

# SPANISH (SYLLABUS B)

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Paper 3035/11

Translation and Composition

## General comments

Candidates were generally well prepared for the type of questions set and most chose options which reflected their preparation in class. Overall, there were fewer scripts gaining the highest marks and more than usual at the lower end of the mark scheme. Candidates need to be even more aware of the need for accuracy as well as range in their answers to ensure a successful outcome, and to pay attention to the word count: when a maximum length is specified, work which exceeds the specified limit is not rewarded.

## Comments on individual questions

### Question 1

The key point to bear in mind when approaching this option are that the story must be told in the preterite, the events shown in the pictures should form the structure of the narrative, and candidates should include a range of grammatical structures (as outlined in the specification) to access the highest marks available. This could include, for example, the use of adjectives, subordinate clauses linked with conjunctions, prepositional phrases, idioms with *tener* and reference to time clauses. In addition, the work should be as accurate as possible, given the choice of forms of expression available.

Candidates expressed the narrative well in their answers. The best answers included some dialogue for pictures 3 or 5 and used the imperfect tense to describe the feelings of the characters in pictures 3 – 6. Candidates have a degree of choice in how they interpret the story and should use this to choose the verbs they know best and can use accurately in the preterite tense.

### Question 2

- (a) The best answers here took advantage of the opportunity to write about themselves and their interests in detail. This was the main focus of the task, rather than imagining the adventure holiday itself. Some made reference to previous experiences in various sports and community activities to show how they were suited to the challenge.
- (b) This option was generally answered fairly confidently as it seemed to appeal to the concerns of a number of candidates. It is important to plan answer to this Question before starting because there is a tendency to repeat oneself and exceed the word count as specified. This meant that in some cases more interesting material was not marked as it came after the maximum length was reached.
- (c) Again, there were some interesting responses, where candidates gave a good account of their home area and its attractions for tourists. It was advisable to plan this answer also, following the suggestions given in the question itself, to ensure a range of material and encourage a wider use of tenses and constructions.

### Question 3

The vast majority of candidates who choose this option have already been prepared for the task in class. This is most sensible. Generally, translations showed awareness of grammar and syntax. The most successful candidates were able to deal with the precise nature of the task, translating exactly what was given in English, whilst recognising how to render ideas into the correct Spanish phrase. An example of this would be the idea of 'only .. learning Spanish for one year' which could be translated using *llevar + un año + gerund*. Often details were omitted, such as 'nearly every day', 'I will definitely visit my family ..' Overall, candidates who do well are proficient in a range of tenses and can also recognise constructions which require the use of the subjunctive mood.



# SPANISH (SYLLABUS B)

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Paper 3035/12

Translation and Composition

## General comments

Candidates were generally well prepared for the type of questions set and most chose options which reflected their preparation in class. Overall, there were fewer scripts gaining the highest marks and more than usual at the lower end of the mark scheme. Candidates need to be even more aware of the need for accuracy as well as range in their answers to ensure a successful outcome, and to pay attention to the word count: when a maximum length is specified, work which exceeds the specified limit is not rewarded.

## Comments on individual questions

### Question 1

The key point to bear in mind when approaching this option is that the story must be told in the preterite, the events shown in the pictures should form the structure of the narrative, and candidates should include a range of grammatical structures (as outlined in the specification) to access the highest marks available. This could include, for example, the use of adjectives, subordinate clauses linked with conjunctions, prepositional phrases, idioms with *tener* and reference to time clauses. In addition, the work should be as accurate as possible, given the choice of forms of expression available.

Candidates expressed the narrative well in their answers. The best answers included some dialogue for pictures 3 or 5 and used the imperfect tense to describe the feelings of the characters in pictures 3 – 6. Candidates have a degree of choice in how they interpret the story and should use this to choose the verbs they know best and can use accurately in the preterite tense.

### Question 2

- (a) The best answers here took advantage of the opportunity to write about themselves and their interests in detail. This was the main focus of the task, rather than imagining the adventure holiday itself. Some made reference to previous experiences in various sports and community activities to show how they were suited to the challenge.
- (b) This option was generally answered fairly confidently as it seemed to appeal to the concerns of a number of candidates. It is important to plan answer to this type of Question before starting, because there is a tendency to repeat oneself and exceed the word count as specified. This meant that in some cases more interesting material was not marked as it came after the maximum length was reached.
- (c) Again, there were some interesting responses, where candidates gave a good account of their home area and its attractions for tourists. It was advisable to plan this answer also, following the suggestions given in the question itself, to ensure a range of material and allow for a wide use of tenses and constructions.

### Question 3

The vast majority of candidates who choose this option have already been prepared for the task in class. This is most sensible. Generally, translations showed awareness of grammar and syntax. The most successful candidates were able to deal with the precise nature of the task, translating exactly what was given in English, whilst recognising how to render ideas into the correct Spanish phrase. An example of this would be the idea of 'only .. learning Spanish for one year' which could be translated using *llevar + un año + gerund*. Often details were omitted, such as 'nearly every day', 'I will definitely visit my family ..' Overall,



candidates who do well are proficient in a range of tenses and can also recognise constructions which require the use of the subjunctive mood.



# SPANISH (SYLLABUS B)

Paper 3035/21

Reading Comprehension

## General comments

This autumn's paper 2 was well tackled by the majority of candidates. As is usually the case, **Section 1** was completed confidently and well by most, especially Exercises 1 and 2. **Section 2** was also tackled very well, with the top half of the 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. Very few candidates obtained a mark lower than 20 out of 56 for the whole paper, the full range of marks being 18 to 56 out of 60. Almost all candidates tackled all the exercises purposefully and attempted to give a response for every question.

## Comments on specific questions

### **Section 1**

#### **Exercise 1**

This was very well done by most candidates, with only **Question 3** proving tricky, with some candidates opting for B as they did not recognise *azúcar*. The correct answers were as follows:

<b>Question 1</b>	D
<b>Question 2</b>	A
<b>Question 3</b>	D
<b>Question 4</b>	B
<b>Question 5</b>	D

#### **Exercise 2**

This was also well done by most. The most common errors were in **Question 6**, where some opted for E, and **Question 10**, with the most likely errors being either C or E. The correct answers were as follows:

<b>Question 6</b>	C
<b>Question 7</b>	D
<b>Question 8</b>	A
<b>Question 9</b>	B
<b>Questions 10</b>	F

#### **Exercise 3**

This exercise was well done by the top 75% of candidates. There was no discernible pattern of errors, but a number of marks were lost by candidates who chose not to tick the required 5 boxes; several gave only 4 ticks, but one candidate selected 8 options. The correct answers were as follows:

B D F G I

#### **Exercise 4**

This exercise proved a little more challenging, although the majority of candidates worked hard to supply an answer for each question, often with great success. This exercise was marked generously with errors involving verb endings being usually tolerated, although it must be stressed that grammatical accuracy was expected in **Section 3**. Teachers should advise candidates to read questions carefully before answering; a

few candidates thought *se llama David* was the correct answer for **Question 12**, and some gave physical descriptions of David for **Question 15**. The correct answers were along the following lines:

- Question 12** *hace tres meses*  
**Question 13** *francés / es de Francia*  
**Question 14** *porque su padre trabaja allí*  
**Question 15** (i) *es (un poco) tímido* (ii) *es (super) simpático*  
**Question 16** *David invitó a Elena al cine / a salir*  
**Question 17** (i) *se pone roja* (ii) *no puede hablar*  
**Question 18** *quiere salir con él / casarse con él*  
**Question 19** *perder a su amiga*

## Section 2

### Exercise 1

This comprehension and correction exercise proved rather difficult for average or weak candidates, and full marks were uncommon for many strong candidates. A significant number of candidates did not score for the basic true-or-false ticks, which in turn affected the marks available for justifying their answers. However, only a very small number failed to offer any corrections.

The correct answers were along the following lines:

- Question 20** V  
**Question 21** F *Estaba a punto de abandonar el lugar / había metido las bañeras en su camioneta*  
**Question 22** F *Fue detenido por la policía*  
**Question 23** F *Estaban viendo una película después de cenar con sus nietos*  
**Question 24** V

### Exercise 2

This comprehension exercise proved rather demanding for average and weak candidates, and few strong candidates scored highly. The only question where there was widespread success was the last one, which was multiple-choice, although **Question 29** was also quite well done. There was often a reliance on lifting phrases from the text, which were sometimes not relevant to the question; candidates would be ill-advised to copy lengthy sections from the text, and this is an area which could be proficably focussed on in practice. The correct answers were along the following lines:

- Question 25** *las consecuencias negativas de la nueva tecnología*  
**Question 26** *informar sobre las consecuencias negativas / iniciar/lanzar la campaña*  
**Question 27** (a) *tener la luz encendida /no apagar las luces*  
(b) *sentarse en una silla bien diseñada*  
**Question 28** *para permitir que los ojos y las manos descansen*  
**Question 29** *compartir el tiempo libre con los demás/con su familia*  
**Question 30** D – *preocupado*

## 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** del  
**Question 32** con  
**Question 33** mis / nuestros  
**Question 34** a  
**Question 35** era / fue  
**Question 36** se  
**Question 37** otro

General Certificate of Education Ordinary Level  
3035 Spanish (Syllabus B) November 2010  
Principal Examiner Report for Teachers

<b>Question 38</b>	para / a
<b>Question 39</b>	había
<b>Question 40</b>	al
<b>Question 41</b>	Por
<b>Question 42</b>	iba / salía / fue
<b>Question 43</b>	ya
<b>Question 44</b>	que
<b>Question 45</b>	lo
<b>Question 46</b>	antes
<b>Question 47</b>	a
<b>Question 48</b>	de
<b>Question 49</b>	me / nos
<b>Question 50</b>	porque.

# SPANISH (SYLLABUS B)

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Paper 3035/22  
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<b>Question 46</b>	antes
<b>Question 47</b>	a
<b>Question 48</b>	de
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