

SPANISH

Paper 0678/01

Listening

Key messages

Throughout the paper, candidates should read the rubrics and questions with care. There are several multiple-choice questions so candidates must mark their answers very clearly. If a candidate changes his/her mind, he/she must ensure that their final answer is indicated clearly. Candidates should be advised against writing a new response over their original response as the result can be difficult to read and mark.

In **Segunda Parte, Ejercicio 1**, only six answers are required. If extra answers are given, these are subtracted from the total.

In this paper, the focus is on comprehension and, although grammatical inaccuracy is not assessed, written answers must be comprehensible and unambiguous. In answers to open questions, the correct meaning must be conveyed and not invalidated by other elements.

In **Segunda Parte, Ejercicio 2, Primera Parte**, candidates are expected to give one-word answers. In **Segunda Parte, Ejercicio 2, Segunda Parte**, answers should be concise. Likewise, in **Tercera Parte, Ejercicio 2**, candidates should aim to answer as concisely as possible: full sentences are not always required.

All candidates should aim to attempt every question in all sections, as there are some questions in **Sections 2 and 3** which are designed to be accessible to the whole ability range.

General Comments

The overall performance of candidates was good, with many candidates achieving full or nearly full marks. There were fewer instances of candidates misreading/ignoring rubrics or putting the wrong number of ticks/answers compared to last year.

Examiners found that handwriting and legibility was a common and serious problem: if the Examiner cannot read what a candidate has written, no marks can be awarded. Candidates should be reminded of the importance of presenting their answers clearly and legibly.

Candidates should also be encouraged to exercise care when writing their answers first in pencil and then writing over the top of them in pen, as this can often render them illegible. If candidates want to pencil in an answer, it is advisable to erase the pencil before writing the final answer in pen.

Candidates need to read the questions carefully and give answers that respond to the precise question asked. Sometimes, an answer will not make sense without the use of a verb: candidates should take the time to think about what they have written to ensure that it makes sense and answers the question. In **Section 3**, candidates need to be aware that at least some of the questions will require answers that are longer than two or three words.

Comments on specific questions

Primera Parte

Ejercicio 1 Preguntas 1–8

The rubrics were generally understood and followed.

Most candidates could cope with all the questions in this exercise. A few slips occurred in **Question 3**, as candidates struggled to understand the difference between left and right. However, this type of question was answered more successfully this year than in previous years. **Question 4** was the question where most errors occurred in this exercise, perhaps because the word *bigote* was not understood.

Ejercicio 2 Preguntas 9–16

Most candidates demonstrated a good understanding of the passage.

Question 9: Weaker candidates were unable to identify the correct number. Some identified *millones* but missed *dos*. Some did not understand the question and gave an implausible answer, such as *dos*.

Question 10: The majority of candidates knew *montañas*.

Question 11: The word *agradable* was generally not well known; there were difficulties with its spelling. A few candidates wrote 16°C as their answer.

Question 12: The majority of candidates knew *diciembre* but a wide range of spellings was offered.

Questions 13 to 16: The majority of candidates answered most of these questions well. Occasionally, candidates struggled with **Question 16** and opted for A.

Segunda Parte

Ejercicio 1 Pregunta 17

Candidates generally tackled this question very well. Candidates generally seemed to find the commentaries from Tatiana and Rosaura slightly more accessible than the ones from Santiago and Marcos. The most common mistakes were omitting statement **(a)** (Santiago) and statement **(h)** (Marcos), the latter perhaps because the perfect tense *han sido* was not recognised. Statement **(i)** was often offered as a correct statement, but was incorrect.

The majority of candidates adhered to the rubric by ticking six boxes. A few candidates ticked more than six.

Ejercicio 2 Preguntas 18–26

Primera Parte

On the whole, most candidates coped well with **Questions 18–22**.

Question 18: There was a surprising number of errors here. A number of candidates did not know how to write *sentada* but many got right the past participle and the feminine agreement.

Question 19: The most common errors were *ejercicio* or *gimnasio*.

Question 20: This question was generally answered very well.

Question 21: Most candidates found the correct answer to this question.

Question 22: Some candidates offered *no caro* or had difficulty with the spelling of *gratis*, showing they were unfamiliar with the word.

Segunda Parte

Question 23: A number of candidates did not know or recognise *encontrar*. Some candidates wrote *nuevos* and could not therefore be awarded the mark. Weaker candidates often answered *van un grupo de personas en cada grupo*, which was not acceptable.

Question 24: Better candidates were able to explain the role of the trainer; weaker candidates offered *queda consejos*, which was unacceptable.

Question 25(i) and (ii): Good candidates were able to identify *corazón* and *peso* and were awarded the two available marks just by writing the two key words. Some candidates wrote only *problemas muy comunes* and a number wrote *besos*, having misread or misunderstood the question. Many candidates did not know the word *corazón*.

Question 26: A number of candidates missed the concept of *ciudad*. Several candidates misread the question or did not understand the interrogative *¿adónde?*, answering as though the question had asked *¿cuándo?*: common answers included *los sábados*, *dos veces de semana* and *tres meses*. Some candidates gave answers such as *la naturaleza*.

Tercera Parte

Ejercicio 1 Preguntas 27–32

This exercise was reasonably well handled by most candidates, and almost all attempted the questions in this exercise. Only a few candidates left questions unanswered.

Question 27: This was a very accessible question but some candidates could not answer it correctly.

Question 28: The majority recognised *casa con jardín*.

Question 29: Many candidates chose option *A* because *mirando en sitios de Internet* was a common sense answer. Many candidates could not link *periódico* with *prensa*.

Question 32: Many candidates opted for *D (ritmo de la vida urbana)*. A variety of wrong answers was given, suggesting that many candidates did not understand the expression *echar de menos*.

Ejercicio 2 Preguntas 33–42

Question 33: Most candidates offered *conocer chicos extranjeros* as their answer, which was acceptable. Better candidates could explain that they were the ones *en el barrio*, explaining the difference between the school exchanges and meeting their neighbours. Some candidates forgot to specify the location of *en el/del barrio*, which meant that their answer was not sufficiently detailed to score the mark.

Question 34: While *tenían mucho trabajo* was offered by most candidates and was enough to score the mark, some clarified their answer further by adding *no querían hacer nada*. Weaker candidates gave only *no querían hacer nada*, which was not sufficient to demonstrate comprehension. There were many errors in the spelling of forms of *tener*, which frequently rendered the answer incomprehensible.

Question 35: Candidates needed to be able to give the answer *capaces de organizar algo*. On the whole, weaker candidates could not manage this question.

Question 36: Better candidates could convey the full message of *contacto con una organización del barrio/con la Organización Bienvenida*. Some candidates gave too general an answer, e.g. *contacto con una asociación* and omitted its name or the phrase *del barrio*, which meant that they could not score a mark. Several candidates offered only *en el barrio*, which was not the emphasis of what was said on the recording; a few candidates were tempted by *un grupo en nuestro curso*.

Question 37: Many candidates were able to explain *lugar donde vivir / ayuda financiera*.

Question 38: Only a few candidates could spell *aisladas*. Many candidates who understood answered *no conocen a nadie*.

Question 39: Candidates who followed the meaning of the passage were able to explain that the organisation was going to distribute information to the immigrant families. The most common error omitted from candidates' answers was *familias inmigrantes*. Some candidates misread the question and wrote down *les gustó mucho la idea*.

Question 40: Many candidates gave answers that did not answer the question. The best candidates were able to explain that football was overlooked in favour of basketball in order to include the girls.

Question 41: The better candidates were able to express *tenían mucho en común*. There were many errors in the spelling of *común*, which sometimes rendered the answer incomprehensible. A number of answers consisted of *parejas un chico y una chica* or a similar selection of words, which was not acceptable.

Question 42: Only the very best candidates managed this question, explaining in different ways that now the young people all knew each other. A small number of candidates opted for *dejamos de vivir en mundo paralelos*.

SPANISH

Paper 0678/02
Reading and Directed Writing

Key messages

- Candidates should aim to write short, accurate answers – sometimes a single word or infinitive is appropriate – and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.
- Marks may be lost when material which invalidates the answer or creates ambiguity is included in an answer.
- Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.
- The messages in the writing task in **Sección 1** should be brief and focused precisely on the picture stimuli.
- In **Sección 2**, candidates should try to paragraph their answers to the writing task according to the order of the tasks in the rubric. This means that they are less likely to omit any of the set tasks. There is no need to write more than 100 words for this task, provided that the response is focused and accurate.
- In both writing tasks, candidates are expected to use the target language throughout. They should therefore be wary of using names of people or place names unless specifically required by the question.
- Candidates should ensure that when they change an answer, they do so in such a way as to make it clear what their final answer is and what the Examiner is to mark. Candidates need to plan their answers carefully and, if they do need to cross something out, a single line is advisable because any crossed-out work which is visible will be considered for marks if no other answer has been offered.
- It is important that candidates write legibly, especially the individual letters of the alphabet in **Questions 6–10**. In some cases, it proved difficult for Examiners to distinguish between C and G, and E and F.
- Marks are often lost because candidates have not read the rubric, the question or the text thoroughly.
- Candidates of all abilities should allow time at the end to check their answers, or check them as they work through the paper.
- All candidates should aim to attempt every question as there are some questions in **Sección 2** and **Sección 3** which are accessible to the whole ability range. Leaving blank spaces offers no chance of scoring a mark.
- It is important that candidates plan their time carefully so that they have enough time to deal with the longer, more difficult exercises in **Sección 3**.
- In the first exercise of **Sección 3**, candidates need to remember that marks are awarded for correctly ticking *Verdadero* or *Falso*, as well as for providing an appropriate justification for the false statements. Some candidates justified the false statements but did not tick any of the boxes.
- Although there is leniency with regard to possessive pronouns in **Sección 2**, this does not apply to the same extent in **Sección 3** and there are times when candidates have to apply grammatical rules correctly to avoid ambiguity. Candidates who recognise and know how to conjugate the different tenses of common verbs often achieve higher marks, especially in **Sección 3**. The ability to use reflexive, possessive, disjunctive, direct and indirect object pronouns correctly helps to avoid ambiguity in the answers to the reading questions.

- Understanding the questions is an essential starting point for a good answer, so candidates should ensure that they know the meaning of all of the interrogative forms.
- A thorough knowledge of the vocabulary and structures in the *Defined Content Booklet* will help candidates well for this paper.
- If a candidate needs extra space for an answer, he/she should take care to ensure that it is done clearly. A good strategy is to use the blank pages at the end of the question paper booklet and to indicate to the Examiner where the work is to be found. Question numbers should be shown alongside any work which is written on the blank pages.

General comments

The overall standard was high. Most candidates attempted all of the questions and adhered to the instructions in the rubrics. Candidates who do not attempt questions miss an opportunity to gain extra marks which could make a difference to their final grade.

This year, there were fewer instances of candidates including irrelevant material in the writing tasks.

In the reading exercises, the number of dotted lines provided on which to answer the question is a clue as to how much information the candidate will be required to give in his/her answer. Candidates who wrote several lines had usually taken too much material from the text and therefore put the Examiner in the position of having to 'choose' the correct answer. In such a situation, the mark cannot be awarded.

In the reading tasks, the best candidates were able to write answers which were independent of the vocabulary and structures in the text. They also knew which parts of the text to omit and found short, focused responses to the questions. Weaker candidates tended to use the language provided in the text more indiscriminately and often included or omitted words inappropriately. Words such as *pero*, *aunque*, *por eso*, *y* and *que* were often included in such a way that they invalidated the answer.

Some candidates used *él/ellos* and *ella/ellas* to good effect when communicating their answers. Weaker candidates resorted to using *su* and *se* for 'him', 'her' and 'them', but this did not always work as it led to ambiguity. Better candidates often found a way to structure their answer to avoid using these. Candidates who can use *le*, *lo*, *la*, *les*, *los* and *las* correctly generally find it easier to give answers which are less ambiguous.

A few candidates relied on copying extensive chunks from the texts; they should be made aware that this is not usually selective enough for the mark to be awarded.

Comments on specific questions

Sección 1

Most candidates performed well in this section of the paper, and even candidates who did not achieve very high marks for the paper overall were able to score most of the marks on the multiple-choice items in this section. More able candidates tended to score full marks on this section of the paper. If they lost marks, it tended to be on the writing task and usually because they did not base their answers on the questions or picture stimuli.

Ejercicio 1 Preguntas 1–5

The majority of candidates scored well here, with most achieving at least four of the five available marks. There were no rubric infringements. In **Question 1**, most candidates recognised *concierto* and correctly linked it to option D. Weaker candidates did not know *lloviendo* in **Question 2** and chose option C (*bolso*) instead of D (*paraguas*). Almost all candidates answered **Question 3** successfully, linking *autobús* to option C. There was some uncertainty among weaker candidates in **Question 4**; most, however, managed to link *conejo* to option B. Most candidates knew *pollo* in **Question 5** and correctly opted for C.

Ejercicio 2 Preguntas 6–10

This exercise tested the comprehension of places around town, and was generally very well done. In **Question 6**, almost all candidates connected *crema* to *farmacia* (option C). In **Question 7**, while most candidates did not know *ropa* and erroneously chose B (*banco*) or D (*peluquería*) instead of E (*tienda de moda*). In **Question 8**, some candidates were unsure about *perder* but on the whole it was answered well, with candidates choosing option A (*gimnasio*). **Question 9** proved very straightforward for almost all candidates, who matched *algo para leer* to option F (*librería*). On the whole, candidates coped well with **Question 10**, correctly linking *cambiar dinero* with option B (*banco*).

Ejercicio 3 Preguntas 11–15

For this exercise, candidates read a short piece of text and answered a series of multiple-choice questions. Many candidates scored full marks here. Those who did not score full marks usually lost the mark for **Question 15**, as they did not read far enough in the text before choosing their answer. Candidates need to make sure that they read the text and questions carefully before making a final decision on their answers.

Almost all candidates understood that option B (*los perros*) was the answer to **Question 11**. A few weaker candidates could not manage **Question 12** but the majority realised that *fenomenal* in the text related to option A (*bien*). In **Question 13**, many found *tres veces al día* in the text and linked it to option C. Most candidates correctly connected *le gusta* in **Question 14** to *le encanta* in the text and chose A. In **Question 15**, several candidates did not read far enough in the text and chose option B (*perro*), which was incorrect. Those who read to the end of the text correctly opted for A (*gato*).

Ejercicio 4 Pregunta 16

For this piece of writing, there are three marks available for communication and two for accurate use of language. Candidates were asked to write a short email to a friend and provide three pieces of information, based on the pictures given:

- (a) where the campsite is (*playa/mar/costa* – all accepted)
- (b) who they are with (*abuelos/padres/tíos/hermanos/amigos/un hombre y una mujer/mi hermano y mi madre/mi hermana y mi padre* – all accepted)
- (c) how they are spending their time (*nado/nadamos/paso el tiempo a nadar/pasamos el tiempo a nadar/paso el tiempo nadando/pasamos el tiempo nadando/voy a nadar/vamos a nadar* – all accepted)

Candidates must respond precisely to the picture stimuli: if they choose vocabulary which is not appropriate, the mark cannot be awarded. Candidates should be aware that any material they introduce into their answer which is not relevant to the task will not be awarded marks. Some candidates wrote about the weather in their response to this question, which was not required or rewarded.

Most candidates managed to score the full three marks for communication. All but the weakest candidates understood task (a) and wrote a simple sentence in the correct tense, e.g. *el camping está en la playa* or *el camping está al mar*. Some candidates, who may not have read the rubric or question carefully, wrote *voy a la playa*, which in this instance was accepted. Some candidates used place names instead of *playa*, e.g. *el camping está en Barcelona*. This was refused as candidates are expected to use the target language throughout. However, candidates who combined a place name with an appropriate item of vocabulary from the target language were awarded the mark, e.g. *el camping está cerca de la playa en Barcelona*. Most candidates understood task (b) and wrote a sentence indicating who they were with, e.g. *estoy con mis abuelos*. Some candidates did not know how to say *abuelos* but solved the problem by writing *los padres de mis padres*. In task (c), most candidates were able to convey the idea of swimming but some candidates ran into difficulties when trying to spell *natación*. Good answers included *todos los días nado en el mar* or *voy a la piscina para nadar* and many were able to write *paso el tiempo nadando* successfully.

In order to score the two available marks for language, candidates had to use two correct verbs in appropriate tenses. The verbs must be spelt correctly and contain the correct accent (where required). If a candidate does not attempt one of the tasks, a maximum of one mark can be awarded for language. Many candidates scored the two available marks for language, but some weaker candidates lost one or both language marks, usually because they confused *ser* and *estar* when responding to task (a) and/or task (b), writing *el camping es en la playa*, and/or *soy con mis abuelos*. Candidates need to look carefully at the verbs used in the questions as they often provide a clue to the verb needed in the answer. A few candidates

combined tasks (a) and (b), using only one conjugated verb. Assuming that this verb was therefore needed to produce a correct verb in task (c) in order for both language marks to be awarded.

Candidates should take note that they do not need to write at great length here – **three brief sentences score full marks**. Most scored well for this exercise, with many achieving the maximum of five.

Sección 2

Ejercicio 1 Preguntas 17–25

For this exercise, candidates were asked to read a longer piece of text (in this instance, a letter about a new student in Gloria's class at school) and answer the questions in Spanish. The majority of candidates coped well with this exercise. Often, a one- or two-word answer was sufficient, but provided that what the candidate had written contained the correct answer, additional material copied from the text was usually tolerated provided that it did not invalidate the answer. The quality of the written Spanish was considered only in terms of whether or not it communicated.

The questions involved three possible subjects, *Gloria*, *Tanya* and *los amigos de Gloria*. There was also *Susana*, to whom the letter was written. The better candidates ensured that they made it clear which one of these they were referring to in their answers, since the use of *ella* could sometimes refer to either Gloria or Tanya.

Many candidates found the answer to **Question 17**. The best candidates realised that they could just write *simpática*; other candidates wrote out more of the text, e.g. *la nueva chica es muy simpática* which was acceptable. Some did not realise that *es extranjera* was not an opinion. Other acceptable answers included *(Gloria) se lleva/se entiende bien con ella/Tanya*.

For **Question 18**, many candidates wrote answers such as *sabe/habla poco español* or *tiene problemas con la lengua* or *(Tanya) no se lleva bien con los amigos de Gloria*. Weaker candidates did not understand *sabe poco español* and chose *hace muchos esfuerzos por hablar y entenderse con todos* which did not respond to *problema* in the question.

Almost all candidates understood **Question 19** and found the correct answer *porque su padre trabaja en una empresa/Madrid/allí*. Merely writing *trabaja en Madrid* was refused as it was not clear whether this referred to Tanya or to her father. Candidates with a better command of the language wrote *por el trabajo de su padre*.

Most candidates understood **Question 20** and knew where to find the answer. Good answers included *vivir/estudiar en el extranjero* or *le encantaría vivir/estudiar en otro país*. Some candidates did not seem to understand the question, as they wrote *se entiende muy bien con ella* which did not refer to the question.

There were three possible answers to **Question 21** (*el idioma*, *el clima* and *la comida es diferente*). Most candidates gave all three answers but they only had to give one of them to score the mark. This question proved straightforward for the majority of candidates.

Many candidates found both answers to **Question 22** (*no le hablan* and *no la ayudan*). Candidates who could not provide the object pronoun had the option of writing *no hablan/ayudan a Tanya*. The best candidates knew that they needed to omit *ni* from the phrase *ni le hablan*; the candidates with a weaker grasp of negative forms included it, although this was accepted.

Some candidates encountered difficulty with **Question 23**, as they had to decide how to respond to *afecta* in the question. Some wrote *en que no sabe si debe separarse de Tanya*. This was a dilemma for *Gloria* but good candidates, who fully understood the text, realised that *triste* was the best response to *afecta*. An alternative answer was *(sus amigos) se han puesto (todos) en contra de ella/Gloria*. Weaker candidates who opted for this wrote only *se han puesto en contra* which was not sufficient to answer the question.

Most candidates understood **Question 24** and knew where to look for the answer but they were required to use object pronouns unambiguously, especially if they decided to copy *dicen que si sigue siendo amiga de Tanya* from the question. Some wrote an answer which suggested that the friends would not speak to Tanya. The best candidates were able to find the appropriate part of the text and wrote *no (le) hablarán más (a Gloria)*. Some used *la* instead of *le* and this was generally accepted as the message was clear.

Weaker candidates generally found **Question 25** difficult. Most understood the question but wrote *ella* instead of *hablar con la profesora*. Answers such as *no le he comentado nada a la profesora* or *no hablar* were refused. Candidates who check their answers to ensure that they have responded fully to all questions perform better in a situation such as this where the whole sentence has to be read to find the necessary information.

Ejercicio 2 Pregunta 26

This writing task – a short essay of 80 to 100 words – was well within the experience of most candidates. Candidates were asked to mention:

- (a) what there is of interest in their village/town/city
- (b) what they do with their friends at the weekend
- (c) whether or not they like their village/town/city, together with an explanation why (not)
- (d) where they would like to live in future.

Most candidates adhered to the limit of 80–100 words. Three or four well-written sentences relating to each task should be sufficient to fulfil the criteria, provided that candidates provide appropriate verbs in each one and supply enough additional details relating to the tasks. Candidates who diverge from the task often omit at least one of the tasks, which limits the mark for communication.

Ten marks were available for communication of the required elements and five marks were available for language. Many candidates scored the maximum marks available.

The best candidates worked methodically through the four tasks in order and were able to add six extra relevant details, meaning that they could be awarded the full ten marks for communication. Some candidates did not include enough extra detail to be awarded the six marks for extra details.

Many candidates scored the full five marks for language. Many used varied language such as *me encanta* instead of *me gusta*, or *quisiera* instead of *me gustaría*. There was also good use of adjectives and adverbs to enrich the language used. The best candidates were able to conjugate verbs accurately in the appropriate tense. Weaker candidates tended to write short, unconnected sentences. The inaccurate spelling of common words often impeded communication, as did the use of inappropriate tenses/verb endings.

In response to task (a), most candidates took their cue from *hay de interés* in the question and started their response by writing phrases such as *en mi pueblo hay mucho de interés* or *mi ciudad es interesante porque hay monumentos históricos, museos y muchas tiendas donde se puede ir de compras*. Weaker candidates did not always develop their response as fully as they could have done, seeming to lack ideas. Some candidates focused only on the word *escolar* in the rubric and responded to this task by writing about their school or work rather than their village/town/city. Others, seeing *de interés* in the task, wrote about the subjects they find interesting at school.

Most candidates responded well to task (b) and were able to use the present tense to describe what they do with their friends at the weekend. Better candidates developed their responses by saying where and when they do various activities and offering an opinion, e.g. *los fines de semana salgo con mis amigos al parque donde jugamos al voleibol o al fútbol. Después, vamos al centro donde bebemos algo en una cafetería cerca de la playa*. This allowed them to show that they could conjugate different parts of the verb and use conjunctions to link sentences. Some candidates then went on to say what they would do next weekend to show that they could use the future tense: *el fin de semana que viene iré a una fiesta con mi mejor amigo, vamos a bailar y escuchar música, sera muy divertido*.

In response to task (c), the majority of candidates were able to say whether or not they liked their town and why. Some chose to mention environmental reasons, e.g. *no me gusta mi ciudad porque hay mucho tráfico y por eso es muy ruidoso*.

Most candidates were able to convert *te gustaría* in task (d) to *me gustaría* in their answer and say where they would like to live. A number of candidates chose New York as their preferred city but did not know how to say *Nueva York*. Some avoided place names and wrote *me gustaría vivir cerca de la playa* or *en una ciudad más grande*, which was acceptable.

Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer texts. It is no longer enough just to be able to locate the correct area of the text which will supply the required answer: candidates need to show that they have understood the text and have focused precisely on the details required for the answer. In **Sección 3**, while it may still be possible to lift answers from the text, candidates need to be very precise in what they choose for their answer – additional material copied may invalidate an otherwise correct answer. Candidates who lift indiscriminately do not demonstrate genuine comprehension and cannot therefore score the marks. Candidates would do well to be guided by the length of space allocated for an answer – if there is only one line shown, the answer is expected to fit in that space.

It helps if candidates recognise the regular and irregular forms of a range of common verbs and are able to use the third person singular and plural of such verbs in the past and future tenses as well as in the present tense. Single words and short phrases will be sufficient to answer some questions but in response to some questions candidates will need to write longer sentences which require them to adapt the text by applying grammatical rules, e.g. changing the first person of object pronouns and verbs to the third person. Those who can do this are more often in a position to offer answers which are unambiguous.

Where several names are used in a question or text, candidates should make sure that their answer refers clearly to the one(s) suggested by the question.

The appropriate use of *para* and *por* can be useful. Better candidates tended to employ whichever of these words was appropriate when responding to questions with *cómo* or *por qué*. This often enabled them to write more succinct answers and to use the infinitive instead of a conjugated verb, e.g. in **Question 35** *por juntar dinero*.

Ejercicio 1 Preguntas 27–32

For this exercise, having read the text, candidates have to make up their minds which of the given statements are *Verdadero* and which are *Falso*, and they are told that two are *Verdadero* and four are *Falso*. Having made their choice, they must then go on to correct the false ones in the style of the example given. Candidates should be made aware that there is no credit given for a version which just adds *no...* to the original statement, e.g. in **Question 28**, no credit was given for a justification such as *No se empezó el trabajo por la tarde*. The same applies when adding a negative prefix, e.g. changing *posible* to *imposible*.

When correcting the false statements, single words and short phrases are appropriate in some cases but some answers will require a longer sentence or phrase. Those candidates who can conjugate verbs accurately in the various tenses and who can use pronouns appropriately enough to avoid ambiguity often achieve higher marks.

Where a candidate indicates that an answer is false, he/she should be wary of writing *no* at the beginning of the justification as it can invalidate a correct answer if not handled appropriately.

If a candidate enters a tick in both the *Verdadero* box and the *Falso* box for a particular question, a mark cannot be awarded for that element.

The majority of candidates identified **Question 27** as true.

Most candidates realised that **Question 28** was false and the majority were able to justify it, e.g. *(se empezó) por la madrugada/mañana* or *han trabajado todo el día* or *desde las cuatro (de la madrugada)*. If a verb was included, it had to indicate the past tense and candidates who understood *se empezó* in the text used this to good effect in their answers.

Many candidates identified **Question 29** as false but weaker candidates could not justify it satisfactorily and often used *tuvieron que trabajar todo el día* which did not indicate whether or not the residents took a break at any point. The best candidates found the most succinct answer: *han trabajado sin pausa*. Some candidates used *descanso* from the question and wrote *había que trabajar sin descansos*, which was rewarded.

Some weaker candidates did not understand that **Question 30** was true, possibly because of *anterior* in the question, but on the whole this question was answered well.

Most candidates knew that the statement in **Question 31** was false. Candidates needed to identify *desconocen*, *tal vez* and *sigan* in the text. They then had to ensure that their answer was appropriate to the context of the question. Those who copied *algunos sugieren que tal vez sigan a una ballena* or *sigan a las ballenas* (omitting *las ballenas* (which was not given in the question)) could not be awarded a mark. The majority of candidates wrote answers such as *algunos científicos piensan que las ballenas se sienten atraídas por el ruido de los (grandes) barcos* or *el ruido de los barcos es una razón posible* or *(los científicos) desconocen la causa*.

The majority of candidates did not have any difficulty in recognising that **Question 32** was false. For the justification, weaker candidates often resorted to writing *Alex no puede aceptar la muerte de las ballenas*, which was not accepted. Those who knew how to approach the question wrote *siempre se desespera* or *odia ver un animal sufrir*. Some candidates wrote *siempre nos desespera ver un animal sufrir* but, as the question referred to Alex, they needed to write *siempre le desespera ver un animal sufrir* and many found this difficult.

Ejercicio 2 Preguntas 33–40

This final exercise was, as intended, the most demanding part of the paper. Even though many candidates were able to locate the correct part of the text, some were not selective enough when deciding what was a relevant response to the question. It was often the case that where candidates chose to copy a chunk of text with the correct answer buried within it, the extra details they included rendered their answer invalid.

Candidates would benefit from leaving themselves enough time to read the questions and text carefully in this final part of the paper. Candidates should look carefully at the wording of each question to ensure that their answers are relevant. Likewise, candidates would benefit from checking their answers carefully to avoid incorrect spelling of words which are in the text.

While it can sometimes be useful to use parts of the question in the answer, candidates who copy irrelevant material from the question could probably use the time more profitably to check their answers and study the text and questions.

Most candidates understood **Question 33** but not all understood that *ha trabajado* in the question required an answer in the past tense and wrote *es Miembro del Parlamento (de Australia)* instead of *fue*, *ha sido* or *era*. Given the form of the question, candidates who wrote just *Miembro del Parlamento* were awarded a mark. Some candidates chose the second part of the sentence and wrote *corredor profesional* despite *a parte de ser corredor* appearing in the question.

Question 34 required candidates to respond to *su determinación y resistencia física* and many found one of several possible answers – *hace/corre 84 km cada día* or *está corriendo un maratón excepcional (del Polo Norte al Polo Sur)* or *no toma días de descanso*. This question proved accessible to candidates across the whole ability range as they did not need to manipulate any verbs: the third person of the verb was used in the text. Answers which were not accepted included *(John) cuenta con 20 años de entrenamiento como atleta* or *en abril de este año John inició su maratón*.

Question 35 allowed candidates to answer very briefly, e.g. *(con) dinero/dólares*. Most chose to include the verb *juntar*, with varying degrees of success, e.g. *para juntar varios millones de dólares* was not accepted. The inclusion of *para* pointed to indiscriminate lifting from the text whereas *por juntar dinero* was a good answer. Many wrote *juntando/al juntar/juntó dinero* which worked well; some offered *reciben/han recibido/recibió dinero* which were good answers.

Question 36 needed to use the imperfect and future tenses to satisfy the demands of the question. Candidates had to indicate what had changed and respond to *dinero* in the question. Only the best candidates were able to find two suitable answers but many found one, most usually *(ahora) se dará parte del dinero a proyectos de agua limpia*. Candidates generally found the other answer more difficult to locate, although a number wrote *(antes) se iba a donar a programas para ayudar a víctimas de catástrofes*, which was acceptable. Some candidates wrote a similar phrase but copied *se iban* and/or *que* from the text, which meant that their answer could not be awarded a mark. Other answers which were refused included *para ayudar a víctimas de catástrofes* and *dar a proyectos de agua limpia* as these did not define the change. This type of question invited the use of *ahora* and *antes* but few candidates saw this.

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Many candidates found **Question 37** accessible. It was sufficient to write *su viaje (actual)* but some refused *después de las experiencias vividas en su viaje actual* because it was ambiguous and it was not clear that the candidate had fully understood the question.

Question 38 proved difficult for some candidates because they did not identify the part of the text which was required by *peligro*, namely *ataques de oso polar*. Examiners refused *defenderse contra posibles ataques de oso polar* and también *tenían que defenderse contra posibles ataques de oso polar* since these did not define the danger.

There was a mixed response to **Question 39**. A number of candidates correctly chose option D (*con cariño*) but many candidates were tempted by option B (*con sorpresa*), possibly because they had not understood *cariño* in D.

Only the very best candidates could handle **Question 40**. Some perhaps did not understand *seguir* in the question and few understood the meaning of a *diario* in the text and assumed that John was writing a diary. As a result, many lifted indiscriminately from the text, e.g. *en su sitio de Internet (escrito por él y actualizado a diario)*. This was an inappropriate response to *por qué* in the question. Answers such as tiene *un sitio de Internet* or *escribe en Internet a diario/cada día* or *actualiza su sitio a diario* were accepted.

SPANISH

Paper 0678/03
Speaking

Key messages

- For the role plays, teacher/Examiners should familiarise themselves with their own roles before beginning any 'live' Speaking examinations and must adhere to the role play tasks as set out in the Teachers' Notes booklet. They must not change the tasks nor create additional ones.
- In the interests of fairness to all candidates, the timings for the two conversation sections should be adhered to. Candidates should be allowed to present their topic for 1–2 minutes uninterrupted. Where role plays take less than 5 minutes, as is often the case with good candidates, it is unnecessary to extend the conversation sections past their allotted 5 minutes each in order to compensate.
- In both the topic conversation and the general conversation, candidates need to show that they can respond to unexpected/unprepared questions so that they can access the full range of marks for comprehension/responsiveness (scale (a)).
- In both the topic conversation and the general conversation, candidates need to be given the opportunity to show that they are able to convey past and future meaning so that they can access the full range of marks for linguistic content (scale (b)).
- All additions should be checked carefully in order to avoid arithmetical errors.
- Candidates would benefit from further practice in expressing basic emotions such as gratitude.

General comments

To be read in conjunction with the Teachers' Notes booklet (1 March – 30 April 2013).

The majority of Centres sent the correct sample size for moderation. On the whole, the quality of the recordings was very good. Background noise, the recording equipment used and softly-spoken candidates who were seated too far from the microphone sometimes resulted in recordings that were difficult to hear. 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/CDs should be clearly labelled with the Centre name and number and the candidate's name and number in the order in which they appear on the cassette/CD. The teacher/Examiner should indicate the end of recording by stating, "End of sample."

Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation. Each recorded file must be clearly named using the following convention: Centre number_candidate number_syllabus number_component number.

Examiners are reminded that once a candidate's test has started, the cassette/CD should run without interruption and must **not** be stopped between the different parts of the test.

Teacher/Examiners should not correct candidates or make comments on their performance.

Generally, the working mark sheets were completed correctly. Centres are reminded that the working mark sheets **must** be sent to Cambridge.

Many arithmetical errors were found, both in the addition of marks on the working mark sheets and in the transfer of marks from the working mark sheet to the *MS1*. Centres are reminded of their responsibility in

checking the accurate addition and transfer of marks for all candidates. Centres are also reminded that the marks on the *MS1* should be a direct transcription of the marks on the working 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 teacher/Examiners to familiarise themselves with their own roles. Teacher/Examiners must adhere to the role play tasks as set out in the Teachers' Notes booklet and must not change the tasks nor create additional ones. If the teacher/Examiner is aware that a candidate has omitted an element of a task, then he/she may give an appropriate prompt to the candidate to allow him/her to work for marks. Careful preparation is essential in situations where the teacher/Examiner has to initiate the dialogue. If a genuine mistake does occur then the teacher/Examiner can quickly and confidently take up the appropriate role, thereby avoiding any unnecessary confusion and anxiety for the candidate.

Role Plays A

Role Play A (1, 2, 3)

The majority of candidates performed well in this role play.

Task 1: Some candidates requested a reservation rather than stating that they had a reservation.

Task 2: Candidates did not need to respond in complete sentences in order to communicate the necessary information and gain the full 3 marks available for this task. Some candidates spelt their first name rather than their surname and struggled particularly with the pronunciation of vowels.

Task 3: A short response to complete the task was perfectly acceptable.

Task 4: In this task, two options were offered by the teacher and candidates were required to select one of them. In such a situation, candidates must ensure that they choose one of the given options.

Task 5: Some candidates struggled to formulate an accurate question. It was not sufficient to merely read out the rubric or to simply say *horario de clase* or *profesor*.

Role Play A (4, 5, 6)

On the whole, candidates coped well with the specified tasks.

Task 1: Some candidates mispronounced *visitas guiadas*.

Task 2: In this task, two options were offered by the teacher and candidates were required to select one of them. In such a situation, candidates must ensure that they choose one of the given options.

Tasks 3 and 4: Candidates did not need to respond in complete sentences in order to communicate the necessary information and gain the full 3 marks available for each of these tasks.

Task 5: The instruction *dale las gracias* formed part of this task. If omitted, the candidate could not score the full 3 marks available for this task. Some candidates struggled to formulate an accurate question. It was not sufficient to merely read out the rubric or to simply say *duración* or *precio*.

Role Play A (7, 8, 9)

This role play was generally completed well.

Tasks 2 and 3: A short response to complete each of these tasks was perfectly acceptable.

Task 4: In this task, two options were offered by the teacher and candidates were required to select one of them. In such a situation, candidates must ensure that they choose one of the given options.

Task 5: The majority of candidates formed a suitable question. Some candidates read out parts of the rubric which often resulted in partial communication. The words or phrases given in brackets on the role play card are suggestions: candidates could ask any relevant question in order to have access to the full 3 marks for this task.

Role Plays B

These role plays were designed to be more challenging than the Role Plays A. Candidates generally responded very well to the more open-ended nature of the tasks set.

Role Play B (1, 4, 7)

The majority of candidates communicated all of the required information.

Tasks 1 and 2: Some candidates provided most or all of the information for Task 1 and Task 2 following the greeting in Task 1. If candidates combine tasks, the teacher/Examiner must ensure that all elements of the tasks are completed, by asking further questions, if necessary.

Task 3: Some candidates omitted the first element of the task which required them to express their displeasure/anger at the situation. In the second element, the majority were able to communicate a reason.

Task 4: For the first element of the task, a few candidates stated the name of the programme rather than the time that the programme would start. If a situation of this sort arises, the teacher/Examiner should provide a suitable prompt in order to give the candidate the opportunity to fulfil the task. Candidates cannot be awarded marks for elements/tasks that they do not attempt.

Role Play B (2, 5, 8)

Most candidates carried out the specified tasks well.

Task 1: Some candidates provided more information than required.

Task 2: A short response to complete the task was perfectly acceptable.

Task 3: *Manifiesta enojo* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task.

Task 4: Some candidates struggled to form a suitable question.

Role Play B (3, 6, 9)

Candidates generally communicated the required information.

Task 1: Some candidates omitted the second element of the task: *preséntate*.

Task 2: Some candidates seemed unsure of the meaning of *edad*.

Task 3: *Muestra alegría* formed part of the task and, if omitted, the candidate could not score the full 3 marks for this task. In the second element of the task, some candidates encountered difficulty as they were unable to manipulate *levantarse*.

Task 4: It was not sufficient to merely read out the rubric or to simply say *duchas* or *tienda de comestibles*.

Task 5: A short response to complete this task was perfectly acceptable.

Topic presentation/conversation

A wide variety of topics was presented and there were many excellent presentations. Candidates performed best where they have a real interest in their chosen topic: the teacher/Examiner should assist candidates in choosing their topic prior to the examination. The topic chosen should not be limiting in terms of scope for discussion, nor too challenging in terms of structures, vocabulary, idiom or concept for the candidate in question. Some candidates had chosen ambitious topics which at times over-stretched their capabilities. The topic chosen should also be one which demonstrates the candidate's linguistic ability fully. It is not within the spirit of the examination for all candidates in a teaching group/class to choose the same topic.

Candidates should show quality of presentation but should not be allowed to resort to pre-learnt material. The teacher/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. The teacher/Examiner should be aware of the requirement for candidates to convey past and future meaning in each conversation (both topic and general) 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. Teacher/Examiners should be prepared to ask more than one question that requires the candidate to convey past and future meaning. Likewise, teacher/Examiners need to ask unexpected/unprepared questions requiring opinions and justifications and the use of more complex language and structures so that candidates can access the full range of marks for comprehension/responsiveness (scale (a)).

General conversation

The teacher/Examiner should make a clear distinction between the topic presentation/conversation and the general conversation by saying, for example, "*Ahora pasamos a la conversación general.*" The general conversation should last approximately 5 minutes. A small number of teacher/Examiners did not adhere to the timing and consequently disadvantaged their candidates. Extending the general conversation beyond the allotted 5 minutes increases the risk of mistakes occurring because candidates become tired.

In the general conversation, 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 teacher/Examiner should aim to cover two or three of the Defined Content Topics and, as in the topic conversation, he/she should avoid asking too many closed questions which require only minimal responses. The onus is on the candidate to engage in conversation, encouraged by the teacher/Examiner to perform to the best of his/her ability. Candidates in a centre must not all be asked the same series of questions or be expected to talk about exactly the same topics.

The use of vocabulary or phrases from the candidate's first language should be avoided. Candidates performed best when the teacher/Examiner asked questions that enabled them to demonstrate their linguistic abilities using a variety of tenses and expressions. In this section of the test, many candidates produced spontaneous, interesting and fluent conversations in which they were able to use different tenses and a wide range of vocabulary.

Assessment

All assessment should follow the marking criteria as explained in the Teachers' Notes booklet. Teacher/Examiners should be consistent in their marking. Candidates were fairly assessed by the majority of Centres.

In the role plays, teacher/Examiners may only award marks for tasks completed by candidates, and not for any additional tasks that the teacher/Examiner or candidate has created. If elements of tasks are not completed, a candidate cannot be awarded full marks for that task. Minor errors such as adjectival endings or the use of prepositions are tolerated.

In the topic presentation/conversation and general conversation, some teacher/Examiners were too generous in their assessment of linguistic content (scale (b)) but too harsh when awarding the mark for impression. To achieve the highest possible mark, candidates do not have to be of native speaker standard. They do, however, need to demonstrate the accurate use of a range of structures, vocabulary and idiom.

SPANISH

Paper 0678/04
Continuous Writing

Key messages

- Candidates should respond to communication tasks in the order in which they appear in the question paper. This will help them to ensure that they cover all the required tasks.
- Candidates need to recognise the need to use different tenses in order to successfully accomplish the communication tasks.
- Candidates need to use the correct register in their responses.
- Candidates should be familiar with, and able to use, a range of common verbs in the preterite tense. They should avoid over-using the impersonal verb *gustar*.
- Candidates need to be able to use language to express and justify thoughts, feelings, opinions and reactions.
- Candidates need to avoid the inclusion and over-use of inappropriate phrases or adjectives. Inappropriate phrases or excessive use of adjectives are not credited.

General comments

The standard attained by candidates was as high 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 language and five for general impression. No credit is given for anything beyond the 140th word since the rubric stipulates 130–140 words. Candidates generally adhered to the word limit, although some candidates exceeded the word limit for one or both pieces of writing, and others did not write enough for one or both pieces. The first stage of marking for Examiners is to count up to the 140th word and cross out the remainder. Any tasks carried out beyond the 140th word do not score marks for relevant communication and nor do they contribute to the mark awarded for language. Candidates should be advised to write 140 words or just under in each of the two questions. It would be a good idea for them to do a preliminary count early on in their task and keep a running total. Candidates should also check that they have responded adequately to each communication task. Candidates should also pay attention to the presentation of their work and ensure that their responses are legible. They need to pay particular attention to the formation of vowels and the placement of accents as these can affect the mark for language.

Candidates attempted both **Question 1(a)** and **Question 1(b)**, although there was a preference for **Question 1(a)**.

Marking for communication

Question 1

Question 1(a) was more popular than **Question 1(b)**. For both questions, many candidates produced interesting and varied pieces of writing. Most candidates managed to achieve all of the communication marks. **Question 1(a)** and **Question 1(b)** both required the use of letter etiquette; some candidates did not use a suitable beginning and ending when answering **Question 1(b)**, which required the production of a formal letter. Where a candidate had not achieved the full 5 marks for communication, this was usually due to the use of inappropriate tenses or the omission of part of a task (in particular task (c) in **Question 1(a)** and tasks (a) and (c) in **Question 1(b)**). Occasionally communication marks were not awarded because a relevant point was made outside the limit of 140 words. In **Question 1(a)**, some candidates wrote too much on the first task (*una descripción de tu ciudad/pueblo/región*) and did not leave themselves enough words to tackle the remaining tasks. Some candidates did not read task (c) carefully enough and misinterpreted *llevar* as 'to wear' or 'to take', or misread it as *llegar*. There were some instances where the full 5 marks for communication could not be awarded because inappropriate tenses had been used. The most successful responses were those where the candidates responded in appropriate tenses and dealt with the communication tasks in the order in which they appeared in the question. This helped to ensure that all tasks were covered.

In **Question 1(a)**, there were five communication marks available as follows:

- | | | |
|-----|---|-----|
| (a) | una descripción de tu ciudad/pueblo/región | 1 |
| (b) | el sitio/los sitios que visitas con tu familia | 1 |
| (c) | adónde piensas llevar a tu amigo/a y por qué | 1+1 |
| (d) | la última vez que fuiste a un lugar de interés en tu región | 1 |

In **Question 1(b)**, there were five communication marks available as follows:

- | | | |
|-----|--|---|
| (a) | cuánto tiempo pasas navegando por Internet y tu opinión sobre ese problema | 1 |
| (b) | lo que haces generalmente para divertirte y por qué | 1 |
| (c) | la última vez que saliste con tus amigos | 1 |
| (d) | una solución a ese problema de los jóvenes | 1 |

+1 further mark for additional detail relevant to either (a) or (b)

Question 2

In **Question 2**, some candidates did not read the rubric carefully enough and struggled with *lo que ocurrió durante el concierto*. Candidates described their journey to the concert, what they did while they waited and commented on the atmosphere rather than describing any actions which took place during the concert. Meeting the singer(s) produced some interesting scenarios although some candidates attempted to convey complicated sequences of events beyond their linguistic ability and consequently encountered difficulties with both vocabulary and verb forms.

In **Question 2**, there were five communication marks available as follows:

- | | | |
|-----|---|-----|
| (a) | lo que ocurrió durante el concierto | 1 |
| (b) | por qué tuviste la oportunidad de conocer al cantante/a los cantantes | 1 |
| (c) | tus reacciones a la experiencia | 1+1 |

+1 further mark for additional detail relevant to either (a) or (b)

Repetition of material printed in the rubric

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

Question 1

- (a) *visitar la región donde; la última vez que*
- (b) *una solución a ese problema; la última vez que*

Question 2

el año pasado; durante el concierto

Marking for language

Candidates made errors in several aspects of the language. The most common of these were:

- In **Question 1(a)**: spelling and gender of *ciudad*; confusion between *ser* and *estar*; confusion between *bien* and *bueno*; adjectival agreements; confusion about the difference between *porque* and *por qué*; agreement of subject with verb; confusion between *llevar* and *llegar*; incorrect use of impersonal verbs such as *gustar*; omission of accents on verbs where necessary; addition of accents to verbs when not required; use of preterite of *ir*
- In **Question 1(b)**: inconsistent use of register; incorrect register; lack of suitable letter opening and ending; agreement of subject with verb; confusion between *bien* and *bueno*; adjectival agreements; difficulties with the verbs *pensar*, *preferir* and *divertirse*; incorrect use of impersonal verbs such as *gustar*; use of the preterite; omission of accents on verbs where necessary; addition of accents to verbs when not required; confusion between *ver* and *mirar*
- In **Question 2**: sequence of tenses; agreement of subject with verb; position and agreement of adjectives; use of *conmigo*; use of third person of preterite; confusion between *hablar/decir*, *jugar/tocar*, *ver/mirar* and *conocer/saber*; use of *ser* or *estar* instead of *haber* (and vice versa); vocabulary items relating to competitions, e.g. *concurso*, *billete*, *ganar*, *premio*, *tener suerte*; confusion between *bien* and *bueno*; confusion between *emocionante* and *emocionado*; incorrect use of impersonal verbs such as *gustar*; confusion between *ser* and *estar*; difficulties with *preferir*; omission of accents on verbs where necessary; addition of accents to verbs when not required; use of preterite of common verbs such as *ir*, *ver*, *tener*, *poder*, *querer decir* and *sentirse*

As in the past, special attention was paid to verbs. Strong candidates varied tenses and knew how to use them appropriately, while weaker candidates resorted to the present. With those of average ability, a common error was an incorrect use of the perfect or imperfect when only the preterite was appropriate. Candidates who wrote lists of activities, sports or foods gave themselves less opportunity to score as highly as those who were careful to include appropriate adjectives and verbs. It was common for candidates to omit vital accents in verb endings. All verbs score for language 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 *mu*y, to conjunctions except for *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. The number of ticks was converted to a mark out of 15 for language, according to the conversion table shown in the mark scheme.

Marking for general impression

Up to five marks were awarded for the quality of language used; use of idiom, vocabulary, structures and appropriate tenses. In order to score the full five marks for impression, the writing had to read fluently, bearing a resemblance to good Spanish.