

# SPANISH

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<p>Paper 3035/11 Translation and Comprehension</p>
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## Key messages

It was pleasing to note that virtually all candidates followed the rubrics regarding the number of questions to be answered.

The most important key message is to advise candidates to check the **length** of their answer when responding to **Questions 1** and **2**. The rubric states that they should write between 140 –150 words. They will be credited for general content (maximum mark 5) if they write more, but will not be awarded for language (maximum 20 marks).

The **preparation** of the response to **Questions 1** and **2** is key to achieving the correct length.

In answering **Question 1**, candidates should plan the content of their answer by allocating approximately 20 words to each picture, giving themselves another 20 words to add interest or complexity where they wish. It is not necessary to give equal attention to every picture provided the overall story is conveyed.

In the options for **Question 2**, it is essential that candidates note down the **five elements of each question**, and ensure that they are all answered.

In **Question 3**, the translation into Spanish, candidates must translate the passage **exactly**. Some candidates clearly have had practice on this skill, but if that is not the case, it is advisable to choose an essay question.

## Comments on specific questions

### Question 1

The majority of candidates who chose this question succeeded in telling the story effectively. The narrative was that two young people discovered that their grandmother's brother had emigrated to New York in 1960. She did not know where he was and the young people decided to launch an internet search for him and also published an article in a newspaper. The grandmother's brother saw the article and phoned the young people. Shortly afterwards he returned to be reunited with his sister and her grandchildren.

The past tense was generally used correctly although the 'pretéritos graves' still cause problems. The best essays showed careful planning, where the candidate did not simply relate events in short sentences, but considered how to incorporate complex language. An example of this could be in Picture 2 – rather than say 'their grandmother was sad because she didn't know where her brother was', a more complex statement could be 'after listening to their grandmother (después de + infinitive, personal 'a'), who was crying (imperfect continuous) they decided to try and help her (verbs + infinitive and prepositions, pronoun). This way of thinking through the variety of language, if used accurately, will result in higher marks.

There were some common errors in vocabulary, such as 'foto(grafia)' – gender; periódico – not well known; 'hablar por teléfono' – preposition, accent; 'aeropuerto' – spelling.

## Question 2

- (a) Candidates were asked to write a letter to an aunt or uncle with whom they had spent the previous summer holidays. The candidate has been invited back for next summer. The essay should be set out as a letter, with appropriate greetings and introduction. This could simply be:

Dear Aunt María

I am writing to thank you for such a lovely holiday in your home. I had a wonderful time.

It is not generally necessary to include a lot of pre-prepared phrases such as 'how are you' 'we are all well'; some candidates write several sentences which can be disregarded as irrelevant, thus wasting a fair proportion of the 140 – 150 word total.

The five elements which had to be covered in the body of the answer were:

- por qué te gusto la visita
- una excursión fantástica
- qué hiciste
- cómo viajaste
- lo que te gustaría hacerla próxima vez

Candidates are advised to identify these elements, make a note of them and make sure they are included in the answer. In some cases, the information could be relatively brief, for example, 'we travelled by car'. However, it is possible to make that statement more complex – 'we travelled in my uncle's car, which he had bought only two weeks before'.

- (b) This option asked candidates to write a conversation between a young man or woman and a cinema manager. The five points which had to be included in the conversation were:

- vas a ir al cine con tu familia
- detalles de los miembros de tu familia
- lo que les gusta
- escoges una (película)

The key skills involved in succeeding in this task are the ability to construct questions and to use the form of address (here preferably 'usted') consistently. It was not necessary to know the titles of real films and candidates tended to give the information that someone in the family liked animals, another didn't like horror films and perhaps a parent liked all kinds of films. The cinema manager then suggested a film called, for example, 'El perro enorme'. It is important that the whole answer is a conversation with no prose introduction or comments.

- (c) This question asked candidates to write a report for the police, in which they recounted what happened when they witnessed a thief stealing a woman's handbag. The five essential elements were:

- dónde estabas y cuándo
- lo que viste exactamente
- cómo era el ladrón
- lo que hizo el ladrón después del robo
- cómo ayudaste a la señora

The scenario is left open to the candidate to determine the location, events, etc. As with the other two options, planning was key, in order to include all the points listed within the word limit.

The most popular option was (a), but all three were attempted.

### Question 3 – Translation

In the majority of cases, candidates scored lower on this task than on the essay questions. There is no room for interpreting or giving the gist of the English text; it must be translated precisely into Spanish. The topic was school so that the vocabulary should have been accessible to the majority of candidates. Those who attained a good standard paid very close attention to the tenses and details such as adjectives and structures with prepositions and infinitives. In addition, those candidates did not leave out any elements. Common errors ranged from careless spelling 'recientemente' 'objetos'; following prepositions 'aprendían a leer, y a escribir'; vocabulary 'el siglo veintiuno', 'nuestra escuela'; tenses "la enseñanza era más fácil', 'han sido publicados/se han publicado', 'echaría de menos'.

As stated above, candidates need to have been prepared specifically for this task in order to do well. The minority of answers were on this question.

# SPANISH

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<p><b>Paper 3035/12</b> <b>Translation and Comprehension</b></p>
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# SPANISH

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<p><b>Paper 3035/22</b> <b>Reading Comprehension</b></p>
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## Key Messages

A sound knowledge of the Minimum Core Vocabulary and grammatical structures listed in the Defined Content Booklet for IGCSE Foreign Language Spanish will improve candidate's results.

All candidates should aim to attempt every question. Leaving blank spaces offers no chance of scoring a mark.

Candidates should aim to write short, accurate answers and not rely on lifting from the text without modification. Candidates should focus on eliminating any extra material which could invalidate an otherwise correct answer.

Candidates should avoid copying out parts of the question unnecessarily. If there is only one answer line shown, the answer is expected to fit in that space.

Candidates of all abilities should allow time at the end to check their answers, or check them carefully as they work through the paper.

## General Comments

Most candidates appeared to have a good understanding of the texts and attempted the majority of questions with confidence.

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 could 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 often lost marks.

In order to perform well in **Section 2** of the examination candidates were required to demonstrate genuine comprehension of the text and statements.

**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

Most candidates scored full marks on this section.

**Questions 3** and **5** were the most successful.

#### Question 1

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

#### Question 2

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

#### Question 3

All candidates knew *once* and linked it with **C**.

#### Question 4

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

#### Question 5

All candidates knew *gato*, which was **A**.

#### Exercise 2 Questions 6–10

Most candidates scored full marks on this section with only **Question 9** proving more challenging for the weakest candidates.

#### Question 6

All candidates could link *postales* with **E**.

#### Question 7

All candidates knew *nadar* or *piscina* and linked it with **B**.

#### Question 8

All candidates knew *restaurante* and linked it with **F**.

#### Question 9

Most candidates were able to link *fotos* with **A**, but a few weaker candidates wrongly opted for **C**.

#### Question 10

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

#### Exercise 3 Questions 11–15

Some candidates scored full marks in this section.

**Questions 13** and **14** were the most difficult, mainly for weaker candidates, whereas **Question 11** was completed successfully by all candidates.



### Question 11

All candidates successfully selected **A**.

### Questions 12

Candidates had to know the correct synonym for *instituto* in the text of *colegio* in answer **B** but a few weaker candidates wrongly selected **C**.

### Question 13

Many candidates recognised that **B** was the correct answer linking *duerme mucho* with *quedar en la cama* but some candidates incorrectly opted for **C**.

### Question 14

Candidates who read the text and question carefully could answer correctly with **C**, but some candidates were distracted by the mention of *a veces* in the text that referred to *el autobús* not *desayunar*,

### Question 15

Most candidates were able to successfully answer with **C**.

### Exercise 4 Questions 16–25

Overall candidates performed well on this exercise and were able to locate the correct answer in the text. The strongest candidates read the text and questions carefully and could give succinct and accurate answers. Some candidates lost marks by indiscriminately lifting from the text and showing little comprehension of the question. Candidates were not required to manipulate verbs or pronouns in this exercise. **Questions 21** and **22** were accessible for all candidates but weaker candidates struggled with **Questions 18 (ii)** and **23**.

### Question 16

Most candidates were successful with this question and answered with *por el trabajo de su madre*.

### Question 17

The majority of candidates were able to locate the correct part of the text and answer with *viven demasiado lejos* but some candidates didn't fully understand the question and answered with *volver a casa es más complicada porque no hay autobuses* or *salir juntos al centro*.

### Question 18

This was a two-part question with most candidates successfully getting one part correct. **18 (i)** was completed more successfully than **18 (ii)**.

- (i) Most candidates were able to answer correctly with *no hay autobuses después de las 22.00*.
- (ii) Successful candidates were able to answer effectively with *no tiene dinero para un taxi* but many weaker candidates made reference to the it being *más complicada*.

### Question 19

This question was successful for the majority of candidates who answered *se enfada*.

### Question 20

The candidates who read the question carefully could locate the answer in Manuel's response and correctly answer *llamar a sus padres*. Some copied a large chunk of text indiscriminately, showing very little understanding whilst the weakest candidates chose to use Carlos's text to write their answer.

### Question 21

Most candidates answered successfully with *trabajé en un supermercado*. The direct lift in the first person was more common.

### Question 22

This question was the most straightforward in this exercise as most candidates could answer correctly with *una mota*.

### Question 23

This was the most demanding question in this exercise. The best candidates understood the question and provided the correct answer *volver a casa a cualquier hora* but the weaker candidates struggled to locate the correct part of the text and many answered with *voy al instituto y salgo con los amigos*.

### Question 24

Some candidates found the right area of text but some found it difficult to choose the appropriate part, many weaker candidates included a reference to *más libertad* in their response or gave the answer from Question 23. The best candidates understood the question and provided the correct answer from the following possibilities (*les dice/digo a sus/mis padres*) *adónde va (si sale/salgo)*.

## Section 2

In this section, candidates are expected to understand longer texts which contain more complex language than in section 1.

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 25–29

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 25T, 28F and 29F** were the most accessible across the ability range whereas **26J, 28J and 29J** proved the most challenging, requiring a justification.

### Question 25T

Candidates across the ability range were able to recognise this question to be true linking *ha logrado su sueño infantil* in the question with *de pequeña soñaba con ser bailarina y lo he conseguido* in the text.

### Question 26F

Many candidates recognised the statement to be false and the higher ability candidates could accurately lift the answer directly from the text *hay que pasar día tras día haciendo lo mismo*. Candidates who were unsuccessful lifted other parts of the text from the correct paragraph.

### Question 27T

The majority of candidates identified this as a true statement.

### Question 28F

Most candidates knew this was a false statement but only the more able candidates were able to provide the appropriate justification of *está tan ocupada que es imposible*. Successful candidates were able to change *estoy* in the text to *está* in the response. The *que es imposible* was imperative in the answer to gain the mark.

### Question 29F

Almost all candidates knew this statement was false but only the very best candidates correctly identified the exact part of the text and were able to accurately change the pronoun *me* to *le* and give the answer *lo que más le importa es compartir su amor por el baile con otros*. Candidates had to read all the last paragraph and not be distracted with *en el future mi ambición es hacer un curso para ser profesora en la Escuela de Baile Nacional*, which was a popular response.

### Exercise 2 Questions 30–36

The higher ability candidates were able to access the more challenging text and questions in exercise 2. **Questions 31** in this section was the most accessible across the ability range. The questions which discriminated most were **Question 30, 33** and **36**.

**Question 30** 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 (*es que están*) *hechos a mano (en la tienda)*, with many opting for *se hacen con muchos colores y formas*.

### Question 31

This was the most successful question across the ability range in this exercise with the majority answering with *aprender a hacer caramelos*. Those who lost marks generally did so because they copied too much from the text, therefore invalidating their answer.

### Question 32

Candidates located the correct part of the text and could lift the answer directly (*ven a Juan que*) *prepara los caramelos en medio de la tienda*, but many included extraneous material which invalidated their response.

### Question 33

Candidates across the ability range found this question very challenging and those who located the correct answer then had to change the verb from the first to the third person. Only the very best candidates answered successfully with *cuenta chistes*.

### Question 34

Most candidates understood the question and were able to locate the answer in the correct part of the text. Many could correctly manipulate the pronoun from the first to the third person and reply *le molestó (muchísimo)*.

### Question 35

The word *emocionado* in the question led candidates to the correct part of the text and they were able to lift the answer directly with *podrá escoger su propio regalo*. Some candidates lost marks by adding too much extra information, not manipulating verbs, confusing the subject or starting their response with *viene*.

### Question 36

This question discriminated at all levels. The best candidates were able to lift (*hay que hacerlo*) *con paciencia*. Many incorrectly wrote *trabajar el azúcar para darle la forma que quiere*. Candidates had to read the paragraph carefully to elicit the answer.

### Section 3

Candidates found the cloze 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

*pasé* was only answered correctly by the very best candidates.

##### Question 38

Most candidates successfully opted for *mi*.

##### Question 39

This really tested all candidates. A range of incorrect answers were offered but only a few candidates successfully wrote *durante*.

##### Question 40

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

##### Question 41

Many candidates were unfamiliar with the construction *tener ganas de*, so were unaware that *de* was needed in this gap.

##### Question 42

The higher ability candidates correctly opted for *sobre*.

##### Question 43

Only the best candidates were able to write *lo*, common incorrect answers included *la*, *ellos* and *son*.

##### Question 44

Most candidates recognised the need for a verb, but only the stronger candidates could answer correctly with *había*.

##### Question 45

Many candidates answered correctly with *viven* or *vivían*.

##### Question 46

Stronger candidates were aware they needed to answer with a verb and many were correct with *hacía* or *hizo*.

**Question 47** A range of answers were possible for this gap including *contó*, *explicó*, *dijo*, *describió*. Many had difficulty conjugating the verb in the third person preterite and others used the verb *hablar* which didn't work in this context.

##### Question 48

Many answered correctly with *un* but common incorrect answers included *al*, *una* and *en*.

**Question 49**

Many candidates across the ability range knew the expression and correctly wrote *con*.

**Question 50**

Only the higher ability candidates recognised the need for a verb and correctly answered *tenía*.

**Question 51**

Many candidates correctly answered with *para* or *por*, both were accepted as a possible response.

**Question 52**

This proved to be a very difficult gap to fill with very few correctly answering with *ese* or *aquel*.

**Question 53**

The higher ability candidates recognised the need for the imperfect tense and wrote *estaba* but many candidates used the present tense.

**Question 54**

*Como* was the correct answer but many wrote *de* or *en*.

**Question 55**

Many candidates successfully answered with *que*.

**Question 56**

Those candidates who wrote *que* for **Question 55** usually went on to write *más* correctly.