



GCSE
Spanish

8698/LF Paper 1 Listening Foundation Tier

Report on the Examination

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General comments

Students coped well with the various question styles and clearly knew what to expect. They managed the longer questions well and had enough time to write their answers. However, students do need to be reminded to read questions carefully and to ensure that handwriting and amendments are absolutely clear for examiners to read.

Questions 1 and 2

Question 2 proved an accessible early question. Students knew the vocabulary well enough to select ‘Art’ as the answer. Question 1 was only answered correctly by just over half the students. This was surprising as there were a number of clues leading to the correct response of ‘Music’, namely *cantar, tocar, batería* and *grupo*.

Questions 3 to 5

Most students recognised the comments about school subjects and school friends. Question 5 was the most accessible overall and the majority of students could identify that the topics of conversation were uniform and sports facilities.

Questions 6 and 7

It was clear that *lento* was not well-known as few students concluded that the opinion of the service was negative.

Questions 8 and 9

Question 9 was answered well, and students were able to pick out *cambio climático* (climate change) in the recording. Just over half the students were able to link *ríos* and *mar* with ‘Water pollution’ which meant this question turned out to be more challenging than expected. This was possibly because both of the words are very short; maybe students missed them or they were hard to hear if students were listening in a large examination room.

Questions 10 and 11

These were overlap questions that also appeared on the Higher tier paper and so they are some of the most challenging on this paper. Most students recognised in question 10 that the event described was connected to a football match but only the most able were able to correctly identify the word *campeonato*. Some thought a camping trip had taken place.

Many students answered question 11 well (team sports). However, many also went on to state that Ana liked gymnastics. Students need to be aware that, when a question asks for what someone likes **best**, we are asking them to eliminate the wrong answer(s) and select the one correct one.

Questions 12 and 13

This was designed to be a very accessible question, testing adjectives to describe personality. Students knew certain words very well (*divertido, aburrido, trabajador*) but *perezoso* was not well known at all. This meant that question 12 was not done as well as expected.

Question 14

The majority of students correctly identified the first speaker as a potential Computer technician. The other parts of the question were less well done, and only a quarter of students realised that the third speaker wanted to be an actor rather than a TV presenter.

Questions 15 to 17

These were also overlap questions that appeared on the Higher tier paper. Students should be reminded to read questions carefully as for question 15 there were a number of answers of ‘Fireworks’. Students had focussed on the words ‘setting off’ in the question and ignored the key word ‘When’ at the start of the question.

In question 16, most students understood *isla* but *caminar* was not widely known. In question 17, *albergues juveniles* caused problems for many.

Question 18

This question was not well done. Part 1 proved most challenging and the correct answer (C – Sporting success) was chosen by the fewest number of students. Part 2 (answer A – A generous gift) was tackled slightly better but a similar number of students chose the option C (A natural disaster).

Questions 19 to 22

These questions were also on the Higher tier paper. The most accessible proved to be question 20 and students were comfortable with the words *niños* and *biblioteca*. In question 19, students recognised *jardín*, but few knew *vecino*. Question 21 produced the greatest variety of answers as students debated whether to use residence, residential, residency or resident. Most came up with a suitable expression for care home/nursing home, but a large number did not clarify that the audience were elderly people. The word *ancianos* was not widely recognised.

Questions 23 and 24

These questions were quite well done apart from question 24.2 where the majority of students thought that Leo was having his pizza at that moment. The verb *acabar de* allowed the more able students to conclude that he had already eaten.

Question 25

Most students found this question relatively accessible, and the average score was two out of four. Interestingly, the two answers that students answered correctly differed each time. Because of the Christmas theme, many students felt erroneously that option B (decorating the house) had to be an answer. *Iglesia* was not well known, and a lot of students wrote ‘English’ at the side.

Advice to students

Ensure your handwriting is absolutely clear and legible.

Cross out any mistakes with one clear line and rewrite the correct answer clearly next to it.

Read the question instructions carefully; you need to know exactly how to answer the question and also what the setting of the question is. If you need to guess, then understanding the scenario of the question is key to making an educated guess.

When you are asked what someone likes best, you are required to eliminate any secondary possibilities and select only the one thing that is preferred.

If a question contains the word **exactly**, then the answer will require the full details in order to answer the question properly. For instance, in question 15 (When **exactly** are they thinking of setting off?) it is not sufficient to answer simply 'August' as that is not an exact answer. The recording states *al principio de agosto* so the required answer is 'The beginning of August'.

Don't panic or feel despondent if you find a question difficult. The paper is designed to have different levels of challenge throughout; a demanding question will be followed by a more accessible one.

Don't leave multiple choice questions blank, guess at one of the options – you may be right, but a blank is always wrong.

Mark Ranges and Award of Grades

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