



A-level **Spanish**

7692/1 Listening, Reading and Writing

Report on the Examination

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General Comments

It was clear that students had been very well prepared for this year's exam and the paper allowed all ability ranges to access marks. The areas that provided the most challenge this series and need further practice are the listening and responding questions, particularly where responses are given in Spanish.

The number of questions left unanswered continues to be concerning, and students should be encouraged to make sensible and educated guesses to questions, especially if the answer is a non-verbal response.

At times examiners struggled to decipher illegible handwriting; students should be encouraged to write their answers clearly to ensure examiners can be confident with the intended spelling.

Section A

Question 1

All students were able to achieve some success in this first question which focussed on the familiar topic of racism. Questions 1.2 and 1.3 appeared to prove most challenging for students, whereas almost 90% of all responses were correct for Questions 1.1 and 1.4.

Question 2

Students do not have to use their own words to answer this type of question as there are no marks for quality of language, but they must ensure their answer does match the phrasing of the question. The most effective answers were those which used the language from the passage and did not try to change the words too much as, when they did, answers sometimes became confusing. Some students failed to gain marks for not being precise with the answer.

In Question 2.1, over 60% of all students achieved the mark. The correct spelling of the word '*anfitrión*', was not required by the mark scheme which benefited students as few were able to spell it accurately. Some students did omit any reference to '*Sudamérica*' and therefore could not be awarded the mark as this was essential to make it clear this was Guadalajara in Mexico, not Spain. This lack of precision in responses was reflected throughout several questions.

In Question 2.2, again over 60% of students responded correctly. Some students failed to gain marks due to overlifting their answer, therefore not following the phrasing of the question eg starting their answer with reference to the slogan. There were also issues with writing the word '*pilares*' correctly, with some incorrectly writing '*pilarles*' thus creating grammatical ambiguity, resulting in no mark being awarded.

In Question 2.3, again over 60% of students achieved 1 mark. Many issues were evident with students struggling to transcribe accurately the verb '*suprimir*'. Errors such as '*suprimo*' and '*supremio*' were not creditworthy given the ambiguity this creates – it is recommended that students practise frequently dictation skills of unknown words and applying grammatical knowledge to their written conjugations of verbs. A focus on phonics will help students here.

Students appeared to find Question 2.4 challenging, with only approximately 30% of students responding correctly. Despite numbers with different but essential quantifiers having been included on many previous exams, a surprising number of students did not include ‘*alrededor de*’ correctly before the number 50. Students should listen carefully for these important high frequency quantifiers and include them in their answers. Some students also did not spell ‘*alrededor*’ correctly which is a word that should be familiar at this level.

Question 2.5 proved to be the most accessible question in this section with over 80% of students achieving the full two marks.

In Question 2.6, almost 80% of students responded correctly. There appeared to be some confusion between ‘*mayor*’ and ‘*mejor*’, and many omitted the required ‘*de*’.

In Question 2.7, many students seemed to struggle with understanding what the question was asking, perhaps not completely understanding the verb ‘*albergar*’ or noticing the future tense, and so were unable to correctly answer which country will host the event next. Many students wrote Valencia and without any reference to Spain, and therefore did not answer the question. Equally, some heard Brighton at the end of the text and wrote the UK without listening carefully to the fact that is where the decision had been made. As such, only approximately 50% of students achieved 1 mark.

Question 3

This question seemed to be the accessible to students, with over 75% of all students achieving the full 2 marks on each question.

Students should be reminded to write the correct letters clearly to ensure the mark is awarded. There were instances of students leaving blanks. In a non-verbal response such as this, students need to check their paper at the end to ensure there are no blanks and, if needed, make educated guesses as a blank box can only lead to a mark of zero.

Question 4

There are general comments about the approach to summaries at 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 failed 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 to how many of the 90 words should be devoted to it.

The listening summary contained the opinions from three different speakers and for this task to be completed successfully and for the summary be a summary of the different speakers, it was essential to be very clear which speaker was being referred to. Many students however, did not make it sufficiently clear who thought what and, in some cases, this led to a content mark of 0 and therefore a language mark also of 0. It is important that students make sure their summaries make sense independently without needing to read the bullet points in the question to know what they are talking about or indeed who is talking.

Students should also pay close attention to the information asked for in the bullet points eg Pablo's greatest worries – in the text he talks about being worried about housing costs, but his greatest worry is the increase in costs and so by omitting any reference to the increase, students were unable to be awarded this content mark. Similarly, in the same sentence about his greatest worries Pablo references the fact he will continue sharing a flat, with the key detail being 'continue' sharing a flat, which needed to be reflected in responses.

Many students also did not write accurately enough for no ambiguity to be created in relation to the point that for María, renting a flat gives her more freedom than buying. In some cases, students heard the word '*libertad*' but then failed to explain how she felt she had more freedom.

Many students didn't include all the detail (3 elements) for the second mark for bullet point 3, namely that the young people had to be under 35, and not have sufficient money / savings (sufficient being the key word) to be able to get a mortgage or buy their first home.

Paraphrasing must be used judiciously – there seemed a greater propensity than ever to rephrase what the recording had said and in many cases students' own versions did not communicate the same content points.

Some answers to this question were reconsidered in late 2025 and extra marks awarded after feedback on the strictness of the original marking.

Question 5

Many students appeared to find this question accessible. There were a number of errors regarding accents – students were unable to access a mark if they did not copy accurately. Similarly, there were frequent misspellings of words that were in the text. Careful proofreading at the end will serve to prevent this from happening. Equally, many students did not realise that they do not necessarily need to match the number of words in the question. Questions 5.1, 5.8 and 5.9 seemed the most challenging for students. It is worth reminding students that the number of words in the question does not always assimilate with the number of words required for the answer. For example, the correct answer for 5.8 was '*así*' but many students appeared to think the requirement was for three words so did not find the correct answer.

Question 6

The literary text this year was a multiple-choice style question and students seemed to cope well with the level of demand. The most challenging questions appeared to be 6.6 and 6.7, with only half of all students responding correctly. It is important at this level that students practice non-topic verbs which can impact meaning significantly eg '*descartar*' and '*rechazar*'.

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 should be reminded that it is acceptable to use lexical items from the text, but they must ensure the verbs are manipulated so 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.

In this question, students are expected to show their ability to manipulate language appropriately, so direct quoting cannot be rewarded in AO3. 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.

Some responses did not include enough detail in relation to the points made to be awarded the mark, and this affected all the bullet points eg both the ideas of being '*ilusionadas*' and '*decididas*' needed to be mentioned. Some responses paraphrased the '*decididas*' as a verb '*decidieron*' which doesn't mean the same thing.

Correct tense use was also important in this summary – both the first and second bullet point had to be in the past tense to gain the mark.

Pronouns also caused some errors and impacted on the marks which could be awarded eg '*les pagaron*' does not mean they paid for it themselves, so the content marks which could be awarded were impacted, and in the first bullet point '*se hizo pensar*' doesn't mean it made them think, so content marks and grammar marks which could be awarded were impacted. It is recommended that students should practise manipulating 1st to 3rd person pronouns as well as verbs and deciding when the '*me / nos*' which they read or hear is a direct / indirect / reflexive pronoun.

Question 8

This question appeared to be better answered than in previous years with many students achieving high marks. Students are clearly well-practised in the gap-fill technique. Students appeared to find the text about EasyJet strikes accessible, and 25% of students achieved the full 12 marks available. Responses achieving full marks used both grammatical knowledge and knowledge of vocabulary to ascertain the correct lexical item for each box. It was noted that some students wrote the grammatical function of each lexical item to aid them when deciding what answer to put. This appeared to be a successful strategy for many students.

Question 9

Students seemed to find this passage and the accompanying comprehension questions accessible. Students appeared to find Questions 9.1, 9.7 and 9.8 the most challenging elements.

In Question 9.1, some students tried to write the answer in their own wording which wasn't necessary and often led to an incorrect answer. Mostly, when students opted to lift from the text, they got the correct answer.

In Question 9.2, over-lifting was the main reason some students did not achieve marks on this question.

In Question 9.3, almost 90% of students achieved the full three marks available.

In Question 9.4, only 65% of students answered correctly. Some may have struggled with the verb '*apreciar*' as a significant number left this blank.

In Question 9.5, students who didn't achieve the mark did not include the essential element of them being '*indígenas*'.

In Question 9.6 some students didn't copy the word '*medicinas*' correctly. Some failed to gain marks for writing '*medicina*' in the singular.

In Question 9.7 only 50% of students answered correctly. Some did not achieve the mark due to their answer not matching the phrasing of the question and starting their answers with '*de las más propensas...*' which did not make sense.

In Question 9.8, over 75% of students answered this question correctly.

Question 10

The translation into Spanish discriminated well and 60% of students achieved six or more in this question. Students seem to be using the preceding passage more effectively to identify vocabulary they can use for the translation.

Basic grammatical errors were frequent. Some students failed to gain marks by missing out words that needed translating. Careful proof-reading is needed to ensure that that all aspects have been translated.

The most common problems in this question included:

- confusing '*saber*'/'*conocer*'
- everyone wants them to be safe - few students appeared to recognise the subjunctive
- confusion between *ser/estar*
- translation of the Chilean government
- will make students aware of... - omission of personal '*a*'
- will / going to / students / students – all need to be translated differently to reflect the English difference
- figures – appeared to be not very well-known
- more exposed – very few students appeared to know the past participle
- when surfing the web - many wrongly used the gerund in Spanish and wrong gender of '*web*' in Spanish.

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

Question 11

Many students did not appear to pay close enough attention to the original to ensure bits aren't missed, or the tense was wrong (quite a few perfect tenses in this text were needed), or they ended up paraphrasing. The main issues seemed to relate to a lack of vocabulary knowledge or an inability to make a good, educated guess given the context of the text.

Some answers suffered from poor expression in English, which failed to render a successful translation. Students should be encouraged to reread their translations and also to pay careful attention to verb endings so they can correctly identify tenses.

Students seemed to find the translation less accessible this year than in previous papers, with around a quarter of students achieving 7 or more marks.

It must be remembered that the translations to and from Spanish in Questions 10 and 11 carry 20 of the 100 available marks for the paper and, as such, grammar and translation needs as much attention when teaching as the topic areas.

Particular areas of challenge seemed to be:

- ‘célebre’ – many thought this meant celebrity
- ‘Cataluña’ / ‘catalán’ – English spellings were often not correct
- *Paula concedió hace unos días una entrevista a una cadena británica* – providing a good translation in this context
- *Enumeró* – this appeared to be an unknown verb for many
- *Hablaba* – needed to be in the past tense to reflect the original
- *Lo cuento igualmente* – many clearly understood the meaning here but failed to make the English rendering sound natural
- *La afirmación* – wrongly translated often as ‘the affirmation’
- *Un revuelo* – often too strongly translated
- *Ser la embajadora de la cultura en el extranjero* – many omitted the word ‘the’ culture which was essential to translate the idea of it being the Catalan culture not any culture.

Summary questions: Advice to students

Students should first read the rubric 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 90 and 100 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.

Mark Ranges and Award of Grades

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