



A Level **Spanish**

7691/1

Report on the examination

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General Comments

The number of students entered for AS Level Spanish was slightly down on last year. The mean mark for the paper was higher than last year, although some students did not find certain questions as accessible. Students handled the summary questions well overall, and the majority wrote their responses within the word limit. Centres should be commended for this.

It was noted that the handwriting of some students was extremely difficult to read. Students should be careful in adhering to expected norms. There seemed to be a tendency to write small and compact letters which were sometimes difficult to decipher.

Question 1

This question was handled well on the whole. Of the three questions, students found question 1.3 the most challenging.

Question 2

Overall, this question posed an increased level of difficulty. Students were not confident with ordinal numbers and often *décima* was badly transcribed in 2.1. Transcription was also problematic in 2.2, even the common word *excelente*, perhaps due to the other words which surrounded it. In 2.4, there were many inaccuracies of spelling which caused ambiguity, and, at times, additional and irrelevant information was included in the response which led to the mark not being awarded. The reverse was usually the case in 2.5 with the majority of answers not including the key points. Students must be directed to read the question carefully. In this instance, the word *exactamente* was emboldened. Question 2.7 saw similar issues with some indiscriminate lifting and some spelling errors of *escenario*.

Question 3

Students handled this question well overall.

Question 4

Students approached this task in the correct manner. They kept to the word limit by and large and usually wrote in the third person as required.

The most difficult aspect proved to be the correct use of pronouns and errors did impact on students' ability to gain marks in the first two bullet points. In the second bullet point, *entorno* was not always well known and it was necessary to include that both Amaya and Mafalda shared

the same ideas *sobre el feminismo*. Some students omitted to include *por muchos años* while others missed the accent off *olvidarán*; both of these errors impacted on the marks awarded.

The AO3 mark was higher than that of last year with just over half of students gaining either 4 or 5 marks for quality of language, indicating that they understood the requirements of this task.

Question 5

It is essential that students are aware that their responses must be fully accurate for this question type, which includes accents. Equally, no additional words should be added. Students do need to be careful with their handwriting; marks will not be awarded where there is ambiguity.

This question discriminated well. While 5.1 was answered well on the whole, in a significant number of cases too much was included e.g. *amor de marido* and, therefore, did not score. Questions 5.4 and 5.5 were answered less successfully and *enfermo* was often seen as a substitute for *mal*.

The data suggests that students would benefit from further practice of this question type and opportunities to broaden their lexical base.

Question 6

This question not well executed and relatively few students scored more than 6 out of a possible 8 marks. Additional practice with this style of question would be helpful as well as grammar manipulation tasks.

Question 7

This question was done very well by the vast majority of students. Only question 7.7 proved to be more challenging.

Question 8

Students clearly found the reading summary more difficult. This might be attributed, in part, to the fact that students were unable to lift directly for bullet point one. In the first bullet point, it was necessary to be explicit that Sergio was expelled temporarily from school.

Another frequent issue was including unnecessary background information relating to the content of the photo. This added to the word count and resulted in some students missing out on marks for AO2, given that the points regarding the attitudes towards the LGBTQ+ community appeared after the first natural break following the 70-word limit.

Students scored well on the AO3 element, with almost three quarters achieving 4 or 5 marks.

Students must remember to be consistent in their use of verbs in the third person for this question. Some students switched part way through, copying the first-person form and this impacted both AO2 and AO3 marks. Further practice of the manipulation of verbs would be beneficial here.

Question 9

This question was answered successfully overall.

Students must focus on precision in this question. Some were inaccurate in writing their responses e.g. *trabar* for *trabajar* in 9.3 and missing the accents off the verbs in 9.7. These were essential to convey the answer unambiguously and to obtain the mark.

It is recommended that students read through their answers to ensure they make sense and convey the intended meaning. For example, in question 9.6, a good number of students did not copy all the necessary elements e.g. they wrote *ser ordenado* instead of *no ser ordenado* or *no acumular papeles* for *acumular papeles* and consequently missed out on the mark despite having identified the correct part of the text.

Question 10

Students made a good effort with this translation question, though many students struggled to obtain the higher marks as they did not accurately convey all the elements within each segment.

Actualmente still causes mistakes despite regularly appearing in previous examination series.

Some lexical items including *guión*, *dieron a luz*, and *criando* proved particularly problematic and many students missed Penélope Cruz as the subject of *protagonizará*. Students, once again, found pronouns challenging and mistranslated the phrase *él la escribió pensando en ella*.

Students need to pay close attention to the original text and ensure that all elements are accurately transferred into English, including number and tense. A surprising number of students chose to translate *podré* as *I would be able* instead of correctly opting to use the simple future tense.

Summary questions: Advice to students

Students should first read the task on the question paper carefully, so they know what the item is about. They should listen to or read the stimulus material in its entirety, identifying which sections of the stimulus material correspond to each of the three bullet points. They should then listen to or read the stimulus material a second time, pausing as necessary to make notes on each bullet point. Students should look at the number of marks available for each bullet point and ensure they identify sufficient pieces of information.

Once they have noted the key information, students should look again at the wording of the bullet points and write their answer in such a way as to answer the bullet points directly. This will normally require some manipulation of linguistic structures, such as changing from direct to indirect speech or changing from a subordinate clause to a main clause. However, it is not necessary to find synonyms for individual words or phrases.

Students should count their words and ensure that they stay within the word limit. Anything they write after the first natural break between 70 and 80 words (AS), or 90 and 100 words (A-level) will not be marked. Students should therefore avoid writing an introductory sentence or paragraph, as this would be likely to use up words without scoring marks. They should omit points of detail or examples unless these are specifically targeted by the bullet points.

The two marks available for the summary tasks, Content and Quality of Language, are awarded independently. For Content, students will receive one mark for conveying each of the seven required pieces of information unambiguously. For Quality of Language, students will receive a global mark out of five for the successful manipulation of the language. While students should try to use as wide a variety of structures as suits the task, they should also bear in mind the need to maintain accuracy. Students should be made aware that they do not need to paraphrase the language from the stimulus text or find synonyms for the key vocabulary as long as the required information for the bullet points is conveyed unambiguously.

Mark Ranges and Award of Grades

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