A-LEVEL
SPANISH

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

7692/1
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Version: 1.0

General Comments

Students seemed to cope well with the demands of the paper and the exam allowed students of all ability to access marks. It was pleasing that the quality of responses had improved in comparison with previous series. 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 over half successfully managed to achieve full marks on all three questions. 1.1 proved to be the most challenging, with 1.3 the easiest for students to access two marks.

Question 2

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.

In Question 2.1, most students correctly identified the segment of the text but were not always precise enough and the important element of *una cadena* was not always included.

In Question 2.2, The verb *quedarse* seemed problematic to some, either with the reflexive pronoun or with alternatives, such as *quejarse*, being written. Some students omitted the essential idea of *cocinando*.

In Question 2.3, the correct rendering of *no ha tardado* proved very problematic. A significant minority also conveyed the opposite of the correct response with *no reconoció su error* or similar.

In Question 2.4, some students included additional, irrelevant words at the beginning of their response. This was regarded as indiscriminate lifting and the mark was not awarded. Other students sometimes confused *cree* and *crea*.

In Question 2.5, the necessary *lo* was often omitted , preventing some students from accessing the mark.

Question 3

This question seemed to be the accessible to students, with a good many achieving at least 3 marks on the question. The distractor D was a popular choice, with confusion between *enfermos* and *enfermeros*.

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.

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 of how many of the 90 words should be devoted to it.

In responding to bullet point 1, the vast majority of students understood the principal idea but alternatives to *crecer* (*nacer*, *vivir*) did not communicate the correct idea and *crecer* was often not well manipulated into the third person. Many did not succeed in including all elements for the second point – *nivel personal, musical y visual*.

In responding to bullet point 2, the main issue was *se sintió* as many students were not able to conjugate this verb accurately.

In responding to bullet point 3, students who included all the details that the star was American and they were going to record a song succeeded in achieving full marks. 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 they must convey the key idea unambiguously; 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.

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 was Question 5.4, with Question 5.7 being the most accessible

Question 6

Students seemed to find this passage and the accompanying comprehension questions accessible. Questions 6.2 and 6.3 were the most challenging for students. In Question 6.2, *unos* was often omitted, and in 6.3 many students did not give precise enough answers, with *el color de los tejidos* being an essential point here. In Question 6.7, some students missed out the required element *que*

habitó esta zona. The omission of the accent on *habitó* meant many students did not get the mark due to the ambiguity it created. In Question 6.8, some students lost the mark because they had not focused their answer on *a largo plazo*, asked for in the question. Consequently, their answer involved untargeted lifting and was incorrect.

Question 7

Much of the advice offered in relation to Question 4 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, the use of *se* for *le* was a common error in front of *molestan*. It also needed to be clear that Abascal had hit someone when at school – an element that was not always conveyed.

In response to bullet point 2, there were a lot of good answers, though some students seemed to confuse the terms homosexual and heterosexual.

In response to bullet point 3, *Ser querido* was sometimes omitted as was the idea *si llegan al gobierno*. Some failed to put accents on the future tenses, thereby creating ambiguity with the imperfect subjunctive.

In this question, students are expected to show their ability to manipulate language appropriately, so quoting directly cannot be rewarded in AO3. 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 wasmuch more accessible than in previous years and students seem to be able to tackle this type of question with much greater confidence. Over half of students achieved 8 marks or above. 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 choose. This proved a successful strategy for many students.

Question 9

Many students found this question accessible. There were a disappointing number of errors regarding accents: students lost 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 they do not necessarily need to match the number of words in the question. Questions 9.9 and 9.10 were the most challenging for students.

Question 10

The translation into Spanish discriminated well and around a quarter of all students achieved seven or more marks in this question. Some students seem not to be using the preceding passage effectively to identify vocabulary they can use for the translation or, conversely, incorrectly use too many words from the text. Students need further practice in using short texts to aid them in translation passages. Basic grammatical errors were frequent. Some students lost marks by missing out words

that needed translating. Careful proof-reading is needed to ensure that that all aspects have been translated.

The most common problems in this question included:
- *buen tiempo* was not particularly well known, despite being a KS3 phrase. *Clima* was often chosen, but it is not the same as *tiempo.*
- only the most able students rendered *concurridas* accurately
- *rescatar* was missed at times
- *agotados* was not well known
- many students did not know *guardacostas*
- the subjunctive was often missed after 'demanding that…'
- *periódicos* was not known by some or was unsuccessfully paraphrased
- *en en extranjero* was not often written as intended, and students tended to express this an adjective agreeing with *periódicos.*

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 that they can correctly identify tenses.

The translation seemed more accessible this year for students than in previous papers. The average mark was 5.8, higher than in 2022, with around half of students achieving 7 or more marks.

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 Question 11 included:
- *anteayer* was not accurately translated on a number of occasions
- *alcalde* was not widely known
- *comicios* caused problems for many students
- *rueda de prensa* was not commonly known
- many alternatives were offered for *les inquietan*
- *el cierre* caused some problems and some students did not translate all elements, with *allí* sometimes omitted
- students seemed to understand the meaning of *despoblación* but often struggled to render the word accurately with an English equivalent
- *lleva todo el dìa* caused problems
- *desean* was frequently incorrectly translated as 'desire'.

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.