



## **General Certificate of Secondary Education**

# **Spanish 3691 Full Course** *Specification A*

**3691/L      Listening**

## **Report on the Examination**

*2007 examination - June series*

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## Listening

### General Comments

Candidates in this year's Listening tests performed as well as last year at Foundation but better than last year at Higher. The papers allowed candidates to demonstrate successfully their ability to understand spoken Spanish as outlined in the grade descriptions. F grade candidates comfortably accessed those questions designed to show they could identify and note main points from simple language spoken at near normal speed. C grade candidates confidently handled the questions that included past, present and future events as well as unfamiliar language in familiar contexts. A grade candidates coped well with questions that tested their ability to understand gist, identify main points and detail, recognise points of view, attitudes and emotion, and to draw conclusions.

The questions seem to have been accessible to the candidates and there were few examples of questions left unanswered or rubrics misunderstood. Occasionally some questions in section B of the Higher paper were answered in the wrong language but for the most part candidates were able to demonstrate their comprehension skills successfully. Those who listened carefully to the whole item and then gave their answer usually scored the marks and there was evidence to suggest that candidates used the reading time at the start of the paper to good effect. Notes or draft answers were sometimes written beside the answer space and indicated that candidates were really thinking about what the speakers were saying. The number of changed answers also indicated that they were able to reflect on their answers while hearing the item for the second time. Those candidates who altered letters sometimes made them difficult to decipher and it is always preferable to score out a letter and rewrite it clearly. Occasionally candidates chose a letter or word that had already been used in the example and failed to gain the mark as a result, but those who scored out the example answer ensured that they did not make that mistake. The questions that required an answer in Spanish (F16/H5, F19/H10) were handled quite well this year, but slightly better at Higher than at Foundation in respect of spellings. It was disappointing to note the number of candidates who omitted the verb in F19/H10.

The setting of the papers provided an element of interest and continuity but all the questions were accessible on a stand-alone basis. For the most part candidates were able to draw on the full range of topic vocabulary they studied throughout their course. Perhaps inevitably there were some words and phrases that were not well known. At Foundation they probably included *lectura, sacar libros de la biblioteca, novela policíaca, tocar el teclado, escribir mis propias canciones, dibujos animados, anuncios, duro/a, triste, animado, oigo el despertador, antes de acostarme, zapatillas de deporte, calcetines, desodorante, aprender idiomas, sólo hablo español, más ... que* and *me ayudan cuando no tengo confianza*. At Higher they included some of these plus *taller de muebles, madera, gastos, alquiler, actitud insolente, llorar, lo único es que, nadie respeta el silencio, estar libre de, estar equivocado, una pérdida de tiempo* and *no le servirá para nada*.

Overall it was encouraging to see how well candidates handled the material and types of question that were used. It undoubtedly shows that centres which prepare and train their candidates carefully for the Listening test reap good rewards.

## **Foundation Tier**

### **Section A - Questions and answers in English**

#### **Question 1**

Most candidates answered this question well but quite a few gave 'good morning', which was not correct.

#### **Question 2**

Virtually all candidates answered this question without problem.

#### **Question 3**

This question was very well done.

#### **Question 4**

This question was well done.

#### **Question 5**

Only half the candidates scored the mark for this question, perhaps because it was an item of vocabulary that was more familiar in a different context.

#### **Question 6**

This question was poorly done. Many understood *ojos* but were not able to recognise *cerrados*.

#### **Question 7**

This was quite an accessible item of vocabulary for most candidates.

### **Section B - Questions and answers in Spanish**

#### **Question 8**

This question was well done.

#### **Question 10**

About two thirds of the candidates scored the mark for this question, but inattentive listeners latched on to the first time mentioned (*las nueve*) and gave answer (B) instead of listening to the whole item and linking *me levanto* with the correct time at the end (*las nueve y cuarto*).

#### **Question 12**

This question was well done.

#### **Question 13**

This question was well done.

**Question 14**

Only a third of candidates scored the mark here suggesting possibly that the rubric *Los objetos perdidos de Luis y Enrique* and the question *¿qué ha perdido Luis?* were not understood properly. The significance of *¿dónde están ...?* on the tape may therefore have been missed. Alternatively or indeed additionally, the words *zapatillas de deporte* and *calcetines* may not have been well known.

**Question 15**

This was done slightly better than question 14, but the two items mentioned, *camiseta* and *desodorante* were probably more accessible.

**Question 17**

This question was well done.

**Question 18**

This question was well done.

**Question 20**

This question was well done.

**Question 21**

The comparative *más ... que* caused a problem for many candidates, and despite the speaker's clear intonation on the tape, many chose answer (C).

**Question 23**

This question was well done.

**Question 24**

This question was very well done.

**Question 25**

This question was well done.

**Foundation / Higher Tier Questions**

**Questions 9 (H 12)**

The first three parts of this question were reasonably well done at Foundation and very well done at Higher, but the last part was less well done, perhaps suggesting that *dibujos animados*, *documentales* and *anuncios* were rather unfamiliar. For those who got the first three parts right, the remaining options to match these words with were *televisión*, *sellos* and *fotografía*, but those who got part (iv) wrong usually had one of the other parts wrong as well.

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**Question 11 (H 6)**

The phrase *ni por la mañana ni por la tarde* strongly influenced the majority of candidates to choose answer (B). The phrase *antes de acostarme* may also have compounded the difficulty of the question. The mark was scored by about a third of Foundation candidates and slightly over half of Higher candidates.

**Question 16 (H 5)**

This question tested candidates' ability to understand time frames without having to produce a conjugated verb. However some did struggle to produce the correct adjective in each case. The most accessible was *simpática*, the least accessible was *dura*, and *triste* fared reasonably well. In part (i) quite a number of candidates gave the adjectives the wrong way round which meant they did not appreciate the time frame differences. Some were distracted by other adjectives they heard and a few even used the same adjectives as in the examples. Disappointingly, a lot of candidates gave two adjectives (e.g. *dura y estúpida*, or *triste y animado*) and thus invalidated their answers.

**Question 19 (H 10)**

The example for this question showed candidates that they needed to provide a verb and a noun in order to gain the mark, so it was a pity that many omitted the verb. For *fábricas* in part (i), candidates sometimes gave *factorías*, *farmacias*, and *Africa* as well as *prácticas* (from the example). In part (ii) *aprender* was often misspelled, and *idiomas* was not well known. Unfortunately many candidates linked *idiomas* with *español* (as if Spanish was the foreign language Enrique was going to learn), thus missing the significance of *porque sólo hablo español* and perhaps thinking from their own rather than the Spanish speaker's point of view. Interestingly there were also a lot of references to *sol* indicating that *sólo* was not heard or understood properly. In order to improve their ability to do this type of question candidates need to learn to recognise time phrases such as *el año pasado*, *el año que viene*, *en el futuro* and *el próximo septiembre*, and so on, in order to support their hearing of the different tenses of verbs. It is also perhaps worth noting that Higher candidates did this question roughly three times better than Foundation candidates.

**Question 22 (H 9)**

The first and last parts of this question appeared to be less accessible than the other two. This style of question is now very familiar to candidates who seem to be able to work out the positive and negative elements quite well. In part (i) however, not all candidates were perhaps familiar with the phrase *lo único es que*, and some probably struggled with *nadie respeta el silencio* as a negative concept. In part (ii), *me molesta* was well known as was *me alegro* in part (iii). In part (iv) the phrase *me ayudan cuando no tengo confianza* was clearly not interpreted as a positive opinion, either because *ayudar* was not understood, or else too many candidates simply relied on *no tengo* as evidence of more negative opinions. Consequently many candidates gave (N) as the answer based on this incorrect deduction and on all the clues in the first sentence.

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

This question was well answered.

**Question 2**

The majority of candidates scored the mark for this question.

**Question 3**

Most candidates coped well with this question but some had difficulty with part (ii) where *taller de muebles*, *fabricar mesas y armarios* and *madera* were the clues. A popular answer from candidates who could not access this vocabulary was (B).

**Question 4**

For the most part candidates coped quite well with this question but the first part seemed less easy to access, particularly if words like *gastos*, *alquiler*, and *premio* were less familiar. A popular answer here was (B) which may have been based on other vocabulary.

**Question 7**

This fairly challenging question was accessed quite well by candidates who sifted through the detail and reached the appropriate conclusion. The third part seems to have been easiest to access.

**Question 8**

This was very well done by most candidates, although some candidates failed to appreciate the negative phrase *no me permito* at the start of part (iii) and simply matched *pasteles* and *helados* with *comida mala* to give the incorrect answer (M).

**Question 11**

On the whole most candidates successfully worked out where Luis wanted to go but they found the second part of the question a bit more challenging.

**Question 13**

Virtually all candidates scored the mark for this question.

**Section B - Questions and answers in English****Question 14**

Both parts of this question were well done. Candidates who chose answer (C) in part (i) presumably did not understand the phrase *estás equivocado*. Quite a large number of candidates did not pay enough attention to the word 'exactly' in part (ii) and simply gave 'teacher' as the answer. Rather surprising numbers said that it was Pedro's "professor" (sic), and some felt it was 'a teacher called Pedro' or other relatives of Pedro.

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**Question 15**

Many candidates' answers lacked precision in part (i) and often focused more on Pedro not 'having enough time' to do his homework as opposed to not 'spending enough time' on it. There were also quite a few wild guesses suggesting that his father's greatest fears were standard phobias like spiders, heights or the dark for example. In part (ii) candidates managed to make the appropriate deduction, but the reason tended to be rather vague sometimes (e.g. they're scary or have a bad effect on him). Correct answers were fairly evenly split between saying that horror films give him 'bad dreams' or 'nightmares'.

**Question 16**

Most candidates did quite well on this question, but some of the answers to part (ii) omitted the notion of someone 'professional' to talk to. Quite a few candidates felt confident enough to interpret this as talking to a counsellor, therapist or psychiatrist.

**Question 17**

Part (i) of this question was done reasonably well, but part (ii) proved much more challenging. Some candidates made the wrong deduction, perhaps because they were strongly influenced by the mother's first words '*no creo*'. Some may not have understood the word 'optimistic' in the question, because their deduction and the reason they gave did not match. The phrase *tener éxito* was not always well known, and there were vague answers such as 'if he studies hard'. References to Pedro having a professional career were common, but not all candidates said he would 'go far' (*llegar lejos*). Candidates who said he was 'going through a phase' often omitted to say that it would not last long.

**Advice to candidates**

- use the reading time before the test starts to focus carefully on the questions;
- listen carefully to the whole item before answering;
- score out the example answer on questions which require you to select from a list;
- score out any mistakes and rewrite the answer/letter clearly;
- follow the model in the example answers given – if a verb and a noun are given in the example, then a verb and a noun are required in the answer;
- a word like 'exactly' in the question means that a precise answer must be given.

**Mark Ranges and Award of Grades**

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