

GCSE SPANISH

Unit 1 Listening
Report on the Examination

4695
June 2014

Version: 1.0

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General Comments

Students were well schooled on question style and technique and it was clear that many used the 5 minutes reading time to good advantage, picking out key words and focusing on question topic areas. There were some omissions but the majority of students found they could answer almost all the questions. Most students used the examples effectively, to determine the style and the required nature of the answer, and most paid attention to the rubric asking them for 'full details', the 'main reason' or 'when **exactly**'.

There were examples of illegible answers, often where one letter has been written over another, or where several letters are given.

Students in general would benefit from building their knowledge of basic verbs such as *vender* and *romper* and should continue to practise picking out detail for the questions requiring answers in English.

Foundation Tier

Question 1

This provided an accessible start for the students and was very well answered.

Question 2

This question was well done and students are coping increasingly well with the topic of the environment. Slightly less successful was part (a) where *calefacción* and *radiadores* were less well known.

Question 3

This question received a mixed response. Parts (c) and (d) scored highly but only a minority of students picked up enough detail to answer (a) and (b) correctly.

Question 4

Students coped comfortably with this question; a significant number selected either 3 or 4 of the correct 4 answers.

Question 5

This question proved quite challenging and it is clear that many students are picking out a word or two but insufficient to guide them to the correct answer. For instance, in 5(a) most students incorrectly opted for answer E as they had picked out the word *padres* and matched it to the word 'parents' in option E and had not understood enough to make the link to 'a note from home' - the correct answer 'C'.

Question 6

Part (a) was answered very well but students coped less successfully with the other sections. In (b), some were tempted by the similarity of *estudiaré* to studio and in (c) some connected the reference to 'good wages' to 'a promotion'.

Question 7

This was targeted to be a more challenging question and did indeed prove to be so. In 7(a) many students confused *vivir* with *beber* involving Luisa drinking with her grandparents or giving up alcohol. Part 7(b) was the least successfully answered on the paper as very few students recognised *vender* and assumed, through the mention of *las drogas*, that the brother must be taking drugs.

Question 8

This question was very well done and students are very comfortable with the vocabulary of sport and leisure.

Question 9

This proved surprisingly challenging and students did not seem familiar with many of the adjectives to describe friends and family.

Question 10

This question was not quite as well answered as expected, as students are usually comfortable with food vocabulary. *Pescado* was known by the majority of students, *sopa* was quite well known, but many struggled to understand *helado* in part 10(b).

Higher Tier**Question 1**

This question proved more challenging than expected with many students not realising that the sister made the cake for the party. Many concluded that she had provided the music. A large majority, however, answered part (b) correctly.

Question 2

This was well tackled and students proved adept at listening to this longer text and maintaining concentration in order to pick out the correct four statements. Most had 3 or 4 correct answers.

Question 3

This was intended as a higher grade question with more detail to find and did differentiate successfully. A good number of students chose the right answer in 3(a)(i) but for the second part, many gave either too much information or too little. The rubric required 'the **main** reason' and the recording cued up the correct answer with the words *y lo más importante es . . .* Students should be aware that when a question asks for the main reason, there will be more than one reason given in the recording and only the main reason must be written down as the answer.

In part 3(b)(i), many students struggled with the number 70, rendering it as 7, 17 or 60 and in the final part only the most able students picked out sufficient detail to earn the mark.

Question 4

As at Foundation students did not seem to have a good knowledge of the adjectives used to describe the personality of friends and family. Neither *travieso* nor *perezoso* were widely known.

Question 5

This demanding question was tackled quite well by students who are coping increasingly well with the previously problematic topic of the environment. A large majority of students got one or both right in question 5(a) and in 5(b).

Question 6

Although this question appears also on the Foundation tier paper, it was found challenging due to the fact that it requires answers in English. Many students answered parts 6(a) and 6(c) correctly but, as at Foundation, the verb *vender* in 6(b) was not widely known.

Question 7

This multiple choice question was handled with varying degrees of success. Part 7(c) was the best done, but part 7(a) was found more taxing and the references to family and the weather proved a pitfall for many.

Question 8

This question was aimed at the most able students and proved challenging but by no means too difficult as many students picked up points in one or more of the sections. The best answers followed the rubric and understood the need for a superlative: ‘the best language speaker’, ‘the most products sold’ for example.

Question 9

Students were comfortable with this question and, indeed, are usually confident with the topic of school and school rules. It was answered well.

Question 10

This question was intended to be for the most able students but was not as challenging as expected. Students coped well with the subtleties of meaning and the complexity of the question.

Question 11

Students found this question a comfortable way to round off the paper. It is now a familiar style (choosing positive or negative opinions) and it was well answered, particularly in parts 11(c) and 11(d). The slightly less obvious vocabulary of part 11(a) made this more testing than the other sections.

Advice to teachers

There have been clear improvements in the way students have been able to tackle questions relating to the environment and teachers are to be congratulated on this achievement. These are the main points to bear in mind from this examination when preparing students for future papers.

- Ensure that there is focus on learning the vocabulary of verbs as well as nouns and adjectives.
- Remind students that when they asked for ‘the **main** reason’, they must only give one reason and that the reason required will be clearly cued up in the recording.
- Give students to opportunity to practise numbers from tens to thousands.
- Continue to practise questions requiring answers in English and encourage them to give full details

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.

A

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.
- 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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