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# FOREIGN LANGUAGE SPANISH

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<p>Paper 0530/01</p>
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<p>Listening</p>
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## General comments

The overall performance of the candidates was good; there were very few weak candidates.

## Comments on specific questions

### **Part 1**

#### **Exercise 1 Questions 1 - 8**

The vast majority of candidates could cope with all the questions in this exercise. The only two that caused any difficulties were **Question 5**, where candidates had to identify in which room of the house they should leave their suitcase, and **Question 6**, where they had to identify what they could do to help.

#### **Exercise 2 Questions 9 - 15**

Again, most candidates understood the passage well. In **Question 12**, weaker candidates were not always able to understand that the convent was next to the market/in a XIII century building (either or both answers were accepted). In **Question 13**, it was not always clear to candidates that the village library was now housed in the convent.

### **Part 2**

#### **Exercise 1 Questions 16 - 23**

Most candidates did extremely well on this exercise, with few scoring below half marks. There was no clear pattern of incorrect answers.

#### **Exercise 2 Questions 24 - 29**

This exercise proved more challenging. In **Question 27**, even when candidates could pick out the key words, *comida* and *discoteca*, they were unable to explain that some of the group wanted to be near the village in order to be able to buy food there or go to the disco. Likewise, in **Question 29**, weaker candidates were not able to explain what the ecology organisation wanted to know about the wildlife in the valley, e.g., which animals and birds were the most abundant, when and/or where they were to be seen. A number of candidates also had difficulty with *vefan*, which they managed to transcribe, but did not seem to understand.

### **Part 3**

#### **Exercise 1 Questions 30 - 37**

This exercise was understood by most. In **Question 31**, option **C** proved attractive to candidates, perhaps because it sounded plausible. **Question 36** also caused some problems, probably because candidates misread the question and opted for **C**.

#### **Exercise 2 Questions 38 - 42**

As intended, this final exercise proved to be the most challenging on the Paper. In **Question 38**, although most candidates were able to score one mark, many understood *afectados* instead of *aceptados* and could not score the second mark. In **Question 40**, weaker candidates gave the advantages to the smoker of giving up smoking, but not the advantages to those around them. However, in answer to **Question 42**, nearly all candidates could provide examples of the occasions when people are most tempted to smoke a cigarette.

**Paper 0530/02**  
**Reading and Directed Writing**

**General comments**

There were a few changes to the general format of the Paper for this June and as a result it appeared to be more accessible to candidates. In particular, the disappearance of the final exercise in **Part 3**, the Cloze test, ensured that candidates were more likely to score the highest marks.

As in previous years, the standard of work seen by Examiners was extremely pleasing and Centres are to be congratulated on how well candidates are prepared for this examination.

**Comments on specific questions**

**Part 1**

**Exercise 1 Questions 1 - 5**

The vast majority of candidates scored 4 or 5 out of the 5 marks available. The most common errors were in **Question 1**, where candidates did not seem to know the word *manzana*, and **Question 4**.

**Exercise 2 Questions 6 - 10**

Done extremely well, with nearly all candidates scoring full marks.

**Exercise 3 Questions 11 - 15**

Again, done extremely well. Nearly all candidates scored full marks.

**Exercise 4 Question 16**

One mark was awarded for each of the three tasks to be carried out (errors were tolerated provided that the message was clear), and there were two additional marks available for appropriacy of language.

This exercise presented no problems for most candidates. For reasons which are not clear, a few missed out the first task (to state their age), but all candidates carried out the other two tasks.

**Part 2**

**Exercise 1 Questions 17 - 24**

This exercise was done well by most candidates, with many scoring full marks. For the tiny minority who struggled, **Question 19** (where answers mentioned *where* Julia studied rather than *what* she studied), **Question 21** (where candidates thought Julia's problems with her brother started when he helped her to get into the world of cinema), and **Question 24** (where Julia's attempts to give up smoking were seen as a vice) proved problematic.

**Exercise 2 Question 25**

Again, there were some very strong performances with a large number of candidates scoring full marks. Candidates had clearly been well prepared for this type of writing exercise and it was particularly pleasing that there were few serious rubric errors.

Of the 15 marks, up to 10 were available for communicating the information requested by the rubric. Candidates who did not complete all the tasks could not score full marks for communication. A number of candidates omitted to say why the destination was of interest to them and did not describe the journey. Some mentioned what they liked most about the excursion, but did not give a reason.

In addition, there were five marks available for accuracy of language. Ticks were awarded for correct usage and then converted to marks, with twenty or more ticks earning the maximum five marks. Nearly all candidates managed to achieve full marks for accuracy.

**Part 3****Exercise 1 Questions 26 - 32**

The first exercise in the final section proved difficult for weaker candidates. The most common mistakes were to give only a partial correction in **Question 31**, and to agree with the statement in **Question 32**.

**Exercise 2 Questions 33 - 41**

As intended, this proved to be the most demanding exercise in the Paper, with the following questions causing particular problems:

- Question 34** Examiners did not accept *por décima vez*, since it was felt the question demanded a cardinal number for an answer.
- Question 36** *Bailar* (on its own) was quite a common answer, and was not accepted. There was dancing during the actual parade and the question specifically asked what happened 'after' the parade.
- Question 39** Examiners felt it was not sufficient for candidates to answer *respetaron las ordenes de los organizadores*, and a mention of the water pistols was required.

<p><b>Paper 0530/03</b></p>
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<p><b>Speaking</b></p>
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**General comments**

Nearly all Centres sent the correct sample size for moderation. The quality of recordings was generally good. In a few instances, candidates were not entirely audible due to the level of background noise. Centres are responsible for ensuring the good quality of recordings. The cassettes should be clearly labelled with the Centre name and number and the candidates' names and numbers. Candidates should not identify themselves on tape (this should be done by the Examiner) and Centres should indicate the end of the recording by stating 'end of sample'. Examiners are reminded that once a candidate's test has started, the cassette should run without interruption and should not be stopped between sections. Working Mark Sheets were completed as required, but Centres are reminded that these should be checked for arithmetical errors in order to ensure the accurate transfer of marks onto the MS1 form (Internal Assessment Mark Sheet).

Candidates were fairly assessed by the vast majority of Centres. However, there was a tendency by some Examiners to be slightly generous in their assessment of the Topic/Discussion and General Conversation sections on scale (b) (Linguistic Content) and slightly harsh on the Impression mark.

**Comments on specific questions**

Materials for the Speaking Test should be opened up to four working days before the Centre's assessment starts and should be studied carefully. This allows Examiners to familiarise themselves with their own roles. Careful preparation is particularly crucial where the Examiner has to initiate the dialogue. If a genuine mistake does occur, the Examiner can quickly and confidently take up the appropriate role thereby avoiding unnecessary confusion and anxiety for the candidate.

***Role plays A*****Cards 1, 2 and 3**

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

Task 4: communication was achieved despite some linguistic inaccuracies.

Task 5: the Examiner frequently had to elicit the second part of this task. This is perfectly acceptable where a candidate omits part of a task.

### **Cards 4, 5 and 6**

Candidates coped well with the specified tasks.

Task 2: Poor pronunciation of *abre* and *cierra* led to candidates losing marks.

### **Cards 7, 8 and 9**

This Role play was generally well done.

Task 2: There were some difficulties with the verb *doler*.

Task 4: The information was communicated despite some ambiguity.

### **Role plays B**

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

### **Cards 1, 4 and 7**

Candidates entered the role convincingly and communicated the required information well, especially in Tasks 2 and 3.

### **Cards 2, 5 and 8**

The vast majority of candidates managed to communicate all the information required, despite difficulties with the correct use of tense in Tasks 1 and 4. In Tasks 2 and 3, there were problems with adjectival endings and agreements.

### **Cards 3, 6 and 9**

Most candidates carried out the specified tasks well. In Task 2, some candidates attempted to give reasons that were too detailed, resulting in linguistic inaccuracies. In Task 5, the information provided was sometimes vague.

### **Topic/discussion**

A wide variety of topics were chosen. Candidates should show quality of presentation, but must not be allowed to resort to pre-learnt material. The Examiner should allow the candidate to speak for one or two minutes uninterrupted and then ask specific questions. Candidates performed best when they had a real interest in their chosen topic and where the topic chosen was not limiting in terms of scope for discussion.

### **General conversation**

The Examiner should make a clear distinction between the discussion of the Topic and the start of the General Conversation even though the Topic/Discussion in many cases paves the way for this final section of the test. In the General Conversation, candidates should be given the opportunity to show they can converse adequately on topics of a more general nature, using as wide a range of structures and vocabulary as possible. Examiners should avoid asking a series of closed questions eliciting yes/no answers.

Invariably, this was the most enjoyable part of the test, which in some cases led to it lasting too long. Examiners are reminded that the General Conversation should last approximately five minutes.

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

### General comments

The standard attained by the majority of candidates was as high as in recent years. Most candidates understood well what each question required and scored well on Relevant Communication. There were few rubric errors. The total marks achieved (out of a maximum of 50) covered the full mark range.

On this Paper, 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 to reward 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 110-140 words. As is usual, about one third of candidates wrote too much. The first stage in marking for Examiners is to count up to the 140<sup>th</sup> word and cross out the remainder. Any tasks carried out after the 140<sup>th</sup> word do not score marks for Relevant Communication and nor do they contribute to the mark awarded for Accuracy. Candidates should be advised to write 140 words or just under in each of the two questions – it would pay them to do a preliminary count early on in their task and keep a running total.

### Comments on specific questions

Candidates should be familiar with the type of register required in letter writing whether formal or informal. In both **Question 1(a)** and **Question 1(b)** some candidates used inappropriate opening and closing phrases. Common errors included the following:

#### **Question 1**

- (a) Inappropriate use of register, incorrect use of impersonal verbs such as *gustar* and *encantar*, use of *ser/estar*, failure to accent interrogative words like *dónde* and *cuántas*.
- (b) Incorrect use of perfect tense instead of preterite or imperfect, *ir* followed by *en* instead of *a*, confusion between *bien* and *bueno*, failure to accent interrogative words like *cómo* and *qué*.

#### **Question 2**

Incorrect use of tense, incorrect spelling of *llegar*, *comenzar* and *despertarse* in the preterite tense, incorrect singular verb when plural necessary, e.g. *era las ocho* instead of *eran las ocho*, difficulties with use of *tener miedo* and *asustarse*, misuse of *fui* and *fue*, use of *ser/estar*.

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately, while weak candidates lapsed into the present. With those of middling ability, a common defect was an incorrect use of the perfect or the imperfect when only the preterite was appropriate. It was common to omit vital accents in verb endings. All verbs score for accuracy, but only if used correctly. The spelling and possible accent of verbs must be absolutely correct in order to score a mark. Credit was also given to interrogatives (which must be accented); to negatives; to prepositions; to adverbs except for the common '*muy*'; to conjunctions except for the very common *y* and *pero*; to adjectives correctly positioned and agreeing; to pronouns other than subject pronouns and reflexives; to pronouns correctly joined onto a verb e.g. *mándamelo*: in all these cases a tick was awarded when a unit is correct. Four ticks are worth one mark up to a maximum of fifteen marks.