

# FOREIGN LANGUAGE SPANISH

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Paper 0530/01

Listening

## General comments

The overall performance of the candidates was good, with very few weak performances.

## Comments on specific questions

### **Section 1**

#### *Exercise 1*

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

Most candidates could cope with all the questions in this exercise. Weaker candidates sometimes had difficulty with the numbers in **Question 4** (dealing with prices) and **Question 7** (dealing with the time).

#### *Exercise 2*

#### **Questions 9 - 16**

The vast majority of candidates demonstrated good understanding. **Question 15** was the only question to cause any problems: candidates did not always understand that although the bar was near the cinemas and theatres, and frequented by actors and actresses, it was not a venue for theatrical performances.

### **Section 2**

#### *Exercise 1*

#### **Questions 17 - 22**

Candidates coped well with this exercise. **Question 17** was the most challenging. Weaker candidates could not give two advantages: (i) no need to travel and (ii) no fixed timetable, although the information was repeated twice using different words. In **Question 21**, some candidates did not give 'dictionary', but thought that the following year a fee would not be charged.

#### *Exercise 2*

#### **Questions 23 - 28**

This exercise was more challenging. In **Question 25** although candidates could pick up the key words, 'passport' and 'groups', they were not all able to explain that the organiser 'requested the passports' and 'divided the participants in groups'. A few candidates confused *nos* with *no*.

### **Section 3**

#### *Exercise 1*

#### **Questions 29-34**

Most candidates coped well with the multiple-choice format. The only question to cause any problems was **Question 32** where **D** was an attractive answer for some candidates.

## Exercise 2

### Questions 35 - 40

This exercise was a good discriminator, with **Questions 37** and **40** proving the most challenging. In **Question 37** only the best candidates could explain that the editor had a deadline to meet. In **Question 40**, again, only better candidates could explain that people wanted to visit the places they saw in the photographs and take part in the competitions organised by the magazines.

Paper 0530/02

Reading/Directed Writing

### General comments

As usual there was a broad spread of marks for this component. The majority of candidates performed very well: they had clearly been well taught and carefully prepared for the paper.

### Comments on specific questions

#### **Section 1**

##### *Exercise 1*

#### **Questions 1 - 6**

This was done very well. Two possibilities were allowed in **Question 1** as it was accepted that newspapers can be bought in a *papelería*. The most common error was to opt for **A** in **Question 6**, confusing recycling and cycling.

##### *Exercise 2*

#### **Questions 7 - 12**

This was done extremely well, with the vast majority of candidates scoring full marks. Candidates who answered more than one question incorrectly invariably ended up with a low total for the whole paper.

##### *Exercise 3*

#### **Questions 13 - 20**

This was done very well. Mistakes were distributed evenly across all the questions, though perhaps **Question 17** was the one most frequently answered incorrectly.

##### *Exercise 4*

#### **Question 21**

On the whole, candidates did extremely well on this exercise. Two marks were available for each task and a further two marks were available for elaborating on one of them, e.g. giving a further detail about the campsite or describing an alternative nocturnal diversion. In each case, two marks were awarded if the message was put across sufficiently well to be understood by a sympathetic native speaker, but where the candidate used incorrect verb forms this was deemed to have impeded communication and only one mark was given. If the language was very poor or if the task was misunderstood, it received no marks. The only common misunderstanding was to think that *el tiempo que hace* referred to whether or not one was having a good time.

## **Section 2**

### *Exercise 1*

#### **Questions 22 - 30**

This was done well by most candidates. For **Question 28**, common answers were *luchó a favor de los negros* and *luchó a favor de sus dos hijas*, but the question specifically asked for what Richard was fighting against and not what he was fighting for.

### *Exercise 2*

#### **Question 31**

Although most candidates performed very well on this exercise, with a good proportion scoring full marks, there were, sadly, also those who misread/misunderstood the rubric. Instead of describing a good friend, they wrote a letter to a good friend describing themselves, thereby missing out on a proportion of the marks for Relevant Communication. They were still eligible for the Accuracy marks, but as it was usually weaker candidates who made this mistake, their scores for Accuracy tended to be fairly low.

## **Section 3**

### *Exercise 1*

#### **Questions 32 - 37**

As intended, the first exercise in the final Extended section of the paper proved more demanding. The most common mistakes were: **B** instead of **C** in **Question 32**, **C** instead of **B** in **Question 33**, and **A** instead of **B** in **Question 37**.

### *Exercise 2*

#### **Questions 38 - 46**

Another more demanding exercise where even the strongest candidates dropped the odd mark. Many wrote *La población y los ayuntamientos* for **Question 38**, misunderstanding the text. It was not enough to write *acompañan a sus hijos a los centros para hacer el piercing* in **Question 42**: the key idea was that parents supported their children in their desire to get a piercing. And in **Question 45**, Examiners were looking for some reference to the fact that there are many centres in both countries where these practices are undertaken without proper medical control.

### *Exercise 3*

#### **Questions 47 - 66**

Candidates performed better on this exercise than is usually the case, but even so this will be the last time the Cloze Test is set for this examination. In future years the question paper will be shorter and this particular exercise, which is difficult for any but the strongest candidates, will no longer appear.

## **General comments**

### **Recordings of candidates**

The correct sample size for moderation was submitted by Centres. The overall quality of the recordings was very good. It is important for both the candidate and the Examiner to be audible and Centres should test their equipment in advance to ensure that this is the case. Centres should also clearly label their cassettes with the Centre name and number and the candidate names and numbers. In addition, it would be helpful if Centres noted the role play card numbers on the Working Mark Sheets or cassette label. The majority of Centres forwarded the Working Mark Sheet which can be used to identify if specific sections of the test have been under or overmarked. Occasionally an arithmetical error can occur at this stage or in the transfer of marks and Moderators check for such errors. Teacher/Examiners should identify candidates on the tape (candidates must not be asked to identify themselves) and Centres should indicate the end of the recording by stating 'end of sample'. Once the speaking test has commenced, the tape should run without interruption.

### **Assessment**

Candidates were fairly assessed by the vast majority of Centres. The assessment was both consistent and positive. There was a tendency by some Examiners to be overgenerous in their assessment of the Topic and General Conversation Sections on scale (b) linguistic content.

All assessment should follow the general principles outlined in the Teachers' Notes booklet and marks should be awarded accordingly.

## **Comments on specific questions**

Materials for the speaking test can be opened four working days before the Centre's assessment starts to allow Examiners to familiarise themselves with the procedures and the role play situations. Careful preparation is particularly important where the Examiner has to initiate the dialogue in order to avoid unnecessary confusion and anxiety for candidates.

### ***Role Plays A***

#### **Role plays 1, 2 and 3**

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

##### *Task 1*

There was some inappropriate use of register.

##### *Task 2*

Some candidates merely stated a number without giving further details.

##### *Tasks 4 and 5*

Parts of these two tasks were omitted. In most cases the Examiner successfully elicited the questions. However, there were some instances where the Examiner provided the information without waiting to be asked for it or the dialogue was terminated by the candidate. In both cases the candidate was unable to gain marks.

#### **Role plays 4, 5 and 6**

Candidates coped well with the specified tasks.

### **Role plays 7, 8 and 9**

This situation was well carried out.

#### *Task 4*

Some candidates were unable to spell their names or were unsure about the pronunciation.

### **Role Plays B**

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

### **Role plays 1, 4 and 7**

This role play was generally well done.

#### *Task 4*

Weaker candidates used *gustar* incorrectly.

### **Role plays 2, 5 and 8**

Candidates entered the role convincingly and communicated the required information well.

#### *Task 2*

There was some confusion of tenses with some candidates lapsing into the present tense.

#### *Tasks 3 and 4*

Candidates responded well and put forward some imaginative solutions.

### **Role plays 3, 6 and 9**

The majority of candidates managed to communicate all the necessary information although some candidates failed to use the appropriate register.

#### *Task 2*

Difficulties arose where candidates tried to explain their previous work experience in too much detail or in language beyond their linguistic ability.

#### *Task 3*

Despite the rubric only one example was provided by some candidates.

#### *Task 4*

Candidates managed to convey the qualities although the expression was not always accurate.

#### *Task 5*

The information provided was sometimes incomplete or imprecise.

### **Topic (prepared) Conversation**

A pleasing variety of topics were presented by candidates. As always, the best performances were from candidates with a real interest in the topic chosen. Examiners should discourage candidates from choosing topics where there is insufficient scope in terms of language and discussion. A poor choice of topic can lead to underperformance. It is also important to match the level of questioning to the candidate's linguistic ability. Candidates should show quality of presentation, but must not be allowed to resort to pre-learnt material. After one to two minutes the Examiner should interrupt and ask specific questions.

## General (unprepared) Conversation

Candidates were given the opportunity to converse on a number of topics and many candidates clearly enjoyed this test. They were encouraged and led by Examiners to perform to the best of their ability.

Although the discussion of the topic will have paved the way for the final section of the test, the Examiner should make a clear distinction between the Topic and General Conversation sections. Some Examiners failed to signal the start of the General Conversation, which in a few cases led to the test being either overlong or too short.

<p><b>Paper 0530/04</b> <b>Continuous Writing</b></p>
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### General comments

The standard attained by candidates was as high as in recent years. Most candidates obtained full marks for relevant communication and the accuracy of language demonstrated by many was commendable. There were few serious rubric errors, although some candidates did not respond adequately to all the tasks set within the questions. This was usually due to writing too much on the initial tasks. Any tasks carried out after the 140<sup>th</sup> word did not score for either relevant communication or accuracy. The rubric is quite clear in its stipulation of 110-140 words and no credit is given for anything beyond the 140<sup>th</sup> word.

### Comments on specific questions

#### **Marks for Accuracy**

##### **Question 1**

- (a) Problems related to: inappropriate use of register; difficulties with the spelling of *necesitar*; use of *ser* and *estar*; the verb *querer*; agreement of adjectives; use of *gustar*; difficulties with expressing dates.
- (b) Problems related to: inconsistent use of register; verbs *doler* and *sentir*; difficulty over use of appropriate tenses in reported speech; incorrect past participle of verb *romper*.

##### **Question 2**

Problems related to: wrong gender for *la ciudad*; use of *gustar*; *cuando* and subjunctive for events that have not yet occurred; the use of *ser* and *estar*; failure to accent pronouns after a preposition such as *para mí*, *con él*; failure to combine *con* with *mí* to form *conmigo*.

As in the past, special attention was paid to verbs. The spelling and the correct use of accents must be adhered to. Overall, the most noticeable errors were the failure to accent common verbs like *está* and *me gustaría* and the failure to accent interrogative words like *cuánto* and *qué*. All verbs score ticks for accuracy but only if used correctly and accented if necessary. Credit is given to interrogatives which must be accented; to negatives; to adjectives in the correct form and position; to pronouns other than subject pronouns and reflexive pronouns; to prepositions; to adverbs and adverbial phrases used correctly and to all conjunctions used correctly except *y* and *pero*.

#### **Marks for General Impression**

Up to five marks are awarded per question for General Impression. In order to score the full five marks a script has to read fluently showing the effective use of an adequate range of grammatical structures and vocabulary.