



AS SPANISH 7691/1

Paper 1 Listening, Reading and Writing

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Level of response marking instructions A03

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There is one mark in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Determine a level mark

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
01.1	B, H (in any order) B (No castigues a tus hijos por su comportamiento todo el tiempo.) H (Es necesario pasar ratos de ocio con ellos.)	2	

Qu	Accept	Mark	Notes
01.2	E, G (in any order) E (No interrumpas a tus hijos cuando te están contando algo.) G (Es bueno conocer sus sentimientos y opiniones.)	2	

Qu	Accept	Mark	Notes
01.3	D, F (in any order) D (Deja que tengan su propio espacio.) F (No pases demasiado tiempo usando aparatos electrónicos.)	2	

Question 2

Accept misspelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Accept	Mark	Notes
02.1	(La) décima (edición)	1	Allow 10/diez

Qu	Accept	Mark	Notes
02.2	(Gran) encanto natural (1) Excelente ambiente (durante el verano) (1)	2	

Qu	Accept	Mark	Notes
02.3	(de) España (1) de fuera (1)	2	españoles would be considered in place of (de) España

Qu	Accept	Mark	Notes
02.4	Un mercado medieval	1	

Qu	Accept	Mark	Notes
02.5	En el escenario principal en la playa	1	

Qu	Accept	Mark	Notes
02.6	Un concurso para nuevos talentos celtas	1	

Qu	Accept	Mark	Notes
02.7	Actuar en el escenario principal en el festival del año siguiente	1	

Qu	Accept	Mark	Notes
03.1	M (Maite)	1	

Qu	Accept	Mark	Notes
03.2	I (Iker)	1	

Qu	Accept	Mark	Notes
03.3	S (Sofia)	1	

Qu	Accept	Mark	Notes
03.4	S (Sofia)	1	

Qu	Accept	Mark	Notes
03.5	M (Maite)	1	

Qu	Accept	Mark	Notes
03.6	M (Maite)	1	

Qu	Accept	Mark	Notes
03.7	I (Iker)	1	

Qu	Accept	Mark	Notes
03.8	I (Iker)	1	

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Determine a level mark

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When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

Example:*1**

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo que habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

Incorrect spelling (unless the meaning is changed)

Accents (unless the meaning is changed)

Confusion of noun/adjective eg *peligro/peligroso*

Occasional slips in gender/adjectival agreements.

Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions eg *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.

Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 70 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.

If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Qu	Accept (key idea underlined)	Mark	Notes
04	Bullet 1 • <u>Le encantaban sus mensajes.</u> (1) • <u>Se aficionó a estos cómics.</u> (1)	2	Accept the key idea if paraphrased unambiguously.
	Bullet 2 • Amaya <u>se identificaba con Mafalda.</u> (1) • Ellas dos <u>veían el machismo en su entorno.</u> (1) • <u>Compartieron/compartían las mismas ideas sobre el feminismo.</u> (1)	3	Accept the key idea if paraphrased unambiguously.
	Bullet 3 • <u>Van a seguir leyendo a Mafalda por muchos años.</u> (1) • <u>No olvidarán nunca a Mafalda/esta pequeña heroína</u> de su infancia y adolescencia. (1)	2	Accept the key idea if paraphrased unambiguously.

Section B**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
05.1	marido	1	

Qu	Accept	Mark	Notes
05.2	porvenir	1	

Qu	Accept	Mark	Notes
05.3	rostro	1	

Qu	Accept	Mark	Notes
05.4	indica	1	

Qu	Accept	Mark	Notes
05.5	mal	1	

Qu	Accept	Mark	Notes
05.6	desolado	1	

Qu	Accept	Mark	Notes
05.7	pasó	1	

Qu	Accept	Mark	Notes
06	H, F, Q, L, M, K, G, B H (logrado) F (fue) Q (ya) L (realizados) M (se encuentra) K (perder) G (hasta) B (debe)	8	In this order

Qu	Accept	Mark	Notes
07.1	B (Los programas de telerrealidad se han convertido en una parte habitual de la programación.)	1	

Qu	Accept	Mark	Notes
07.2	C (Muchos no pueden explicar la razón por la que les gustan.)	1	

Qu	Accept	Mark	Notes
07.3	A (Sigue siendo un programa muy exitoso.)	1	

Qu	Accept	Mark	Notes
07.4	A (En realidad, no todo el mundo puede participar.)	1	

Qu	Accept	Mark	Notes
07.5	A (Para ser seleccionado es necesario tener alguna característica distintiva.)	1	

Qu	Accept	Mark	Notes
07.6	B (La audiencia disfruta mirando, sabiendo que a ellos no los pueden ver.)	1	

Qu	Accept	Mark	Notes
07.7	A (El primer tipo de espectador solo juzga, el segundo se involucra.)	1	

Qu	Accept	Mark	Notes
07.8	C (A los espectadores les gusta controlar si el concursante se va o se queda.)	1	

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Summary questions

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No credit for AO2 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

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If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.

Qu	Accept (key idea underlined)	Mark	Notes
08	Bullet 1 • <u>Fue expulsado temporalmente del colegio.</u> (1) • <u>Fue denunciado por acoso sexual.</u> (1)	2	Accept the key idea if paraphrased unambiguously. Answer must include a conjugated verb
	Bullet 2 • <u>Muchos han visto/apareció el mensaje inspirador/conmover de Sergio</u> en las redes sociales. (1) • Ahora <u>tienen la Fundación Sergio Urrego/ una fundación que apoya a personas que sufren discriminación</u>(1) • <u>Lady Gaga comentó el caso de Sergio/ concienció de los peligros de la discriminación</u> (en América Latina) (1)	3	Accept the key idea if paraphrased unambiguously.
	Bullet 3 • Consideran que los de la comunidad LGBTI <u>no son seres humanos/ no tienen la misma dignidad.</u> (1) • Consideran que los de la comunidad LGBTI <u>no merecen los mismos derechos.</u> (1)	2	Accept the key idea if paraphrased unambiguously.

Question 9

Accept misspelling provided this does not alter the meaning/create ambiguity.

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Accept	Mark	Notes
09.1	Las redes sociales (1) Las (plataformas de) reuniones virtuales (1)	2	

Qu	Accept		Notes
09.2	Un descenso de la productividad	1	

Qu	Accept	Mark	Notes
09.3	Ayudar a los ciudadanos a trabajar desde casa de manera más productiva	1	

Qu	Accept	Mark	Notes
09.4	Para comprobar que el trabajo está bien hecho (1) y prevenir posibles errores (1)	2	

Qu	Accept	Mark	Notes
09.5	Para impresionar/ es fácil trabajar sin parar	1	

Qu	Accept	Mark	Notes
09.6	Acumular papeles en la mesa/No ser ordenado	1	

Qu	Accept	Mark	Notes
09.7	Any 2 of 5 Las prisas son algo del pasado (1) Los problemas con el transporte son algo del pasado (1) El miedo a llegar tarde es algo del pasado (1) Bajará(n) los niveles de estrés (1) La salud de los chilenos mejorará (1)	2	

Question 10

Acceptable quality of English in translations into English

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
Actualmente, el famoso cineasta Almodóvar	Currently, the famous (film) director Almodóvar	Now, right now Movie director Film-maker	actually
está rodando su nueva película.	is making his new film.	is filming/shooting his new film/movie.	
El guión trata de las vidas paralelas de dos mujeres	The script is about the parallel lives of two women	storyline/plot wives	
que dieron a luz el mismo día.	who gave birth the same day.	that....on the same day	
La protagonizará Penélope Cruz, dado que él la escribió pensando en ella	Penelope Cruz will play the main character, since he wrote it thinking of her	Will star in it Will be the protagonist given that	
y, antes de empezar a filmar,	and, before he started filming,	and before starting filming	
dijo: "Podré trabajar con mi amiga".	he said: "I will be able to work with my friend."		can
La historia tiene lugar en la ciudad de Madrid	The story takes place in the city of Madrid		history town
y sigue lo que experimentan y comparten	and follows what.....are experiencing and sharing	experience and share	experimenting
las madres que están criando hijos en el mundo de hoy.	(the) mothers who are bringing up children in today's world.	that are raising... world of today	

**[10
marks]**