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# AS LEVEL SPANISH

7691/2 Paper 2 Writing  
Report on the Examination

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## General

The paper differentiated well and allowed all students to perform to their best. The overall area for improvement would again be grammatical accuracy; not only did it affect communication in the translation section, but also hindered students in allowing them to express with clarity their ideas and opinions on the film or text.

There was a considerable range of marks in the essay questions. Many students had a thorough knowledge of the text/film and strong language skills, allowing them to present a cogent argument in direct response to the question. As in previous years, it is important to point out that, in terms of structure, it is not necessary to write a wordy introduction stating, for example, the name of the film director, the year it came out and the awards it won. A short introduction to address the question chosen suffices.

Generally, students are now starting to offer some evidence from the text or film but many still do not use enough evidence to illustrate their points. Also, a few students still try to stick religiously to the 250 word count, sometimes striking out good work to do so. The suggested word count is a recommendation, not a limit.

The majority of students had studied a film, with very few choosing a question on literature. Students may choose to ignore the bullet points, but those who followed them often wrote a well-structured essay with greater focus on the question.

## Section A

It was pleasing to see that students were keen to translate all the five questions set for them, achieving marks in the process. Although full marks were not gained by many, students have been trained well to look for clues in the text provided.

### Question 01.1

In general, it was pleasing to see that students thought carefully about verb agreements here, with ...*que han ayudado...* and ...*que han donado...* conveyed well. In this sentence, the word *orphans* created a problem and many tried to use the word *orfanato* from the text. Most translated *gracias al dinero* well, however, weaker students missed the rule of *a + el* becoming *al*, thus missing the mark.

### Question 01.2

This question was more challenging, with some students missing the word *estrellas*, others using the incorrect preposition with the verb *sueñan*, many writing *de*, and others missing the definite article in *el éxito y la fama*. A few translated 'in order to' as *en orden para poder* or missed it out altogether. The word 'luxury' was surprisingly poorly translated, with a range of incorrect answers used.

### Question 01.3

This was the part where most students scored a high mark. Where problems were evident, it was in noun and verb agreements *alguna persona pensaban*, misspelling the word *jugadores* or missing the article *los*.

**Question 01.4**

Many missed the mark at the beginning of the sentence by using the near future instead of the verb form *Intentarán* that was required here. It is important to note that grammatical structures must be translated with the correct equivalent of tense. The word 'several' was more challenging and many resorted to using simply *muchos*. It was a pity that some students lost the mark for the last point by failing to make the adjective plural or misspelling the word *diferentes*.

**Question 01.5**

This was by far the most difficult section. 'Was named' presented a variety of incorrect attempts, as did 'ambassador'. Many were able to translate well 'he loves' either by *le encanta* or *ama*, but 'raising funds' was often rendered as *donar fondos*, which obviously was not accepted.

**Sections B and C**

This year there was not a wide range of titles chosen. Very few chose to answer on a text. Those who did usually chose *La Casa de Bernarda Alba*, and they were often able to use good examples to justify their ideas well, writing thoughtful essays. Linguistically, some students would benefit from using simpler structures that would convey their points more clearly.

The films discussed were mostly *Volver* and most students tended to choose 15.2, examining the suffering of the characters. Many valid examples were given to illustrate the points made but here language was the biggest issue as it was sometimes difficult to fully understand what the students were trying to express.

*El Laberinto del fauno* again proved to be a very popular question. Most chose 12.1 about the adults' actions impacting Ofelia's behaviour. Some were able to make use of examples that highlighted the impact on Ofelia but others simply told the story and failed to address the question appropriately.

*Ocho apellidos vascos* proved to be another popular choice but these responses were often not as successful as those dealing with other films. Both questions were chosen. In response to 13.1, some students were keen to show the changes in Rafa, from a sexist man to someone more thoughtful at the end of the film. In 13.2, responses on the friendship theme were not always convincing and few relevant examples from the film were included.

### **Mark Ranges and Award of Grades**

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