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# A-LEVEL SPANISH

7692/1: Paper 1 (Listening, Reading and Writing)  
Report on the Examination

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## General Comments

In the second year of this new specification, it was pleasing that examiners felt that teachers had prepared their students well for the demands of this paper. The paper discriminated well and allowed students of all abilities to score marks across the paper. The areas that provided most challenge and need further practice are the summaries and translations. The number of questions left unanswered was concerning, and students should be encouraged to make sensible and educated guesses to questions, especially if the answer is a non-verbal response. There may also be some scope for ensuring that students have practice in structuring their time effectively in the exam. 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

This first question seemed to discriminate well and it was pleasing to note that almost 90% of students achieved at least one mark on each of the three parts of this question. DfE subject content for MFL requires us to set questions which ‘infer meaning from complex spoken and written material, including factual and abstract content’, and this question effectively tested students’ ability to infer meaning from young people’s attitude to voting at the age of 16. Students need to be reminded that they may not hear exactly the comments in each statement but that the sentences infer meaning from what is heard. Question 1.3 proved the most accessible question with over 72% of students achieving the full two marks. Any opportunities students have to practise independent reading and listening can only serve to broaden and deepen vocabulary knowledge and, as such, should be encouraged.

### Question 2

Teachers need to be reminded that 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.

Question 2.3 was the most accessible part of this question, with question 2.4 being the most challenging. Some students failed to gain marks on this question by not making references to *Perú*. Grammatical errors did not prevent students from achieving marks as long as the required information was still unambiguously communicated. Marks were not awarded, however, if the answer *las modelos* was written as *los modelos* in 2.4, and if the subjunctive *cambien* was omitted in 2.6, as this altered the meaning. In Question 2.7, the spelling of *maltratadas* seemed to cause issues for some students, with a number using the masculine form of the adjective and others misspelling it to such an extent that it was not clear, eg *maltratas*, *maltratadoras*.

### Question 3

This question seemed to be the most accessible to students, with around 80% achieving at least 4 marks. 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,

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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 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.

Many students are losing accuracy marks (and also content marks) primarily for inaccurate use of reflexive pronouns and some indirect objective pronouns. Further practice of changing first to third person of the verb, especially with reflexive verbs, will serve students well. The summaries were generally tackled well and the majority of students managed to keep within the word limit. In bullet point 1, the vast majority of students understood the principle idea of Mata wishing to donate to charities. However, many students paraphrased what they had heard, eg changing *sueldo* to *dinero*, and this did not render the same meaning. There were also varying degrees of success with the communication of ‘charities’ – various forms of *ONG* and *caridades* were frequently seen. In bullet point 2, there were still a surprising number of students writing in the first person. The missing accent on *enseño* caused many to lose a mark. It is worth pointing out the importance of accents to students, especially when they alter the meaning.

Students struggled with reflexive verbs such as *darse cuenta* and failed to change the pronoun. The last bullet point was often not achieved due to the misunderstanding of *los ingresos*, many using *los sueldos de los futbolistas*. Some students failed to gain content marks as they changed vocabulary unnecessarily and failed to convey the same message. Students need to be reminded that there is no need to find synonyms; they should focus on correct manipulation of language as this is what attracts higher language marks. 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.

#### Section B

#### Question 5

In this multiple choice question, performance varied: around 89% of students gave the correct answer to 5.6, whereas only around 40% were successful in questions 5.3 and 5.5. As previously mentioned, any opportunity to allow students to broaden vocabulary independently should be encouraged. The knowledge of key advanced level verbs such as *carecer*, *suced*, *disminuir* et al. were all key to understanding the various options.

#### Question 6

Generally, this question was well answered. It was pleasing to see around 97% of students achieving the two marks in question 6.6, although only around 55% of students achieved the mark in question 6.5. Teachers need to remind students that they 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. In question 6.1, some students failed to gain

the mark due to some careless copying or providing extra information which included indiscriminate or untargeted lifting from the source. In question 6.3 some students failed to gain marks by not being precise enough and omitting *más de*. Generally, 6.7 was well answered, but a number did not gain the mark due to writing *el* instead of *él*. In question 6.8, the vast majority of students conveyed the message of *amenazas* but failed to include the essential detail – *por parte de algunos fans*. Students need to be aware of the detail generally required for a response – it is unlikely that a single word will be sufficient. In question 6.9, a good number of marks were not gained here through lack of detail, eg *en las afueras de Madrid*, or for the incorrect form of verbs, eg *opto*, *se encerro*.

### Question 7

Much of the advice offered in relation to Q4 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. Having said that, on the whole, this question seemed more accessible to students than the listening summary. Students need to be aware that, at A-level, each bullet point requires some detail and precision; there were many answers which did not include sufficient detail. In bullet point 1, as mentioned above, detail was required. Many students mentioned religious beliefs but not the connection to young people's daily lives. Again, paraphrasing caused issues, eg changing *creencias* to *pensamientos*. With the second point, while most mentioned that there were difficulties when family members suffered, they did not necessarily incorporate the idea of doubt or becoming sceptical. In bullet point 2, most students scored some, if not all, marks. Paraphrasing caused issues – related words or near synonyms did not generally succeed, eg *redes sociales/internet*, *mentalidad/pensamientos*. Also, a significant minority missed the accent from *aprovecharán*, causing ambiguity by writing the imperfect subjunctive. In bullet point 3, most students missed the main point and only focused on *libertad* rather than specifying the key issue.

### Question 8

The gap-fill exercise based upon a literary text discriminated well, with an impressive one-fifth of students achieving 9 or 10 marks. Both the nature of the text and the question style were challenging, but most students coped well, with over 50% achieving six or more marks. These students were able to use both grammatical knowledge and their knowledge of vocabulary to ascertain the correct lexical item for each box.

### Question 9

The synonym part of this question resulted in varying performances: over 80% of students achieved the mark in 9.4, but only around 43% did so in 9.3. Question 9.2 was generally not well answered, with incorrect answers including *había*, *basaba* (without *se*), *se basaba en*. In question 9.3 a large number of students omitted *se* so could not gain the mark, and in question 9.4 some students were incorrectly searching for a 3<sup>rd</sup> person preterite verb, so *introdujo* was seen as an answer in a number of cases. The sentence matching required in the rest of the question proved most accessible for students, with over 70% of students achieving the marks for each question apart from question 9.10, where only about 27% achieved the mark.

### Question 10

The translation into Spanish discriminated exceptionally well and seemed to be one of the most challenging aspects of the paper. The average mark was 4.6, with only about 20% of students achieving 7 or more marks, which shows the skill of translation is one that would certainly benefit from further classroom practice. Students seem not to be using the preceding passage effectively to identify vocabulary they can use for the translation. For example, few students seemed to be able to find the verb *celebrarse* and conjugate it accurately. Similarly, the tricky subjunctive in the first sentence was given to them in the penultimate line of the text, which indicated to students that *pedir que* needed a subjunctive. Students clearly need further practice in using short texts to aid them in this translation. Basic grammatical errors were frequent.

The most common problems in this question included:

- few students recognising the need for the subjunctive after *pedir que* or *prohibir que*
- many students misspelling *desarrollo* as *desarollo*, thus losing the mark
- a number mis-translating ‘as’ for ‘and’ in *ya que insisten que*, instead writing ‘y insisten que’
- a disappointingly large number of students unable to translate ‘cultural heritage’
- it being extremely rare to find a translation in which *dada* was given in the feminine form, agreeing with *la popularidad*
- a disappointingly large number of students unable to translate ‘more than two thousand’
- surprisingly few students being able to translate the word ‘bullfights’
- few students knowing *tener lugar*
- many students omitting *también*
- many students not using the supporting paragraph to translate mayors as *alcaldes*; instead, these students sometimes translated the term as *los mayors*.

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

Understandably, students coped slightly better with the translation into English. 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. The average mark was 5.3, with around 30% of students achieving 7 or more marks, which shows a clear need for further opportunities for classroom practice in the future. 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. It was surprising the large number of students who failed to translate *martes* correctly. On the other hand, it was pleasing to see many students being able to translate *don* effectively.

The most common problems in this question included:

- only a minority correctly translating *destacado* as ‘prominent’ or ‘significant’
- translating the word ‘the’ in front of ‘King and Queen’
- *Anulado* being most frequently translated as *annulled*
- *compromisos*, *aquellos*, *acudir*, *se atrevió* being rarely translated correctly
- tenses not being correctly rendered into English

- *Valenciano* being often left in Spanish – students need to be aware of the need to write the English equivalent of places and languages
- *lenguas* frequently translated as tongues.

### **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 scoring 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.