
A-level
SPANISH
7692/3T/3V

Paper 3 Speaking

Mark scheme

June 2024

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

The mark scheme corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

AOs	CARD	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

As the asking of the questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Assessment Objective 4

For part 2 of the NEA, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken this will affect the marks that can be awarded under AO4. Examiners will assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

Further guidance on the choice of a suitable IRP title is available in our [Teaching Guide](#) and from our IRP advisers.

DISCUSSION OF SUB-THEME	
Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction.	
Mark	Descriptors
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.
0	Nothing in the performance is worthy of a mark.

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION OF SUB-THEME	
Assessment Objective 2: Understand and respond in speech to written language drawn from a variety of sources.	
Mark	Descriptors
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Notes

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION OF SUB-THEME	
Assessment Objective 3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
Mark	Descriptors
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

confusion of noun/adjective eg *peligro/peligroso*
occasional slips in gender/adjectival agreements.

Serious errors include:

incorrect verb forms
incorrect use of pronouns
errors in basic idiomatic expressions eg *es muy calor, soy 17*.

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar*, *faltar*, *interesar* etc

value judgements

verb + infinitive (+ preposition) expressions.

DISCUSSION OF SUB-THEME	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
5	Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.
4	Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.
2	Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.
1	Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.
0	Nothing in the performance is worthy of a mark.

Possible content**Tarjeta A: Los valores tradicionales y modernos****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the figures show that almost a quarter of Latin American girls marry before they are eighteen
- 6% of married men and 10% of married women in Mexico are teenagers and 15% of these women are already mothers
- many young girls marry older men for money to escape from poverty, but end up becoming slaves. Others marry out of fear or to escape from violence in their own homes.

- *¿Qué ventajas e inconvenientes crees que los jóvenes hispanos encuentran cuando se casan jóvenes?*

This question invites the student to evaluate the information on the card and to express opinions.

Thoughtful and developed answers could include:

- the fact that younger people in the Hispanic world can struggle with poverty if they marry too young and this often leads to divorce; there were 92 000 divorces in Spain in 2019 and one of the main causes was financial pressure
- the high level of unemployment in Spain means that very few young people are able to afford their own home, meaning that they have to continue to live with their parents for many years – this brings with it tension and conflict with many generations living under one roof
- one of the advantages of marrying and having children at a young age is that the age gap between parent and child is small and young parents can enjoy activities like sports, adventure holidays and other activities with their children.

- *¿Qué diferencias hay entre las familias del mundo hispánico de hoy y las del pasado?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- today the Hispanic world is more tolerant of race, sexuality and religion, and the influence of the Catholic Church, that was an essential part of the Spanish family's upbringing in the past, has decreased
- in 2005, Spain became the third country in the world to formally legalize same-sex marriages nationwide, whereas during Franco's dictatorship homosexuality was a punishable offence
- the number of single parent families in Spain is on the increase – in the past, being a single mother was considered shameful and many single mothers had their babies stolen for adoption during Franco's dictatorship.

Possible content**Tarjeta B: El ciberespacio****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- Rappi, which originated in Colombia, already has 3 million users, and is one of the most successful businesses in South America
- Rappi is a mobile platform that allows its users to do their shopping, order food from a restaurant, get cash, have a parcel delivered or even arrange for their dog to be taken for a walk
- the delivery drivers working for Rappi are protesting and ask for more money and better working conditions.
- *¿Cuáles son las ventajas para los hispanos de usar plataformas como Rappi u otros servicios en internet?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- shopping online with Rappi can save them time and hassle as it can combine the services of takeaway food, the post office, bank and shops all in one
- other services provide access to education for all, for example in Latin America in 2020 there was a 35% increase in people completing online courses
- other services help facilitate everyday activities, for example in Mexico the Mapatón app enabled a route plan of the 1000+ buses in Mexico City to be created, helping citizens identify which bus route was best for them.

- *¿Qué peligros existen con el uso de la tecnología en los países hispanicos?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- using screens excessively has caused an increase of 50% in Mexicans having problems with their eyesight, according to Julio Blanco Mendieta, an expert in ophthalmology
- the increasing use of technology often gives way to cybercrime such as piracy and fraud, very commonly seen in South American countries with illegal copying or streaming of music and films
- MEDAC, a Spanish medical training provider, has suggested that 80% of Spanish children will suffer from obesity in the future due to their excessive use of devices.

Possible content**Tarjeta C: La igualdad de los sexos****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Te sorprende esta información?*

Students' responses will be based on the information on the card and may cover the following:

- there are plans to name Spanish railway stations after famous women in a bid to make gender equality more visible
- Chamartín station was officially named after the feminist activist Claro Campoamor on 8th March, which is World Women's Day
- another station in Madrid has been named after the famous author, Almudena Grandes.
- *¿Por qué crees que es importante que la gente en los países hispanicos respete la igualdad entre mujeres y hombres?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- it is important to educate future generations in Hispanic countries about gender equality and making women more visible is a way of doing this
- women were oppressed during Franco's dictatorship and in some Hispanic countries there is still a high level of femicide and discrimination which needs to be stopped
- women's position in society needs to be recognised so that gender violence and atrocious crimes, like the one committed by *La Manada*, can be eliminated.
- *En el mundo hispanico, ¿hasta qué punto ha avanzado la igualdad de género?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- in Spain there has been an improvement in women's rights in terms of the gender pay gap and how men now have paid paternity leave
- women are now taking a more active role in the government of many Hispanic countries, including Paraguay and Mexico, as well as Spain
- some women have reached a high position, normally associated with men, in their country. Some examples might include Ana Botín (President of the Santander Bank), Michelle Bachelet (former President of Chile) and Ada Colau (Barcelona's female mayor between 2015 and 2023).

Possible content**Tarjeta D: La influencia de los ídolos****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- when Maradona died, people cried not only for an Argentine footballer but for an idol
- Maradona was known for his charity work and for his support of the poor, due to his humble origins
- many loved him as he represented Argentina, others because he was a revolutionary, and some because Argentina achieved a lot of success due to his footballing talent.

- *¿Hasta qué punto crees que los ídolos hispanos pueden traer orgullo o gloria a su país?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- some idols make their countries proud and raise awareness through campaigns they support, for example, Shakira, with her foundation *Pies descalzos*
- some bring glory to their countries through their involvement in politics and may be loved or hated, for example, Che Guevara in the Cuban Revolution
- some bring disrepute to their country – an example is the famous influencer Lele Pons from Caracas, Venezuela, who lied about donating her hair to a cancer charity.

- *¿Conoces a otros ídolos del mundo hispano y las razones por las que son famosos?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- many idols come from the world of music and bring awareness of social issues, such as Ricky Martin in the LGBT+ community or Rosalía, who argues about cultural appropriation
- other idols come from the world of sport, such as Lionel Messi in football or Rafa Nadal in the world of tennis, and become idols through their talent or their support of charities
- some idols are actors or film directors, such as Javier Bardem or Almodóvar, some are politicians, or even the Pope himself, showing that the world of idols is broad and diverse.

Possible content

Tarjeta E: La identidad regional en España

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Qué nos dice esta información sobre la gastronomía vasca?*

Students' responses will be based on the information on the card and may cover the following:

- in the town of Irun they have been hosting a competition for many years in which chefs compete in making the traditional Basque dish, *bacalao al pil pil* – this shows how their gastronomy is important to the Basques
- the judges tasted 53 dishes at an open-air event, full of people and full of pride in their regional dishes
- the winning chef also prepared a tasty fish soup as a starter and a delicious rice pudding as a dessert.
- *En tu opinión, ¿por qué es una buena idea que las regiones españolas celebren su gastronomía?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- it is a good idea to promote tourism, and Spanish people are proud of the unique gastronomy that can be tasted in regional events, such as the community paellas, the wine tasting visits to La Rioja or the *ensaimadas* that tourists often buy in Mallorca
- many regions hold annual festivals and competitions and the celebration of regional gastronomy brings communities together to prepare for festivals, for example, the stalls selling Andalusian food and drink at *La Feria de Sevilla*
- regional cuisine helps retain regional identity and the history of these dishes is an interesting part of visiting the region; some dishes are named after their place of origin such as *pimientos de Padrón*, *tarta de Santiago* or *crema catalana*.
- *¿Cómo se refleja la identidad regional en otras regiones de España?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. Responses could include:

- regional identity is celebrated in terms of dance, from flamenco in Andalucía to the *sardana* in Cataluña and to the *jota* in Aragón
- the range and variety of festivals are such that there is a festival to be celebrated somewhere in Spain almost every day of the year and this calendar of regional festivals forms a strong part of regional identity, from the *Sanfermines* in July in Navarra to *La Tomatina* in August in Buñol to the *Batalla del Vino* in Haro in June
- *catalán*, *euskera* and *gallego* are three of the regional languages in Spain that are taught in schools in those regions and give their residents a feeling of regional identity along with flags, symbols and folklore.

Possible content**Tarjeta F: El patrimonio cultural****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Te sorprende esta información?*

Students' responses will be based on the information on the card and may cover the following:

- surprise that on the buildings of the campus of Ciudad Universitaria, there are important examples of Mexican muralism
- these murals, awarded the status of World Heritage in 2007, show the history of Mexico, the Aztecs and Mexican politics and culture
- to create the majestic mural on the Library, mayors from all over Mexico sent stones of different colours from their towns.
- *¿Hasta qué punto crees que podemos aprender sobre la cultura de un país hispanohablante a través de su arte?*

This question invites the student to evaluate the information on the card and to express opinions.

Thoughtful and developed answers could include:

- we can usually learn about the culture of the artist's country through their works – examples include César Manrique's works in Lanzarote that show the natural beauty of the island, or paintings of the landscape where the artist lives, such as Dalí's Cadaqués on the Costa Brava, and Sorolla's paintings of Valencian *fiestas*
- sometimes, history can be seen through art, for example in Picasso's *Guernica* painting, in which the bombing of the town of Guernica is conveyed
- not only can the culture of a country be conveyed through art, but also we can learn about the artist's life through his or her art, for example the suffering of Frida Kahlo, which we learn of through her paintings.
- *Aparte del arte, ¿qué sabes de otras formas de patrimonio cultural y lo que nos enseñan sobre la cultura hispánica?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- cultural heritage is seen in terms of monuments and architecture in the Hispanic world, such as *La Alhambra*, *La Giralda* or *La Sagrada Familia*
- it is also awarded to music and dance that represent the country's heritage such as the Argentine tango, the mariachi from Mexico or flamenco and the *gitano* culture in Spain
- literature and poetry also form part of the cultural heritage of a country and, in the Spanish speaking world, authors such as Gabriel García Márquez or Lorca teach us about their cultures.

Possible content**Tarjeta G: La inmigración****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Te sorprende esta información sobre la inmigración?*

Students' responses will be based on the information on the card and may cover the following:

- thousands of people choose to travel on the train called *La Bestia* to flee Central America and get to the destination of their dreams, even though the journey is dangerous and takes a month
 - a network of women in Veracruz cook rice with beans and *tortillas* at the side of the track and throw this food to the passengers as the train passes by
 - the risks to the immigrants are enormous and include robbery, extortion, hunger, and falling from the train and dying.
- *¿Por qué piensas que tantos inmigrantes hispanos corren tantos riesgos para cambiar de vida?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- one reason for the immigrants to take such risks is that they are fleeing dictatorships such as that of Nicolás Maduro in Venezuela
- another reason is that those who are suffering poverty dream of a better life in the US and are willing to risk their lives to get there
- many immigrants wish to leave behind the violence, the drug gangs and the drug trafficking in countries such as Guatemala.

- *¿Qué sabes sobre la vida que los inmigrantes encuentran cuando llegan a países hispanicos?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- many immigrants find employment in rural areas of Spain where the locals have moved away to the cities. They help improve the economy and also increase the birth rate for future generations
- immigrants from South America who travel to Spain find it easy to settle due to similarities in their cultures and language
- many immigrants suffer challenging times when trying to leave countries such as Venezuela and Colombia but find the life opportunities warrant the struggle, yet Brits moving to Spain find they can lead a relaxing lifestyle in the sun and many live in complexes that are full of expats.

Possible content**Tarjeta H: El racismo****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- a Moroccan waiter was insulted with racist and xenophobic comments in a restaurant in Galicia
- the owner of the restaurant asked the customers to leave, saying he would not tolerate this lack of respect to a member of his staff
- other customers in the restaurant applauded and the incident went viral on social media in support of the restaurant owner's decision.

- *¿Cómo puede la gente en el mundo hispánico eliminar las actitudes racistas que existen?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- people can support campaigns against racism, such as the campaign in Latin America *¡BASTA! – ¡No más racismo en el fútbol!*
- Hispanic people can support the several NGOs that fight against racism, such as *SOS Racismo*
- more can be done in schools to raise awareness and promote tolerance in the Hispanic world.

- *¿Qué has aprendido sobre las causas del racismo en el mundo hispánico?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- fear of the unknown can be a cause of racism when people encounter others with different cultures, such as the indigenous people or the *gitano* community in the Hispanic world
- the lack of knowledge of a language, as is the case when immigrants arrive in Spain from Eastern Europe or from African countries, can cause racist comments from some people when they cannot understand what is being said
- terrorist incidents can cause racist feelings towards the groups seen as responsible, for example, the 2004 Madrid train bombings, which killed 193 people and injured around 2000, caused some unfounded racist feelings towards Muslims.

Possible content**Tarjeta I: La convivencia****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Te sorprenden estos datos?*

Students' responses will be based on the information on the card and may cover the following:

- surprise that in 1978, 68% of the *gitano* community was illiterate
- now all children from the *gitano* community attend primary school and most of those under 30 can read and write
- only 2% of the *gitano* community go to university compared to 22% of the general Spanish population but more and more women from the *gitano* community are now going to university.
- *¿Por qué crees que es difícil la integración de ciertos grupos en el mundo hispánico?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- some groups, such as the *gitano* community, suffer from stereotyping, as they were previously seen as thieves or fortune tellers
- racism exists against some communities who find it difficult to integrate due to language barriers, unemployment or different cultures or religions. The existence of '*microrracismo*' in Spain is a barrier to true integration for 1st and 2nd generation immigrants
- some communities, such as the British expats, form their own communities of British bars and restaurants and don't try to integrate into the Spanish way of life or learn the language
- given that immigrants account for over 15% of Spain's population, their under representation in key areas such as politics, business and the media impacts on integration.
- *¿Qué hacen en los países hispánicos para fomentar la convivencia en la sociedad?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- the Spanish government passed two laws – in 2000, the *Ley de Extranjería* to protect immigrants' rights, and in 2013, *La Ley Integral para la Igualdad de Trato*
- in Madrid *Amnistía Internacional* and *Movimiento contra la Intolerancia* offer workshops including film, theatre and poetry to raise awareness of the need for tolerance of others
- the *Día Internacional de los Pueblos Indígenas* is celebrated across South America on 9th August.

Possible content**Tarjeta J: Jóvenes de hoy, ciudadanos del mañana****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- reference to young people's awareness and willingness to help those less fortunate than them by spending their weekends helping those who live in poverty
- the fact that they help them by doing jobs like painting their homes and this makes them aware of the living conditions and problems these families face
- evaluation of the popularity of the initiative as it started in one Spanish city, Seville, but has extended to other cities in Spain.

- *En tu opinión, ¿han cambiado los valores y prioridades de los jóvenes españoles de hoy?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- more than half of young people in Spain don't have much trust in politics or politicians, but they support NGOs and voluntary work
- the fact that, although young Spanish people think being successful in the workplace or earning money is very important to them, the values they care more about are those showing concern for society as a whole
- studies showing that young Spanish people today are being altruistic and value effort, loyalty, honesty and solidarity more than in the past.

- *¿Qué sabes sobre otras iniciativas y acciones de los jóvenes del mundo hispanico para conseguir una sociedad ideal?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- young people's initiatives, such as *Pack the Wrap*, a project carried out by students in Murcia to eliminate the rubbish in the streets and to raise awareness about excessive consumption or the *Water Van Project*, in which four young people set out to bring drinking water to the most impoverished regions in South America
- initiatives to raise funds for cancer, such as a rock concert organised by young people in Murcia, or efforts to raise funds during a serious humanitarian crisis, like the concert *Venezuela Live Aid* in 2019
- well-informed facts about young people's willingness to help society, for example referencing the fact that 85% of young Chileans claim they intend to undertake voluntary work.

Possible content**Tarjeta K: Monarquías y dictaduras****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the life of Franco is a topic in every contemporary History text book used in secondary education in Spain but many students are not very knowledgeable about the Civil War, the dictatorship and the repression
 - almost half a century of history is condensed into just 9% of the History curriculum in Spain
 - some teachers fear teaching these topics due to the increase in fascism, for example, with political parties such as Vox.
-
- *¿Crees que los jóvenes del mundo hispánico deberían aprender sobre la historia de su país?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- young people should understand what has happened in their country so that they can make an informed judgement about these major events in their history; the *Ley de la Memoria Histórica* has helped illustrate what war crimes happened and to discuss whether or not they can be removed from a country's history
 - if young people learn what happened in the past, such as the baby snatching in Argentina and the stolen babies during the Franco regime, it may help deter the recurrence of such future political situations and help them understand why society was the way it was during that time
 - that some may feel it is better not to teach this part of history in the curriculum as it is upsetting and unnecessary.
-
- *¿Qué consecuencias han tenido las dictaduras en el mundo hispánico?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- the torture camps and death flights of Argentina during *la Guerra Sucia*
- reference to any South American dictatorship past or present such as Pinochet, Perón, Batista, Somoza, Castro, Chávez and Maduro and the atrocities that have occurred
- the caravans of migrants fleeing countries such as Venezuela, Honduras and Guatemala, in a desperate bid to flee poverty and corrupt governments.

Possible content**Tarjeta L: Movimientos populares****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the rapper Pablo Hasél was sentenced to prison in Barcelona for songs that were threatening to the King and in support of the terrorist group ETA
 - more than one thousand anti-fascists protested in the city in favour of Hasél and the freedom of expression
 - other protesters were unaware of the reason they were protesting and were just using it as an excuse for vandalism.
-
- *¿Crees que las protestas en el mundo hispánico siempre consiguen los objetivos de los manifestantes?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- the #NiUnaMenos protesters helped raise awareness about gender violence and femicide across Hispanic countries
- the fact that, despite several protests over the years by Catalans, Catalonia has not achieved independence from Spain
- *Jóvenes por el Clima Argentina (@jovenesporclimarg)* raised awareness of the major issue of climate change.

- *¿Cuáles son las manifestaciones en el mundo hispánico que te han impresionado más?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- *La revolución de los pingüinos*, #YoSoy132, *El 15-M* (*Movimiento de los Indignados*) or *Trabajadores sin Tierra* have all been centre stage in the Hispanic world
- *Las madres de la Plaza de Mayo* are well known for their regular protests in the same place since 1977 against the military dictatorship in Argentina which caused their loved ones to disappear and never be found
- protests against rape and violence towards women have been prominent in the Spanish news since the case of *La Manada* in 2016.

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

Notes

The IRP presentation must relate to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken, assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction.	
Mark	Descriptors
9–10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.
7–8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.
5–6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3–4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1–2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
Mark	Descriptors
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

confusion of noun/adjective eg *peligro/peligroso*
occasional slips in gender/adjectival agreements.

Serious errors include:

incorrect verb forms
incorrect use of pronouns
errors in basic idiomatic expressions eg *es muy calor, soy 17*.

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar*, *faltar*, *interesar* etc

value judgements

verb + infinitive (+ preposition) expressions.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
9–10	Excellent critical and analytical response From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.
7–8	Good critical and analytical response From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.
5–6	Reasonable critical and analytical response From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.
3–4	Limited critical and analytical response From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.
1–2	Very limited critical and analytical response From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.
0	The student fails completely to engage with the discussion.

Notes

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's discussion does not consistently relate to a country where the target language is spoken, assess the performance as if the content was appropriate and then move down to the equivalent mark in the next band.

How the Individual Research Project will be assessed in the A-level speaking Non-exam assessment

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting 9–10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

The presentation

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterise a limited performance.
- The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge would characterise a very limited performance.

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.

Generic content for the Individual Research Project discussion at 5 levels of performance

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.
- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge.
- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.