

# SPANISH (Foreign Language) (US)

Paper 0533/11

Listening

## Key messages

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

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

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

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

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

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

## General comments

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

## Comments on specific questions

### **Primera Parte**

#### **Ejercicio 1 Preguntas 1–8**

The rubrics were generally understood and followed.

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

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

### Ejercicio 2 Preguntas 9–14

Most candidates understood the passage well.

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

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

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

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

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

### Segunda Parte

#### Ejercicio 1 Pregunta 15

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

#### Ejercicio 2 Preguntas 16–25

##### Primera Parte

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

##### Segunda Parte

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

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

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

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

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

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

##### Tercera Parte

#### Ejercicio 1 Preguntas 26–31

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

**Question 26** was answered correctly by many.

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

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

### Ejercicio 2 Preguntas 32–41

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

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

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

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

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

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

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

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

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

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

# SPANISH (Foreign Language) (US)

Paper 0533/21  
Reading and Directed Writing

## Key Messages

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

## General Comments

The overall standard was high in all 3 sections of the paper. Most candidates attempted all of the questions and adhered to the instructions in the rubric.

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

The general standard on the writing tasks (**Questions 16 and 26**) continues to improve across the whole ability range. For the most part, candidates wrote clearly, organised their answers and focused on the set tasks. Many took the opportunity to write in a stylish and imaginative way.

Candidates who did not organise their answers or introduced too many topics which were not directly related to the tasks often omitted one or more of the set tasks and lost marks. There were a few candidates who wrote answers which were not relevant to anything in the rubric in **Questions 16** and **26**.

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

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

A number of candidates relied on the apostrophe to show possession, for example Francisco's *amigas* in **Section 2, Question 19**.

### Comments on Specific Questions

#### **Section 1**

##### **Reading and Directed Writing**

The discriminators were **Questions 6, 9, 10** and **11**.

Most candidates achieved high marks although some found the vocabulary difficult in Exercise 2. Weaker candidates seemed unfamiliar with *calefacción central*, *congelador* and *lavaplatos*.

Most candidates had full marks on **Questions 1-5** but weaker candidates lost one or more marks on **Questions 6-10**. Many candidates of all abilities scored full marks on **Questions 11-15**.

Most performed well on the writing task, **Question 16**, but some lost marks because they did not respond to the tasks suggested by the picture stimuli or they did not use an appropriate tense in the context of the question. Some of the better candidates used the past tense when the present or the future was indicated.

The vocabulary for this section is taken from the 'Defined Content Syllabus Minimum Core Vocabulary' so candidates who are familiar with this are more likely to score full marks.

#### Exercise 1

##### **Questions 1–5 Reading**

###### **Question 1**

Most candidates connected *gran fiesta* to **D**.

###### **Question 2**

Almost all candidates could relate *nadar* to *piscina* in **A**.

###### **Question 3**

Most connected *dinero* to **B**.

###### **Question 4**

Very few did not know that *libro* connects with *biblioteca* in **C**.

###### **Question 5**

Most could relate *limpiar mi habitación* to **C**.

## **Exercise 2**

### **Questions 6–10 Reading**

This section should be accessible to all candidates and many achieved full marks but some did not seem to know the vocabulary for items connected with the household, especially the kitchen.

The most challenging items were **Questions 6, 8, and 10**.

#### **Question 6**

Weaker candidates could not connect *hace frío* to *calefacción central* in **D**.

#### **Question 7**

All candidates could relate *llamar a la oficina* to *teléfono* in **A**.

#### **Question 8**

Most linked *café frío* to *microondas* in **C**.

#### **Question 9**

Weaker candidates could not link *pantalones* and *sucios* to *lavadora* in **B**.

#### **Question 10**

The better candidates could link *un helado* to *congelador* in **E** but only half of the weaker candidates knew this.

## **Exercise 3**

### **Questions 11–15 Reading**

The discriminators were **Questions 11 and 13**.

This section required candidates to recognise longer items with more difficult vocabulary but most achieved high marks.

Candidates will improve if they have a systematic approach and aim to eliminate superfluous answers. They are strongly advised to read the whole text before starting the exercise. In **Question 14**, for example, some candidates lost a mark because they did not seem to have read right to the end of the text.

#### **Question 11**

The better candidates connected *a las siete* to *por la mañana* in **B** but weaker candidates opted for A (*en la cama*), probably because the word is in the text.

#### **Question 12**

Most realised that *en el parque* in **B** was required to complete the sentence.

#### **Question 13**

Better candidates responded to *al desayuno solo tomo cereales* in the text and wrote **C** but weaker candidate chose B, possibly because it seemed more logical or because they did not read the final paragraph.

#### Question 14

Most candidates chose the correct answer, **B**, but some opted for A. *Amigas* is mentioned later on in the text but linked to *cantina*.

#### Question 15

Almost all of the candidates were able to complete the sentence with **A**.

#### Exercise 4

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

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

Candidates are required to write three short messages which are marked for communication (3 marks) and for language (2 marks). The messages should relate to the picture stimuli as closely as possible. If candidates do not attempt one of the tasks they score a maximum of one mark for language. The verb must be correct for the language mark to be awarded.

The 3 tasks were accessible to most candidates. Some wrote about a completely different topic and were not awarded any marks as there was no response to the questions.

Some good candidates did not seem to read the questions carefully as they wrote in the past tense although all of the tasks suggest the present or future tenses. This affected the mark for language.

Some responses to the picture stimuli were too far removed from the suggested activity to be worth a mark.

There were many good candidates who displayed an excellent knowledge of the future tense.

- (a) Better candidates wrote a simple sentence connected with swimming, for example *paso la tarde en la piscina*.
- (b) Most candidates were able write a sentence about when they would go home using *vuelvo*, *voy a volver* or *regreso*. Some could not conjugate *volver* and often wrote *vuelve*.
- (c) Most candidates understood the question and used *después* to start the answer – *después voy a ver una película en el salón*, for example. Some referred to *videojuegos* which was acceptable or other activities not suggested by the stimulus which were not.

#### Section 2

#### Reading and Writing

#### Exercise 1

#### Questions 17–25 Reading

Many candidates were able to achieve at least 4/5-7 of the 10 marks.

**Questions 18, 20, 22, 23, 24 and 25** were the most challenging for the weakest candidates. Some of the more able candidates found **Questions 18, 22 and 23** difficult as they were unable to avoid ambiguity in their answers.

**Questions 17 and 21** were the most accessible across the whole ability range.

This text involved three different people – Andrés, Francisco and Sofía as well as *las otras chicas de Francisco* so candidates needed to make sure that they stated clearly which one they were referring to in their answer.

Candidates must **not** assume that knowledge is carried forward from a previous question and should aim to include all relevant information needed to show the Examiner that they have fully understood. In **Question 19**, for example some wrote *tiene otras amigas* and omitted Francisco. Given the form of the question this could refer to Sofía so the Examiner has to decide whether or not the mark may be allowed.

When the text is in the form of a letter candidates should make sure that they write about the correct person. A few wrote Andrés instead of Francisco on occasions.

### Question 17

Most candidates found the correct answer – *necesita su opinión* or *tiene un problema con su novia*, for example.

### Question 18

The single word *simpática* was enough to answer this but some candidates added *y nos llevamos bien* which invalidated the correct answer. The addition of *pero un poco egoísta* was accepted. Others did not understand *cómo* in the question and wrote *es la novia de Francisco*.

### Question 19

Most candidates found the correct part of the text and many wrote *las otras amigas de Francisco* although some resorted to *Francisco's otras amigas*. The omission of Francisco invalidated the answer.

### Question 20

The better candidates easily found the answer - *desde la escuela primaria* - but weaker candidates opted for *están en el mismo curso del instituto* which is the answer to **Question 21**. This meant that they risked losing a further mark.

### Question 21(i) (ii)

Most candidates were able to find at least one of the answers - *baloncesto* or *tienen 16 años*, or *(van al) mismo instituto*. Weaker candidates omitted *mismo* or did not locate the answer in the correct part of the text.

### Question 22

Candidates had to read the text carefully to work out the appropriate response to *actitud* in the question. The best candidates wrote *no quiere ni conocerlas* but weaker candidates tended to opt for *egoísta* which occurs later in the text and relates to Francisco's value judgement of Sofía's behaviour.

### Question 23

This required candidates to use direct object and disjunctive pronouns or to frame their answer to include *las chicas* and/or Francisco in a coherent fashion. This proved difficult for many weaker candidates and some better ones as well. The most succinct answers were *cuando la invitan a salir con ellos* or *cuando Francisco sale con las chicas*.

### Question 24

This discriminated across most of the ability range. The best candidates found the two obvious answers – *salir solo con ella* or *no salir con otras chicas*. Weaker candidates did not seem to understand the question fully and often focused on *baloncesto*.



## Question 25

Most candidates found the correct answer – **C** - but some chose B or A, suggesting that they were unable to infer the answer from the text or did not understand the vocabulary.

## Exercise 2

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

The discriminators were tasks **26 (a) and (c)**.

The guidelines suggest that 80-100 words is sufficient to answer this item adequately but there are still candidates who write too much, not all of which is relevant. This wastes time and does not attract marks.

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

This question was answered well by candidates across the whole ability range. Many provided a fluent piece of writing with complex sentences in a range of tenses, varied vocabulary and correct use of idiom.

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

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

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

Many were awarded 10 marks for communication by responding adequately to the tasks in the rubric and providing sufficient extra details related to these tasks. Some did not respond clearly to all of the tasks and candidates need to be aware that extra details will only be awarded marks if they are relevant to the tasks in the questions.

In preparation for this item, candidates need to know a range of common verbs in the present, past and future tenses since they will be expected to show that they can respond to questions in a variety of tenses.

They should also remember that expressions of time can support the communication of tense, for example *en el futuro*. If they use key words from the question it helps to indicate which task they are attempting, for example *para ayudar en casa* and *con el dinero* in tasks **(a)** and **(b)**.

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

This question was accessible to the whole ability range. Most scored 3-4 marks for responding to the tasks and were able to provide at least 3-6 extra details. The marks for language were usually 4 or 5. Only very weak candidates scored fewer than 3 marks for language.

Weaker candidates tended to use short sentences in the present tense with little attempt to use linking words.

### Question 26

- (a) The best candidates were able to write at length about how they help at home and included details about when they did this, their preferences or what other people did and what they thought of this. Weaker candidates did not always understand the vocabulary in the question well enough to be able to answer appropriately and some, seeing *casa* in the question, described their house.
- (b) Most understood the question and were able to develop their answers by discussing what they liked and disliked and why. Some used this as an opportunity to use complex vocabulary and idiom.
- (c) This provided better candidates with an opportunity to write several sentences about how they spend the money. Weaker candidates thought they had to talk about how much they earned and were not awarded a mark for responding to the task.
- (d) Many candidates understood the question and wrote about their future plans in the context of work. Those who did not fully understand wrote about what they would like to do in the house in the future.

### Section 3

#### Reading

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

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

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

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 candidates tend to provide 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 1-3 marks although they found it hard to provide justifications.

Candidates should be made aware that it is not acceptable to add *No* to a positive statement in the question to justify a 'false' answer. Likewise they will not score marks for adding a negative prefix to an adjective or adverb, for example *posible/imposible*.

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

A number of candidates did not understand the significance of the prefix *des* which led to misunderstanding of *descuidar* on **Question 30**. There were also confused by *también* and *tampoco* in the same question.

The discriminators in this section were **Questions 27F, 29T, 27J, 28J, 30J and 31J.**

### Question 27/J

Many candidates recognised that this was false but only the best candidates could justify their response and wrote (*gana porque*) *es un luchador* or *no deja de presionar (ni un momento)*. Weaker candidates resorted to indiscriminate lifting and often wrote *simpatico en la vida normal*.

### Question 28/J

Candidates of all abilities recognised this as false but even the best candidates found it hard to justify as they needed to identify and use object pronouns correctly. (*Porque*) *lo pudieron ver sus abuelos* often became (*porque*) *pudo ver a sus abuelos* which has a different emphasis. Some wrote *sus abuelos viven en España* which is not specific enough.

### Question 29T

More able candidates identified this as true but weaker candidates tended to opt for false.

### Question 30/J

Most identified this as false but only the best candidates were able to provide a correct response – *tiene que prepararse mentalmente también*. Some were confused by *descuidar* in the text and lifted *se puede descuidar el entrenamiento mental*. The use of *también* and *tampoco* also confused some.

### Question 31/J

Many candidates opted for false but weaker candidates could not justify the response. The best candidates were able to conjugate *cambiar* in the third person but many wrote *cambio siempre de clima* instead of *cambia* and lost a mark. Some wrote *falta alguna medicación para aumentar las defensas*, omitting *hace* and losing a mark.

### Question 32T

Many candidates identified this as true.

## Exercise 2

### Questions 33–42

#### 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 answers may require candidates to apply grammatical rules more accurately to ensure that they communicate the answer unambiguously.

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

Candidates should be aware that they need to read the questions very carefully so that the answer follows on logically from the question. In **Question 36**, for example, weaker candidates included *con* and *que* in the answer whereas better candidates knew that they had to be removed.

In this section of the paper candidates will need to read the questions and the text very carefully since this is a test of higher reading skills.

Candidates should be wary of misspelling key words which are given in the text, notably *gaviotas* which seemed to be unfamiliar. In some cases, it was barely recognisable when transposed to the answer.

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

Candidates were not always able to use *antes* and *ahora* to good effect. They often omitted the insignificant words which can be crucial to the answer.

The discriminators were **Questions 33, 36, 37, 39** and **41**.

### Question 33

This discriminated at the weaker end of the ability range as it required the candidates to understand *peligro* in the question and to read the text carefully to extrapolate the correct answer - *roban los bocadillos/la comida*. A number wrote *roban el bocadillo* or *(representan) una amenaza urbana*, suggesting that candidates had not read far enough into the text.

### Question 34

There were two possible answers – *el ruido de las gaviotas* and *(casos de) niños aterrorizados*. Most candidates seemed to understand *se queja* in the question and found the correct part of the text but weaker candidates tended to omit either *el ruido* or *las gaviotas*. Some wrote *las gaviotas están agresivas* which is not specific enough.

### Question 35

Weaker candidates needed to understand *evitar* in the question but many were able to provide a suitable answer – *no acercarse* or *no darles comida*. Many used *se prohíbe darles comida* from the text which was acceptable.

### Question 36

The challenged across the whole ability range. Most candidates seemed to understand the question but many found it difficult to provide all of the essential elements – *sus altos edificios se parecen a las rocas de la costa*. A number omitted *altos* or *las rocas de la costa* (*sus altos edificios*). Some focused on the wrong part of the sentence and wrote *resulta un ambiente perfecto para las gaviotas* which describes the result but does not give the reason. Others referred to *la comida*, possibly drawing on their own ideas rather than looking carefully at the text.

### Question 37

This proved very difficult for about 50% of the cohort. Candidates needed to refer to the past and the present situation. Better candidates used *antes* and *ahora, ya* or *hoy* to good effect and wrote *antes eran tímidas* or *ahora no tienen miedo*. Some lifted *sin ningún miedo a los peatones* from the text and were not awarded a mark.

### Question 38

This was accessible to most candidates. The simplest answer was *buscan comida* but *parecen a bolsas de basura* and *piensan que hay comida dentro* are also good answers. Those who wrote *son similares a la basura* and *se lanzan encima* were not awarded a mark.

### Question 39

This proved difficult for most of the ability range. Many candidates found the correct part of the text but did not answer concisely, possibly because they had not understood *seguían* in the text and decided to avoid it in their answer. *Seguían barcos de pesca* often became *en barcos de pesca* or *había barcos de pesca en la costa*, neither of which answers the question fully.

### Question 40

This was the most accessible question for the weakest candidates who clearly understood the language of the question. Many wrote *prefiere verlas/ deben volver al mar*. Some thought that *el policía* implied the plural and wrote *prefieren* but this was accepted. Some incisive candidates wrote the perfectly acceptable single-word answer *harto*.

**Question 41**

This question required candidates to understand *recuerdos* in the question and then convert *me recuerda* from the text to *le recuerda* in the answer. Only the most able candidates were able to incorporate all the necessary elements to arrive at the correct answer - *le recuerdan las vacaciones (que solía pasar) en la playa (en su juventud)*. *Es una ave muy hermosa* with no further information occurred frequently, suggesting that candidates had not fully understood the text.

**Question 42**

This was accessible to most candidates with many choosing the correct answer **C**. Some chose A, possibly because of *agresivas* in the text, suggesting that they had not read right to the end of the paragraph.

# SPANISH (Foreign Language) (US)

Paper 0533/03

Speaking

## Key messages

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

## General comments

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

## **Recording of Candidates**

The majority of Centres sent the correct sample size for moderation. On the whole, the quality of the recordings was good. Sometimes the recordings received were poor, often due to background noise or the positioning of the recording equipment. Where CDs are used, the audio should be recorded in such a format that it can be read by Windows Media Player or other standard software. Centres are responsible for ensuring the good quality of recordings and it is advisable to check the quality of the recording prior to despatch, especially when the samples are re-recorded. The cassettes/CDs should be clearly labelled with the Centre name and number and the candidate's name and number in the order in which they appear on the cassette/CD. Centres are reminded that it should be the teacher/Examiner who introduces the candidates, and that the teacher/Examiner should indicate the end of recording by stating, "End of sample."

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

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

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

### **Comments on specific questions**

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

### **Role Plays A**

#### Role Play A (1, 2, 3,)

The majority of candidates performed well in this role play.

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

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

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

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

#### Role Play A (4, 5, 6)

Candidates generally coped well with the specified tasks.

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

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

#### Role Play A (7, 8, 9)

This role play was generally completed well.

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

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

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

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

### **Role Plays B**

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

#### Role Play B (1, 4, 7)

The majority of candidates managed to communicate all the information.

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

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

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

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

#### Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

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

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

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

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

#### Role Play B (3, 6, 9)

Candidates generally communicated the required information without difficulty.

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

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

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

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

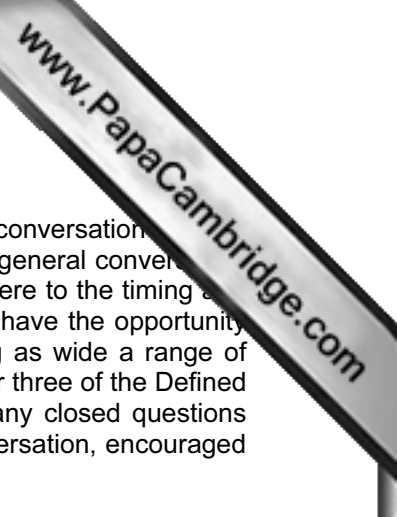
Task 5: A short response to complete this task was perfectly acceptable.

### **Topic presentation/conversation**

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

Candidates should show quality of presentation but should not be allowed to resort to pre-learnt material. The teacher/Examiner should allow the candidate to speak for up to two minutes uninterrupted and then ask specific questions which are both expected and unexpected. Too many closed questions which only require a yes/no answer should be avoided. The teacher/Examiner should be aware of the requirement for candidates to convey past and future meaning in each conversation (topic and general) before being awarded a mark in the Satisfactory band or above for linguistic content (scale (b)). They should ask appropriate questions in order to give candidates every opportunity to fulfil this requirement. Teacher/Examiners should be prepared to ask more than one question that requires the candidate to convey past and future meaning. Likewise, teacher/Examiners need to ask unexpected/unprepared questions so that candidates access the full range of marks comprehension/responsiveness (scale (a)).





### **General conversation**

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

The use of vocabulary or phrases from the candidate's first language should be avoided. Candidates performed best when the teacher/Examiner asked questions that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions. The general conversation produced some interesting and conversations in which candidates were able to use different tenses and a wide range of vocabulary.

### **Assessment**

All assessment should follow the assessment criteria as explained in the Teachers' Notes. Teacher/Examiners should be consistent in their marking. Candidates were fairly assessed by the majority of Centres. Some Centres were keen to deduct marks for minor errors such as the use of a preposition but ignored a major error such as an incorrect verb form. In the role plays, teacher/Examiners may only award marks for tasks completed by the candidate. If elements of tasks are not completed, a candidate cannot be awarded full marks for that task. In the topic presentation/conversation and general conversation, some teacher/Examiners were generous in their assessment of linguistic content (scale (b)) but harsh on the impression mark. To achieve the highest possible mark, candidates do not have to be of native speaker standard.

# SPANISH (Foreign Language) (US)

Paper 0533/41  
Continuous Writing

## Key messages

- Ensure that candidates know the requirements of the paper, i.e. they must complete all the given communication tasks using an appropriate range of structures, vocabulary and idiom.
- Candidates should respond to communication tasks in the order in which they appear in the question paper. This will help them to ensure that they cover all the required tasks.
- Candidates need to recognise the need to use different tenses in order to successfully accomplish the communication tasks.
- Candidates need to use the correct register in their responses.
- Candidates need to avoid the inclusion and overuse of inappropriate phrases or adjectives. Inappropriate phrases or excessive use of adjectives are not credited.

## General comments

The standard attained by the majority of candidates was as high as in previous years. Most candidates understood what each question required and scored well on relevant communication. The total marks (out of a maximum of 50) covered the full mark range. Candidates were expected to produce two pieces of extended writing in which they had the opportunity to demonstrate their linguistic competence in terms of complexity, accuracy and range of structures, vocabulary and idiom. The tasks within each question are structured to this end. A system of positive marking is used rewarding both accuracy and ambition. Each exercise is marked out of 25 of which five marks are awarded for relevant communication, fifteen for language and five for general impression. No credit is given for anything beyond the 140<sup>th</sup> word since the rubric stipulates 130–140 words. Candidates generally adhered to the word limit, although some candidates did not write enough. The first stage of marking for Examiners is to count up to the 140<sup>th</sup> word and cross out the remainder. Any tasks carried out beyond the 140<sup>th</sup> word do not score marks for relevant communication and nor do they contribute to the mark awarded for language. Candidates should be advised to write 140 words or just under in each of the two questions. It would be a good idea for them to do a preliminary count early on in their task and keep a running total. They should also check that they have responded adequately to each communication task.

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

## Marking for communication

### **Question 1**

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

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

(a)	dónde será el baile	1
(b)	por qué se organiza	1
(c)	por qué has decidido ir	1
(d)	cómo te vas a vestir	1
(e)	la última vez que saliste con tus amigos	1

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

(a)	una descripción del hotel	1
(b)	cuándo estuviste allí	1
(c)	lo que hiciste durante tu visita	1
(d)	por qué recomiendas el hotel	1
(e)	tus planes para el verano próximo	1

### Question 2

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

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

(a)	por qué tu amigo/a estaba tan contento/a	1
(b)	cuál fue tu reacción	1
(c)	lo que hicisteis después	1

+2 marks for two further details relevant to task (a), (b) or (c).

### Repetition of material printed in the rubric

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

### Question 1

- (a) *se organiza; la última vez que*
- (b) *unas vacaciones estupendas; para el verano próximo*

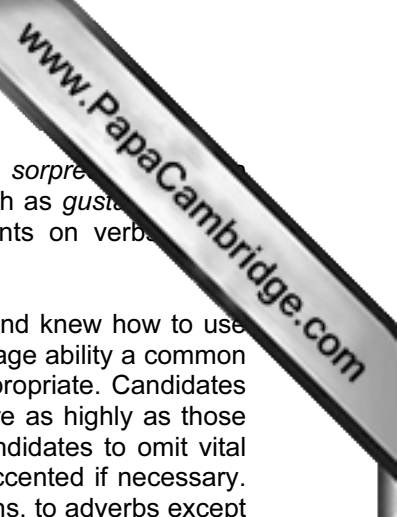
### Question 2

*ayer; estaba muy alegre*

### Marking for language

Common errors included the following:

- In **Question 1(a)**: use of *ser* and *estar*, adjectival agreements, difficulties with *vestir*, incorrect use of impersonal verbs such as *gustar*, difference between *porque* and *por qué*, correct use of perfect and preterite, omission of accents on verbs where necessary
- In **Question 1(b)**: use of *ser/estar*, confusion between *bien* and *bueno*, adjectival agreements, incorrect use of impersonal verbs such as *gustar*, common verbs in preterite, omission of accents on verbs where necessary



- In **Question 2**: inconsistent use of tenses, spelling of common words such as *sorpre* between *emocionante* and *emocionado*, incorrect use of impersonal verbs such as *gusta* in preterite tense, use of *ser/estar*, use of *pasarlo bien*, omission of accents on verbs necessary

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

#### Marking for general impression

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