

SPANISH

Paper 3035/11

Translation and Composition

Key Messages

- Candidates should only answer 2 questions.
- The word limit must be observed in answering **Question 1** and **Question 2**.
- **Question 3** requires an exact translation of the passage from English to Spanish; candidates cannot interpret or paraphrase the text.

General Comments

There was quite a wide range of performance, as in previous years. Candidates are generally making sensible choices of questions, reflecting their own strengths. Fewer individuals are selecting **Question 3** without experience of prose translation. Candidates responded well to **Questions 1** and **2** (all options) and seemed to study the detail of the tasks before writing. There were a number of examples where candidates wrote too much, exceeding the word limit. These candidates would have benefited from checking the length of their work and spending more time on correcting or improving the quality of a shorter piece. It is important to include more sophisticated structures in order to achieve a high mark. Accuracy in verb forms is also essential. Handwriting can be a barrier to communication as Examiners can only reward what they can read.

Comments on Specific Questions

Question 1

The picture essay gives candidates many opportunities to demonstrate their knowledge of the past tense (preterite) and to present the narrative in a lively way. There were no difficulties in interpreting the story or in finding the essential vocabulary to express this. There were a number of very good essays where candidates had the necessary skills to relate the story accurately and to include opinions on lifestyle choices, the merits of sport as compared to digital games and the importance of education and fitness.

Question 2

- (a) This option was the least well done of the three. Some candidates found it difficult to find enough to say about their town. Those who followed each part of the task in sequence and paid attention to the tenses needed were the most successful. A number of candidates ignored the last part of the task altogether. All that was required here was, for example, that local schools would like to organise an exchange as the candidates study the language, or that perhaps some sports teams would like to visit.
- (b) The performance on the conversation option was significantly improved this year. Candidates did not include any prose introduction, and launched straight into the dialogue, as they should. This was good to see, as all the work was relevant. There were some interesting conversations debating the different types of films and the issues involved in choosing a time and place.
- (c) This option also resulted in some strong answers, although fewer candidates chose this question. Essays required a description of the individual emphasising personality and some ideas for changing or improving life at school. The last part of the task could be easily expressed using '*me gustaría*'.

Question 3

This exercise is intended for those candidates who have had considerable practice and teaching in the skills of translation. The English text must be rendered exactly into Spanish – paraphrase is not acceptable. Candidates need to be able to determine the tense to use, recognise idiomatic phrases and translate them correctly and manipulate all aspects of the language with a high degree of accuracy.

The more common weaknesses in this translation were:

Structures

- *ser/estar* usage with 'nervous' and telling the time
- Use of prepositions was sometimes inaccurate, for example '*trató de*', '*delante de ella*' but '*era difícil respirar*'.
- 'She had to go' caused some difficulty with the preterite of *tener*.
- use of '*seguir*' and the present participle and the verb '*doler*'.
- 'The photographers asked her to smile'

Vocabulary

- 'Sports shoes' was not widely known.

SPANISH

Paper 3035/12
Translation and Composition

Key Messages

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Comments on Specific Questions

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The picture essay gives candidates many opportunities to demonstrate their knowledge of the past tense (preterite) and to present the narrative in a lively way. There were no difficulties in interpreting the story or in finding the essential vocabulary to express this. There were a number of very good essays where candidates had the necessary skills to relate the story accurately and to include opinions on lifestyle choices, the merits of sport as compared to digital games and the importance of education and fitness.

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- use of '*seguir*' and the present participle and the verb '*doler*'.
- 'The photographers asked her to smile'

Vocabulary

- 'Sports shoes' was not widely known.

SPANISH

Paper 3035/21
Reading Comprehension

There were too few candidates for us to be able to produce a meaningful report.

SPANISH

Paper 3035/22
Reading Comprehension

General Comments

This autumn's Paper 2 was well tackled by the majority of candidates. As always, **Section 1** was completed successfully by most, especially the first three exercises. Many candidates also produced good responses for both exercises in **Section 2**. However it was the cloze test in **Section 3** which, as usual, discriminated most markedly between the stronger and the weaker candidates. The vast majority tackled all the exercises purposefully and there were very few papers where certain answers had not been attempted.

COMMENTS ON SPECIFIC QUESTIONS

Section 1

Exercise 1

This was very well done by nearly all candidates, with only **Question 2** causing problems to some weaker candidates, who often opted for **A** or **B**, instead of the correct answer *ascensor*. The correct answers were as follows:

Question 1 D Question 2 D Question 3 A Question 4 B Question 5 C

Exercise 2

This was also very well done by almost everyone. The correct selection was as follows:

Question 6 B Question 7 D Question 8 F Question 9 C Question 10 A

Exercise 3

This exercise was well done by many candidates, with **Question 11** being answered correctly by every candidate. **Question 12** posed a few problems to some weaker candidates, who sometimes offered **B** as their response. The correct answers were as follows:

Question 11 B Question 12 C Question 13 C Question 14 A Questions 15 A

Exercise 4

This exercise proved a little more demanding, although the majority of candidates attempted all questions, and often did well. The most problematic areas were **Questions 16, 23** and **25**, where only around half were able to score. In **Question 16**, some simply wrote that a group had been formed, perhaps indicating that '*para mejorar*' was not understood. For **Question 23**, some repeated part of the question and made no reference as to *how* they would find a time when they would all be free to practice. Responses were marked generously here, with errors involving verb endings being usually tolerated. The correct answers were along the following lines:

- Question 16** *Practicar mucho.*
Question 17 *Tienen distintos horarios / no están libres a las mismas horas / no van al mismo instituto.*
Question 18 *Creer que el grupo no tiene future.*
Question 19 *(Quieren participar en / ganar) un concurso.*
Question 20 *Que es bueno para la música.*
Question 21 *Estudiar*
Question 22 *Hacerse famosos / millonarios*

- Question 23** *Mirando el horario de todos*
Question 24 *Ninguno tiene clase / no hay clase.*
Question 25 *Si el grupo gana el concurso.*

Section 2

Exercise 1

This comprehension and correction exercise was done fairly well by some of the more able candidates, but certain questions proved to be quite demanding for average or weak candidates. Mistakes were often made in **Questions 27** and **28** for the basic true-or-false ticks, which in turn affected the marks available for justifying their answers. However, all but a very small number failed to offer any corrections.

The correct answers were along the following lines:

- Question 26** V
Question 27 F *(Cuando estás nadando) puedes reflexionar sobre muchos aspectos de tu vida.*
Question 28 F *Ya es campeón nacional.*
Question 29 F *Sueña con ir a los Juegos Olímpicos.*
Question 30 V

Exercise 2

This comprehension exercise was often tackled well by the more able candidates, and **Questions 31** and **37** proved to be quite manageable for all, even the less able. However, even the better candidates were often unable to answer **Question 32**, where D (*complicado*) was a popular wrong answer. Only a small number of candidates overall scored in **Question 33**. Some are still hoping that lifting extensive sections from the text will allow them to gain marks and they should be aware that the best answers were almost always the most succinct ones. The correct answers were along the following lines:

- Question 31** *(Estudiará) en el extranjero / exterior.*
Question 32 B
Question 33 *Decirle a una persona cercana que la quiere.*
Question 34 *Hay más trabajo.*
Question 35 *Piensa en su buena fortuna / en su suerte de vivir en un país seguro / cree que vive en un país seguro.*
Question 36 *huracanes / terremotos*
Question 37 *A la gente que conoció en sus 18 años.*

Section 3

Exercise 1

The Cloze test continued to be a very demanding exercise for most candidates, with certain answers registering a very low success rate. Strong candidates were often able to select the correct verb, but were sometimes unable to provide the correct tense in order to score a mark, with **Question 55** having the widest range of unacceptable responses: *veyendo, veiando, ver, vimos, vea, vista* and *veí*. The following options were deemed to be correct and were awarded the mark:

- Question 38** *las*
Question 39 *de*
Question 40 *estaban*
Question 41 *Ni*
Question 42 *a*
Question 43 *tenía*
Question 44 *fui / bajé*
Question 45 *Me*
Question 46 *la / mi / su*
Question 47 *con*
Question 48 *pero*
Question 49 *Por*
Question 50 *mucho / nada*

Question 51	<i>del</i>
Question 52	<i>Cuando</i>
Question 53	<i>lo</i>
Question 54	<i>hacía / hizo</i>
Question 55	<i>viendo</i>
Question 56	<i>en</i>
Question 57	<i>que</i>