Examiner's Report

Principal Examiner Feedback

Summer 2023

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Spanish Listening Test summer 2022 Higher level.

This unit was worth 50 marks and was divided into two sections, A and B. The first 2 questions, section A were set in Spanish. The other 8 questions in Section B were set in English.

Candidates had 40 minutes in which to complete their answers; and five minutes of general reading time at the start of the test.

Section A

Question 1

It is the first question set in Spanish. Candidates were asked to fill in the gaps with a word from the box about shopping.

At Higher level this question was a bit more accessible to candidates. The most successful answers were 1a followed by 1d.

Question 2

It is the second question set in Spanish. Candidates listened to Aina talking about her teachers and they had to complete five sentences with one of the four given adjectives.

At Higher level, students found this question less challenging than Foundation candidates and a good percentage of candidates scored 1 mark in each question.

Section B

Question 3

Candidates were asked to complete 4 sentences with an answer from a given list of four about volunteering in South America.

The most correct answers were 9(i) *a year* (D) and 9(iii) *at weekends* (C). But a good percentage of candidates also performed well in 9(ii) and 9(iv) recognising *on farms* (A) and *meals* (A) consequently, as the correct answers.

Question 4

Candidates were asked to identify the 3 right statements from a given list of seven in the context of pressures at school.

The majority of the candidates scored 2 or 3 marks in this question.

Question 5

Candidates were asked to complete 3 sentences with an answer from a given list of four in the context ordering food at a restaurant.

Candidates, overall, performed well in this question. The most correct answer was 5(i) as a large number of candidates recognised the customer wants *salad* as starter (B). Candidates' performance in 5(iii) was also very good as they recognised the customer finally orders a *coffee.* Performance in 5(ii) was not as good and only half of the candidates managed to recognise the customer also orders an *omelette* (C).

Question 6

Candidates were asked to respond to four questions in English about the environment in Valentina and Quique´s areas.

Candidates found part (b) easier and most candidates achieved the two marks for this part. Part (a) was a bit more challenging and not all candidates recognised that the problem with recycling in Valentina´s area was that you can *only recycle paper* in 6a(i). In 6a(ii) the most successful answer was more green areas.

The performance in this question was quite varied.

Question 7

Candidates were asked to respond to four questions in English an earthquake in Chile.

This question was challenging but a good number of candidates managed to score 3-4 marks.

In part (a), 7a(iii) was mostly answered correctly and most candidates understood the firemen were brave. The adjective *lucky* in 7a (i) was not always identified as the right answer and many candidates wrote scared instead. 7a(ii) was generally well answered although some candidates unfortunately went for *cars* in the plural and others guessed *houses.*

In 7b(i) a good number of candidates understood *he was at home with his brother* instead of *he was at his brother´s house* which was the right answer. Performance in 7b(ii) was good overall.

Question 8

Candidates were asked to complete 6 sentences divided in two parts with an answer from a given list of four about family entertainment and what Pepe says about watching TV.

In part a, the most correct answers were 8(ii) followed by 8(i) and then 8(iii) which proved to be challenging to candidates as processing was requested to get to the answer.

In part b, the most correct answer was 8b(iii) as the majority recognised that the film was enjoyable. Some candidates did well in 8b(i) but only half of the candidates achieved a mark in 8b(ii)

Question 9

Candidates were asked to respond to seven questions in English divided in two parts about an announcement at languages at work. Both parts are worth 5 points.

This question was challenging for candidates. In both parts, most candidates scored from 1 to 3 marks and part b proved to be a bit more challenging to candidates.

9a(i) was generally well answered. Although many candidates did not understand the word *level* but they got the idea that language study was difficult and were awarded the mark for this. 9a(ii) and 9a(iii) proved difficult to candidates, many got 2 marks in 9a(iv).

In part b, candidate´s performance in 9b(iii) was overall good and many candidates also scored 2 marks. 9b(i) was more challenging. *Making phone calls* was not fully understood by candidates. Very few understood *booking international flight* so they came up with answers with something being international which were not always accurate enough to gain the mark. 9b(ii) was not always successfully answered. Many candidates missed the verb *to open* and very few mentioned *finding new hotel*s.

Question 10

Candidates were asked to identify the 2 right statements from a given list of 5 in two parts on the topic of holidays.

Candidates performed slightly better in part (a) than in (b). The majority of students scored 1 out of the 2 marks available in part (b) and a similar percentage got 1 and 2 marks in part (a).

Summary and advice to centres

Marks lost in this examination are most typified by answers provided in the following questions

Section A

Qs 1 and 2. The rubric and the sentences/statements in these two questions are all in Spanish.

Tips

Advice candidates to try to work out the meaning of the sentences by looking at familiar words and cognates they can recognise to deduce the meaning. Although Q1 is not grammar question, candidates can look at the words before the gaps to try to work out what type of word they are likely to hear before they listen to the recording.

In Q2, candidates need to make links between what they hear and the sentences they have to read in Spanish. Advise candidates to use the reading time available to think about other words to express the same ideas. For example, For example, "severo" links to "estricto" as they are synonyms.

Section B

 Qs, 3, 4, 5, 8, 10 These questions tested candidates understanding of key vocabulary items listed in the specification for Higher level. Candidates should be aware these are the items that will be tested.

Tips

The question title and rubric, e.g. 'Family entertainment/TV" provides an important clue. Advise candidates to use the reading time available to think about the question title and the key words they are likely to hear. The statements will give candidates and idea of what they are going to be listening to.

Candidates sometimes ticked too many boxes in the grids. Advise candidates to check the number of marks available for each question. These are noted at the bottom of each question set. For example: *(Total for Question 4 = 3 marks)*

Qs 6, 7, 9. These questions asked candidates to briefly respond to questions asked in English

Tips

Advise candidates to use the reading time available to think carefully about the questions asked. For example, in Q9a(ii) When did Rosa realise languages are

important? A time phase is required for this answer. Advise candidates to also check the number of marks available for each question.

Advice candidates to provide short answers. Too much information given can sometimes negate the given response.