



AS

Spanish

7691/ 3T & 3V

Report on the examination

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General Comments

There were some very well conducted tests this series that were good to listen to and it was pleasing to hear students who had made a very good transition from GCSE to AS Level and were able to talk knowledgeably about the various sub-themes in the context of the Spanish speaking world. Clearly these students had been well prepared, and their responses demonstrated a good range of topic specific vocabulary as well as a range of complex structures.

However, there were some tests that were conducted in such a way as to directly impact on the student's ability to access the full range of marks available for the various AOs and in particular AO1, AO2 and AO4. Where this was the case, a Teacher-Examiner Tester Performance Record (TTPR) will have been sent to the Centre with explicit guidance for the relevant teacher-examiner to ensure that they can address these issues when conducting speaking tests in future series.

Prior to conducting the tests, teacher-examiners are reminded of the importance of consulting the documents '**Instructions for the Conduct of the Exams**' and Paper 3 '**Report on the Examination**', both of which are updated each series and are available via Centre Services, with the former having any amendments or changes for the current series clearly highlighted in yellow.

Administration

In most cases the administration of the tests was good but there were some Centres who did not, when uploading the audio files to the Media Submissions Portal, include the required supporting documentation (i.e. a signed attendance list with the name of the teacher-examiner(s) who conducted the test(s) as outlined on page 13 of the "Instructions for the Conduct of the Exam Summer 2025" (ICE) booklet.)

In addition, the ICE booklet gives instructions on page 14 regarding the correct labelling of audio files. Teacher-examiners should also make sure that they refer to the Summary of Procedures (page 20) to ensure that they are introducing each test correctly.

Teacher-examiners are reminded of the importance of positioning the microphone correctly and checking audibility levels, particularly in the case of quietly spoken students, as examiners can only mark what they hear. It is recommended that the microphone is positioned closer to the student than the teacher-examiner and that teacher-examiners avoid rustling papers whilst the student is speaking as this can prevent the student's responses being clearly heard.

Teacher-examiners are reminded that they must follow the prescribed card sequence order.

As with previous series, Visiting Examiners reported that arrangements at Centres were very good.

Conduct of the test

Preparation Time

In most cases it was clear that the students had made good use of the preparation time to prepare full responses to the three printed questions, to prepare their own questions to ask the examiner and to think about possible material that could be used in response to unpredictable elements. However, in some centres, the student's lack of familiarity with the three printed questions and failure to produce suitable questions to pose the teacher-examiner suggested that maybe they had not made best use of the 15 minutes preparation time. Centres should remind students that during the preparation time they can make detailed notes and use these throughout the discussion.

Timings

Teacher-Examiners are reminded that the timing of the tests starts when the teacher-examiner asks the first printed question on the first card chosen by the student and the maximum time for the test is 14 minutes. The timing is not paused for the transition between the two cards and so it is important that the teacher-examiners ensure that there is a smooth and concise transition. It is also advised that teacher-examiners do not stop and restart their own timing device in between the two cards.

Each discussion of a sub-theme should last between 6 and 7 minutes and so teacher-examiners need to make sure that they manage the time carefully. The student's card related question needs to be posed before the 7-minute maximum for each card is reached. It is therefore best practice to invite the student to ask their question in enough time to allow for an additional question to be posed if the first question does not meet the requirements to be credited. Teacher-examiners need to be aware that questions posed after the 7-minute maximum for the relevant card will not be credited and this will obviously have an adverse effect on the AO2 score.

Student Performance

Assessment Objective 1

Understand and respond in speech to spoken language including face to face interaction

Once again scores for this AO were generally good this year with most students scoring at least 4 marks. Pleasingly, there were a good number of teacher-examiners who ensured that there were sufficient unpredictable elements and who posed responsive-style follow-up questions to enable students to develop their ideas and opinions. Unfortunately, again this year, some teacher-examiners simply asked the three printed questions one after the other and allowed students to deliver lengthy responses. There were few or, in some cases, no unpredictable elements thus having an adverse effect on the score for AO1.

Teacher-examiners are therefore reminded that for students to access the full range of marks available for AO1 there must be sufficient unpredictable elements. Best practice for teacher-examiners is to ask follow-up questions in between the printed questions. In addition, it is important that these questions are responsive to the student's answers as opposed to teacher-examiners simply working through a list of pre-defined questions on the sub-theme in general.

In some Centres it was clearly the case that students were responding to very familiar follow-up questions and delivering pre-learnt responses which had an adverse effect on their score for AO1: a genuine, spontaneous conversation is supposed to take place and so students should not be given prior knowledge of the teacher-examiner's questions that will be asked in the test itself. It is also in the student's best interests that the teacher-examiner's unpredictable questions encourage them to develop their ideas and opinions rather than just seeking factual information.

Assessment Objective 2

Understand and respond in speech to written language drawn from a variety of sources.

Most students scored at least 3 marks for this AO but unfortunately in many cases incorrect preparation of candidates and the conduct of the test had a direct impact on the student's score for AO2. It is important that teacher-examiners are aware that in order to access the full range of marks available for AO2, as well as responding to the three printed questions and asking an appropriate question, students need to demonstrate that they have '**a very good understanding of the printed material**', this means that students need to show that they have fully understood most of the **explicit key messages** contained within the material on the card.

In many Centres it was again apparent that students had clearly been taught to respond to the first printed question with a generic summary of the sub-theme and therefore their responses did not reflect a 'very good' understanding of the explicit material on the card.

In their preparation of students, teacher-examiners are therefore encouraged to ensure that students, in their answer to the first printed question, are fully aware of the need to respond and react appropriately to most of the key messages given in the printed material. Students must be discouraged from simply reading out the information verbatim as this in itself does not show understanding.

If it is that in response to the first printed question, the student has not demonstrated understanding of most of the explicit key messages, then teacher-examiners should take the opportunity to ask suitable follow-up questions that allow the student to demonstrate a full understanding. Teacher-examiners should avoid simply reading out the printed information on the card and asking students to comment and instead should ask the student a question such as '*¿Qué más nos dice la tarjeta sobre...?*' and allow the student to select and develop the relevant information from the card.

In order to allow students access to the full range of marks available for this AO, teacher-examiners are also encouraged to sensitively challenge any misunderstanding or misinterpretation of the printed material on the part of the student.

Student's question (credited within AO2)

Teacher-examiners are reminded that students need to pose a question within the 7-minute time limit for each card. To meet the requirement to ask a question, the student must seek information or an opinion relevant to the sub-theme of the card. Asking for clarification or repetition will not meet the requirement. The student's question must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

Most students had clearly been well prepared and asked an appropriate question without being prompted, which was very pleasing. There were, however, examples of questions being posed by the student after the 7-minute maximum time for the card and so teacher-examiners are reminded that they should verbally prompt students to ask a question at a suitable time before the 7-minute maximum time is reached. In cases where the first question posed by the student does not meet the requirements, teacher-examiners should prompt the student to ask a second question. Best practice, in order to not adversely affect the student's score for AO2, is to prompt the student earlier in the discussion so that there is time for the student to pose a second question if it is that the first does not meet the requirements outlined above.

It is important that the teacher-examiner's response to the student's question is as brief as possible, (ideally just a few words), so as to not use valuable time for the students to demonstrate their knowledge and linguistic skills.

Assessment Objective 3

Manipulate the language accurately, in spoken form, using a range of lexis and structure.

It was pleasing to see that most students scored at least 6 or 7 marks for this AO, with application of grammar mostly being accurate. Those students who scored in the top bands demonstrated good knowledge of the basic tenses and used a wide range of topic specific vocabulary and complex language. However, as with previous series, some students focused on trying to shoehorn in unnecessarily complex pre-learnt phrases at the cost of grammatical accuracy in simple structures and the conjugation of basic tenses; this had an adverse effect on their score for AO3. As with previous series, many students struggled with the verb '*sorprender*' as part of their response to the printed question '*¿Cómo reaccionas tú...?*'.

The most frequent grammatical errors were:

- Incorrect genders
- Lack of adjectival agreements
- Use of '*me sorpresa*' in the place of '*me sorprende*'
- Confusion of *ser* and *estar*
- Incorrect numbers: students often struggled with various dates and figures given in the printed material
- Incorrect conjugation of basic past, present and future tenses
- Incorrect conjugation of *gustar*, *encantar*, *preocupar*, *interesar* and other impersonal verbs, especially in the third person forms
- Lack of subjunctive after phrases such as '*no creo que...*'; '*es importante que...*'; '*me sorprende (de) que ...*'

Assessment Objective 4

Show knowledge and understanding of and respond critically to different aspects of the culture and society of countries/communities where the language is spoken.

This series it was good to see that most students scored between 6-7 marks for this AO. In the main, the reason why many students failed to access the full range of marks available was due to lack of critical analysis together with a lack of focus on target-language speaking countries or communities. This was particularly the case for the cards on the sub-theme "El ciberespacio".

In order to access the higher bands for this AO the students need to demonstrate a very good knowledge of the sub-theme **within the context of the Spanish-speaking world** and evaluate their evidence, offering a critical response and developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme within this context. Teacher-examiners therefore need to ensure that their unpredictable questions encourage analysis and evaluation and target the right kind of information. Questions of a personal or general nature should be avoided and instead all questions should be worded in such a way as to elicit responses that include detailed reference to, and

conclusions drawn in relation to practices, trends or attitudes in Spanish-speaking countries/communities.

Stimulus Cards

Tarjeta A: El Papa Francisco apoya lo derechos de colectivo LGBTI

This card was not often chosen but those students who chose it were able to talk knowledgeably about the LGBTQ+ community in the Spanish-speaking world. The recent death of the Pope also meant that many students were aware of him and were able to discuss his actions in recent years to try and ensure that there was more inclusion within the catholic church. In response to the second printed question, most students felt that the fact that the Pope was Argentinian meant that he did have influence over people in the Spanish-speaking world. Students were able to talk knowledgeably about the changes in families over recent years with abortion and same sex marriage laws in various Spanish-speaking countries being cited as evidence of how attitudes have changed.

Tarjeta B: El reparto de las tareas domésticas en España

This was a relatively popular card, and most students were able to demonstrate understanding of most of the key messages. Some struggled with the idea of only a quarter of Spanish women being "*completamente satisfecha*" with the division of tasks. In response to the second printed question, most students laid the blame at the hands of the Franco dictatorship and the "*machismo*" that they feel is still very evident in Spanish society. Students were able to discuss the changes in families in recent decades with many citing the prizes that the Franco regime awarded to large families compared to the average household size of 2.5 in 2025. In addition, students spoke about the increase of women in the labour market and the fact that many Spanish grandparents are playing a significant role with regards to childcare.

Tarjeta C: La app que quiere cambiar el mundo

This card was quite popular but was handled with varying degrees of success. Some students struggled with the concepts of "*compartes tus regalos con quien tú quieres*" and "*te sientes bien al hacerlo*". Most students thought that the app was a good idea. In response to printed questions 2 and 3, a lot of the information provided by some students was generic and lacked a specific focus on the Spanish speaking world, thus negatively impacting their score for AO4. Those students who were successful referenced statistics related to cyberbullying in Spain, (e.g. 55% of 9-16 year olds who are bullied do not seek help) and various initiatives which aim to tackle cyberbullying in schools in the Spanish-speaking world.

Tarjeta D: Los robots cuidan los ancianos

Students who chose this card generally understood the overarching theme, but many failed to grasp the idea that Copito used online games and activities to stimulate the brain, had been "*una inyeccion de vitalidad*" and that the residents felt "*mucho cariño*" for Copito. In response to printed questions 2 and 3, some students chose to talk about smart technology in general

rather than the internet which, in many cases, had a negative impact on their scores for AO1. Those students who answered successfully were able to talk about the internet's impact on shopping habits in Spain in particular and the disparities of internet provision between cities and rural locations in many Latin American countries. The use of the internet to enable communication between family members in different countries was frequently referenced.

Tarjeta E: Una nueva ley trans en Uruguay

This card was relatively popular, and students unanimously felt that the new law was a good idea and, in particular, the information related to government jobs. In response to printed question 2 students often found it difficult to explain why laws that protect LGBTQ+ rights were needed but some students did reference the "*delitos de odio*" and discrimination that the LGBTQ+ community experience in many Spanish speaking countries. In response to question 3 they were able to discuss changes in laws related to same sex marriage in countries such as Argentina and Uruguay together with those laws in Spain granting adoption rights to same sex couples. It was felt that, despite gay marriage being allowed in certain states, Mexico was one of the Spanish speaking countries that still has a long way to go regarding sexual equality and rights for the LGBTQ+ community.

Tarjeta F: El machismo en Colombia

This was not a very popular card but in general students were able to demonstrate good understanding of most of the key messages in the printed material and felt that ENDEMA was a very good idea. In response to printed question 2 they were able to give informed responses regarding the increased number of women in the labour force but cited the "*techo de cristal*" and salary gap that still exists in many countries. Unfortunately, there was a common misinterpretation of printed question 3 that often went unchallenged by teacher-examiners with students stating what they felt countries *should* be doing as opposed to what *is being done*, as posed in the question, which often had a negative impact on the score for AO1.

Tarjeta G: Juan Urdangarin, el sobrino misionero del rey español

Very few students chose this card and whilst, in general, they had understood the gist of the material, some students struggled with some of the vocabulary and key messages such as "*ONG's*", "*tomarse un año sabático*" and "*a través de la educación*". Students felt that younger people did not do as much as their elders to help others and Shakira, Salma Hayek, Penelope Cruz, Ricky Martin, Lionel Messi and Rafa Nadal were regularly cited as examples of idols who had helped charitable organisations.

Tarjeta H: La cantante Karol G y su lucha por un mundo más justo

This was a relatively popular card, and students were clearly already familiar with Karol G as an artist. The students were able to show understanding of the key messages contained within the first two sentences on the card, but many struggled with the final sentence. A common misinterpretation, that was often left unchallenged by teacher-examiners, was that Karol G had criticised *political* violence as opposed to police violence. Some other students thought that Karol G had been criticising the students who were protesting. In response to

printed question 2 students cited the alleged non-payment of taxes of both Lionel Messi and Shakira as negative influences however they also referenced both of these celebrities as having done a significant amount to help others. As with Card G, Salma Hayek, Penelope Cruz, Ricky Martin, Juanes and Rafa Nadal were also given as examples of celebrities who had helped others throughout the Spanish speaking world through their varied foundations and charitable work.

Tarjeta I: Una fiesta de primavera en Murcia

This card was often chosen and students were generally able to demonstrate a good understanding of the key messages contained within the printed material although many students struggled to correctly give the date, (1851), that the festival started. In response to question 2 the students struggled to give an answer other than that they felt that Spanish people enjoyed being together with family and friends and this was the main reason that they enjoyed celebrating festivals such as El Bando de la Huerta. Gastronomy was the main influence that was referenced in response to printed question 3 with students noting that proximity to the sea influenced traditional dishes in regions such as Galicia and the Basque Country.

Tarjeta J: La pelota vasca, una tradición desde el siglo trece

There were very few students who chose this card. Successful answers were able to demonstrate a good understanding of all the key messages, but weaker answers failed to reference the fact that Spanish immigrants were responsible for taking the sport to Latin America in the 19th century and that, despite being symbolic of Basque identity, it had not been banned by Franco. In response to printed question 2 students felt that traditions needed to be maintained as they form an important part of Spanish identity and culture. Languages such as Basque and Catalan were referenced in response to printed question 3 as well as festivals such as Las Fallas and La Tomatina that help to attract tourism and therefore aid the regional economies.

Tarjeta K: Exposición de arte en la calle

The students who chose this card responded with a wide range of accuracy. Some struggled with the concept of an “*exposicion callejera*” and the idea of famous Spaniards painting the figures in order to sell them. In response to question 2 the general feeling was that art should be preserved as it forms part of the country's cultural heritage and enables us to learn about the country's history. Machu Picchu, La Sagrada Familia and La Alhambra were the most common examples mentioned in response to printed question 3 but there were some students who did reference less common examples such as the aqueduct in Segovia, the Silbo Gomero and the Castells in Cataluña.

Tarjeta L: El observatorio solar de Chankillo

This proved to be a popular card, and most students were able to demonstrate a very good understanding of the key messages contained within the printed material. In response to question 2 it was felt that countries felt it important to preserve their cultural heritage so that

future generations can learn from it but also because it serves as a key source of income due to its popularity with tourists. Many students referenced the need to control access to certain sites in order to protect them as is the case for Machu Picchu. In response to question 3, as with Card K, Machu Picchu, La Sagrada Familia and La Alhambra were the most common examples mentioned but students also referenced places such as Teotihuacán and Chichén-Itzá in Mexico and Segovia's aqueduct.

Mark Ranges and Award of Grades

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