

# SPANISH (US)

Paper 0533/11

Listening

## Key messages

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

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

In **Sección 2, Ejercicio 1**, only six answers are required. If extra answers are given, these are subtracted from the total.

In this paper, the focus is on comprehension and, although grammatical accuracy is not assessed, written answers must be comprehensible and unambiguous. In answers to open questions, the correct meaning must be conveyed and not invalidated by other elements.

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

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

## General comments

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

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

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

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

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

## Comments on specific questions

### **Sección 1**

#### **Ejercicio 1 Preguntas 1–8**

The rubrics were generally understood and followed.

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

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

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

#### **Ejercicio 2 Preguntas 9–15**

Most candidates understood the passage well.

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

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

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

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

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

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

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

### **Sección 2**

#### **Ejercicio 1 Pregunta 16**

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

## Ejercicio 2 Preguntas 17–25

### Primera Parte

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

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

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

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

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

### Segunda Parte

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

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

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

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

**Sección 3**

**Ejercicio 1 Preguntas 26–31**

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

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

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

**Question 28:** This was also answered correctly by most.

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

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

**Question 31:** This was understood well by most candidates.

## Ejercicio 2 Preguntas 32–41

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

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

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

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

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

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

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

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

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

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

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

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

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

### **General comments**

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

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

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

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

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

In their responses to both the reading and writing exercises, many candidates displayed a sound knowledge of grammar and were able to use appropriate pronouns, verb endings and tenses to good effect to write answers which were unambiguous and succinct. Weaker candidates who had difficulty with using the third person of verbs as well as possessive, reflexive and object pronouns scored less well in **Sección 3**.

### **Comments on specific questions**

#### **Sección 1**

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

### Ejercicio 1 Preguntas 1–5

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

**Question 1:** Almost all candidates knew *vacaciones* but some did not see *tren* in the question and chose *D (aeropuerto)* instead of **C (estación)**.

**Question 2:** Most knew *caballo* and linked it to *A*.

**Question 3:** Most knew *ducha* and therefore linked it to *B* but some chose *A (teléfono)*.

**Question 4:** Most knew that *centro polideportivo* should be connected to *D*.

**Question 5:** Most candidates correctly linked *nadar* to *C*.

### Ejercicio 2 Preguntas 6–10

This exercise tested the comprehension of free-time activities, and was generally very well done. Most candidates scored full marks in this section. The items of vocabulary which caused problems for some weaker candidates were *idiomas*, *hablar mejor* and *clase de pintura*.

**Question 6:** A few candidates opted for *E (clase de yoga)* instead of *D (clase de informática)*. Most were able to link to *computadora* in the question to *D*.

**Question 7:** Very few could not link *comida* to *clase de cocina (C)*.

**Question 8:** Some opted for *F (clase de pintura)* instead of *B (clase de idiomas)*.

**Question 9:** Almost all recognised that *tocar la guitarra* required *clase de música (A)*.

**Question 10:** Only a few could not link *saber dibujar y pintar* to *clase de pintura (F)*.

### Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Many candidates scored full marks here. Those who did not score full marks usually lost the mark for **Question 13**, as they focused on Nuria's parents rather than on Nuria herself. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers. Some candidates encountered difficulty with items of vocabulary such as *siempre*, *nunca*, *quedarse en casa*, *ir de compras* and *ruidosos*. Some candidates would have benefited from reading the text and questions more thoroughly in this exercise.

**Question 11:** Almost all opted correctly for *B (animada)*.

**Question 12:** Some chose *C (nunca)* instead of *A (siempre)*.

**Question 13:** Weaker candidates tended to opt for *A (quedarse en casa)* instead of *C (ir de compras)*, possibly because they had not read the question carefully enough.

**Question 14:** Most were able to find *caros* in the text and therefore chose the correct answer *C*. Some opted for *A (ruidosos)*.

**Question 15:** Most candidates were able to eliminate *feliz* and *aburrida* and chose *B (triste)*, although some weaker candidates chose *A (feliz)*.



#### Ejercicio 4 Pregunta 16

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

- (a) when the party is (*6 de junio*)
- (b) where the party is (*jardín/parque/afuera* – all accepted)
- (c) what s/he is going to do at the party (*bailar/escuchar música* – both accepted)

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

Most candidates managed to score the full three marks for communication. All but the weakest candidates understood task (a) and wrote a simple sentence in the correct tense, e.g. *la fiesta es el seis/6 de junio*. Those who used a different date were not awarded a mark, nor were those who wrote *la fiesta es el 6<sup>th</sup> de junio*. Some candidates, seeing *cumpleaños*, gave the date of their own birthday. A few candidates wrote *va a hacer* instead of *va a ser* and some wrote *va a ver* instead of *va a haber*. In response to task (b), most candidates were able to write *la fiesta está/es en el jardín/parque*. Some wrote *la fiesta está/es afuera* which was accepted. Those who said that the party was *en mi casa* or *en la terraza* were not awarded a mark. A number of candidates did not understand *hacer* in task (c) and could not therefore respond appropriately. The best candidates wrote *voy/vamos a bailar/escuchar música*. A number of candidates could not gain a mark because their spelling of *bailar* rendered it unrecognisable, e.g. *bilar*.

In order to score the two available marks for language, candidates had to use two correct verbs in appropriate tenses. The verbs must be spelt correctly and contain the correct accent (where required). If a candidate does not attempt one of the tasks, a maximum of one mark can be awarded for language. Many candidates scored the two available marks for language, but some weaker candidates lost one of the language marks, usually because they could not write an appropriate verb in response to task (c), or because they combined tasks (a) and (b), e.g. *la fiesta es el 6 de junio en mi jardín*.

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

#### Sección 2

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

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

The best candidates knew that a single word or short phrase would be sufficient for **Questions 17, 20 and 21**.

#### Ejercicio 1 Preguntas 17–25

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

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

Most candidates attempted all of the questions in this exercise.

**Question 17:** Most candidates found the correct answer: *la semana pasada*. Some, who may not have understood *consiguió* in the question, opted for *los fines de semana*.

**Question 18:** The question was straightforward to understand but some candidates were distracted by *la sección de zapatos*. The best candidates included all of the elements required to answer the question fully: *en su tienda de moda favorita*. *En una tienda (de moda)* was also accepted. A few found *supermercado* later on in the text and opted for that, possibly because they had skimmed the text instead of reading it thoroughly.

**Question 19:** Most candidates found the right area of the text but some found it difficult to choose the appropriate part of the sentence. The best candidates wrote *dos días de prueba* but weaker candidates tended to opt for *para ver en qué sección voy a trabajar*. A few wrote *una prueba* or *unas pruebas* which did not answer the question fully.

**Question 20:** This was a straightforward question and only a few candidates could not find an appropriate answer, e.g. *le gustan mucho los zapatos*. *Le gustan mucho* was offered by some weaker candidates but this was not an appropriate response to *la sección de zapatos* in the question.

**Question 21:** Most candidates understood *se sienten* in the question and were able to find *contentos* in the text. Some wrote too much and invalidated their answer which was otherwise correct, e.g. *están contentos porque Silvia va a ganar dinero (por trabajo)*. In this situation, the Examiner could not tell if the candidate had really understood the question as there were two possible answers in this sort of response.

**Question 22:** Most candidates understood the question, found the correct part of the text and were able to choose two out of the three possible answers: *(el supermercado) está/queda cerca de su casa* or *podía dormir hasta el último momento* or *no tenía que trabajar los fines de semana*.

**Question 23:** This question demonstrated how important it was for candidates to read the text very carefully. Many jumped to the conclusion that Silvia was suggesting that she and Rocío should work together in the shop, whereas Silvia's actual suggestion was to talk to the owner of the shop if Rocío wanted a job there. Good candidates wrote answers such as *preguntar al dueño si hay otro puesto de trabajo (para ella/Rocío)* or *preguntar (al dueño) si Rocío podría/puede trabajar allí también*. Weaker candidates did not fully understand the text and wrote *trabajar juntas* or *trabajar en la tienda de moda*.

**Question 24:** Most candidates knew where to find the answer in the text but only the best candidates were able to answer the question fully, e.g. *acompañar a Silvia (a la tienda) el primer día (de prueba)* or *acompañarla a la tienda (el primer día de prueba)*. Answers such as *acompañarla* or *acompañar a Silvia* were refused as they did not provide sufficient information to show that the candidate had fully understood the text.

**Question 25:** Candidates generally understood the question and knew where to locate the answer in the text but it was a question which involved two people so candidates needed to prepare the answer very carefully. Many wrote *para explicar(lo) todo* which was not specific enough. The better candidates included either Silvia or Rocío in their answer, e.g. *Silvia va a explicar(lo) todo a Rocío (sobre el trabajo)* or *para explicar(lo) todo a Rocío*.

## Ejercicio 2 Pregunta 26

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

- (a) a physical description of their favourite teacher
- (b) what s/he does at school
- (c) what they most like about this person
- (d) whether or not they would like to be a teacher in the future and why.

Most candidates adhered to the limit of 80–100 words. Three or four well-written sentences relevant to the task should be sufficient to fulfil the criteria, provided that candidates provide appropriate verbs in the past tense and supply enough additional details relating to the tasks. Candidates who diverge from the task or do not address at least one of the tasks, which limits the mark for communication.

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

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

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

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

The best candidates focused on *descripción física* in task (a) and described the teacher's appearance, e.g. *mi profesor favorito es alto y tiene los ojos azules*. Description of the teacher's personality, e.g. *es simpático y muy divertido*, was credited as an extra detail but not as a response to the task itself. Many of those who chose to write about a female teacher used appropriate adjectival agreements.

Some candidates encountered difficulty with task (b). This was due in part to the fact that they tried to use vocabulary that they did not know, e.g. *es mi profesor de 'drama'* or *mi profesora favorita enseña la physics*. Most candidates were sensible and opted for subjects which they knew how to say in Spanish such as *inglés* or *matemáticas*. The best candidates were able to add to this by saying what the teacher did outside school, e.g. *también organiza el equipo de fútbol y viajes a España*.

The best candidates took a cue from the question and started their response to task (c) with *lo que más me gusta de esta persona (es que ayuda mucho a los alumnos en clase y nunca se enfada)*. Others used *me gusta mi profesor(a) porque...* which also worked well.

Most candidates responded appropriately to task (d) and wrote answers such as *no me gustaría ser profesor(a) en el futuro porque no tengo paciencia con los alumnos, hay que trabajar duro y no paga bien*. A few misunderstood the task and explained why they would or would not like to be taught by the teacher in the future – a more difficult task than the one that was set.

### Sección 3

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

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

### Ejercicio 1 Preguntas 27–32

For this exercise, having read the text, candidates have to make up their minds which of the statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 30**, no credit was given for a justification such as *Francisco no surfea únicamente en su país*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

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

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

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

Most candidates performed well on the *Verdadero/Falso* element but weaker candidates found it difficult to provide an appropriate justification for the false statements. Some had not read the statement and/or their answer carefully enough; others were distracted by what looked like a possible answer in the text and some were unable to apply grammatical rules appropriately.

Many candidates understood **Question 27** and realised that it was false. Only those who read the whole paragraph carefully to the end found the correct justification. They were able to eliminate the other option, *local*, and chose (*a nivel*) *nacional*. The weakest candidates lifted from the text and wrote *en los últimos días acabo de ganar mi primer premio de surf a nivel nacional*. In this situation it was not clear to the Examiner that the candidate had fully understood the question so this was refused.

**Question 28** was true but even some of the better candidates thought that the statement was false. It was possible that some candidates had not understood *triunfar* in the question.

Candidates of all abilities recognised that **Question 29** was false but only the better candidates were able to justify it appropriately. Answers needed to include the concept of *que nunca he visitado* from the text in response to *que conoce bien* in the question. Some omitted this and wrote *va a una playa desierta* which was not sufficient to answer the question. Responses such as (*va a una*) *playa que nunca ha visitado* or *prefiere ir a una playa (desierta) que nunca ha visitado* were accepted.

Candidates of all abilities could identify that **Question 30** was false. The best candidates were able to answer this briefly, e.g. *en Inglaterra también* or *va a Inglaterra a surfear* or (*todos los inviernos*) *va (de vacaciones) a Inglaterra a surfear (también)*. The weaker candidates found it difficult to formulate a justification that answered the question fully as they did not realise that they had to include the concept of 'surfing' as well as 'going on holiday'. Answers such as *de vacaciones en Inglaterra* and *todos los inviernos va de vacaciones a Inglaterra* were refused.

Most candidates recognised that **Question 31** was a true statement.

The majority of candidates identified **Question 32** as a false statement but only the best candidates were able to justify it appropriately. Many did not understand *evitar* in the question and, as a consequence, wrote answers which were contradictory to the idea that this was a false statement, e.g. (*con*) *todos tipos de olas*. The best candidates realised that they needed to expand the answer and wrote (*para mejorar*) *tienen que/hay que surfear con todos tipos de olas*.

### Ejercicio 2 Preguntas 33–40

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

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

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

**Question 33:** Most candidates were able to locate the answer in the text and many gave a correct answer: *hace diez años* or *diez años atrás*. Answers such as *diez años* or *para/durante diez años* were refused. Answers where candidates had lifted indiscriminately from the text, e.g. *hace diez años que se habla de la posibilidad de utilizar la plaza para conciertos, exposiciones, juegos...* were also refused since it was not clear which part of the response was intended to answer the question.

**Question 34:** This question required candidates to sift through the text very carefully to find the correct answer: *hasta ahora no/nunca se ha decidido nada*. Many opted for the first likely-looking answer: *unos quieren una cosa, otros quieren otra*. The best candidates, having read the question carefully, realised that this idea had already been alluded to in the question (*hay problemas para decidirse*), and read to the end of the sentence to find the answer.

**Question 35:** The better candidates were able to score both marks that were available for this question. Weaker candidates tended to omit relevant information if they found the right area of the text or did not read the passage carefully enough. Some candidates did not understand *las ventajas* in the question. Answers such as (*así*) *se olvidaría la historia* were refused, whereas (*así*) *se olvidaría la historia de la Plaza (de Toros)* was accepted. Most realised that the second answer involved *los jóvenes* and *actividades* but weaker candidates omitted the key idea of *artísticas*. The best candidates often wrote (*a*) *los jóvenes les interesarían las actividades artísticas* whereas weaker candidates wrote (*a*) *los jóvenes les interesarían las actividades*. The weakest candidates, who either did not understand the question or the text, or had not read to the end of the sentence, wrote *un centro de arte con una escuela de pintura* and *una galería de exposiciones*.

**Question 36:** This question was accessible to candidates at all levels. The best candidates found the most succinct answer: *para que todo el mundo pueda pasarlo bien*. The answer *en otros sitios se han adaptado plazas fácilmente para actividades deportivas* was also accepted. Responses such as *para que lo pase bien* and *en otros sitios se han adaptado plazas fácilmente* were not sufficiently detailed to be awarded a mark.

**Question 37(a):** Most candidates understood the question. Weaker candidates tended to include *mejor* in their answer whereas the best candidates realised that it distorted the answer and wrote *esto servirá para crear empleos* or, simply, *crear empleos (en una zona donde mucha gente no tiene trabajo)*. Other answers which were accepted included *podría(n) tener empleo(s)* and *proveer trabajo*.

**Question 37(b):** This question was understood by candidates of all abilities and many wrote *les encantaría visitar la antigua Plaza (de Toros) mientras compran*. Weaker candidates omitted *mientras compran* or included *además* which was lifted indiscriminately from the text; this was refused.

**Question 38:** This question was accessible to most candidates and many found the correct answer: (*quiere*) *convertir/cambiar la plaza en un museo (dedicado a los toros)*. Weaker candidates who had not understood the text or the question but had found the right area of the text wrote *la corrida de toros es una antigua tradición española que forma parte de la cultura* or *y por eso quiere convertir la plaza en un museo (dedicado a los toros)* – the indiscriminate lifting of *y por eso* from the text invalidated the answer.

**Question 39:** Many candidates understood this question and found the right area of the text but quite a few wrote too much in their answers. It was enough to write just *los telespectadores*. Some added *a enviar sus sugerencias* and others started in the wrong place – *un canal de televisión organizó un concurso e invitó a los telespectadores a enviar sus sugerencias*.

**Question 40:** Many candidates were able to access this question. The very best candidates wrote the most succinct answer: *construir casas (baratas)*. Weaker candidates included information that was superfluous but which did not invalidate the answer, e.g. *lo mejor sería construir casas (baratas) para las personas como ellos que (viven de alquiler y que) quieren comprar su propia casa*.

# SPANISH (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 examinations and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.
- Candidates need to ensure that they complete all elements of the role play tasks, including greetings and expressions of emotion such as gratitude, satisfaction and apology.
- In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates should be allowed to present their topic for 1–2 minutes uninterrupted. Where role plays take less than 5 minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted 5 minutes each in order to compensate.
- In both the topic conversation and the general conversation, candidates need to show that they can respond to unexpected/unprepared questions so that they can access the full range of marks for comprehension/responsiveness (scale **(a)**).
- In both the topic conversation and the general conversation, candidates need to be given the opportunity to show that they are able to use past and future tenses accurately so that they can access the full range of marks for linguistic content (scale **(b)**).
- All additions should be checked carefully in order to avoid arithmetical errors.
- Centres which have used more than one teacher/Examiner **must** enclose a copy of the permission to do so and a detailed explanation of their internal moderation procedures with the recordings, working mark sheets and MS1/computer print-outs that are sent to Cambridge.
- Candidates would benefit from further practice in the following areas:
  - expressing basic emotions such as gratitude and apology
  - forming questions and identifying/using interrogatives
  - the past tense forms of the verbs *poder* and *hacer*.

## General comments

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

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

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

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

Centres are responsible for ensuring the good quality of recordings and it is advisable to check the recording prior to despatch, especially when the samples are re-recorded. The cassettes/CDs should be clearly labelled with the Centre name and number and the candidate names and numbers in the order in which they appear on the cassette/CD. The teacher/Examiner should indicate the end of recording by stating "End of sample."

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

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

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

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

### **Comments on specific questions**

Materials for the Speaking examination should be opened four working days before the assessment starts and should be studied carefully. This allows teacher/Examiners to familiarise themselves with their own roles. Teacher/Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and must not change the tasks nor create additional ones. If the teacher/Examiner is aware that a candidate has omitted an element of a task, then he/she may give an appropriate prompt to the candidate to allow him/her to work for marks. When a candidate omits a role play task or element of a task, the teacher/Examiner should try to prompt him/her to attempt it, to give him/her the opportunity to work for marks.

Careful preparation is essential in situations where the teacher/Examiner has to initiate the dialogue. If a genuine mistake does occur then the teacher/Examiner can quickly and confidently take up the appropriate role, thereby avoiding any unnecessary confusion and anxiety for the candidate.

### **Role Plays A**

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

The majority of candidates performed well in this role play.

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

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

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

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

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

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

This role play was generally completed well.

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

## Role Plays B

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

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

Most candidates carried out the specified tasks well.

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

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

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

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

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

Candidates generally communicated the required information.

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

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

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

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

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

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

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

## Topic presentation/conversation

A wide variety of topics was presented and there were many excellent presentations. Candidates perform best when they have a real interest in their chosen topic: the teacher/Examiner should assist candidates in choosing their topic prior to the examination. The topic chosen should not be limiting in terms of scope for discussion, nor too challenging in terms of structures, vocabulary, idiom or concept for the candidate in question. Some candidates had chosen ambitious topics which at times over-stretched their capabilities. The topic chosen should also be one which allows the candidate to demonstrate his/her linguistic ability fully.

It is not within the spirit of the examination for all candidates in a teaching group/class/Centre to choose the same topic.

Candidates should show quality of presentation but should not be allowed to resort to pre-learnt material. The teacher/Examiner should allow the candidate to speak for up to two minutes uninterrupted and then ask specific questions which are both expected and unexpected. Too many closed questions which only require a yes/no answer should be avoided as this prevents candidates from developing their responses and causes the conversation to stall.



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

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

### General conversation

The teacher/Examiner should make a clear distinction between the topic presentation/conversation and the general conversation by saying, for example, "*Ahora pasamos a la conversación general.*" The general conversation should last approximately 5 minutes. A small number of teacher/Examiners did not adhere to the timing and consequently disadvantaged their candidates. Extending the general conversation beyond the allotted 5 minutes increases the risk of mistakes occurring because candidates become tired.

In the general conversation, candidates have the opportunity to show that they can converse adequately on topics of a more general nature using as wide a range of structures and vocabulary as possible. The teacher/Examiner should aim to cover two or three of the Defined Content Topics and, as in the topic conversation, he/she should avoid asking too many closed questions which require only minimal or yes/no responses. The teacher/Examiner should ask several questions on each topic and, through this questioning, should give the candidate the opportunity to justify opinions and to display a wide range of structures including the ability to use past and future tenses accurately. The onus is on the candidate to engage in conversation, encouraged by the teacher/Examiner to perform to the best of his/her ability.

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

The use of vocabulary or phrases from the candidate's first language should be avoided. Candidates performed best when the teacher/Examiner asked questions that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions.

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

### Assessment

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

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

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

# SPANISH (US)

Paper 0533/41  
Continuous Writing

## Key messages

- Candidates should respond to communication tasks in the order in which they appear in the question paper. This will help them to ensure that they cover all of the required tasks.
- Candidates need to recognise the need to use different tenses in order to successfully accomplish the communication tasks.
- Candidates need to use the correct register in their responses. They also need to ensure that they demonstrate an appropriate range of structures, vocabulary and idiom in each response.
- Candidates need to avoid the inclusion and over-use of inappropriate phrases or adjectives. Inappropriate phrases or excessive use of adjectives are not credited.
- Candidates need to ensure that they present their work clearly and legibly. If an Examiner cannot read what is written, no marks can be awarded. Candidates need to pay particular attention to the formation of vowels and the placement of accents as these can affect the mark for language.

## General comments

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

The standard attained by the majority of candidates was as high as in previous years. Most candidates understood what each question required and scored well on relevant communication. There were few 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 140<sup>th</sup> word since the rubric stipulates 130–140 words. Many candidates adhered to the word limit, although some candidates exceeded the word limit for one or both pieces of writing: candidates need to be reminded of the importance of adhering to the word limits. The first stage of marking for Examiners is to count up to the 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, nor do they contribute to the mark awarded for language. Candidates should be advised to write 140 words or just under in each of the two questions. It would be a good idea for them to do a preliminary count early on in their task and keep a running total. Candidates should also check that they have responded adequately to each communication task.

Marking for communication

**Question 1**

**Question 1(b)** was slightly more popular than **Question 1(a)**. In **Question 1(a)**, some candidates wrote at length about the activities they undertake but they did not mention which they prefer or were unable to complete the final task within the word limit. The use of the present tense for all of the given tasks was insufficient to gain full marks for communication. In **Question 1(b)**, some candidates wrote at length about their job and did not leave themselves enough words to tackle the final task. A few candidates wrote about a job they were doing rather than a summer job that they had already completed. Some candidates wrote about the advantages and disadvantages of the job that they had done rather than the advantages and disadvantages of working during the holidays. This highlights the need for careful reading of the rubric. For both **Questions 1(a)** and **1(b)**, candidates were able to relate to the tasks set and produced some interesting and varied pieces of writing.

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

- |   |   |
|---|---|
| (a) ¿Llevas una vida sana?                                  | 1 |
| (b) Explica por qué llevas o no llevas una vida sana.       | 1 |
| (c) ¿Qué tipo de ejercicio prefieres?                       | 1 |
| (d) ¿Qué hiciste para mantenerte en forma la semana pasada? | 1 |
| (e) ¿Qué podrías hacer para llevar una vida más sana?       | 1 |

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

- |  |     |
|--|-----|
| (a) Describe el trabajo que hiciste.   | 1   |
| (b) ¿Cuáles son las ventajas y las desventajas de trabajar durante las vacaciones? | 1+1 |
| (c) ¿Qué trabajo te gustaría hacer en el futuro?                                   | 1   |
| (d) Explica por qué.   | 1   |

**Question 2**

Many candidates produced imaginative responses to this question in which they displayed competent use of language with accurate tenses and a wide range of vocabulary. Candidates were required to use past tenses and reported speech and to express opinions. Some candidates wrote a letter rather than a narrative. Candidates must write their response in the format required by the question. There were some interesting reactions, which could be given in the present, future or past tenses depending on the narrative. Some candidates misunderstood or misread the first task and explained where they were when the photograph was taken rather than where they were when they saw their photograph in the newspaper. Candidates need to read the rubric very carefully in order to ensure that they write a relevant response and therefore have access to all of the available marks for communication.

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

- |   |       |
|---|-------|
| (a) Menciona dónde estabas cuando viste la foto.        | 1(+1) |
| (b) Explica por qué se publicó la foto.                 | 1(+1) |
| (c) Menciona cómo te sentiste al ver la foto y por qué. | 1+1   |

Repetition of material printed in the rubric

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

**Question 1(a)** *una vida sana; la semana pasada; para llevar una vida más sana*

**Question 1(b)** *un mes trabajando durante las vacaciones; de trabajar durante las vacaciones; en el futuro*

**Question 2** *en el periódico; se publicó la foto; al ver la foto*

### Marking for language

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

- In **Question 1(a)**: omission of accents on verbs where necessary; incorrect use of impersonal verbs such as *gustar* and *encantar*; confusion between *ser* and *estar*; errors in the use of the present tense of *preferir*, *divertirse*, *jugar* and *hacer*; incorrect spelling of *aburrido*; faulty agreement and position of adjectives
- In **Question 1(b)**: omission of accents on verbs where necessary; faulty spelling and gender of *las vacaciones*; confusion between *ser* and *estar*; confusion between *bien* and *bueno*; faulty adjectival agreements; confusion between *porque* and *por qué*; errors in the use of *ser* + profession
- In **Question 2**: omission of accents on verbs where necessary; inconsistent use of tenses; incorrect use of impersonal verbs such as *gustar* and *encantar*; confusion between *ser* and *estar*; confusion between *porque* and *por qué*; errors in the use of the preterite of *ir*, *ver*, *sacar* and *decir*; errors in the use of the pluperfect tense; errors in the use of *acabar de*, *publicarse* and *pasarlo bien*

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

### Marking for general impression

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