



GCSE

Spanish

8698/RF Reading (Foundation)

Report on the examination

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General comments

This was the last exam of the current specification which meant that students were very familiar with the question types and how to answer them. The mean mark was very similar to 2024.

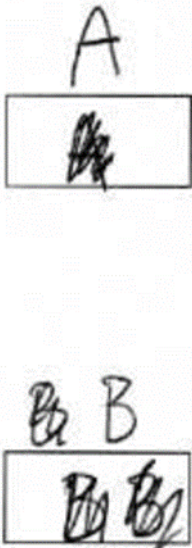
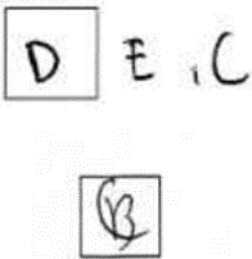
There were very few cases of students answering in the wrong language, but this will no longer be a problem since students will not be expected to answer any questions in Spanish in the new specification. Many of the questions in the new specification will, however, be the same style to this year's, so this report will focus on those question types.

Section A

Questions 1 and 2

As for all questions where students have to answer with a letter, students should make their letters **clear** and should preferably use a capital letter. Obviously, students may change their mind and if they want to change their answer this should also be clear to examiners. Students risk losing marks when their letters are ambiguous and when they change their answer but do not cross out the letter that they do not want examiners to mark.

Here are some examples of good and bad practice which students may find helpful for the new specification:

Good practice	Bad practice
	

Question 3

Students will be expected to answer questions in English in the new specification and when there is an example, they should follow it. On a few occasions in this year's exam, some students even wrote 'two words' next to the example in 3.2 which was a good way of reminding themselves how much to write. As such, students who wrote 'stressed' did not get a mark because they needed to also show understanding of 'menos'. This was true in part 2 of

3.3 where 'brave' did not get a mark but 'more brave' or 'braver' did. The example answer in part 2 indicated that a verb was needed and a lot of students lost a mark by writing 'job' without mentioning that Ana had **lost** her job'.

As a general rule, students should avoid giving alternatives in an answer. If the alternative does not contradict the key idea or make it ambiguous then the answer will be accepted. For example, if a student wrote 'more brave/valiant' then this would be marked correct because there is no ambiguity.

However, if the alternative contradicts the key idea or makes it ambiguous then it would be rejected. For example, if the student wrote 'more brave/considered' then this would be marked wrong because the answer is ambiguous.

Students need to pay particular attention to question words and to spot the help that is being given in the question to direct them to the answer, e.g. *at the end of the experience* in this question.

Question 4

This question differentiated well. Better students were not tempted by 'zapatería' in 4.1 and realised that it was only Yolanda's father who worked there whereas the question asked about her parents. 4.3 was very accessible to a high proportion of students who spotted 'aniversario' at the end of the text and matched it correctly to option A.

Question 5

This area of the current specification is well known, and the students did well on this question.

Question 6

There will be times when there is no example for the students to follow, but they will not be expected to write a lot and they will be able to take their answers directly from the text. Students are advised to read the required information carefully before they answer. In 6.1, many wrote about Rubén belonging to a 'modern group', latching on to a word in the first sentence. Those who read on realised that he belonged to *a group of school friends*.

Students should be aware that marks cannot be awarded where errors in spelling lead to an inability to communicate the required information without ambiguity. This is explained in the 'General principles of marking' section at the start of the mark scheme, 1. (a). In this question, some students unfortunately lost a mark because they misspelt 'college' and wrote about 'friends in **collage** groups'.

6.2 differentiated well between those students who understood 'en lugar de' and those who did not.

In 6.3 very few students understood 'contacto cara a cara'. Lots of students simply wrote about Rubén losing his contacts and some thought that 'cara' was a person and wrote about losing contact with Cara.

Question 7

Students will no longer be required to show understanding of literary extracts in the new specification. This question was well answered, with students showing a good understanding of jobs.

Question 8

This question tested recognition of time frames, a skill that will be tested in future exam papers. It was challenging, probably because the two short texts did not include time markers, so students had to recognise verb endings to be able to show understanding of different tenses.

Question 9

Students generally performed well, showing good knowledge of the vocabulary tested.

Section B (Questions 10-12)

The main problem with Section B was that some students were not precise in their answers and chose instead to copy out too much information from the text. This will not be an issue from next year since the new specification will not include any questions which require answers in Spanish.

Question 13

This question style will no longer be used in the new specification.

Question 14

In a question where students must write, for example, a list of three letters (as was the case in this question), only the first three letters will be considered for assessment purposes. This is explained in the 'General principles of marking' section of the mark scheme, point 2. It is important that students only write the number of letters required by the question and if they change their mind, the letter that they do not wish to be marked should be clearly crossed out.

Section C

Question 15

The translation exercise will continue to be a feature of the new specification, although it will change from a paragraph to single sentences.

This year's translation was predominately in the first person which made it more accessible to students and the mean mark went up.

The table below gives a more detailed report on how each of the sections of the translation performed.

Después de mis estudios,	This was an accessible start to the translation and was well done. Students should not include additional words in their translation. Those who wrote about 'finishing their studies' lost a mark.
voy a ser electricista.	The immediate future tense was well known, but the spelling of 'electrician' was wide and varied, though usually recognisable.
El verano pasado trabajé en una fábrica	Understanding of the preterite tense was good, but sadly some lost the mark by translating 'fábrica' as 'fabric' or 'clothes shop'.
y lo pasé bien.	Many students lost a mark by not being precise in their translation, writing 'and it was good' or 'and it went well'.
Pienso que es importante	This was well done by the vast majority of students but, as previously mentioned, students should not include additional words. Some lost a mark by writing 'I think it is very important'.
ganar suficiente dinero	A wide range of verbs were accepted as a translation of 'ganar' but 'to have enough money' was not.
para vivir feliz.	This section was very well done in all of its renderings, for example: for happy living, to live happily, to have a happy life.
Cuando estoy cansado,	This was challenging for a lot of students. Some wrote about being married mistaking 'cansado' for 'casado'.
me gusta bastante cocinar.	Surprisingly, the verb 'cocinar' was not widely known. Many wrote about a kitchen or a cook.

Mark Ranges and Award of Grades

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