

# FOREIGN LANGUAGE SPANISH

---

Paper 0530/01

Listening

## General comments

The overall performance of candidates on this paper was fair, with few candidates achieving top or very near to top marks.

## Comments on specific questions

### *Primera Parte*

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

Rubrics were generally understood and followed.

Most candidates could cope with all the questions in this exercise. Perhaps the one that caused most difficulty was **Question 7**. A number of candidates confused 'revista' with 'periódico'.

#### **Ejercicio 2 Preguntas 9-15**

Most candidates understood the passage well. For **Question 15** the price of the tour (€ 850) was found difficult by many. There was not a clear pattern of mistakes but few candidates achieved the full 8 points available for this exercise.

### *Segunda Parte*

#### **Ejercicio 1 Preguntas 16**

The majority of candidates could answer most of the questions. Nearly all understood 'Patricia' but weaker candidates thought she was a good tennis player. 'Jorge' was a good discriminator: for (e) many candidates missed the detail that he only plays football 'a veces'. Likewise 'Sofia' says that her friend 'canta muy mal' and this was lost on weaker candidates who ticked that she sang in the choir. Most candidates understood that 'Roberto' has friends all over the world but did not grasp that he finds it silly to communicate by Internet with his friends from School.

#### **Ejercicio 2 Preguntas 17-26**

This exercise was challenging to many. Most could cope with **Questions 17-18**, the better candidates were able to handle **Questions 19-21**, and only very good candidates could do **Question 22**, identifying the fact that Marisol was persuaded by hearing of the experience of other pilots. In **Question 24** if the word 'niebla' was difficult, it is surprising that few candidates picked up that she could not see anything. **Question 25** was also challenging and only good candidates understood that now she is respected by her male colleagues. Most candidates were able to answer (**Q.26**) that she wants to continue working as a pilot after she gets married.

### *Tercera Parte*

#### **Ejercicio 1 Preguntas 27-32**

This exercise was well understood by many. There was not a clear pattern of mistakes but the question that caused most difficulty was **Question 30**: weaker candidates went for 'silence', which was the name of the book, and missed the topic, which was to live happily with few possessions.

**Ejercicio 2 Preguntas 33-38**

This exercise was a good discriminator too, being the most difficult. Nearly all candidates could answer at least part of **Questions 33** and **34**. In **Question 33**, although there were many options - 'lo pasaba muy bien', 'disfrutaba de su familia', 'ponía fotos en el sitio Web', 'se aburría' - many candidates could manage only one option. Likewise of the many options in **Question 34** - 'muchas escuelas', 'precios bajos', 'los mejores cursos', 'cursos intensivos' - many candidates gave only one answer. **Question 35** required good understanding and weaker candidates went for his change of plans, rather than the problems on the roads and the electricity black out. In **Question 36** a good number of candidates were able to express 'la tierra es pobre/ácida'. In **Question 37** more candidates could handle 'gramática' than 'pronunciación'. **Question 38** was a good discriminator and only better candidates could express 'las fotos dan una impresión más viva.'

# FOREIGN LANGUAGE SPANISH

---

Paper 0530/02  
Reading and Directed Writing

## GENERAL COMMENTS

This autumn's paper 2 was well tackled by the large majority of candidates. As is usually the case, **Section 1** was completed confidently and well by most, particularly exercises 2 and 3. **Section 2** was also tackled very competently, with the top half of the candidates managing full marks in one or other of the exercises, and so it was left to the more difficult comprehension exercises of **section 3** to discriminate between the better candidates. Few candidates obtained very low marks, but there was still a wide range of achievement on the paper overall. The large majority of the Centres are to be congratulated on doing an excellent job in preparing the candidates so thoroughly for this paper. An encouraging proportion of their candidates tackled the exercises purposefully, really entering into the spirit of the paper and producing some first-rate answers to some quite difficult questions.

## COMMENTS ON SPECIFIC QUESTIONS

### **Section 1**

#### **Exercise 1**

This was done well by most candidates, though only about half of them obtained full marks on the exercise. There were several mistakes in **Question 1**, perhaps because in some Hispanic countries the word *bocadillo* is not used. In **Question 4** several opted wrongly for A or B, perhaps because of the limitations in their vocabulary.

#### **Exercise 2**

This was very well done, with quite a high proportion of candidates scoring full marks. The most common error was in **Question 10**, perhaps because the answer was somewhat concealed in both clauses of the final paragraph of the text.

#### **Exercise 3**

This exercise was particularly well done, with the majority of candidates scoring full marks on it. The most common error was to write E (which was plausible) or F (because of the large volume of necessary water in a pool?) for **Question 11**.

#### **Exercise 4**

##### **Question 16**

This exercise proved to be well done by most candidates. There were three marks for communication of the specific details in the pictograms. As a minimum, the following were required:

- (a) *Empiezo a las 8:30.* It was vital to include *a las*, and for the mark to be awarded the stipulated time had to be mentioned, even if only in numerical form.
- (b) *Los profesores son simpáticos / amables.*
- (c) *Me gusta la química / la ciencia or Me gustan las ciencias.*

There were also two marks for appropriateness of language. To score both, candidates had to have two verbs in appropriate tenses in those parts of their answers in which they were communicating relevantly. They scored one mark if there was some appropriate usage to reward (one verb in an appropriate tense). Otherwise they scored zero, as they did if no marks were awarded for communication.

## **Section 2**

### **Exercise 1**

This exercise proved an interesting challenge for many candidates. A good proportion managed to score 9 or 10 out of 10 for communication, with the majority scoring 7 or 8. Only the weakest scored below 50%. The exercise was marked generously, errors involving verb endings being usually tolerated, though the same leniency was not on offer in **Section 3**. Teachers should stress that questions follow the same order as the paragraphs, and so it is unlikely that **Question 25** would be referring back to material in the middle of the text which has already been covered by other questions.

### **Exercise 2**

#### **Question 27**

This directed writing exercise proved quite demanding for average or weak candidates, although numerous strong candidates scored full marks. Ten of the fifteen marks were awarded for relevant communication, as follows:

- (a) At least one answer to: *Qué haces para mantenerte en forma.*
- (b) At least one of: *Dónde, cuándo y con quién*
- (c) At least one of: *Qué comes, qué evitas comer y por qué.*

With these three tasks, it was necessary for candidates to express some of their message in the first person singular; if their answer was just advice that one should follow, as opposed to their own personal experience, then they were deemed not to have carried out the task, although they could still score the remaining seven out of ten for relevant communication and the full five for accuracy.

Up to seven further marks were available for additional relevant details related to the above three points, but the full ten marks could only be obtained if the three compulsory tasks listed above were fulfilled.

The remaining five marks were for accuracy of language. Every four ticks score a mark, and twenty or more ticks score the full five marks. The overwhelming majority of candidates scored the full five out of five here.

## **Section 3**

### **Exercise 1**

This comprehension and correction exercise proved rather difficult for average or weak candidates, although there were plenty of strong candidates who scored full marks or just short. In addition, several quite weak candidates scored six out of six for the basic true-or-false ticks.

### **Exercise 2**

This comprehension exercise proved the most difficult in the whole paper for average or weak candidates, although numerous strong candidates scored full marks or just short. It was necessary for candidates to use verbs that were correctly altered so as to fit the sense of what the answer had to convey, and no marks were awarded where this was not attempted, especially where candidates just lifted relevant phrases from the text without amending the verbs. Surprisingly few candidates got this difficult final question right!

# FOREIGN LANGUAGE SPANISH

---

**Paper 0530/03**

**Speaking**

## General comments

To be read in conjunction with the Instructions and Mark scheme for Paper 3 November 2008.

Recordings of candidates

The correct sample size for moderation was submitted by all Centres. Centres are requested to select as wide a range of ability as possible in order that the Moderator can check accurately the standard of assessment and provide feedback. If there is a wide range of marks Centres should avoid sending the tests of candidates awarded the same or virtually the same mark and should include the highest and lowest scoring candidates.

The overall quality of the recordings was very good. Centres are responsible for ensuring reasonably quiet conditions for recordings. It is recommended that the recording equipment is tested in situ before the actual test and background noise minimised. Centres should clearly label cassettes or CD's with the Centre name and number and each candidate's name and number. Candidates should not identify themselves, the Examiner should introduce each candidate, and Centres should indicate the end of a recording by stating 'end of sample'. Examiners are reminded that once a test has commenced it should continue without interruption. Examiners should adhere to the stipulated timings for each part. The working mark sheets were completed and forwarded with the sample as required. It is essential for Centres to check the addition and transcription of marks to avoid errors. The marks on the working mark sheet and the MS1 Internal Assessment Sheet should be identical.

## Comments on specific questions

Materials for the Speaking Test should be opened four working days before the Centres assessment starts. It is particularly important for new Examiners, or Examiners who have not carried out the speaking test for some time, to familiarise themselves with the procedures and prepare their own roles thoroughly. Careful preparation is essential. The role of the Examiner is indicated on the cards provided and Examiners should adhere to their given roles. Examiners should not omit parts of their given role, nor should they ask questions or seek additional information which is not required. Where a task consists of several elements, candidates must be given the opportunity to complete each element. Examiners may choose to break down the task and ask each element in turn. This is acceptable. However, Examiners should desist from offering alternative responses unless these are in their given role. Candidates cannot be awarded marks for a response that has been supplied by the Examiner.

### **Role - plays A**

### **Role - play 1, 2, 3**

These tasks were straightforward and the majority of candidates carried out the tasks successfully.

### **Task 5**

Some candidates had difficulty in formulating an appropriate question

### **Role - play 4, 5, 6**

This Role-play was well conducted. Short responses are acceptable provided that all the information required is communicated.

**Task 5**

Some candidates omitted the first element of the task.

**Role - play 7, 8, 9**

Candidates coped well with the specified tasks, although some candidates struggled with **Task 5**.

**Role - plays B**

These Role-plays were more challenging and candidates responded well to the open-ended nature of the tasks.

**Role - play 1, 4, 7**

This Role-play was generally well accomplished

**Task 4**

Some candidates were unfamiliar with the verb 'traer'.

**Task 5**

The second element of the task was either omitted by the candidate or communicated imprecisely.

**Role play 2, 5, 8**

Candidates communicated the required information

**Task 4/5**

Some candidates omitted the first element of the task. In most cases the Examiner managed to elicit the required information

**Role-play 3, 6, 9**

Most candidates managed to communicate all the information required, often with additional information.

**Task 5**

The second element of the task, although communicated, was not always communicated accurately.

**Test 2 Topic (prepared) Conversation**

Candidates presented a good range of topics. The topic presented by candidates should be one of their own choice. It is important that candidates are guided in their choice and that they are discouraged from choosing topics which are limiting in terms of language and discussion. This is an opportunity for candidates to demonstrate their linguistic abilities, talking about a topic in which they have a real interest. Topics should be well prepared but not over-rehearsed or pre-learned, and delivered as a monologue. Candidates should not be asked the same series of questions, and should be asked both expected and unexpected questions. The Examiner should match the level of questioning to each candidate's abilities, and lead the candidate into using a variety of tenses.

**Test 3 General (unprepared) Conversation**

Candidates were given the opportunity to converse on a number of topics and many candidates clearly enjoyed, Test 3, encouraged and led by Examiners to perform to the best of their ability. It is useful to have a bank of question prepared so that candidates may be offered different topics for conversation. It is also important to ask questions which require more than yes or no as answers. The onus is on the candidates to show what they can do, in terms of using a range of structures, vocabulary and idiom.

Examiners should make a clear distinction between Test 2 Topic (prepared) conversation and Test 3. This test should last approximately five minutes in total.

### **Assessment**

The assessment of candidates was both positive and consistent in the majority of Centres. In Test 1 some Examiners were over-generous, awarding full marks for tasks in which only one of two elements had been completed or an incorrect tense had been used. Minor errors are tolerated: however, this does not extend to tense usage. In Test 2 (prepared) conversation and Test 3 General (unprepared) conversation, there was a slight tendency to be overgenerous on Scale (b) linguistic content. There was also a tendency to award lower marks for Impression: it is important to bear in mind that a candidate who is awarded 9-10 for impression is not necessarily of native speaker standard.

All assessment should follow the general principles as explained in the Instructions and Mark Scheme for Paper 3, and marks should be awarded accordingly.

# FOREIGN LANGUAGE SPANISH

---

**Paper 0530/04**  
**Continuous Writing**

## General Comments

The standard attained by the majority of candidates was high. Most candidates understood well what each question required and scored well in relevant communication. There were few rubric errors. The total marks (out of a maximum of 50) covered the full mark range. Candidates are expected to produce two pieces of extended writing in which they have the opportunity to demonstrate their linguistic competence in terms of complexity, accuracy and range of structures, vocabulary and idiom. The tasks within each question are structured to this end. A system of positive marking is used, rewarding both accuracy and ambition. Each exercise is marked out of 25, of which five marks are awarded for Relevant Communication, fifteen for Accuracy of Language and five for General Impression. No credit is given for anything beyond the 140th word since the rubric stipulates 130–140 words. The first stage in marking is to count up to the 140th word and cross out the remainder. Any tasks carried out after the 140th word do not score marks for Relevant Communication and nor do they contribute to the mark awarded for Accuracy. Candidates should be advised to write 140 words or just under in each of the two questions, to do a preliminary word count, and to keep a running total.

Marking for relevant communication in each question

### Question 1

(a) There were five marks available as follows.

- |     |                          |     |
|-----|--------------------------|-----|
| (a) | Cómo era la familia      | (1) |
| (b) | Cómo era la casa         | (1) |
| (c) | Cómo era la comida       | (1) |
| (d) | Lo que hicisteis juntos  | (1) |
| (e) | Lo que más te sorprendió | (1) |

(b) There were five marks available as follows.

- |     |                                       |     |
|-----|---------------------------------------|-----|
| (a) | El deporte que practicas              | (1) |
| (b) | Cómo te preparaste para el campeonato | (1) |
| (c) | Qué premio te dieron                  | (1) |
| (d) | Cómo te sentiste                      | (1) |
| (e) | Lo que hiciste para celebrar          | (1) |

### Question 2

There were five marks available as follows:

- |     |  |     |
|-----|--|-----|
| (a) | Explica por qué decidiste conseguir un trabajo | (1) |
| (b) | Describe el trabajo que hiciste.               | (1) |
| (c) | tus experiencias                               | (1) |
| (d) | tus reacciones                                 | (1) |

1 mark for 1 further detail relevant to any of (a) – (d).



Candidates attempted **Question 1(a)** and **Question 1(b)** almost in equal proportions. In **Question 1(a)** some candidates wrote too much for the first three or four communication points and consequently were not able to complete the final communication point within the word limit. In **Question 1(b)** candidates generally kept with in the word limit; however, some candidates omitted to explain details of the prize they had won. In general **Question 2** was answered well. Some candidates experienced difficulties with tenses and vocabulary through attempting to communicate information beyond their linguistic ability. For **Question 1(a)**, **Question 1(b)** and **Question 2** there were many examples of good, accurate responses by candidates who had been prepared well.

### Marking for Accuracy in each Question

Common errors included the following:

In **Question 1(a)**, incorrect use of tense, agreement of adjectives in description of family, house and food, use of “ser/estar”, confusion between the use of “bien” and “bueno”, incorrect spelling of verbs in the preterite tense, such as “beber” and “divertirse” (1st person plural), gender of “viaje”.

In **Question 1(b)**, use of “acabar”, incorrect use of tense (imperfect/preterite), use of “ser/estar”, incorrect spelling of “practicar” in preterite tense, use of adverbs, reflexive verbs, gender of “vez”. In **Question 2**, incorrect use of tenses, use of “durante/por/para”, failure to accent certain verbs in the preterite tense, preterite tense of the verbs “decidir”, “obtener” and “decir”, use of “gustar”. Strong candidates varied tenses and knew how to use them appropriately, while weak candidates lapsed into the present, with those of middling ability making incorrect use of the perfect or the imperfect when only the preterite was appropriate. Candidates writing lists of family members, rooms or activities gave themselves less opportunity to score as highly as those who were careful to include adjectives and verbs. It was common to see the omission of vital accents on verb endings. All verbs scored for accuracy, but only if used correctly and accented if necessary. Credit was also given to interrogatives (which must be accented): to negatives; to prepositions; to adverbs; to conjunctions, except for the very common “y” and “pero”; to adjectives correctly positioned and agreeing; to pronouns other than subject pronouns and reflexives; and to pronouns correctly joined onto a verb.

### Marking for General Impression

In each Question up to five marks were awarded for the quality of language used, use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks for impression, the writing had to display the features mentioned and read fluently.