



**General Certificate of Secondary Education
January 2013**

Spanish

46951

(Specification 4695)

Unit 1 : Listening

Report on the Examination

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General Comments

Students found the papers accessible on the whole and, apart from the occasional part question omitted, were able to offer a response to the majority of questions. The rubric was well understood and students seemed to use the examples well as a guide to the type of answer required. The only question that caused a problem due to answer technique was Foundation Question 5(d) where many students overlooked the bold **not** and answered with a double negative: e.g. Isabel is **not** going to . . . *not eat sweets*. Most answers were clear and legible and even the new format questions caused no confusion. There is again evidence that vocabulary in the less practised areas, for example activities at home as in the question about Saturday afternoon, is not as well known as it was three or four years ago.

Foundation Tier

Question 1

This question was a comfortable start for most with over 92% of responses correct for sections (b) to (d) and just over three quarters of students recognising *camiseta* as T-shirt in (a).

Question 2

This question was an overlap question, appearing on both the Foundation paper and the Higher. It challenged many and the least successful part, section (b), found less than a quarter able to link *acostarse* and *descansar* to the bedroom. On the other hand, 77% were able to pick out *flores* and link it to the garden.

Question 3

This question also appeared on the Higher paper and was targeted at grade C so it was pleasing that over 63% managed to score one or two marks on (a) and over half in (b). The least well known word was *lento*.

Question 4

This question received a mixed response. Parts (b) to (d) were answered accurately by over 75% but, surprisingly, only 33% were able to pick out *ruido*, *toco la batería* and *guitarra* and see the link to music in part (a).

Question 5

This question contained the least well answered question on the paper with fewer than 20% of students being able to recognise *sacar buenas notas* as 'to get good grades/marks' in part (a). Around 68 – 70% of students coped comfortably with parts (b) and (d) (although many ignored the bold **not** in the question) but only 37% could recognise *hacer ejercicio* in part (c).

Question 6

This question was tackled well and it was pleasing to see students cope easily with a new style question. The best known vocabulary was *pelo largo y liso* and *simpática y amable*. The least well known was *pendiente*, *barba* and *perezoso*.

Question 7

This question showed students coping well in less familiar topic areas. 96% heard *electricidad* and linked it to electric cars and 76% managed to grasp that car-sharing was being referred to in (a). Part (b) was more challenging with 57% recognising *ir a pie* or *andar*.

Question 8

This question reveals the difference between the skills of reading and listening as a surprisingly low 44% were able to pick out the word *mar* and relate it to the picture of the coast, possibly because *mar* is a short word to listen to. This figure would have been much higher had the students seen the word. 90% knew *instituto* and 99% recognised *parque*.

Question 9

This question was an accessible end to the paper with 92% scoring two or three of the three marks and 99% scoring at least one mark.

Higher Tier

Question 1

This question was also on the Foundation paper and, although it was more accurately answered overall, the same vocabulary caused the difficulties as at Foundation. Once again, however, students took the new question style in their stride.

Question 2

This question produced a surprising result in that students found part (a) harder than (b). 69% linked *servir*, *propinas* and *cenar* with the picture of the waitress and 85% deduced that *investigar una historia* and *entrevistar a la gente* must be the journalist.

Question 3

This question was well answered as it was an 'A' grade question. 59% managed to conclude that (b) was a positive response, nearly 70% heard the negative attitude in (a) and around half gave accurate answers to (c) and (d).

Question 4

This question was very well done with over 90% achieving at least one mark for each of the 3 responses. The item of vocabulary that seemed to cause the most difficulty was *emborracharse* in (c) as in this question only 42% attained both marks compared to over 70% for the other two.

Question 5

This question was impressively handled as this was an 'A' grade question on the challenging topic of the environment. Between 72% and 86% correctly answered parts (a) to (c) while part (d) was found a little more difficult with 66% able to pick out ingredients for the recipes referred to in the answer.

Question 6

The response to this question was quite mixed. 97% answered (b) accurately whereas only 66% knew *vaqueros*.

Question 7

This question was extremely well answered. The number of correct answers went from 58% for part (b) to 71% for part (a).

Question 8

This question also appeared on the Foundation tier paper and was much better answered at this level. However, only 56% were able to get both marks in (a) and 45% in part (b). It is clear that students find answers where they must respond in writing much more difficult than a multiple choice exercise.

Question 9

This question was an A* question that really differentiated and enabled the most able students to show off their knowledge of the less commonly used vocabulary and their ability to extract the precise details. The best answered section was (d) where 20% of students worked out that roads had been blocked by snow and the most testing was (a) where only 8% of students knew both *comportamiento* and *hijos únicos*.

Question 10

This question provided an accessible end to the paper for many but parts (b) and (d) showed that a large number did not know vocabulary items such as *acostarse*, *descansar* and *postre*.

Advice to teachers

Teachers entering students for this paper are to be congratulated in that they have acted upon the advice given in past Reports on the Examination. Students have been very well prepared to answer this paper. However, it is worth focusing on the points below which will enable students to prepare for the examination in summer.

- Note that the full range of vocabulary items on the word lists in the specification are available to be tested at Higher.
- Encourage students to be precise when asked to write an answer in English. The necessity for precision is particularly important in this type of question where the use of the word **exactly** means the answer requires **exact** and **full** details. Students will be expected to give full details in their responses in order to achieve the mark.
- As commented above, it should be made clear to students aiming for the top grades that precise details will be required when answering in English and that they could be tested on any item of vocabulary listed in the specification.
- Use past legacy papers for class practice, especially the Section B questions on the Higher papers as these target similar issues and elicit higher level responses typical of the A and A* grades in the current examination.

- Take note of the comments made about the items of vocabulary which were not known by many students. Ensure that your future students know these words as there is every chance that the vocabulary will be used in subsequent examinations.

Advice to students

- Write **one** letter in the answer box e.g.

A

You will not gain a mark if you write more than one, even if one of the letters is correct.

- If you want to change your answer, cross out your wrong answer e.g.

B

 A and write your changed answer next to the answer box.
- Ensure your writing is clear and legible. Do not use stylized/unusual letter formation in the examination as examiners may not be able to read your answers.
- Always look at and follow the example where given e.g. Foundation Question 3 and Higher Question 9.
- Learn vocabulary. Learn words a few at a time but on a regular basis. Set yourself a target of perhaps 5 words a day from the new words you have learned in class during the week. Over five days you will have learned 25 words.
- Always listen to the whole item before writing your answer.
- Use the 5 minutes reading time wisely and pay careful attention to those questions which ask you to answer by writing in English.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion.