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# AS LEVEL SPANISH

7691/1 Paper 1  
Report on the Examination

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## General Comments

In general, this was a capable cohort, though there was an increased number of instances where the students did not appear to be as thoroughly prepared for the requirements of the questions as in previous years. Teachers are advised to read the Examiner's Reports to ensure that students' answers do not lose marks unnecessarily. That said, the examination paper discriminated well and students of all abilities were able to access marks. Some questions were left unanswered, including where individual letters or single words were required; students should avoid this practice. The listening summary proved more challenging than the reading summary and the translation task proved demanding for the majority of students.

### Question 1

This question proved to be very accessible for the students, although some students found 1.1 more challenging.

### Question 2

Many students coped well with the demands of the question and answered appropriately. It was pleasing to see that the vast majority of students were able to identify the correct segment of the text for the answer, though there were varying degrees of success when using the information to formulate a response. Inaccurate transcription did cost students marks. While there is some tolerance for misspellings, it is important to note that marks will not be awarded in cases where there is ambiguity or confusion.

Some words or phrases proved particularly problematic: *envidia* and *amor propio* in 2.2 and *sugerencias* in 2.6, which was often written as *su herencias*. This resulted in only around half of students gaining full marks respectively. *Tampoco* did not seem to be well known and a variety of numbers were seen for *sesenta* – 50, 66, 67, 70. Students should ensure that they are confident with numbers and also be guided by the amount of space allocated to the response – in question 2.4, many students wrote longer answers though, in this case, it rarely contradicted the key idea and was credited. However, it is important that students are aware that they will be penalised for indiscriminate lifting, ie including additional information which does not directly answer the question. It is also clear that many students would benefit from an increased focus on phonics and/or practice with transcription.

### Question 3

Students coped well with this question; 3.8 proved the most difficult and almost half lost this mark.

### Question 4

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

Although the majority of students handled the summary questions well, there was a significant minority who did not seem to be fully prepared for the demands of the task. The quality of language was usually appropriate for the standard of the examination, though the length of responses often exceeded the required word count. It is highly recommended that students count the number of words and are made aware that examiners will count them. Some students lost marks as valid content points were made after the cut-off point; examiners' guidance requires them not to award

content points beyond first natural break after 70 words.

The listening summary proved to be a good discriminator given that the whole range of marks was awarded. Very few students gained full marks for content and only a further few gained 5 marks. A number scored zero marks for content. It was a challenge for students to convey all the necessary information within the word limit; students needed to be concise and adhere to the requirements of the bullet points to achieve this. Some students did not manage either to include all the information required for the mark (although they had correctly identified the correct section of the text) or to transcribe it accurately. It was pleasing to see that many students successfully manipulated verbs from the first to the third person, though some students did not seem to realise that this was necessary.

With regards to the bullet points, some students attempted to paraphrase everything they heard, something which often impacted adversely on their responses. For example, *estructuras* was replaced with words such as *edificios* or *figuras*, which do not carry the same meaning. *Varios* was often mis-transcribed as *barrios*. Students would be well advised to read through their responses and check that they make sense. The first element of bullet point 2 caused problems as students struggled with the word *láser*. The indirect object pronoun caused difficulty in *le permite ver* and, when included, *la jungla* was rendered in a variety of incorrect ways, many of which were ambiguous. Students also seemed to confuse *creer* with *crear*. In bullet point 3, paraphrasing sometimes led to a lack of clarity and, consequently, resulted in a loss of marks. It needed to be clear that the civilisation *era más grande*, not the people (*los mayas*) as a number of students suggested. *Enorme* is not an acceptable alternative for *más grande* as it has different implications.

### Question 5

This question was generally done well and seemed better handled than last year. However, it was surprising that some students left gaps when only a letter was required.

### Question 6

The statistics reveal that students coped well with this question.

### Question 7

Students must ensure that their responses are 100% accurate for this question type, including accents. Equally, no additional words must be added, unless these are required by the question, eg in 7.4, where *se creía* was required for *pensaba que era....*. Students used both grammatical and lexical knowledge to determine the correct item but it is imperative that students read through their responses. In 7.2, it was understood that the answer necessitated a verb in the imperfect tense and *atrevía* was a popular choice given that the verb to be replaced (*occuría*) had the same ending; the actual answer was an -ar verb and consequently had a different ending. Relatively few achieved this mark. In 7.7, many neglected to include the accent on *no podía* and some students included additional words, eg *no podía luchar*, which cost them the mark.

### Question 8

Students seemed to struggle to write their responses within the 70-word limit. Some students wasted words by including personal opinions, for example *¡Qué lástima!* which added nothing of value and contributed to the word count. Students also need to understand that verbs must be manipulated and responses using an inappropriate infinitive will not be credited for content and will also impact on the mark for AO3.

Teachers and students are advised to read the mark scheme to understand the depth of response required. Many students communicated half ideas but all the underlined points needed to be included. For example, in the first bullet point *pide políticas* was needed in conjunction with *contra la discriminación salarial*. The second bullet point caused students to waste words: students are advised to write numbers as figures for summary questions to avoid adding unnecessarily to the word count. Inappropriate rewording and paraphrasing also cost students marks. The third element of the third bullet point caused problems as students often omitted the essential point, *sin sueldo*.

Very few students achieved full marks for content, though a number gained 5 marks or above. The quality of written Spanish was better on this summary, with many gaining 4 or 5 marks for AO3.

### Question 9

This question proved to be a good discriminator. Students needed to be concise in their responses, ensuring that they answered the questions directly.

In 9.1, almost half of students failed to score a mark as answers tended not to address the specific point of the question. In 9.3, a good number of students missed marks by either not answering the question posed or writing too much, starting at the wrong point. Irrelevant additional information is classed as indiscriminate lifting. 9.5 was answered well in the main, but the most common error was to miss out *en la industria*.

### Question 10

Students clearly found this question the most challenging element of the paper, with very few achieving full marks and only a few gaining 8 marks or above. Further practice of this type of task in class will be helpful for future improvement. Marks at the bottom end were slightly improved this year with fewer students failing to score at all.

Lexical items which caused difficulty were: *sucedirá*, *comprometerse*, *criar* and *retrasan*. The structure *cada vez menos* proved particularly problematic and the vast majority of students failed to gain a mark for this segment. Students also need to recognise the different tenses and ensure that these are translated precisely: *supondría* and *sucedirá* were often incorrectly rendered.

Students need to be aware of the need for clear English and to ensure their translation makes sense. They should be reminded of the need to keep as close to the original text as possible, as paraphrasing can often lead to inaccuracy and the subsequent loss of marks.

### 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 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.