
AS

SPANISH

Paper 1 Listening, Reading and Writing
Report on the Examination

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General comments

This first listening, reading and writing paper for the new AS qualification produced a wide range of responses. Most students appeared to have grasped the requirements of the different task types satisfactorily, although a few had difficulties with the summary questions and with Questions 2 and 9, which required concise answers in Spanish. Rubric infringements were few and there was no evidence of students running out of time. Although quality of written Spanish was only assessed in the summary tasks, certain major errors or omissions sometimes prevented students from conveying the necessary information in Questions 2 and 9. It is important that students check their work carefully for careless mistakes.

Question 1

This question was generally very well answered with most students getting full or near full marks. The only two parts that caused problems were 1.4, where students did not know the word *gemelos*, and 1.5, where they did not understand the phrase *hacer la vida imposible* and so failed to realise that it was Susana who had said that she had had to leave her job.

Question 2

This second question was on the whole well answered by students. Nevertheless, a surprising number could not spell *chicos* or *chicas* in 2.1, instead writing *chichas* or *chichos*. Students need to be aware of the necessity of providing sufficient information to answer the question; a percentage alone did not provide enough information; it had to be accompanied by the relevant noun.

In 2.2 a lot of students recognised the number, though some failed to communicate this in Spanish with *7th* seen a good number of times. This was not accepted as the instructions said to give answers in Spanish. Despite the straightforward answer, this question was still a good discriminator with numerous alternative wrong answers given, notably *70*.

Precision was needed in 2.3, with a number of students mentioning *los móviles* and *las redes sociales* since they had not understood *los chats están muy por detrás*.

2.4 caused a lot of problems as students were unfamiliar with some of the vocabulary and not able to transcribe correctly. A number of students wrote depression as an English word and this did not score. *Llegan a padecer* caused a lot of problems and there were numerous examples of *apadeser* which did impact on the mark when the rest was correct. *Se autolesionan* was generally misspelt. However, where no ambiguity was created through the misspelling, the mark was awarded, for example, *se autolecionan*. Unfortunately, in a large number of cases, significant misspellings meant that the intended message was not clear so the point could not be awarded, for example, *se altolicionan*. There were varying degrees of success with *suicidas*; the word must not be ambiguous.

Quite a few students missed out the important information in 2.5: *en la cuestión del ciberacoso*, and therefore failed to score.

There were a good number of correct answers to 2.6 but *a los demás* often caused issues when this was included. Not all students included the second required element: the victim who bullies, many writing *víctima de acoso...* and nothing more. A number of students wrote, *no saben defenderse de otra manera*, which on its own did not answer the question.

Se reduce seemed to cause issues in 2.7 with unintelligible suggestions such as *se reguse*, *se reguce*, *se regurse* and *se reduye*. *La edad* was more problematic than anticipated with spellings of *lerad*, *la red* and *leydad*.

Question 3

This was a multiple choice question that was generally well answered. The main issues were with parts 2 and 7. In part 2, although there was mention of *divorciada* in the transcript, the fact that she divorced due to financial reasons was often omitted. As far as part 7 was concerned, some students did not understand the word *guardería* and responded here with V.

Students are reminded to use the options requested in the rubric and avoid using any other symbols such as a question mark for not mentioned.

Question 4

Most students were able to get the first three marks, but many struggled from there on. For the first bullet point, it was necessary to explain that *castellano* was the most spoken language at home and not the *lengua oficial*.

Few students mentioned the fact that young people in the Basque Country do not associate the Basque language with other, more fun activities, and very few made any reference to *talleres*. Many also struggled with the final bullet point. A number wrote their answer to this part in the first person plural, which did not correctly address the bullet point. Others were not able to express the points clearly enough to gain credit. Unfortunately, a number of students did not follow the instructions relating to the word count and wrote in excess of 70 words. Some students even wrote in excess of 100 words. Teachers are reminded to ensure students are aware of the fact that work beyond the first natural break past 70 words will not be marked. Students need to be aware that examiners will count the words. Teachers are reminded that no credit will be given for AO1 if the student has lifted irrelevant material or copied inappropriately from the stimulus.

Question 5

This question proved to be a good discriminator. For example, the majority of students realised that box 1 needed *por* or *para* but did not choose the right option. Further along, many students did not realise that box 5 needed *hacen publicidad*, thinking that all answers would be just one word. Students are reminded again that this type of exercise is both a grammar and vocabulary comprehension task and that they should look at the clues in the sentences before opting for their choice.

Question 6

Despite being an extended piece this question was mostly well answered.

Question 7

Students are now very much accustomed to this type of question. Nevertheless, although students mainly responded well, some questions still caused some problems.

In 7.1 students did not realise that *tema* (in the text) was masculine, despite looking like a feminine noun, and therefore when answering were looking for a word ending in *o* like *asunto*.

The word *navaja* was not well known in 7.2, therefore *clavel* and *pistola* were often seen as the answer here.

Despite being a common word, *jamás* in 7.4 was not well understood. Many examples of *puntas* were seen as the answer.

7.6 proved surprisingly difficult, with a range of answers including *hierba* showing that the vocabulary was not known. A good number of students wrote *allí comen* and did not score since they need the synonym only.

The most common errors in 7.7 were *muertos* and *geranios*.

As with 7.6, extra information such as *los montes* was quite regularly included in 7.9, and thus impacted on the mark awarded.

Question 8

Students tended to find this summary question more accessible, perhaps because it was from a written text. There were some examples of full marks, which rarely happened in the listening summary. However, there was evidence of students copying directly from the text which led to some lower marks for quality of language. Conversely, it is important not to paraphrase everything, eg *escultura* for *ninots* and *músicos* for *DJs* did not work, given that these are not synonyms. Some students simply copied the relevant section from the text, for example *queremos conocer mejor la historia*, and did not address the bullet points. This meant that marks were lost as per the mark scheme. The same comments regarding word count apply here as they do with Question 4.

Most students understood the main idea of the first bullet point; it is a shame that not all mentioned Valencia and so an easy point was sometimes lost. This was an ideal opportunity for students to write in their own words, with *fiesta* rather than *manifestación cultural*.

The majority of students scored some marks here, though not all conveyed the idea that the international DJs would be performing. Careful wording was needed here to convey understanding of the activities on offer. A number of students wrote about what they knew about Las Fallas rather than conveying what was actually in the text. It proved difficult to render the idea of the *ninots* being burnt. Verb manipulation was sometimes lacking.

A number of problems arose in the final bullet point as some students personified *el posgrado* – *el posgrado quiere...* etc – which did not clearly express the point. Other students missed the point entirely and stated *Julio quiere...* Some did not give sufficient detail to gain credit here, for example many mentioned *conocer mejor la historia y la cultura* but failed to link this to Las Fallas. This was also true with the following point, *ampliar las oportunidades sociales y económicas de la fiesta*. Surprisingly, a good number of students did not manage to score content marks in this third section.

Question 9

This question was generally well answered with a lot of good responses. However, students are again reminded that it is important not to write everything and hope that the answer is in there somewhere. They should read the question carefully and respond to what is asked.

9.1 was generally well answered, but a reference to *navegador* or *Firefox* was needed in order to score.

In 9.2 the gist was understood, but *maya* was needed to secure the mark. It was not enough to write, *acercar a las comunidades...* A small number misunderstood the question and answered, *(fue) creada por un grupo de jóvenes hablantes de la lengua maya.*

Students performed well on 9.3; some omitted to mention *páginas del gobierno.*

9.4 proved quite tricky: quite a lot of students focused on the idea of *cambiar la situación de la cultura maya* which failed to score. *Que* was essential for part 1 to make *sienta* clearly understood. The second part was more confidently dealt with.

Lots of students missed *como lenguas nacionales* in 9.5. This was essential to render the information in the original text.

9.6 was mostly handled well, though there were a number of instances of *zapoteca.*

9.7 was also generally very well answered.

There were some good answers to 9.8, but a number of students lifted too much here and did not score as a result. *Llegan solo* was not fully understood. Others wrote *los mexicanos que utilizan el servicio llegan*, which made no sense.

Again, most students gained the mark in 9.9. Some tried to paraphrase the answer with some rewording to *no pueden leer...*, which did not communicate the answer, *no saben leer...*

Question 10

The translation proved challenging for many students. It was split into ten parts with one mark being awarded per correct section.

The first part was mostly fine, but there was some confusion about the timings on occasion, with *mañana* being translated as morning. It was also felt *the* Argentinian rugby meant something different (perhaps the national team), reinforcing the point that care is needed with articles.

Surprisingly, many students failed to recognise the future tense in the second section. They should check their work carefully to avoid simple errors such as *puertas* being translated as door and not doors.

Again, in part 3, the future tense was sometimes missed and *apoyo* often translated as *help.*

The fourth section was badly handled in the majority of responses, as the translations did not generally render the meaning. *Aficionados* was often unknown and *dirección* translated as the club's direction.

Contable was rarely translated correctly in the fifth section.

The majority of students used the present tense in English rather than the perfect in the sixth section. Also, there were many examples of *since* for *desde hace*.

Nos was generally missed out in the next section, and very few candidates realised that *las mujeres lograremos* referred to a first person plural and therefore translated this as ‘the women will achieve...’

De empresaria caused most problems in part 8, with many students omitting this and saying that Manuela worked in a company rather than as a business woman.

In the ninth section *aprovechar* was often not rendered correctly, with many translating it as approving.

Students were often successful in the final section, but *quedarme* was sometimes confused with *quejarse*. There were also frequent problems with the reflexive pronoun.

The overall impression is that students found this translation question very challenging; only a handful scored 9 or more and most scored below 5. A surprisingly high number of students scored nothing, and marks of 1 or 2 were not uncommon. Students will need to practise this style of question, paying particularly close attention to tenses and singulars and plurals. Clear English is necessary and students should avoid leaving gaps. It is recommended that students read their translation before finishing the exam to make sure their response is clear and makes sense.

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.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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