



General Certificate of Secondary Education

Spanish 4695

Specification

46951 Listening

Report on the Examination

2011 examination - January series

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General Comments

The rubric was well followed and there were no difficulties in understanding the nature of old or new style questions. The Foundation paper was accessible to the majority but the Higher paper was found to be challenging, particularly in questions requiring answers in English. In the previous specification, when simple answers were required in Spanish, candidates could transcribe what they heard without necessarily understanding the words but this is no longer the case.

Foundation Tier

Question 1

This was an accessible start to the paper with over 85% of all candidates answering all 4 parts. Indeed, 99.5% coped with question 1(b).

Question 2

This was well answered: most candidates were able to connect the description by the speaker to the correct key word in the table. 60% managed 2(a) but 76% coped with the other two parts.

Question 3

This question received a mixed response but on average was more challenging than expected. The most accessible part was 3(d) where nearly 60% of candidates deduced that *Santi* was very positive about his town. The problems arose in 3(b) where candidates may have heard the negative *No me gustaría vivir en otro sitio* and concluded this was a negative comment about the town.

Question 4

The first two parts were very well tackled and the new style of question was comfortably handled. The third part was poorly done and few candidates were able to pick out both the components required: neither *fresas* nor *yogur* were well known.

Question 5

This was far more challenging than expected. Candidates struggled to deduce the jobs from the clues given and could not translate the phrases *llamar a la recepción* or *mandar una carta*. If this had been a question to answer in Spanish candidates would certainly have been able to transcribe what they heard, as they have done in the past, but very few were able to show an understanding of the vocabulary. Many failed to score because they did not follow the pattern of answers required as given in the example.

Question 6

Part 7(d) was comfortably handled by over 90% but the other parts were not well done. Only some 32% were able to link *invierno* and *nieve* to the winter sledding picture.

Question 8

This was quite well answered: around two thirds of candidates coped well with parts (a) and (c) of this question, but the *tortugas* under threat in part (b) were not as widely known. In this case candidates were failing to cross reference this vocabulary item from the Relationships and Choices context of the specification.

Question 9

This was an accessible question: some 94% coped with linking *mensajes de texto* and *móvil* to the mobile phone shop and even the most challenging part, 7(c), was correctly answered by over three quarters

Question 10

Candidates seem well prepared in the field of school and education and coped well with this challenging question. Over 79% managed parts (a) and (c). Perhaps surprisingly, fewer candidates coped with part (b) and were not able to link *basura* and *escriben en las paredes* to 'Messy environment'.

Higher Tier**Question 1**

This was successfully answered by many. Over 90% accurately answered 1(a) and 1(c) and over 73% were correct in 1(b) and 1(d).

Question 2

This question was in turns challenging and accessible. Candidates who were able to pick out full details were successful and in this type of question accuracy of answer is very important.

Question 3

This question was pitched at a high level but was handled well by many. 3(d) was correctly answered by over 80%. Around 40% found themselves able to deal with the subtleties of the other questions.

Question 4

This met with a mixed response: 4(a) and 4(d) were comfortably handled by over 75% of candidates whereas 4(b) and 4(c) were somewhat harder with an average of 56% of correct answers.

Question 5

This was aimed at a high level yet was dealt with well by many candidates. Between 50% and 60% correctly answered 5(b) and 5(d), and around 65% coped comfortably with 5(a) and 5(c).

Question 6

This proved the most challenging question on the paper by far and only a small minority managed to score both marks in both questions. The vocabulary was not particularly challenging for the 'actions' (*llamar a la recepción, mandar una carta*) yet very few candidates were able to render the phrases in English. *Llamar* in the concept of calling or phoning was not well known, *mandar* was recognised by very few and *carta* was often translated as a card.

Question 7

The different components of this question varied enormously. Almost 85% of candidates answered 7(a) correctly but in 7(c) only around 30% were able to connect *relaciones* and *casarse* to the 'romance' in option B.

Question 8

This question was pitched at the higher levels and emerged as the most challenging question on the paper, on average. It targeted some complex vocabulary like *gamberro* and *reirse* and was correctly answered by only the most able candidates.

Question 9

Parts of this question were very well done and candidates are coping well with the theme of the environment. Between 80% and 90% handled 9(a) and 9(c) well and parts 9(b) and 9(d) were tackled correctly by over 63%.

Question 10


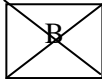
This was a challenging question yet 10(b) was very well answered with almost 80% of candidates selecting the correct answer. The other parts were accessible to around 40% of candidates who were able to pick out sufficient detail to decide if the statements were discussing advantages, disadvantages or both.

Advice to teachers

- Encourage candidates to listen to the end of each item before deciding on their answer.
- Encourage candidates to be precise when asked to write an answer in English, for example Foundation Question 4 and Higher Question 8. The necessity for precision is particularly important in questions like Higher Question 2(b) 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. For example in 2(b) it was not sufficient to answer 'get your homework done'; it was essential to answer fully 'get homework done by nine o'clock'.
- As commented above, it should be made clear to candidates aiming for the top grades that full and precise details will be required when answering in English. In Higher Question 2(a), for example, it was not sufficient to answer 'it disturbs your sleep' when the Spanish had claimed *pasarás una noche sin dormir*. It was necessary to show a full understanding of the phrase and produce a more specific answer such as 'you'll have a sleepless night' or 'you won't sleep at night'.

- It should be made clear to candidates that vocabulary will not be restricted to the topic area in which it is listed. For example, they will be used to seeing *basura* in the topic area Environment but can appear in any context, such as School as in Higher Question 1(b).
- Teachers should practise questions in the style of Higher Question 6 (Foundation Question 5) as candidates need to develop the ability to translate basic vocabulary.
- Train candidates to follow the example if one is given. In Foundation Question 5 and Higher Question 6 a job is required in the first box and an action, a verb + a noun, is the given pattern for the answer in the second box. There are many examples of this type of question in the legacy examination papers which teachers can adapt for practice in class.

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.  **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: especially if you have to write in a box e.g. Foundation Question 5 / Higher Question 6.

Mark Ranges and Award of Grades

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