



General Certificate of Secondary Education

Spanish 3697 Short Course

3697/L Listening

Report on the Examination

2007 examination - June series

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Listening Tests

General Comments

Candidates performed slightly better on the Foundation paper this year than last year, but there was also evidence of some weak performances. Most candidates were appropriately entered, but there were a few who could have achieved success at Higher tier had they attempted it. There were some very good performances at Higher tier.

An important part of the Listening test is understanding the task before starting to listen, and those candidates who used the initial five minutes' reading time before the start of the test undoubtedly benefited. A very common error in the Foundation paper was the failure to read question 3 properly with the result that many candidates misread 'where?' as 'what?' with inevitable consequences. In other cases candidates' attention is drawn to key words in the question, such as **ahora** in question 9 and **no** in question 12 by printing them in bold. Candidates need to be aware of this support so that they have a better chance of accessing the marks.

There were hardly any questions left unanswered, but if there were blanks they were usually in Section A of Foundation. It was here also that there were a lot of reasonably sensible but incorrect answers. Candidates who worked out that the book was a dictionary often struggled with the word *dibujos* in question 2, for example, so their logical thinking offered answers such as 'words', 'meanings' and 'translations'.

Spellings in Spanish were not a real problem this year.

Individual items of vocabulary that appear to have caused a few candidates some problems include *dibujos*, *página*, *aprender*, *cerrada*, *gimnasio*, *novela*, *las salas de fiesta*, *luego*, *después de*, *casa de dos pisos*, *verduras*, *mexicano*, *guantes*, *calcetines*, and *paraguas* at Foundation. At Higher *inútil*, *aceptable*, *justo*, *no tener nada en contra de*, *prudente*, *evita pagar*, *mismo*, *prohibir*, *dejar*, *gastos* and *aprender a conducir* were items that appear to have caused difficulty.

Foundation Tier

Section A - Questions and answers in English

Question 1

On the whole this question was done quite well but a number of candidates gave 'action' or 'fiction' as the answer, presumably influenced by the 'cc' of *diccionario* despite the fact that the word was very clearly stressed on the 'a'.

Question 2

There were mixed responses to this question. Although *dibujo* is probably quite well known as a school subject it was perhaps unfamiliar in this context. Many candidates made logical guesses, of which 'meanings (of words)' was the most common.

Question 3

Candidates who read the question properly and listened carefully usually gained the mark here. Unfortunately many candidates read 'names of the English students' and assumed the question was 'what?' rather than 'where?'. As a result 'Stan' and 'Ella' were frequent wrong answers picked up from "... *están en la ...*", but there were many other offerings such as 'Sam', 'Bella', 'Estelle', 'Camilla' and 'Iglesias' (from *ingleses*). Of the two words candidates needed for the

answer *primera* was better known than *página* so answers that referred to the first part/section could not be accepted.

Question 4

Most candidates heard and understood *vocabulario*, but some struggled to provide an exact rendering of *aprender*. If the answers clearly showed that the students would learn by using the dictionary, then other appropriate verbs relating to the acquisition and application of vocabulary were acceptable.

Question 5

The phrase *el año pasado* is clearly well known by candidates of all abilities so this mark was quite accessible.

Section B - Questions and answers in Spanish

Question 6

This question had mixed results. Candidates had to identify which parts of the school the students were going to visit. In part (a) some may not have understood that the swimming pool was *cerrada* (and therefore not possible to visit), and they may also have struggled with the phrase *así que* which led them to the correct answer. Consequently many chose answer (F). Answers to part (b) were more often correct than to part (a). There was also evidence in both parts of the question that candidates changed their mind, probably after hearing the items for the second time.

Question 7

This question was usually done quite well.

Question 10

This question was answered reasonably well but less able candidates often chose C, probably because they could not distinguish adequately between *seis* and *siete*.

Question 11

The number of candidates who chose (A) suggested that *me lavo los dientes* was not well known. However, the phrase *después de desayunar* may not have been clearly understood even though it was given to candidates in the question and heard verbatim on the tape. The word *luego* may also have been poorly known.

Question 12

The number of candidates who gave (A) as the answer, suggested that many did not read the question carefully. By highlighting the '**no**' in bold it was intended to focus their attention on the chore Miguel did not like doing, but some candidates probably did not wait until the end of the item to hear the word *horrible* (which was linked to *planchar la ropa*) and latched on to *fregar los platos* without realising it was linked to the phrase *está bien*. It is also possible that *planchar la ropa* was less well known than *fregar los platos*.

Question 14

This question was done well.

Question 15

It was slightly surprising to note the number of candidates who got this question wrong. The stumbling block seemed to be the phrase *de dos pisos*. Quite a few chose (B) and those who chose (C) may have interpreted *piso* as 'flat' rather than 'floor' which was the context here.

Question 16

Part (i) was done better than part (ii) as candidates were able to match *padres* and *hermano* to *familia* without too much difficulty. Linking *mexicano* and *nacionalidad* proved more challenging, probably because *mexicano* was not picked up clearly or understood. If candidates had seen rather than heard this word they would have scored the mark.

Foundation/Higher Tier Questions**Question 8 (H 11)**

Part (i) was done reasonably well. The clues *deportista* and *correr* led candidates quite successfully to *footing*. Part (ii) was not done quite so well as sometimes they struggled to link *salas de fiesta* and *música* with *baile*. Part (iii), however, saw many candidates opt for (A), possibly because they associated the word *romántica* more with *película* (and therefore chose *cine*) rather than *novela*. The words *sentarme* and *romántica* probably stood out more than *novela*, but it is also possible that *lectura* was not well known either. The performance was similar by candidates at both tiers.

Question 9 (H 3)

This question attempted to assess candidates' ability to understand time frames. Unfortunately, some candidates may not have fully appreciated (or understood) the word *ahora* in the question. Whilst there was no phrase to emphasise the 'present' time frame on the tape the phrase *en el futuro* was fairly clear. Part (ii) was probably done slightly worse than part (i) and on the whole few candidates opted for answer (A) in each part.

Question 13 (H 5)

On the whole candidates coped quite well with the time frames in this question, but the words they had to provide for the answers appear to have caused them more problems. Fewer than expected picked up *pollo* but most provided *pescado* without too much difficulty. The word *verduras* also seems to have been difficult to access. The performance by Higher candidates was not significantly better on this question.

Question 17 (H 7)

Most candidates managed to gain one of the two marks available for this question and usually it was (E) *botas*. Although the verbs *necesitar* or *comprar* were clearly in the question and on the tape, many candidates were insufficiently sure of the vocabulary which was probably the case for the word *paraguas* in particular.

Higher Tier**Question 1**

The majority of candidates answered this question without difficulty.

Question 2

This question was answered well.

Question 4

This question proved to be one of the more challenging ones on the paper. In part (a) the speaker's opinion was negative, as evidenced by the adjectives *inútil* and *tonto* at the end of the item. It is possible, however, that candidates viewed the rules differently themselves as many gave 'P' as the answer, and some 'P + N'. In part (b) candidates appear to have heard the negative verbs *prohibir* and *no dejar* and assumed that the speaker's opinion was negative, without fully appreciating that the speaker approved of banning mobile phones and not letting students listen to personal stereos, as evidenced by the adjectives *aceptable* and *justo*. Part (c) was done reasonably well as candidates managed to pick up the negative opinion from *me molesta* and the positive opinion from *me encanta*. In part (d) the phrase *no tener nada en contra* was seen as negative rather than positive, so 'P + N' was a common answer.

Question 6

Many candidates found this question quite challenging, with part (i) seeming to be slightly more accessible than part (ii). It is possible that they concluded in the first part that Teresa had a problem getting up in the morning if she went to bed late. However, her father simply comments on her being tired in class 'as a result of her going to bed late' (i.e. the problem, *según el padre*, as the question asked). In the second part candidates who successfully linked *gritar* and *quejarse* with *enfadarse* gained the mark, but unfortunately many latched on to the words *sentirse* and *cansada*, neither of which were connected to 'el problema del padre'.

Question 8

There were mixed responses to this question, probably due to the fact that there was a lot of evidence to sift through in order to get the answer. Those who picked up the adjective at the beginning of each statement (*responsable* or *simpático*) were better able to find the statement that matched a person who demonstrated those qualities.

Question 9

This question was usually done quite well, with three of the four marks available usually being gained. Part (iii) was least well done where it seems that some candidates did not fully appreciate the significance of the negative phrase *no me permito* at the beginning, and consequently wrongly assumed that the items that Teresa ate were the items she mentioned.

Question 10

The majority of candidates realised that this task involved putting these three aspects of living in Mexico in the order Vicente thought most important. Answer (A) was a fairly frequent incorrect answer.

Section B - Questions and answers in English**Question 12**

In part (i) most candidates made a correct deduction but gave an incomplete reason when they answered this question. They usually left out the detail about María getting less pocket money than her brother 'when he was her age'. In part (ii) the phrase *hago las mismas tareas* seems to have been a stumbling block for some candidates who could not then link that to chores that were 'lacking in variety'. Unfortunately a lot of candidates heard *responsabilidad* and assumed

that was the answer without realising that ‘too big a responsibility’ was the opposite of what she wanted, which was more responsibility.

Question 13

In part (i) the phrase *prácticas laborales* seems to have been poorly understood by quite a number of candidates, since many answers simply referred to ‘when she finished (working) in the library’. And in part (ii) many candidates gave rather imprecise answers that were guesses rather than securely based on what Teresa’s father said.

Question 14

Relatively few candidates seemed to be able to access *aprender a conducir*, and there were many answers that were well wide of the mark and usually related to spending money or shopping.

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

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