



A Level **Spanish**

7691/2

Report on the examination

Version: 1.0
June 2025

Further copies of this report are available from aqa.org.uk

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General

There was a decrease in the number of students sitting the exam in 2025. The paper differentiated well and allowed all students to perform to their best. As is always the case at this level, the overall area for improvement would be grammatical accuracy as this has an impact both on the translation and the essay mark. In the essay question grammatical errors often prevented students from making clear points about the film or text. It is recommended that students try to explain their points clearly, albeit simply, rather than try to use complex structures that do not communicate. It would also be helpful for students to learn key vocabulary related to the text or film.

It was encouraging to see that most students this year were able to evidence their points with relevant examples from the film or text. As in previous years, it is important for centres to point out that, in terms of structure, it is not necessary to write a wordy introduction stating the name of the film director and other general facts. Many students wrote a paragraph at the start stating what the question was and what they would talk about in each of the bullet points given. There can be no credit for just stating what is in the title. A very brief introduction will suffice, and a good test for teachers is to read the essay without seeing the title and see if they can tell which question has been answered. This is a good way of assessing the relevance of what is written.

Most students had studied a film, with a very small number choosing a question on a literary text. There is no requirement for students to write about all the bullet points in the question, but the bullet points can help focus the weaker student on including examples of the areas suggested, to ensure that their essay provides enough evidence for a good A04 mark. Those who included the bullet points often wrote a well-structured essay with greater focus on the title rather than digressing into what might be irrelevant to the question.

Section A

Full marks were not gained by many, and this was often due to students omitting grammatical accents or choosing words from the text provided that required some manipulation. For example, some students assumed that *psicológicos* meant 'psychologists' or *cariño* meant 'caring'. It is crucial to point out that accents are needed in words where the word without an accent would have a different meaning. It is also important to point out that those students who type the answers should ensure they insert accents correctly.

Question 01.1

It was pleasing to see that the majority of students were able to translate most of this section correctly. They manipulated one of the two possible verbs given in the text for the rendering of 'suffer', either changing *sufrían* to *sufren* or *padecer* to *padecen*. However, it was surprising to see that some students did not know the adjective *desagradables*. Many students used a paraphrase such as *no son agradables* or *no son simpáticos* which was not accepted as in a translation exercise the vocabulary translated must be specific.

Question 01.2

This part of the translation saw many achieving full marks although marks were lost mainly through the misspelling of *desarrollo*, omitting the *a* after *pertenecer* or translating 'that' as 'esto'.

Question 01.3

This part was the most challenging part of the translation task and differentiated well. Very few students used the preterite of the verb *haber* and even fewer knew the word *hogares* for 'homes'. Even if they did, they did not translate the number correctly. It is worth reminding centres that numbers need to be translated into Spanish and cannot be left as a figure. Many students forgot to translate the word 'almost' and others did not make the adjective 'economic' agree with the feminine noun.

Question 01.4

Según was provided in the text and yet many were unable to spot it, whereas others followed it with *a*, making it incorrect. However, it was pleasing to see how well students managed to apply the subjunctive after *es importante que*.

Question 01.5

This section was a good test of verb conjugation. It was pleasing to see that students were able to use the perfect tense and the future tense, one of which was irregular. It was also pleasing to see that most students knew that *problemas* are masculine and made the agreement accordingly.

Sections B and C

This year the same texts and films were chosen as in previous years. From Section B, there was a significant decrease in those who chose *La Casa de Bernarda Alba*, all of whom did question 2.2.

The most popular film was *El Laberinto del Fauno*. The most popular question on this film was the one about monsters. This question was mostly successful, with many valid and descriptive examples of the monsters in the fantasy world and the monster, Vidal himself, evaluating how each of these were monsters in their own way. However, it was sometimes challenging to understand fully what the students were trying to express due to weaknesses in the grammar.

The most popular choice in the whole paper was question 15.2 which asked them about how women were presented in the film *Volver*. The majority were able to use good examples to justify their ideas well, writing about strength of character, solidarity and the sense of community. A few, however, thought that Regina and the restaurant were in Castilla and not in Madrid. It is important when using evidence from the film that the facts are accurate.

Ocho apellidos vascos was the third most popular choice this year, especially question 13.1, which outlined the differences in the identity of the two regions. The critical evaluation and use of examples from the film was much improved this year in the essays on this film. This was pleasing to see, as in previous years many students had written essays on this film just describing the story line and events.

Question 14.1 on *María llena eres de Gracia* was approached in an unexpected way by some students. Some students chose to focus entirely on the reasons for becoming a mule. Some wrote whole essays on why María chose to stay in USA, which seemed to be a recycling of a previous essay. Others wrote a good essay on what life is like as a mule with hardly any reference to the film at all, producing a sociology type essay.

Average marks across the most popular questions were similar, showing that the paper was comparable to previous years.

Mark Ranges and Award of Grades

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