

# SPANISH (SYLLABUS B)

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Paper 3035/11

Translation and Composition

## Key messages

- Candidates should answer only 2 questions.
- **Question 3** (Translation into Spanish) should only be attempted by candidates who have had specific teaching in this exercise.
- The word limits must be observed in answering **Question 1** and **Question 2**.
- In order to gain high marks in **Questions 1** and **2**, candidates need to plan responses to include adjectival and adverbial clauses, prepositions and pronouns as well as modal verbs.

## Comments on Specific Questions

### Question 1

Candidates were able to narrate the story depicted in the pictures without difficulty, although a minority did not notice the gloss for 'ring'. There were many opportunities for describing the characters in the story, the beach and all the activities which can be seen. Candidates do not need to write an equal number of words on each picture – the best essays are structured in such a way that the writer makes best use of the most interesting episodes to include more complex language. Common weaknesses included not knowing the Spanish for 'to look for' and to express such statements as 'she explained that she had lost ...'

Overall, candidates are well prepared for this option. It is advisable to provide candidates with the mark scheme in class practice so that they can develop the ability to include the high scoring language elements.

### Question 2

- (a) This was generally well answered. Candidates described their school and local area in some detail, but not all fulfilled the last part of the question where they were asked to indicate the advantages for both groups of candidates who take part in the proposed exchange. The best answers mentioned cultural and educational merits, sometimes giving specific examples of festivals at a particular time of year. Weaker answers tended to consist of lists 'there is a.', and strings of nouns when describing the school or town.
- (b) The dialogue option attracted more answers than usual this Session. There were some good responses, showing how candidates were perhaps transferring practice in speaking skills (role play) to the written paper. Some interesting negotiation took place with some disgruntled customers achieving a refund, exchange or discount. Weaker answers were repetitive, with the customer simply saying that they did not like the item, or not giving a reason for returning it, and the shop assistant refusing to help.
- (c) This option gave candidates full scope to use their imagination. The key to success is a combination of accurate use of the past tense (preterite) and a good narrative. There are fewer examples of candidates mistakenly using the perfect tense as the main narrative tense in the past, but it still appears in some cases. Secure knowledge of the preterite is essential for success in this examination paper.

### Question 3

As stated in the 'Key messages', 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. In the vast majority of cases, candidates achieve higher marks in **Questions 1 and 2** than in **Question 3**.

The more common weaknesses in this translation were:

- vocabulary – ‘miss the bus’, ‘main door’, ‘I recognised’, ‘he looked tired’, ‘he had to take care of’, ‘he apologised’, ‘advised’
- structures – ser/estar ‘who was in my maths class’, ‘who had been ill’, ‘if he had known.. he would not have said..’, ‘advised Marcos to go home’
- spelling – difícil, problema, clase
- accents – are expected and essential where the meaning is affected, e.g. miro / miró.

# SPANISH (SYLLABUS B)

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Paper 3035/12

Translation and Composition

## Key messages

- Candidates should answer only 2 questions.
- **Question 3** (Translation into Spanish) should only be attempted by candidates who have had specific teaching in this exercise.
- The word limits must be observed in answering **Question 1** and **Question 2**.
- In order to gain high marks in **Questions 1** and **2**, candidates need to plan responses to include adjectival and adverbial clauses, prepositions and pronouns as well as modal verbs.

## Comments on Specific Questions

### Question 1

Candidates were able to narrate the story depicted in the pictures without difficulty, although a minority did not notice the gloss for 'ring'. There were many opportunities for describing the characters in the story, the beach and all the activities which can be seen. Candidates do not need to write an equal number of words on each picture – the best essays are structured in such a way that the writer makes best use of the most interesting episodes to include more complex language. Common weaknesses included not knowing the Spanish for 'to look for' and to express such statements as 'she explained that she had lost ...'

Overall, candidates are well prepared for this option. It is advisable to provide candidates with the mark scheme in class practice so that they can develop the ability to include the high scoring language elements.

### Question 2

- (a) This was generally well answered. Candidates described their school and local area in some detail, but not all fulfilled the last part of the question where they were asked to indicate the advantages for both groups of candidates who take part in the proposed exchange. The best answers mentioned cultural and educational merits, sometimes giving specific examples of festivals at a particular time of year. Weaker answers tended to consist of lists 'there is a.', and strings of nouns when describing the school or town.
- (b) The dialogue option attracted more answers than usual this Session. There were some good responses, showing how candidates were perhaps transferring practice in speaking skills (role play) to the written paper. Some interesting negotiation took place with some disgruntled customers achieving a refund, exchange or discount. Weaker answers were repetitive, with the customer simply saying that they did not like the item, or not giving a reason for returning it, and the shop assistant refusing to help.
- (c) This option gave candidates full scope to use their imagination. The key to success is a combination of accurate use of the past tense (preterite) and a good narrative. There are fewer examples of candidates mistakenly using the perfect tense as the main narrative tense in the past, but it still appears in some cases. Secure knowledge of the preterite is essential for success in this examination paper.

### Question 3

As stated in the 'Key messages', 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



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- spelling – difícil, problema, clase
- accents – are expected and essential where the meaning is affected, e.g. miro / miró.

# SPANISH (SYLLABUS B)

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Paper 3035/21  
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. **Section 2** was also tackled well, with many candidates scoring high marks in the two exercises. However it was the cloze test in **Section 3** which discriminated markedly between the stronger and the weaker candidates. The majority of candidates tackled all the exercises purposefully and tried hard to attempt a response for every question.

## COMMENTS ON SPECIFIC QUESTIONS

### **Section 1**

#### **Exercise 1**

This was very well done by most candidates, with only **Question 5** proving problematic, with some candidates opting for B as they did not recognise *caja*, but most could perhaps eliminate *regalos* and *ascensor*. The correct answers were as follows:

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

#### **Exercise 2**

This was also very well done by almost everyone, although one candidate selected 6 images. The correct selection was as follows:

**Question 6 B C F G I**

#### **Exercise 3**

This exercise was well done by many candidates, although some were misled in **Question 7**, matching *maletas* with *ropa* instead of *equipaje*. The correct answers were as follows:

**Question 7 F    Question 8 C    Question 9 D    Question 10 B    Questions 11 E**

#### **Exercise 4**

This exercise proved a little more demanding, although the majority of candidates attempted all questions, often with great success. The most problematic areas were **Question 15**, where only half were able to score, and **Question 19**, which proved to be by far the most difficult in the whole exercise. Responses were marked generously here, with errors involving verb endings being usually tolerated. The correct answers were along the following lines:

- Question 12** *ir a la playa*  
**Question 13** Any 2 from: *no sabe andar a caballo / no hay piscina / no hay televisión*  
**Question 14** *es muy fácil / es muy agradable*  
**Question 15** *primero andar despacio / después ir más rápido cuando se sienta segura*  
**Question 16** *(tienen) formas diferentes / colores diferentes*  
**Question 17** (i) *nadar*    (ii) *pescar*  
**Question 18** *hará sol*  
**Question 19** *qué le gusta leer a Teresa*

## Section 2

### Exercise 1

This comprehension and correction exercise proved rather difficult for average or weak candidates, and full marks were uncommon even for many strong candidates. A significant number of candidates lost marks 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 20** V  
**Question 21** F *El dinero les dio la municipalidad*  
**Question 22** F *La asociación juvenil tiene muchas diversiones*  
**Question 23** V  
**Question 24** F *Los jóvenes están dispuestos a colaborar*

### Exercise 2

This comprehension exercise provided varying levels of success, with **Questions 25** and **28** proving to be the most taxing for many candidates. The only areas with widespread success were **Questions 26** and **29b**. Far too often there was a reliance on lifting phrases from the text, which were sometimes not relevant to the question. Candidates would be well-advised to use their own words rather than copy lengthy sections from the text, as the most successful answers were almost always the most succinct ones. The correct answers were along the following lines:

- Question 25** *Hay más líneas de teléfono móvil que habitantes.*  
**Question 26** *Necesita piezas para arreglarlos.*  
**Question 27** *La ropa.*  
**Question 28** *Los usa.*  
**Question 29** (a) *Era una obsesión.*  
(b) *Estaba loco.*  
**Question 30** *Tienen varios móviles.*

## 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. The following options were deemed to be correct and were awarded the mark:

- Question 31** *mi*  
**Question 32** *en*  
**Question 33** *con*  
**Question 34** *de*  
**Question 35** *la*  
**Question 36** *para*  
**Question 37** *había*  
**Question 38** *que*  
**Question 39** *estaba*  
**Question 40** *las*  
**Question 41** *su / la*  
**Question 42** *Había / Tenía / Vio*  
**Question 43** *desde*  
**Question 44** *a / por*  
**Question 45** *de*  
**Question 46** *se*  
**Question 47** *al*  
**Question 48** *que*  
**Question 49** *has*  
**Question 50** *tan*

# SPANISH (SYLLABUS B)

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Paper 3035/22  
Reading Comprehension

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