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GCSE

**SPANISH**

8698/LH Listening Higher tier  
Report on the Examination

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8698  
June 2018

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Version: 1.0

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## 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 – 2

As is to be expected, Higher tier students had greater success in answering this overlap question, but the stumbling point remained the same: picking up the positive and negative view of the leisure facilities in question 02.

### Questions 3 – 7

These questions met with a mixed response. The most accessible was question 07 which was answered correctly by the 83% of students who were able to link words such as *digital* and *móvil* to the concept of new technology in option C. The most challenging was question 03 as many students linked *concierto* and *estadio* to the ideas of the festival in F or the ticket scam in G, instead of the ticket sell-out in E. 54% gained a mark in this question.

### Question 8

Question 08.1 was designed to challenge the most able students, with answers in English and two answers to be found in one recorded speech. Only the very best students succeeded and answered extremely well, including all the details required. Around 30% picked up one or both marks from this question. In question 08.2, 36% of students correctly identified that Luis was going to break up with his girlfriend or that he was not going to marry her. Some heard *sobrevivir* and concluded incorrectly that Luis was no longer going to live with her. A number got the genders mixed up and, despite the girlfriend in question having a very well-known female name (Carmen), many students referred to 'him' and even rendered the name as 'Cameron'. As the text clearly stated *Carmen* twice and *ella* on three occasions, this was not accepted. Students were also supported on the question paper where her name was given in question 08.1.

### Questions 9 – 11

These were designed as challenging questions and students did well, particularly on question 11 where 78% of students picked out the correct answer C.

### Questions 12 – 13

Students found question 12 more accessible than question 13; 69% of students got both marks in part 12.1. In 13, many made the link between *pájaros fenomenales* and wildlife as an aspect that Fernando liked, but fewer coped with the less straightforward language whereby Fernando expressed his approval of the hotels. Overall, students are to be congratulated for their success in answering these questions.

### Question 14

Students coped comfortably with this overlap question and, as at Foundation tier, many had annotated the page to remind themselves this would be an ‘all-heard’ question. The most accessible part was 14.3 where 89% of students gained the mark.

### Questions 15 – 16

These questions were aimed at the highest grades and did prove to discriminate successfully. The key to a successful answer to this type of question lies in providing all the details given. The vocabulary used may be in an unfamiliar context or may not be used with high frequency, but students aiming for the highest grades must be able to use higher linguistic skills and convey all the information elicited. For instance, in response to question 15.1, it was not enough to state that Adela visited schools to talk about the environment; students needed to convey that Adela explained the best ways to look after the environment. The most accessible part of these questions was 16.1 which was correctly answered by 38% of students. Only 8% managed to produce all the details required for question 15.2, but this was to be expected because the question targeted the most able students at Higher tier.

### Question 17

Higher tier students coped better with this than those entered for Foundation tier, as is to be expected, but it still proved much more demanding than expected. As with the Foundation tier answers, students did not link *videojuegos* and *rotos* and wrote “things that are broken”.

### Question 18

67% of students managed to pick out the items of clothing mentioned and make the correct choice of option A.

### Questions 19 – 22

These questions targeted the very best linguists. As with questions 15 and 16, students needed to produce all the details from these short interview questions and 42% of students did so for question 19, correctly using either their understanding of the word *papel* in the context of a film or using communication strategies to work it out from the context and other clues. Only the most able students gained marks in questions 20-22, showing they could handle the perfect tense, the conditional form of *deber* and recognise Higher tier vocabulary such as *actuación*. Between 12% and 18% answered these three questions correctly.

### Question 23

This was a challenging question and one of the most demanding on the paper. It is not easy to pick out *oliendo fuertemente a humo* due to the vowel sounds, so it is pleasing that a small number

of able students gained marks here. Others heard the word *casa* and put together an answer involving smoking at home. For the second point, many students picked up on *dramático* and *número* and guessed from the context that there was a dramatic decrease in the number of people who smoked. However, at this level, such answers did not show an understanding of the vocabulary *aumento* and *dejar de fumar*, and were therefore not accepted.

### Question 24

A quarter of students correctly chose option B.

### Questions 25 – 26

Students entered for the Higher tier managed this question more successfully than those at Foundation, as is to be expected, but it still proved more demanding than expected. 30% managed both marks for question 25, with *hacer intercambio* being more challenging than *estudiar idiomas*, but only 20% gained the two marks for question 26. The verb *repasar* was often represented as *pasar* and the word *apuntes* was not well known.

### Questions 27 – 28

The majority of students understood that they had to deduce what lesson was going on from the information that was given in the recording, the instructions and the example. Some did not use the information provided and produced unconnected guesses such as “camping” from *campo*. A common error resulted from students picking up on *agua* and *nutrientes* (but not *árboles*) and producing “*tecnología de comida*”. Just over half of the students earned both marks in these questions.

### Question 29

Students seemed to follow the gist of this question well and 72% gained two or three marks. The most popular wrong option was D, as students heard *guapo* and *rico* in the recording.

### Question 30

This was done well. 62% of students managed to understand the language, which was not easy, well enough to conclude that Nicolás was not going to do anything about the situation.

### Advice to students

- Always read carefully the question titles as these will help you to understand the context of what you are about to hear. For example, question 8 indicates that the context is about a problem Luis has in his relationship with Carmen. Another example would be in questions 19-22, where an interviewer is talking to an actor about her career and films, so the questions must revolve around that area of her work.
- Read carefully the instructions and any examples given so that you know how to answer. For example, questions 27 and 28 require a short answer in Spanish as indicated by the example which in these questions would be a school subject written in Spanish. Another example would be in questions 25 and 26 where the examples indicate that the answers should be an infinitive with another short detail both of which should be written in Spanish.

- Be aware that some questions need you to give longer answers. Longer answers are usually indicated by two lines being provided for the written answer. In order to be successful you should provide *all* the details you hear. For instance, in question 16, you need to convey that a school had turned half or part of its playing field into a fruit and vegetable garden. If the idea of half/part of is omitted then the answer is not accepted as it implies that the school no longer had anywhere for sports.

### **Mark Ranges and Award of Grades**

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