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# GCSE

# SPANISH

8698/LF: Listening Foundation  
Report on the Examination

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## General comments

Students and teachers are to be congratulated on dealing so well with the paper after such challenging circumstances. Despite the disruptions, the vast majority of students seemed comfortable with the style and nature of the questions and well-drilled in what was expected of them. Just occasionally, students answered in the wrong way (for example using A,B,C or D when 1,2,3 or 4 was required) or answering in English in the section where responses in Spanish were needed.

## Questions 1 and 2

These proved to be a very accessible start to the paper, as intended, and the vast majority of students were able to identify the activities stated. The words *electrónico* and *estudios* guided students successfully to the right answers.

## Questions 3-5

These questions met with a mixed response and it was clear that students could recall some items of food vocabulary but had forgotten others. The most common scoring pattern was for students to score one of the two marks available in each case; the best known words were *ensalada*, *gambas* and *tortilla*.

## Questions 6 and 7

Over half the students were able to pick out both opinions correctly in question 6; those that scored one of the two found the positive opinion of the balcony easier to identify. In question 7 around a third scored both marks but many students only identified the positive comments about the bathroom and missed the negative reference to the non-functioning air con.

## Questions 8 and 9

These questions were targeted at a low level and contained more than one clue to guide students to the correct answer. They were answered well, with over 80% of students answering correctly.

## Question 10

This question was quite well done. Most students recognised the word *drogas*, but fewer knew *peligros* and invented something appropriate, if wrong, to relate to drugs, like abuse, addiction or awareness for example. The word **exactly** in the question made it clear that detail was required. It was pleasing to see that very few students gave the one word answer 'drugs' as the majority realised that more detail was required to gain the mark.

## Question 11

This was done well and *cambio climático* was recognised by a large number of students. Occasionally, *cambio* caused problems and students gave an answer that was inaccurate, such as 'climate issues' or 'rising climate'. Sometimes, the sound *-ático* led to answers like 'a dramatic event' or 'mathematics'.

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### Questions 12 and 13

These two questions were designed to be very accessible, focusing on the well-known topic of school and using commonly-used adjectives. In question 12, the vast majority of students recognised the adjective *útil* but not quite as many opted for the correct option ‘work experience’. Some opted for ‘stay on at school’ suggesting that they had honed in on the mention of *instituto* and not grasped that the speaker talked about leaving school. However, 75% scored both marks. Almost 60% scored two marks in question 13 and, again, it was the adjective that they recognised more easily; *divertido* was widely known. The correct option at 16, apprenticeship, was chosen by the majority but some were drawn to select ‘gap year’, perhaps because the speaker was talking about when he was 16 years old.

### Question 14

This question proved challenging, mainly because the word *periódico* was not well known. Again, the preposition caused problems as some students thought that Lucía wrote in or for a newspaper rather than a newspaper. Most students grasped that Lucía had written something, so *escribir* was well known, but *carta* was rendered as CV, personal statement, application, email and other things that fitted the job-hunting scenario.

### Question 15

This was quite well done and many students picked out that Lucía had gone to an interview. If *entrevista* was not known, students suggested that she had met the boss, talked with the boss or even gone out with the boss.

### Question 16

This was badly done considering that students only had to recognise *llamar*. Every form of communication was offered. Some students misread the question and so gave answers which explained **when** will she know if she has got the job instead of explaining **how** she will be told.

### Question 17

Almost 62% scored a mark on part 17.1, 42% on 17.2 and a surprisingly low 16% on part 17.3. It was clear from the answers that students knew the word *jefe* very well and were therefore swayed by option E (‘shouted at the boss’). The verb *besar* caused problems for the majority.

### Question 18

This question was tackled well by three quarters of students who demonstrated a good knowledge of adverbs of place and directional instructions.

### Question 19.1

This was an overlap question, appearing on both the foundation and higher paper, and therefore designed to test students at the top end of the foundation tier. The question required students to pick up on both the elements of *miedo* and *pájaros*. Only the most able students were able to answer correctly; the word *ruido* led some students to think that using a mobile was rude or that it ruined the atmosphere. Others thought that the phone could be stolen or lost.

**Question 19.2**

The word *flores* was identified by the vast majority and many students knew or correctly guessed from the context that *recoger* must mean to pick. Less successful guesses included to walk/tread on, to plant, to touch and to damage.

**Question 20**

Students were very familiar with the word *basura* and correctly interpreted one of the two instructions. Fewer recognised *fuego*; we did not insist on the word 'to light' for *encender* and accepted 'start a fire', 'have a fire', 'make a fire' and 'no fires'.

**Questions 21 and 22**

These questions were designed to test the understanding of time frames. Students should be aware that they will need to listen out for tenses, but that the verbs will also be supported by time markers or phrases, such as *ayer*, *el martes que viene*, *en este momento* etc. Students found question 22 the more accessible of the two.

**Question 23**

This was designed to be an accessible end to the paper and over 98% were able to score on this question with over half achieving 3 marks or the full 4 marks. The most recognised activities were shopping for presents and going swimming.

**Advice to students**

Ensure your handwriting is absolutely clear and legible.

Cross any mistakes out 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 know it is about school, then your brain is already geared towards listening out for vocabulary linked to school and education.

If you are asked for two things (such as two types of transport), do not give more than two. If you give both the correct and the incorrect answer, you cannot be awarded a mark.

If a question contains the word **exactly**, then the answer will require the full details in order to answer the question properly. For instance, if a class project is on *los peligros de las drogas* then you must put the whole phrase 'the dangers of drugs' and not just 'drugs', which is too vague.

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.

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

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