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# GCSE

# SPANISH

8698/LH : Listening Higher  
Report on the Examination

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8698  
June 2022

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Version: 1.0

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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.

### Question 1

This question was designed to give students confidence with an accessible start and over 96% achieved two or three marks for these supermarket announcements. Students readily identified the Christmas opening hours but found it harder to link 'January sales' to the *rebajas* of *el nuevo año*.

### Questions 2-3

These were designed to have a high level of challenge and, therefore, much of the vocabulary was drawn from the higher tier list. Nevertheless, many students did well with almost half getting the point on 2.1, where they identified the director's demanding nature more readily than his self-confidence, and an impressive 78% scored on question 2.2. Between 54% and 60% gained the points in question 3 demonstrating both a good knowledge of vocabulary and the ability to listen closely for detail.

### Questions 4-8

These news headlines are a challenging type of question and students manage them extremely well. They must scan the headlines, listen closely for detail and link each report to its headline accurately; in addition, the vocabulary used is not a direct translation of what they hear. For these reasons, it is very pleasing to see how well students perform when tackling this layered task. The only one that caused difficulty was question 6 where only 25% grasped the full meaning and chose the correct answer G (Volunteers are needed). The most popular choice was B because the word 'public' was part of the option. An impressive 94% answered question 7 correctly.

### Questions 9-10

These were intended to be questions with a high level of challenge and the word **exactly** in the rubric indicated that a detailed response was required for all four sections where students were required to answer in English. Questions which require complex answers such as these are good differentiators and allow the top candidates to demonstrate their detailed understanding of the utterances. The most able students were able to do this but those that did not understand the whole utterance omitted elements that were key to the answer. In these questions the words most commonly understood were: *pasar*, *médico*, *matrimonio*, *decidir*, *juntos* and *examen*. The less well-known words were: *ejército*, *perder*, *anillo*, *quedarse*, *suspender* and *conducir*.

### Question 11

In question 11.1 the phrase *efectos especiales* was very well known and students correctly identified these as a positive aspect of the film. They found it harder to pick out the cost of the ticket as a good point but, overall, 50% of students scored both points. In 11.2, it was the soundtrack that caused problems as fewer students knew *banda sonora* and perhaps found *oía*

challenging. They were comfortable with the plot being a negative element and readily understood *historia muy complicada*.

### Questions 12 and 13

These were overlap questions, also appearing on the foundation paper, and so were questions of low demand at this higher tier. They used more commonly known items of vocabulary and grammar which were taken from the foundation tier lists. These questions were done well, with climate change scoring particularly highly. A few students were unsure of the word *peligro*.

### Question 14

Students are to be commended for achieving such good marks on this challenging question. It was an extended text, an Ofqual requirement, and students showed a very pleasing ability to listen to the whole recording and remain focused throughout in order to answer the four multiple choice questions. Between 70% -73% answered 14.1 and 14.2 correctly and a huge 95% worked out that *hervido* was a vegetable dish. The only part that was done less well was 14.3 where students did not know the word *abanico*.

### Questions 15-17

These questions were also on the foundation tier paper and required only short answers focusing on commonly used vocabulary. As anticipated, these questions were done well although *periódico* in question 15 was not well known by students.

### Questions 18 and 19

These two questions were testing the understanding of detail and were designed to produce a high level of challenge for the purposes of differentiation.

In 18.1 the question required an understanding of the *-ísimo* suffix to adjectives, which the most able students were able to render as 'extremely', 'very' or 'really' plus the adjective.

The detail most missed in question 18.2 was the word *entrenamiento*, and many students simply answered that he was going swimming at four o'clock.

19.1 was done well on the whole; those that did not get the mark often understood *enfermo* as nurse or infirmary.

19.2 required students to pick up on the use of *poder*, so that they gave some element of 'be able' in their answer.

### Question 20

This question represented a medium level challenge and was done relatively well. Between 46% and 58% of students scored points on the two sub-questions.

### Questions 21-22

These questions were also on the foundation paper and were done much more successfully by students entering the higher tier. There were some words not widely known, however, such as *miedo*, *pájaro*, and *fuego* but *ruido*, *recoger*, *flor* and *basura* were well known.

### Questions 23 and 24

Some 63% of students correctly identified Rodrigo's opinion as negative. It was important, here, to note that the question explicitly specified *la opinión de Rodrigo*, and, in the recording, the correct

opinion was reinforced by the phrase *personalmente a mí...*. He went on to talk about how other people feel and the challenge was to pick out his opinion only. Question 24 required a similarly detailed grasp of the full statement and 44% of students surmised that Rodrigo accepted the job-creation element of bullfighting but agreed with people who felt it was cruel.

### Question 25

A few students had forgotten that they were now in section B and answered in English; to prevent against this, some students had wisely circled or highlighted the ‘en **español**’ rubric at the start to remind themselves. Occasionally students invalidated a correct answer by writing too much conflicting information; the question only asked for types of transport and the answer lines were relatively short so one word answers were all that was required. Close listening was required to grasp the whole text in order to pick out the correct two and reject the other two. The vast majority worked out that the bus or coach was recommended but relatively few were able to identify the train as the other suggested form of transport. The requirement was the same for question 26; *punte* was successfully identified by many, *plaza de toros* less so.

### Questions 27-28

These questions are also on the foundation paper and represented an accessible end to the paper. Students did well on the questions and over 85% scored a mark in each one. Students are clearly well versed in this style of question and know to listen out both for the tenses and the time phrases to steer their judgement.

### 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.