



AS

Spanish

7691/2 Writing

Report on the Examination

7691
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Report : Paper 2 Writing June 2024

There was a slight increase in the number of students sitting the exam in 2024, which was pleasing to see. The paper differentiated well and allowed all students to perform to their best. Once again, the overall area for improvement would be grammatical accuracy; accuracy in verb conjugation and structures impacted both the translation and the essay mark. In the essay question grammatical errors often prevented students from making clear points about the film or text.

There was a wide range of marks awarded in the essay questions and it was encouraging that students were adept this year at illustrating their points with evidence from the film or text. 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, and other general facts. A brief introduction will suffice, and a useful test for teachers can be to read the essay without seeing the title and see if they can tell which question has been answered. This is a good way of assessing the relevance of what is written.

Most students had studied a film, with very few choosing a question on literature. There is no requirement for students to write about all the bullet points in the question, but those who followed them often wrote a well-structured essay with greater focus on the question. Students who wrote a critical evaluation achieved higher marks on AO4 than those who showed their knowledge of the film by just recounting certain scenes. It is recommended that students are encouraged to sum up each paragraph with reference to the question, which can help them to maintain the correct focus.

Section A

Full marks were not awarded to many responses, and this was often due to the omission of grammatical accents or incorrect words being selected from the text provided, for example assuming that *burlas* meant 'threats'. It is important to point out that accents are needed in words where the word without an accent would have a different meaning, for example *como/cómo*, or *esta/está*.

Question 01.1

It was pleasing to see that most students were able to manipulate the verb *promover* correctly, but some students misspelt the word *iniciativa*, which was provided in the text. Many students lifted the phrase *deportistas gays* to translate 'gay athletes', which was not accepted as in a translation exercise the vocabulary translated must be specific. Many responses could not be awarded marks in the process due to the above reasons.

Question 01.2

This part of the translation saw many responses achieving full marks, although a few failed to gain marks through paraphrasing 'shared' as '*que compartían*'. It was very encouraging to see that many students were able to use the subjunctive correctly in the first sentence.

Question 01.3

In this part most students scored well as the vocabulary was well known. The only vocabulary here that was not well known was the phrase 'no longer' which many either omitted or mistranslated.

Question 01.4

Many responses were not awarded the mark at the beginning of the sentence as they missed the accent on *ayudará*, thus making it an imperfect subjunctive. This is a good example of where the accent is required. It is also important to point out that those students who type their answers should ensure they insert accents correctly. Some responses failed to gain the mark for *amenazas* by taking the word *burlas* from the text.

Question 01.5

Students appeared to find this section the most challenging. *A pesar de* did not appear to be well known and students often tried to paraphrase this part of the translation. It was surprising that the words *oro* and *invierno* were not known or not spelt accurately and *Olímpicos* was often spelt with a *y*. Most students knew the phrase *Qué lástima* or *Qué pena*, but failed to put the accent on *qué*. These errors often meant that a response only scored 1 or 0 in this section.

Sections B and C

This year there was not a wide range of titles chosen. From Section B, there was an increase in those who chose *La Casa de Bernarda Alba*, and the most popular choice was question 2.1 which asked them about the symbols that represent oppression. The majority of students were able to use good examples to justify their ideas well, writing thoughtful essays, but some strayed away from the theme of oppression and wrote about other symbols. It is important that students refer back to the question when writing the essay to ensure that the focus is maintained throughout.

The most popular film was *El Laberinto del Fauno* with over half of students choosing the questions on this film. Many valid and passionate examples were given to illustrate why Vidal was arrogant, cruel and sexist, but it was sometimes difficult to understand fully what the students were trying to express due to weaknesses in the grammar.

Ocho apellidos vascos was the second most popular choice this year, and question 13.1 was especially popular, which outlined the prejudices between the two regions. The critical evaluation and use of examples from the film was much improved this year in the essays on this film, although linguistic knowledge and accuracy was often a reason why the overall mark awarded was low.

Volver was the third most popular text or film this year but there was a reduction in the number of students answering questions on this film. Those who did were able to produce good quality essays, some about how Raimunda is a strong woman who survives and others about how *Volver* is fundamentally a positive film. Relevant examples from the film were used to evidence the points the students made.

Mark Ranges and Award of Grades

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