



A-Level **Spanish**

7692/1

Report on the examination

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General Comments

Students were clearly well prepared for this year's examination, and the paper was accessible to students across the full spectrum of ability. However, the listening and responding sections, especially those requiring answers in Spanish, proved to be the most challenging and would benefit from additional targeted practice.

A persistent concern remains the number of questions left blank. Students should be encouraged to attempt every question, making reasonable and informed guesses where possible, particularly for non-verbal response items.

In some cases, examiners found it difficult to interpret handwriting. It is important that students are reminded to write legibly so that their intended answers, especially spelling, are easily understood.

Section A

Question 1

Students coped well with the demands of the first question. Question 1.1 was the most accessible for students with over 90% achieving the mark. Questions 1.2 and 1.3 proved most challenging for students in this first question.

Question 2

It is important to remind students that, for this type of question, they are not required to use their own wording, as there are no marks awarded for the quality of language. However, their response must accurately reflect the wording of the question. The most successful answers were those that closely followed the language used in the passage. Attempts to rephrase often led to unclear or inaccurate answers. Some students lost marks due to a lack of precision in their responses.

Question 2.1

Students were expected to provide more specific information than simply stating '*relojes*' or '*aspiradoras*'. These items alone do not sufficiently qualify as '*innovaciones que nos facilitan la vida*'. Only 40% of students were able to gain full marks on this question.

Question 2.2

In order to receive the mark, students were required to express all three human qualities individually. Responses such as '*gustos ideales*' were insufficient and did not fulfil the requirement. Approximately half of all students were awarded one mark.

Question 2.3

Some students were unable to obtain the mark due to inaccurate or unclear attempts at spelling '*recetas*'. Nevertheless, this question was generally well handled, with nearly 90% of students achieving the mark.

Question 2.4

This question was answered successfully by a high proportion of students, with the vast majority managing to secure the mark.

Question 2.5

A number of students once again lost marks by omitting the phrase '*más de*' before the numerical value. This is a recurring issue observed in previous examination series. It is essential that students are reminded that numerical answers may require additional qualifiers such as '*alrededor de*', '*casi*', '*apenas*', '*menos de*', or '*más de*'. These elements are crucial, as '*15,000*' is not equivalent to '*más de 15,000*'. Around 75% of students were successful in answering this question correctly.

Question 2.6

Some students struggled to recognise or understand the word '*jamás*' when listening. In addition, the omission of the preposition '*en*' in the phrase '*se mete en polémicas*' led to responses that lacked clarity and coherence. These were the main difficulties associated with this question, and fewer than half of the students obtained the mark.

Question 3

This question appeared to be highly accessible to students, with more than 90% achieving the full mark for each question. Question 3.4 was the most challenging but 80% still answered correctly.

It is important to remind students to write the corresponding letters clearly to ensure their responses are credited. There were some cases where students left answers blank. In non-verbal response tasks such as this, students should be encouraged to review their papers carefully at the end of the exam to ensure no responses have been omitted. Where uncertainty remains, they should make considered guesses, as an unanswered question can only result in a score of zero.

Question 4

There are general comments about the approach to summaries the end of this report, which can be applied to both the listening and reading questions in this exam. The majority of summaries were within the word limit, although it is recommended that students count the number of words as, too frequently, they were unable to gain valid content points by writing at excessive length. Students need to be aware that examiners will count the words and are instructed not to award content points beyond the word limit. Students should not waste words with unnecessary introductions, but rather focus on the bullet points throughout their response. The number of marks attached to each bullet point should be a good indicator as to how many of the 90 words should be devoted to it.

As in previous exam series, many students continued to struggle with accurate manipulation of pronouns, frequently confusing '*se*' with '*le*'. For instance, '*se dio cuenta*' was often incorrectly rendered, and expressions such as '*si algo no le parece correcto*' were frequently confused with '*no se parece*'. A notable number of students also found the construction '*le encantaría...*' challenging.

Marks were also lost in less successful summaries due to the omission of crucial accent marks that alter the meaning of words—for example, neglecting to include the accent in *'disfrutó'*.

Many students correctly identified the need for the imperfect subjunctive *'existieran'*. However, the final mark in the third bullet point was often missed, as students did not successfully change the verb *'poder'* into the correct third person form. Instead, they tended to retain *'podamos'* from the original text or misunderstood the essential point that the speaker wishes to see people who represent them.

Paraphrasing should be applied with care; some students try to reword what was heard in the recording, and in many instances, their rephrased versions did not convey the intended content accurately as they strayed from the original meaning.

Section B

Question 5

This question was generally answered well, with a significant number of students selecting the correct responses. However, Questions 5.1 and 5.5 proved to be the most demanding.

It is recommended that students develop a strong understanding of verbs that appear across multiple topics and can considerably alter the meaning—such as *'negar'*, *'negarse'*, and *'evitar'*. Likewise, attention should be paid to high frequency words like *'ya'* and *'poco'*, which can also have a substantial impact when selecting the correct response.

Question 6

A large number of students found this question accessible with almost all questions having high percentage correct answers from students. However, there was a high incidence of errors related to missing or incorrect accent marks— marks cannot be awarded when students are unable to copy words accurately. Similarly, frequent misspellings of vocabulary taken directly from the text were noted. Careful proofreading at the end of the exam would help minimise such avoidable mistakes. Additionally, many students appeared unaware that their responses do not need to mirror the number of words used in the question.

These issues were further reflected in specific lexical and orthographic errors. For example, *'pretendía'* was often misspelled as *'prentendía'*, while *'asistió'* frequently featured an incorrectly placed accent on the *í*. In other cases, *'se celebró'* was written without the reflexive pronoun or with a missing accent. Additionally, *'dejar'* did not appear to be widely recognised as a synonym for *'permitir'*, suggesting that a more thorough review by teachers of the various contexts in which *'dejar'* can be used would be beneficial. As a result, some students unnecessarily expanded their answers—for example, writing *'dejar ir al lavabo'*.

A further point of confusion emerged with the word *'evidencia'*, where *'pruebas'* was not consistently selected as the appropriate synonym. While students may have been taught that singular nouns must be replaced with other singular nouns, it is important for teachers to understand that this rule does not always apply rigidly. In some cases, a plural noun such as *'personas'* can carry the same meaning as a singular noun like *'gente'*. A few students altered

their answers to the singular '*prueba*', which, not being present in the text, could not be credited.

Question 7

Much of the advice offered in relation to Question 4 of the Listening section also applies to this question in the Reading section. Students need to be reminded that it is acceptable to use lexical items from the text, but they must ensure the verbs are manipulated such that the bullet point is correctly addressed and, if a different lexical item is chosen, that it has the same meaning as that of the text.

Students are expected in this question to show their ability to manipulate language appropriately so direct quoting cannot be rewarded. Some students included irrelevant information as part of their summary and should be reminded that the summary needs to focus only on the information required by the bullet points.

Similar difficulties with pronoun manipulation were observed in this task, echoing those seen in the listening summary. In particular, '*le puso el nombre*' was frequently confused with '*se puso el nombre*'.

Once again, students lost marks through the omission of essential accent marks, such as in '*recibió*'. Many also encountered problems when attempting to change verb forms accurately—for instance, altering '*quise*' to '*quiso*', or '*agradezco*' to '*agradece*'. A common error involved using the subjunctive or imperative form '*agradezca*', which introduced ambiguity and altered the intended meaning.

Question 8

Students have significantly improved over the years in answering this question. Almost half of all students achieved full marks for this question with a mean mark of 10. The most successful students effectively applied their understanding of grammar alongside their vocabulary knowledge to identify the appropriate lexical item for each gap. It was observed that some students annotated the grammatical function of each word to help guide their choices, a technique that proved successful for many.

Question 9

This question was generally well answered, with many students succeeding on most questions. However, there are several points to highlight:

In Question 9.1, many students incorrectly responded with *Andalucía*, demonstrating a lack of careful attention to the entire sentence.

For Question 9.2, the question asked specifically about an event being delayed. Students who wrote '*el estatuto...*' should be reminded to read questions thoroughly, as the '*estatuto*' is not an event.

In Question 9.4, marks were lost because students did not include the word '*andaluz*'. It was essential to specify that it was the Andalusian parliament, rather than any other.

Finally, Question 9.6 was frequently answered incorrectly. Some students stated that schoolchildren were eating the traditional '*desayuno molinero*'. Students need to be reminded to carefully check verb tenses in both the question and the text, and to apply logical reasoning when considering the context.

Question 10

Students should be encouraged not to think just of the vocabulary needed for this question, but also of the grammatical concept that each sentence is testing.

Students frequently deviate significantly from the original text, neglect to pay sufficient attention to verb tenses, and demonstrate careless use of accents—particularly when the accent alters the meaning of a word (e.g., *como* versus *cómo*). Errors in basic adjective agreement, such as incorrect use of *agresivos*, and the widespread omission of the personal "*a*" are common reasons for marks being lost. It is important to remind students that the form of a word in the provided text will often need to be modified appropriately to fit the translation.

Specific areas of difficulty included:

- The correct use of definite articles, as in '*los chicos*' and '*la igualdad*'.
- Understanding expressions of frequency, with many students not recognising the feminine plural form or misusing '*tiempo*'.
- The correct translation of '*born*', where many students incorrectly used '*son nacidos*'.
- The omission of the infinitive after '*dejar de*'.
- Misinterpretation of passive constructions, such as '*that was used*'
- The phrase "*some of us*," with many students unfamiliar with '*algunos de nosotros*' and the verb '*crecimos*'.
- The need for the subjunctive in expressions like '*that a girl cannot do*', where only the highest-scoring students recognised this requirement following '*no hay nada que*'.
- The imperative form required in commands such as '*show them examples*', which caused considerable difficulty. Although the imperative is not frequently used by students, it is an essential component at A-level, and teachers should ensure that students can use it accurately.
- The subjunctive structure in phrases such as '*It will be good for children to see both parents sharing*', presented widespread challenges. Many students incorrectly applied English grammatical structures directly with Spanish vocabulary, indicating a lack of familiarity and confidence with this construction.

The translation seemed less accessible this year for students than in previous papers. The average mark was 5, slightly lower than in 2024, with around 60% of students achieving 5 or more marks.

Question 11

Many students did not demonstrate sufficient attention to detail in the original text, resulting in omitted information, incorrect tense usage, or excessive paraphrasing. The primary challenges appeared to stem from limited vocabulary knowledge or an inability to make well-informed guesses based on the context. Overall, the performance on this task was stronger than in the previous year.

Additionally, some responses were hindered by unclear expression in English, which compromised the quality of the translation. Students should be encouraged to carefully review their work and pay particular attention to verb endings in order to accurately identify and convey the correct tenses.

Several specific areas proved challenging for students:

- There was frequent overuse of the definite article in English translations, with phrases such as '*los abuelos*' and '*la comprensión*' being rendered too literally.
- Surprisingly, a number of students struggled with vocabulary items such as '*desempeñado*', '*imprescindible*', and '*actualmente*'—suggesting gaps in high-frequency or topic-relevant vocabulary.
- The superlative form in '*los más pequeños*' was often not accurately conveyed in English.
- The phrase '*ojalá hubiera sabido*' posed considerable difficulty; many students struggled to capture the appropriate English tense or missed the intended meaning of '*if only*' or '*I wish(ed)*.'
- In the clause '*han gritado muchos*', a number of students misinterpreted the subject, incorrectly assuming it referred to children shouting at grandparents rather than the other way around.
- Verbs such as '*aportan*' and '*padecieron*' were not widely recognised, leading to inaccurate translations.
- Many students lost marks by mistranslating Spanish past or future tenses into their correct English equivalents, particularly with verbs like '*demonstraron*', '*padecieron*', '*aprendieron*', and '*tendrán*.'
- The expression '*les haga falta*' also caused confusion, despite the mark scheme allowing both '*need*' and '*lack*' as valid renderings when used appropriately in context.

It is important to remember that the translations in Questions 10 and 11 account for 20 out of the 100 marks available for the paper. Therefore, grammar and translation should receive the same level of focus in teaching as the thematic content of the course.

Mark Ranges and Award of Grades

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