

---

# GCSE

# SPANISH

8698/LF Listening Foundation tier  
Report on the Examination

---

8698  
June 2018

---

Version: 1.0

---

---

Further copies of this Report are available from [aqa.org.uk](http://aqa.org.uk)

Copyright © 2018 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

## General Comments

Students handled the paper well and were clearly well practised in past papers and the Specimen Assessment Materials. They knew what to expect and had no difficulty grasping what the questions demanded of them. Almost all remembered to answer in the appropriate language, depending on which section of the paper they were answering.

Teachers should remind students to maximise the 5 minutes' reading time by:

- reading all the questions carefully, particularly those in Section B;
- looking at any examples given, as these point out the level of detail required;
- highlighting or underlining key words which have been highlighted in the rubrics/questions;
- identifying the questions which have two parts to answer from the same utterance;
- signposting Section B as it requires answers in Spanish.

## Section A

### Questions 1 – 3

This was found to be an accessible start to the paper and students answered all questions well. Around three-quarters of students achieved two marks on questions 01 and 02, and an impressive 88% gained two marks on question 03.

### Question 4

43% of students chose both correct answers (B and C), and a further 49% were able to select one correct answer. Option A was a popular choice of distractors (where they plan to get married), perhaps indicating a misinterpretation of *nos casamos en junio*.

### Question 5

Students did well on this question with 78% able to pick out the two correct answers. The words *dinero* and *ropa* were recognised well.

### Question 6

Students coped well with this longer passage. It was evident from their annotation that many had been well prepared, in that they recognised from the numbering (06.1, 06.2, 06.3) that all three questions were to be answered from the same recording. In 06.1, the clues of *duran unos pocos meses* and *trabajos más permanentes* led 51% of students correctly to select option D although option C (stress at work) was also a common choice. For 06.2, 71% of students selected the correct answer 'Apprenticeships' and 74% were able to gain the mark in 06.3, showing their understanding of the key words *ganar* and *salario*.

### Questions 7 – 8

In question 07, three-quarters of students gained two marks and were able to recognise *cocinar* and *pasteles*. A further 20% scored one mark and *relajante* was recognised by the vast majority. In question 08, it was the activity that students found more accessible, with most students able to deduce 'singing with a band' from *grupo* and *cantante*.

### Questions 9 – 11

This was a section requiring written answers in English and was therefore more challenging. Students are advised to read the question carefully in all cases, and here it was important to note that the answer was described as an ‘activity’. As a result, “electronic books” was not accepted for question 09, whereas ‘reading electronic books’ was correct. 54% of students answered correctly.

In question 10 (*llamar a mis amigos*), the key concept was ‘call friends’ but answers such as “talk / speak / chat to friends” were accepted as all implied phoning them. However, “contacting” and “keeping in touch” were not accepted as they are not precise enough and could imply texting. 67% of students gained the mark for question 10 and 62% for question 11.

### Questions 12 – 13

These were designed to be challenging questions and were handled quite well by students. In general, P+N answers are the most difficult for students to pick out and this proved to be the case here: in 13 many students heard that the design of the pool was *estupendo* but did not pick up the complaint that the cinema was very far away.

### Questions 14 – 15

In these questions, the destination of the visitors was well handled and the majority of students coped well with *castillo* and *montañas*. However, the weather vocabulary was not as well-known and *nublado* was not widely recognised. There were distracters in the text and students must successfully grasp the full meaning of the short sentences in order to eliminate the irrelevant and home in on the correct answer.

### Question 16

This was not intended to be a challenging question but, with no prompts and the need to provide a written answer, it was found to be difficult. All students knew the question was about animals and the majority picked up on ‘extinction’; the difficulty arose when students tried to phrase their answer, not having recognised ‘*en peligro de*’. As a result, the most common answer was “extinct animals” and only 30% managed to convey the idea of endangered animals or animals on the verge of extinction.

### Question 17

This was surprisingly badly answered. The sentence featured only one key phrase, *energías renovables*, but it proved to be difficult for students to pick out and many guessed at an aspect of the environment that might fit.

### Question 18

This turned out to be the most challenging question on the paper. Students usually recognise *videojuegos* with little difficulty but here, as it appeared in the first part of the sentence, they tended to disregard it and focus on what they heard in the latter part of the recording. There were many interpretations of *rotos* and even when students understood *en buenas condiciones* or *rotos*, they did not tend to link the phrase to *videojuegos* and so produced answers such as “things that are broken” or “items not in good condition”.

### Question 19

This question also proved demanding. Students seemed to latch on to *en las calles de la ciudad* which led them to answer B (open a food bank in the city) whereas the correct answer was to be found in *abrigos y jerséis*, leading to option A which mentions warm clothing. Just over a quarter of students answered correctly.

### Section B

#### Questions 20 – 21

Virtually all students remembered to answer in Spanish at this point. These were expected to be challenging questions and did indeed prove to be so. The most accessible answers were *estudiar idiomas* and *suspender examen* and the phrases *hacer intercambio* and *repasar apuntes* were known by a few students. Some students did not fully grasp what they were hearing and yet had a go at the answer, trying to transcribe what they heard. Students should always use the examples given to show them exactly what length and style of answer is required. Many students tried to write far too much.

### Question 22

Few students managed to pick up all four marks here but around 80% scored two or three marks. The one that proved most difficult to pick up was the *hora de cenar* as many students linked *comida* to *paella* and chose option E instead of C.

### Advice to students

With questions where you have to give a written answer in English:

- Make sure you read the question carefully so that you know exactly how to answer.
- Always follow the example, if one is given, as in questions 9 – 11. The example suggests that you should give a short answer.
- Ensure that you give precise answers as vague answers will not be correct. For example, in question 10 you hear that Alejandro doesn't bother texting, he always phones his friends, so the answer 'messages his friends' is clearly wrong. The answer 'keeps in touch with his friends' is too vague to be acceptable as it could mean either the right answer (phoning) or the wrong answer (texting). Similarly, in question 11, he states he does his homework on his laptop; here, the word 'work' as an answer is not acceptable as it is not clear that you have understood *deberes* as schoolwork.

With questions where you have to give a written answer in Spanish:

- Read carefully the instructions and any examples given so that you know how to answer. For example, questions 20 and 21 where the examples indicate that the answers should be an infinitive with another short detail both of which should be written in Spanish.

### Mark Ranges and Award of Grades

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