



**General Certificate of Secondary Education  
June 2013**

**Spanish 46952**

**(Specification 4695) SP2S**

**Unit 2: Reading**

***Report on the Examination***

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## General Comments

The January 2013 Reading paper saw students produce performances across the mark range. Most questions at Foundation Tier proved to be accessible to the majority of students. At Higher Tier, however, many students struggled to understand the texts fully when required to answer questions in English, producing responses which were too general. Some students sat this examination as an on-screen test. This report covers the on-screen test as well as the written paper.

## Foundation Tier

Most questions proved to be accessible to students. Many tasks required non-verbal answers and were supported by icons, which assisted students in their understanding of the task.

### Question 1

This question was very well done by the majority of students as they were able to identify the correct icon in the multiple choice task.

### Question 2

This question was a matching exercise and was found to be very accessible.

### Question 3

This question tested the recognition of opinions which proved to be quite demanding for some students. Students should be made aware that in this type of question P, N, P+N they must read and understand the whole text and not simply base their answer on one sentence or phrase. The question required students to read some slightly more extended texts and it was important that students understood the angle of the question asking about opinions about having parties **at home**. Many students did not distinguish between opinions given about having parties at home or outside the home and so chose the wrong option. Perhaps they did not read the sub-heading or the question properly and did not notice the emboldened **at home** in the question.

### Question 4

This question required a one word answer in English and was well done by the majority of students. The text included some distracters, however, which led some students to the incorrect answers *pizzas and hamburgers* for (b) and *bus* for (c). It was disappointing to see that many students think that *coche* is a coach.

### Question 5

This was another question where students were required to answer in English. At Foundation Tier few students were able to provide both correct answers. In part (a) many thought Alejandro wanted to be able to smoke, misunderstanding the reference *y eso lo comprendo*. Perhaps they did not understand the expected answer *comer chicle*. Part (b) was answered more successfully.

### Question 6

In question 6 students had to choose from three options. Parts (b) and (d) were well done, but parts (a) and (c) less so, which was surprising. It appeared that *nuevo* and *muebles* were not well known items of vocabulary.

### Question 7

This question was a multiple choice task. Most students answered parts (a) and (b) correctly, although very few understood *concurso* in part (c).

### Question 8

This question required students to select three correct answers in any order and despite only having to understand short phrases it was not as well done as expected. This shows that vocabulary relating to the environment needs to be revised more thoroughly. Most students identified two correct responses.

### Question 9

Students had to identify the correct person after reading a number of texts. Most students answered successfully, although parts (a) and (c) proved to be more demanding.

### Question 10

Question 10 was a matching exercise with items to be written in English. This should have been a very accessible question but it seems that the clothes vocabulary such *vestido*, *camisa*, *corbata*, *camiseta* and *pantalón corto* were less well known than anticipated.

## Higher Tier

### General Comments

Higher Tier students scored well overall on the questions common to both tiers. Some questions proved to be very demanding, particularly those requiring a more detailed response in English. Some students sat this examination as an on-screen test. This report covers the on-screen test as well as the written paper.

### Question 1

This question tested the recognition of opinions P, N or P+N. Students at Higher Tier were more successful in understanding the angle of the question asking about opinions about having parties **at home** as well as reading and understanding the whole text. Parts (a) and (b) were less well done, however.

### Question 2

This question was a multiple choice task. Most students answered parts (a) and (c) correctly. Part (b) proved to be more challenging suggesting that *alegre* was not well known.

### Question 3

This was another multiple choice task where students had to make deductions from the text. Most students answered correctly, which was a more successful response than expected as the text was quite demanding.

### Question 4

This was a matching activity where students had to identify the correct situation. Parts (b) and (f) proved to be very accessible whereas (a) and (d) were answered least successfully as

these texts contained more obvious distractors *niños* and *matrimonio* which needed to be read more carefully and disregarded.

### Question 5

This was a very challenging question which targeted the A\* students. They were required to answer in English identifying specific details from the text and drawing conclusions. Many students understood parts of the text but failed to understand the entire sentence, leading to incorrect or incomplete answers. For part (a) Roberto was a popular incorrect choice as students had understood *ambición* and *buenas intenciones* and tried to list them as skills, while ignoring the negative comments which followed. Similarly in part (b) Enrique was a popular incorrect answer with references to him being too young and lacking experience. When answered correctly, however, the responses were very accurate and more correct details were given than were required.

### Question 6

Students had to identify the correct person after reading a number of texts. The majority of candidates found this question to be very accessible.

### Question 7

This was a P, N or P+N task and most students identified the correct opinion.

### Question 8

This overlap question required students to answer in English and proved to be more demanding than anticipated. This was answered more successfully at Higher Tier although many students thought that smoking would help concentration, misunderstanding the reference to *y eso lo comprendo*. Perhaps they did not understand the expected answer *comer chicle*. Part (b) was done better although not all knew *cómodo*.

### Question 9

Students were required to answer in English, identifying specific details from the text and drawing conclusions. This question proved to be more accessible than question 5 although *estropear* was not known in part (a) and many candidates produced some strange answers about having a relationship with a mobile phone. Parts (b) and (c) produced more correct responses. Many students misread *oído* for *odio*, however.

### Question 10

Part (a) of this question required a two word answer in English but *flor* was not that well known. The rest of the question was a multiple choice task which most students answered correctly, with the exception of part (c) where few understood *concurso*.

### Question 11

Question 11 required written responses in English and proved to be very demanding. Incorrect answers often arose because candidates did not know specific vocabulary relating to the environment such as *amenaza*, *crystal*, *calefacción* and *sequía*. There is also a tendency among some students to try to make spurious connections between Spanish and English words such as references to tyres from *tires* in part (b).

### Question 12

Part (a) required a response in English but very few students correctly identified the reference to understanding songs. Most answers mentioned learning English in general. Part (b) also proved to be quite challenging.

### Question 13

This was a selection task and most students scored at least one mark out of the two marks available.

### Advice to teachers

- Encourage students to highlight the key question words in English
- Train students to spot the distracters in a text.
- Advise students to read the whole sequence of language before answering the question so that they can see if there is a distracter.
- Make a bank of small but important words, especially negatives and intensifiers and test them regularly.
- Practise texts which elicit opinions, (P/N/P+N) especially expressions which may lead to a negative meaning eg, *demasiado* and *poco* + an adjective. There are many examples of this question style in legacy examination papers.
- If a question asks for the **most** important thing, there are likely to be a few options to choose from in the text. Train students to look for several options and then pick out the right answer.
- Note that some vocabulary items which were Higher Tier words in the legacy specification are now on the Foundation Tier vocabulary list, particularly words relating to social and environmental issues. It is advisable to check the new vocabulary lists to ensure that they are included in teaching programmes.

### Advice to students

- Ensure your writing is clear and legible. Do not use stylised or unusual letter formation in the examination as examiners may not be able to read your answers.
- Always answer in English if the question requires you do so.
- Read the questions first as they will give you an idea of what the text is about.
- Read the question carefully. Underline the key question word.
- Practise spotting the distracters in a text. Perhaps write your own short texts with them in so that you can get used to them.
- Keep a list of small but important words and phrases such as *más que nada*, *nunca*, *siempre* and learn them regularly.

- **Always** follow the example – if the example is a one word answer, **ONLY** write one word.
- If an answer asks for **two** points, only include two points. You will not gain any extra marks by writing more because the examiner will only mark the first two.
- If a word is written in bold in the question it means that you must focus on that word and take account of it when giving your answer.
- If a question has **exact** or **exactly** in it this means that you must give full details or give a longer answer to be awarded the mark.
- The questions normally relate to the order that the information is given in a text, especially if the questions relate to a longer text and you are required to answer in English. This means that the first questions will most probably relate to the first part of the text.
- **Never** leave a gap. Have a guess – you may be right!

### **Mark Ranges and Award of Grades**

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

### **Converting Marks into UMS marks**

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](http://www.aqa.org.uk/umsconversion).