

# FOREIGN LANGUAGE SPANISH

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Paper 0530/01

Listening

## General comments

The overall performance of the candidates was good, with many candidates achieving top or very near top marks. There were very few weak candidates.

## 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. The ones that caused most difficulty were:

**Question 1**, which was about directions. Some candidates may have misunderstood the map: however, in other years, directions have also caused difficulties to weaker candidates.

**Question 3**: 'la piscina municipal' was not understood by everybody; 'municipal' might have obscured 'piscina', which is common vocabulary.

**Question 6**, about kitchen items: 'vasos' also caused difficulty.

#### **Ejercicio 2 Preguntas 9–13**

Most candidates understood the passage well. On **Question 9**, even very weak candidates knew 'montañas' and 'río' and in **Question 10** the items of clothing. **Question 11** discriminated well, with weak candidates missing 'crema para el sol'. **Question 12** was the one that caused greatest difficulty; 'pájaros' was missed by many candidates, as was 'pesca'. **Question 13** was rarely answered wrongly – 'verde' is not a difficult word.

Unfortunately, some candidates misread the rubric and gave only one answer when they were supposed to give two.

### *Segunda Parte*

#### **Ejercicio 1 Preguntas 14**

The majority of candidates could answer most of the questions. Nearly everybody understood 'Lucas'. However 'Leticia' was a good discriminator. In (f) many candidates apparently missed the fact that it was the brother who walked the dog. In 'Gabriel' some candidate went for living in the country-side and in 'Macarena' a number of candidates went for (j) and missed (l) when she questioned whether there was any point in having a fish.

#### **Ejercicio 2 Preguntas 15–23**

This exercise was challenging to many candidates. Most could cope with **Questions 15, 16, 19**. The better candidates understood that aim of the trip was to foster 'cooperación'. Surprisingly many candidates had difficulty with the idea of returning home by 'avión' in **Question 18**.

**Question 20** was accessible to most candidates. In some cases it was the only answer given by weak candidates in this exercise: she was treated well by the family.

**Question 21** was a good discriminator: the best candidates were able to express that the princess had met her friend when they had both been studying in Europe. On **Question 22** most candidates could give some of the options, but weaker candidates confused 'regiones' and put 'religiones' and 'animales' probably misunderstanding 'animamos'.

**Question 23** was answered correctly by the majority, who could identify 'inglés' as the working language.

### ***Tercera Parte***

#### **Ejercicio 1 Preguntas 24–29**

This exercise was reasonably handled by most candidates. The best discriminators were **Questions 25** and **28**. The latter was the most difficult. Even good candidates, had difficulty identifying the fact that his songs can have a political message. However, even weaker candidates were able to answer **Question 27**.

#### **Ejercicio 2 Preguntas 30–35**

This exercise was a good discriminator too, being the most difficult. Nearly everybody could answer at least part of **Question 32**, providing some of the three options 'casa, comida, educación' and in **Question 35** 'los padres', but weaker candidates had difficulty with 'hermanos mayores'. In **Question 33** many candidates were unable to identify the main problem of 'ser aceptados en un grupo'. **Question 34** discriminated well between weaker and better candidates, who were able to identify 'drogas' as the main danger. **Question 36** was also a discriminator, where the better candidates identified that the activities helped reduce stress. **Question 37** was one of the most difficult ones; the idea of 'ponerse en el lugar de su hijo' was rendered only by the better candidates. However, candidates did surprisingly well on this difficult task.

# FOREIGN LANGUAGE SPANISH

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

## GENERAL COMMENTS

This summer'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, with the exception of Exercise 2, in which even some very strong candidates lost one or more marks. **Section 2** was perhaps the most straightforward part of the paper, and was tackled very competently, with the top half of the candidates managing full marks in at least one of the exercises. And so it was left to the more difficult comprehension exercises of **section 3** to discriminate between the better candidates: whereas those who got at least a grade A could hope for 12 or more out of 20, the rest of the field struggled to get half marks or even a handful of marks. Very few candidates obtained a total mark of below 25 out of 65 for the whole paper, the full range of total marks being from 11 to full marks out of 65. The large majority of the Centres are to be congratulated on doing an excellent job in preparing the candidates so thoroughly for this paper. Nearly all 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. An encouraging proportion did themselves justice with a fine total mark.

## COMMENTS ON SPECIFIC QUESTIONS

### **Section 1**

#### **Exercise 1**

This was done very well by most candidates, and about three quarters of them obtained full marks on the exercise. There were a few mistakes in **Question 2**, perhaps because some candidates did not know what *química* meant.

#### **Exercise 2**

This proved a very tricky exercise, and only some of the candidates in the top quartile managed full marks in it. The most common error was in **Question 6**, because *desfile* was an unfamiliar word. However, all the questions proved demanding and quite a few candidates scored a total of zero, which was remarkable. The correct options were as follows:

**Question 6** V A religious *desfile* is a *procesión*.

**Question 7** F A lunch is more than just *una copa de vino*.

**Question 8** V There was a prize; one child would win *unos lápices de color*.

**Question 9** F By implication the young people would show a play and not a film.

**Question 10** V The easiest question in the exercise, but several candidates did not notice the *no* in *no cierran*.

**Exercise 3****Question 11**

This exercise was quite well done, with around 60% of candidates scoring full marks on it. The most common error was to opt for an incorrect option instead of E.

**Exercise 4****Question 12**

This exercise proved to be well done by most candidates. There were three marks for communication of the specific details in the pictograms. A few candidates ignored the pictures and used their own ideas, thus losing marks. As a minimum, the following were required:

- (a) *Vamos / Voy a comprar ropa / a la tienda / a la Boutique. It was vital to include a correct verb (also possible were Estoy en / Quiero ir a).*
- (b) *Te espero a las 10.45 / a las once menos cuarto / quince.*
- (c) *En la panadería / la tienda de pan / el restaurante.*

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 one for many candidates. About one third of them managed to score 9 or 10 out of 10 for communication, and many of the rest scored 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 21** would be referring back to material in the middle of the text which has already been covered by other questions. The correct answers were along the following lines (what is in brackets was not deemed to be absolutely necessary):

**Question 13** *Trabajo de grupo (con presentaciones).*

**Question 14** *Bien / No hay ningún problema*

**Question 15** *Cuando tengo / tiene que hablar a la clase. But not Cuando habla en clase.*

**Question 16** (i) *(Su) garganta seca // se me / le seca la garganta. But not (Se) seca la garganta.*  
(ii) *No puedo / puede hablar.*

**Question 17** *Es normal (tener miedo) // Hasta los actores tienen este problema.*

**Question 18** *(Con tu / su) profesor (de geografía).*

**Question 19** *(Con los / unos) amigos. But not Mirarles a ellos which is unclear.*

**Question 20** *(Unas horas antes) de la / su / tu presentación.*

**Question 21** *Imaginar que eres / es otra persona. Or: Para sentirse mejor // Para olvidarse de los nervios.*

**Exercise 2****Question 22**

This directed writing exercise proved quite straightforward for all except the weaker candidates, and numerous strong or average candidates scored full marks. Ten of the fifteen marks were awarded for relevant communication, as follows:

- (a) *El tiempo que hace.* This had to be a clear reference to the weather. The most common error in the whole paper was to think it referred to the time at which the party was held, or to having a good time at the party.
- (b) *Qué haces por la mañana.* A specific mention to the morning or to *desayuno*.
- (c) *Adónde vas con tus amigos.*
- (d) *Qué haces*
- (e) *Cómo celebras la fiesta con tu familia.*

Candidates were liable to lose a mark if they wrote the whole in the future or in the past tense.

Up to five further marks were available for additional relevant details related to the above five points, but the full ten marks could only be obtained if the five compulsory tasks listed above were fulfilled. Numerous candidates would have benefited from separating each task and carrying it out more clearly. A few wrote in great detail, but without focusing on the required tasks.

The remaining five marks were for accuracy of language. The overwhelming majority of candidates scored the full five out of five here. A new system was used to award the mark out of five; its purpose was to discriminate between the weakest 10% of the candidates. Over 90% of the candidates scored the full five out of five.

**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. The correct answers were along the following lines:

**Question 23** F No. *Nadie lo quería / El primer canal fue el único interesado.* But not *Pero no siempre fue así.*

**Question 24** F No. *Se hicieron pruebas / Se ofrecieron puestos a 16.*

**Question 25** V

**Question 27** F No. *Solamente echan a uno / Sólo un alumno tiene que irse.*

**Question 26** F No. *Votan por teléfono / Los espectadores deciden con sus llamadas.*

**Question 27** V

**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. The correct answers were along the following lines:

- Question 29** (i) *Compró una casa para sus padres / Su mayor placer fue comprar una casa para sus padres.*  
(ii) *Ya no tienen que trabajar / Ya no tienen que levantarse muy temprano.* But not *Ya no tengan que trabajar / No tienen más que trabajar.*
- Question 30** *(En las afueras de) Barcelona.*
- Question 31** *(Día tras día) a la salida de la escuela / Hace mucho, cuando había campos que rodeaban la ciudad.*
- Question 32** *(Están cubiertos por) nuevos barrios / apartamentos / hipermercados.*
- Question 33** *Pasaba mucha gente (por donde jugaban) / Para evitar chocar con abuelas.*
- Question 34** *Fue un desastre / Quedó deprimido / Dijo “Qué desastre” .*
- Question 35** *Con su club (que es su vida) / Jugando fútbol / No piensa dejar su club.*
- Question 36** *No es un club grande / Vivir a la sombra de los equipos más poderosos / Los equipos más poderosos.*
- Question 37** B Quite a few candidates got this awkward final question right, perhaps by a process of elimination.

# FOREIGN LANGUAGE SPANISH

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**Paper 0530/03**

**Speaking**

## General comments

To be read in conjunction with the Teachers' notes 1 March – 30 April 2009:

Recordings of candidates

Nearly all the Centres sent the correct sample size for moderation. The quality of the recordings was in most cases good. Sometimes the recordings received were poor often due to softly-spoken candidates, background noise or the positioning of the recording equipment. Where CDs are used, the audio should be recorded in such a format that it can be read by Windows Media Player or other standard software. Centres are responsible for ensuring the good quality of recordings and it is advisable to check the quality of the recording prior to despatch especially when the samples are re-recorded. The cassettes or CDs should be clearly labelled with the Centre name and number and the candidate's name and number in the order in which they are recorded. Candidates should not identify themselves on tape: rather, the Examiner should introduce the candidates, and Centres should indicate the end of recording by stating, "End of sample." Examiners are reminded that once a test has started that the cassette/CD should run without interruption and should not be stopped. The working mark sheets were usually completed correctly as was required, but arithmetical errors regarding candidates' marks were far too common. It is essential that centres check for arithmetical errors and ensure accurate transfer of marks onto the MSI form (Internal Assessment 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 Examiners to familiarise themselves with their own roles. Examiners should adhere to the Role play tasks as set out and not create additional task elements or change the order of tasks. If the Examiner is aware that an element of a task has been omitted by the candidate, an appropriate prompt may be given. Careful preparation is particularly crucial where the Examiner has to initiate the dialogue. If a genuine mistake does occur then the Examiner can quickly and confidently take up the appropriate role thereby avoiding any unnecessary confusion and anxiety for the candidate.

### **Test 1: Role plays**

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

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

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

Candidates coped well with the specified tasks.

#### ***Task 4***

Some candidates were unfamiliar with 'edad'; however, when it was rephrased all candidates were able to respond to the more common '¿Cuántos años tienes?'

#### ***Task 5***

As in the final task of Role play 1, 2 and 3 'agradécele al/a la empleado/a' forms part of the task and if omitted the candidate cannot score full marks for this task. Candidates were able request additional

information however inappropriate or inaccurate verb forms which did not obscure the meaning were often used.

**Role play 7, 8 and 9**

This Role play was generally completed well.

*Task 2*

A short response to complete the task is perfectly acceptable.

*Task 4*

'Probar' was not understood by some candidates.

*Task 5*

It is important to allow the candidate the opportunity to ask for the price.

Candidates cannot be awarded marks for elements of tasks they themselves do not fulfil.

**Role plays B**

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

**Role play 1, 4 and 7**

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

Some candidates attempted to communicate all the information in tasks 1, 2 and 3 without pause and occasionally omitted an element of a task, thereby losing marks unnecessarily. Examiners often but not always noticed an omission and were able to elicit the missing information. If a task comprises of two or more elements the Examiner can break up the tasks if this will help the candidate to complete the task.

**Role play 2, 5 and 8**

Most candidates carried out the specific tasks well.

*Task 2*

Candidates stated that they had missed the train: however, quite a few failed to offer an explanation as required.

*Task 4*

The second element of the task was often omitted.

**Role play 3, 6 and 9**

Candidates communicated the required information.

*Task 1*

Some candidates did not introduce themselves, hence achieving only partial completion of the task.

*Task 4*

Some candidates attempted to give too much detail, resulting in linguistic inaccuracies



### *Task 5*

Candidates who chose to ask about the uniform did not experience difficulties. However, several candidates struggled to ask an accurate question concerning the salary and the hours of work.

### ***Test 2 Topic (prepared) Conversation***

There was a wide variety of topics 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 up to two minutes uninterrupted and then ask specific questions. Too many closed questions which only require a yes/no answer should be avoided. The Examiner should be aware of the requirement for candidates to convey past and future time in each Conversation (prepared and unprepared) 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. Candidates perform best where they have a real interest in their chosen topic and where the topic chosen is not limiting in terms of scope for discussion. The Examiner should advise the candidate on the choice of topic.

### ***Test 3 General (unprepared) Conversation***

The Examiner should make a clear distinction between Test 2 and Test 3 by announcing the move from Topic to General Conversation. Each Conversation (prepared and unprepared) should last 5 minutes. The 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 Examiner should aim to cover at least two or three of the Defined Content Topics, again as in Test 2 avoiding asking too many closed questions which only require minimal responses. The onus is on the candidate to engage in conversation encouraged by the Examiner to perform to the best of his/her ability. This was perhaps the most enjoyable part of the test for many candidates who spoke freely and in some cases at length, which at times resulted in the test being overlong.

### **Assessment**

All assessment should follow the principles as explained in the teachers' notes. Examiners should be consistent in their marking. Candidates were fairly assessed by the vast majority of Centres. In Test 1 Role plays Examiners can only award marks for tasks completed by candidates. If elements of tasks are not completed a candidate cannot be awarded full marks. In Test 2 Topic (prepared) Conversation and Test 3 General (unprepared) Conversation there was a tendency by some Examiners to be overgenerous in their assessment of linguistic content (scale b) and harsh on the impression mark.

# FOREIGN LANGUAGE SPANISH

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

## General comments

The standard attained by the majority of candidates was as high as in previous years. Most candidates understood well what each question required and scored well on relevant communication. There were some rubric errors. The total marks (out of a maximum of 50) covered the full mark range. Candidates were expected to produce two pieces of extended writing in which they had the opportunity to demonstrate their linguistic competence in terms of complexity, accuracy and range of structures, vocabulary and idiom. The tasks within each question are structured to this end. A system of positive marking is used which rewards 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 110-140 words. As is usual some of candidates wrote too much although there appeared to be greater awareness of the need to adhere to the word limit. 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 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.

## Marking for relevant communication in each question

Candidate attempted **Question 1a** and 1b almost in equal proportions. A minority of candidates did not understand 'boda'. Some candidates described the wedding competently and expanded on this part of the task but failed to mention the presents. A few candidates wrote far too much about the wedding itself and were unable to complete the final communication task within the word limit. In a significant number of cases it was not clear what impressed them most of all and why. In **Question 1b** candidates used the appropriate register and began fulfilling the communication tasks almost immediately. Some candidates mentioned when they had met their ideal partner but did not mention where, thereby losing a communication mark. The future plans did not always relate to their ideal partner. For both **Question 1a** and **1b** many candidates appeared to be writing from personal experience, producing interesting and varied pieces of writing.

## QUESTION 1

(a) There were five marks available as follows:

- |   |     |
|---|-----|
| (a) cómo se celebró la boda (por ejemplo: la ceremonia, la fiesta, la cena) | 1   |
| (b) los regalos que recibieron los novios                                   | 1   |
| (c) lo que te impresionó y por qué  | 1+1 |
| 1 mark for further detail relevant to any of (a)-(c)                        | 1   |

(b) There were five marks available as follows:

- |  |   |
|--|---|
| (a) dónde y cuándo conociste al chico perfecto/a la chica perfecta | 1 |
| (b) cómo es  | 1 |
| (c) qué planes tienes para el futuro                               | 1 |
| (d) una dificultad que tienes que resolver                         | 1 |
| 1 mark for further detail relevant to any of (a)-(d)               | 1 |

**QUESTION 2**

The majority of candidates were able to give three activities or places for their ideal holiday and two reasons. However some candidates simply listed a series of activities or wishes but did not clearly state why they were ideal. Candidates used a range of tenses to describe holidays they had been on, or their dream holiday.

There were five marks available as follows:

- |     |                                 |       |
|-----|---------------------------------|-------|
| (a) | Describe tus vacaciones ideales | 1+1+1 |
| (b) | Explica por qué son ideales     | 1+1   |

Marking for Accuracy of language in each question

Common errors included the following:

- In **Question 1(a)**: use of past tenses, failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar', the position of adjectives, adjectival agreements, 'nada/nadie'
- In **Question 1(b)**: use and spelling of 'conocer', incorrect use of perfect tense instead of preterite or imperfect, failure to accent verbs where necessary, use of 'ser/estar', confusion between 'bien' and 'bueno', adjectival agreements
- In **Question 2**: inconsistent use of tenses, confusion between 'muy/más/demasiado', incorrect singular verb when plural necessary, e.g. 'las vacaciones ideales es' instead of 'las vacaciones ideales son', difficulties with describing the weather, use of 'pasarlo bien', 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 imperfect when only the preterite was appropriate. Candidates writing lists of food, presents or holiday activities gave themselves fewer opportunities to score as highly as those careful to include adjectives and verbs. It was common to omit vital accents in verb endings. All verbs score for accuracy, 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 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. 'escribeme'; in all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of 15 marks.

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 the writing had to read fluently and like good Spanish.