



## **General Certificate of Secondary Education**

# **Spanish 4695**

## *Specification*

**46951      Listening**

# **Report on the Examination**

## *2010 examination - June series*

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## General Comments

The introduction of a new examination did not cause any particular problem and there were no difficulties following instructions for either old or new style questions. The Foundation paper was accessible to the majority but the Higher paper was found to be more challenging than those of recent years. This is possibly because the majority of candidates were aged 15 and 14 and thus lacked the linguistic experience and maturity to cope with the demands of questions targeting the B and A grades.

### Foundation Tier

#### Questions 1-4

92% of candidates were able to identify correctly the first two questions and more than 75% chose the right fruit and shop for Questions 3 and 4.

#### Question 5

5a was answered well but *camiseta* in 5b was not well known. Candidates should take note that precise answers are needed so that for 'T-shirt' more vague answers such as 'top' will not be accepted. The computer vocabulary *ordenador* and *ratón* in 5c did not seem to be known.

#### Question 6

This was well answered: candidates were able to connect the description by the speaker to the correct key word in the multiple choice answer.

#### Question 7

This question was badly answered. On average only 7% were able to pick out the key issue being discussed despite clues in the recording. Candidates must aim for accuracy in their answers: where 'unemployment' is required as an answer, it is not clear enough to say 'jobs'.

#### Question 8

This proved much more challenging than expected. Candidates who only picked out a couple of words may well have made an erroneous connection to the wrong holiday problem in the list. A fuller understanding was required to arrive at the correct issue.

#### Question 9

The majority were able to correctly link the tourists' activities to the correct day.

#### Question 10

This met with a mixed response: (b) and (c) were answered well but fewer candidates were comfortable with *la lectura* and *móvil*.

#### Question 11

This was quite well answered: around two thirds of candidates coped well with this question.

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**Question 12**

This is a tried and tested question style which was answered well by the more able candidates at whom it was targeted. Part (a) was answered with the most success.

**Question 13**

Part (c) was very well answered but fewer candidates than expected could cope with *servicios* and *sala de espera*.

**Higher Tier****Question 1**

Although this was more successfully tackled than at Foundation, this question was not well done. Only around 25% of candidates answered parts (b), (c) and (d) correctly.

**Question 2**

This was similarly challenging and only the most able candidates were able to pick out the issues concerning Spaniards from the clues provided. Many candidates were unsuccessful in (d) because they either misunderstood the number (15,000) or because they could not write it correctly in figures so that 'fifteen million' or 1,500 were popular incorrect answers. Candidates should note that it is possible to write number answers either in words or numbers.

**Question 3**

Parts (a) and (c) were well done but the vocabulary used to describe history and biology proved too challenging for many.

**Question 4**

This met with a mixed response: the last two parts were confidently handled by the majority, around half answered (a) correctly but only a quarter knew *suspender* or *fracaso*.

**Question 5**

This was a challenging question and around half of candidates answered 5a very well. Around a quarter coped successfully with 5b.

**Question 6**

This was well answered and candidates coped well with the longer text.

**Question 7**

Candidates found this question more challenging than expected. The 'Positive/Negative' question style is certainly one that candidates are used to but only part (a) achieved a high success rate.

**Question 8**

This was tackled well and the majority of candidates confidently picked out the most pressing environmental problem from the two given.

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### Question 9

Part (i) was very successful but part (b) was very badly done. Candidates heard the word *aburrido* at the end of the recording and chose that as their answer. Only around 20% picked up that the job *no sería aburrido* and it was the bad weather referred to earlier in the text that was the disadvantage.

### Question 10

This was a new style question and was very well answered.

### Question 11

Parts (a) and (b) were not successfully done as candidates were not specific or precise enough in their answers: it is not enough to say 'Cristina has a computer' when the answer required is 'Cristina has internet access'. Similarly in (b) it was not sufficient just to say 'they have to do their homework on a computer'.

Part (c) was much more successful but only around a third answered (d) correctly.


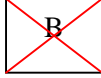
### Advice to teachers

- Encourage candidates to listen to the end of each item before deciding on their answer.
- Point out to candidates that questions in the style of (i), (ii), (iii) etc. relate to a longer piece of recorded text within which there are **no** pauses after each question. Questions in the (a), (b), (c) style indicate that there is a pause and the recorded text is repeated.
- Practise linguistic markers such as *más, menos, major, peor, mayor, menor* etc. as these are often used as discriminators in questions, for example Higher Question 8.
- Encourage candidates to be precise when asked to write an answer in English, for example Foundation Question 7 / Higher Question 2. The necessity for precision is particularly important in questions like Higher Question 9 where use of the word **exactly** means the answer requires **exact** and full details. Candidates will be expected to give full details in their responses in order to achieve the mark.
- Practise using texts which elicit overall understanding as in Foundation Question 8 / Higher Question 1 and Foundation Question 7 / Higher Question 2. You can practise this in class using the day's headlines in Spanish or a summary of the topic being studied as a quick starter at the beginning of a lesson. Such a starter will also help to widen your candidates' vocabulary. If you have a Spanish assistant she/he could help you to set this up.
- Make a point of checking the Reports on the Examination, ensuring that you include in your future teaching for the examination the less well known vocabulary items mentioned, for example this year *lectura, cuerpo humano, naturaleza, suspender* and *fracaso* to mention a few. Such words are almost certainly going to be tested in future papers.
- Don't forget to teach the contexts, for example at a station, in a hotel, shopping etc, which were previously tested by role play in the legacy specification. These situations still lend themselves to being tested in the Listening and Reading papers, for example Foundation Questions 8 and 13 and Higher Question 1.
- Prepare for the P / N / P+N type questions by teaching positive and negative adjectives, for example adjectives like *limpio, sucio, duro* and for Higher Tier the ones which are on the Higher Tier vocabulary list. Also for the Higher Tier prepare students for the more

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sophisticated linguistic items such as the use of *poco* and the double negative expressions which make a positive. Study carefully the techniques used in Higher Question 7(b), (c) and (d) and try to replicate such expressions as part of future teaching and preparation for the examination.

### Advice to candidates

- 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. **A**
- 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 the example where given: especially if you have to write in a box e.g. Foundation Question 5, Foundation Question 7 / Higher Question 2. If the example has two words in it, that is the pattern you should follow in your answers.
- Be precise in your answers, for example if you are tested on an item such as *camiseta* you should give 'T-shirt' as your answer and not 'top' as this would not be precise enough to show that you have understood.

### Mark Ranges and Award of Grades

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