

# CONTENTS

---

<b>SPANISH</b> .....	<b>1</b>
<b>GCE Ordinary Level</b> .....	<b>1</b>
Paper 3035/01 Translation and Composition .....	1
Paper 3035/02 Reading Comprehension .....	2

---

## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



# SPANISH

---

## GCE Ordinary Level

Paper 3035/01  
Translation and Composition

### General comments

Examiners report a pleasing standard overall with a greater number of candidates showing awareness of the requirements of the paper and understanding of the mark scheme. The majority of answers were of the correct length and fulfilled the tasks set. It is of no advantage to write too much as Examiners do not give credit for material which exceeds the word limit. As has been reported in previous sessions, candidates tend to perform better on **Questions 1 and 2**. **Question 3** requires specific training and teaching, and unless this has been available, candidates are advised not to choose this option.

There were fewer examples than in previous sessions of misuse of the perfect tense. The picture essay and two of the three **Question 2** options require the answer to be mainly in the past (preterite) tense. Candidates who have invested time in learning the most frequently used verbs in this tense are at a great advantage in tackling these questions. Other useful items include time phrases, descriptions of people and places and the weather. It is usually possible to vary the language through the use of dialogue within the narrative.

### Comments on specific questions

#### Question 1

This presented no difficulties in terms of interpreting the events depicted in the story. Candidates may choose to write in the first or third person as they prefer. Examiners look for the essential elements of the narrative, but adopt a flexible approach to candidates' interpretation of the pictures. It is better to use known correct language, for example, saying that in **Picture 2** the girl *tenía frío*, rather than attempt incorrectly to say that she was shivering or trembling. There were some problems in using *doler* accurately in **Picture 4**. It might have been wiser for some candidates to put the verb in dialogue, in the present tense, as that is probably more frequently practised than describing the situation in the third person imperfect. The scene presented in **Picture 5** led to the most errors in choosing the correct tense and conjugating the verbs *leer* and *dormir* accurately.

Candidates who scored most highly succeeded in using accurate and correct forms of the verbs and a variety of expressions and constructions. Repeated use of a phrase or structure is not credited, so candidates need to show the ability to adapt language – for example, when talking about *mi familia*, they could on a second occasion refer to *mis padres y hermanos menores*.

#### Question 2

- (a) This was a popular option and candidates won music talent shows and game shows. As credit is given for the content of the essay relating to the title, it is not advantageous to include a long opening paragraph in the letter relating pleasantries and enquiring about the recipient's health.
- (b) This option was done well by a number of candidates, but answers tended to be too repetitive. It was essential to include reference to the advantages and disadvantages of both types of job – and this had to be more than saying whether you liked or disliked animals. The best answers referred to the merits of being able to work outside or inside and the hours involved. They also considered the benefits and problems of working with other people and the possible boredom of office work. The word count does not include any narrative introduction and candidates do not need to add comments such as *dijo* or *respondió*. The conversation should be set out like the script for a play.
- (c) Many candidates chose this question and there were some very good answers. A few essays did not fulfil the potential shown as the word *boda* was not understood and much of the answer was not relevant to the task set. This question gave much scope for descriptions of people and places (including a wedding on the beach), clothes, food and parties!

**Question 3**

The performance of candidates in this question is improving. For candidates to do themselves justice they need to have the opportunity to practise this task as part of their examination preparation. Candidates must be able to conjugate verbs consistently accurately in a wide range of tenses, and to use the subjunctive. The translation must be a precise rendition of the English text as no personal interpretation is accepted. Examples of 'loose' translation were 'some' for 'several' in line 1; 'I went to Madrid' instead of 'I had to go to Madrid' in line 6; 'Spain continues to welcome' instead of 'Spain will continue to welcome' in the final sentence.

As mentioned above, candidates made fewer errors in the use of past tenses. There were, however, weaknesses in using *gustar*, adjectival agreements (especially when there were two adjectives) and the subjunctive/conditional in *si* clauses.

**Paper 3035/02**  
**Reading Comprehension**

**General comments**

This year's paper was very well tackled by the large majority of candidates. **Section 1** was particularly well dealt with. **Section 2** was, as usual, more demanding, but only in **Exercise 2**, where most of the candidates struggled to answer a number of the questions. **Section 3** with its Cloze test proved to be a good discriminator.

The majority of Centres are to be congratulated on doing an excellent job in preparing their candidates so thoroughly for this paper; nearly all of them tackled the paper purposefully and an encouraging proportion did themselves justice with a fine total.

**Comments on specific questions****Section 1****Exercise 1 Questions 1-6**

This exercise was well done by nearly all candidates, with a good proportion obtaining full marks. Where errors occurred it was often on **Question 2**: several opted for A or B instead of C, possibly because they had never come across *consigna*. The correct answers were as follows:

**Question 1: B; Question 2: D; Question 3: C; Question 4: D; Question 5: A; Question 6: C.**

**Exercise 2 Questions 7-13**

This was very well done with an impressive number of candidates scoring full marks. Correct answers were as follows:

**Question 7: B; Question 8: G; Question 9: C; Question 10: A; Question 11: D; Question 12: F; Question 13: E.**

**Exercise 3 Question 14**

This exercise also produced some good performances. There was no particular pattern of errors. The correct answers were as follows: a, c, d, e, g, h, i.

**Section 2****Exercise 1 Questions 15-24**

This exercise was done extremely well, with the majority of candidates managing to score full marks. Where errors occurred it was mainly in answer to **Questions 15, 23 and 24**. The correct answers were as follows:

**Question 15:** F; **Question 16:** V; **Question 17:** V; **Question 18:** F; **Question 19:** F; **Question 20:** F; **Question 21:** V; **Question 22:** V; **Question 23:** V; **Question 24:** F.

**Exercise 2 Questions 25-32**

Not surprisingly, this comprehension exercise, requiring short answers in Spanish, produced a wider range of performance than the previous exercises. The most difficult question proved to be **Question 28** and many candidates could only score 1 of the 2 marks available in **Questions 27 and 32**. Correct answers were along the following lines:

- Question 25** *Cada año / Una vez al año / Todos los años*  
**Question 26** *Un grupo que quería aparecer en el libro de los records*  
**Question 27** **(i)** *No pueden dormir*, **(ii)** *Tienen que comer rápidamente*  
**Question 28** *Muchas historias son contadas por grupos*  
**Question 29** *Durante el día hay cuentos infantiles y por la noche hay cuentos para adultos*  
**Question 30** *Leer los cuentos*  
**Question 31** **(i)** *Son buenos narradores*; **(ii)** *Saben escuchar bien*. One mark if both correct.  
**Question 32** **(i)** *La radio / Escuchando la radio / Maratón de radio*  
**(ii)** *Maratón viajero / En hospitales y residencias de ancianos*

**Section 3****Exercise 1 Questions 33-52**

This was without doubt the most challenging exercise on the paper. It proved very demanding for the weakest candidates, but many were able to put in a very creditable performance. The correct answers were as follows:

- Question 33** *en*  
**Question 34** *estábamos / estaban / estuvimos / estuvieron*  
**Question 35** *por / al*  
**Question 36** *nos*  
**Question 37** *siguiente / próximo*  
**Question 38** *eso / partir*  
**Question 39** *mí*  
**Question 40** *de*  
**Question 41** *lo / el*  
**Question 42** *donde*  
**Question 43** *hace / haría / hacía*  
**Question 44** *para*  
**Question 45** *dar / organizar / tomar*  
**Question 46** *vez / cuando*  
**Question 47** *hacía / hizo / teníamos / tuvimos*  
**Question 48** *a*  
**Question 49** *que*  
**Question 50** *con / como*  
**Question 51** *hasta / pasados / sobre*  
**Question 52** *al*