



AS LEVEL SPANISH

7691/1 Spanish Paper 1: Listening, Reading and Writing
Report on the Examination

7691
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General Comments

In this first year of public examinations since the pandemic, the number of students entered for the AS examination fell again. This was a strong cohort and it was pleasing to note that examiners felt that teachers had prepared their students well for the challenges of this paper. The examination paper discriminated very well and allowed students of all abilities to score marks across the paper. Very few questions were left unanswered, which was an improvement from previous series. Students generally tackled the range of question types well and teachers should be commended for this. Translations remain the area that the students find most challenging, with grammatical accuracy being key.

Section A

Question 1

This question successfully eased the students into the examination; they listened carefully, managing to avoid distractors and infer meaning. Of the six questions, students found 1.5 the most difficult, with 70% scoring the mark compared to 92% on 1.2.

Question 2

This question provided more of a challenge for students. It is worth noting that the mark can be awarded with misspellings as long as the misspelling does not create ambiguity for the examiner when marking. The ability to transcribe accurately made a significant difference here as students did lose marks where answers caused confusion. The teaching of phonics can be crucial here, as well as practice with transcribing in order to ensure accurate renderings of what the students hear on the recording. Questions 2.1 and 2.4 proved the most challenging, with 52% and 58% of the cohort picking up marks here. Question 2.3 was the most accessible question with over 80% of students gaining the mark.

In question 2.1, students had great difficulty in writing *de escasos recursos* accurately and many lost the mark here although they had correctly identified the correct part of the text. Students seemed unfamiliar with the lexical item *escasos* despite it being a word on the GCSE vocabulary list; this was often rendered as *es casos recursos*. Question 2.2 also proved problematic in a significant number of cases, as *de rechazo* was frequently written as one word. Students did not read the question carefully for 2.4 and it is essential that answers are in direct response to the phrasing of the question. Therefore, answers referring to *machismo* did not score here as the question asked what she had heard. 2.5 had a mixed response and the wording of the question was important, some students incorrectly referred to the lack of a lift rather than *una oficina adecuada*. The phrase *gastos pagados* posed some difficulty for some students. Students should be reminded to re-read their responses and ensure that they make sense.

Question 3

Students coped very well with this question, with over 90% gaining the marks for the different elements with the exception of 3.3 and 3.8. 3.3 proved the most challenging with 72% of the cohort gaining the mark here.

Question 4

There are general comments about the approach to summaries which are contained at the end of this report which can be applied to both the listening and reading questions in this exam.

The summaries were generally well handled in terms of the length of responses and the quality of language. The majority of responses were within the word limit, although it is recommended that students count the number of words as some lost valid content points due to the length of their summaries. Students need to be aware that examiners will count the words and are instructed not to award content points beyond the word limit. A number of students lost content marks at the end of their summary.

The whole range of marks was awarded in the listening summary and this, therefore, proved to be a good discriminator. That said, very few students gained full marks for content (1.8%) and only a further 11.1% gained 6 marks. 7% gained 0 marks for content. Some students did not manage to include all the information required for the mark although they had correctly identified the correct section of the text. However, it was pleasing to see that more students were manipulating the verbs from the first to third person, something that was highlighted in the previous report. With regards to the bullet points, students did not always manage to convey the idea that the buildings waste too much energy and often implied that it was the construction of the buildings that used all the energy. The first element of bullet point 2 was often left incomplete with the idea of resources *de la región* being omitted. There were some issues with the successful communication of *equilibrio*. In bullet point 3, reference needed to be made to *vegetación tropical*.

Section B

Question 5

The synonym question proved a real challenge with *puesto en marcha* in 5.1 and *poner sobre la mesa* in 5.6 providing the greatest challenges. Only 22 % and 21% respectively gained the marks in these questions. Students need to be aware that responses may require more than one word and that answers must be grammatically accurate. Where students lost the mark in 5.2, this was generally because the *en* was omitted after *consiste*. Students were clearly approaching the task in the right manner, looking to find synonyms in the text in the same form as the question prompt. However, *triunfan* and *creadores* were popular alternatives for *usan* and *sectores* in 5.3 and 5.4 respectively, perhaps indicating that more opportunities to practise this type of question and widen vocabulary will be beneficial.

Question 6

There were a lot of good responses to this question and students generally wrote their answers concisely; it is important that students continue to receive the message not to copy out too much of the text in the hope that the answer is included as this is penalised as untargeted lifting. In Question 6.1, some answers were not specific enough: the word *histórica* needed to be included. While two thirds of students did gain both marks available for 6.2, detail was sometimes left out, eg *bruscos cambios de temperatura* and *humedad constante*. Question 6.4 proved the most challenging, with just over 44% obtaining the mark. Once again, the detail was important here and it was necessary to include that it was the installation of the sophisticated hydraulic system, not the hydraulic system on its own. Question 6.6 proved the most accessible question, though there was

some excessive lifting in some cases – the wording of the answer must be in direct response to the phrasing of the question.

Question 7

The literary text gap fill was very well handled, with 45.6% gaining full marks. Indeed, two-thirds of students gained a minimum of 75% of the marks and the mean was 6/8. The content of the text and the question style was suitably challenging; students used both grammatical knowledge and their knowledge of vocabulary to ascertain the correct lexical item for the box.

Question 8

For the reading summary, the mean mark was slightly higher than for the listening summary. The percentages for the top content marks were marginally higher with 2.3% receiving 7 marks and 14.7% 6 marks (out of a maximum of 7). That said, there were also more at the bottom end with 9.1% scoring 0. Students expressed themselves more accurately than the previous series and over 60% of students accessed 4 or 5 marks for AO3.

In bullet point 1, the vast majority of students had understood that Mireia had recently had a baby but did not necessarily include that it was her first baby. Some students also digressed here, talking about the changing trends regarding religious weddings, but they needed to focus on the simple fact that she is not married.

In bullet point 2, students often communicated that women received prizes for large families but failed to mention that it was the State which provided these.

Both detail and precision are essential aspects of the summary question as exemplified in bullet point 3. The first element required reference to both *seguridad* and *apoyo económico* while the second needed inclusion of *independiente* and *trabajadora*. Some students found it difficult to express the phrase *no le supone ningún estigma social* and attempts to paraphrase this were largely unsuccessful.

Question 9

The multiple-choice question proved appropriately challenging. Almost 90% accessed the mark for 9.8 while just under 45% answered 9.6 correctly.

Question 10

The translation exercise discriminated extremely well and seemed to be the most challenging aspect of the paper. Further practice of this in class will be helpful for future improvement. While the mean mark of 4.07 was higher than in the last full series, less than a third of students were able to access 6 marks and above and just over a third scored between 0 and 2 with 11.49% scoring 0.

Some frequent and avoidable errors included confusion of singular and plural nouns and misuse of the definite article. It was surprising that a good number of students mistranslated '*en castellano*'. Other lexical items which caused difficulty were: *hispanohablante* (mistranslated as Hispanic speaking in a number of cases), *una cuarta parte*, *lista de éxitos* and *ni siquiera*. The structures '*acaban de*' and '*le faltan*' were not handled confidently either.

Students need to be aware of the need for good English and to ensure their rendering makes sense in English. Students should be reminded of the need to keep as close to the original text as possible, as paraphrasing can often lead to inaccuracy and consequently the loss of marks. Students should take particular care to make sure that they have not missed out any words – it was a shame that some omitted '*muchas*' from the final segment and lost that mark.

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 (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. 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.