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# GCSE

# SPANISH

8698/LH: Listening Higher  
Report on the Examination

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## General comments

Students found the paper accessible in general and were clearly well versed in the question styles. They knew what was required of them and attempted questions across the paper. Just occasionally, students answered using the wrong letters or misinterpreted the situation of the dialogue: both of these can be resolved by students carefully reading the introduction to each question.

**Questions 1 and 2** proved quite challenging and revealed gaps in many students' vocabulary. The majority understood *niños* and many picked out *enfermos* but *juguets* and *viejos* were far less well known. Many students had clearly practised the 2018 paper in their revision and thought *videojuegos* might be tested again. In Question 2, *uniforme* was well known and a good number managed to successfully work out *de segunda mano*. *Residencias* was not picked up by many and these students wrote about the 'residents' rather than the homes.

**Questions 3 to 7** were targeting the top grades but were well handled by students who managed to steer clear of the distractors and opt for the correct answer. The phrase *sin techo* is very well known and *incendio* was picked out by over three quarters of students which was pleasing.

**Questions 8 to 10** were tackled well at this level and students understood the details sufficiently to rule out the incorrect answer and select the correct one. The word *río* was less well known, as has been the case where it has come up in previous exams.

**Questions 11 and 12** met with a mixed response. Students were able to work out the nature of the homework and *vocabulario* was a useful prop to help with the understanding of *palabras*. Not everyone understood *aprender* however, and some were tempted to use *lista* as a verb. Question 12 turned out to be one of the most challenging questions on the paper as all but a few had forgotten *estuche*.

**Questions 13 to 15** proved to be an appropriate challenge for a high demand question. Students had to understand three or four specific details in order to rule out the wrong answers and arrive at the correct one. Around half the students managed this in Questions 13 and 14 and almost three quarters were successful in Question 15.

**Question 16** was aimed at the highest grade and the 'answer in English' questions differentiated well. In 16.1, many students produced half the answer correctly, but few gave all the details required. Students should note that it is important to ensure that their response clearly answers the question: many referred to 'them' instead of 'young people' in 16.1 making it seem that they were talking about parents. Almost three times as many managed to correctly interpret *distanciarse* in 16.2 and a large number of students gained a mark in the multiple-choice Question 16.3 which was very pleasing

**Question 17** was another example where students gave only half the information required, usually the detail about needing to provide a quiet place for students to work. Over half the students followed the dialogue sufficiently well to work out that the advice to parents was not to do their children's homework for them.

**Questions 18 and 19** were well-handled by students who are clearly comfortable with the topic of free time activities. Errors occurred when students were not able to rule out the incorrect options because they picked up on single items of vocabulary for the activities, but not the details that then ruled out that option.

**Questions 20 to 23** were high demand questions, testing students' ability to understand question words and the details of short questions. The main issue here occurred when students did not read the scene-setting to introduce the question and omitted to notice that the interview was about a festival. As a result, many students did not score the mark in Question 20 by referring to a party. *Vale la pena* produced many answers referring to a dance (*vale/baile*). In Question 21, *extranjero* was not widely recognised and in both Questions 21 and 22, the future tense was often missed. Question 23 was the most successful of the four and students knew *basura* very well. Less well done was the question word *cómo* and the meaning of *usted*.

**Questions 24 and 25** were challenging in that they required precise understanding of vocabulary items and the most able students demonstrated an impressive knowledge of *borrar*, *archivos* and *disco duro*. Prepositions caused problems on a number of occasions in the paper with confusion evident between *a*, *de* and *en*. This had an impact on Question 25 where *en la industria de la música* was often rendered as 'from' or 'of' the music industry. Question 25 differentiated well with students opting for the advice in C, which they have undoubtedly been told many times, rather than the actual answer which was B.

**Question 26** was handled reasonably well. Around half of students chose the correct answer for 26.2 and up to two thirds for part 26.1.

**Questions 27 and 28** achieved a fair level of success, with many students choosing both the correct occupation and time frame. The most common mistake was to select the correct jobs but mix up whether they were past or future occupations.

**Questions 29 and 30** required a one word answer in Spanish on the weather. The words *frío* and *sol* were well picked out, although occasionally some students heard *al menos* and wrote *menos sol*. *Nubes* and *viento* were less well known and decisions had to be made about some rather wayward spellings. In both questions, a large number of students opted for the one weather condition that was not in the forecast.

There were a few problems with students writing down all the weather conditions they heard and students should be reminded to look at the example before answering, such as here where it is made clear that only two words are required.

**Questions 31 and 32** were handled fairly well with between half and two thirds of students choosing the correct answers.

### Advice to students

Students should always use the question title, the rubric and any examples given to make the context quite clear. In this way, any educated guesswork can be channelled in the correct direction. For example, in Questions 20-23, we are told that an interviewer is talking to the organiser of a festival so when the word *fiesta* is used, it has that meaning and not that of a party.

In longer answers, usually indicated by two lines provided for the written answer, students should expect to provide all the details they hear, often connected by *y*. For instance, in Question 16.1, students needed to note that both details were required: 'it is a time of change **and** young people need support'. In 17.1, it was not enough to say 'provide a quiet place to work' because the speaker then goes on to say 'with all the necessary resources'.

Students should be aware of the importance of prepositions in the meaning of both questions and answers, particularly *a*, *de* and *en*. In Question 21, *a la ciudad* was often rendered as ‘in the city’ or ‘from the city’.

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

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