

SPANISH

Paper 0678/01

Listening

Key messages

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

There are several multiple-choice questions so candidates must mark their answers very clearly. If a candidate changes his/her mind, he/she must ensure that their 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.

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 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 **Segunda Parte, Ejercicio 2, Primera Parte**, candidates are expected to give one-word answers. In **Segunda Parte, Ejercicio 2, Segunda Parte**, answers should be concise. Likewise, in **Tercera Parte, 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 **Segunda Parte** and **Tercera Parte** which are designed to be accessible to the whole ability range.

General comments

The overall performance of the candidates was very good, with many candidates achieving full or nearly full marks. There were fewer instances of candidates misreading/ignoring rubrics or putting the wrong number of ticks/answers compared to last year.

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.

Comments on specific questions

Primera Parte

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed.

Most candidates coped well with all the questions in this exercise. A few slips occurred in **Question 6**.

Ejercicio 2 Preguntas 9–16

Most candidates understood the passage well.

Question 9: This question caused some difficulties for weaker candidates who did not know the difference between *dos* and *doce*.

Question 10: Weaker candidates were unable to identify the weather between December and February. The correct answer was *no llueve*.

Question 11: A number of candidates were unable to identify *llenos* or *precios altos*.

Question 12: The majority of candidates knew *mayo*.

Questions 13–15: These were answered successfully by most candidates.

Question 16: Weaker candidates could not identify *queso*.

Segunda Parte

Ejercicio 1 Pregunta 17

Candidates generally tackled this question well. Where candidates made a mistake, there was no clear pattern as to where they occurred. Very few candidates ticked more than six answers but some candidates ticked only four answers instead of six.

Ejercicio 2 Preguntas 18–27

Primera Parte

On the whole, most candidates coped well with **Questions 18–22**.

Question 18: A number of candidates could not identify the word *barrio*.

Question 21: Many candidates could not provide the answer *sucias*.

Segunda Parte

Question 23: This was generally answered well.

Question 24: Better candidates wrote *anuncios*. Some did not read the question carefully enough and wrote *cada vez hay más chicos que quieren ayudar*.

Question 25: Candidates who read the question carefully answered with *la reciclan*. Others needlessly wrote out the types of rubbish (*botellas, latas, papeles y plásticos*).

Question 26: A surprisingly high number of candidates did not know the word *polideportivo*.

Question 27: Better candidates who understood the question answered with *plantar árboles*. The word *árboles* was not widely known.

Tercera Parte

Ejercicio 1 Preguntas 28–33

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 28: This was answered correctly by most candidates. Weaker candidates ticked *C (contra el deseo de su madre)* instead of *A (a los 25 años de edad)*.

Question 29: This was answered well by most. Some candidates chose the distractor *D (muchos lo consideran un trabajo de hombres)*.

Question 30: This was answered correctly by most candidates.

Question 31: Most candidates correctly opted for *A (los hombres)* but quite a few chose *B* because they misunderstood *las mujeres mayores del pueblo estaban encantadas con mi presencia*.

Question 32: This was well understood by most candidates, who correctly identified *B* as the answer.

Question 33: Better candidates could correctly identify *D* from the general meaning of the answer. Less able candidates chose *C* (*podría obligarla a cambiar de trabajo*).

Ejercicio 2 Preguntas 34–42

Questions 34: Most candidates were able to say that the language chosen most frequently was *alemán*. Some candidates did not pay enough attention to what the question asked, and mentioned all the languages studied.

Questions 35: Better candidates were able to explain that the Italian language *se puede entender sin necesidad de aprenderlo*.

Questions 36: Many candidates could answer *poco tiempo para la conversación* but weaker candidates simply said that there were too many in the class, which wasn't precise enough for the mark to be awarded.

Question 37: Many candidates understood that the difficulty lay in the fact that *no conocen las expresiones informales*.

Question 38: A number of candidates succeeded in picking up *Internet es una tecnología que saben usar perfectamente*, which was a good answer to why the Internet had been chosen.

Question 39: Most candidates were able to explain that the time was divided into 15 minutes for each language.

Question 40: Many candidates were able to say *ayuda a relajarse*.

Question 41: Better candidates were able to identify the two points: *es más fácil aceptar que es normal hacer errores mientras se habla otro idioma* and *es posible comunicarse a pesar de los errores*.

Question 42: Many candidates were able to say that they learned from the other culture *cómo es su sentido del humor*. Fewer opted for *cómo es la gente en esa cultura*. Either of these was accepted. Weaker candidates misunderstood *humor* and wrote *amor*.

SPANISH

Paper 0678/02
Reading and Directed Writing

Key messages

On both the reading and writing exercises candidates who take time to read the text and questions carefully are more likely to write accurate, unambiguous answers.

Candidates who can apply grammatical rules appropriately are more likely to write an unambiguous answer in **Sección 3**.

It is clear that some candidates opt for answers which, at first glance, might answer the question but the best candidates read the whole sentence or paragraph before making a final decision, for example **Question 41** in **Sección 3, Ejercicio 2**.

Candidates who attempt every question are more likely to improve their final mark than those who leave blank spaces, especially in multiple-choice questions.

In the reading exercises, candidates do not gain anything by copying out parts of the question which are not needed in the answer. They would benefit from using this time to read the questions and text more thoroughly.

In **Sección 3**, a single word or short phrase can be sufficient to answer a question but candidates need to be aware that some questions are designed to be more difficult and will require manipulation of the text and/or grammatical structures.

Candidates would benefit from more practice in justifying the false statements in. Candidates who attempt to justify the false statements in **Sección 3, Ejercicio 1** by adding *no* to the statement cannot be awarded a mark.

In both of the written tasks, candidates will perform better if they respond unambiguously and accurately to **all** of the set tasks. Marks are not awarded for adding extra material which is not related to the tasks. Candidates who write at great length about one task sometimes omit one or more of the other tasks.

Candidates should try to avoid crossing out work by thinking about their answers carefully before they start to write. If they need to change anything, it is better to re-write the answer and indicate clearly to the Examiner where it can be found. Otherwise, they should use a single line to cross out the mistake they have made. If candidates cross out a lot of words in the written tasks it can become difficult to read.

General comments

Many candidates presented their work very neatly and it was clear that they knew how to approach the paper.

Many candidates displayed a sound knowledge of grammar and were able to use appropriate object pronouns, verb endings and tenses to good effect, especially in **Sección 3**. Weaker candidates and some of the better ones found it difficult to use reflexive verbs and pronouns appropriately.

A few candidate did not complete boxes in multiple-choice questions or did not attempt to respond to some of the questions in the reading exercises, especially in **Sección 3**.

In the reading exercises, candidates are becoming more adept at recognising when it is appropriate to use a single word or short phrase in response to the questions. Weaker candidates find this more difficult to

achieve and tend to write longer answers because they rely on 'lifting' from the text. They would have benefited from being made aware that they need to look carefully at conjunctions, prepositions and verb forms.

The standard in the written tasks was generally high. The best candidates worked through all of the tasks systematically and knew how to display a wide range of vocabulary and a variety of more complex grammatical structures within that context. Some candidates, who added extra information which was not relevant to the tasks, forgot to address one or more of the tasks and therefore could not gain credit.

Comments on specific questions

Sección 1

Most candidates achieved full marks in this section of the paper. A few left blank spaces in the multiple choice items and some candidates did not respond appropriately to the picture stimuli in **Question 16**. Candidates should be discouraged from leaving blank spaces, particularly in the multiple-choice questions. Candidates would have benefited from reading the text and questions more thoroughly in **Questions 11–15**.

Ejercicio 1 Preguntas 1–5

In **Question 1**, almost all candidates knew *zapatos* and linked it to option C. In **Question 2**, most candidates realised that *tren* was a prompt for *estación* (option A). In **Question 3**, most candidates successfully connected *biblioteca* to option D. In **Question 4**, the majority of candidates knew that *cierra la ventana* should be linked to option C. In **Question 5**, the phrase *poner la mesa* caused problems for a few weaker candidates, who chose B (*al dormitorio*) instead of A (*al comedor*).

Ejercicio 2 Preguntas 6–10

This exercise tested the comprehension of jobs, and was generally very well done. The items of vocabulary which sometimes caused problems were *cartero*, *enfermero* and *comida*. Weaker candidates seemed to be less familiar with vocabulary for jobs.

In **Question 6**, some candidates chose F (*cartero*) but most correctly connected *hospital* to *enfermero* and chose D. In **Question 7**, a few opted for E (*policía*) but most connected *las cartas y las postales* to option F (*cartero*). In **Question 8**, almost all candidates knew that *tocar la guitarra* suggested *músico* and therefore chose C. In **Question 9**, most connected *enseña matemáticas* and *colegio* to *profesor* (option B). In **Question 10**, a few candidates could not link *la comida* and *restaurante* to *cocinero* (option A).

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. The items of vocabulary which caused problems for some candidates were *llego caminando*, *instituto*, *nos vemos*, *se encuentra*, *nos divertimos* and *divertirse*.

Some candidates would have performed better if had they read the text and the questions more carefully, particularly in **Question 12** where several modes of transport were offered.

In **Question 11**, almost all candidates opted for B (*a pie*). In **Question 12**, some chose option A (*en su calle*) or B (*en el tráfico*) instead of the correct answer C (*en el parque*). In **Question 13**, weaker candidates tended to opt for B (*levantarse*) instead of A (*llegar al instituto*), possibly because they did not understand *llego caminando* in the text. In **Question 14**, some weaker candidates chose A (*en el cine*) instead of C (*en el centro*), possibly because they did not understand *nos vemos* in the text. In **Question 15**, a few candidates chose option B (*comprar ropa*), but most linked *nos divertimos* in the text to *divertirse* in the question and correctly selected A as their answer.

Ejercicio 4 Pregunta 16

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

- (a) what time they go out (*salgo a las once*)
- (b) how you spend Saturday (*juego/jugamos al tenis*)
- (c) with whom you go (*voy con mis amigos/padres/primos/hermanos* – all accepted)

Candidates must respond precisely to the picture stimuli: if they choose vocabulary which is not appropriate, the mark cannot be awarded. Candidates should be aware that any material they introduce into their answer which is not relevant to the task will not be awarded marks. Some candidates wrote about the weather in their response to this question, which was not required or rewarded.

Many candidates achieved full marks in this exercise.

Three marks are available for communication and a further two marks are available for language. Two verbs must be correct and in the appropriate tense for the award of the two language marks. Candidates should take note that they do not need to write at great length here – **three brief sentences can score full marks**.

If a candidate does not attempt one of the three tasks, a maximum of one mark can be awarded for language.

If candidates combine two tasks they will miss an opportunity to score the two marks for language. Candidates are prompted to use three different verbs and they are advised to respond to the tasks separately.

Some candidates wrote answers which did not correctly convey the message indicated by the pictures and were not awarded the relevant marks, for example *salgo a las diez y media* instead of *salgo a las once*.

A few answers bore no relation at all to the questions or the pictures. Where this occurs, marks cannot be awarded.

The questions suggested the present tense and most candidates used this. Candidates who decide to use a different tense should ensure that they maintain consistency throughout and that the tense is appropriate.

In response to task (a), most candidates were able to write *salgo (de casa) a las once* although some wrote *onze* and a number lost the mark for language because they could not conjugate *salir* correctly, for example *salo* or *salir*. Some candidates did not seem to be aware that adding *a.m.* or *p.m.* to the time is not a convention in Spanish.

For task (b), most candidates were able to write *juego al tenis* although some conjugated *jugar* incorrectly, for example *jugo*. Some mentioned a different sport and were therefore not awarded a mark.

Many candidates responded correctly to task (c) and wrote *voy con mis amigos/padres/primos/hermanos*, any of which was acceptable. Those who combined this task with task (b) by writing, for example, *juego al tenis con mis amigos*, missed an opportunity to gain a second mark for language.

Sección 2

Ejercicio 1 Preguntas 17–24

For this exercise, candidates were asked to read a longer piece of text (in this instance, a note requesting advice in choosing a means of helping others, and a reply to this request) and answer the questions in Spanish. The majority of candidates coped well with this exercise. 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.

The questions involved three possible subjects, *Ana*, *las personas mayores* and *Juan*. The better candidates ensured that they made it clear which one of these they were referring to in their answers.

Most candidates understood the questions and the text and were able to write accurate, focused answers. Candidates should be wary of copying out too much of the question as they can lose sight of the answer and make mistakes. The best candidates knew when a single word or short phrase would be sufficient, for example in **Questions 18** and **19**. Many had a good knowledge of how to use object pronouns and used these to good effect in their answers. Weaker candidates tended to be unable to change possessive pronouns appropriately, for example *en su barrio* in **Question 20(b)**.

The few candidates who did not answer **Question 17** correctly omitted *los demás* but the majority wrote (*algo para*) *ayudar a los demás/la gente*.

In **Question 18**, most candidates found the single word answer – *un día*.

In **Question 19**, most candidates found both of the correct answers – (*tiene que ir al*) *colegio* and (*tiene*) *clases de piano*. A few did not seem to understand the question and wrote *no sabe cuando tenga tiempo libre*.

For **Question 20**, almost all candidates could answer either **(a)** or **(b)**, and most could answer both. In **Question 20(a)**, many wrote *las personas mayores* or *las personas mayores y solas*. *Las personas que viven solas* was refused as it did not fully answer the question. In **Question 20(b)**, most were able to write *en su barrio* although weaker candidates tended to write *en tu barrio*. *En sus casas* was refused since the text indicated that Ana might help outside the house as well.

Weaker candidates found **Question 21** more challenging but most understood the question and wrote *compañía*. *Compañías* was not accepted – candidates should check their answers carefully to ensure that they have not made basic grammatical errors which distort the meaning of the answer.

Some candidates misunderstood **Question 22** and looked for the answer elsewhere in the text. Most wrote *tienen poca gente con quien hablar/conversar*.

Question 23 proved more difficult for weaker candidates, who could not convey the message clearly enough. The better candidates were able to find (*te*) *puede resultar aburrido* in the text. The best candidates were able to change the object pronoun correctly and wrote *le puede resultar aburrido*. Weaker candidates wrote, for example, *porque Ana puede resultar aburrida* or *una visita de un cuarto de hora puede ser una enorme alegría para esa persona*.

Almost all candidates found a suitable answer to **Question 24**, for example *hacer(les)/haciendo las compras (sobre todo en invierno)*. Weaker candidates, who had not fully understood, lifted indiscriminately from the passage and wrote *hace frío y tienen miedo de salir a la calle*.

Ejercicio 2 Pregunta 25

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 description of the campsite where they are staying
- (b) what there is to visit and do near the campsite
- (c) what they like or do not like about the campsite and why
- (d) how the journey to the campsite went.

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

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

Most candidates answered this question very well. The majority gained three or four marks for responding to the tasks and five or six marks for extra details.

The best candidates worked methodically through the four tasks and ensured that their answers were relevant to the tasks. Most were also able to add two or three relevant details to their initial statement covering each task in order to achieve the six marks available for extra detail.

In the best answers there was little repetition of language, especially verbs.

Many candidates were able to include examples of past and future tenses to vary the language, even when the question prompted the present tense. The better candidates used conjunctions to produce fluent sentences.

Marks for language were also high as candidates were able to conjugate verbs correctly and the language was sufficiently accurate for the message to be communicated clearly.

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.

If candidates are not sure of an item of vocabulary it is better if they try to find an alternative word rather than guessing. A number of candidates wrote, for example, *un viaje longo* instead of *largo* in response to task (d).

In response to task (a), the best candidates focused on the Word *descripción* in the question by writing, for example, *el camping es bastante grande, hay una piscina donde se puede nadar y un supermercado que está abierto todo el día*. Some candidates were less focused in their answers, for example *el camping es interesante* or *estamos en la montaña*. Credit was given for this type of answer but it is not so clear to the Examiner that the candidate has fully understood what is required.

Most candidates responded to either or both aspects of task (b), for example *cerca del camping hay una playa donde se puede nadar y tomar el sol. Por la tarde se puede visitar el museo o ir al restaurante*.

Most candidates were able to respond clearly to task (c) and wrote, for example, *me gusta el camping porque las personas son agradables y hay muchas actividades para los jóvenes*. Others took a different viewpoint – *no me gusta nada el camping porque hay demasiadas moscas y odio vivir en una tienda*.

A few candidates omitted task (d). This may have been because they did not understand *viaje* in the question. In some cases, it may have been because they had written a lot in response to the other tasks and forgot about task (d) altogether. The best candidates wrote, for example, *el viaje al camping fue muy largo, duró cinco horas pero me divertí mucho porque estaba con mis amigos*. Some candidates did not know how to say 'long' and wrote *longo* instead of *largo*.

Sección 3

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

It helps if candidates recognise the regular and irregular forms of a range of common verbs and are able to use the third person singular and plural of such verbs in the past and future tenses as well as in the present tense. Single words and short phrases will be sufficient to answer some questions but in response to some questions candidates will need to write longer sentences which require them to adapt the text by applying grammatical rules, e.g. changing the first person of object pronouns and verbs to the third person, or removing common conjunctions and prepositions or changing verb endings. Candidates need to eliminate words which are superfluous or which do not follow on logically from the question. Those who can do this are more often in a position to offer answers which are unambiguous.

Candidates are also expected to recognise the meaning of object and possessive pronouns and to be able to change these to the appropriate form, for example *mi* in the text may require *su* in the answer.

Where several names are used in a question or text, candidates should make sure that their answer refers clearly to the one(s) suggested by the question.

Ejercicio 1 Preguntas 26–31

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement.

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.

Most candidates did well in identifying the statements as true or false but weaker candidates generally found it difficult to provide an appropriate justification for the false statements, usually because they had not read the question carefully enough and were looking in the wrong area of the text.

The best candidates realised that **Question 26** was false and were able to justify it appropriately, for example (*presentaban*) *la vida de personas desconocidas/de gente normal*. Weaker candidates resorted to lifting from the text, usually *de personas encerradas en una casa*.

Most knew that **Question 27** was false but weaker candidates found it difficult to justify. Answers such as *tuvo menos éxito que 'Gran Hermano'* or *no tuvo tanto éxito como 'Gran Hermano'* or *'Gran Hermano' superó el éxito de 'Operación Triunfo'* were accepted.

Some weaker candidates thought that **Question 28** was true. The better candidates realised that it was false and could justify it by writing, for example, *soñaban con ser (cantantes) famosos* or *eran artistas que querían ser famosos*. *Eran músicos* was refused since the question required candidates to respond to *ya eran famosos*.

A few candidates could not identify **Question 29** as true.

Almost all candidates realised that **Question 30** was true.

Most candidates realised that **Question 31** was false but candidates of all abilities found it difficult to justify. The best candidates were able to manipulate the language in the text to good effect, for example *expertos/los psicólogos apuntan a la superficialidad con la que se tratan los conflictos*. Answers such as *los realities tienen valor para el público* or *los psicólogos no están de acuerdo* were refused as they were not specific enough.

Ejercicio 2 Preguntas 32–41

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

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

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

Question 32 required a sort answer, *el egoísmo* or *son egoístas* and most candidates were able to do this. Weaker candidates, who had not fully understood the text, tended to write *los comerciantes necesitan a los clientes* or copied out the whole sentence, which was not sufficiently selective to demonstrate comprehension.

Question 33 required a longer answer and quite a number of candidates struggled here. Good candidates wrote, for example, *se levanta al amanecer* or *trabaja hasta las 8.30 de la noche/tarde* or both. Answers such as *no sabe cuando una pareja de turistas va a aparacer* were too vague to be accepted.

In **Question 34**, the best candidates wrote *el letrero con los horarios* or *el horario* but a number of candidates searched in the wrong part of the text, possibly because they did not understand *ven* in the question.

Question 35 was accessible to most. Answers such as *está(n) de vacaciones* or *tiene(n) tiempo de sobra/de más* or *no tenía(n) prisa* were acceptable.

Most candidates found an appropriate answer to **Question 36**, for example *se fueron con las manos vacías* or *(miraron por todas partes y) no compraron nada*. *Con las manos vacías* was refused as was *les apetece irse con las manos vacías* since candidates had not demonstrated that they had fully understood the text.

Good candidates understood **Question 37**, ignored distractions and wrote *cuando está insatisfecho*. Answers such as *cuando el vendedor habla mal a un cliente* or *cuando el vendedor está de mala voluntad* were not sufficiently precise to be awarded a mark, especially since *insatisfecho* was provided in the text.

Question 38 required candidates to read the text very carefully, as the answer had to include the idea that the story was gradually exaggerated. Answers such as *el cliente se lo dice a los demás* or *puede hablar de la mala voluntad del vendedor* did not convey this idea. Answers such as *(el cliente) exagera lo ocurrido* or *se lo dice a los demás cada vez más negativo* worked well.

Most candidates were able to answer **Question 39** correctly – *no puede dejar la tienda (antes de las nueve y media)* or *no puede cerrar la tienda a tiempo* were accepted. *Hay días que no puedo dejar la tienda antes de de las nueve y media* was refused since it was expected, at this level, that candidates would realise that *puedo* is not appropriate here.

Question 40 was accessible to all but the weakest candidates and most found the correct answer – *encontrarse/salir con (sus) amigos*. The inclusion of *mis* invalidated the answer. Others found the right sentence but wrote *preparar la cena y limpiar la casa*, suggesting that they had not fully understood the text or had not read it carefully enough to be able to choose the relevant item.

www.PapaCambridge.com

For **Question 41**, candidates needed to read the text right to the end of the paragraph and for... Many opted for answers which occurred earlier in the text and which seemed appropriate, for example *entren en una tienda si solo quieren mirar*. The better candidates noticed the plural endings and the imperative, rejected this and wrote *si faltan cinco minutos para cerrar (Pedro) entra en una tienda únicamente si va a comprar algo que ya ha decidido* or *si es muy tarde solo entra en una tienda si va a comprar algo*.

SPANISH

Paper 0678/03
Speaking

Key messages

- For the role plays, teacher/Examiners should familiarise themselves with their own roles before beginning any 'live' Speaking examinations and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks, create additional tasks or change the order of the tasks as this can confuse candidates.
- Where a task contains two elements, candidates need to ensure that they complete both elements before moving on to the next task.
- Candidates would benefit from further practice in how to express emotions such as gratitude, happiness and disappointment.
- 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 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 before marks are submitted to Cambridge in order to avoid arithmetical errors.

General comments

To be read in conjunction with the Teachers' Notes booklet (15 September – 31 October 2013).

The majority of Centres sent the correct sample size for moderation. On the whole, the quality of recordings was excellent. Centres are responsible for ensuring good quality of recordings and Centres must check the quality of the recording prior to despatch to Cambridge. 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. 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.

Candidates should not identify/introduce themselves on the recording: the teacher/Examiner should introduce the candidates.

Generally, the working mark sheets were completed correctly. The candidate name and number, syllabus number, role play card number and a mark in each column should be entered onto the working mark sheet. Centres are reminded that the working mark sheets **must** be sent to Cambridge.

Several 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 in 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 test 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, create additional tasks or change the order of the tasks. 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 2: In this task, two options were offered by the teacher and candidates were required to select one of them. In such a situation, candidates must ensure that they choose one of the given options.

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

Task 4: *Dale las gracias* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Role Play A (4, 5, 6)

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

Task 2: In this task, two options were offered by the teacher and candidates were required to select one of them. In such a situation, candidates must ensure that they choose one of the given options.

Task 5: Some candidates struggled to formulate an accurate question. It was not sufficient to read out the rubric or to just say *lugar de salida* and/or *hora de regreso*.

Role Play A (7, 8, 9)

This role play was generally completed well.

Task 4: Some candidates struggled to formulate an accurate question.

Role Plays B

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

Role Play B (1, 4, 7)

The majority of candidates communicated all of the required information.

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

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

Task 4: *Manifiesta alegría* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 5: Some candidates struggled to formulate an accurate question. It was not sufficient to just say *el horario de la recepción*.

Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 4: Some candidates omitted this task. If a candidate omits a task, the teacher/Examiner should prompt them to attempt it, to give them the opportunity to work for marks.

Task 5: *Manifiesta decepción* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Role Play B (3, 6, 9)

In general, candidates communicated the required information.

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

Task 3: *Muéstrate avergonzado/a* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Topic presentation/conversation

A wide variety of topics was presented and there were many excellent presentations. Candidates performed 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 the question.

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 (both 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 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)).

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 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 candidates to demonstrate their language abilities using a variety of tenses and expressions. Many candidates produced spontaneous, interesting and fluent conversations.

Assessment

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

In the role plays, teacher/Examiners may only award marks for tasks completed by candidates. If an element of a task is not completed, a candidate cannot be awarded full marks for that task.

In the topic presentation/conversation and general conversation, there was a tendency by some teacher/Examiners to be too generous in their assessment of 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 and be able to answer unexpected questions, requiring opinions and justifications.

SPANISH

Paper 0678/04
Continuous Writing

Key messages

- Candidates need to recognise the need to complete all 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.

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 question is marked out of 25 of which five marks are awarded for relevant communication, 15 for accuracy of language and five for general impression. No credit is given for anything beyond the 140th word since the rubric stipulates 130–140 words. Candidates generally adhered to the word limit, although some candidates exceeded the word limit for one or both pieces of writing. The first stage of marking for Examiners is to count up to 140th word and cross out the remainder. Any tasks carried out of the 140th word do not score marks for relevant communication and nor do they contribute to the mark awarded for language. Candidates should be advised to write 140 words or just under in response to 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(a) was slightly more popular than **Question 1(b)**. For both questions, many candidates produced interesting and varied pieces of writing. Most candidates achieved all of the communication marks. Candidates need to read the rubric carefully. **Question 1(a)** and **Question 1(b)** both required the use of an informal letter etiquette.

Where a candidate had not achieved the full 5 marks for communication, this was often due to the use of inappropriate tenses. Occasionally communication marks were not awarded because a relevant point was made outside the limit of 140 words. In **Question 1(b)**, the majority of candidates achieved all of the communication marks although some candidates wrote about their future plans for the third communication task instead of what they had already done. In **Question 1(b)**, some candidates wrote far too much in response to the first task and consequently were unable to respond to all of the communication tasks within the word limit. The most successful responses were those where the candidates dealt with the communication tasks in the order in which they appeared in the question. This helped to ensure that all the tasks were covered.

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

- | | |
|---|-----|
| (a) Describe lo que haces en una clase típica del colegio. | 1 |
| (b) ¿Cuál es tu actividad favorita? | 1 |
| (c) ¿Qué fue lo más interesante que hiciste en el colegio la semana pasada? | 1 |
| (d) ¿Qué te gustaría cambiar en el día escolar? ¿Por qué? | 1+1 |

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

- | | |
|--|---|
| (a) Describe tu nueva casa. | 1 |
| (b) ¿Cómo son tus nuevos/as compañeros/as de colegio? | 1 |
| (c) ¿Qué hiciste con ellos/as este fin de semana? | 1 |
| (d) Da tu opinión sobre las facilidades que hay para los jóvenes en tu barrio. | 1 |
| (e) ¿Qué planes tienes para conocer la región? | 1 |

Question 2

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

- | | |
|-----------------------------------|-------|
| (a) el motivo del viaje | 1(+1) |
| (b) lo que ocurrió durante el día | 1(+1) |
| (c) tus impresiones del día. | 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 clase típica del colegio; actividad favorita; lo más interesante que*
- (b) *este fin de semana; que hay para; para conocer*

Question 2

el motivo del viaje; lo que ocurrió; impresiones del día

Marking for language

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

- In **Question 1(a)**: gender of *la clase*, *el tema* and *el día*; confusion between *ser* and *estar*; confusion between *bien* and *Bueno*; adjectival agreements; difficulties with *hacer*, *practicar* and *aprender*; incorrect use of impersonal verbs such as *gustar*; confusion about the difference between *porque* and *por qué*; omission of personal *a*; omission of accents on verbs where necessary
- In **Question 1(b)**: inconsistent use of appropriate register; confusion between *ser* and *estar*; gender and spelling of *la ciudad*; confusion between *bien* and *Bueno*; adjectival agreements; incorrect use of impersonal verbs such as *gustar*; inability to use the first person plural of verbs; incorrect or inappropriate use of preterite; omission of accents on verbs where necessary
- In **Question 2**: gender of *el día*, *el viaje* and *la foto*; incorrect use of verbs *llegar*, *visitar*, *andar*, *empezar*, *sentirse*, *poder*, *querer* and *decir* in preterite tense; lack of vocabulary items related to travel; confusion between *emocionante* and *emocionado*; position and agreement of adjectives; inconsistent use of tenses; omission of accents on verbs where 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 activities, sports or foods 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 *mu*y, 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.