
GCSE

SPANISH

Unit 2 Reading
Report on the Examination

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Foundation Tier

Question 1

This was a very approachable start to the examination and the majority of students understood the word *vida*.

Question 2

Parts (a) and (b) were very well done, *cine* and *deportes* are very well known items of vocabulary. Unfortunately a large number of students still think *dinero* is 'dinner' or something food-related and that *salud* is 'salad'.

Question 3

This is a well established question type, yet more students answered this question incorrectly than correctly. Perhaps they were heavily influenced by the words *responsables* and *diffíciles* because the most popular answer was P+N. Some even underlined and highlighted these words. *Apoyar* was not well known.

Question 4

This was well done, especially parts (a) and (c). The vocabulary related to the topics of fashion and the environment was well known.

Question 5

This was the first long text that students had to read on the Foundation paper and required students to give detailed answers. Although many managed to understand that Eleonor's parents were celebrating a wedding anniversary, the number *veinticinco* led to a huge variety of random numbers for answers. In part (b) students were very distracted by the near-cognates *divorciado* and *separación* and thought that Carolina had been divorced or was going through a separation. Others understood *única* in the context of *hija única* and wrote about her being an only child. Only the most able managed to understand that she was the only single person at the celebration. In part (c) many did not know the word *novio*. Some also misunderstood *compartir* and read it as *comprar* so they ended up writing about Eleonor and her boyfriend buying a flat. Although this was not exactly the response which had been targeted, examiners agreed that it would be credited.

Question 6

Parts (a) and (b) were quite well done and students were good at following the example carefully. A surprising number of students did not recognise *sano* and many mixed up *natación* with *equitación* and wrote about horse-riding instead of swimming. *Relajante* was not well known.

Question 7

This was very well done.

Question 8

Students found the verb *faltar* challenging. Others were distracted by the verb *comer* and thought that you could lose your job if you ate at your desk. Most were able to pick up the verb *insultar* and make the link to option C.

Question 9

This tested vocabulary from the work and education topic in a style that students are very familiar with. Students are very familiar with this vocabulary, having studied it at Key Stage 3 and then revisited it in Key Stage 4. Part (c) had an element of the environment added to it but students could understand the short texts well enough to draw the correct conclusion about who was

environmentally friendly. This is the type of question where comprehension of the small but important words is necessary to access the correct answer (for example *sin, siempre, más*).

Question 10

This was again in the topic area of education with a link to new technology. Students could understand these very short comments on the use of iPads in class really well. This area of vocabulary was well known. The most challenging piece of vocabulary was in part (c) *me da igual*.

Question 11

This was meant to be an uplifting question towards the end of the paper and students' performance was excellent in parts (b) and (c). A surprising number of students thought that *edad* meant date of birth rather than age. A very large number still do not know the word *gratuito* and many wrote about the magazine being great. Those who did understand it to mean 'free' occasionally wrote about the magazine giving free gifts which was not awarded a mark.

Question 12

This tested places in a town in the context of logging off from an online magazine. Of the two, *biblioteca* was better known than *tienda*.

Higher Tier

General Comments

Overall students found this year's Higher reading comprehension more challenging than in 2014. There were more questions where students had to answer in English than in 2014. This is something that Foundation students can struggle with but usually Higher students cope better. There were some new question styles this year, which are used in other modern foreign language examinations: Question 4 was a cloze test and Question 13 was a multiple choice gap fill test. Both of these questions turned out to be well received by students, which was very pleasing. Question 6 which demanded detailed understanding was found to be difficult this year, despite featuring as a question type on a number of previous papers. This was also the case for Question 9.

Question 1

This is a well-established question type and an approachable introduction to the paper for the Higher students who performed better on this question than the Foundation students.

Question 2

This was very well done in all parts.

Question 3

Students were not very good at identifying the **best** thing or the **hardest** thing in parts (b) and (e). Key vocabulary that helps students with this skill should be practised, eg *más que nada, sobre todo* and *lo más ...*, so that students are able to select the correct answer from a list. In (b) some mistook *vistas* to mean visitors and wrote about there not being many visitors there. In (c) the word *lago* was not well known. Many wrote about looking left having recognised the word *izquierda*. In part (d) *pasteles* became 'pasties/pasta/sweets'. The most common incorrect answer in part (e) was '60K'. Some students based their answer around the word *camino* and wrote about walking up and down despite the whole context being a bike ride. It was a long text and differentiated well.

Question 4

This was the new cloze question and it was quite well done. Students were supported with visuals to help them to access the Spanish. Traditionally a difficult topic area, students rose to the challenge and performed quite well. Students had learnt some small but important words as recommended in previous examiner reports.

Question 5

This tested the healthy living vocabulary of the specification which is well known. The context was slightly different but students were able to understand enough, especially in parts (a) and (c). In part (b) some students were distracted by the word *estudiamos* in the text and 'studying' in the option boxes.

Question 6

As previously mentioned, Question 6 was very challenging for students. In part (a) *enseñanza* was not well known. This has been the case for several years now, along with *pedir* and *apoyo/apoyar*. *Enseñar* and *aprender* are often confused too. Many wrote about 'familiar rooms' in (b) and in part (c) *parientes* became parents which was an incorrect answer.

Question 7

Students got off to a good start in part (a) but in part (b) they did not understand that shopkeepers were charging customers \$5 if they just 'looked' without buying. In part (b) many students missed out the idea that the eye tests were **free**. Part (d) was well done although some students wrote about customers buying the glasses from the opticians. In part (e) only the most able students were able to articulate clearly that there were two different catalogues – one for the shops and one for the goods online. There were lots of answers referring to 'distinctive' products. Lots of students wrote about shopping or shops being **in a line** and about protecting themselves with alarms, which were not the correct answers.

Question 8

This was well done, especially part (b). Last year this area of vocabulary was not well known but this year students were more familiar with it.

Question 9

This is a question type where students can improve their success rate with practice. They need to understand that the answer comes from both the question posed in the questionnaire and in the answer marked with a cross. That said, many students did try, but in (a) they wrote about having good notes, in (b) they wrote about working in benefits and in part (c) they did not understand the word *consejo* or they were not precise enough in their answer because they missed out the idea of her dad giving her the **most useful** advice. Many misread *vienen* for *viven* and therefore wrote about living with her dad being the most useful thing. Other incorrect answers for this question were that in part (a) some students wrote that she would continue her language studies **because** she gets good grades rather **if** she gets good grades; a small but significant difference.

Question 10

This was an overlap question and students at Higher did much better than Foundation students. Students' examination technique is improving with practice.

Question 11

This was also an overlap question and yet there were still the occasional incorrect answers in part (a) with regard to the number. The extra question, part (d) was quite well done.

Question 12

This was another overlap question. The extra question (part (b)) was incorrectly answered when many students thought that Guillermo's teachers had recommended him.

Question 13

This was a new multiple choice gap fill question style testing opinions on school-related topics. It was a positive way to end the paper and students did really well here, so hopefully they left the examination on a happy note.

Advice to teachers

- Higher Tier students can expect to have to identify and include more details than Foundation students. Advise students to practise reading comprehensions in class and at home.
- Encourage students to highlight the key question words in English.
- Advise students to read the whole sequence of language before answering the question so that they can see if there is a distracter.
- Make a bank of small but important words, especially negatives and intensifiers and test them regularly.
- Practise texts which elicit opinions, (P/N/P+N), especially expressions which may lead to a negative meaning eg, *demasiado* and *poco* + an adjective. There are many examples of this question style in past examination papers.
- If a question asks for the **most** important thing, there are likely to be a few options to choose from in the text. In this year's Higher Question 3 students were asked to identify the **best** thing and the **hardest** thing. Train students to look for several options and then pick out the right answer.

Advice to students

- Write **one** letter in the answer box e.g.

A

- Ensure your writing is clear and legible. Do not use stylised or unusual letter formation in the examination as examiners may not be able to read your answers.
- Always answer in English if the question requires you do so.
- Read the questions first as they will give you an idea of what the text is about.
- Read the question carefully. Underline the key question word.
- **Always** follow the example – if the example is a one word answer, **ONLY** write one word.
- If an answer asks for **two** points, only include two points. You will not gain any extra marks by writing more because the examiner will only mark the first two.

- If a word is written in bold in the question it means that you must focus on that word and take account of it when giving your answer.
- If a question has **exact** or **exactly** in it this means that you must give full details or give a longer answer to be awarded the mark.
- The questions normally relate to the order that the information is given in a text, especially if the questions relate to a longer text and you are required to answer in English. This means that the first questions will most probably relate to the first part of the text.
- In the questionnaire type question your answer should combine the detail from the **question** in the questionnaire with the detail from the **response** of the person completing the questionnaire. If you ignore either of the elements your answer will be incomplete.
- **Never** leave a gap. Have a guess – you may be right.
- Don't forget to revise all areas of the specification and not just those you have covered for the controlled assessments.
- Regularly learn vocabulary, not forgetting verbs and the small but important words such as negatives, prepositions and frequency words.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion