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## FOREWORD

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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

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## GCE Ordinary Level

Paper 3035/01  
Translation and Composition

### General comments

Examiners were pleased by the standard of entry this session. The majority of Centres had clearly prepared their candidates thoroughly for the examination. There was greater awareness of the importance of choosing questions carefully – this is particularly important in relation to the prose translation into Spanish, where there were many fewer instances of candidates opting for this without sufficient practice in the specific skills required. Also, Examiners felt that candidates were more aware of the mark scheme for the essay and dialogue questions as there was more evidence of planning and organisation in including the type of language rewarded. This would include avoiding lists of nouns, but using adjectives to show awareness of rules of agreement; use of a variety of verb forms and tenses; use of prepositions, adverbs and subordinate clauses.

Although there were fewer examples of candidates not answering the correct number of questions, it remains important to remind them of the following:

- that they cannot answer two options from **Question 2**
- that they must only answer two questions in total – where candidates ignore this instruction their marks will suffer as the time allocated is not sufficient to allow a full response to three questions and they will only be awarded the marks for two of those attempted.

### Comments on specific questions

#### Question 1

The picture essay about a family on a camping holiday gave plenty of scope for candidates. Examiners are flexible in accepting the candidates' interpretation of the pictures and simply need to see a coherent story based on the pictures. It is not essential to include details from each picture and candidates may include dialogue if they wish. All those who attempted this option put the story in the past tense and the vast majority used the preterite tense for the main narrative. A few instances of misuse of the imperfect tense were seen, but in general there were fewer examples of incorrect use of tenses, which is encouraging. It is essential for candidates to be fully confident of the most common verbs in the preterite, in a number of persons of the verb. There were problems with the third person use of *poner* and *decir* in particular. Sadly, *ir* also caused difficulty. More candidates struggled with the third person plural of regular verbs such as *comer* in dealing with **Picture 5**. Vocabulary was very accessible, dealing with food, sport, leisure and holidays, but *la tienda* was not widely known. Candidates should not be concerned if they find that they do not know a specific word which seems to be essential, as it is usually possible to get round the difficulty. For example, for **Picture 1**, the story clearly places the family in the campsite: *Llegamos al camping Miramar a las dos de la tarde y aparcamos el coche cerca de unos árboles, a la sombra.* **Picture 2** can then avoid reference to the tent by tackling the material in this way: *Media hora más tarde, todo estaba preparado y nos sentamos a comer al aire libre.*

**Question 2**

The most popular option was **(a)** and there were many very competent essays. There were also some very good answers to **(b)**, where candidates had clearly practised writing dialogues without narrative links and with a good variety of language items. In fact, the best performances for this question were seen on this particular option. The third option was chosen by fewer candidates, but gave much scope for individual approaches to the subject matter. There were some thoughtful responses and sensitive descriptions of helping newly arrived refugees.

**Question 3**

There were two types of answer to this question, namely those which showed good experience in translation and generally scored well, and those where the candidate would have been better advised to attempt a second essay type question. In the latter case, although candidates may have known the essential vocabulary, they found it difficult to identify structures and achieve an accurate rendition of the text.

In general, the text was accessible with few vocabulary problems. Candidates mostly interpreted tenses correctly but found subjunctive structures more challenging. It is important to ensure that all details are included: in the third paragraph, phrases such as 'all day and night', 'hundreds of very old trees' and 'quiet clean town' often had some elements missing. Examiners were pleased by the improvement in the overall standard of work seen on this question and recognise the degree of preparation involved.

<p><b>Paper 3035/02</b></p>
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<p><b>Reading Comprehension</b></p>
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**General comments**

This year's paper was done better than at any time in the recent past. Candidates were generally well prepared for it and nearly all of them tackled the first four exercises well. The final two exercises were the main discriminators between candidates of average strength and those who were very strong. A pleasing number of candidates achieved the maximum possible score of 60 marks.

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

This exercise was done well or very well by the majority of candidates, who scored 5 or 6 out of 6. **Question 3** seemed to cause most problems – several candidates could not make the link between '*pagar los pantalones*' and '*caja*' and opted for C or D instead of the correct option. The correct answers were:

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

**Exercise 2 Questions 7-13**

This exercise was done perfectly by the majority of candidates, but those who erred usually made two errors, by virtue of getting two answers the wrong way round. **Questions 9, 10, 11** and **13** were the ones most commonly answered incorrectly. The correct answers were as follows:

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

**Exercise 3 Questions 14-20**

This proved to be a very accessible exercise, with a majority of candidates scoring full marks. A few mistakenly included Antonio among their answers, or got two answers the wrong way round. The correct answers were as follows:

**Question 14:** Pedro; **Question 15:** Diego; **Question 16:** Sancho; **Question 17:** Carlos; **Question 18:** Felipe; **Question 19:** Manolo; **Question 20:** José.

**Section 2****Exercise 1 Questions 21-29**

The true-or-false exercise was done quite well: strong candidates had little trouble in scoring full marks, and the majority scored 7 or 8 out of 9. Only a small proportion made three or four mistakes. The trickiest questions were **Question 24** (in spite of the text saying that *ya se vendieron todas las entradas para los tres conciertos que se darán en Londres* some candidates thought tickets were still available); **Question 27** (*sonrió al escuchar de todas ellas las palabras de Hero, su primer número uno británico* should have indicated that the fans were singing Iglesias's music); and **Question 28**. The correct answers were as follows:

**Question 21:** V; **Question 22:** F; **Question 23:** F; **Question 24:** F; **Question 25:** F; **Question 26:** V; **Question 27:** V; **Question 28:** F; **Question 29:** V.

**Exercise 2 Questions 30-37**

Although stronger candidates scored 9 or 10 or the full 11 marks, this comprehension exercise provided a suitable challenge for weak to average candidates. The questions that caused most difficulty were **Questions 34 (a), 35 (a), 36 (b)** and **37**. No credit was given to *Internet* as a full answer to **Question 35 (b)**. Correct answers were along the following lines:

- Question 30** *para introducir los jóvenes a la lectura*
- Question 31** *para olvidar los problemas or para escaparse del mundo*
- Question 32** *los amigos or alguna amiga or un autor conocido*
- Question 33** *porque le gusta leer or porque pertenece a ese 8% de adolescentes (de 12 a 16 años) que dicen que les gusta leer or porque no hay muchos adolescentes de su edad a quienes les gusta leer*
- Question 34** (a) *pierden interés en la lectura*  
(b) *vuelven a descubrir la lectura*
- Question 35** (a) *porque se publican tantos cada año or porque están confundidos ante la cantidad de libros que se publican*  
(b) *el Servicio de Orientación a la Lectura or el nuevo servicio en Internet or el nuevo Servicio que ayuda a elegir libros*
- Question 36** (a) *escogen los libros que los profesores les han mandado comprar*  
(b) *compra toda clase de libros or compra libros aparte de los que están en la lista or lee libros porque le dan curiosidad*
- Question 37** *convertirlo en un gran lector adulto or que siga leyendo or que lea cuando sea mayor*

**Section 3****Exercise 1 Questions 38-57**

The Cloze test was a very demanding exercise for the weakest candidates, who could only manage to score 1 or 2 marks. At the other end of the scale, a handful of candidates were able to score the full 20 marks. **Questions 41, 43, 48, 53 and 57** were accessible to all but the very weakest candidates. The least well attempted were **Questions 39, 47, 52, 55 and 56**. In **Question 44** the alternative *en* was unacceptable. The correct answers were as follows:

<b>Question 38</b>	con
<b>Question 39</b>	hace/los/unos/casi/sus
<b>Question 40</b>	a
<b>Question 41</b>	es
<b>Question 42</b>	se
<b>Question 43</b>	de
<b>Question 44</b>	a
<b>Question 45</b>	la
<b>Question 46</b>	hasta
<b>Question 47</b>	siguiente
<b>Question 48</b>	que
<b>Question 49</b>	en
<b>Question 50</b>	estaba/estuvo
<b>Question 51</b>	al
<b>Question 52</b>	lo
<b>Question 53</b>	más
<b>Question 54</b>	una/esta
<b>Question 55</b>	habían
<b>Question 56</b>	les
<b>Question 57</b>	volver/regresar/viajar/veranear/ir/vivir