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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

It was pleasing that examiners felt that teachers had prepared their students well for the demands of this paper, particularly after the disruption to learning over the last couple of years. 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 listening, where responses are needed in Spanish and, as in previous years, the summaries and translations. 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

The first listening question seemed to ease students into the paper and almost half successfully managed to achieve full marks. Students were effective in inferring the meaning for the majority of the utterances. The most challenging aspect came in the third utterance, where many students opted for P, presumably not understanding *carecen de*. Further practice of advanced level non-topic specific verbs will only serve to help better prepare students for this style of question.

### Question 2

Students need to be reminded 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. 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 2.1 was the most accessible part of this question, with question 2.6 being the most challenging. In Question 2.3 many students struggled with the correct rendering of *envejecimiento*, which suggests further work on phonics and transcribing is needed to improve performance on this style of questions. In Question 2.4 some students were not precise enough with their response and often missed out the reference to Galicia. With Question 2.5 many students seemed not to read the question carefully as the response needed was the main reason and some gave both or maybe did not take note of the *sobre todo* in the audio. The word *atropellados* was not well-known by students in Question 2.6.

### Question 3

This question seemed to be accessible to students, with almost all students achieving at least 1 mark on each question. Question 3.3 seemed to be the most challenging of all three questions. 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.

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#### 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 be rewarded for valid content points as their answers were too long. 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 lost marks due to incorrect conjugation of verbs and the mixing up of tenses. In Bullet point 1 the vast majority of students understood the principal idea of Gloria being denied entry to the dance but many did not succeed in including all element for the second element – *no le hizo caso, entró y comenzó a bailar*. Bullet point 2 was generally well handled. Marks tended to be lost here when students paraphrased and changed the verb, e.g., *preparar* to *organizar* which does not communicate the same meaning. In Bullet point 3 detail was required and students sometimes included only half the point, e.g., *quiere luchar contra la violencia*, omitting *que sufren las niñas*.

As already mentioned with reference to Bullet point 2, 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 meaning.

#### Question 5

Students seemed to find the multiple-choice question very accessible and most were able to achieve a significant number of marks on this question. The most challenging question seemed to be Question 5.6. This may be due to students not understanding the verb *negarse*.

#### Question 6

Many students found this question accessible. There were a disappointing number of errors regarding accents – students did lose 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 two words might be required to render the meaning. This was particularly evident with Question 6.5, where many students missed the *de* from *tratar de*.

#### 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. In response to Bullet point 1, most students scored well; where marks were lost, it tended to be for missing out the detail, e.g. omitting the necessary *en Guatemala*. In response to Bullet point 2, most students tended to gain at least 2 of the 3 marks available here. The most problematic issue was making it clear that *roban el futuro de los jóvenes*. In response to Bullet point 3, some students struggled with the need to change the imperative form. Paraphrasing of *vandalizar* sometimes resulted in the loss

of a mark where the same meaning was not conveyed, e.g., *destrózar*. A few students attempted to simply quote from the text, e.g., *Jorge dice que 'No podemos...'* In this question students are expected to show their ability to manipulate language appropriately so direct quoting cannot be rewarded. 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.

### Question 8

The gap-fill exercise based upon a literary text discriminated well, with an impressive one-third of students achieving 11 or 12 marks. Both the nature of the text and the question style were challenging, but most students coped well, with over 50% achieving 9 marks. These students were able to use both grammatical knowledge and their 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 proved a successful strategy for many students.

### Question 9

Students seemed to find this passage and the accompanying comprehension questions accessible. Questions 9.3 and 9.7 were the most challenging for students. In Question 9.3 some students failed to take notice of the *justo antes* in the question meaning they gave two answers instead of the correct one. Students need to be reminded to read the question carefully to ensure they do not jump to conclusions. Indiscriminate lifting sometimes resulted in the loss of the mark in Question 9.1 as it did not directly answer the question; students seemed to miss the key understanding of *tamaño*. Careless copying often led to incorrect spellings which changed the meaning in 9.4. Some students wrote *paisaje* instead of *pasajes* even though that was not needed to achieve the mark.

### Question 10

The translation into Spanish discriminated well, though almost a third of all students achieved seven or more in this question. Students seem not to be using the preceding passage effectively to identify vocabulary they can use for the translation. For example, some students seemed not to notice the word *Dios*, the expression *va a misa*, or that *tanto* meant 'so much'. Students clearly need further practice in using short texts to aid them in this translation. Basic grammatical errors were frequent. Some students lost marks by missing out occasional words from the translation. Careful proof-reading is needed to ensure that all aspects have been translated.

The most common problems in this question included:

- *sigue cayendo* – a significant number of students used the infinitive
- *políticas* – was not well known
- *aborden* was not widely used; neither was the subjunctive
- *varios* often appears in exams and, once again, was often missed
- a good number of students struggled to communicate 'met with priests'
- *aconsejar* seemed to cause problems here
- many students missed the subjunctive after *para que*
- *fe* was not well known; attempts at paraphrasing here did not work
- 'a modern world' was often translated as *el mundo moderno*
- *tanta* did not always agree with the noun it was describing; *pobreza* and *odio* caused more problems than might have been anticipated.

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

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 for this question was 5.3, showing the need for students to undertake further practice of translation skills. This said, around 35% of students achieved 7 or more marks for this question. 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.

The most common problems in this question included:

- *debido a* was not always translated correctly
- *alabar* caused problems and *bailan* was often translated in the past tense
- *cartera* was not commonly known in this segment
- *lo distinguiría* was problematic. In cases where the verb was correctly translated, the pronoun was most frequently translated as 'them', causing ambiguity.
- The majority of students were not able to translate *rueda de reconocimiento de la policía*
- *Criticas* was often mistranslated as critics.
- *no tardaron en llegar* – this idiomatic phrase was most frequently translated literally
- *lo acusan* – students need to pay attention to tenses; this was often rendered in the past, resulting in no marks for this segment
- *solo* was sometimes omitted and resulted in a lost mark
- *dijo* was sometimes translated as 'had said'
- *lo niega* was often translated in the past.
- *visten de forma parecida* caused lots of problems – *visten* was not well handled but *forma* also caused a number of errors.

### 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.