

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/11

Listening 11

## Key Messages

- The Listening paper contains a variety of question formats, and candidates should always read rubrics and questions with care.
- On picture-based questions in **Primera Parte, Ejercicio 2**, candidates should check to see if they have to give 1 or 2 answers. If there are 4 pictures, they will have to give 2 answers, if there are 3, only 1.
- In **Segunda Parte, Ejercicio 1**, only 6 answers are required. If extra answers are given, these are subtracted from the total.
- On multiple-choice questions candidates should indicate their answers clearly. If they change their mind, they must make sure that their chosen answer is unambiguously indicated.
- In the Listening paper, the focus is on comprehension. Grammatical inaccuracy is not assessed, although written answers must be comprehensible and unambiguous.
- All candidates should aim to attempt every exercise and question on the paper, as there are questions in Sections 2 and 3 which are accessible to the whole ability range.

## General comments

The overall performance of the candidates was good, with many candidates achieving top or very near top marks. There were very few weak candidates, and there seemed this session to be fewer candidates misreading/ignoring rubrics, putting the wrong number of ticks or answers, etc. However, a number of Examiners felt that handwriting and legibility was often an issue.

## Comments on specific questions

### *Primera Parte*

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

Rubrics generally understood and followed.

Most candidates could cope with all the questions in this exercise. The ones that caused most difficulty were **Questions**, where candidates had trouble with 'está lloviendo' perhaps being less well known than 'llueve', and **Question 7** which was about directions. In other years, directions have had a tendency to cause difficulties to weaker candidates. This continues, although there seems to be a degree of improvement.

#### **Ejercicio 2 Preguntas 9-14**

Most candidates understood the passage well.

**Question 9:** even very weak candidates knew 'autobús'.

**Question 10:** most candidates knew 'libros'

**Questions 11 and 12:** it was encouraging that most candidates read the rubric correctly and gave answers as requested, a great improvement on previous years. In **Question 12** 'pájaros' was a good discriminator.

**Question 13:** even very weak candidates knew 'vestidos'.

**Question 14:** most candidates understood 'una hora'

### **Segunda Parte**

#### **Ejercicio 1 Preguntas 15**

The majority of candidates could answer most of the questions. Nearly everybody understood 'Raquel' and 'Marta'. However 'Manuel' was a good discriminator. Weaker candidates missed that on Fridays he always arrived at school on time 'Nunca llegué tarde al colegio un viernes.'. Victor also discriminated well; a number of candidates went for **(i)** because they missed 'siempre tengo algo que hacer, que preparar'.

#### **Ejercicio 2 Preguntas 16-25**

This exercise was challenging to many candidates. Most could cope with **Questions 17, 19, 20**. Weaker candidates had difficulty on **Question 16** with identifying the number '300'. On **Question 18** better candidates understood that the candidates were 'adultos/personas mayores'.

**Question 21** was well answered by many who understood that the 'clases son gratis'.

**Question 22** was a good discriminator: only the best candidates were able to identify that the 'edad mínima' was 14.

**Question 23:** many candidates were able to explain that firstly 'se prepara a los jóvenes que van a ser profesores'.

**Question 24:** most candidates were able to give examples of what adults learned to do with Internet.

**Question 25:** this was good discriminator since better candidates were able to explain that the other advantage was to create a relationship between young people and adults, or to benefit the community.

### **Tercera Parte**

#### **Ejercicio 1 Preguntas 26-31**

This exercise was reasonably well handled by most candidates, and all attempted the questions on this recording.

**Question 26** was a good discriminator; better candidates identified 'las ventajas y los inconvenientes' as C 'encuentra cosas buenas y malas en Internet'. Another challenging one was **Question 29**, candidates had to find within the distractors 'ideas para solucionar los problemas'.

On the other questions there was not a clear pattern of mistakes.

#### **Ejercicio 2 Preguntas 32-39**

This exercise was accessible to almost all but it also appeared to work very effectively in discriminating between candidates.

**Question 22:** good candidates were able to explain in different ways either 'para que el perro reciba un trato adecuado' or 'para que el dueño sepa como tratarlo'.

The majority were able to answer **Question 33** about dogs sharing our house.

**Question 34:** better candidates were able to explain that other pets are locked up in boxes/cages.

**Question 35:** most candidates understood that the education of the dog was being compared to the schooling of children.

**Question 36:** many candidates succeeded in picking up words such as 'personas', 'coches', 'animales' but only the better candidates were able to explain that the dog had to be in contact with different stimuli.

**Question 37:** although predictable within context, 'sentarse' proved problematic for a sizeable number of candidates.

**Question 38:** as in **Q36**, weaker candidates picked up words like 'comida' 'domir' but only better candidates were able to explain that the dog had to know where to eat, drink and sleep.

**Question 39:** only better candidates were able to communicate the answer fully here.

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/12

Listening 12

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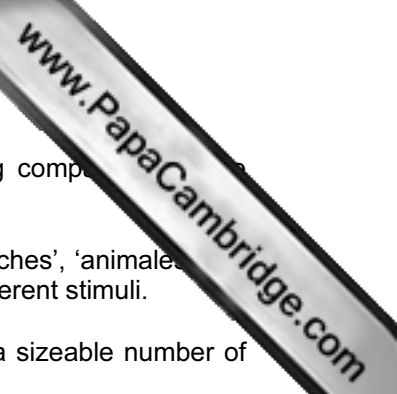
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**Question 35:** most candidates understood that the education of the dog was being compared to the schooling of children.

**Question 36:** many candidates succeeded in picking up words such as 'personas', 'coches', 'animales' but only the better candidates were able to explain that the dog had to be in contact with different stimuli.

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# SPANISH (FOREIGN LANGUAGE)

Paper 0530/13

Listening 13

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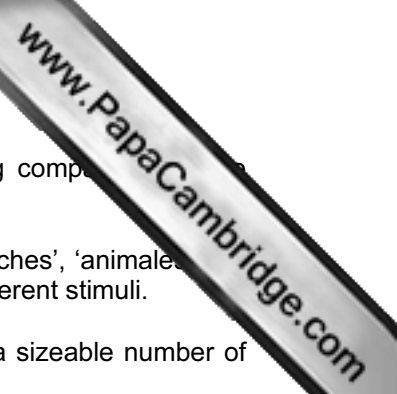
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# SPANISH (FOREIGN LANGUAGE)

Paper 0530/21  
Reading and Directed Writing

## Key Messages

In both the reading and writing elements of the paper candidates will perform better if they read the instructions and questions carefully.

Answers in the reading tasks can be single words or short phrases. Candidates should focus on eliminating any extra material which might invalidate the correct answer.

As the focus is on comprehension in the reading tasks, grammatical inaccuracy will be dealt with leniently, especially in Sections 1 and 2, but in Section 3 there will be questions where it will be more difficult to produce a suitable answer if candidates are unable to manipulate the language accurately.

Both writing questions are 'directed' which means that marks will be awarded for communicating an appropriate response to the set tasks. In Section 1 marks for accuracy will be related to the set task, whereas in Section 2 marks for accuracy will be based on the whole piece.

There is no word count in the writing tasks, but 30 words should be enough to answer the question in Section 1 and the question in Section 2 can be dealt with in 80-100 words, provided that answers are focused and accurate.

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.

## General comments

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

Most candidates knew how to approach the questions in each section and responded appropriately to the rubric. Work was generally presented legibly and unambiguously although some candidates would benefit from planning the writing tasks more carefully to ensure that all the items have been covered.

Candidates' performance in the second writing task, **Question 26**, continues to improve as responses are more focused on the 4 set tasks and contain at least 6 extra details related to the tasks. In both writing tasks there were examples of very good candidates who wrote at length but who lost marks because they had omitted one or more set tasks.

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

In the reading section, the focus is on comprehension so that errors in the use of verbs and pronouns are dealt with leniently, but those candidates who can manipulate the first and third persons of common regular verbs in Sections 2 and 3 are more likely to produce a good answer.

All candidates would benefit from being able to use *hay*, *había*, *se necesita(n)*, *hace falta*, *se debe*, *hay que*, *para* + infinitive and *al* + infinitive correctly.

Careful lifting from the text can be acceptable but candidates need to be aware that they are expected to adapt the text in some way, especially in Section 3 and should avoid lifting indiscriminately.

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

### Comments on specific questions

#### **Section 1 Reading and Directed Writing**

Most candidates achieved high marks in this section. Very few left blank spaces on multiple choice questions and hardly any gave two responses where only one was needed.

Some candidates who scored a high mark overall lost marks, suggesting that they may have worked too quickly and would have benefited from checking their work. A few candidates lost marks on **Questions 1-5**. **Questions 6-10** were easily accessible to the whole ability range. Weaker candidates found **Questions 11-15** more challenging, possibly because there is more text. They would benefit from adopting a more systematic approach to identifying and linking key words from the questions to key words, or their equivalent, in the text.

Most candidates performed well on the writing task, **Question 16**, but some lost marks because they had not read the rubric carefully enough and used the first person of the verb instead of the third. Some wrote about their *amigo* instead of their *primo*.

The accurate conjugation of basic verbs is essential to score two marks for accuracy and these must relate to the set tasks.

The main issue was the number of candidates who wrote very long answers when they only needed to write about 30 words. The extra time would have been better spent on Sections 2 and 3.

The accurate conjugation of basic verbs is essential to score 2 marks for language in **Question 16**.

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

Most candidates scored 5 marks on this section, while a few scored 3 or 4. **Questions 2 and 4** were the discriminators. These required knowledge of vocabulary for clothes and jobs. On **Question 2** a number chose *A*, possibly because *agencia de viajes* was unfamiliar to them, as well as *cocinero*.

##### **Question 1**

Most candidates knew *película* and linked it to **A**.

##### **Question 2**

A number could not link *cocinero* to **B**.

##### **Question 3**

Most recognised *garganta* and opted for **D**.

##### **Question 4**

A number of candidates could not link *viaje* to *billete* **D**.

##### **Question 5**

Most were able to associate *curso* to **C**.

## Exercise 2 Questions 6-10 Reading

There were very few candidates who did not score full marks on this section, despite having to deal with a longer text rather than single words. **Questions 6, 7 and 8** proved more difficult for weaker candidates.

### Question 6

Most candidates recognised *ejercicio* and linked it to **D**.

### Question 7

Some chose *D* instead of **A**.

### Question 8

Most were able to link telephoning to *amigo* and *contacto social* - **F**.

### Question 9

All candidates linked *apple* to *fruta* in **C**.

### Question 10

Most identified *pasatiempo* and *relajarse* and linked them to **E**.

## Exercise 3 Questions 11-15 Reading

Many candidates scored full marks on this section. The discriminators were **Questions 11, 13 and 15**. Vocabulary relating to clothing proved difficult for some and some did not recognise *bocadillo* and *sótano*.

### Question 11

Most were able to link *leer* to *librería* in **F**.

### Question 12

Almost all linked *juguetes* to *juegos* in **C**.

### Question 13

*Vestido* caused problems for some as did *ropa* in **E**.

### Question 14

A number could not link *botas* to *zapatería* in **D**.

### Question 15

*Bocadillo* caused problems for quite a few who could not link it to *cafetería* in **A**.

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

Many achieved full marks on this section. This is a straightforward task, but even good candidates can lose marks if they do not read the instructions carefully.

Candidates have to write 3 short messages which are marked for communication and then for language. The 2 marks for language will only be awarded within the response to the set tasks.

The response should relate as closely as possible to the picture stimulus and candidates should be aware that they may need to use the third person of the verb.

**Question 16(b)** proved difficult for some candidates.

Many did not know how to express the concept of *play* correctly, whether in the context of sport or music. They need to know when to use *jugar, practicar, tocar* and *hacer*.

- (a) Those candidates who had read the rubric carefully wrote about *mi primo* and could write at least one short, accurate sentence, for example *Mi primo es alto y delgado y tiene los ojos azules*. There were some examples of *largo* being used for *tall*. Some gave far too many details. Some wrote about *mi amigo* or *mi prima* and some wrote about themselves – *Soy alto y delgado...* – which affected the mark for communication.
- (b) Candidates who had not read the question carefully wrote about where the cousin is – *Es en la costa* - and lost a mark for communication. Good answers – *Vive en una ciudad* were common and sufficient to score both marks. Some answers included *dónde* from the question which impeded communication.
- (c) Most candidates were able to write about a leisure activity, although the stimulus was prompting them towards reading. The best answers were those which responded to *hacer* and used a verb such as *leer* after the infinitive – *Le gusta mucho leer libros y revistas*. Candidates who chose to write about sport or music did not always know how to express the idea of playing or doing a sport or instrument, e.g. - *Le gusta jugar* (or *juegar*) *el esquí*. There are some candidates who do not realise that *hacer* requires a verb after *le gusta* and use a noun, which is a response to a different task, e.g. *le gusta el tenis*.

## Section 2 Reading and Writing

### Exercise 1 Questions 17-25 Reading

Most candidates were able to achieve at least 5-7 of the ten marks. **Questions 18, 20, 21, 23, 24, and 25** were discriminators. Candidates should be aware that the text and questions will contain synonyms and that they have to try to find these and link them up. They should also be aware of vocabulary designed to distract them such as *tiempo* in **Questions 21 and 24**.

#### Question 17

The question was accessible to most candidates and required a brief answer – *en un pueblo* or *en Inglaterra*.

#### Question 18

This proved challenging for weaker candidates who may not have understood *lugar*. *Es aburrido* or *no hay nada que hacer* were good answers here.

#### Question 19

This was accessible to most of the ability range and produced answers such as *Está con sus compañeros*. Weaker candidates tended to lift from the text and wrote *porque así por lo menos estoy con mis compañeros*. Some found it hard to transfer from *mis* in the text to *sus* in the answer.

#### Question 20

This was a discriminator, partly because of the more complex language in the text, but also because candidates had to conjugate the reflexive form of *romper*. Some did this and wrote *se ha roto la pierna*, but most had to rely on use of the infinitive and wrote *Laura romperétela la pierna*, which conveyed the message. Those answers which contained *romper* but did not mention *pierna* could not be awarded a mark.

#### Question 21

The best answers here showed the ability to write about the weather concisely, for example *llueve/está gris/hace mal tiempo*. Weaker candidates misunderstood *tiempo* in the question and wrote about time, for example, *todos los días*.

### Question 22

- (a) Most understood the question and were able to write *nadar (en el mar)*. Some wrote *nada* which is ambiguous in this context.
- (b) Many found the correct answer *comer (pizza)* or *buscar un restaurante* but some wrote *no tiene ganas de bañarse* which is too imprecise.

### Question 23

This was less accessible to weaker candidates who may not have understood *le pasa* in the question and hence resorted to 'lifting' indiscriminately. It required a brief answer - *tiene hambre* – but some focused on *Cena(n) muy temprano*.

### Question 24

This required candidates to sift carefully through the text to find the answer *una semana*. Some were confused by *tiempo* again and focused on *agosto* or *jueves*.

### Question 25

Those candidates who used *le gustaría* from the text tended to produce a better response, for example, *le gustaría trabajar en Londres*. Some wrote *a Londres* or *trabajar allí* which were not precise enough to be acceptable. Those who chose to lift *si mis padres me lo permiten* needed to be able to change the object pronouns to the third person for the answer to be accepted.

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

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

A few candidates misconstrued *en el futuro* in **Question 26(d)** and wrote about future plans – careful reading of the questions is essential.

The best answers were well organised and grammatically accurate. Many candidates used a range of verbs in a variety of tenses with a high degree of accuracy. Others tended to use short sentences in the present tense. The better answers were characterised by confident use of common conjunctions to create longer sentences which gave a general impression of fluency and communicated more effectively.

A methodical approach is needed here. Good candidates who omit tasks because they have written at length on one task and have omitted to do other tasks risk losing marks. It could also affect the mark for details if they have not done enough elsewhere.

Candidates are not always aware of the advantage of selecting vocabulary from the question to support their answers, for example *gustaría* and *en el futuro* in **Question 26(d)**.

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

- (a) Most were able to write a simple sentence about the new house – *Mi nueva casa es grande y moderna y tiene dos pisos*. Better answers were more detailed and the ideas were linked. *Mi nueva casa que está en la costa tiene una piscina grande donde me gusta nadar todos los días*. This sentence would be awarded three marks – 1 for the set task and 2 for the extra details.
- (b) Not all candidates were able to use the correct verb ending on *vivo* but most were able to write an appropriate response – *La ciudad donde vivo es grande y hay mucho que hacer, por ejemplo hay un parque con muchos árboles y flores y se puede jugar al tenis*.



- (c) Candidates who read the question carefully wrote about what they do in the town, e.g. *semana me gusta ir al para jugar al fútbol con mis amigos*. Others continued to write about the town in general and lost a mark for communication – for example, *hay un parque y tiendas*.
- (d) (Most candidates were able to write imaginatively about where they would like to live in the future – *En el futuro me gustaría vivir en el campo porque la ciudad es ruidosa y hay demasiado tráfico*. Some wrote about future plans because they had not fully understood what was required..

### Section 3 Reading

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

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

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

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

#### Exercise 1 Questions 27-32 True/False Reading

Many candidates scored full marks on this. Even weaker candidates scored at least 3 marks.

Candidates should be made aware that it is not acceptable to add *No* to a positive statement in the question to justify a 'false' answer. Likewise they should not use a negative prefix, for example *posible/imposible*.

Candidates should also be made aware that they need to fill in all of the six boxes on the True/False exercise. A few candidates left this section completely blank, perhaps because of lack of time or maybe because they did not understand what was required.

If candidates decide to quote from the passage, they should ensure that the answer is succinct and that they indicate who is speaking – *Según Xiang...* on **Question 32**.

The discriminators were **Questions 27F, 29T, 27J, 28J, 29J, 32J**.

#### Question 27/J

This was a discriminator as it required close reading of both the question and the text and the language was more complex. Better candidates were able to find the best answers – *a principios del año 2009* or *querían casarse el 9 de septiembre*. Weaker candidates tended to lift indiscriminately as they did not understand what was required,

#### Question 28J

Most candidates found this easy to access and were able to write *Ocurrió algo similar en 2008* or simply *también en 2008*.

#### Question 29J

Even weaker candidates recognised that this was false, but many found it hard to provide a justification as they needed to manipulate the language. Better candidates wrote *se casó* or *celebró su boda (aquel día)*.



### Question 30

A large number of candidates recognised that this was true.

### Question 31

Most candidates recognised that this was true.

### Question 32

Better candidates recognised that this was false but only the best were able to manipulate the language adequately to produce an acceptably correct answer – *Algunas se fotografieron (semanas) después*. Candidates who wrote *se hizo hasta semanas después* showed sound comprehension and the ability to use the language at a higher level.

### Exercise 2 Questions 33-41 Reading

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

Again, one word answers or short answers may be sufficient and more able candidates will tend to adopt this approach more readily than weaker candidates who are not totally sure of the answer and tend to lift indiscriminately.

**Questions 35, 37, 38, and 40(i)** lent themselves to brief answers in simple Spanish whereas **Questions 33, 34, 36, 39 and 40(ii)** required candidates to read the text more closely and manipulate the language.

The discriminators were **Questions 33, 36, 38, 40(ii)**.

Candidates would benefit from being able to use first and third persons of verbs accurately in different tenses, as would the ability to use object pronouns correctly in the first and third persons.

It would also help if candidates checked that they have responded fully to the question. On **Question 40(i)**, for example, some candidates wrote *les faltará manejar mejor*, but did not mention *informática*.

### Question 33

This required candidates to convey the nature of the change in the conversation. The best answer included the idea of a shift from holidays to computers – *Hablarán de los ordenadores, no las vacaciones*. Many found this difficult and wrote *ordenadores* or *no hablan de las vacaciones*.

### Question 34

This was accessible to a few weaker candidates. Many candidates wrote correctly *que vayan a convertirse en juguetes*.

### Question 35

This was accessible across the whole ability range and many could write *lápices y cuadernos* and some added their own ideas. Some omitted either *lápices* or *cuadernos* or added extra material from the text which invalidated the answer.

### Question 36

This was a discriminator because candidates had a lot of text to choose from. The best answer (*va a impactar*) *en el mundo del trabajo de los alumnos* eluded many. Some omitted *el mundo* or *de los alumnos* and others lifted *en muchos aspectos de la vida en general* which invalidated.

### Question 37

Many candidates understood the question but chose *buscar información* en Internet as it is an obvious choice. They needed to read more carefully to find *para solucionar problemas*. This was a discriminator.

**Question 38**

Many found the correct area of the text but wrote *el ordenador sólo es una maquina*, instead of reading the end of the paragraph to find the correct answer, *(es) un progreso*. This was a discriminator.

**Question 39**

This was accessible to many. A correct answer needed to include the idea of *hábito*, so *desaparecerá el hábito de la lectura* was appropriate. *La lectura* was not sufficient for a mark as it does not convey the whole concept behind the answer.

**Question 40 (i)**

This was accessible to many and the answer – *(mejor) preparación* – was easy to express. Those who focused on *manejar* needed to include *informática* or *el ordenador*.

**Question 40 (ii)** candidates needed to sift through the text carefully to find the correct answer and some wrote *porque algunos de los alumnos pasarán el día jugando*, which could only be accepted if accompanied by the correct answer *muchos de sus alumnos saben manejar mejor que ellos la informática*.

**Question 41**

This was accessible across the ability range but only those candidates who could infer the answer from the whole text recognised that she had doubts and chose **B**. Those who got it wrong often chose **D**, perhaps because it seemed logical.

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/22  
Reading and Directed Writing

## Key Messages

In both the reading and writing elements of the paper candidates will perform better if they read the instructions and questions carefully.

The reading questions are designed to test comprehension so answers may be single words or short phrases. Candidates should focus on eliminating any extra material which could invalidate the correct answer.

As the focus is on comprehension in the reading tasks, grammatical inaccuracy will be dealt with leniently, especially in Section 2, but in Section 3 there will be questions where it will be more difficult to produce a suitable answer if candidates are unable to manipulate the language with an adequate degree of accuracy. Both writing questions are 'directed' which means that marks will be awarded for communicating an appropriate response to the set tasks. In Section 1 marks for accuracy will be related to the set task, whereas in Section 2 marks for accuracy will be based on the whole piece.

There is no word count in the writing tasks, but 30 words should be enough to answer the question in Section 1 and the question in Section 2 can be dealt with in 80-100 words, provided that answers are focused and accurate.

Candidates should plan the time carefully to avoid having too little time to spend on the more difficult reading exercises in Section 3.

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.

## General comments

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

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

Candidates' performance in the second writing task, **Question 27**, continues to improve as responses are more focused on the 4 set tasks and contain at least 6 extra details related to the tasks. In both writing tasks there were examples of very good candidates who wrote at length but who lost marks because they had omitted one or more set tasks.

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

In the reading section, the focus is on comprehension so errors in the use of verbs and pronouns are dealt with leniently, but those candidates who can manipulate the first and third persons of common regular verbs in Sections 2 and 3 are more likely produce a good answer.

All candidates would benefit from being able to use *hay*, *había*, *se necesita(n)*, *hace falta*, *se necesita*, *para* + infinitive and *al* + infinitive correctly.

Careful lifting from the text can be acceptable, but candidates need to be aware that they will often be expected to adapt the text in some way, especially in Section 3, and should avoid lifting indiscriminately.

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

### Comments on specific questions

#### **Section 1 Reading and Directed Writing**

Most candidates achieved high marks in this section. Very few left blank spaces on multiple choice questions and hardly any gave two responses where only one was needed. In a few cases where the letter 'E' or 'G' was required, it was not always clear which was intended, although it could often be deduced from previous answers.

Some candidates who scored a high mark overall lost marks, suggesting that they may have worked too quickly and would benefit from checking their work.

A few candidates lost one or two marks on **Questions 1-5**. **Questions 6-10** were easily accessible to candidates of all abilities. Weaker candidates found **Questions 11-15** more challenging, possibly because there is more text. They would benefit from adopting a more systematic approach to identifying and linking key words from the questions to key words, or their equivalent, in the text.

Most candidates performed well on the writing task, **Question 16**, but some lost marks because they had not read the rubric carefully enough and used the first person of the verb instead of the third. Some wrote about their *amigo* instead of their *primo*.

The main issue in **Question 16** was the number of candidates who wrote very long answers when they only needed to write about 30 words. The extra time would have been better spent on Sections 2 and 3.

The accurate conjugation of basic verbs is essential to score two marks for accuracy in **Question 16**.

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

Most candidates scored five marks on this section, while a few scored 3 or 4. **Questions 2** and **5** were the discriminators.

##### **Question 1**

Most candidates knew that *heladería* indicated **A**.

##### **Question 2**

A number did not identify *moda* as **C** and chose D (motor) or A (furniture).

##### **Question 3**

Most linked *vacaciones* to **C** - *agencia de viajes*.

##### **Question 4**

Most linked *comprar* to **D** (supermarket).

##### **Question 5**

Some did not know *llave* and wrote *A* or *D* instead of **C**.

## Exercise 2 Questions 6-10 Reading

Most candidates achieved full marks on this section. Some were misled by *naturaleza* and *mar*.  
**Questions 7 and 9.**

### Question 6

Candidates easily linked *mar* to **C**.

### Question 7

Most found **E** (*jardín*) but some chose **A** (*naturaleza*).

### Question 8

Most knew *esquiar* and linked it to **F**.

### Question 9

Most found the key word *naturaleza* and wrote **A**.

### Question 10

Most found *teatro* and wrote **B**.

## Exercise 3 Questions 11-15 Reading

This section was more challenging for weaker candidates because the texts and questions are longer but many scored five marks and most scored at least three. **Questions 11, 13 and 14** were the most likely to discriminate.

### Question 11

This discriminated as some could not link *colegio primario* with **G**, *amigo del pasado*.

### Question 12

Most were able to recognise that *pintar* pointed to *decorar* – **C**.

### Question 13

Some found it difficult to link *cosas* and *no necesito* to *ya no quieres* - **F**.

### Question 14

Some candidates could not link *familia* with *abuelos de tus padres* – **B**.

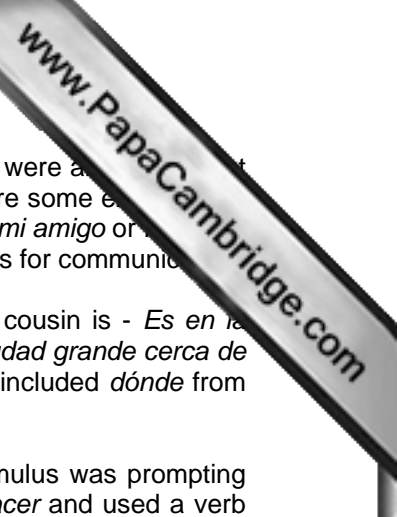
### Question 15

Some candidates could not link *cena* with *cocinar* or *recetas* - **E**.

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

This is a straightforward task, but even good candidates can lose marks on it if they do not read the questions carefully.

Candidates are required to write three short messages which are marked for communication and then for language. These should relate to the picture stimulus as closely as possible and candidates should be aware that they may be required to use the third person. Question **16(b)** proved difficult for some candidates.



- (a) Those candidates who had read the rubric carefully wrote about *mi primo* and were able to write at least one short, accurate sentence, for example *Es alto y delgado*. There were some errors, for example *largo* being used for *tall*. Some gave far too many details. Some wrote about *mi amigo* or *mi primo* and others wrote about themselves – *Soy alto y delgado* - which affected marks for communication.
- (b) Candidates who had not read the question carefully wrote about where the cousin is - *Es en la costa* - and lost the mark for communication. Good answers - *Vive en una ciudad grande cerca de la costa* - were common and sufficient to score both marks. Some answers included *dónde* from the question which impeded communication.
- (c) Most candidates were able to write about a leisure activity, although the stimulus was prompting them towards reading. The best answers were those which responded to *hacer* and used a verb such as *leer* after the infinitive – *Le gusta mucho leer libros y revistas*. Candidates who chose to write about sporting activities did not always know how to do this accurately and seemed unsure about the appropriate use of *jugar*, *tocar* and *practicar*, for example *Le gusta jugar (or jugar) el esquí*.

## Section 2 Reading and Writing

### Exercise 1 Questions 17-26 Reading

Most candidates were able to achieve at least 5-7 of the 10 marks. **Questions 17, 18, 20, 21, 24, 25 and 26** were more accessible across the ability range. **Questions 19 and 22** discriminated across the whole range of ability while **22 and 23** proved challenging for weaker candidates.

#### Question 17

Most candidates were able to convey the notion of *padres y primos* although not all of them were able to produce *sus* instead of *mis* but could have omitted this. Some mentioned *amigos* instead of *primos*, suggesting they had not looked carefully at the text.

#### Question 18

Most were able to identify the key idea *10 años* although weaker candidates were distracted by *dos semanas* or *agosto*.

#### Question 19

This question was a discriminator. The key idea *porque ya son mayores* was identified by about 50% of candidates while others focused on another part of the paragraph and wrote *para disfrutar de la tranquilidad a primera hora de la mañana*.

#### Question 20

Most candidates found the answer in the text and produced the correct response (*porque*) *había mucha basura en la playa*. Some, not fully understanding the text, focused on *nos paramos....* and resorted to indiscriminate lifting.

#### Question 21

Many candidates found the appropriate part of the text and conveyed the idea of going swimming but few were able to conjugate the reflexive verb correctly and instead of *querían bañarse* wrote *queríamos bañarlos/bañarse*. Some found *ir a la piscina* in the next paragraph but this referred to the parents, not the young people.

#### Question 22

Candidates needed to understand *peligro* in the question and some did not know this. The best answers referred to *peligro de cortarse el pie* or *botellas rotas* or a combination of both. Candidates who were unsure tended to lift indiscriminately from the passage or offered *plástico, papeles y otros objetos desagradables* which did not fully respond to *peligro*.



### Question 23

There were 2 acceptable key ideas here – *ir al Ayuntamiento* and *protestar*. Most were able to find at least one of these and many wrote both. Some wrote *ir a la piscina* or *organizar grupos*.

### Question 24

Most candidates found this straightforward and were able to produce the correct answer *cada día*. A number were unsure and added material which invalidated the answer, for example *cada día para limpiarla*, indicating that they had not fully understood what was required. Others copied the whole sentence which meant that the answer was unclear.

### Question 25

Most candidates were able to identify the concept of *todo el mundo*. Some focused on *los jóvenes* and lost the mark because they had not included *y los adultos*.

### Question 26

Despite the relatively difficult item of vocabulary in the question, *mensaje*, many candidates picked out the correct answer - *el medio ambiente es responsabilidad de todos*. Incorrect answers focused on *hacer una presentación*, which does not respond appropriately to the key word *mensaje* in the question.

### Exercise 2 Question 27(a), (b), (c), (d) Writing

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

The best answers were well organised and grammatically accurate. Many candidates used a range of verbs in a variety of tenses with a high degree of accuracy. Other candidates tended to use short sentences in the present tense. The better answers were characterised by confident use of common conjunctions to create longer sentences which gave a general impression of fluency and communicated more effectively.

A methodical approach is needed here. Good candidates who omit tasks because they have written at length on one task and have lost track of the other tasks risk losing marks for communication and also for detail as those marks must relate to the set tasks.

Candidates are not always aware of the advantages of selecting vocabulary from the question to support their answers, for example *sería* in **Question 27(d)**.

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

### Question 27

- (a) Most were able to describe their new School in detail and write about its position. There were problems with the correct use of *ser* and *estar* – *Mi nuevo colegio es en Madrid*, for example. Better responses included details of various aspects of the School and displayed the ability to use a variety of verbs – *Mi colegio es grande y moderno y está cerca de mi casa. Hay muchas facilidades, por ejemplo un gimnasio y una piscina muy grande.*
- (b) The best answers went beyond *tengo muchos amigos* to describe their friends and what they do with them, for example - *Los fines de semana vamos al cine*. Some used *se llama(n)* but the list of names that followed did not allow candidates to display their knowledge of the language.
- (c) This proved difficult for some good candidates who did not respond to *haces en el colegio* and wrote in general terms about the School using *hay*, which is really an answer to **Question 27 (a)**. This gave candidates the opportunity to use a variety of verbs in sentences such as *Durante el día estudio mucho pero por la tarde juego al tenis o salgo con mis amigos. Ayer fuimos al cine donde vimos una película fantástica.*



- (d) Most candidates understood what was required and tended to use *me gustaría* as a verb in their answer or they picked up *sería* from the question. Weaker candidates found it harder to grasp the notion of the future or conditional and so did not respond clearly to the task. Better candidates included reasons for the choice - *En el futuro me gustaría ir a un colegio con una piscina porque a mí me gusta nadar*, for example.

### Section 3 Reading

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

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

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

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

#### Exercise 1 Questions 28-33 True/False Reading

Many candidates scored full marks on this. Even weaker candidates scored at least 3 marks.

Candidates should be made aware that it is not acceptable to add *No* to a positive statement in the question to justify a 'false' answer. Likewise they should not use a negative prefix, for example *cómodo/incómodo* on **Question 29J**.

Candidates should also be made aware that they need to fill in all of the six boxes on the True/False exercise. A few candidates left this section completely blank, perhaps because of lack of time or maybe because they did not understand what was required.

When justifying answers some candidates wrote *No* and used a comma which communicated the wrong message, for example *No, le gusta estar aislada del mundo y de su familia* on **Question 31**.

If candidates decide to quote from the passage, they should ensure that the answer is succinct and that they indicate who is speaking, for example, *Natalia dice...* or *Según Natalia...*

The discriminators here were **Questions 29F, 33T, 29J, 30J, 32J**.

#### Question 28/T

Most candidates recognised that this was true, but some who did not understand *varios países* opted for false.

#### Question 29/J

This challenged weaker candidates who did not realise that it was false, possibly because of the more complex vocabulary in the question – *cómodos, viaje simulado*. The justification challenged candidates across the ability range. A few simply negated the statement in the question or used *incómodos*. Some had problems with expressing the idea that conditions would be hard and others resorted to lifting of the whole sentence. Good answers were succinct and contained a correctly conjugated verb – *Vivirán en condiciones muy duras*, for example.

#### Question 30/J

Most candidates identified this as false. Weaker candidates found this difficult to justify and tended not to respond at all. It required a longer answer, for example *Vivirán siete días a la semana en la instalación*. Some candidates omitted *vehículo simulado* and lost the mark.

### Question 31/J

Most candidates identified this as false but weaker candidates could not justify it. The best answers were *le gusta estar aislada de su familia* and *Hay aspectos positivos y negativos*. Some lost a mark because they could not use object pronouns correctly and wrote *no me gusta mi familia*.

### Question 32/J

Weaker candidates could access this question and identified it as false. Good answers were *Se siente (totalmente) preparada* or *Ha hecho lo suficiente*. Weaker candidates tended to lift excessively or focused on *el entrenamiento fue duro*, which did not answer the question. Some focused on *Siempre he tenido confianza* which was also incorrect.

### Question 33/T

This question discriminated across most of the ability range, possibly because the answer is not stated directly and needs to be inferred from the more complex language in the final paragraph.

### Exercise 2 Questions 34-42 Reading

This final section is the most demanding part of the paper as it requires candidates to understand more complex language in the text and some of the answers may require candidates to manipulate grammar more accurately to ensure that they communicate the answer unambiguously. Again, one word answers or short answers may be sufficient and more able candidates will tend to adopt this approach more readily than weaker candidates who are not totally sure of the answer and tend to lift indiscriminately.

**Questions 36, 37(ii), 38, and 41** lent themselves to brief answers in simple Spanish whereas **Questions 34, 35, 37(i), 39 and 40** required candidates to read the text more closely and manipulate the language.

The discriminators were **Questions 34, 36, 37(ii) and 40**.

Candidates would benefit from being able to use *para, hay que, se debe, al + infinitive, se necesita(n)* and object pronouns more effectively. The ability to use first and third persons of verbs in different tenses would also help, as would competence in the use of *hay* and *había*.

Candidates would also benefit from checking that the language used in their answer is a suitable response to the language in the question. **Question 38** was easy to understand but candidates' answers were frequently contradictory to the correct answer.

### Question 34

This proved challenging across the ability range. The best answers needed to refer to her experience and ability as a designer – *(tiene) 50 años de experiencia como diseñadora (de despachos y oficinas)* would have been sufficient. There was frequent lifting of the whole sentence. Some started at *fruto de...* Others focused on *el regreso a clases* or *una buena labor escolar*. The answer needed to be inferred from careful consideration of the whole paragraph.

### Question 35

Most candidates found the appropriate part of the text but good answers needed to include a verb with *aislados* – *Para estar aislados de las distracciones (de la vida cotidiana en el hogar)* was an appropriate answer.

### Question 36

A lot of candidates knew where the answer lay in the text but could not reduce it to *para descansar* or *para reducir el estrés* and many wrote *Para estudiar*, possibly because it seemed more logical to them. *Como un espacio personal* would also have been acceptable.

### Question 37

- (i) This was accessible to a wide range of candidates but some wrote answers which did not make sense because they did not include the idea of *la familia*. *Es imposible para muchas familias* was not an acceptable answer here.
- (ii) Many candidates were able to convey the idea of (es) *un poco exagerado* which was enough to answer the question if they read it properly. *Poco exagerado* occurred and did not score a mark.

### Question 38

Most candidates seemed to know that a small table is not big enough, so a good answer would have been *No hay espacio para usar el PC y escribir (a la vez)*. Some omitted one of the activities and others wrote answers which implied that the small table is big enough by lifting *tenga espacio para ...* from the text. Better candidates were able to pick up *una mesa amplia* from the text and use it to good effect – *Porque en una mesa amplia hay espacio para usar el PC y escribir*.

### Question 39

This was a discriminator, partly because of the more difficult language (*evitar, ventaja, espalda*) but also because candidates needed to find the necessary language to connect the answer appropriately to the question. Better candidates wrote *Evitará el dolor de espalda* or *Ayudará la concentración*. Weaker candidates wrote answers such as *Una buena silla ergonómica evitará este problema*, but did not clarify the nature of the problem.

### Question 40

Most candidates realised that the answer involved the concept of *luz*, and most conveyed the idea of *suficiente* or *adecuada* - (*Al poner una iluminación suficiente*) - but some wrote *mucha* or *más luz*.

### Question 41

This question also discriminated. Candidates had to understand a longer question with more complex language (*escoger, hay que hacer*) and their answers suggested that they did not know how to respond to the format of the question. *Un analisis de la personalidad del alumno* would have been sufficient to score the mark. Some included *sin* which did not make sense in the context of the question and others omitted *del alumno*.

### Question 42

Most candidates found the correct answer **C** (*el alumno*), but some opted for **B** (*el psicólogo*) or **D** (*el diseñador*), possibly because all are potentially logical answers, so this discriminated since candidates needed to find the precise answer in the text by avoiding vocabulary designed to distract.

# SPANISH (Foreign Language)

Paper 0530/23  
Reading and Directed Writing

## Key Messages

Both writing questions are 'directed' which means that marks will be awarded for communicating an appropriate response to the set tasks. In **Section 1** marks for accuracy will be related to the set task, whereas in **Section 2** marks for accuracy will be based on the whole piece.

There is no word count in the writing tasks, but 30 words should be comfortably enough to answer the question in **Section 1** and the question in **Section 2** can be dealt with in 80-100 words, provided that answers are focused and accurate.

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.

## General comments

The standard attained by most of the candidates was high, especially in **Sections 1** and **2**. Several candidates achieved close to full marks and most attempted all of the questions. For the most part, candidates wrote clearly, organised their answers well and focused on the set tasks, as well as showing that they could write in Spanish in an imaginative way and were capable of understanding texts with more complex vocabulary, tenses and structures. Candidates of all abilities should ensure that they take time to check work at the end or plan to build in checking time as they go along.

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

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

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

## Comments on specific questions

### Section 1 Reading and Directed Writing

Most candidates performed very well in this section and there were few blank spaces on the multiple choice questions. They followed the rubric and answered clearly in the spaces provided. On the whole, candidates seemed to have the most success in questions where the vocabulary related to sports, as in **Question 1** and the whole of Exercise 2 **Questions 6 - 10**.

Most candidates performed very well on the writing task **Question 16**, although some lost accuracy marks because they could not conjugate verbs correctly.

### Exercise 1 Questions 1 - 5 Reading

Most candidates were awarded 4 or 5 marks on this exercise. **Question 2** posed some problems for w candidates as did **Question 4**.

#### Question 1

Candidates easily recognised that 'esquiar' indicated C.

#### Question 2

Some candidates perhaps recognised 'salir' but they did not know 'lloviendo' and wrote A rather than C.

#### Question 3

Most recognised that 'lavar los platos' was shown in A.

#### Question 4

Although most were able to select B correctly, some chose C.

#### Question 5

Most candidates were able to match 'aspirinas' with B.

### Exercise 2 Questions 6-10 Reading

This exercise was very well done, with most candidates achieving full marks.

#### Question 6

Most candidates recognised 'mar' and 'viento' and connected these with windsurfing - B.

#### Question 7

Most could match 'nieve' and 'montañas' with skiing – D.

#### Question 8

Most were able to connect 'gol' with football – C.

#### Question 9

Most candidates could link 'río' and 'tranquilidad' with fishing – E.

#### Question 10

Most could see that 'hielo' and 'música' were connected with ice skating – F.

### Exercise 3 Questions 11 - 15 Reading

This section required candidates to recognise longer items with slightly more difficult vocabulary, but most achieved high marks. Candidates were sometimes led astray by focussing on single items of vocabulary, such as 'vacaciones', which was variously linked to 'playa', 'fiesta', 'temperaturas' and 'tiempo'.

#### Question 11

Most candidates were able to link 'recetas', 'platos, and 'cocinar' to arrive at B.

#### Question 12

Most connected 'película' with 'cine' for E.

### Question 13

Although most were able to connect 'hacer sol' with 'pronóstico del tiempo' in D, some were tempted to connect 'playa' with 'vacaciones'.

### Question 14

This was the least successful answer in this exercise, with a number of candidates matching 'fiesta' with 'vacaciones' rather than spotting the correct pairing of 'vestido' and 'moda' in A.

### Question 15

Candidates easily linked 'fotos' with 'cámara' for F.

### Exercise 4 Question 16C/L Directed Writing

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

A few candidates did not read the rubric carefully enough and thought that they had to either write about themselves or a friend rather than their cousin. Candidates should ensure that they know exactly what is required before they start writing.

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

## Section 2 Reading and Writing

### Exercise 1 Questions 17 - 25 Reading

Candidates performed well on this exercise. Most understood the questions, were able to identify the key words in the passage and could express themselves clearly enough to be awarded the mark for communication. Some did not understand the more complex vocabulary in the questions. Candidates need to be aware of the need to select just enough information to answer the question. They should avoid copying large sections of the text in the hope that the Examiner will select the required answer on their behalf.

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

The approach to the conjugation of verbs and the use of pronouns in this section is lenient, but candidates should ensure that their answer indicates clearly which person is involved in the activity. It is sometimes preferable to write the name rather than using a pronoun to avoid any chance of ambiguity..

Incorrect use of possessive adjectives was a problem for many here and candidates need to improve their ability to use them correctly to avoid ambiguity.

The discriminators here were **Questions 18, 19, 22, 23 and 25.**

### Question 17

This was answered well and most candidates could write 'ha aprobado sus examenes'. Some simply copied what Sebastián had written, but they were not penalised for writing in the first person. However, some failed to achieve a mark by assuming he had simply taken the exams, rather than having passed them.



### Question 18

Many candidates were able to select the correct information required here and wrote 'para conocer los países'. However, some fell into the trap of mentioning his future plans, rather than answering the question about why he wanted to travel.

### Question 19

Some weaker candidates failed to recognise 'ahorrar dinero' and gave answers which had no connection with the question. However, many were able to select the key detail of 'billetes baratos' and therefore achieve the mark.

### Question 20

This was a relatively straightforward question with many correct answers. Most were able to write concisely here and offer 'un curso de inglés'. It was felt that 'una escuela de idiomas' did not make it sufficiently clear what Sebastián was going to be doing in Cambridge.

### Question 21

Many recognised the verb 'se alojaría' and were able to respond with 'una familia inglesa'. However, some weaker candidates, who failed to recognise the verb but who were familiar with 'dónde', selected 'una escuela de idiomas' as their answer and therefore were not awarded a mark here.

### Question 22

Most candidates appeared to be able to understand the question here and knew where the answer was located in the text. However, some were unable to manipulate 'sin ver el sol' into a phrase which would adequately answer the question. The more able candidates were able to offer 'no hay sol' to gain a mark.

### Question 23

More able candidates performed well in his question but it discriminated at the lower end of the ability range. Those who were able to see the link between 'cuál es lo peor' in the question with 'lo que más me molesta' in the text were able to achieve a mark simply by copying 'mis amigos irían sin mí'. Of course the best candidates could offer 'sus amigos irían sin él'.

### Question 24

Many candidates realised that learning English would help with his 'futura carrera'. Candidates who made no mention of his career failed to score here.

### Question 25

The weaker candidates found this difficult and it challenged some of the more able ones as well. There were 2 marks for 'hablar con los padres de Sebastián' and 'enseñar fotos'.

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

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

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



to all of the tasks. They recognise present, past and future tenses in the instructions and recognise the verb which has been conjugated appropriately.

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

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

A small number of candidates misunderstood the rubric here and wrote about their School instead of their holiday, the word 'colegio' perhaps being more familiar to them than 'viaje'. However the majority interpreted the task correctly.

### Question 26

- (a) Most candidates were able to describe clearly where the School trip took place, but often without any details to allow them to score extra marks.
- (b) Many candidates responded well to this and used their imaginations to offer a range of suitable activities. A wide range of visits were described in this section, with candidates perhaps drawing on personal experience to help them.
- (c) This was a straightforward task requiring candidates to give their opinion of the trip. This was very well done, on the whole, with most also giving a detailed explanation of why they had enjoyed the visit.
- (d) This task required candidates to use the future tense, which most easily recognised with the phrase 'en el futuro'. Many also gave their reasons for wanting to go on this trip and gained extra points.

### Section 3 Reading

As in the other sections, answers are marked for communication. There is often a need to use possessive and disjunctive pronouns and candidates will benefit from being able to manipulate these confidently.

Brief answers are perfectly acceptable and candidates should aim for this where possible. Candidates should be aware that copying lengthy sections from the original text often does not lead to them being awarded a mark; they should attempt to limit their answers to giving only the specific information required by the question. Some questions can be answered with one word, a short phrase or the infinitive of a verb.

### Exercise 1 Questions 27 - 32 True/False Reading

Candidates should be made aware that it is not acceptable to add 'no' to a positive statement in the question to justify a 'false' answer. The reverse also applies.

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.

### Question 27/T

Many weaker candidates and some of the more able ones were unable to decide that this was true.

### Question 28/J

Only the more able candidates could identify that the statement was false, although those who did were usually able to offer the correct justification: 'algunos jóvenes charlan'.

### Question 29/T

Only the more able candidates could identify that this was true.

### Question 30/J

Many recognised that this was false, but the tendency to copy too much information from the text resulted in a failure to score an extra mark here for justification. The most able candidates managed to express one of two short responses: 'ahora son amigos' or 'han cambiado actitudes'.

### Question 31/J

Only the better candidates identified correctly that this was false but few were able to express the appropriate justification: 'el entrenador le invitó'.

### Question 32/J

This was false, which most candidates were able to see and many could also provide one of the two acceptable justifications – 'ha encontrado tranquilidad' or 'puede respirar'.

## Exercise 2 Questions 33 - 41 Reading

This is the most demanding part of the paper but weaker candidates 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.

In this section, candidates still do not need to write long sentences, provided that they answer the question fully and without ambiguity. Some of the questions could be adequately answered using only one word. Candidates should guard against indiscriminate 'lifting', thereby expecting the Examiner to find the correct information.

### Question 33

Only the most able candidates understood the question but many did not offer sufficient detail in their answer. They needed to express the idea: 'hay programas similares en la tele'. Some simply lifted 'han visto en la tele' without mentioning what the young people had seen. Weaker candidates saw 'Edubots' and 'adolescentes' in the question and tended to copy 'Edubots es un proyecto de ingeniería para adolescentes'.

### Question 34

This question also discriminated. Many clearly understood the question but offered the wrong person or group in their answer. 'El ayuntamiento' was the correct detail, but answers involving 'los adolescentes y estudiantes', 'los jóvenes' or 'los ingenieros' were frequent. Weaker candidates were misled by the earlier mention of 'la ciudad de Salinas en Puerto Rico'.

### Question 35

(a), (b) There were 2 marks for this item. Better candidates were able to find at least one answer, but it discriminated clearly at the lower end of the ability range. The answers were: (a) 'dinero' and (b) 'fama internacional'. Candidates who struggled to find other answers in this exercise were often able to gain a mark for **Question 35(b)**.

### Question 36

The correct answer was "hablaron de su proyecto" and many of the more able candidates were able to express this idea. Occasionally mention of the project was omitted, which failed to score a mark. Some were misled by the appearance of 'participaron' in the question and tended to lift from the text the phrase: 'los robots podrán participar en campeonatos en otras regiones'.

### Question 37

The weaker candidates found this very difficult and often some of the more able ones were unable to write an acceptable form of the verb. The correct answer was: 'aprendió a calcular con facilidad', however many candidates simply copied what Marta said. There were numerous different forms of the verb 'aprender' including several which do not exist in Spanish. Candidates need to be aware that **Section 3** requires greater accuracy when dealing with the conjugation of verbs in a variety of tenses.

**Question 38**

Many candidates coped well with this answer and achieved a mark with a choice of correct answer: 'que le interesa más la construcción que el combate' or 'la intención es educativa'. Candidates who found other questions difficult were often able to achieve a mark here.

**Question 39**

This task required manipulation from a conjugated verb in direct speech in the text to an infinitive or a third person conjugation, which many of the weaker candidates were unable to achieve. There was a choice of answer and a mark could be gained from a relatively simple phrase: 'para montar un campeonato', 'para luchar con ellos' or 'para ver quiénes son los mejores'.

**Question 40**

The correct answer 'dando charlas en colegios' was expressed by many of the more able candidates but proved difficult for others.

**Question 41**

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

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/03  
Speaking

## Key messages

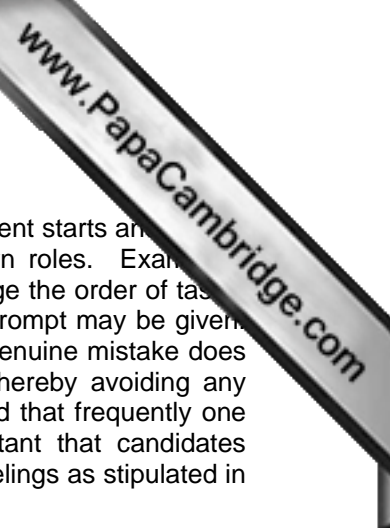
- Careful preparation by Examiners is essential.
- Examiners should adhere to the role play tasks as set out in the Teachers' Notes.
- If an element of a Role Play task is omitted, an appropriate prompt may be given.
- All task elements must be communicated, but one word or a short response may be sufficient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

## General comments

To be read in conjunction with the Teachers' notes 1 March – 9 May 2011:

### Recordings and documentation

Most Centres sent the correct sample size for moderation. The recordings should be spread as evenly as possible across the Centre's range of marks. The quality of the recordings was mostly very good. 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 recorded material should be clearly labelled with the Centre name and number and the candidate's name and number in the order in which they are recorded. Candidates should not identify themselves on the cassette or CD, rather the Examiner should introduce the candidates as indicated in the Teachers' notes. Candidates should be identified using their official examination number. The Examiner should indicate the end of recording by stating, "End of sample." Examiners are reminded that once a test has started that the cassette/CD should run without interruption and should not be stopped between tests. The working mark sheets were completed correctly as required in the majority of cases. The cover sheet for the moderation sample should be completed and enclosed with the moderated sample along with details of internal moderation where this has been agreed. Arithmetical errors regarding candidates' marks were more frequent. Centres should check for arithmetical errors and ensure the accurate transfer of marks onto the MSI form (Internal Assessment Mark Sheet) before final submission.



### Conduct of the tests

Materials for the speaking test should be opened four working days before the assessment starts and should be studied carefully. This allows Examiners to familiarise themselves with their own roles. Examiners should adhere to the role play tasks as set out and not create additional tasks or change the order of tasks. If the Examiner is aware that an element of a task has been omitted, an appropriate prompt may be given. Careful preparation is essential where the Examiner has to initiate the dialogue. If a genuine mistake does occur then the Examiner can quickly and confidently take up the appropriate role thereby avoiding any unnecessary confusion and anxiety for the candidate. Candidates should bear in mind that frequently one word or a short response may be sufficient to communicate a task. It is important that candidates communicate all elements of a given task including giving thanks and expressions of feelings as stipulated in the tasks.

### Comments on specific questions

#### **Test 1: Role Plays A**

##### **Role Play A: Cards 1, 2 and 3**

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

**Task 2:** If candidates are provided with options they should select one of the options. A short response is adequate. Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain full marks.

**Task 5:** 'Agradécele al/a la empleado/a' forms part of the task. If omitted, the candidate cannot score full marks for this task.

##### **Role Play A: Cards 4, 5 and 6**

This role play was generally completed well.

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

**Task 3:** If candidates are provided with options they should select one of the options.

**Task 4:** Candidates were able to communicate the information however often the use of the verb 'sentarse' proved to be difficult

**Task 5:** Some candidates struggled to formulate an accurate question. It is not sufficient to read the rubric.

##### **Role Play A: Cards 7, 8 and 9**

This role play was completed well. However, Examiners need to be especially attentive where candidates combine the information for two tasks, to ensure that all elements have been completed.

**Task 3:** If candidates are provided with options they should select one of the options.

**Task 5:** Some candidates were unable to formulate an accurate question. There was confusion between ser and estar.

#### **Role Plays B**

These role plays were more challenging and candidates responded well to the open ended nature of the tasks set. If a task comprises of two or more elements the Examiner can break up the tasks if this helps the candidate to complete the task. If candidates do combine tasks the Examiner must ensure that all the elements are completed and if not, ask further questions as necessary.

### **Role Play B: Cards 1, 4 and 7**

Most candidates carried out the specific tasks well.

**Task 2:** 'Responde entusiasmado/a' forms part of the task. If omitted, the candidate cannot score full marks for this task.

**Task 3:** A short response to complete the task is perfectly acceptable.

**Task 4:** Some candidates provided far more details than required and occasionally made more mistakes in doing so.

### **Role Play B: Cards 2, 5 and 8**

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

**Task 1:** Candidates should read the rubric carefully to understand their role and to avoid confusion.

**Task 2:** A short response is adequate.

**Task 3:** The second element of the task caused difficulties where candidates attempted to provide a complicated reason

**Task 4:** 'Muéstrate contento/a' forms part of the task. If omitted, the candidate cannot score full marks for this task.

**Task 5:** Most candidates formulated a question however the language used was not always accurate.

### **Role Play B: Cards 3, 6 and 9**

This role play was generally completed well.

**Task 2:** Candidates do not need to give detailed explanations. The meaning should be clear and accurately conveyed.

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

**Task 4:** Candidates communicated the second element of the task however it was not always accurately conveyed due to the use of pronouns.

**Task 5:** There were minor errors in the use of adjectival endings.

### **Test 2: Topic (prepared) Conversation**

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

### **Test 3: General (unprepared) Conversation**

The Examiner should make a clear distinction between Test 2 and Test 3 by announcing the main Topic to General Conversation. Each Conversation (prepared and unprepared) should last 5 minutes. Examiners did not adhere closely to the timing and consequently disadvantaged their candidates. The Examiner should aim to cover at least two or three of the Defined Content Topics again as in Test 2 avoiding asking too many closed questions which only require minimal responses. The onus is on the candidate to engage in conversation encouraged by the Examiner to perform to the best of his/her ability. Examiners should vary the topics covered and should not ask all candidates the same series of questions. Candidates should be given the opportunity to respond to both expected and unexpected questions.

### **Assessment**

All assessment should follow the assessment criteria as explained in the Teachers' notes. Examiners should be consistent in their marking. Candidates were fairly assessed by the majority of Centres. In Test 1 Role Plays, Examiners can only award marks for tasks completed by candidates. If elements of tasks are not completed, a candidate cannot be awarded full marks. Marks cannot be awarded for additional tasks created by the Examiner. In Test 2 Topic (prepared) Conversation and Test 3 General (unprepared) Conversation, there was a tendency by some Examiners to be overgenerous in their assessment of linguistic content (Scale **b**) and harsh on the impression mark. To achieve the highest possible mark candidates do not have to be of native speaker standard.



# SPANISH (FOREIGN LANGUAGE)

Paper 0530/41  
Continuous Writing

## Key messages

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

## General comments

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

## Individual questions

### Marking for relevant communication in each question

Candidates attempted **Question 1a** and **1b** although there was a preference for **Question 1b**. In **Question 1a** most candidates managed to achieve all the communication marks. A few candidates wrote far too much about the famous person and were unable to complete the final communication task within the word limit. Communication marks were not awarded where inappropriate tenses were used. In **Question 1b** the majority of candidates achieved all the communication marks. The most frequently missed communication mark was the first task. As in **Question 1a** communication marks were not awarded where an inappropriate tense was used.

## **QUESTION 1**

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

- |            |   |   |
|------------|---|---|
| <b>(a)</b> | dónde viste al/a la famoso/a                        | 1 |
| <b>(b)</b> | por qué es famoso/a                                 | 1 |
| <b>(c)</b> | lo que piensas de esta persona                      | 1 |
| <b>(d)</b> | lo que pasó después                                 | 1 |
| <b>(e)</b> | otra persona famosa que te gustaría ver, y por qué. | 1 |



1(b) There were five marks available as follows:

- |     |   |   |
|-----|---|---|
| (a) | invitar al/a la amigo/a a hacerse socio/a del grupo | 1 |
| (b) | explicar los objetivos del grupo                    | 1 |
| (c) | decir por qué el grupo te interesa                  | 1 |
| (d) | describir una actividad pasada del grupo            | 1 |
| (e) | mencionar una actividad futura del grupo.           | 1 |

## QUESTION 2

Candidates responded well to this task producing some interesting and varied pieces of writing, and many of them managed to achieve all the communication marks

There were five marks available as follows:

- |     |  |     |
|-----|--|-----|
| (a) | alguna información sobre la película                       | 1   |
| (b) | cuándo y con quién la viste                                | 1   |
| (c) | lo que te gustó de la película y por qué la recomendarías. | 1+1 |

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

### Repetition of material printed in the rubric

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting. Candidates should be made aware that sections of the rubric may be excluded from being awarded marks for language therefore they should adapt and/or avoid excessive use where possible.

## QUESTION 1

- (a) una persona famosa
- (b) un grupo de jóvenes que se llama "Música para todo el mundo"

## QUESTION 2

de ver una película

### Marking for Accuracy of language in each question

Common errors included the following:

- In **Question 1a** failure to accent verbs where necessary, use of past tenses, the first person present of 'pensar', incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar', the spelling and position of adjectives, adjectival agreements
- In **Question 1b** misspelling of vocabulary provided in the rubric, failure to accent verbs where necessary, absence of personal 'a', inconsistent use of tenses, use of 'ser/estar', confusion between 'bien' and 'bueno', incorrect use of impersonal verbs such as 'gustar' in the first person plural, use and position of pronouns
- In **Question 2** gender of 'película', inconsistent use of tenses, failure to accent verbs where necessary, adding accents unnecessarily, use of imperfect for descriptions, confusion between the imperfect and the preterite, adjectival endings, use of 'ser/estar', use of 'pasarlo bien', use and position of pronouns, the inclusion 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 weak candidates lapsed into the present. With those of middling ability a common defect was an incorrect use of the perfect or imperfect when only the preterite was appropriate. It was common to omit vital accents in verb endings. All verbs score for accuracy but only if used correctly and accented if necessary. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for the common 'muy', to conjunctions except for the very common 'y' and 'pero', to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and

reflexives, to pronouns correctly joined onto a verb e.g. 'escribeme'; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

Marking for general impression in each question

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



# SPANISH (FOREIGN LANGUAGE)

Paper 0530/42  
Continuous Writing

## Key messages

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

## General comments

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

## Individual questions

### Marking for relevant communication in each question

Candidates attempted both **Question 1a** and **Question 1b** although there was a definite preference for **Question 1a**. In **Question 1a** candidates appear to require instruction in the use of appropriate register. Candidates who were familiar with letter etiquette were often inconsistent with the use of tú, usted and vosotros. Most candidates managed to achieve all the communication marks. Often where a candidate failed to attain 5 marks this was due to failure to observe the word limit. Occasionally communication marks were not awarded due to the use of inappropriate tenses. In **Question 1b** the majority of candidates achieved all the communication marks. The most frequently missed communication mark was the first task. As in **Question 1a**) communication marks were not awarded due to the use of inappropriate tenses.

### QUESTION 1

(a) There were five marks available as follows:

- |     |   |   |
|-----|---|---|
| (a) | quién eres  | 1 |
| (b) | lo que quieres hacer  | 1 |
| (c) | tu experiencia de estudiar esta asignatura                                    | 1 |
| (d) | cómo este curso puede ser útil en el futuro                                   | 1 |
| (e) | una pregunta sobre el curso (el precio, la duración, los días de clase etc.). | 1 |

(b) There were five marks available as follows:

- |     |   |   |
|-----|---|---|
| (a) | invitar a los otros alumnos a hacerse socios de la Asociación | 1 |
| (b) | dar tu opinión del colegio                                    | 1 |
| (c) | decir por qué el grupo es necesario                           | 1 |
| (d) | describir una actividad reciente de la Asociación             | 1 |
| (e) | mencionar una actividad futura de la Asociación.              | 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 managed to achieve all the communication marks. Some candidates however misunderstood 'un robo' as meaning a thief or a robber despite 'ladrón' being provided in the rubric. The use of inappropriate tenses and in some cases the omission of elements of the task (lo que pasó) also resulted in the loss of communication marks.

There were five marks available as follows:

- |     |   |     |
|-----|---|-----|
| (a) | lo que pasó, y dónde estabas                                    | 1+1 |
| (b) | una descripción de la víctima o una descripción de los ladrones | 1   |
| (c) | cómo te sentiste.   | 1   |

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

#### Repetition of material printed in the rubric

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting. Candidates should be made aware that sections of the rubric may be excluded from being awarded marks for language therefore they should adapt and/or avoid excessive use where possible.

### QUESTION 1

(a) hacer un curso de verano, puede ser útil en el futuro

(b) es necesario, una actividad reciente de la Asociación, una actividad futura de la Asociación

#### Marking for Accuracy of language in each question

Common errors included the following:

- In **Question 1(a)** misspelling of vocabulary provided in the rubric, absence of personal 'a', failure to accent verbs where necessary, failure to accent interrogatives, use of 'gustar', incorrect use of indefinite article between 'ser' and profession, use of 'desde hace', use of 'ser /estar', use and position of pronouns
- In **Question 1(b)** misspelling of vocabulary provided in the rubric, failure to accent verbs where necessary, absence of personal 'a', inconsistent use of tenses, use of 'ser /estar', confusion between 'bien' and 'bueno', incorrect use of impersonal verbs such as 'gustar' in the first person plural, use and position of pronouns, use of preterite

- In **Question 2** gender of 'víctima', inconsistent use of tenses, failure to accent when necessary, adding accents unnecessarily, use of imperfect for descriptions, confusion between imperfect and the preterite, adjectival endings, use of 'ser/estar', use of sentirse, the inclusion 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 lapsed into the present and experienced difficulties manipulating tenses. With those of middling ability a common defect was an incorrect use of the perfect or imperfect when only the preterite was appropriate. It was common to omit vital accents in verb endings. All verbs score for accuracy but only if used correctly and accented if necessary. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for the common 'muy', to conjunctions except for the very common 'y' and 'pero', to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb e.g. 'escribeme'; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

#### Marking for general impression in each question

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





# SPANISH (FOREIGN LANGUAGE)

Paper 0530/43  
Continuous Writing

## Key messages

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

## General comments

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

## Individual questions

### Marking for relevant communication in each question

Candidates attempted **Question 1a** and **1b** although there was a preference for **Question 1b**. In **Question 1a** most candidates managed to achieve all the communication marks. A few candidates wrote too much about their family and where they live which meant that they were unable to complete the final communication task within the word limit. Some candidates omitted a task. Communication marks were not awarded where an inappropriate tense was used. In **Question 1b** the majority of candidates achieved all the communication marks. The most frequently missed communication mark was the first task. As in **Question 1a** communication marks were not awarded where an inappropriate tense was used.

## QUESTION 1

(a) There were five marks available as follows:

- |     |  |   |
|-----|--|---|
| (a) | detalles sobre tu familia                                  | 1 |
| (b) | lo que piensas del lugar donde vives                       | 1 |
| (c) | los preparativos que has hecho para la visita de tu amigo/ | 1 |



- (d) lo que haces un fin de semana normal  
(e) los planes que tienes para la visita.
- (b) There were five marks available as follows:  
(a) explicar por qué escribes el artículo  
(b) describir los objetivos del grupo  
(e) decir por qué el grupo es necesario 1  
(d) describir una actividad pasada del grupo 1  
(e) mencionar una actividad futura del grupo.

## QUESTION 2

Many candidates failed to mention the preparations while providing, in some cases detailed explanations of the problem and necessary changes. In the task in which candidates had to express how they felt some understood this to mean apologise using 'lo siento' which on its own was insufficient to be awarded a communication mark.

There were five marks available as follows:

- (a) los preparativos que ya has hecho 1  
(b) el problema y los cambios (lugar, hora etc.) 1+1  
(c) cómo te sientes. 1

+ 1 for 1 more detail relevant to a, b, or c.

### Repetition of material printed in the rubric

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting. Candidates should be made aware that sections of the rubric may be excluded from being awarded marks for language therefore they should adapt and/or avoid excessive use where possible.

## QUESTION 1

- (a) hacer una visita pronto  
(b) un grupo de jóvenes que se llama "Jóvenes por una mejor ciudad."

## QUESTION 2

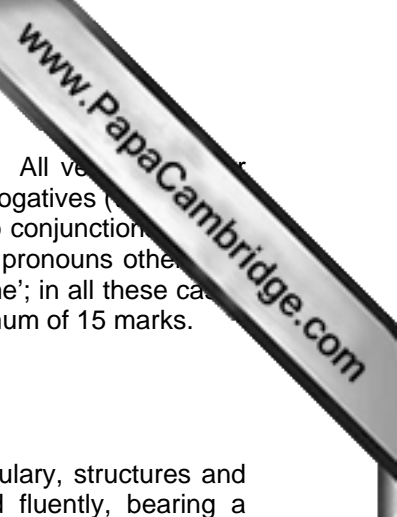
una comida al aire libre

### Marking for Accuracy of language in each question

Common errors included the following:

- In **Question 1a** use of the perfect tense, failure to accent verbs where necessary, use of 'ser/estar', present tense of common verbs such as 'jugar', 'querer' and 'poder', expression of future meaning using ir a + infinitive in the first person plural, the future tense
- In **Question 1b** misspelling of vocabulary provided in the rubric, failure to accent verbs where necessary, absence of personal 'a', inconsistent use of tenses, use of 'ser /estar', confusion between 'bien' and 'bueno', incorrect use of impersonal verbs such as 'gustar' in the first person plural, use and position of pronouns
- In **Question 2** inconsistent use of tenses, failure to accent verbs where necessary, adding accents unnecessarily, adjectival endings, use of 'ser/estar', use of 'pasarlo bien', use and position of pronouns, difficulties with describing the weather, inclusion 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 weak candidates lapsed into the present. With those of middling ability a common defect was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates writing lists of activities or foods gave themselves less opportunities to score as highly as those careful to



include adjectives and verbs. It was common to omit vital accents in verb endings. All verbs were written with accuracy but only if used correctly and accented if necessary. Credit was given to interrogatives (which must be accented), to negatives, to prepositions, to adverbs except for the common 'muy', to conjunctions (except for the very common 'y' and 'pero'), to adjectives correctly positioned and agreeing, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb e.g. 'escribeme'; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

Marking for general impression in each question

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