

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/11

Listening 11

## 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 generally understood and followed.

Most candidates could cope with all the questions in this exercise. The one that caused most difficulty was **Question 5**, which was about directions. In other years, directions have also caused difficulties to weaker candidates. However, there seems to be some progress compared to previous years.

#### **Ejercicio 2 Preguntas 9-13**

Most candidates understood the passage well.

On **Question 9** even very weak candidates knew 'playa' and 'mar'.

**Question 10** was a good discriminator: sometimes candidates did not pick up on 'mes' and wrote 'verano' as the answer.

On **Question 11** it was encouraging that most candidates read the rubric correctly and gave two answers as requested. However, candidates must be reminded to check how many answers/ticks etc. are required. Some still miss this.

On **Question 13** even very weak candidates knew 'pescado'.

On **Question 14** weaker candidates had difficulty with 'duchas'

**Question 15** discriminated well: weak candidates had difficulty expressing the length of the walk "una hora y media"; letters or figures were equally accepted.

### *Segunda Parte*

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

The majority of candidates could answer most of the questions. Nearly everybody understood 'Juan' and 'Leticia'. However 'Elena' was a good discriminator. Weaker candidates missed that when she went to the hospital because of her arm, 'no fue nada serio. Nunca me he roto nada.', and they selected **(c)**. Felipe also discriminated well; a number of candidates went for **(k)** because they missed that he ate too many sweets.

## Ejercicio 2 Preguntas 17-26

This exercise was challenging to many candidates. Most could cope with **Questions 18, 19, 21** but many candidates had difficulty on **Question 17** in identifying that this year Paco has 'trabajado/patinado' more. The better candidates understood that what Paco valued most was 'libertad'.

**Question 22** was accessible to most candidates. Even the ones who could not express it in one word, 'los horarios', were able to explain that Paco had to get up very early.

**Question 23** was a good discriminator; the best candidates were able to identify that what he liked most were 'los compañeros de viaje', while weaker candidates went for living in hotels, etc.

On **Question 24** most candidates could say that he wanted to do something not related to the 'monopatín'

**Question 25** was good discriminator, since better candidates were able to explain that he could do it when he wanted.

**Question 26** was the most difficult; better candidates explained that one had to repeat everything many times.

## Tercera Parte

### Ejercicio 1 Preguntas 27-32

This exercise was reasonably well handled by most candidates. The best discriminators were **Questions 27** and **30**, and the former was the most difficult. Even good candidates had difficulty identifying that children were very happy. In **Question 30** many candidates went for C or D, but even weak candidates were able to answer **Question 32**.

### Ejercicio 2 Preguntas 33-42

This exercise appeared to work very effectively in discriminating between candidates. There was an increase in difficulty: candidates were able to cope with **Questions 33, 34** and **35**, but encountered problems with the rest.

Many were able to answer **Question 33** about young people having the opportunity to get in contact with other cultures/languages.

On **Question 34**, many were able to say that people were 'acogedora / amable/ lo trataron bien'.

**Question 35** discriminated slightly better: Stronger candidates understood that the children did not like the museum. However, candidates often had difficulty with the construction of sentences using 'gustar' or 'interesar'.

On **Question 36** many candidates were able to answer that everything was paid by the EU.

On **Question 37**, not all candidates understood that they were taking turns to do either the washing up or the cooking.

**Question 38** discriminated well: some candidates were not able to offer sufficient information to fully answer the question.

On **Question 39** only the better candidates were able to identify 'dueño de la tienda' as opposed to the children, or the people.

**Question 40** allowed several answers, and more able candidates were able to say 'al final de la estancia' or 'cuando tuvo que despedirse de los niños'

**Question 41** was one of the most difficult ones; only the better candidates managed to identify that the children gave him 'dibujos y tarjetas'.

On **Question 42** many went for 'gran experiencia/fotos' instead of 'mantenerse en contacto' which was the right answer.

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/12

Listening 12

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Paper 0530/13

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# SPANISH (FOREIGN LANGUAGE)

Paper 0530/21

Reading and Directed Writing 21

These comments should be read in conjunction with the published Mark Scheme for the papers.

## General comments

Those teachers who trained their candidates how to properly approach the paper can be reassured that their efforts have been rewarded. Candidates who were familiar with the paper clearly benefited, whatever their ability, in that they addressed all the questions, used their time appropriately, thought before putting pen to paper and planned what they were going to write.

## Comments on the exercises

### **Section 1**

#### Generic Comments

#### **Exercises 1 - 3**

Having ticked a box to indicate an answer, candidates who change their minds must make their new intention very clear by firmly scoring out the original choice. The same is true when they want to change their minds when they have entered a letter in a box. After scoring out the original, they should write the new decision as near to the box as possible, remembering that material in the margins may not be marked.

#### **Exercise 2 Questions 6 - 10 Reading**

This Exercise brings a change in level of demand from the basics of Ex 1, and may include some rudimentary distraction between text and questions. Even candidates aiming for top grades are advised to think carefully about it.

#### **Exercise 4 Question 16 Writing**

Teachers should encourage candidates to write their answers in the space provided – e-mail/postcard/notepad – rather than in amongst the tasks.

Communication A candidate's first priority must be to clearly tackle all three tasks set. Ideally the response to each task should be in a separate paragraph to serve as a check on which have been addressed; good candidates have lost one or even two important marks by getting carried away on one task while missing others. (See also **Question 26**.)

Language Teachers should make candidates at this level familiar with a selection of basic verbs. A sample might be: *hay, es, soy/estoy, tengo, quiero, voy, necesito, me gusta*. If candidates can then learn to use these as simple Negatives (e.g. *No necesito*) and as simple Interrogatives (e.g. *¿Necesito...?*), they will be well equipped to earn good marks for both Communication and Language.

**Paper-specific comments      June 2010      Section 1      Exercises 1 – 4**

**Exercise 1 Questions 1 - 5      Reading**

Question 4 was the only one to cause any problem.

**Exercise 2 Questions 6 - 10      Reading**

**Question 6:** some candidates were attracted by *playa* in C and F.

**Question 7:** some candidates selected A and E.

**Exercise 3 Questions 11 - 15      Reading**

**Question 15** was the only one to cause problems.

**Exercise 4 Question 16      Writing**

Task (b) provided a range of possibilities for candidates to exploit: dates, days, weekends and months all being acceptable.

Task (c) proved a challenge in that few candidates at this level could satisfactorily frame a question. Unfortunately those who instead tried using *necesitar* usually supplied it in the Second Person, which resulted in confused communication.

**Section 2**

**Generic Comments**

**Exercise 1      Reading and Writing**

Teachers should refer to the Mark Scheme for the general principles for marking these exercises.

On the whole, it is recommended that teachers encourage candidates to write brief answers, using as few words as possible - even just one word where appropriate. A verb is NOT required in the answer if one is not cued by the question (See the comments on individual questions below).

**Candidates who write a lot may be liable to lose marks for the following reasons:**

1. Extra copied material can include extra phrases or clauses that undermine the validity of the answer.
2. Too much copying, usually taking in the whole sentence that includes the answer, makes it questionable how much, if at all, the candidate has actually understood.
3. Extra material increases the possibility of 'harmful addition', i.e. material that runs counter to the validity of the answer.
4. Extra material may contain grammatical errors that could potentially undermine the answer, even if leniently marked. (See particularly **Section 3**.)

**Exercise 2      Writing**

**Communication:** As in the Writing exercise in **Section 1**, candidates should try to answer each of the set tasks using a separate paragraph so as to ensure that each has been properly addressed. All too often even fluent writers miss one or more set-tasks whilst writing ably and fully in response to another that has fired their interest.

**Paragraphing** also helps ensure that candidates focus on the Tense requirements of the set-tasks. Some tasks prescribe time-frames, asking for example what candidates did on their last holiday or what they will do at the weekend. Teachers should alert candidates to Tense requirements and ensure that they can use their range of common verbs in all three time-frames. (The future time-frame can be conveyed in a variety of ways: Future Tense; Present Tense + adverb or adverbial phrase of time, and the Present or Conditional Tenses of such verbs as 'go', 'hope', 'intend', 'want' + Infinitive).



**Additional Communication** marks are easy to gain. If Teachers encourage candidates to add an extra piece of information when addressing each set-task, candidates will soon earn additional Communication marks as a matter of routine.

Note: Candidates using the local nomenclature for ethnic and unique foods or customs or artefacts should bear in mind that Spanish speakers may not know what these items are. The danger here is that local names may not mean anything to people from other areas, and so no communication will be achieved. Attempting a brief explanation will earn the mark, e.g. '*Flan*' - *un postre de leche y azúcar*.

**Language:** candidates' responses are marked on a best-fit basis, so teachers must be careful not to over-emphasise any one strand of the criteria – say, accuracy or verbal usage – to the detriment of the others. As can be seen from the top band of the criteria in the mark scheme, a candidate does not need to be excellent to achieve 5 marks but should aim to...

1. be competent in the basic vocabulary required for each topic area.
2. be familiar with idiomatic uses, transferable across all topics, e.g. the use of such as *gustar*, *encantar*, *interesar*, *dar igual*.
3. be able to use straightforward constructions and a few simple subordinate clauses: e.g. *para* + infinitive; *Cuando ...*; *..., porque...*; *Creo que ...*
4. stay within their comfort zone so that the message remains coherent
5. be able to use verbs, as described above
6. be sufficiently accurate to ensure that the message is comprehensible.

**Paper-specific comments      June 2010      Section 2      Exercises 1 and 2**

**Exercise 1 Questions 17 - 25    Reading and Writing**

**Question 17** could be answered in one word: *lunes*, or in a short phrase: *semana pasada*

**Question 19** required careful reading, and the many candidates who did not do this tended to offer answers that were either off-beam or too generic, such as: holidays, visiting the town or going to the tourist office.

**Question 21** was a good example of 1 above, as many lost the mark by adding: *más tarde* to the otherwise correct: *unos minutos*

**Question 23** proved to be the second most difficult in the Exercise, mainly because candidates had difficulty manipulating the language required for their answer, and this in turn resulted in much copying that could not be accepted under 2 above.

**Question 24** was not easy but those who clearly recognised the correct answer – helping the police with their enquiries - did not have the mark withdrawn for inaccurate verb usage.

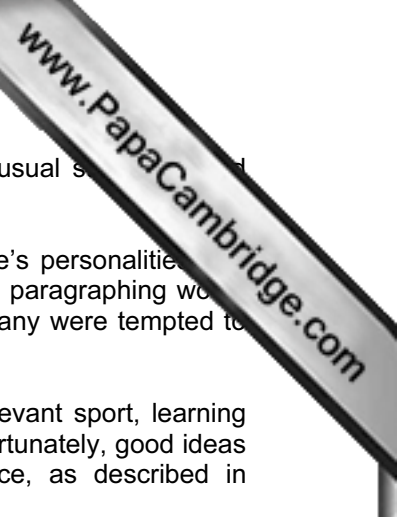
**Question 25** proved the most difficult of the Exercise, and only those who were clearly on top of the content were able to answer it.

**Exercise 2 Question 26      Writing**

A significant number of candidates interpreted *deportista* as *deporte* and so made the Exercise into something much more difficult. Nevertheless, Examiners rewarded relevant language from those who struggled on, tracing the career-path of a particular sport and saying why they admired it, though only the most able were able to communicate something relevant about the sport's physical description!

Paragraphing, as described above, would have helped many candidates (and the Examiners) to clearly distinguish between tasks (b) and (c). Often the candidates' enthusiasm for the sportspersons' careers was such that they narrated the highlights (Task (b)) without feeling the need to say that these achievements were what were inspirational (Task (c)).

Task (a) enabled candidates to show that they could describe someone, and all could – ranging from basic descriptions of hair and eyes, up to fluent expressions of warm admiration for thighs, chests and other body parts.



Task (b) tempted many candidates into attempting a form of ‘sportspeak’, using unusual sports-related vocabulary. This meant that the message became unclear as under 4 above.

Task (c) enabled candidates to use what vocabulary they knew for describing people’s personalities and qualities, and this was within the reach of most and enjoyed by many. Though again, paragraphing would help candidates focus clearly on the requirements of the particular task in hand, as many were tempted to repeat material they had already used in Tasks (a) and (b).

Task (d) usually cued candidates to say that they’d spend some time playing the relevant sport, learning from the expert, before retiring to a restaurant or bar to talk about their hero’s life. Unfortunately, good ideas were commoner than the ability to clearly form a satisfactory future time-reference, as described in Communication above.

### Section 3

#### Generic Comments

##### Exercise 1

##### True/False      Reading

By its nature this part of this exercise produces high scores.

##### Exercise 1      Explanations/justifications      Reading and Writing,

and

##### Exercise 2      Reading and Writing

Teachers should refer to the Mark Scheme for useful general principles about how these exercises are marked. As in **Section 2**, teachers should encourage candidates to write brief answers, using as few words as possible - even just one word where appropriate. A verb is NOT required in the answer if one is not cued by the question.

However, at this level when verbs are used, much more accuracy is expected in them, as well as in the use of Pronouns (Possessive and Personal); marks cannot be awarded when any of these are so unclear or misleading as to misdirect the reader about information in the text.

The advice given in **Section 2** above about candidates not writing too much are even more relevant here, where candidates are often tempted to copy whole sentences in which they are vaguely aware the answer lies.

In short, teachers should train candidates to be brief and as accurate as possible.

#### **Paper-specific comments      June 2010      Section 3      Exercises 1 and 2**

##### **Exercise 1 Questions 27 – 32 True/False      Reading**

Even the apparently most difficult item (**Questions 30**) was achieved by some 80% of the candidates.

**Exercise 1 Questions 27 – 32 Explanations/justifications Reading and Writing**

**Question 28** proved the most problematic of the explanations in that candidates had difficulty in explaining the concept that *each* dancer had to be capable in a variety of styles.

**Question 29** showed that many candidates had difficulty in formulating the answer accurately; but the marking was generous and rewarded answers which conveyed the correct concept, albeit without full linguistic precision.

**Question 30** separated those who really understood from those who simply tried to explain that he was a *cantante* and *Mister España*.

**Exercise 2 Questions 33 – 41 Reading and Writing**

The questions which discriminated at this level were **Question 33**, and **Question 38** to the end.

**Question 33** was tightly marked, requiring some idea that the *whole* world was showing concern.

**Question 36** was straightforward but candidates who were struggling often used it for **Question 37**, where a more detailed explanation was required of exactly how the rain was affecting the city.

On **Questions 39ii** the verbal structure of the question was demanding to respond to accurately in the answer, and so in this case the Mark Scheme did not require a verb – *mapas detalladas*.

**Question 40** and **41** were successfully answered by about a third of the candidates, probably because the idiomatic nature of the Spanish: *...la realizará el personal...* and *...pediremos... al gobierno* - defeated all but the very competent.

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/22

Reading and Directed Writing 22

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## General comments

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**Paper-specific comments    June 2010    Section 1    Exercises 1 – 4**

**Exercise 1 Questions 1 - 5    Reading**

**Question 3** was correctly answered by everyone.

**Exercise 2 Questions 6 - 10    Reading**

Option E contained a small spelling error which did not appear to affect the candidates, as over 90% answered **Question 7** correctly.

**Question 9** could be argued to have legitimate links to two choices: D and H, and this fact was recognised in the marking.

**Exercise 3 Questions 11 - 15    Reading**

This exercise was found to be very easy.

**Exercise 4 Question 16    Writing**

Task (b) was unproblematic so long as candidates stayed focused long enough to remember to say something bad about their hotel

Task (c) had a picture that candidates found so tempting that the vast majority of them were straight off to the beach.

**Section 2**

**Generic Comments**

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**Paper-specific comments      June 2010      Section 2      Exercises 1 and 2**

**Exercise 1 Questions 17 - 25    Reading and Writing**

**Question 20a** was a good example of 1 above, as many lost the mark by adding: *a finales de julio* to the otherwise correct: *unos minutos*

**Question 21 and 24** are examples of answers where leniency was shown in the use of Pronouns or Possessive Adjectives.

**Question 23** invited the simple answer: *tres* (or even the figure 3) and should have been an easy mark. However, candidates often followed the right answer by adding harmfully inaccurate explanations of exactly who were going to receive tickets.

**Exercise 2 Question 26      Writing**

Paragraphing, as described above, would have helped many candidates (and the Examiners) to clearly distinguish between tasks **(a)**, **(b)** and **(c)**. All too often candidates' wrote full and engaging descriptions of events but did not take the extra care required - in **(b)** to isolate one particular tradition out of the whole event or in **(c)** to state clearly what they ate last time. To write what people eat every year, having it understood only by implication that that is what was eaten last time, is not what is required since the task provides candidates with the opportunity to show they can produce a past tense.

Task **(a)** was straightforward, and most candidates earned the mark by indicating the particular place – club, beach, house, hall etc. – where the event takes place, rather just describing the event as a custom that is practised in their particular country.

Task **(b)** was well attempted with some fascinating insights into people's lives across the world.

Task **(c)** enabled candidates to write about food – always a popular topic.

Task **(d)** also proved accessible, affording many candidates the chance to say they wanted to try somewhere – or someone! – new to spend the time with.. Candidates still need to practise forming a satisfactory future time-reference, as described in Communication above.

### Section 3

#### Generic Comments

##### Exercise 1

##### True/False      Reading

By its nature this part of this exercise produces high scores.

##### Exercise 1      Explanations/justifications      Reading and Writing,

and

##### Exercise 2      Reading and Writing

Teachers should refer to the Mark Scheme for useful general principles about how these exercises are marked. As in **Section 2**, teachers should encourage candidates to write brief answers, using as few words as possible - even just one word where appropriate. A verb is NOT required in the answer if one is not cued by the question.

However, at this level when verbs are used, much more accuracy is expected in them, as well as in the use of Pronouns (Possessive and Personal); marks cannot be awarded when any of these are so unclear or misleading as to misdirect the reader about information in the text.

The advice given in **Section 2** above about candidates not writing too much are even more relevant here, where candidates are often tempted to copy whole sentences in which they are vaguely aware the answer lies.

In short, teachers should train candidates to be brief and as accurate as possible.

#### Paper-specific comments      June 2010      Section 3      Exercises 1 and 2

##### Exercise 1 Questions 27 – 32 True/False      Reading

Even the apparently most difficult item (**Question 27**) was achieved by some 80% of the candidates

##### Exercise 1 Questions 27 – 32 Explanations/justifications      Reading and Writing

**Question 27** required only a very brief answer. However, varying degrees of incomprehension were betrayed by the degree and variety of copying from the first sentence of Paragraph 2.

**Question 28** required the concept that it was strange only for a certain length of time.

**Question 29** was a good example of where candidates have to be careful with their verb endings in order properly to answer the question as posed.

**Question 30** would not have been satisfactorily answered by stating something like: *Pasarán muchos años. etc.* because this looks like a statement of fact out of the text. The marking required in addition some indication that this was what the *family* thought, that it was their belief.

##### Exercise 2 Questions 33 – 41 Reading and Writing

The questions which discriminated at this level were **Question 33**, **Question 37** and **Question 39**.

**Question 33** was based on the slightly oblique start to the text and deceived many into thinking Marisol's was a life in football.

**Question 34** does not require verbs in its answers.

**Question 37** was a good example of where copying included an additional element in such a way as to make the marker question the effectiveness of the understanding – Many wrote: *Le busco al representante y terminó por convencerlos.*

**Question 38** was another question best answered very briefly – *Preocupados* – thus avoiding erosion of confidence in the answer arising from dubious verb usage: *Están, Fueron, Estaba, Estabaron* being among those noted.

**Question 39** provided examples of how incomprehension is shown by what the candidate has chosen to copy: e.g. *Aunque su papel era muy secundaria.*

**Question 40** required evidence of the insight that the important thing for Marisol was being in that film with Johnny Depp, rather than just simply being in that film.

**Question 41** could be perfectly answered by: *Tiene talento.* The more extra material the candidates copied – sometimes the whole of the last sentence - the clearer it became that they did not understand.



# SPANISH (FOREIGN LANGUAGE)

Paper 0530/23  
Reading and Directed Writing 23

These comments should be read in conjunction with the published Mark Scheme for the papers.

## General comments

Those teachers who trained their candidates how to properly approach the paper can be reassured that their efforts have been rewarded. Candidates who were familiar with the paper clearly benefited, whatever their ability, in that they addressed all the questions, used their time appropriately, thought before putting pen to paper and planned what they were going to write.

## Comments on the exercises

### **Section 1**

#### Generic Comments

#### **Exercises 1 - 3**

Having ticked a box to indicate an answer, candidates who change their minds must make their new intention very clear by firmly scoring out the original choice. The same is true when they want to change their minds when they have entered a letter in a box. After scoring out the original, they should write the new decision as near to the box as possible, remembering that material in the margins may not be marked.

#### **Exercise 2 Questions 6 - 10 Reading**

This Exercise brings a change in level of demand from the basics of Ex 1, and may include some rudimentary distraction between text and questions. Even candidates aiming for top grades are advised to think carefully about it.

#### **Exercise 4 Question 16 Writing**

Teachers should encourage candidates to write their answers in the space provided – e-mail/postcard/notepad – rather than in amongst the tasks.

Communication A candidate's first priority must be to clearly tackle all three tasks set. Ideally the response to each task should be in a separate paragraph to serve as a check on which have been addressed; good candidates have lost one or even two important marks by getting carried away on one task while missing others. (See also **Question 26**.)

Language Teachers should make candidates at this level familiar with a selection of basic verbs. A sample might be: *hay, es, soy/estoy, tengo, quiero, voy, necesito, me gusta*. If candidates can then learn to use these as simple Negatives (e.g. *No necesito*) and as simple Interrogatives (e.g. *¿Necesito...?*), they will be well equipped to earn good marks for both Communication and Language.

**Paper-specific comments      June 2010      Section 1      Exercises 1 – 4**

**Exercise 1 Questions 1 - 5      Reading**

**Question 2** was answered correctly by all the candidates, whereas

**Question 5** which tested *llave* was found more demanding by some candidates.

**Exercise 2 Questions 6 - 10      Reading**

**Question 9:** some candidates were attracted to A and E.

**Exercise 3 Question 11      Reading**

This provided few difficulties.

**Exercise 4 Question 12      Writing**

Task **(a)** was problematic only for those who invited people to a party at – say, 8.30 – without saying which day.

Task **(b)** elicited a range of places – restaurants, bars, halls, houses beaches etc.

Task **(c)** contained an apparent need for a future time reference but this was interpreted generously in the marking. Candidates found no shortage of party activities.

**Section 2**

**Generic Comments**

**Exercise 1      Reading and Writing**

Teachers should refer to the Mark Scheme for the general principles for marking these exercises.

On the whole, it is recommended that teachers encourage candidates to write brief answers, using as few words as possible - even just one word where appropriate. A verb is NOT required in the answer if one is not cued by the question (See the comments on individual questions below).

**Candidates who write a lot may be liable to lose marks for the following reasons:**

1. Extra copied material can include extra phrases or clauses that undermine the validity of the answer.
2. Too much copying, usually taking in the whole sentence that includes the answer, makes it questionable how much, if at all, the candidate has actually understood.
3. Extra material increases the possibility of 'harmful addition', i.e. material that runs counter to the validity of the answer.
4. Extra material may contain grammatical errors that could potentially undermine the answer, even if leniently marked. (See particularly **Section 3**.)

**Exercise 2      Writing**

**Communication:** As in the Writing exercise in **Section 1**, candidates should try to answer each of the set tasks using a separate paragraph so as to ensure that each has been properly addressed. All too often even fluent writers miss one or more set-tasks whilst writing ably and fully in response to another that has fired their interest.

**Paragraphing** also helps ensure that candidates focus on the Tense requirements of the set-tasks. Some tasks prescribe time-frames, asking for example what candidates did on their last holiday or what they will do at the weekend. Teachers should alert candidates to Tense requirements and ensure that they can use their range of common verbs in all three time-frames. (The future time-frame can be conveyed in a variety of ways: Future Tense; Present Tense + adverb or adverbial phrase of time, and the Present or Conditional Tenses of such verbs as 'go', 'hope', 'intend', 'want' + Infinitive).

**Additional Communication** marks are easy to gain. If Teachers encourage candidates to add an extra piece of information when addressing each set-task, candidates will soon earn Communication marks as a matter of routine.

Note: Candidates using the local nomenclature for ethnic and unique foods or customs or artefacts should bear in mind that Spanish speakers may not know what these items are. The danger here is that local names may not mean anything to people from other areas, and so no communication will be achieved. Attempting a brief explanation will earn the mark, e.g. '*Flan*' - *un postre de leche y azúcar*.

**Language:** candidates' responses are marked on a best-fit basis, so teachers must be careful not to over-emphasise any one strand of the criteria – say, accuracy or verbal usage – to the detriment of the others. As can be seen from the top band of the criteria in the mark scheme, a candidate does not need to be excellent to achieve 5 marks but should aim to...

1. be competent in the basic vocabulary required for each topic area.
2. be familiar with idiomatic uses, transferable across all topics, e.g. the use of such as *gustar*, *encantar*, *interesar*, *dar igual*.
3. be able to use straightforward constructions and a few simple subordinate clauses: e.g. *para* + infinitive; *Cuando ...*; *..., porque...*; *Creo que ...*
4. stay within their comfort zone so that the message remains coherent
5. be able to use verbs, as described above
6. be sufficiently accurate to ensure that the message is comprehensible.

#### Paper-specific comments      June 2010      Section 2      Exercises 1 and 2

#### Exercise 1 Questions 13 - 22      Reading and Writing

The most challenging questions were 15, 16 and 21.

**Question 13** could be answered in one word: *cumpleaños*, as the marking would not be too strict on any Possessive Adjectives offered.

**Question 14** could be answered with: *aburridos* alone.

**Question 15** required careful reading, as the mark was for what the young people wanted, rather than why they wanted it (being tired).

**Question 16** began to discriminate those who understood why the young people chose *that* bar, from those who still harked back to the previous answer and wrote that they wanted a drink.

**Question 18** revealed that it was the only the weaker candidates who said that Cruz had arrived without going on to explain that that he was famous.

**Question 21** generated: *llevé un buen recuerdo* as its commonest wrong answer, showing that the bit about the *servilleta* had not been grasped.

#### Exercise 2 Question 23      Writing

Paragraphing, as described above, would have helped many candidates (and the Examiners) to clearly distinguish between tasks (a) and (c). There was a subtlety of difference between the requirements for these two tasks that caused problems for those candidates who did not think about and address them separately.

Task (a) enabled candidates to transfer their 'jobs at home' vocabulary into a hotel context, and many expressed an enviable enthusiasm at the prospect of making beds, washing up, cleaning toilets etc.

Task (b) was the 'past-tense' task, and most candidates were alert to this fact and described some work experience they had done in the past.

Task (c) cued many to write about how the hotel experience would benefit them as people or in their careers. But too many either repeated what they had said for Task (a) or seemed to have felt that their Task (a) material covered this Task too.

Task (d) was usually unproblematic.

### Section 3

#### Generic Comments

##### Exercise 1

##### True/False      Reading

By its nature this part of this exercise produces high scores.

##### Exercise 1      Explanations/justifications      Reading and Writing,

and

##### Exercise 2      Reading and Writing

Teachers should refer to the Mark Scheme for useful general principles about how these exercises are marked. As in **Section 2**, teachers should encourage candidates to write brief answers, using as few words as possible - even just one word where appropriate. A verb is NOT required in the answer if one is not cued by the question.

However, at this level when verbs are used, much more accuracy is expected in them, as well as in the use of Pronouns (Possessive and Personal); marks cannot be awarded when any of these are so unclear or misleading as to misdirect the reader about information in the text.

The advice given in **Section 2** above about candidates not writing too much are even more relevant here, where candidates are often tempted to copy whole sentences in which they are vaguely aware the answer lies.

In short, teachers should train candidates to be brief and as accurate as possible.

#### **Paper-specific comments      June 2010      Section 3      Exercises 1 and 2**

##### **Exercise 1 Questions 24 – 29 True/False      Reading**

The apparently most difficult item (**Question 27**) was achieved by some 70% of the candidates

##### **Exercise 1 Questions 24 – 29 Explanations/justifications      Reading and Writing**

**Question 27** required the idea that the attitude of Isabel's contacts had changed.

**Question 29** was tightly marked in the sense that Pronouns used in the answer were not accepted if they confused the meaning, e.g. *Su marido se apoya*.

##### **Exercise 2 Questions 30 – 39 Reading and Writing**

Overall, candidates found this to be a demanding exercise because of such factors as complex syntax and tricky technical content, even before the problem of satisfactorily framing the answers.

**Question 31** targeted a section of text which contained statistics, but references to either Eli's height or her weight or her general stature earned the mark.

**Question 32** may have been better understood than the language of the answers suggested. A common problem was that many candidates juxtaposed Eli with: *moviéndose en el aire*.

**Question 33** was by far the most difficult question of all, common errors including mentions of karate, and mentions of success without at the same time mentioning the young age.

**Question 35** was generously marked, with only the very best candidates explaining fully how obdurate parents took her to matches only eventually and after much nagging.

**Question 36** showed how weakness in using verbs can endanger the efforts of candidates who do not clearly understand what is required for the answer: *Tendrá / tiene / tuvía / tinha* 12 años.

Candidate should also be trained to ask themselves: given the wording of the question, can copying *Con solo doce años* be judged a satisfactory response?

**Question 38** was marked fairly leniently as regards copying.

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/03  
Speaking

## General comments

To be read in conjunction with the Teachers' notes 1 March – 30 April 2010:

## **Recordings of candidates**

Nearly all the Centres sent the correct sample size for moderation. The quality of the recordings was in most cases good, although 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 between tests. The working mark sheets were completed correctly as required in the majority of cases. Moderators are unable to comment precisely in the absence of a working mark sheet. Arithmetical errors regarding candidates' marks were far too common: all Centres need to check for arithmetical errors and ensure the accurate transfer of marks onto the MS1 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 tasks or change the order of tasks. If the Examiner is aware that an element of a task has been omitted, an appropriate prompt may be given. Careful preparation is particularly crucial where the Examiner has to initiate the dialogue, so that, 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.

### **Task 4**

Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain full marks.

### **Task 5**

'Agradécele al/a la empleado/a' forms part of the task. If omitted, the candidate cannot score full marks for this task.

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

Candidates coped well with the specified tasks.

### **Task 2/4**

Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain full marks.

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

This Role play was generally completed well.

### **Task 2/4**

A short response to complete the task is perfectly acceptable.

### **Task 5**

Some candidates hesitated on hearing 'Hay descuentos para estudiantes'. It is important to allow the candidate the opportunity to ask the question. Candidates cannot be awarded marks for elements of tasks they do not fulfil themselves.

### **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.

If a task comprises of two or more elements the Examiner can break up the tasks if this helps the candidate to complete the task. Some candidates provided most of the information for Task 1 and Task 2 following the greeting. If candidates do combine tasks the Examiner must ensure that all the elements are completed and, if not, ask further questions as necessary.

### **Task 3**

The second element of the task caused difficulties: the first person preterite of *llegar*.

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

Most candidates carried out the specific tasks well.

### **Task 3**

This task consists of two elements. Some candidates provided more information than required.

### **Task 4**

Most candidates formulated a question however the language used was not always accurate.

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

Candidates communicated the required information.

### **Task 2**

Some candidates were unsure of the meaning of 'nivel'. If candidates do not understand what is required the Examiner may re-phrase the question, but without offering options: the candidate would not be awarded marks for merely repeating an option.

### **Task 3**

Candidates often omitted the first element of the task.

### Test 2 Topic (prepared) Conversation

A wide variety of topics were presented. Candidates perform best where they have a real interest in the chosen topic and where the topic chosen is not limiting in terms of scope for discussion. The topic chosen should also be one which demonstrates their linguistic ability fully, but which is not too difficult for them in terms of structures, vocabulary and idiom. It is recommended that the Examiner should advise the candidate on the choice of topic.

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 which are both expected and unexpected. Too many closed questions which only require a yes/no answer should be avoided. Examiners should be aware of the requirement for candidates to convey past and future time in each Conversation (prepared and unprepared) before they can be 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. Examiners should be prepared to ask more than one question that requires the candidate to convey past and future meaning.

### 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. It was noticeable this year that a few Examiners did not adhere closely to the timing and consequently disadvantaged their candidates. The candidates must 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. The use of vocabulary or phrases from the candidate's first language should be avoided. The General (unprepared) Conversation was perhaps the most enjoyable part of the test for many candidates, who spoke freely and in some cases at length, occasionally resulting in the test being overlong.

### Assessment

All assessment should follow the assessment criteria 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. It is important to remember that, to achieve the highest possible mark, candidates do not have to be of native speaker standard.



# SPANISH (FOREIGN LANGUAGE)

Paper 0530/41  
Continuous Writing 41

## 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. There were few 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, 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 110-140 words. As is usual, some candidates wrote too much, although a greater awareness of the need to adhere to the word limit was evident. The first stage of marking for Examiners is to count up to 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. It would pay them to do a preliminary count early on in their task and keep a running total. They should also check that they have responded adequately to all the communication tasks.

## Marking for relevant communication in each question

Candidates attempted both **Question 1a** and **Question 1b** although there was a preference for **Question 1a**. In **Question 1a** some candidates were unable to complete the final communication task within the word limit.

## QUESTION 1

(a) There were five marks available as follows:

- |     |   |   |
|-----|---|---|
| (a) | Describe las tiendas en tu pueblo/ciudad/región.                                      | 1 |
| (b) | ¿Dónde vas de compras? ¿Por qué? ¿Con quién?  | 1 |
| (c) | ¿Haces compras por Internet? ¿Por qué? ¿Por qué no?                                   | 1 |
| (d) | ¿Qué te gusta comprar? ¿Por qué?<br>+ 1 for 1 further detail relevant to a, b, c or d | 1 |

(b) There were five marks available as follows:

- |     |   |   |
|-----|---|---|
| (a) | ¿Ves demasiado la televisión?   | 1 |
| (b) | ¿Eres deportista?   | 1 |
| (c) | ¿Estudias mucho?  | 1 |
| (d) | ¿Estás de acuerdo con el artículo?<br>+ 1 for 1 further detail relevant to a, b, c or d | 1 |

## QUESTION 2

Some candidates failed to read the rubric carefully and wrote a letter rather than a narrative. The majority of candidates were able to explain and expand on the consequences of the 'buenas noticias' however some candidates struggled to use the appropriate tense and were unable to express themselves clearly and accurately.

There were five marks available as follows:

- |     |   |   |
|-----|---|---|
| (a) | quién te escribió   | 1 |
| (b) | lo que dijo la carta  | 1 |
| (c) | cómo te sentiste  | 1 |
| (d) | lo que pasó como consecuencia de esas noticias (por ejemplo, un regalo, una fiesta, una excursión, unas vacaciones).<br>+ 1 for 1 further detail relevant to a, b, c or d | 1 |

### Marking for Accuracy of language in each question

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

## QUESTION 1

- (a) ir de compras, por Internet
- (b) demasiado, con el artículo

If the language from the newspaper article extract is not reproduced without any manipulation, language marks cannot be awarded.

## QUESTION 2

que contiene buenas noticias

como consecuencia de esas noticias

Common errors included the following:

- In **Question 1(a)**: adjectival agreements, gender and spelling of 'ciudad', failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar', spelling of necesitar, agreement and position of adjectives
- In **Question 1(b)**: failure to accent verbs where necessary, use of 'ser/estar', confusion between 'bien' and 'bueno', adjectival agreements, difference between 'porque' and 'por qué'.
- In **Question 2**: inconsistent use of tenses, failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar' use of 'pasarlo bien', preterite of verbs such as 'recibir', 'ir' and 'decir'.

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 shops, or activities gave themselves less 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, structure and appropriate tenses. In order to score the full five marks the writing had to read fluently like good Spanish.

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/42  
Continuous Writing 42

## General comments

The standard attained by the majority of candidates was as good as in previous years. Most candidates understood what each question required and scored well on relevant communication. There were, however some rubric errors which resulted from failure to read the rubric. Candidates should read the rubric carefully and note that the communication tasks provided are compulsory and are awarded marks. They should be encouraged to check that they cover all the communication tasks as they write. They should also be advised that additional content within the word count is permissible as long as it is relevant. This will help candidates to achieve all the communication marks available.

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 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 however there were also candidates who did not write enough and unnecessarily lost marks. The first stage of marking for Examiners is to count up to 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, and it would pay them to do a preliminary count early on in their task and keep a running total. On completion candidates should also check that they have responded adequately to all the communication tasks.

## Marking for relevant communication in each question

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

### QUESTION 1

- (a) estudiar, viajar, trabajar
- (b) van a construir, un nuevo centro comercial

### QUESTION 2

un grupo de estudiantes internacionales  
cuando vinieron a clase

Candidates attempted both **Question 1a** and **Question 1b** although there was a strong preference for **Question 1a**. In **Question 1a** some candidates wrote at length about their plans and were unable to complete the final communication task within the word limit. In **Question 1b** most candidates used the appropriate register and were able to produce some convincing responses. A few candidates omitted the first part of the task or responded very briefly to the description of where they live. For both **Questions 1a** and **1b** candidates were able to relate to the tasks set and produced some interesting and varied pieces of writing.

## QUESTION 1

(a) There were five marks available as follows:

- |     |   |   |
|-----|---|---|
| (a) | los planes que tienes                             |   |
| (b) | si vas a estudiar                                 | 1 |
| (c) | si piensas viajar                                 | 1 |
| (d) | si te gustaría trabajar                           | 1 |
|     | + 1 for 1 further detail relevant to a, b, c or d |   |

(b) There were five marks available as follows:

- |     |  |   |
|-----|--|---|
| (a) | describe la zona donde vives.  | 1 |
| (b) | ¿Por qué te gustaría tener un centro comercial cerca de tu casa?         | 1 |
| (c) | ¿Tiene desventajas?  | 1 |
| (d) | ¿Por qué estás de acuerdo o por qué no estás de acuerdo con el proyecto? | 1 |
|     | + 1 for 1 further detail relevant to a, b, c or d                        |   |

## QUESTION 2

Candidates were required to use past tenses, reported speech and express opinions. Some candidates wrote a letter rather than a narrative. In the final task, some candidates gave their own impressions of the visiting group rather than those of the visiting candidates about their School. The need for reading the rubric carefully is essential to prevent candidates losing marks unnecessarily.

There were five marks available as follows:

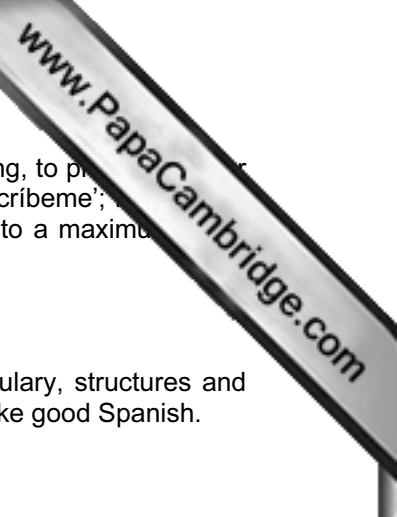
- |     |   |     |
|-----|---|-----|
| (a) | alguna información sobre el grupo                   | 1+1 |
| (b) | lo que los estudiantes visitaron en la región       | 1   |
| (c) | lo que pasó cuando vinieron a clase                 | 1   |
| (d) | las impresiones de los estudiantes sobre tu colegio | 1   |

### Marking for Accuracy of language in each question

Common errors included the following:

- In **Question 1(a)**: use of future tenses, irregular future stems, failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar', 'ser' + profession, pensar en, position of adjectives, spelling of 'instituto'.
- In **Question 1(b)**: use of future tenses, failure to accent verbs where necessary, use of tener instead of haber, use of 'ser/estar', confusion between 'bien' and 'bueno', confusion between 'muy' and 'más', adjectival agreements and spelling of interesante, gender and spelling of 'ciudad', difference between 'porque' and 'por qué'.
- In **Question 2**: inconsistent use of tenses, use of present tense where preterite required, failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar' use of 'pasarlo bien', preterite of verbs such as 'decir', 'empezar' and 'elegir'.

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 shops or School subjects gave themselves less 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 prepositions correctly used, to pronouns other than subject pronouns and reflexives, to pronouns correctly joined onto a verb e.g. 'escribeme'; to verb forms correctly used. In all these cases a tick was awarded when a unit was correct. Four ticks are worth a mark, up to a maximum of five ticks for each question. Marks were awarded for ticks. Four ticks are worth a mark, up to a maximum of five 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 like good Spanish.

# SPANISH (FOREIGN LANGUAGE)

Paper 0530/43  
Continuous Writing 43

## General comments

The standard attained by the majority of candidates was as good 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 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 a greater awareness of the need to adhere to the word limit was evident. The first stage of marking for Examiners is to count up to 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. It would pay them to do a preliminary count early on in their task and keep a running total. They should also check that they have responded adequately to all the communication tasks.

## Marking for relevant communication in each question

Candidates attempted **Question 1a** and **1b** almost in equal proportions. For both **Question 1a** and **1b** many candidates produced interesting and varied pieces of writing.

### QUESTION 1

(a) There were five marks available as follows:

- |     |  |     |
|-----|--|-----|
| (a) | cómo era un día típico en esa escuela  | 1   |
| (b) | los aspectos positivos y negativos de esa escuela                                    | 1+1 |
| (c) | lo que más te gustó de esa escuela<br>+ 1 for 1 further detail relevant to a, b or c | 1   |

(b) There were five marks available as follows:

- |     |  |     |
|-----|--|-----|
| (a) | cómo pasas las vacaciones normalmente  | 1   |
| (b) | las ventajas y desventajas de pasar las vacaciones con tu familia                  | 1+1 |
| (c) | las peores vacaciones de tu vida<br>+ 1 for 1 further detail relevant to a, b or c | 1   |

### QUESTION 2

Some candidates failed to read the rubric carefully and wrote a letter rather than a narrative.

There were five marks available as follows:

- |     |                           |   |
|-----|---------------------------|---|
| (a) | información sobre tu país | 1 |
| (b) | días especiales           | 1 |

- (c) fiestas típicas
- (d) comidas típicas  
+ 1 for 1 further detail relevant to a, b, c or d

Marking for Accuracy of language in each question

The following sections of the rubric which score **no marks for language** were discussed and agreed at the Examiners' Coordination Meeting.

**QUESTION 1**

- (a) un día típico, los aspectos positivos y negativos
- (b) pasar las vacaciones, las peores vacaciones

**QUESTION 2**

días especiales, fiestas típicas comidas típicas

Common errors included the following:

- In **Question 1(a)**: adjectival agreements, gender and spelling of 'ciudad', failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar', spelling of 'necesitar'
- In **Question 1(b)**: failure to accent verbs where necessary, use of 'ser/estar', confusion between 'bien' and 'bueno', adjectival agreements, difference between 'porque' and 'por qué'.
- In **Question 2**: inconsistent use of tenses, failure to accent verbs where necessary, incorrect use of impersonal verbs such as 'gustar' and 'encantar', use of 'ser/estar' use of 'pasarlo bien', adjectival agreement, misspelling of days and dates, incorrect gender of 'país' and 'día'.

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 School subjects, holiday destinations or foods 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 like good Spanish.