



AS

Spanish

7691/1 Listening, Reading, and Writing

Report on the Examination

7691
June 2024

Version: 1.0

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General comments

The number of students entered for AS Level Spanish rose slightly this year. In general, the examination paper discriminated very well and allowed students of all abilities to access marks across the paper. Examiners felt that teachers had prepared their students well for the paper with improvements seen in relation to the summary and translation questions, something for which centres should be commended. However, students performed less well on the one- and two-mark responses – both verbal and non-verbal. This trend was particularly evident in Section A. It is advised that students may benefit from further practice in identifying the correct element of the text, providing sufficient information, and taking care with the accuracy of their transcription. Very few questions were left unanswered, and this was another improvement on previous series. Unusually, students appeared to find the reading summary more challenging than the listening summary.

Question 1

This question served to ease the students successfully into the examination for the most part. Of the seven questions, students appeared to find 1.1 the most challenging.

Question 2

Students appeared to find this question very challenging with only two parts being answered correctly by more than 50% of the cohort. Questions 2.3 and 2.5 proved particularly challenging. Students struggled with the accurate transcription of ‘hacen de guías’. ‘Guía’ did not seem to be well known and was either merged with the previous word or written incorrectly (eg ‘guillas’), both of which impacted on communicating the message clearly. Students also appeared to struggle with question 2.5, with various misspellings of ‘orillas’ seen. Where students chose to include further detail, ‘el río Duero’ was often unsuccessfully transcribed and meant the mark could often not be awarded.

It is highly recommended that students focus on phonics in their lessons and have regular opportunity to practise transcribing.

Question 3

Students appeared to cope better with this question with most achieving at least one of the two marks available for each section.

Question 4

Once again, the summary question discriminated well and examiners were able to award a full range of marks. Fewer students scored 0 compared to last year’s series and more students achieved marks at the upper end.

As in previous years, some students did not include all the necessary information (even if the correct section of the text had been identified), numbers appeared to cause issues (más de 70 000') and reflexive pronouns were often omitted or inaccurately manipulated in answers that should have read 'se visten' and 'se sienten'. That said, it is pleasing to note that students mostly adhered to the word limit and that many students successfully manipulated verbs from the first to the third person.

Students generally performed less well in relation to the marks available for AO3 this year. It is recommended that students focus on the correct conjugation of reflexive verbs. Again, inaccurate transcription can mean marks are unable to be awarded, eg 'audio' for 'odio'.

Question 5

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

Students appeared to find this question challenging, particularly the first three parts. 5.1 had a variety of responses; students often offered 'comprárselo', appearing to look for a word with the same form as the question prompt. 'Pida' was regularly seen in 5.2.

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

Question 6

Students had varying degrees of success with this question. While there were some good responses, a considerable number of students either wrote too much information (classified as untargeted lifting) or too little, both of which impacted on students' ability to gain marks. For example, in question 6.1, '**sin** recursos económicos' did not answer the question accurately. Questions 6.3 and 6.7 tended not to be answered well. Only just over half of students included the necessary detail of 'más de diez mil' and 'casi una década'. Question 6.8 was another example where responses contained significant untargeted lifting; students should be reminded to avoid this in the future.

As with the listening comprehension, it is recommended that students practise answering this type of verbal response to develop their confidence and competence in communicating only the necessary information to answer the question clearly.

Question 7

Students performed well on this question, with the majority achieving between 5 and 8 marks.

Question 8

While most students completed their answers within the requisite number of words, a number of responses did exceed the word limit, introducing the final point with the conjunction ‘y’ after the 70-word cut-off point. As stated in the Mark Scheme, ‘long summaries will be marked...only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words’. Therefore, in these instances the final point could not be credited.

Responses often failed to gain content marks because of the omission of some key information, eg ‘conoció ... y firmó...’ in Bullet 1 and ‘de todo el mundo’ in Bullet 2.

Students generally accessed the AO3 marks successfully, with more than half achieving 4 or 5 marks. It is recommended that students bear in mind that both detail and accuracy are required, eg the necessary use of accurate accents in the preterite and future tenses. Further practice with the manipulation of verbs from first to third person may be beneficial.

Question 9

Students answered this multiple-choice question well, with 9.4 appearing to be the element students found most challenging.

Question 10

With regard to the translation question, more students achieved marks at the top end with a good number gaining 8 marks or above, and more than half gaining 5 marks. Although few students achieved the very top marks available, there were fewer examples of students scoring 0-1 marks compared to the previous series.

Students appeared to find grammatical features such as the use of definite articles challenging. ‘Lo que’ was mistranslated or omitted in many cases. Some lexical items, such as ‘ingeniería’ and ‘imprescindible’ did not seem to be commonly known.

Students should be aware of the need to pay attention to detail as errors relating to gender and number impact on the number of marks which can be awarded. ‘Las jóvenes’ was missed as feminine in the vast majority of responses. ‘Se incluye’ was regularly translated as a plural form. Precision is important and students do need to stick closely to the original text.

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 on the question paper 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 will not be marked. Students should therefore avoid writing an introductory sentence or paragraph, as this would be likely to use up words without achieving 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. Anything that is lifted directly from the stimulus material cannot earn credit for Quality of 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.

Mark Ranges and Award of Grades

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