

# SPANISH

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Paper 0678/01

Listening

## Key messages

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

In **Primera Parte, Ejercicio 2**, candidates may have to give one or two answers. This will be stated in the question and, if there are four pictures, they will have to give two answers; if there are three pictures, only one answer is required. 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; grammatical inaccuracy is dealt with leniently. However, when answering open questions, candidates must ensure that their responses are comprehensible and unambiguous, and that they are not invalidated by other elements.

In **Segunda Parte, Ejercicio 2, Primera Parte** candidates are expected to give one-word answers. In **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 required.

All candidates should aim to attempt every question in each section, 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 on this paper was very good.

In some cases, handwriting proved difficult to read. Candidates need to ensure that they present their work clearly and legibly.

## Comments on specific questions

### *Primera Parte*

#### **Ejercicio 1 Preguntas 1–8**

This first exercise tested the understanding of eight short conversations/monologues through multiple-choice questions with visual options. As last year, candidates performed very well in this opening exercise which is intended to give candidates a confident start to the paper. The extracts were straightforward and short, and the vocabulary areas tested were generally familiar to candidates and posed few problems. In **Question 3** a number of candidates opted for C, perhaps because they did not know the word for snow or because they did not understand the continuous tense *está nevando*. In **Question 6** some candidates chose option B instead of D. Candidates understood that only one box should be ticked in response to each question.

#### **Ejercicio 2 Preguntas 9–14**

Most candidates understood the passage well.

**Questions 10 and 13:** Most candidates read the rubric correctly and gave two answers as requested. This was an improvement from previous years.

**Question 11:** Weaker candidates could not identify *el pueblo está situado a orillas del río*.

**Question 12:** The majority of candidates knew *punteo*.

**Questions 14:** Almost all candidates could identify *vino*.

### **Segunda Parte**

#### **Ejercicio 1 Preguntas 15**

The majority of candidates could answer most of the questions in this exercise. Weaker candidates often encountered difficulty with the statements relating to what Magdalena said; they often opted for statement (I) because they misunderstood that she saw travelling a lot as a problem. Some candidates ticked only four answers instead of six. Candidates should be reminded that they need to read the rubric carefully before beginning to answer.

#### **Ejercicio 2 Preguntas 16–24**

Most candidates coped well with **Part 1**. A number of candidates encountered difficulty with **Part 2**. They seemed to show some understanding of that part of the passage but could not provide appropriate answers to the questions.

**Question 16:** Many candidates gave *defender*, *ayudar* or *proteger* as the answer.

**Question 17:** Many candidates found the answer *pública*.

**Question 18:** The word *programa* was understood by most.

**Question 19:** Weaker candidates had difficulty in identifying *clara*.

**Question 20:** Most candidates found the answer *publicidad*.

**Question 21:** This was generally answered well. Most candidates could answer *presentar ejemplos de los problemas del medio ambiente* and a few candidates answered *informar a la gente lo que pasa en la naturaleza*. Either of these answers was acceptable.

**Question 22:** This question was answered well on the whole, with many candidates writing *todas las fotos que quieran*. Weaker candidates wrote only *todas las fotos*, which was not enough for the mark to be awarded.

**Question 23:** In general, only the best candidates answered this question correctly, saying that one form per photo had to be sent.

**Question 24:** The best candidates handled this question well, writing *una fábrica que contamina un bosque en peligro un río sucio*. Some candidates wrote *fábrica/bosque/río*, which was enough because the question asked for two *sitios*. Weaker candidates wrote *animal o insect*, which was not acceptable.

### **Tercera Parte**

#### **Ejercicio 1 Preguntas 25–30**

Candidates coped quite well with this exercise. Only a few candidates left questions unanswered.

**Question 25:** This was answered correctly by most candidates. Weaker candidates were unable to identify *mi colección estuvo centrada en los sellos de Colombia, donde yo nací* and chose option C (*con sellos de muchos países*) instead of B (*con sellos de su país*).

**Question 26:** Some candidates opted for B, having been tempted by the distractor *las colecciones podían valer millones, aunque no lo creía*.

**Question 27:** Stronger candidates identified *tenía muchos sellos de valor, raros para Colombia porque no mucha gente recibía cartas del extranjero* as option A (*excepcionales en Colombia*). Many candidates opted for B.

**Question 28:** Most candidates could answer this question.

**Question 29:** Some candidates could not answer this question. Candidates had to find within the distractors *compraba sellos sin consultarla* when the recording said *compraba sellos muy caros sin decirle nada a ella*.

**Question 30:** This was understood by most: *en cualquier feria se puede encontrar algo importante, algún sello muy nuevo, o muy antiguo o de algún país muy lejano* was identified as *Rafael encuentra sellos especiales*.

## Ejercicio 2 Preguntas 31–39

This final exercise was intended to be the most demanding on the paper and included questions that were suitably challenging for the more able candidates. Deliberately, some very accessible questions were also included to help maintain concentration and motivation and these were successfully answered by a good proportion of the candidates.

**Question 31:** Most candidates were able to say that the project was organised by the *jóvenes*.

**Question 32:** Most candidates were able to identify the topic as *cómo el mar había influido en nuestras culturas y tradiciones* or simply *el mar*. Weaker candidates opted for the countries and number of participants.

**Question 33:** Most candidates were able to explain that the main activity was *pasar los días limpiando una playa*.

**Question 34:** Many candidates could answer *lo más asombroso fue ver todo lo que teníamos en común*. Weaker candidates wrote about the differences they had.

**Question 35:** The majority of candidates understood that the participants wanted to *seguir en contacto*.

**Question 36:** There was a mixed response to this question. A number of candidates succeeded in picking up *volver a reunirnos, el año próximo en otro país*, but many candidates could not find the answer.

**Question 37:** It was clear that many candidates had not read the question carefully enough, as they wrote *la financiación de los viajes* as their answer. Stronger candidates were able to identify the two points *establecer contacto con los jóvenes en otros países* and *publicidad*.

**Question 38:** Most candidates wrote *restaurar edificios históricos* and some wrote *ayudar a inmigrantes*. Some did not understand the question and gave answers relating to the types of groups.

**Question 39:** Many candidates were able to explain that the presenter encouraged listeners to *participar*.

# SPANISH

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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.
- 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 on the picture stimuli.
- In **Sección 2** candidates should try to paragraph their answers to the writing task according to the order of the questions in the rubric. This means that they are less likely to omit one or more 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.
- Candidates should ensure that when they change an answer, they do so in such a way as to make it clear what is their final answer and what the examiner is to mark.
- It is important that candidates write legibly, especially the letters of the alphabet. It can be difficult to distinguish between C and G, and E and F, in some cases.
- 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.
- Candidates should be encouraged to work right to the end of the paper and to attempt every question instead of leaving blank spaces which will give them 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**.
- 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.

## General comments

The overall standard was high. Of particular note were the many excellent responses to **Ejercicio 2** in **Sección 2**.

Most candidates attempted all questions on the paper and knew how to approach the different tasks. Some candidates changed their mind about an answer and tried to correct it, but in doing so they rendered their final answer unclear. If a candidate changes his/her mind, he/she needs to make it very clear to the examiner which is his/her final answer.

The best candidates answered succinctly and clearly. Some candidates could have gained more marks if they had read the questions more carefully.

In **Ejercicio 1** of **Sección 3**, some candidates did not indicate whether the statements were true or false, which meant that they could not gain the marks.

Candidates who can use verbs and pronouns (especially reflexives) correctly are more likely to be able to write answers which are unambiguous. There were some situations where the ability to use the personal *a* would have helped candidates to express their answer more clearly.

A number of candidates confused *ser* and *estar*, and other confused *mucho* and *muy*, especially in the context of the weather.

## Comments on specific questions

### **Sección 1**

#### **Ejercicio 1 Preguntas 1–5**

The majority of candidates scored well here, with most achieving at least four of the five available marks. In **Question 1** some candidates could not identify *duele la cabeza* and chose option B (*mercado*) rather than option A (*farmacia*). In **Question 2**, only the weakest candidates could not connect *paraguas* to option C. In **Question 3**, almost all candidates knew *heladería*, successfully linking it to option A. In **Question 4**, a few candidates were unsure of the meaning of *uvas* but most managed to link it to option D. In **Question 5**, the words *salida* and *taquilla* were not always well known, but many candidates were successful in linking *entradas* to *taquilla* (option D).

#### **Ejercicio 2 Preguntas 6–10**

This exercise tested the comprehension of places that people needed to visit, and was generally very well done. The word *bocadillo* in **Question 9** was not always well known.

#### **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 12**, as they could not link *no hay nada que hacer* with *aburrido*, or for **Question 13**, as they chose option C (*cómodo*) rather than option B (*cansado*). Candidates would benefit from having a systematic approach to identifying and linking key words from the questions to key words, or their equivalent, in the text.

#### **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 they are (*costa*, with *playa/mar* also being accepted)
- (b) what the weather is like (*llueve/hace mal tiempo*)
- (c) what they do in the afternoon/evening (*leo/descando/voy a leer/voy a descansar* – all accepted)

Candidates must respond precisely to the picture stimuli: if they choose vocabulary which is not appropriate, the mark cannot be awarded.

Most candidates managed to score the full three marks for communication. Those who did not score full marks for communication usually lost a mark on task **(b)** because they wrote *hace calor*, which could not be rewarded because it did not correspond closely enough with the given picture. Task **(c)** was interpreted in a variety of ways, with most candidates achieving the communication mark. Some candidates wrote *leo* or *descanso en el salón* or *tengo que quedarme en el hotel*, all of which were accepted.

In order to score the two available marks for language, candidates had to use two correct verbs in appropriate tenses. 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)**, writing *soy en la playa/costa*, and/or because they confused *hay* and *hace*, writing *hay mal tiempo* as their answer to task **(b)**. A small number of candidates could not be awarded the marks for language because they wrote their response in the past tense. All three tasks required the use of the present tense.

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

## Sección 2

### Ejercicio 1 Preguntas 17–24

For this exercise, candidates were asked to read a longer piece of text (in this instance, two commentaries about the importance of nature) and answer the questions in Spanish. The majority of candidates coped very 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. The quality of the written Spanish was considered only in terms of whether or not it communicated.

In **Question 17**, the two answers *la naturaleza es importante* and *ayudar a los animales* were easy to find in the text and most candidates scored at least one of the two available marks. Weaker candidates who did not understand the question referred to *los pájaros* which appears later in the text.

In **Question 18**, many candidates found the correct answer (*no sabe qué hacer*). Some wrote *no quiere hacerlo*; others wrote *problema de Patricia*. Neither of these answers could be awarded a mark.

The stronger candidates found **Question 19** straightforward. Candidates had to read the text carefully to realise that the answer was *ya mucha gente se ocupa de los perros y los gatos*, not *yo no quiero hacerlo también* since this does not fully answer the question.

The answer to **Question 20** was *cuando se bañan* or *cuando se meten en el agua*, and the majority of candidates scored the mark.

There were two possible answers to **Question 21** (*son (muy/tan) activos* and *siempre tienen hambre*) but candidates only had to give one of them to score the mark. Most candidates wrote one of these, or a combination of both ideas, to good effect.

Candidates needed to write either *beberse* or *lavarse* in response to **Question 22**, and almost all scored the mark here.

Almost all candidates scored at least one of two marks available for **Question 23**. Weaker candidates did not seem to understand *dar de comer* in the question and opted for *poner un plato de plástico*, possibly linking *comer* in the question to *plato* in the text.

Many candidates found the answer (*los gatos*) to **Question 24**. Those who did not fully understand often wrote *mantén el baño siempre lleno de agua*, presumably because *baño* appears in both the question and the text.

## Ejercicio 2 Pregunta 25

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) a description of their school
- (b) their school-friends/classmates
- (c) their least favourite subject, together with an explanation why
- (d) the best time that they have had at the school.

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.

Many candidates scored the full five marks for language. Candidates need to be aware that no credit is given for language which is not classed as Spanish vocabulary, so providing a list of the names of their friends is not advisable. Where possible, they should aim to show that their vocabulary in Spanish is varied and idiomatic.

In response to task (a), most candidates were able to write several sentences about their school, e.g. *está en las afueras de la ciudad y es grande y moderno*, or *tiene dos pisos y hay una piscina grande*. Not all candidates responded clearly or sufficiently to the instruction to describe: a few mentioned where their school was located, e.g. *está en Madrid*, or gave their opinion of their school, but did not mention the appearance, size or facilities (for example).

Most candidates understood task (b) and wrote about why they liked their friends or the activities they do with them. Those who gave a long list of names could have used the time more productively to write something specific in Spanish.

Some weaker candidates encountered difficulty with task (c), and wrote about the subject they liked best rather than least. Most candidates were able to convert *que menos te gusta* (in the question) to *que menos me gusta* (in their answer) and added extra details by giving reasons for their choice, usually saying that they didn't like a particular subject because it was difficult or boring. Some candidates did not understand the word *asignatura* in the question and wrote something irrelevant in response to this task.

In response to task (d), some candidates made a mistake because they had not read the question carefully enough. Some candidates, seeing the word *major* in the question, wrote about what they thought was best about their school in general; this did not always satisfy the demands of the question. The best candidates were able to write several sentences about a trip or something they had achieved at the school.

## Sección 3

In this section, candidates are expected to show a more precise level of understanding of longer Spanish texts. It is no longer enough just to be able to locate the correct area of the text which will supply the answer looked for: candidates need to show that they have understood the text and have focused on precisely 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.

## Ejercicio 1 Preguntas 26–31

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. There is no credit given for a version which just adds *no...* to the original statement. Candidates had been well trained to tick only four false statements and to only offer corrections for these.

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 have an advantage.

Many candidates were awarded at least five of the six available marks for the true/false element of this exercise.

Where a candidate indicates that an answer is false, they should be wary of writing *no* at the beginning of the justification as it can invalidate a correct answer if not handled appropriately. For example, in **Question 30**, some candidates wrote *no es que es repetitiva* as their correction, whereas what they wanted to write was *no, es que es repetitiva*.

Weaker candidates encountered difficulty with **Question 26**, but stronger candidates understood that it was true. The majority of candidates identified **Question 27** as false. The justification for this question was straightforward and generally very well done – *es el ruido que hacen los jóvenes*. A small number of candidates wrote *son los jóvenes* which was not sufficient to demonstrate comprehension. **Questions 28** and **29** were the two most often incorrectly identified as true or false – the others were usually correctly ticked. Those who thought that **Question 28** was true were unable to score the mark for the justification, but those who had correctly identified it as false were generally able to offer as a correction that it was *las botellas tiradas y los vasos rotos* that were *preocupante*. Weaker candidates tended to omit one of the items or wrote simply *las botellas* which was not enough to show that they had fully understood. A number of candidates did not seem to understand the words *el coste*, *la limpieza* or *preocupante*. **Question 29** was true and needed no correction. Most candidates recognised that **Question 30** was false, and there were two possible justifications: either that *la música era (tan) repetitiva* or that *tocaba a muchas horas del día*. Some candidates thought that **Question 31** was true and they could not therefore score the mark for the justification. The best candidates correctly identified it as false and wrote either *no tocaba de noche* or *los vecinos no podían descansar durante el día* as the justification. Some candidates lifted the whole sentence from the text but omitted *aunque* which invalidated the answer, since *nunca tocaba de noche afectaba a muchos...* does not make sense. Candidates needed to understand *vecinos* in the text in order to access this question.

## Ejercicio 2 Preguntas 32–41

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 choosing 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. Some candidates wrote *v* instead of *b* which can cause confusion, e.g. *livre* instead of *libre*.

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.

**Questions 35, 36, 37** and **38** lent themselves to brief answers in simple Spanish, whereas **Questions 33, 34, 38** and **40** required more manipulation of the language in the text.

**Question 32** was answered successfully by the majority of candidates. The best candidates wrote *su museo ganó un premio* but the answer *Felipe ganó un premio* was also accepted. Candidates who wrote *ganador del premio nacional* were not awarded a mark as this has been indiscriminately lifted from the text. There was a mixed response to **Question 33**: weaker candidates found several answers which looked feasible – *encontró una cabeza de iguana mientras pescaba*, *la encontró a los cinco años*, *es por afecto*, *por el valor que tiene* – and tended to choose one of those. Those who were able to eliminate the distracting elements scored a mark for *es con ella que comenzó su colección* or *fue la primera pieza en su colección*. **Question 34** was answered well by most candidates – *le dieron objetos*. A number of candidates could not write *dieron* clearly enough to be awarded a mark. Most candidates were able to answer **Question 35** as the response did not require a verb – *un inventario de sus piezas* was sufficient. Some had problems with understanding the question, possibly because they were unfamiliar with *hizo* and *abrir*. In **Question 36**, many candidates found the answer *miles de visitantes*. Some opted, incorrectly, for *la entrada es gratis*, possibly because of the more complex vocabulary in the key phrase – *ya atrajeron a miles de visitantes*.



Although skimming can be a useful technique, it is advisable to read the whole sentence or paragraph before starting to write an answer as there may be several phrases which look tempting as the correct answer, but only one will be the right one. **Question 37** illustrated this very well: most candidates seemed to understand the question and found the right area of the text but weaker candidates found it difficult to express the answer succinctly or to extract the relevant part of the text for their answer. The best candidates wrote *de las empresas locales* but weaker candidates added *que empezarán a contribuir* which is not yet certain and, therefore, invalidated the answer. Some found *del gobierno* or *de su familia* which appeared earlier in the text – suggesting that they had not read right to the end of the paragraph or had not read the paragraph closely enough.

Only the very best candidates could handle **Question 38**. Candidates needed to assimilate the information and ensure that they expressed their answer concisely. A number wrote *Felipe hace de guía* but did not add *y no está siempre libre* and could not therefore score the mark. An alternative, acceptable answer was *dependen de cuando Felipe está libre*. Some candidates wrote *varían según su tiempo libre*, omitting to refer to *Felipe* to clarify *su*. The mark could not therefore be awarded. All but the weakest candidates could answer **Question 39** – *permiso de tocar las piezas*. A few candidates confused *piezas* and *piedras*. There was a mixed response to **Question 40**: some candidates focused on *antiguas máquinas* and *coche Ford de 1925* in the second paragraph, which were not correct answers. Only the best candidates who fully understood the question and could manipulate the language in the text were able to give the correct answer *a los mayores, les trae recuerdos de su juventud*. Omission of *los mayores* or the personal *a* rendered the answer unacceptable. Most of the best candidates understood **Question 41** and wrote *bajará el interés* or *las personas no volverán al museo*, which were correct answers. Weaker candidates knew where the answer lay in the text but could not express it clearly enough, writing, for example, *los vecinos bajará el interés*. Some opted for *Felipe piensa estudiar* which was not acceptable.

# SPANISH

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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.
- Candidates would benefit from further practice in expressing emotions such as enthusiasm, surprise and concern.
- 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.

## General comments

To be read in conjunction with the Teachers' Notes booklet (15 September – 31 October 2012).

The majority of Centres sent the correct sample size for moderation. On the whole, the quality of the recordings was very good. 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."

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.

A number of 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.

### **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.

Tasks 2 and 3: Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain full marks for these tasks.

Task 5: Candidates needed to ask only **one** question about the hotel. The words given in brackets are suggestions.

##### Role Play A (4, 5, 6)

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

Tasks 2 and 5: Candidates do not need to respond in complete sentences in order to communicate the necessary information and gain full marks for these tasks.

Task 5: Some candidates experienced difficulties in formulating a question about the duration of the journey.

##### Role Play A (7, 8, 9)

This role play was generally completed well.

Task 4: A short response to complete this task is perfectly acceptable.

Task 5: Candidates are required to ask a question to fulfil this task.

#### **Role Plays B**

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

##### Role Play B (1, 4, 7)

Most candidates carried out the specific tasks well.

Task 5: *Manifesta entusiasmo* forms part of the task and, if omitted, the candidate cannot score the full 3 marks for this task. Expressions such as *¡Qué bien!*, *¡Fantástico!* or *¡Fenomenal!* would be acceptable responses to this element of the task.

##### Role Play B (2, 5, 8)

Most candidates carried out the specific tasks well.

Task 1: This task consists of three elements. Some candidates omitted the second element and could not therefore be awarded the full 3 marks for this task.

Task 4: *Reacciona con preocupación* forms part of the task and, if omitted, the candidate cannot score the full 3 marks for this task.

Role Play B (3, 6, 9)

Candidates generally communicated the required information.

Task 4: *Muéstrate sorprendido/a* forms part of the task and, if omitted, the candidate cannot score the full 3 marks for this task. Some candidates were unsure of the meaning of *preocuparse*. If candidates do not understand what is required, the teacher/Examiner may re-phrase the prompt.

**Topic presentation/conversation**

A wide variety of topics was presented. Candidates perform 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.

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.

**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 as 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.

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. The general conversation produced some interesting conversations in which candidates were able to use different tenses and a wide range of vocabulary.

**Assessment**

All assessment should follow the assessment criteria as explained in the Teachers' Notes. 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.

# SPANISH

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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 140<sup>th</sup> word since the rubric stipulates 130–140 words. Candidates generally adhered to the word limit, although some candidates exceeded the word limit for the first piece of writing and others did not write enough for the second piece. The first stage of marking for Examiners is to count up to the 140<sup>th</sup> word and cross out the remainder. Any tasks carried out beyond the 140<sup>th</sup> 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 attempted both **Question 1(a)** and **Question 1(b)**, although there was a preference for **Question 1(a)**.

Marking for communication

**Question 1**

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

- |     |   |   |
|-----|---|---|
| (a) | dónde está el colegio                       | 1 |
| (b) | cómo es el colegio                          | 1 |
| (c) | lo que hiciste durante esta semana          | 1 |
| (d) | tu opinión del colegio                      | 1 |
| (e) | tus planes para volver a visitar al colegio | 1 |

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

- |     |                                  |   |
|-----|----------------------------------|---|
| (a) | una descripción del restaurante  | 1 |
| (b) | lo que comiste                   | 1 |
| (c) | cómo te sientes                  | 1 |
| (d) | tu opinión del restaurante       | 1 |
| (e) | dónde vas a comer la próxima vez | 1 |

**Question 2**

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

- |     |                   |   |
|-----|-------------------|---|
| (a) | por qué te visitó | 1 |
| (b) | lo que pasó       | 1 |
| (c) | cómo reaccionaste | 1 |

+2 marks for two further relevant details

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) *en un colegio español; durante esta semana; para volver a visitar al colegio*
- (b) *después de cenar en un restaurante; comer la próxima vez*

**Question 2**

*acaba de, su visita fue un desastre*

Marking for language

Candidates encountered difficulty with several aspects of language. The most common of these were:

- In **Question 1(a)**: confusion between *ser* and *estar*; adjectival agreements; omission of accents on verbs where necessary; use of preterite of common verbs such as *tener*, *jugar* and *practicar*; ordinal numbers; use of *hacer*; incorrect spelling of *clase* and *professor*; incorrect use of impersonal verbs such as *gustar*
- In **Question 1(b)**: inappropriate register; inconsistent use of appropriate register; use and spelling of verb *doler*; use of *sentirse*; incorrect spelling of *restaurante*; confusion between *bien* and *bueno*; adjectival agreements; use of the future tense (regular and irregular forms); incorrect use of impersonal verbs such as *gustar*
- In **Question 2**: inconsistent use of tenses; omission of accents on verbs where necessary; incorrect use of impersonal verbs such as *gustar*; confusion between *ser* and *estar*; adjectival agreements; use of *pasarlo mal*; use of preterite of common verbs such as *ir*, *llegar*, *visitar* and *volver*

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 school subjects 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 *muy*, 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.