

SPANISH

Paper 3035/11
Translation and
Composition

Key Messages

Candidates are reminded of the following in order to achieve their potential:

- answer the correct number of questions (two in total)
- read the questions carefully. Choose according to what they have practised in class as story, dialogue, translation require different skills
- plan their time to allow them to complete two questions, with a few minutes remaining for checking
- make sure they know what tense is required. **Question 1** is always past tense; **Question 2** options vary and **Question 3** covers many tenses
- write the correct number of words.

General Comments

A number of candidates misread **Question 2 (a)**, and wrote their answer in the future, not the past tense. Candidates are reminded to read the question carefully before writing.

Comments on Specific Questions

Question 1

The picture essay was very popular. Most candidates were able to tell the story and include a range of structures. Specialist vocabulary is not expected, and a clear narrative with straightforward language is sufficient. The idea of the grandparents' home being in need of redecoration was expressed as 'not attractive', 'old' or 'dirty'. The renovation project was described in terms of 'cleaning', 'washing', 'vacuuming', 'moving', then 'painting' and 'putting new paper on the wall'. The final picture included a description of the grandparents' reaction.

Candidates are not required to write the same number of words for each picture, but the whole story must be included. In some cases answers gave more details on the redecoration, giving colours and some idea of the pattern on the wallpaper, whereas others dealt with that part briefly but focused more on the purchase of new furniture.

Some candidates offered a variety of structures, such as time phrases, prepositions, correct use of adjectives and adverbs and infinitive structures. The main narrative must be in the past tense although it is possible to include present or future tenses if the candidate includes dialogue. Candidates are given a degree of freedom to enable them to demonstrate their command of the language.

Question 2

- (a) Here, a number of candidates wrote a letter planning a birthday meal, rather than describing an event in the past. The instructions are clear, with several time markers – verbs in the preterite and imperfect tenses, adverbial phrase (*'recientemente'*) and the final verb in the conditional tense. Most essays were in the past tense, but candidates needed to be able to recognise tenses to avoid errors.

The verbs required to recount the visit to the restaurant should be well known, and candidates were able to choose which person of the verb to use in the main. It is better to use more basic structures accurately rather than be over ambitious. For example, if 'we went' is not known, say 'I went with ...' instead. The question asked what you liked about the restaurant in particular, but leaves the material open. The options here are very wide – perhaps the restaurant was Italian, or new, or was near your home.

The final part of the question asked candidates to mention a problem and a possible solution. One idea seen several times was that the waiter was slow and the restaurant needed a replacement.

- (b) This was a popular choice. Good answers followed the sequence given in the question and constructed questions from the material given and invented answers. The language needs to be manipulated to fit in to the question/answer format and there must be answers. Candidates were given freedom to describe their, or an imaginary, family, house, garden and pastimes. These needed to be relevant to the context in supporting the desire to adopt a rescue dog. The verbs can be in the present tense as only dialogue will be credited, but candidates may wish to include phrases in the past, for example 'we had a dog when I was younger'.
- (c) The third option was a report about voluntary work undertaken in the community. The instructions were very open, allowing candidates to use a wide range of experiences. It was possible to answer this well even without having done voluntary work. Perhaps an interest in sport could be turned into helping young children play tennis or football. Candidates are encouraged again to use the language they know and adapt this to the requirements of the question rather than try to write on a topic they have not studied. The question was phrased in the past tense so the response had to be in the past as well.

Question 3

Translation into Spanish.

The task was mainly a test of grammar and verb tenses. Candidates needed to be able to recognise which tense is required and which person of the verb. Some idiomatic expressions were always included as well as one or two phrases in the past subjunctive. The vocabulary is generally as accessible as possible to allow candidates to focus on the structures.

Translating requires immense attention to detail as the Spanish version must be accurate with exactly the same meaning as the English. For example 'he has set up his own website' – a number of verbs translate 'set up' (*crear, establecer, hacer*) but there is only one way to express 'own' and it must agree with the noun. If it is omitted, the candidate would not gain the mark for 'website' on its own.

Candidates needed to be proficient in all areas of language at this level – beyond those already mentioned, these included conjunctions, time phrases, adverbial expressions, adjectival agreement, pronouns and prepositions, and use of the infinitive.

SPANISH

Paper 3035/12
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Candidates needed to be proficient in all areas of language at this level – beyond those already mentioned, these included conjunctions, time phrases, adverbial expressions, adjectival agreement, pronouns and prepositions, and use of the infinitive.

SPANISH (SYLLABUS B)

Paper 3035/21 Reading Comprehension
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There were too few candidates for us to be able to produce a meaningful report.

Please see the report for 3035/22 for further information.

SPANISH (SYLLABUS B)

Paper 3035/22 Reading Comprehension

Key Messages

Candidates are reminded to produce succinct answers in **Section 2** in particular, rather than directly lifting the text. **Section 3** of the test proved to be the most demanding.

General Comments

This paper was tackled well by the majority of candidates. **Section 1** was successfully completed by the majority, especially the first two exercises. Many candidates also produced good responses for both exercises in **Section 2**. However it was the cloze test in **Section 3** which discriminated most markedly between the stronger and the weaker candidates. The majority of candidates 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 5** causing problems to some less able candidates, who often opted for A, instead of the correct answer *luz*.

Exercise 2

This exercise was done well by many candidates although **Question 8** posed a few problems with many candidates opting for answer F instead of the correct answer *una pelota*.

Exercise 3

This exercise was well done by the majority of candidates, with **Questions 12** and **13** causing the most problems.

Exercise 4

This exercise was completed successfully by a large number of candidates, with **Question 21** being answered correctly by every candidate. The most problematic areas were **Questions 22** and **23**. In **Question 22** most candidates located the correct part of the text but answered with what Mario did with the t-shirts he liked the most, not least. In **Question 23(a)** many candidates answered 'internet' rather than the correct response of 'computer'. **Question 23(b)** posed the greatest challenge in this exercise as many candidates missed '*la mayor ventaja*' in the text and answered with "*no ocupan espacio en tu casa*" rather than "*puedes ordenar las fotos fácilmente*". Responses were marked generously here and the candidate was rewarded for being able to locate the answer in the passage rather than grammatical accuracy.

Section 2

Exercise 1

The true/false aspect of this exercise was done reasonably well by the majority of candidates. The more able candidates could manipulate the text to justify their answers correctly but this proved quite demanding for weaker candidates. In particular **Question 26** and **Question 28** were problematic, as although the candidate

could quite often locate the correct part in the text they were then unable to adapt it from the first to the third person in their answer.

Exercise 2

The more able candidates tackled this comprehension test well. **Questions 31** and **32** proved to be quite manageable for all, even the less able. Many candidates struggled with **Question 33**, as they misinterpreted the question, a popular answer being *las personas que la necesitan y entonces* and for **Question 34** many answered *el colegio*. Although most candidates located the correct part of the text for **Question 35**, extensive and indiscriminate lifting often negated the answer. The best answers were almost always the most succinct ones as the questions did not require long and detailed answers.

Section 3

Exercise 3

The cloze test was a very demanding exercise for most candidates, with many answers registering a very low success rate.