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# GCSE

# SPANISH

8698/LH Paper 1 Listening  
Report on the Examination

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8698  
November 2020

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## General Introduction to the November Series

This has been an unusual exam series in many ways. Entry patterns have been very different from those normally seen in the summer, and students had a very different experience in preparation for these exams. It is therefore more difficult to make meaningful comparisons between the range of student responses seen in this series and those seen in a normal summer series. The smaller entry also means that there is less evidence available for examiners to comment on.

In this report, senior examiners will summarise the performance of students in this series in a way that is as helpful as possible to teachers preparing future cohorts while taking into account the unusual circumstances and limited evidence available.

## Overview of Entry

The standard was very high and it was clear that the majority of students who chose to take the exam were very able. A larger percentage than usual were near native speakers and this contributed to the mean mark being much higher than normal for this paper.

## Comments on Individual Questions

**Questions 1 and 2** provided an accessible start to the paper and the food vocabulary was well known, except for *chuletas*.

**Questions 3 to 7** were designed to be challenging and were extremely well done. Students coped well with the wide range of vocabulary and achieved a high success rate on these news item questions.

**Questions 8 to 10** were well done but, after the impressive achievements in the previous five questions, one might have expected even more. The fact that students were required to answer in English (rather than select an option from a grid) inevitably raises the challenge.

**Questions 11 to 13** went well with two thirds of students on average being able to select the correct answer for each multiple choice question.

**Questions 14 to 15** were designed to be challenging and required detailed, accurate answers. Students did well on the one multiple choice question (14.3) and almost two thirds scored a mark on question 15.1. Details were lost in the other sections; for example, many students omitted to specify work experience in 14.1 and few knew the meaning of *título* in 14.2.

**Question 16** was very well done and the vast majority of students gained the full three marks available.

**Question 17** proved very successful with almost three quarters of students scoring the full four marks.

**Questions 18 to 21** were targeted at the top grades for the paper and were handled more successfully than one would expect in a typical year. The number *sesenta mil* caused the most problems but, pleasingly, many students knew *mitad* and *alquiler*.

**Questions 22 and 23** were tackled very well, despite the challenging vocabulary. Students proved themselves adept at picking out enough detail to help them reject incorrect options and select the right answers.

**Questions 24 and 25** were also on the foundation paper and were answered very well by higher tier students.

**Questions 26 and 27** tested tenses and time frames and were extremely well done. Only 27.2 caused any difficulty, probably because *anoche* is not as well known as *ayer*, *mañana* and *en este momento*.

**Questions 28 and 29** required students to identify certain negative characteristics and write the adjectives in Spanish. Around half scored the full 2 marks for each question. Sometimes spelling was the issue and rendered the words unrecognisable or ambiguous. On other occasions, students chose the wrong adjectives from the recording.

**Questions 30 and 31** were well done; around three quarters of students correctly realised that the opinions were both positive and negative.

### **Concluding Remarks**

Students performed extremely well on this paper and showed an impressive understanding of a wide range of vocabulary. They navigated successfully through different time frames and a variety of themes and topics, and were able to identify opinion, extract details and draw conclusions. At the top end, students aiming for the highest grades should practise answering questions in English that require accuracy and detail.

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

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