



**GCSE**  
**Spanish**

8698/RF Paper 1 Reading Foundation Tier

Report on the Examination

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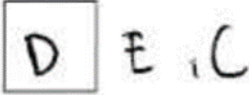



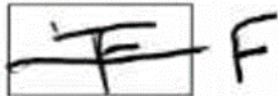
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**General comments**

Students and teachers are to be congratulated on dealing so well with the paper. The mean mark was up slightly on 2023. The vast majority of students seemed familiar with the style and nature of the questions and were well prepared for what was expected of them. Just occasionally, students answered in English in the section where responses in Spanish were needed but these occasions are becoming increasingly rare. Spelling is a problem when it leads to ambiguity, in both sections A and B. Some students are still copying too much information from the text when answering in Spanish and should be encouraged to follow the example provided as guidance to how much information to include. The shorter lines also indicate that a short answer will suffice. All students should be encouraged to work through the whole paper as it does not increase steadily in demand. It is designed to follow a series of peaks and troughs within a steady incline of demand to encourage students of all attainment levels to attempt all questions within the paper.

As mentioned in last year’s report, students are advised to write letters **clearly** when answering questions requiring non-verbal responses. Students lost marks when their letters were ambiguous and when they changed their answers but did not cross out the letters that they did not want examiners to mark.

Here are some examples of good and poor practice which students might find helpful.

Good practice	Good practice	Poor practice
	 	 
	 	

When students have to write in English or in Spanish they should avoid giving two answers in the hope that the examiner will select the correct one, for example, *Journalist/TV presenter*. Another example is when students use **or** in their answer, for example, *TV presenter or journalist*. These answers create ambiguity. These types of answers will almost always be marked wrong, and students should be strongly discouraged to answer in these ways.

**Question 1**

This question was designed to give students an accessible start and was well done by the majority of students. The most challenging section was 1.3 where there were near-cognates to support students.

**Question 2**

This question continued to target the lower grades, yet surprisingly not too many understood *ir de paseo* in 2.1. It is possible that most students read only the answers to the questions posed in the interview and were working on limited information for their answer. In 2.2 a lot of students missed *soy un **desastre** en todos los deportes* and thought that the list of sports meant that he was talented at them. It was pleasing to see that in 2.4 many students working at the lower grades understood the future implication expressed by '*me gustaría tocar la guitarra en el futuro*' and were able to work out that Pablo is not currently playing the guitar.

**Question 3**

This question was slightly more challenging and contained some distracters which students had to discount to get to the correct answer. The expression *tener hambre* was well known in 3.1. 3.2 proved to be more challenging, showing that the verb *ganar* was not widely understood. In 3.3 the words *robos* and *violencia* helped students to choose the correct answer and this was well done.

**Question 4**

This was the first question where students had to answer in English and as such it differentiated well. Students are very familiar with the question style as it has appeared on the majority of the previous exam papers and the demands are the same as in the past. Students did much better on this question than in 2023, which was really pleasing. As shown in the example, students needed to include a verb in 4.1 and a wide range of verbs were accepted. It was only in 4.3 where students were really challenged because *teletrabajo* was not well known and consequently many students thought that Sofía wanted to work on the TV and made up a job that they thought would go with it such as 'TV presenter'. Only the higher attaining students at Foundation tier managed to score two marks for question 4.3.

**Question 5**

The first question which was based on a literary text. A high percentage of students understood that Iván's grandmother wanted to know what his girlfriend was called in 5.1. It is possible that students thought that the answer for 5.2 would be in line 3 and around half of the cohort thought that the correct answer was **B** 'serious' when in fact the answer came from the line above. The word *extranjero* in 5.3 turned out to be challenging and less than half of the cohort got this question correct.

**Question 6**

This was an extended text to test students' ability to understand Spanish in different tenses. The text proved more challenging than a similar task in 2023, perhaps because there were no time phrases in this text, but consequently it differentiated effectively between those students who knew their verb endings and those that did not. Particularly well done to the 60% who understood the present continuous in 6.2 and the 54% who understood the preterite in 6.4.

**Question 7**

This was the second of the questions where students had to answer in English and is a question which also appeared on the Higher tier paper. At Foundation tier, very few students understood *mantenerse secos* in 7.1. Those students who got a mark in this question scored by showing an understanding of *si llueve* and any references to rain were accepted.

In 7.2 the less successful students were distracted by the English glossing below the text (*\*fuegos artificiales* – fireworks) and made-up answers about dogs being afraid of the fireworks which did not answer the question. Students needed to show an understanding of the verb *traer* and around 46% of the cohort did, which was pleasing because it is not one of the most common verbs.

In 7.3 students had to show an understanding of the expression *recoger la basura*. It was disappointing that at Foundation tier less than 10% of the cohort were able to do this, showing that the environment topic is still a challenging part of the specification for some students.

**Question 8**

This question was aimed at the middle grades and was really well done. The vocabulary in this topic area is well known and the students did well to finish each sentence with the correct information from the options.

**Question 9**

This question targeted the lower grades in the middle section of the question paper and was really well done. Those students who left no answers blank scored 4 marks here. *Acoso* is particularly well known with 88% of students knowing this word, but every part of the question was really well done. Students performed well in this topic area.

**Question 10**

Although this is Section B and students will have to answer a question in Spanish, the first question in this section is always aimed at the lower grades and the message to students once again is to attempt to answer **all** of the questions especially the questions requiring non verbal answers. The number of students getting full marks on this style of question was lower than in 2023.

**Question 11**

The importance of knowing question words can never be underestimated. Students need to know them in the other skill areas, and it is clear from the results of this question that some question words are more challenging than others. Almost 60% knew *dónde* in 11.1, roughly 40% knew *cuándo* in 11.2 but in 11.3 less than 30% knew *cuánto* which turned out to be the most challenging of the question words tested. In 11.4 just under 50% knew *qué*. It was pleasing to see students attempting this question as it was the first time that question words have been directly tested in the reading exam.

**Question 12**

This question type has been used before in Section B where students have to answer in Spanish. There is an example to show how much information is needed for the answer and the lines are short so there is no need to write any more than is necessary. Although fewer students are copying whole chunks of text, there is still a tendency to write too much. This leads to ambiguity and the answer can become incorrect.

For example, in 12.2 students who copied from *nunca encuentran ropa de moda* were awarded with a mark because Pablo’s friends ‘never found fashionable clothes’. However, those students who copied from *encuentran ropa de moda* could not be awarded a mark because it led to an incorrect answer.

Inaccurate spelling led to students losing marks. For example, some students wrote about *tiendas solitarias* in 12.1 which was incorrect. Students should take care to copy correctly from the text.

Overall, the students’ performance on all parts of this question was better than in 2023. The topic area was more familiar, and so the text was more accessible.

### Question 13

This was the second of the texts based on a literary text. This year the question style produced better results than the A/B/A+B question style in 2023. Opinions were well known for 13.1. *Inquietarse* was the most challenging piece of vocabulary for students in this question.

### Question 14

This question is the last in Section B and targeted the lower grades. Over half of the cohort were successful in 14.1 and over 60% in 14.3.

### Section C The translation

In the translation task, students need to show precise understanding of grammatical structures and vocabulary. Students should expect verbs to be tested in all parts and not just the first person. The overall average mark was very slightly lower than in 2023. This continues to be a challenging exercise for students, but credit must be given to those students who do attempt the question.

The table below provides more information on performance in this year’s translation.

El instituto de David hace	Some students failed to score by starting the translation with ‘At school David ...’ rather than ‘David’s school does ...’
mucho para proteger	This section was quite well known although the verb <i>proteger</i> was a challenge for some. Once again, vocabulary from the environment section of the specification was not widely known.
el medio ambiente.	This vocabulary item was well known, and many students scored a mark here. Spelling was sometimes poor but answers that did not create ambiguity in the context such as <i>inviroment</i> were credited.
Los estudiantes tienen que reciclar todo	The grammatical expression <i>tener que</i> was a challenge to some students. More surprisingly the word <i>todo</i> was also challenging and many lost a mark here by writing that students have to recycle <i>everyday</i> instead of <i>everything</i> .
y no malgastan energía.	Lots of students wrote about <i>bad energy</i> . Some lost a mark because they forgot to translate <i>y</i> and some wrote it in Spanish.

En octubre David va a pasar una semana	This was a challenging section. Many answered in the past tense. Some students did not translate the verb <i>pasar</i> and others translated <i>semana</i> as <i>weekend</i> .
en un laboratorio moderno	A very wide range of prepositions were allowed for <i>en</i> and most students scored here. The spelling of <i>laboratory</i> was poor but, as long as it did not create ambiguity in context, it was accepted.
porque quiere aprender	Students should be aware that verbs will not always be tested in the first-person singular. <i>Quiere</i> was translated as <i>I want to</i> as well as in the past tense. The verb <i>aprender</i> is still not well known.
sobre productos químicos.	Surprisingly this was not well done. A significant number of students wrote about <i>chemistry</i> products.

### Advice to students

Answer all questions, especially the ones where you have to write a letter.

Write clearly.

Do not give alternative answers by using the oblique/forward slash as the examiner will not award a mark.

Follow the example if one is provided.

Do not copy any more from the text than is absolutely necessary to answer the question.

Attempt all parts of the translation and check carefully that all words have been translated, particularly those little words.

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

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