



A-level SPANISH 7692/1

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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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.

Question 1

Qu	Accept	Mark	Notes
01.1	A (El tiempo provocó problemas cuando el avión intentaba aterrizar.)	1	

Qu	Accept	Mark	Notes
01.2	B (Felipe VI y Doña Letizia llegaron tarde a La Palma.)	1	

Qu	Accept	Mark	Notes
01.3	A (Los monarcas conversaron sobre todo con los mayores.)	1	

Qu	Accept	Mark	Notes
01.4	A (Algunos vecinos habían guardado imágenes en sus móviles de la destrucción del volcán.) + B (Muchos habitantes dudan que vayan a regresar a sus casas.)	1	

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	relojes (que nos) <u>recuerdan</u> (nuestras) <u>citas</u> (1) aspiradoras <u>que limpian solas</u> (1)	2	Reject: solo

Qu	Accept	Mark	Notes
02.2	Sentimientos, gustos e ideales	1	Accept: y Reject: singular nouns Must be a comma or e/y before ideales so that these three ideas are separate.

Qu	Accept	Mark	Notes
02.3	compartir las recetas <u>de su abuela</u>	1	

Qu	Accept	Mark	Notes
02.4	(la) igualdad <u>de</u> género	1	

Qu	Accept	Mark	Notes
02.5	<u>más de</u> quince mil	1	Accept: <u>más de</u> 15 mil/15,000

Qu	Accept	Mark	Notes
02.6	jamás <u>se</u> mete <u>en</u> polémica(s)	1	Reject: meten Accept: nunca, no

Qu	Accept	Mark	Notes
03.1	S (Sergio)	1	

Qu	Accept	Mark	Notes
03.2	C (Carmen)	1	

Qu	Accept	Mark	Notes
03.3	L (Laura)	1	

Qu	Accept	Mark	Notes
03.4	S (Sergio)	1	

Qu	Accept	Mark	Notes
03.5	S (Sergio)	1	

Qu	Accept	Mark	Notes
03.6	L (Laura)	1	

Qu	Accept	Mark	Notes
03.7	C (Carmen)	1	

Level of response marking instructions for AO3

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.

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 90 and 100 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 mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	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 language accurately where required by the task.
3	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 language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
04	Bullet 1 • <u>Se dio cuenta de que modelar es una pasión/algo que (siempre) quiso desarrollar.</u> • <u>Disfrutó (mucho viendo) el resultado/las fotos/el vídeo.</u>	2	Accept the key idea if paraphrased unambiguously. Verbs must in the past Reject: Le dio
	Bullet 2 • <u>No debe(s) permitir el abuso.</u> • <u>Si algo no le/te parece correcto debe(s) decirlo.</u> • <u>Debería(s) sentirse/te cómoda con quién es/eres.</u>	3	Accept the key idea if paraphrased unambiguously. Reject: se parece Accept: la parece Accept: cómo es/eres in place of quién es/eres
	Bullet 3 • <u>Le encantaría que (cada vez) existieran más oportunidades.</u> • <u>Quiere que haya espacios donde puedan ver a gente que los/las/les represente.</u>	2	Accept the key idea if paraphrased unambiguously. Reject: existieron Reject: se represente

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	C (molestó a varios grupos en el país.)	1	

Qu	Accept	Mark	Notes
05.2	B (cometía errores al hablar.)	1	

Qu	Accept	Mark	Notes
05.3	A (se burlaban de la gente que emigraba a Lima.)	1	

Qu	Accept	Mark	Notes
05.4	B (rechazó el argumento de que la serie fuera racista.)	1	

Qu	Accept	Mark	Notes
05.5	A (trató de lanzar una nueva temporada.)	1	

Qu	Accept	Mark	Notes
05.6	A (el racismo estaba muy extendido en la sociedad peruana a finales de los años noventa.)	1	

Question 6

Qu	Key idea	Mark	Notes
06.1	impartan	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.2	(el) eslogan	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.3	afirmaba	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.4	pretendía	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.5	asistió	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.6	destacados	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.7	se celebró	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.8	incrementado	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.9	dejar	1	Correct spelling required

Qu	Key idea	Mark	Notes
06.10	pruebas	1	Correct spelling required

Level of response marking instructions for AO3

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.

Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 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 AO2 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 AO2 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 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*

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 AO2 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 mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	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 language accurately where required by the task.
3	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 language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept (key idea underlined)	Mark	Notes
07	Bullet 1 • <u>Descubrió un asteroide.</u> • <u>Le puso el nombre</u> (que quiso) <u>al asteroide.</u> • <u>Recibió una certificación de la NASA.</u>	3	Accept the key idea if paraphrased unambiguously. Verbs must be in the past
	Bullet 2 • <u>Agradece mucho a sus padres.</u> • <u>Sin ellos no estaría donde está ahora/siempre dicen que le/lo aman.</u>	2	Accept the key idea if paraphrased unambiguously. Reject: agradezca
	Bullet 3 • <u>Le gustaría ser ingeniero espacial.</u> • <u>Dejará una huella</u> (importante) <u>en el mundo.</u>	2	Accept the key idea if paraphrased unambiguously. Reject: cambio Accept: impacto

Qu	Accept	Mark	Notes
08	J, S, H, P, K, A, B, T, E, L, R, U J (pasando) S (sido) H (parado) P (relación) K (pidiendo) A (cuidar) B (da) T (sufrirás) E (feliz) L (podido) R (seas) U (te)	12	In this order

Question 9

Accept mis-spelling 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	Castilla y León	1	Reject: Castilla, León

Qu	Accept	Mark	Notes
09.2	el/un referéndum del Estatuto de Autonomía de Andalucía	1	Reject: el referéndum (without further detail) Accept: el Día de Andalucía

Qu	Accept	Mark	Notes
09.3	acciones y servicios excepcionales	1	

Qu	Accept	Mark	Notes
09.4	el Parlamento <u>andaluz</u>	1	

Qu	Accept	Mark	Notes
09.5	(en las) casas (1) (en los) ayuntamientos (1)	2	

Qu	Accept	Mark	Notes
09.6	los trabajadores <u>de los molinos</u>	1	Accept: los molineros

Qu	Accept	Mark	Notes
09.7	(para) celebrar el día	1	Accept: Para celebrar el Día de Andalucía

Qu	Accept	Mark	Notes
09.8	usa(n) fotos de Florencia (1) la voz no tenía acento andaluz (1)	2	Accept: past tense of usar

Guidance on level of accuracy in translations into the target language

Errors of accent

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
English	Possible Spanish answer	Other acceptable answers	Unacceptable answers
“Boys will always	“ Los niños siempre	“Los niños serán (if followed by siempre) “Los chicos serán (if followed by siempre)	hijo
be boys.”	serán niños.”	siempre niños.” (if preceded by serán) siempre chicos.” (if preceded by serán)	los niños n.f.p for error in Box 1
How many times	¿Cuántas veces		
have we heard that?	hemos oído eso?	hemos escuchado eso? aquello	esto
Boys are not born	Los niños no nacen	Los chicos no nacen	n.f.p for error in Box 1
aggressive,	agresivos,	agresivos,	
and we need to stop	y debemos dejar de	necesitamos dejar de, hay que dejar de, tenemos que, parar de	
using gender	usar el género	utilizar	
as an excuse	como (una) excusa	disculpa	
for anything.	para cualquier cosa.	para todo	
Perhaps sexist phrases	Tal vez (las) frases machistas	Quizás (las) frases sexistas A lo mejor Capaz (S.Am)	
like “big boys	como “los niños grandes	como “los chicos mayores	n.f.p for error in Box 1
don’t cry”	no lloran”		
were part of the language	fueron/fueran (una) parte del lenguaje/de la lengua	formaron, eran formaban	idioma
that was used	que se utilizaba	que se usó, que fue utilizado, que fue usado que se utilizó que era utilizado/usado	usaron usaban
in the environment	en el ambiente	en el entorno/ámbito	medioambiente
where some of us grew up.	donde algunos de nosotros crecimos.	donde unos de nosotros nos criamos.	en el que
In today’s Spanish society,	En la sociedad española de hoy (en día),	En la sociedad española actual,	
the message for children should	el mensaje para los hijos debería	los niños, los chicos	debe
emphasise equality:	hacer hincapié en la igualdad:	subrayar, enfatizar, destacar	
“there is nothing that a girl cannot do.”	“no hay nada que una niña no pueda hacer.”	ninguna cosa una chica	no puede hacer

Show them examples	Muéstrales (a ellos) ejemplos	Muéstreles/Muéstrenles/ Mostradles/ Enseñadles	infinitive phrases
of men and women who have had	de (los) hombres y (las) mujeres que han tenido	varones quienes	
the same job	el mismo trabajo	empleo	
in the world of work.	en el mundo laboral.	en el ámbito laboral. en el mundo del trabajo	
At home, it will be good for	En casa, será bueno que	en el hogar estará bien	estar bueno/ser bien en la casa
children to see	los niños/hijos vean		n.f.p for error in Box 19
both parents	a ambos padres	a los dos	
sharing the household chores.	compartir/compartiendo las tareas domésticas.	las faenas domésticas los quehaceres (domésticos) las tareas de (la) casa las tareas del hogar	

Conversion grid	
Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

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.

Example

	Accept	Reject
Él siempre asistía a las clases de informática.	He always attended (the) ICT/computer classes. He always used to attend (the) ICT/computer classes. He would always attend (the) ICT/computer classes.	Any reference to assisting or helping. Any reference to information or technology on its own.

Qu 11	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion table to arrive at a final mark out of 10.		
Spanish	Possible English answer	Other acceptable answers	Unacceptable answers
Los abuelos siempre han desempeñado	Grandparents have always played	Grandfathers carried out performed	The grandparents
un papel imprescindible en la enseñanza	an essential role in (the) education	teaching vital/crucial indispensable	
y el cuidado de los más pequeños.	and (the) care of the littlest ones.	looking after caring for youngest children	childcare
Sin embargo, actualmente	However, nowadays	currently	now
están más involucrados que nunca.	they are more involved than ever.		never
“¡Ojalá hubiera sabido yo esto cuando era más joven!”	“If only I had known this when I was younger!”	I wish(ed)	I would have known
han gritado muchos a sus nietos.	many have shouted to/at their grandchildren.	yelled at	screamed have shouted a lot
Además, los mayores les aportan	Furthermore, older people bring them	Moreover/In addition/Also the elderly old/elderly people provide them with	give pass on
muchos valores,	many values,		
como la comprensión, la confianza y la fuerza.	such as understanding, trust and strength.	like confidence	comprehension the before nouns
Diversos estudios en el pasado	Various studies in the past	Several Different	diverse many from the
demostraron que con su ayuda los niños padecieron menos accidentes	showed that with their help children suffered fewer accidents	demonstrated less	
y aprendieron un vocabulario más amplio durante su infancia.	and learnt (a) wider vocabulary during their childhood.	broader extensive	greater/bigger infancy
Es importante que nuestros hijos	It is important that our children		Its Kids
sientan que no están solos en la vida	feel that they are not alone in life	lonely	
y que siempre tendrán el apoyo	and (that) they will always have the support		
y el cariño que les haga falta	and affection they (may) need	love care lack/are missing	
en un mundo lleno de retos.	in a world full of challenges.		difficulties

Conversion grid	
Number of ticks	Mark
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0