



GCSE

SPANISH

8698/RF: Reading Foundation
Report on the Examination

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General comments

The average mark on this year's Foundation Reading paper was 29 which was a pleasing improvement on last year. This year there were 37 marks for non-verbal answers compared to 36 marks in 2018 and 10 marks for answers written in English compared to 11 in 2018.

Students are becoming familiar with the requirements of the different question types and, consequently there were fewer cases of students leaving blank answers. It is clear that exam technique is improving. As a general principle, students were given credit for all answers which conveyed the key idea intelligibly and without ambiguity whether the answer was in English or in Spanish. Marks were not awarded where errors in spelling, punctuation or grammar led to a failure to communicate the key ideas without ambiguity.

Students should be discouraged from giving alternative or additional information in their answers in Spanish as this may make the key idea ambiguous and therefore the marks will not be awarded. When the question style requires a letter in a box, students should be advised to make sure that they write the correct letter; for example in Q7, some students wrote P+N as an answer.

Section A

Question 1

Many students were able to work out that the last day of December was New Year's Eve. Only 15% however, knew that the food item was 'grapes' and many wrote 'traditional food' which was not specific enough for the mark. In answer to part 3, students should be reminded that in questions where **two** things are required for an answer, examiners will mark the first two answers and disregard the other answers. Students should also be encouraged to write each item on a separate line as indicated on the exam paper layout.

Question 2

This was well done which was pleasing.

Question 3

This question was testing feelings and actions. The expression *estar harto* was not well known at all. In part 2, students made up answers using the verb 'insultar' and wrote that Rafa was feeling insulted. Less than 10% of the cohort understood the expression *dar miedo*. Having spotted *diferente*, many students wrote that Rafa needed to 'do something different' or 'go to a different school' which were good but incorrect guesses and a more precise answer was required.

In part 3, the key idea was understood by less than 5% of the cohort with many writing about 'helping the head' rather than 'asking the head for help'.

Question 4

This question focused on stage directions from a Lorca play. The verb *correr* was challenging for many students. In part 2, it is clear that basic numbers continue to create problems for some students. In part 3, B was the most popular answer revealing that the verb *hablar* possibly caused problems for many students. In part 4 the adjective *triste* was not too well known.

Question 5

This was very well done, showing a good knowledge of the jobs and careers section of the specification.

Question 6

This was a question where students had to answer in English. Students' ability to do this was better than in 2018 which was pleasing. In part 2, very few students were able to identify which money Marina used to start her business and many students tried to incorporate all possibilities, writing answers such as 'the money from her parents in the bank'. In part 3, the verb *cuidar* continues to cause difficulties and less than 20% of the cohort understood it correctly. It is still confused with *ciudad* and led to many answers about 'going to the city with her mum'.

Question 7

This question tested knowledge of time frames and it is very pleasing to report that this year's students performed better than the students in 2018 on a similar question.

Question 8

This was an extended text on a topical subject. Many students gave C as an (incorrect) answer as they were focused on the reference to 15 *años* in the text without understanding *desde la edad de*.

Question 9

This question style is challenging for less able students. Parts 3 and 4 were well done, especially part 4 where more than 80% of the cohort answered correctly.

The difference between *esta semana* and 'next week' was challenging for many in part 1 and the word *camionera* was not well known, despite the fact that students could have used communication strategies to work it out from the Key Stage 3 vocabulary item *camión*.

Question 10

In Section B, students are operating in Spanish, A very large number of students did not know the difference between *histórica* meaning 'historical' and *historia* meaning (in this case) 'story'. D was, therefore, a very common answer although overall, this question was well done. Free time is a well known area of the specification.

Question 11

In general, students coped quite well with the mini texts in Question 11 but in part 4, the verb *aprender* was not well known and little more than a quarter of the cohort answered this part correctly.

Question 12

This question also required answers in Spanish and students should be reminded that they are not required to change any of the Spanish words that they lift from the text. Any correct manipulations

were awarded the mark. Some changed *comida basura* to *comida rápida* for example and were awarded a mark as it conveyed the same key idea.

There were some creative misspellings of the word *portátil*. As per the mark scheme, credit is given for answers which show that the student has made a reasonable attempt at spelling the target language key word except where it becomes ambiguous. Marks were not awarded to those students who copied whole chunks of text but these cases were fewer than in 2018 so students and teachers had taken on board the advice from 2018 which was very pleasing.

Students should also be reminded that the correct answer can come after a key word in the question but it can also come **before** the key word as well. For example, in part 1 some students copied the Spanish words that came after ***mucho*** in the question, eg *mucho verdura*. Students were more successful in 14.3, although there were some odd spellings of ***dormir***.

Question 13

This was another literature based text and tested opinions. Students understand opinions well and this question was generally quite well done, especially part 2. Almost half of the cohort answered correctly on parts 1, 3 and 4 and over 90% in part 2.

Question 14

Part 14.1 was very well done showing good understanding of the healthy living topic and its vocabulary. Part 2 was also well done showing good understanding of the family topic and although part 3 was the most challenging, over 40% got the correct answer.

Section C

Question 15

Students found the translation more challenging than in 2018. A wide range of spellings were accepted for 'geography'. Many continued with 'because' instead of 'and'. The word *junio* led some students down the wrong path; some started referring to when they were 'in junior school'. Students should translate the immediate future (*ir+a+an infinitive*) with a future tense in English eg either 'we are going to visit' or 'we shall will visit' but 'we are visiting' will not be accepted as a translation of the immediate future in the translation section of the exam.

Vocabulary which proved challenging included *barrios* (barriers was common as well as bars eg to study the different bars) *aprender* (often missed out completely) *cómo* (confused with the verb 'comer and led to lots of references to eating eg 'I'm really interested in eating') The preterite tense was well done.

Advice to students

- Read the introduction to the question. This will help you to give appropriate answers.
- Make sure that your letters are clear when you are answering with a letter.
- Use the correct set of letters eg (P, N or P+N) (T,F, NM) or (P,N,F)
- Read forwards and backwards in a text from the key word in the question. Sometimes the answer comes after the key word and sometimes it comes before.
- Do not copy whole chunks of Spanish because you might include the wrong answer as well as the right answer.

- If you are asked to give **one** reason, only give one.
- Translate every word in the translation.

Advice to teachers

- Train students to spot distractors and practise this in class.
- Draw attention to the list of important verbs in the specification and make sure your students are familiar with them.
- Encourage your students to use capital letters when answering with a letter and to make them legible even if they change their answer.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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