use the preterite. A few weaker candidates omitted this task, possibly because they had not understood *regalos* in the question.

Many understood task (d) and were able to respond appropriately. The best candidates used a variety of verbs in the conditional tense, e.g. *para mi cumpleaños ideal iría a la costa con mis amigos, nadaríamos en el mar y después comeríamos una tarta muy rica*. Some set up the answer so that they used the present tense and infinitives: *mi cumpleaños ideal es ir a un restaurante italiano con mi familia*. Weaker candidates relied heavily on *me gustaría* and the infinitive.

Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer texts. It is no longer enough just to be able to locate the correct area of the text which will supply the required answer: candidates need to show that they have understood the text and have focused precisely on the details required for the answer. In **Sección 3**, while it may still be possible to lift answers from the text, candidates need to be very precise in what they choose for their answer – additional material copied may invalidate an otherwise correct answer. Candidates who lift indiscriminately do not demonstrate genuine comprehension and cannot therefore score the marks. Candidates would do well to be guided by the length of space allocated for an answer – if there is only one line shown, the answer is expected to fit in that space.

It helps if candidates recognise the regular and irregular forms of a range of common verbs and are able to use the third person singular and plural of such verbs in the past and future tenses as well as in the present tense. Single words and short phrases will be sufficient to answer some questions but in response to some questions candidates will need to write longer sentences which require them to adapt the text by applying grammatical rules, e.g. changing the first person of object pronouns and verbs to the third person. Those who can do this are more often in a position to offer answers which are unambiguous.

Ejercicio 1 Preguntas 27–32

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 28**, no credit was given for a justification such as *Ricardo no nació en Argentina*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

When correcting the false statements, single words and short phrases are appropriate in some cases but some answers will require a longer sentence or phrase. Those candidates who can conjugate verbs accurately in the various tenses and who can use pronouns appropriately enough to avoid ambiguity often achieve higher marks.

Where a candidate indicates that an answer is false, he/she should be wary of writing *no* at the beginning of the justification as it can invalidate a correct answer if not handled appropriately.

If a candidate enters a tick in both the *Verdadero* box and the *Falso* box for a particular question, a mark cannot be awarded for that element. Candidates need to be aware that they need to tick either *Verdadero* or *Falso* for every question.

Most candidates performed well on the *Verdadero/Falso* element but weaker candidates found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately. The best candidates recognised and were able to use more complex grammatical concepts such as *lo que...* (**Question 32**).

Question 27: Most candidates understood the text and realised that the statement was false. The best candidates used (*el trabajo*) *se traduce* from the statement to introduce the justification or omitted it and wrote (*se traduce*) *a muchos idiomas*. Weaker candidates invalidated the answer by adding too much information, e.g. *...y se publican en periódicos por todo el mundo*. Some wrote *tiene aficionados de todas las nacionalidades* which did not answer the question.

Question 28: This question required candidates to read the text carefully but most understood *nací aquí* and were able to work out that the statement was true.

Question 29: The vocabulary in the statement was straightforward and most candidates correctly identified it as false. Those who read the text very carefully realised that *en su pueblo* and/or *en Argentina* was enough to justify the answer. Responses such as *cuando era pequeño* or *fue a California a los 30 años* or *en un cine con su madre* could not be accepted since they did not answer the question. *Ricardo vio su primera película de dibujos animados cuando era pequeño y fue a California a los 30 años* was accepted.

Question 30: All but a few of the weaker candidates realised that this statement was true. Some were distracted by *el dibujo*, *la historia*, *el chiste* and may not have understood the significance of *después* in the text.

Question 31: Most candidates recognised that the statement was false but weaker candidates could not justify it satisfactorily. The best candidates realised that they could use a very small part of the sentence from the text – *solo (y en silencio)* – since this was supported by *trabaja mejor* in the question. Some wrote *solo (y en silencio)* which did not fit in with the format of the question. Those who chose to use most of the sentence needed to be able to convert four pronouns (*su, mis, me* and *mí*) into the third person. This proved difficult for many.

Question 32: The statement was straightforward to understand but some thought it was true, probably because they found *amor* in the text as well as in the question so stopped reading the text at that point. Such answers tended to focus on *el amor y la felicidad*. Those who read further found the clue, *lo que más me inspira*, which was a clear pointer to *lo que más me inspira* in the question and wrote *(lo que más le inspira/influencia es ver y sentir) todas las cosas maravillosas en el mundo*. Some omitted the key concept *en el mundo*. Weaker candidates who lifted the answer indiscriminately from the text and included *lo que más me influencia* in the answer were not awarded a mark because it was not clear that they had really understood the text. Candidates who worked out what could be excluded from the answer could often avoid having to change object pronouns.

Ejercicio 2 Preguntas 33–41

This final exercise was, as intended, the most demanding part of the paper. Even though many candidates were able to locate the correct part of the text, some were not selective enough when deciding what was a relevant response to the question. It was often the case that where candidates chose to copy a chunk of text with the correct answer buried within it, the extra details they included rendered their answer invalid.

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

While it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

Question 33: This was accessible to all but the weakest candidates and most attempted an answer. The best candidates went straight to the point and wrote *ha obtenido/obtuvo los mejores resultados (en los exámenes) (de todo el país)*. Weaker candidates either did not understand the question or lifted indiscriminately, e.g. *en una remota región ha obtenido los mejores resultados (en los exámenes) (de todo el país)*.

Question 34: Most candidates understood the question and knew where to locate the answer. However, weaker candidates tended to copy out too much of the sentence so that it was unclear whether or not they had really understood the text and/or question. The best candidates knew that *a buscar el secreto de su éxito* followed on logically and grammatically from *¿para qué han ido...?* in the question. Answers such as *a buscar el secreto* were refused as they lack the key idea *de su éxito*. It also suggested that candidates might not have understood *éxito* and had therefore omitted it in the hope that the rest of the phrase would be enough to attract the mark.

Question 35: Many understood the question and attempted to answer it but candidates of all abilities frequently included irrelevant details which invalidated the answer, e.g. *no hay acceso a Internet* or *faltan facilidades modernas* or *los alumnos tienen que levantarse muy temprano*. Some presented these individually as an answer. The best candidates, having read the question more carefully, wrote either *hay pocos transportes públicos* or *tienen que caminar una larga distancia para ir a clase* or they combined the two ideas. *No hay transportes públicos* was refused as this was not factually correct according to the text.

Question 36: The language in the question and text was straightforward but there was a mixed response here. Candidates had to think about the answer to ensure that they had not included superfluous material. The best candidates, following on from *para los alumnos* in the question, wrote *para desayunar/comer* or *para que los alumnos puedan desayunar*. The inclusion of *están cansados* invalidated the answer as this was not relevant to the question.

Question 37: Despite the higher-level item of vocabulary (*conseguir*) in the text, many understood the question and knew where to find the answer. The best candidates, with a sound knowledge of grammar, were able to construct a very succinct answer: *para conseguir buenos resultados*. This meant that they could

avoid having to deal with *nuestra situación* in the text. Weaker candidates, who often found it difficult to write a longer answer, included this and it invalidated the answer. Better candidates used *porque* in su *situación era difícil conseguir buenos resultados*, which was accepted.

Question 38: This question was accessible to all abilities and many found the correct answer: *(muchos) quieren trabajar de maestro en la (misma) escuela*. Weaker candidates either wrote too much – *los profesores descubrieron que quieren trabajar de maestro en la misma escuela*, which did not respond logically to *muchos alumnos* in the question – or they wrote too little (*quieren trabajar de maestro* or *en la misma escuela*).

Question 39: There was a mixed response to this question. Weaker candidates, seeing *maestros* in the question and in the text, wrote *los padres aceptan que los maestros pueden ser estrictos*. The best candidates wrote answers such as *para preguntarles qué (pueden) hacer para ayudar (a los alumnos que no estudian o se portan mal)* or *(para) ayudar a los alumnos que no estudian o se portan mal*. The inclusion of *en vez de decirles que sus hijos no estudian o se portan mal* invalidated the answer as it was not clear which part of the sentence was intended to answer the question.

Question 40: Although the vocabulary in the question and text was not complex, there was a mixed response here. The best candidates chose the correct answer *C (satisfechos)* but many chose *A (orgullosos)*, possibly because they found *orgullosa* in the text. A number chose *D (preocupados)*, possibly because this seemed a feasible answer. A small number chose *B (tristes)*, again making assumptions, although there was nothing specific in the text to suggest that this was the right answer. This type of question often looks 'easy' but candidates need to read the text very carefully to eliminate the incorrect answers. In this case, those who read the whole paragraph found the phrase *no es orgullo lo que sentimos* and then *estamos muy contentos* which equated to *satisfechos*.

Question 41: This question was not as easy as it seemed at first sight. Most candidates attempted an answer but weaker candidates were unable to pinpoint the two correct answers: *trabajan con (mucho) energía* and *(la) pasión (por la enseñanza)*. Many opted for *es un trabajo muy duro* or *es nuestra/su responsabilidad hacerlo bien* or *nos pagan por esto*. The best candidates understood that *según la directora* in the question was designed to lead them to *en mi opinión* in the text. Some candidates found the concept of *energía* but invalidated the answer by using *trabajamos* which was lifted from the text without modification. The answer *trabajan con energía* was accepted.

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 examinations 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 need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as gratitude, satisfaction and apology.
- 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. Where role plays take less than 5 minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted 5 minutes each in order to compensate.
- 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 use past and future tenses accurately 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.
- Centres which have used more than one teacher/Examiner **must** enclose a copy of the permission to do so and a detailed explanation of their internal moderation procedures with the recordings, working mark sheets and MS1/computer print-outs that are sent to Cambridge.
- Candidates would benefit from further practice in the following areas:
 - expressing basic emotions such as gratitude and apology
 - forming questions and identifying/using interrogatives
 - the past tense forms of the verbs *poder* and *hacer*.

General comments

To be read in conjunction with the Teachers' Notes booklet (1 March – 30 April 2014).

The majority of Centres sent the correct sample size for moderation. Where Centres have entered more than 17 candidates a total of 16 recordings must be sent: the first 10 according to candidate number and 6 further recordings representative of the ability range at the Centre.

Recordings must be submitted on either CD or cassette, rather than on a USB memory stick.

In addition, where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation. Each recorded file must be clearly named using the following convention: Centre number_candidate number_syllabus number_component number.

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 names and numbers in the order in which they appear on the cassette/CD. The teacher/Examiner should indicate the end of recording by stating "End of sample."

Teacher/Examiners are reminded that once a candidate's test has started, the cassette/CD should be played without interruption and must **not** be stopped between the different parts of the test.

Where more than one teacher/Examiner is used to conduct Speaking examinations, a detailed explanation of the Centre's internal moderation procedures must be enclosed with the recorded sample. Internal moderation must be carried out before submitting marks. **Please note that permission to use more than one teacher/Examiner must be requested in writing from Cambridge before the start of each Speaking examination period.**

Generally, the working mark sheets were completed correctly. Centres are reminded that the working mark sheets **must** be sent to Cambridge.

Many arithmetical errors were found, both in the addition of marks on the working mark sheets and in the transfer of marks from the working mark sheet to the *MS1*. Centres are reminded of their responsibility for checking the accurate addition and transfer of marks for all candidates. Centres are also reminded that the marks on the *MS1* should be a direct transcription of the marks on the working mark sheet.

Comments on specific questions

Materials for the Speaking examination should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/Examiners to familiarise themselves with their own roles. Teacher/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. When a candidate omits a role play task or element of a task, the teacher/Examiner should try to prompt him/her to attempt it, to give him/her the opportunity 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.

Tasks 3 and 4: A short response to complete each of these tasks was perfectly acceptable. Candidates did not need to respond in complete sentences in order to communicate the necessary information and gain the full 3 marks available for each of these tasks.

Task 5: The pronunciation of *vegetariana* proved difficult for some candidates.

Role Play A (4, 5, 6)

On the whole, candidates coped well with the specified tasks.

Task 5: Some candidates were unable to formulate an accurate question using *¿Cuándo...?* or *¿A qué hora...?*

Role Play A (7, 8, 9)

This role play was generally completed well.

Tasks 3 and 4: A short response to complete each of these tasks was perfectly acceptable.

Role Plays B

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

Role Play B (1, 4, 7)

Most candidates carried out the specified tasks well.

If a task comprises two or more elements, the teacher/Examiner can break up the task if this helps the candidate to complete it.

If candidates combine tasks, the teacher/Examiner must ensure that all of the elements are completed. If not, he/she should ask further questions as necessary.

Task 3: *Discúlpate* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Where there is partial completion of a task, the maximum mark available is 1. The second element of this task (*vas a comprar un nuevo paraguas para tu amigo/a: ¿qué dices?*) caused some difficulties.

Task 5: Some candidates struggled to ask an appropriate question.

Role Play B (2, 5, 8)

Candidates generally communicated the required information.

Task 1: Some candidates struggled with the verbs *poder* and *hacer* in the past.

Task 2: Some candidates struggled with the verbs *poder* and *hacer* in the past and attempted to give quite complicated reasons.

Task 4: *Discúlpate* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. Where there is partial completion of a task, the maximum mark available is 1.

Role Play B (3, 6, 9)

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

Task 3: The required information was usually communicated. However, the agreement of adjectives was generally disregarded.

Task 5: Some candidates struggled to ask an appropriate question.

Topic presentation/conversation

A wide variety of topics was presented and there were many excellent presentations. Candidates perform best when 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. Some candidates had chosen ambitious topics which at times over-stretched their capabilities. The topic chosen should also be one which allows the candidate to demonstrate his/her linguistic ability fully.

It is not within the spirit of the examination for all candidates in a teaching group/class/Centre 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 as this prevents candidates from developing their responses and causes the conversation to stall.

Teacher/Examiners must remember the requirement for candidates to demonstrate that they can use past and future tenses accurately in each conversation (both topic and general). 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 use past and future tenses. If a candidate does not show that he/she can use past and future tenses, he/she cannot be awarded a mark above 6 for linguistic content (scale **(b)**). Likewise, teacher/Examiners need to ask unexpected/unplanned questions requiring opinions and justifications and the use of more complex language and structures so that candidates can access the full range of marks for comprehension/responsiveness (scale **(a)**).

The topic presentation/conversation should last approximately 5 minutes. A small number of teacher/Examiners did not adhere to the stipulated timing and consequently disadvantaged their candidates. Extending the topic presentation/conversation beyond the allotted 5 minutes increases the risk of mistakes occurring because candidates become tired.

General conversation

The teacher/Examiner should make a clear distinction between the topic presentation/conversation and the general conversation by saying, for example, "*Ahora pasamos a la conversación general.*" 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. Extending the general conversation beyond the allotted 5 minutes increases the risk of mistakes occurring because candidates become tired.

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 or yes/no responses. The teacher/Examiner should ask several questions on each topic and, through this questioning, should give the candidate the opportunity to justify opinions and to display a wide range of structures including the ability to use past and future tenses accurately. The onus is on the candidate to engage in conversation, encouraged by the teacher/Examiner to perform to the best of his/her ability.

Candidates in a Centre must not all be asked the same series of questions or be expected to talk about exactly the same topics.

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.

In this section of the test, there was a wide range of performance. Many candidates seemed confident and well prepared and produced spontaneous, interesting and fluent conversations in which they were able to use different tenses and a wide range of vocabulary. Other candidates seemed rather hesitant in comparison to their performance during the topic presentation/conversation, perhaps suggesting that they had focused their efforts on preparing for the topic presentation but had not spent so much time learning vocabulary relating to other topic areas.

Assessment

All assessment should follow the marking criteria as explained in the Teachers' Notes booklet. Teacher/Examiners should be consistent in their marking. Candidates were fairly assessed by many Centres.

In the role plays, teacher/Examiners may only award marks for tasks completed by candidates, and not for any additional tasks that the teacher/Examiner or candidate has created. If elements of tasks are not completed, a candidate cannot be awarded full marks for that task. Minor errors such as adjectival endings or the use of prepositions are tolerated. Where a candidate chooses to use a verb in response to a task, this must be correct for a mark of 3 to be appropriate.

In the topic presentation/conversation and general conversation, some teacher/Examiners were too generous in their assessment of both comprehension/responsiveness (scale **(a)**) and linguistic content (scale **(b)**) but too harsh when awarding the mark for impression. To achieve the highest possible mark, candidates do not have to be of native speaker standard. They do, however, need to demonstrate the accurate use of a range of structures, vocabulary and idiom.

SPANISH

Paper 0678/04
Continuous Writing

Key messages

- 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 of 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. They also need to ensure that they demonstrate an appropriate range of structures, vocabulary and idiom in each response.
- Candidates need to avoid the inclusion and over-use of inappropriate phrases or adjectives. Inappropriate phrases or excessive use of adjectives are not credited.
- Candidates need to ensure that they present their work clearly and legibly. If an Examiner cannot read what is written, no marks can be awarded. Candidates need to pay particular attention to the formation of vowels and the placement of accents as these can affect the mark for language.

General comments

As many of those reading this report will know, this writing paper will have a new format in 2015. Although the shape of the papers will change, the underlying principles of the writing examination will remain the same. Much of the advice given below, although based on observations of candidates' performance on the June 2014 paper, remains valid for future examinations.

The standard attained by the majority of candidates was as good as in previous years. Most candidates understood what each question required and generally scored well on relevant communication. There were, however some rubric errors which resulted from failure to read the rubric carefully enough. The communication tasks provided are compulsory and marks are awarded for successful completion of these. Candidates should be encouraged to check that they cover all of the communication tasks in their responses and that they have used appropriate time frames. They should also be advised that additional content within the word count is permissible as long as it is relevant.

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 130–140 words. Many candidates adhered to the word limit, although some candidates exceeded the word limit for one or both pieces of writing: candidates need to be reminded of the importance of adhering to the word limits. 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, 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. Candidates should also check that they have responded adequately to each communication task.

Marking for communication

Question 1

Question 1(a) was slightly more popular than **Question 1(b)**. In **Question 1(a)**, the majority of candidates were familiar with vocabulary specific to the context of the question and were able to offer responses based on their personal experience. Some candidates wrote at length about how they help at home but did not say which household chore they prefer. Some omitted to mention what they did last week to help out and many gave no indication of how they might help more in the future. The use of the present tense for all of the given tasks was insufficient to gain full marks for communication. In **Question 1(b)**, some candidates wrote at length about the course that they had attended and did not leave themselves enough words to tackle the final two tasks. A few candidates wrote about a course that they were attending rather than one that they had already done. For the fourth task, some candidates wrote about where they would like to live rather than where they would like to work. This highlights the need for careful reading of the rubric. For both **Questions 1(a)** and **1(b)**, candidates were able to relate to the tasks set and produced some interesting and varied pieces of writing.

In **Question 1(a)**, there were five communication marks available as follows:

- | | | |
|-----|--|---|
| (a) | ¿Te gusta ayudar en casa? | 1 |
| (b) | Explica por qué ayudas o no ayudas en casa. | 1 |
| (c) | ¿Qué prefieres hacer para ayudar en casa? | 1 |
| (d) | ¿Qué hiciste para ayudar en casa la semana pasada? | 1 |
| (e) | ¿Qué podrías hacer para ayudar más en casa? | 1 |

In **Question 1(b)**, there were five communication marks available as follows:

- | | | |
|-----|---|---|
| (a) | Describe el curso de lengua que hiciste. | 1 |
| (b) | ¿Qué idioma te gusta más? | 1 |
| (c) | ¿Cuáles son las ventajas de hablar otro idioma? | 1 |
| (d) | ¿En qué país te gustaría trabajar en el futuro? | 1 |
| (e) | Explica por qué. | 1 |

Question 2

Many candidates produced imaginative responses to this question in which they displayed competent use of language with accurate tenses and a wide range of vocabulary. Candidates were required to use past tenses and reported speech and to express opinions. Some candidates wrote a letter rather than a narrative. Candidates must write their response in the format required by the question. In amongst the many good responses there were some candidates who misunderstood some of the vocabulary items in the question and/or struggled with the more open-ended nature of the question. Many included events leading up to the discovery of *el móvil* but did not include what they did after finding it. There were some interesting reactions, which could be given in the present, future or past tenses depending on the narrative. Candidates need to read the rubric very carefully in order to ensure that they write a relevant response and therefore have access to all of the available marks for communication.

In **Question 2**, there were five communication marks available as follows:

- | | | |
|-----|--|-------|
| (a) | Cuenta lo que hiciste después de recoger el móvil. | 1+1+1 |
| (b) | Da tus reacciones a lo que ocurrió después. | 1+1 |

Repetition of material printed in the rubric

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

Question 1(a) *hacer para ayudar en casa; la semana pasada*

Question 1(b) *el curso de lengua; las ventajas de hablar otro idioma; trabajar en el futuro*

Question 2 *en el suelo; después de recoger el móvil*

Marking for language

Candidates made errors in several aspects of the language. The most common of these were:

- In **Question 1(a)**: errors in the use and/or spelling of *ayudar*, *preferir*, *lavar*, *cocinar*, *poder*, *temer* and *necesitar*; omission of accents on verbs where necessary; incorrect use of impersonal verbs such as *gustar* and *encantar*, confusion between *porque* and *por qué*
- In **Question 1(b)**: errors in the gender of *el idioma*; errors in the use of past tenses; omission of accents on verbs where necessary; use of *tener* instead of *haber*; confusion between *ser* and *estar*; confusion between *bien* and *bueno*; confusion between *muy* and *más*; faulty adjectival agreements; incorrect spelling of *interesante*; confusion between *porque* and *por qué*; errors in the use of *ser* + profession; confusion between countries and languages; misspelling of countries
- In **Question 2**: omission of accents on verbs where necessary, especially in the preterite and imperfect tenses; use of the present tense where the preterite was required; incorrect use of impersonal verbs such as *gustar* and *encantar*; errors in the use of *el móvil*, *el suelo*, *recoger* and *la historia*; inconsistent use of tenses; errors in the use of *preguntar/pedir*, confusion between *ser* and *estar*; errors in expressions of emotions; misuse of *pasarlo bien*; errors in the use of preterite of verbs such as *decir*, *darse cuenta*, *empezar*, *llegar*, *jugar*, *dar* and *sentirse*

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. With those of moderate ability, a common defect was the incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates who wrote lists of household chores gave themselves less opportunity to score as highly as those who were careful to include appropriate adjectives and verbs. 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 *muy*, to conjunctions except for *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. The number of ticks was converted to a mark out of 15 for language, according to the conversion table shown in the mark scheme.

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.