



**General Certificate of Secondary Education
June 2012**

Spanish

46951

(Specification 4695)

Unit 1: Listening

Report on the Examination

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General Comments

Students were comfortable with the question styles and the general requirements of the examination. Almost all were able to access some part of the paper and there were few gaps. The majority wrote clearly and using the correct answer style. It was evident that students knew what was expected of them and used the examples to guide the style of their response. Similarly, when answering in English, they bore in mind the advice to 'give full details' and attempted to convey all the information they had heard.

There seemed to be some problem with verb recognition and schools and colleges should ensure that equal focus is placed on the acquisition of verbs as well as nouns and adjectives. It was clear that many students struggled to understand *llamar*, *empezar* and *salvar*.

At Higher, students should expect to come up against a more testing range of vocabulary, particularly in questions aimed at grade 'A' and 'A*' .

Foundation Tier

Question 1

This question was well tackled and provided an accessible start to the paper. Over 96% of students answered (b) – (d) correctly.

Question 2

This question was also well done. The vocabulary for activities and hobbies is clearly well known.

Question 3

This question which also appeared on the Higher paper, varied enormously from question to question. Parts (a) and (b) were answered correctly by over 77% but the last two parts were relatively badly done with only 33% - 43% achieving the correct answer. In (c) where the correct answer was P+N students did not contrast the negative *odio a mi hermana porque me fastidia* with the positive *cuando es cariñosa la quiero mucho*. In (d) they failed to recognise the positive aspect of the negative *no pierde la paciencia*.

Question 4

This question proved to be more challenging than expected. Parts (b) and (c) were correctly answered by 68% and 65% respectively but part (a) was very badly done. Despite it being quite clear on the recording, only 12% of students were able to connect *voy a llamar al supermercado* to the picture of a telephone. Evidently, students do not link *me llamo* to *llamar* and have not often come across *llamar* as 'to call'.

Question 5

This question was also fairly challenging in parts. Over 80% did well to answer (a) correctly but only between a quarter and a half coped with the other 3 parts. In part (c) *aprobar* and *prueba* proved challenging. Part (d) was the worst done (27%) indicating that the words *alumnos* and *demasiados* are not well known.

Question 6

This question was aimed at grade G and, indeed, was the most accessible question on the paper with virtually all students being comfortable with the basic vocabulary *bebé*, *seis* and *flores*.

Question 7

This question received a varied response. Parts (b) and (c) were well done (80% and 76% correct respectively) but the weather words *nublado* and *viento* in (a) were known by about a third. More surprisingly, only a quarter could link *canción*, *cantó* and *concierto* to a programme about music for part (d).

Question 8

This question was aimed at grade C and did prove to be an appropriate differentiator. Only 12% recognised *tienda con fines benéficos* but over a third were able to answer parts (b) and (c) correctly.

Question 9

This question was well tackled which was pleasing as it was a new style question. Around two thirds correctly answered each part.

Question 10

This question was comfortably handled in the main, with over 80% achieving marks in parts (a), (c) and (d). It was undoubtedly the word *bigote* in part (b) which made it more testing: 58% answered this one correctly.

Higher Tier

Question 1

This question provided an accessible start to the paper but, as in Foundation question 5, parts (c) and (d) proved more challenging, suggesting that *aprobar*, *prueba*, *alumnos* and *demasiados* are less well known items of vocabulary.

Question 2

As in Foundation question 3, this question started off equally successfully with over 90% correct answers in (a) and (b). Parts (c) and (d) were found more difficult with only half of students coping with part (d).

Question 3

This question was targeted at A* and proved a successful differentiator although almost a quarter of students answered part (a) correctly. This level of question, eliciting the understanding of precise details, is aimed at the most able students and, indeed, between 7% and 14% correctly answered the remaining sections.

Question 4

This question was well done and students coped well with the vocabulary and the topic of the environment. 98% got part (c) right and even section (d), the most difficult part, was answered correctly by 72%.

Question 5

This question was targeted at the A grade but students found it less challenging than expected. Holiday activities are clearly well practised and between 80% and 91% of students coped with each part successfully.

Question 6

This question with its new style and relatively new vocabulary area (computers) was well handled. Over 80% answered (a) – (c) correctly but the success rate dropped to 69% in part (d) suggesting that *cómodo* and *orejas* are less well known.

Question 7

This question was found quite testing but between two thirds and three quarters managed to get at least one of the two marks available for each part.

Question 8

This question was another A* question in that it required full details and an understanding of what proved to be some less well known vocabulary. A disappointing 18% managed the first part and the common vocabulary items *empezar* and *empresa* were not well known. A pleasing 30% picked out the Olympic gold medallist in (b) but only 20% gathered that Luisa has saved her dog from the river in (c). It was surprising how many students wrote *río* and did not recognise the word as 'river'. Part (d) was badly done because the word *ejército* was known by only a very few.

Question 9

This question was very well done for an 'A' targeted question with between 63% and 83% answering parts (a), (c) and (d) correctly. In (b) only 30% got it right: perhaps *talla* was not known or the students picked out the distractor word *color* and went for the wrong answer.

Question 10

As in Foundation question 8 this question showed a tendency towards guess work at both levels and numbers of students assumed that Fernando must be a lifeguard as he worked on the beach and that Cristina must be a nurse as she worked in a hospital. Had they read the title 'Helping as a volunteer' they might have changed their guess. Nevertheless, over 70% achieved marks in (b) to (d) but part (a) was far less successful (42%) as the phrase *tienda con fines benéficos* was not widely known.

Advice to teachers

- Note that the full range of vocabulary items on the word lists in the specification are available to be tested at Higher.
- Ensure that students are given the opportunity to develop their knowledge of verbs as well as the more recognisable nouns or adjectives.
- Encourage students to listen to the end of each item before deciding on their answer.
- 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.
- Use creative ways to teach the vocabulary listed in the specification. For example, within a context or theme students can be asked to link words with similar meanings, opposite meanings, indicate the odd one out from a list of three etc. As a starter, one liner headlines of the current day's news can introduce targeted vocabulary and reinforce grammar, e.g. *No llueve en África - la sequía prolongada continúa castigando a miles de personas*. Such techniques, if used regularly, help students to acquire a very wide vocabulary over a short period of time.

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.

B

 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. If the example gives an adjective you should give an adjective in your response, if the example gives a verb you should answer with a verb and if the example gives a noun then a noun should be given in your answer.
- 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.
- Pay attention to the small words like *mejor* and *peor* as they are often used in examinations to test your ability to understand comparisons. You also need to understand adjectives which help you to understand opinions.
- 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.

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