



GCSE

Spanish

8698/RH Reading (Higher)

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 went up quite a lot from 2024, which was pleasing.

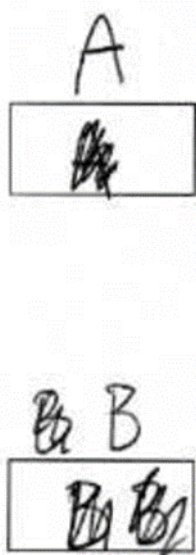
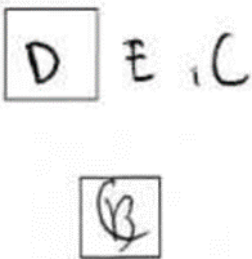
There were very few cases of students answering in the wrong language, but this will no longer be a problem since students will not be expected to answer any questions in Spanish in the new specification. Many of the questions in the new specification will, however, be the same style to this year's,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

Section A

Question 1

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 2

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

Question 3

This question tested recognition of time frames, a skill that will be tested in future exam papers. It was handled well at this level, even though 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 4

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 at higher tier will be expected to read and understand extended texts, as was the case here, and to show detailed understanding.

4.1 was a challenging question; many students did not understand or neglected to include reference to 'casi' in their answer. 4.6 was also challenging because few students understood the expression 'echar de menos'.

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. In 4.3, for example, if a student wrote 'she could not pay the rent/her accommodation' 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 answered 6.3 'she could not pay the rent/the bills' then this would be marked wrong because the answer is ambiguous.

Question 5

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

Question 6

This question style will be used in the new specification, and it is one which requires careful reading and checking. Students often change their minds about the answer and the advice about writing letters **clearly** is important here.

Question 7

This question was well done showing that students have a good understanding of the health topic.

Question 8

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 the vocabulary tested.

Section B

The main problem with Section B was that some students were not precise in their answers and chose instead to copy out too much of 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 9

In questions where students have to write both letters and numbers it is important that the letters and numbers are written in the correct boxes. The advice about clarity of letters applies equally to the clarity of numbers.

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.

It is pleasing to report that translation skills have improved and the mean mark for this year's question was higher than last year's. Congratulations to those students who showed an impressive understanding of grammatical structures and challenging vocabulary.

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

El año pasado mi tío diseñó	It was surprising how many students did not translate 'diseñó' correctly. Some incorrect translations included 'made', 'set up' and 'created'. There were also a noticeable number of 'aunts' rather than 'uncles'.
la página web del festival de nuestro pueblo.	'Nuestro' was challenging for some students and was often translated as 'new town'.
Ha tenido bastante éxito.	As expected, 'tener éxito' was challenging for less able students. A good number translated it successfully, however.
Ahora es posible comprar las entradas en línea.	Surprisingly, a number of students lost a mark by translating 'comprar las entradas en línea' with 'buying tickets in a line'.
Me encantaría ayudarle	The challenge here was to understand the object pronoun and only the most able students managed to translate it accurately.

cuando tenga dieciocho años,	A wide range of ages from 8 to 28 to 80 was seen. Students are clearly not used to seeing numbers written as words and it caused problems for some.
pero voy a trabajar en una organización benéfica.	'Una organización benéfica' has been tested a number of times before, yet relatively few translated it successfully. A 'charity shop' was a common error.
Podré comprender mucho mejor	Some students became confused when trying to combine sections 8 and 9, but the mark scheme made allowances for this and the vast majority of students scored a mark for including the 'problems of the less fortunate' even if they had mistranslated the first part of the sentence.
los problemas de los menos afortunados.	Some wrote about the 'unfortunate' which was not acceptable.

Mark Ranges and Award of Grades

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