

# SPANISH

Paper 3035/12  
Translation and Composition

## Key Messages

1. Candidates must observe the word limit of 140 – 150 words. Many essays, especially in response to **Question 1**, were too long. Any work in excess of the word limit is not given any credit for language content.
2. **Questions 1** and **2** (all options) give candidates considerable flexibility in the content of their response provided the specific criteria in each question are fulfilled. This should help candidates to tailor their answer to their own strengths, by using vocabulary and structures in Spanish which they know. Candidates who try to translate from their own language rather than write what they can directly in Spanish tend to encounter difficulties. It is better to express something simply but accurately rather than to attempt more challenging constructions or vocabulary which are inaccurate.
3. Candidates are only rewarded for work in Spanish. There were many examples of candidates including words in English when they did not know the vocabulary in Spanish. Candidates need to find another way of expressing the idea with vocabulary they know in Spanish.

## General Comments

The overall standard of work was similar to that seen in previous sessions. There were fewer very good papers, and a higher incidence of the use of English in answers where candidates did not have the relevant vocabulary in Spanish.

## Comments on Specific Questions

### **Question 1**

The majority of candidates were able to recount the story depicted in the illustrations. It is good practice for candidates to allocate a set number of words for each picture (20 – 25), with some flexibility to allow for more or less information to impart, in order to ensure that the word limit is observed. The words are counted by Examiners and excess length can only be credited for Content, not Language. This means that candidates are advised to focus on clear and accurate language within 150 words in order to achieve the highest mark possible for them. Content attracts 5 marks, but Language is worth 20 of the 30 marks available.

See below for a version of the **type** of response expected by Examiners; many differing renditions are acceptable and could attract higher marks.

1. Era un día soleado y la familia Blanco decidió ir a almorzar en una terraza cerca de su casa. Los padres escogieron café solo, Ana escogió zumo y Pedro pidió leche. 28
2. Pedro sacó una foto y un chico en bicicleta y una chica en moto se acercaron. 16
3. Desafortunadamente, hubo un accidente. El joven se cayó al suelo y la chica se fue de prisa. 17
4. Todos corrieron para ayudarle al chico y Pedro tomó una foto de la matrícula de la motocicleta antes de llamar a la policía. 23
5. La ambulancia llegó muy rápido y el chico fue llevado al hospital. Pedro mostró la foto al agente de policía. 19

6. Dos días más tarde la familia visitó al chico, que se recuperaba en casa, y le dieron regalos. Vieron en la televisión que la policía había arrestado a la chica culpable. Todos estaban aliviados. 34

Total 137 words

## Question 2

Candidates are advised to prepare their answer before writing. First, they should choose the format which best suits their experience. Secondly, it is a good idea to underline the five key points in every task and tick these off as they are covered in the answer. Lastly, candidates should treat the five points in the same way as the pictures in **Question 1**; divide up the words available and allocate a roughly equal number to each aspect of the question and check that the total is within the word limit.

- (a) Key points: 'por qué te gustan tus novelas' / 'tu personaje favorito' / 'el argumento de la novela que te gusta más' / 'un incidente que te impresionó en particular' / 'Pregunta cómo empezó a escribir'

The candidate must set out the answer as a letter, with the normal 'Querido/Querido .....'. The letter is from the candidate so is in the first person; candidates need to change the vocabulary in the question accordingly – e.g. 'Me gustan sus novelas porque son tan originales.' 'Mi personaje favorito es James porque es muy valiente cuando rescata a su amigo.' 'El argumento trata de un viaje por el mundo en el siglo 19 cuando era difícil viajar.' 'Me impresionó mucho la aventura que tuvieron en las montañas en Francia, donde esquieron para escaparse de un chico malo.' '¿Empezó usted a escribir en el colegio?'

Most candidates were able to recall or invent a book they had liked. There was inconsistency in use of 'tú' or 'usted'. Examiners usually accept either, provided the candidate is consistent throughout. The correct phrases for opening and closing a letter were not always accurate.

- (b) This option attracted many responses. However some candidates must read the question more carefully and ensure they are clear about what they are being asked to do. The question sets the context of a candidate who has been given a task by his or her history teacher. The candidate must talk to a grandparent to find out about what it was like to be young many years ago. The candidates will therefore write the conversation between the candidate and the grandparent.

The five key points are: 'cómo era su casa' / 'su familia' / 'sus estudios en la escuela' / 'lo que hacía en sus horas libres' / 'si tu abuelo/abuela piensa que la vida es mejor para los jóvenes hoy en día o no'

A number of responses did not include all the points. Some did not change the stimulus material in the question, for example repeating 'su familia' rather than asking '¿Cómo era tu familia?', when the 'tú' form is being used elsewhere in the answer. There were some good dialogues where candidates had clearly practised the format and included all the information.

- (c) The narrative attracted a number of responses and gave candidates much scope in using their imagination when describing their experience as a film extra.

The five key points are: 'Describe tu papel en la película' / 'la ropa que tuviste que llevar' / 'lo que hiciste exactamente' / 'el horario del día' / 'si te gustó ser actor / actora, y por qué'

Candidates can use language from the question, but it must be manipulated appropriately. For example: 'El horario del día era muy largo, desde las cinco de la mañana hasta las nueve de la tarde.' 'La ropa que tuve que llevar era horrible - unos pantalones viejos y una camisa sucia.' 'Me gustó bastante ser actor pero era aburrido también. Preferiría trabajar en un hospital.'

### Question 3

The most important factor in choosing this option is that the candidate has had considerable experience in the task in preparation for the examination. The passage must be translated exactly into Spanish so absolute accuracy is required. Candidates must be able to recognise different tenses and to be able to translate them precisely in the correct person of the verb. If there is any error in the word group as seen in the mark scheme, the mark is not awarded.

As mentioned earlier, some candidates used English words in the middle of phrases in Spanish, which is not good practice.

# SPANISH (SYLLABUS B)

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Paper 3035/22

Reading Comprehension

## Key Messages

Candidates will improve their results by developing a sound knowledge of the Minimum Core Vocabulary and grammatical structures as listed in the Defined Content Booklet.

Candidates are reminded to attempt every question and to avoid leaving blank spaces, especially in multiple choice items, **Section 1, Exercises 1, 2 and 3** and the true/false section in **Section 2**.

In **Section 1, Exercise 4** candidates are rewarded for being able to locate the answer in the passage so should read the question and the text carefully. Usually single words or a short phrase can be sufficient to answer the question.

In **Section 2 Exercise 1 and 2** closer reading of the text is required and sometimes manipulation of the text and/or grammatical structures.

To score highly in **Section 3 candidates** need to be able to understand the text as well as the vocabulary or grammatical structure that is required. Attention to detail is essential in this section of the test.

## General Comments

Most candidates appeared to have a good understanding of the texts and attempted all the questions with confidence. Only a small number of weaker candidates omitted the more challenging questions.

The multiple choice questions in **Section 1** were accessible across the ability range and many candidates performed well in this part of the test.

In **Section 1, Exercise 4** most candidates were able to locate the correct answer in the passage and those who understood the text gave succinct and accurate answers. Candidates who copied large chunks of text indiscriminately lost marks.

**Section 2** of the examination required candidates to display a sound knowledge of basic grammar and, when required to avoid ambiguity, to be able to use appropriate pronouns, verb endings and tenses. Candidates need to be able to show genuine comprehension in order to perform well in this section of the test.

**Section 3** of the test proved to be the most demanding. The cloze test discriminated most markedly between the stronger and the weaker candidates. Candidates were required to read the text carefully, and show their understanding by writing the correct word in each gap. A sound knowledge of grammar and a wide range of vocabulary is essential for candidates to succeed.

## Comments on Specific Questions

### **Section 1**

#### **Exercise 1**

#### **Questions 1-5**

Many candidates scored full marks on this section.

The items of vocabulary which caused problems for some candidates were *uvas* and *hambre*.

**Question 1**

Most knew *uvas* and linked it with **A**, but a few weaker candidates wrongly chose **D**.

**Question 2**

Most knew *pescar* and linked it with **C**.

**Question 3**

Most knew *raqueta* and linked it with **D**.

**Question 4**

Most knew *perfumería* and linked it with **A**.

**Question 5**

Most knew *hambre* and linked it with **B**, but a few weaker candidates wrongly chose **D**.

**Exercise 2**

**Questions 6-10**

Most candidates scored full marks on this section with only **Question 7** proving more challenging for weaker candidates.

**Question 6**

Most candidates were able to link *chaqueta* with **E**.

**Question 7**

Most candidates knew *enfermo* or *cama* and linked it with **B**, but a few candidates wrongly opted for **F**.

**Question 8**

All candidates knew *lavarme las manos* and linked it with **C**.

**Question 9**

Most candidates were able to link *bailar* with **A**.

**Question 10**

All candidates were able to link *voleibol* with picture **A**.

**Exercise 3**

**Questions 11-15**

Some candidates scored full marks in this section.

**Questions 12** and **15** were the most difficult, mainly for the weaker candidates whereas **Question 11** was completed successfully by most candidates.

**Question 11**

Most candidates successfully selected **B**.

### Question 12

Candidates had to read the whole of the first paragraph to get the correct answer of **C** but many weaker candidates wrongly selected **A**, as *a pie* was mentioned earlier in the text.

### Question 13

Many candidates recognised that **B** was the correct answer but some candidates incorrectly opted for **A**.

### Question 14

Most candidates correctly selected **A**.

### Question 15

This question discriminated at all levels as only those candidates who fully understood the text were able to eliminate *un baño* and *agua mineral* and successfully select **A una ducha**.

### Exercise 4

#### Questions 16 – 25

Overall candidates performed well on this exercise and were able to locate the correct answer in the text. The best candidates read the text and questions carefully and were able to give succinct and accurate answers. Some candidates lost marks by indiscriminately lifting from the text and showing little comprehension of the question. **Questions 18, 19 and 24** were accessible for all candidates but weaker candidates struggled with **Questions 21 and 23**.

#### Question 16

Most candidates were successful with this question and answered with *sus padres están ocupados*.

#### Question 17

The majority of candidates were able to locate the correct part of the text and answer with *son peluqueros* but some candidates did not fully understand the question and answered with *proprio comercio* or *en la Plaza Mayor*.

#### Question 18

Most candidates successfully understood the question and answered correctly with *ayuda a sus tíos*.

#### Question 19

This question was successful for the majority of candidates who answered *está realmente cansada todo el tiempo*.

#### Question 20

Nearly all candidates were able to locate the correct part of the text and many answered with *no está ninguno de sus amigos del colegio* but some incorrectly answered with *se sienta un poco aislada*.

#### Question 21

The more able candidates were able to answer correctly and succinctly with *charlar* but many candidates misunderstood the question and answered with *pasan el verano aquí con sus abuelos*.

#### Question 22

Many candidates were able to locate the appropriate part of the text and answer correctly with *cocinar*. Weaker candidates lost marks by answering incorrectly with *charlar o a veces cantar* or *traje su ipod y puede escuchar sus canciones favoritas*.

### Question 23

The higher ability candidates were able to answer correctly with *fregar los platos* but some weaker candidates responded with a wide range of incorrect answers including *una receta*.

### Question 24

Most candidates were able to answer correctly with *le echo demasiada sal*.

### Question 25

Most candidates found the right area of text but some found it difficult to choose the appropriate part, many weaker candidates opting for *tengo muchas ganas de verte*. The best candidates understood the question and provided the correct answer *una comida sorpresa*.

## Section 2

In this section, candidates are expected to understand longer texts which contain more complex language than in **section 1**. They will need to use their knowledge of different tenses when reading the questions and the text and to apply it, in some instances when answering the questions.

It is expected that candidates will be able to change verbs and pronouns from the first to the third person to answer the question correctly.

Careful lifting of the text is acceptable but candidates are expected to eliminate words which are superfluous or do not follow on logically from the question.

### Exercise 1

#### Questions 26-30

Many candidates performed well on the True/False element of the task but fewer were able to provide an appropriate justification for the false statements. Those candidates that understood and were able to correctly manipulate the text did well in this part of the test.

**Questions 27F, 28F and 30V** were the most accessible across the ability range whereas **26J, 27J and 28J** were the least accessible.

#### Question 26F

Many candidates recognised the statement to be false and the higher ability candidates were able to answer accurately and succinctly with *faltaba dinero*. Many candidates did a double correction of the sentence with *fue imposible ir a las clases cerca de su casa porque faltaba dinero* which was not penalised. The stronger candidates were able to change *me faltaba dinero* in the text to *le faltaba dinero*.

#### Question 27F

The majority of candidates identified this as a false statement. Most candidates were able to locate the correct part of the text but only the better candidates were able to change the reflexive pronoun from the first to the third person and answer with *tendría miedo de hacerse daño*.

#### Question 28F

Most candidates knew this was a false statement but only the very best candidates were able to provide the appropriate justification of *colocó un anuncio en el periódico*. The irregular verb *colocar* caused candidates some problems with many keeping the first person of *coloque*.

#### Question 29V

Higher ability candidates understood the question and the text and knew this statement was true but many candidates misunderstood the expressions *a pesar de* in the question and *aunque* in the text and wrongly selected false.

### Question 30

Candidates across the ability range were able to recognise this question to be true linking *más seguros* in the question with *menos peligroso* in the text.

### Exercise 2

#### Questions 31-36

The higher ability candidates were able to fully access the more challenging text and questions in exercise 2. **Questions 33a** and **35** in this section were the most accessible across the ability range. The questions which discriminated most were **Question 32** and **36**.

#### Question 31

Most candidates located the correct paragraph in the text but many chose the wrong part or lost marks for copying indiscriminately. The best candidates wrote (*acaba de*) *recibir un premio por su última película* which was a direct lift from the text.

#### Question 32

This question discriminated across the whole ability range as although candidates knew where to find the answer careful reading of the text was needed to locate (*sabe que*) *tendrá empleo hasta el año 2030*, which they were able to lift directly from the second paragraph. Candidates had to eliminate *ya que* which invalidated the response. Answers such as *la mayoría de los directores de cine se preocupan constantemente por su futuro profesional* suggested that the candidates did not understand the question.

#### Question 33

- (a) Candidates of all abilities were able to understand the question and locate the answer of (*muy*) *nervioso* successfully in the text. Candidates lost marks for keeping the answer in the first person *me puso muy nervioso* or for copying large chunks from the text.
- (b) Many candidates clearly understood the question and were able to lift the answer (*la usó para*) *escribir el texto de su primera película* directly from the text. Weaker candidates lost marks by copying the whole sentence from the text.

#### Question 34

This question was handled well by the top half of the candidates who were able to answer accurately and succinctly with (*había muchos*) *robos y peleas (por la calle)*. Candidates were able to lift this answer directly from the text but those who lost marks did so by adding the second part of the sentence *esas cosas han marcado mi vida como director de cine de terror* and invalidating their response.

#### Question 35

This question was answered well across the ability range. The best candidates were able to change the pronoun to the third person (*su momento preferido es*) *cuando el personaje horrible aparece en la pantalla*. Some weaker candidates did not understand the question or fully read the text as *el personaje principal es el más feo y más horrible que puedes imaginar* was a common wrong answer.

#### Question 36

This question discriminated at all levels. The best candidates were able to lift (*en los años 50*) *no tenían ordenadores*. Many incorrectly wrote *no tenían tecnología* whilst others wrongly copied *hoy en día la tecnología nos permite mostrar a personajes horribles sin dificultad*. Candidates had to read the paragraph carefully to elicit the answer.

### Section 3

Candidates found the gap fill task very challenging. Candidates had to understand a demanding text and apply their knowledge of Spanish vocabulary and grammar to be successful. Some candidates left blank spaces.

### Exercise 3

#### Questions 37-56

##### Question 37

*Pasado* was the only possible answer here that only the very best candidates identified.

##### Question 38

Many candidates successfully opted for *con*.

##### Question 39

This question really tested all candidates. Most recognised the need for a verb but very few were correct with *tuvimos*. Candidates had to be familiar with the construction *tener que* and be able to conjugate it correctly in the 1<sup>st</sup> person plural in the preterite.

##### Question 40

Many candidates across the ability range correctly wrote *en*.

##### Question 41

Many candidates correctly wrote *a*, but many wrote *de*.

##### Question 42

Many candidates were able to complete the common compound pronoun *todo (el mundo)*

##### Question 43

Only the best candidates were able to write *más*, other common answers were *de*, *que*, *tan* and *muy*.

##### Question 44

Not all candidates recognised the need for a verb, and only the stronger candidates could answer correctly with *había*.

##### Question 45

Ideally candidates answered with *vinieron* but *fueron* and *estaban* were also accepted. Some candidates recognised the need for a verb but wrote *ir* and other incorrect answers were *para*, *y* and *en*.

##### Question 46

There was a wide range of incorrect answers but a few candidates were correct with *habían*.

##### Question 47

Most higher ability candidates recognised the need for *para*.

##### Question 48

This was answered well across the ability range with *de*.

##### Question 49

Some higher ability candidates knew an infinitive was needed and correctly opted for *comer*. *Cenar* was also accepted.

##### Question 50

Candidates across the ability range knew the expression and correctly wrote *qué*.

**Question 51**

Many higher ability candidates correctly wrote *mucho*.

**Question 52**

This proved to be the most difficult gap to fill with very few understanding the need for *le*.

**Question 53**

The higher ability candidates recognised the need for *sin* to form the conjunction *sin embargo*.

**Question 54**

Some candidates knew that a reflexive pronoun was needed and correctly wrote *me*.

**Question 55**

The reflexive pronoun *se* was dealt with more successfully in this gap than the previous.

**Question 56**

Most candidates recognised the need for an expression of time but only the best candidates wrote *hasta*.