

# GCSE SPANISH

Unit 1 Listening  
Report on the Examination

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4695  
June 2013

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Version: 1.0

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## General Comments

Students were comfortable with the style of the various questions and coped well with some new styles such as Foundation Question 3 (Higher Question 1) and Higher Question 4. Some of the more challenging questions were not attempted, eg Foundation Question 5 and Higher Question 9, but all students found some questions they could answer. Examples were used well to guide the responses in the majority of cases and handwriting, for the most part, was clear although there are still illegible responses and instances where corrections are written over the former response, rendering the answer indecipherable.

Of all the question styles students at all ability levels need to practise questions which require answers to be written in English, eg Foundation Questions 5 and 8, Higher Questions 6 and 9. These were the questions which were answered the least successfully.

## Foundation Tier

### Question 1

This provided an accessible start for the students and the majority scored well. I(b) was the most challenging showing that many students did not recognise *compañeros* as many opted for the picture of the elderly couple. I(d) achieved the highest number of correct responses on the paper.

### Question 2

This question was very well done for the first two parts but just over half of students answered correctly in part (c), despite the support from *lectura*, *comprar* and *novelas*.

### Question 3

This question was well handled and students had no difficulty understanding the requirements of this new style question. Many students correctly grasped the area being referred to, as these were mentioned by name, but the opinion was more challenging as a deduction had to be made.

### Question 4

This proved relatively accessible and over three quarters of students answered correctly in each section.

### Question 5

This question was only accessible to the most able students. A large number wrote a list of environmental issues on the exam papers and slotted them in to the answers seemingly without listening to the recording. *Basura* was the only word that seemed well known. Students do seem to struggle with questions requiring answers in English and also those based around the topic of the environment.

### Question 6

This question received a mixed response. Almost all students worked out that 'working hours' was the problem in (a) but slightly fewer were able to pick out the advantage and match *gimnasio* and *piscina* with 'facilities' on the list. Part (b) proved more demanding. The majority successfully made the connection to 'the journey' being the problem but significantly fewer could match *empleados* with 'colleagues' so failed to score on the advantage.

### Question 7

This was targeted to be a more challenging question and did indeed prove to be so. In 7(a), the majority of students opted incorrectly for answer A, perhaps confusing *poco* with 'small' or they did

not recognise the key vocabulary *voy a evitar los platos con grasa*. In 7(b) again the majority incorrectly chose option A, possibly linking *médicos* with ‘vitamin supplements’. The challenge in 7(b) was to understand that *Yo voy a comer algo saludable antes de salir de casa por la mañana* should be linked with ‘have a healthy breakfast’. In 7(c) the answers were divided fairly evenly across the three options but the majority selected the correct answer.

### Question 8

This was well done in parts (a) and (b) but probably not as well as if it had been a multiple choice answer. Simple responses like *dieciocho* and *pollo* usually receive a higher proportion of correct answers when options are provided. The third part was not well answered and the word *teatro* was only recognised by a minority.

### Question 9

This was well handled on the whole, considering it was targeting the more able students. Part (b) in particular was very well answered.

### Question 10

This varied from section to section. The most successful was (d) where the support of ‘camping’ in addition to *mochila* made the rucksack the sensible choice. Perhaps surprisingly (c) was the least well done; normally *ordenador* is well known and well recognised.

## Higher Tier

### Question 1

This was the same as Question 3 at Foundation and, as is to be expected, was handled very well by Higher Tier students. Over three quarters scored both marks for each question.

### Question 2

This was also well done. Part (d) was the most successful with the majority grasping the positive opinion and part (a) was least well done as a large number of students did not pick out the negative aspects to produce the ‘P+N’ response.

### Question 3

This was aimed at the more able students and was better answered than expected. A large majority responded correctly in each of the four sections.

### Question 4

Similarly this question produced a higher success rate than expected and students answered very well indeed.

### Question 5

This was created as a more demanding question but students performed very well in parts (c) and (d) showing their ability to pick up on verbs like *cambiar* and *reducir*. Parts (a) and (b) were more challenging but still a significant number of students negotiated them successfully, understanding the key words and phrases *aumento* in 5(a) and *menor número* in 5(b).

### Question 6

This was very badly done, taking into account that the question also appeared on the Foundation paper and was intended to be a relatively accessible question at Higher Tier. Basic vocabulary like *pájaro*, *incendio*, *bosque* and *río* are not well known at all and many students gave wild guesses like ‘global warming’, totally unconnected to the recording.

**Question 7**

This was well tackled for a challenging question, with almost all students scoring at least one mark on each section. The most demanding aspect was 7(b) where most students correctly chose option B but many were led to opt for E, perhaps misinterpreting the last few words *probablemente ocurrirá otra vez*.

**Question 8**

This was the same as Question 9 at Foundation Tier and, as is to be expected, was handled very well by Higher Tier students. The majority of students scored the mark for each question.

**Question 9**

This was aimed at the most able students and did indeed differentiate well. Part (a) was the best answered although many students invented a story around a clinic for drug addicts where Teresa was a patient or gave talks to addicts. 9(b) produced references to convicts (from *con víctimas*) and victims of accidents, crime etc. *El sida* was known by only a few. In (c) *el acoso* was misinterpreted as *cosas* on a number of occasions. Part (d) was the least well answered question on the paper with very few students putting together all the details required to score the mark: *casarse* was not well known and *por segunda vez* caused huge problems.

**Question 10**

This was quite well answered but not as well as expected for a question also appearing at Foundation Tier. The pattern of answers appears to be the same as for Foundation Question 7 and the extra section, part (d), was the best answered part of the question.

**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, especially when responding to questions requiring non-verbal answers. However, it is worth focusing on the points below which will enable students to prepare for the examination next summer.

- Note that the full range of vocabulary items on the word lists in the specification is available to be tested at Higher.
- Give students the opportunity to practise answering questions in English as this question style seems to be the most challenging for students of all ability levels at both tiers.
- 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.



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.



- 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.
- 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.

### 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)