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Examiners' Report June 2010

GCSE Spanish Unit 1: Listening and Understanding in Spanish (5SP01) Foundation and Higher Tier

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Unit 1: Listening and Understanding in Spanish (5SP01) Foundation Tier

General Comments

The Unit 1 Listening and Understanding question paper produced candidate performances across the full mark range. Overall the questions were accessible to all candidates. However, where in the Higher tier paper, questions set targeted grades B - A*, and where responses given required candidates to provide more specific detail about what they had heard, these proved to be sufficiently challenging and as a consequence, success was limited for some.

Question 1

Question 1 required candidates to identify specific references to daily life at school by selecting one of three options relating to specific questions asked. This was well done. Lexical items that proved problematic were 1b *jueves* and 1c *piscina*.

Question 2

Question 2 was a matching exercise. The majority of candidates were able to identify all the correct items. However *huevos* (C), *queso* (D) and *jamón* (D) were problematic to some.

Question 3 / Higher Question 1

Question 3 required candidates to listen to two short dialogues which took place in a tourist office and to select items referred to in the conversations from a number of listed possibilities. Most candidates scored 2 of the 4 marks available for this question. Problems encountered were mainly with Cristina's questions and the matching of the heard *castillo* and *catedral* with the given prompt *monuments*. With David's questions there was some confusion between *enfrente del parque*, the prompt for *directions* to the *cafeteria* the destination itself.

Question 4 / Higher Question 2

Question 4 was a multiple choice task based on a discussion with Alejandro about his family. This question proved to be accessible to most candidates, although (a) (ii) *simpático* (kind) and (b) (ii) *siempre está leyendo* (reading) were less well known.

Question 5

This question was a matching task with icons. Candidates were required to match Catalina's comments about her holiday with the places to which she referred. Whilst candidates were generally able to respond appropriately to the task set, the following references were problematic to some (ii) *parque central*, (iii) *museo*, (iv) *ir de compras*.

Question 6

This question was a slightly different version of a matching task and was well done by most candidates. Lexical items which proved problematic were Lorenzo (ii) *bocadillo*, Amelia (iii) *helado* and Juan (iv) *tortilla*.

Question 7 / Higher Question 6

This question tested candidates' ability to recognise opinions and details from a longer extract of dialogue which contained familiar language in a less familiar context. This was based on a dialogue which took place in a hotel relating to booking details for a holiday in Spain. This question proved to be quite demanding for some candidates. Answers (b) and (c) were more successfully achieved than items (f) and

(g). In item (f) candidates perhaps failed to equate *sólo come verduras* with being a vegetarian and in (g) many candidates simply failed to recognise the verb *alquilar*.

Question 8 / Higher Question 7

This question was similar in type to question 6. Candidates were required to listen to a number of teenagers describing aspects of ideal working conditions and to match these against a given a number of headings. The recognition of opinions proved to be quite demanding for some candidates although most achieved at least one of the four marks available. Responses (a) and (b) were answered more successfully than (c) and (d). In (c) candidates failed to recognise *hablar idiomas* and in (d) many candidates correctly identified the noun *ordenadores*, but failed to match this to the key heading *technology*. Often this word was wrongly linked to *uniform*.

Question 9

Question 9 required the candidates to identify the correct activity and the reason for choice in two short dialogues. They were required to indicate their understanding by noting single word answers in English in a text box. Most candidates correctly wrote their answers in English although some answers were written in Spanish and therefore failed to score the allocated marks. In part (a) many candidates were able to identify TV as the activity in section (i) but were unable to give a correct reason in section (ii) favourite programme. In part (b) whilst most candidates were able to identify disco as the activity in section (i) many failed to recognise the reason in section (ii) as celebrating a birthday.

Unit 1: Listening and Understanding in Spanish (5SP01) Higher Tier

Higher Tier candidates scored well overall on the questions common to both tiers, although some questions proved to be less accessible than anticipated. The crossover questions are indicated in the section above and the comments about candidate performance are the same.

Question 3

Question 6 required candidates to interpret messages received from listening to an announcement at the airport. They had to select four possible answers from a series of multiple choice options. The majority of candidates gained at least one mark out of four. More frequently incorrect responses were (b) *niebla* and *weather* (i) and (d) *número de puerta* and *gate number* (ii)

Question 4

In question 4 candidates were required to listen to a number of teenagers talking about their weekend activities and to match these with a given a number of statements. Although most achieved at least one of the four marks available, there were frequent errors. Responses (i) and (iii) were answered more successfully than (ii) and (iv). In (ii) candidates frequently missed *cumpleaños* and in (iv) many candidates hearing Francisco's reference to *atletismo* incorrectly matched what he said with statement G *went to the sports centre*.

Question 5

Question 5 tested candidates' ability to recognise opinions and details from a longer extract of dialogue in which two teenagers were discussing their best friends. Section (a) proved to be quite accessible, but (b) less so. Most problematic were Miguel's references to Rafa's cheating and untrustworthy behavior (v) and (vi). Many thought the references were to Miguel rather than Rafa and therefore incorrectly assumed Miguel had very few close friends (vii).

Question 8

Candidates were required to answer specific questions in English based on Belen's account of her backpacking adventures in Mexico. Many candidates understood parts of the spoken text but often failed to understand the entire sentences or to read the questions carefully enough which led to incorrect answers being given. In section (a) (i), for example the reference to, *junio* in the text was widely misinterpreted to mean *last summer* rather than *last year* or *last spring* as required to score. In (a)(ii) many candidates failed to recognise *estación de huracanes*. Answers given to section (b) were largely successful. In section (c) and in (i) and (ii) answers were often too general to score. There was evidence here too of significant guesswork often relating to previously set questions of this type relating to aspects of personal safety.

Grade Boundaries

Foundation Tier (1F)

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	40				36	28	21	14	7	0
Uniform mark scale boundary					36	30	24	18	12	0

Higher Tier (1H)

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	40	31	29	27	25	19	16			0
Uniform mark scale boundary	60	54	48	42	36	30	24			0

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

Uniform Mark Scale boundaries - Overall for 5SP01

Max Mark	A*	A	B	C	D	E	F	G	U
60	54	48	42	36	30	24	18	12	0

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