

SPANISH

Paper 3035/12
Translation and Composition

Key Messages

- (i) Candidates should read all questions carefully before deciding which they will choose to answer.
- (ii) With reference to **Questions 1 and 2**, if a candidate cannot recall an item of vocabulary, he or she should try to find another way of expressing what they wish to say **in Spanish**. **Questions 1 and 2** are designed to give candidates a choice of vocabulary areas, and the opportunity to express ideas in a number of ways.
- (iii) With reference to **Question 2**, candidates must identify the **five elements** that must be addressed in answering the question.
- (iv) Candidates need to be aware of the correct tense to use in their answer. **Question 1** must be narrated in the past narrative tense – preterite, not perfect. **Question 2** options vary according to the context.
- (v) **Question 3** is designed for candidates who have practised this type of test and are able to produce an exact translation of the English passage. Precision is required in spelling, vocabulary, verb tense and idiom.
- (vi) Candidates who exceed the word limit will not be credited for the extra words.

General Comments

The entry this Session there was an expected preference for choosing to answer **Question 1**. More candidates answered **Question 3** than expected. The standard of entries tended to be towards the lower end of the mark scheme although there were some good scripts as well.

Comments on Specific Questions

Question 1

The majority of candidates who chose this question succeeded in narrating the story. There were some problems with recalling vocabulary items such as 'hacer' in 'hacer vestidos' or 'coser'; 'comprar' and 'vender'; 'una tienda'; 'cerca de'; 'muchacha gente', 'muchas personas'; 'una carta'.

As stated above in the 'Key messages', candidates must use the preterite as the narrative tense. If some dialogue is included in the story, the use of the perfect tense may be appropriate.

The best answers were well planned, with a clear focus on the development of the story. The word count for each picture was controlled and extra material such as description or dialogue was only added if there were sufficient words available. Careful checking avoided slips such as missing an adjectival agreement.

Question 2

Candidates are advised to identify the **five** elements that must be included in the answer. These will be indicated in comments on each option below.

- (a) The correct format for 'un informe' is simply an account. There is no need to copy out the question.

The five points here are:

- | | | |
|---|---------------------------|---|
| 1 | 'lo que hiciste' | e.g. Aprendí a jugar al baloncesto. |
| 2 | 'qué te gustó más' | Me gustó más jugar en partidos contra mis amigos. |
| 3 | 'qué te gustaría cambiar' | Me gustaría cambiar el horario porque tuve que levantarme muy temprano. |
| 4 | 'el alojamiento' | Los dormitorios eran grandes y bonitos. |
| 5 | 'la comida' | Comimos muy bien todos los días. Mi comida preferida era chuletas con patatas fritas. |

(b) Answers must be in dialogue. No credit is given for any narrative introduction or links.

The five points to include are:

- | | | | |
|---|--------------------------------------|------------|--|
| 1 | 'qué pasó y cuándo' | (médico) | e.g. ¿Qué le pasó? ¿Cuándo ocurrió el accidente? |
| 2 | 'qué le duele' | (médico) | ¿Le duele algo? |
| 3 | 'explica lo que ocurrió' | (paciente) | Cruzaba la calle cuando un coche me atropelló. |
| 4 | 'pide información sobre sus heridas' | (paciente) | ¿Tengo la pierna rota? |
| 5 | 'el tratamiento' | (paciente) | ¿Tengo que ir al hospital? |

(c) This should be in letter format. As a formal letter, it should be in the 'Usted' form, but candidates who used the 'tú' form consistently were not penalised. The five points to be included are listed below. Candidates needed to ask questions in order to fulfil the requirements of the question – some examples of possible responses are given. This was challenging for some candidates, who tended to focus on the descriptive aspects and therefore omitted some of the five points.

- 1 'detalles de los cursos'
- 2 'alojamiento'
- 3 'qué te va a costar'
- 4 'porqué quieres estudiar allí'
- 5 'porqué serás buen/a estudiante'

Possible responses –

- 2 Me gustaría saber cómo es el alojamiento para los estudiantes, por ejemplo, ¿cuántos dormitorios hay y están cerca de la universidad? ¿Son habitaciones individuales con baño o ducha?
- 3 Es muy importante para mí, y para mis padres, saber cuánto cuesta estudiar en la universidad. ¿Hay que pagar cada trimestre o cada año? Se paga al llegar o antes? ¿El alojamiento está incluido?

Question 3

Nearly half the entry chose to answer this question, which was more than usual. There were some good responses where candidates gave a precise translation with accurate use of language. A significant number of answers were not quite close enough to the English, and revealed a number of gaps in knowledge of vocabulary. Most candidates scored more highly on **Questions 1** or **2** than on **Question 3**.

SPANISH (SYLLABUS B)

Paper 3035/22
Reading Comprehension

GENERAL COMMENTS

This autumn's paper 2 was tackled fairly well by the majority of candidates. As always, **Section 1** was completed successfully by most and some candidates also produced good responses for both exercises in **Section 2**. However it was the cloze test in **Section 3** which, as usual, showed the widest variety of responses. In addition, 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 5** proving problematic to some weaker candidates, who often opted for B, instead of the correct answer *al comedor*. The correct answers were as follows:

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

Exercise 2

This was also very well done by almost all candidates, with 100% accuracy for **Questions 8** and **9**. The correct selection was as follows:

Question 6 D 7 F 8 C 9 B 10 A

Exercise 3

This exercise was well done by many candidates, apart from **Question 13** where over half of candidates selected C. The correct answers were as follows:

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

Exercise 4

This exercise proved a little more problematic for some, although the majority of candidates attempted all questions, and often gained many marks. The most difficult sections proved to be **Questions 19b, 22** and **23**, where only around half were able to score. In **Question 22**, many lost marks by referring to the happiness of the elderly rather than the possible boredom of the youngsters. For **Question 23**, some did not score after falling into the trap of copying the whole of the last sentence, rather than selecting the correct mention of '*la compra*'. Responses were marked generously here, with errors involving verb endings being usually tolerated. The correct answers were along the following lines:

Question 16 *ayudar a los demás*

Question 17 *un día*

Question 18 (i) *(tiene que ir al) colegio*

Question 18 (ii) *estudiar piano*

Question 19 (a) *personas mayores*

Question 19 (b) *en su barrio / en sus casas*

Question 20 *compañía*

Question 21 *no tienen con quién conversar*

Question 22 *puede estar aburrida*

Question 23 *haciendo la compra / iendo de compras*

Section 2

Exercise 1

This comprehension and correction exercise was done well by some of the more able candidates, but certain questions proved to very challenging to others. Marks lost in **Questions 24 to 28** for the basic true-or-false ticks in turn clearly affected the marks available for justifying the answers. Over a quarter of candidates did not offer any corrections.

The correct answers were along the following lines:

Question 24 F *presentaban la vida de gente desconocida*

Question 25 F *soñaban con ser cantantes famosos*

Question 26 V

Question 27 V

Question 28 F *los expertos apuntan a la superficialidad con que se tratan los conflictos*

Exercise 2

This comprehension exercise was tackled reasonably well by some of the more able candidates, but only **Question 33** allowed more than 50% of candidates to gain a mark. Even the better candidates were often misled by **Question 35**, where a relatively long answer in Spanish was required. Many candidates are still hoping that copying lengthy sections of the text for their answers will be acceptable; they should be made aware that the best answers were almost always the most succinct ones. The correct answers were along the following lines:

Question 29 *se levanta al amanecer / trabaja hasta las 8:30 de la noche/tarde*

Question 30 *letrero con los horarios*

Question 31 *está/estaban de vacaciones / tiene/tenían tiempo de sobra*

Question 32 *se fueron con las manos vacías / no compraron nada*

Question 33 *cuando está insatisfecho*

Question 34 *no puede dejar la tienda antes de las nueve y media*

Question 35 *si faltan cinco minutos para cerrar, va a comprar algo que ya tenía decidido/no entra si solo quiere mirar*

Section 3

Exercise 1

As always the cloze test proved very difficult for most candidates, with only six of the responses allowing more than 50% of candidates to gain a mark. Where a verb was required, strong candidates were often able to select a suitable option, but were often unable to conjugate it sufficiently well to score a mark. The following options were deemed to be correct and were awarded the mark:

Question 36 *a / para*

Question 37 *mi / la*

Question 38 *de*

Question 39 *que / como*

Question 40 *a*

Question 41 *me*

Question 42 *en*

Question 43 *las*

Question 44 *fui / iba / salía*

Question 45 *en*

Question 46 *estaba*

Question 47 *de*

Question 48 *antes / después*

Question 49 *que*

Question 50 *se*

Question 51 *fui*

Question 52 *estaba / vi*

Question 53 *podía / pudo / sabía*

Question 54 *para*

Question 55 *había*