
A-level
SPANISH
7692/3T+7692/3V

PAPER 3 SPEAKING

Mark scheme

V2.0

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' performances. Alternative performances not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual performances which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

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 performance listen to it and note 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 performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance 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 performance. With practice and familiarity you will find that for better performances 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 performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance 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 a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance 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 performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance 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.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

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 1	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.

Sample questions to show the sort of questions students could ask are shown in this mark scheme.

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.

DISCUSSION OF SUB-THEME		Assessment Objective 1
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
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
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 e.g. *peligro/peligroso*;
occasional slips in gender/adjectival agreements;

Serious errors include:

incorrect verb forms;
incorrect use of pronouns;
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs

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
Mark	Descriptors	
5	<p>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.</p>	
4	<p>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.</p>	
3	<p>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.</p>	
2	<p>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.</p>	
1	<p>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.</p>	
0	<p>Nothing in the performance is worthy of a mark.</p>	

Indicative content points: Tarjeta A**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo ha cambiado la actitud del sistema legal en España hacia la homosexualidad en los últimos 60 años?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should explore the issue of the criminalisation of homosexual relationships in Spain in 1954, the pejorative wording of the law, the change in the law between 1954 -1970, the perception that homosexuality was an illness or condition to be cured. They may conclude that the law of 2005 shows how the law and society in general has evolved to accept same sex relationships.

- *¿Crees que la Ley de Vagos y Maleantes nos enseña algo sobre la sociedad española de los años 50 ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and this could prompt: General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information:

References to and reflections upon the nature and quality of life under the Franco dictatorship, exploration of attitudes towards same sex couples from different areas of society, the Church, the Army and the professions. A good critical answer will comment on the terms *vagos/maleantes* and discuss how these words demonstrate negative attitudes towards homosexuality at that time. Evaluation of the question may include discussion of a variety of sources, historical or more recent, and explore social conditions and dangers for same sex couples in the 50s.

- *¿Por qué crees que algunas personas siguen oponiéndose al matrimonio de personas del mismo sexo?*

This is an opportunity for the student to demonstrate understanding beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. This could include: a critical analysis of points such as the belief of some people that same sex relationships are unnatural. They may make references to the Old Testament, religious scriptures and the influence of some elements of the Catholic Church, for example Opus Dei, religious and cultural beliefs of other faith communities that condemn homosexuality, the persistence of macho stereotyping. Others may explore issues relating to reproduction and the belief in some quarters that same sex relationships may cause the spread of illness (AIDS). It is likely that the student will express opinions of their own on these issues. Strong critical answers will attempt to evaluate viewpoints which may appear alien and unrepresentative.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que los españoles son homófobos?*
- *¿Es posible que en el futuro no existan actitudes negativas hacia las parejas del mismo sexo?*
- *¿Hay muchos matrimonios entre personas del mismo sexo en este país?*
- *¿Es posible que las leyes puedan eliminar actitudes negativas en nuestra sociedad?*

Indicative content points: Tarjeta B**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Para ti ¿qué significa el 'riesgo crítico' que se menciona aquí?*

Student responses may cover some of the following: An understanding of the idea of imminent risk will mention the possible targets for the hackers and outline the potential damage that could be inflicted on governmental, military, commercial, banking and private communications systems. Responses may explore the implications for areas such as Defence, the essential services (transport, energy, water, sewage etc.), sensitive government information, hospitals, personal bank accounts and social media. A strong critical answer would evaluate the potential consequences of an attack being successful.

- *¿Crees que este fenómeno del ciberactivismo está reemplazando a las manifestaciones callejeras en otros países del mundo hispánico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information. There should be evidence of study of a Hispanic society and any relevant and appropriate response will be given credit. Students may explore, for example, how technology facilitates the organisation of mass protest in South America and evaluate the outcomes of recent student protests in Venezuela or anti-corruption demonstrations in Mexico. Well informed responses might explore the risk involved in organising protests in a volatile community and how much anonymity may or may not protect the organisers of these events. Students may further wish to explore how criminal and terrorist groups infiltrate state organisations to destabilise or misinform. A strong answer would select relevant information and compare and explore motives behind the attacks.

- *En tu opinión ¿esta forma de acción directa puede tener un valor positivo en la sociedad?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions.

A critical response might explore and evaluate positive points such as: a final positive outcome justifying the method used, a justifiable way for right-minded people and groups to promote worthy causes, a way for individuals or groups without limitless resources to raise awareness for globally important causes, a way to reach millions of people quickly, cheaply and effectively. Critics of the idea may explore ideas concerning legality, the difficulty of verification and credibility of anonymous sources, the daily inconvenience suffered by millions of citizens from hacking and dangers faced by society by criminal elements. Others may explore how terrorists use technology as a platform to recruit members and organise demonstrations. A strong answer will weigh both sides of the argument and use appropriate evidence to justify conclusions.

Below are some examples of the sorts of questions students could ask.

- *Para ti, ¿el internet tiene más inconvenientes que ventajas?*
- *¿Por qué es algo tan corriente el hacktivismo hoy en día?*
- *¿Crees que debería haber más controles sobre el uso del internet?*
- *¿Es bueno poder comunicar algo de forma anónima?*

Indicative content points: Tarjeta C**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué nos dicen las cifras sobre la presencia de mujeres en el gobierno de España en comparación con otros países hispánicos?*

Student responses may cover some of the following points: Spain has a positive number of female politicians compared to many other Hispanic countries, Spanish women are well qualified to be represented in Parliament, the Spanish public accepts and respects female politicians, Bolivia and Cuba have achieved even more than Spain in this area, women in some countries, for example, Uruguay and Guatemala are not well represented in their Parliaments and possible reasons such as patriarchal attitudes and poor educational opportunities may be offered to explain the data.

- *¿Conoces a alguna mujer importante en el mundo de la política en los países hispánicos?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt: general confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information; Students may select and evaluate any relevant Hispanic female politician, past or present (e.g. Cristina Fernández de Kirchner, Michelle Bachelet, Isabel Perón) and explore her beliefs, causes and achievements. A very good critical answer would be to question whether the gender of the politician helped or hindered her political career, evaluate relevant factors in society and to explore the issue of popular support.

- *En tu opinión, ¿se necesita fomentar la participación de más mujeres en la vida política en países como Uruguay?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. Students might explore reasons which explain the under-representation of women in politics in Uruguay and other Hispanic countries, the imbalance of power in these countries, the nature of patriarchal societies, the rural nature of some Hispanic countries, access to secondary and higher education for women in these countries and role models for women and girls. Others may argue that any kind of social engineering or positive discrimination is wrong and that female participation in politics should evolve naturally. Any appropriate and relevant response will be given credit.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que los políticos se concentran lo suficiente en lo que les importa a las mujeres?*
- *¿Qué se podría hacer para facilitar una carrera en el mundo de la política para las mujeres?*
- *¿Crees que las mujeres han avanzado mucho en el campo de la política?*
- *¿Hay otras carreras donde no hay suficiente representación femenina?*

Indicative content points: Tarjeta D**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Crees que el público se interesa mucho por las opiniones de un actor español sobre el conflicto en Gaza?*

Student responses may cover some of the following:

A critical response will examine different attitudes to the question: many fans of film stars are not interested in politics; they want to know about the star's lifestyle, love life, income, family, career plans etc. However, a star who expresses serious opinions may seem attractive; he may appear intelligent and sincere; fans may look up to their idols for inspiration or guidance. There should be some evaluation of these attitudes, together with the student's own clearly expressed and well-justified opinion.

- *¿Hay una figura conocida del mundo hispánico que te haya hecho reflexionar ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study ; reference to some knowledge that endorses the information; students may mention any known figure from the Hispanic world from any walk of life such as: Frida Kahlo, Pedro Almodóvar, Che Guevara, Rigoberta Menchú, Gabriel García Márquez, Lionel Messi, Rafael Nadal, Eva Perón, Plácido Domingo etc. They should provide biographical information about these figures, their work, their popularity, their historical/artistic/social importance. They should also provide an evaluation of their contribution, an explanation of their own interest in them and how they have inspired or repelled them.

- *En tu opinión, ¿las celebridades tienen el derecho a usar su popularidad para promover sus propias ideas políticas?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. This could include:

A critical and analytical response will make and evaluate points such as: famous people have a responsibility to use their influence to promote good causes, to denounce injustice and to "educate" their followers. Students may feel that everyone has a right to express political ideas. Others may take the view that they should restrict their comments to their own field of expertise and not seek to influence others' opinions or behaviour. They may conclude that celebrities are making a useful contribution to debate or that they are abusing their popularity.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que los famosos pueden tener una mala influencia en los jóvenes?*
- *¿Hay una figura hispánica a la que tú admiras?*
- *¿Hay una figura hispánica que te haya decepcionado por sus actitudes?*
- *¿Opinas que es mejor no hacer caso a lo que dicen nuestros ídolos?*

Indicative content points: Tarjeta E**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Te sorprende que Cataluña y Andalucía tengan distintas opiniones sobre las corridas de toros?*

Student responses may cover some of the following: the differences between Andalusia and Catalonia, with regards to climate and character, culture, heritage of flamenco dancing, music and bullfighting in Andalusia. An informed and well evaluated answer may include historical considerations: Andalusia's enduring heritage of Moorish culture and Catalonia's proximity to France and its European outlook.

- *¿Crees que la defensa de la tauromaquia por parte de Susana Díaz está justificada?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information; evaluation may take the form of a personal opinion and students should aim for a balanced and informed discussion of bullfighting. Answers could explore the importance of regional identity, traditional beliefs and customs and factors related to the economy and tourism. Others may take the view that bullfighting is cruel, has no place in a civilised world, make comparisons to other blood sports and applaud Catalonia's decision to ban bullfighting.

- *En tu opinión, ¿hasta qué punto se deben celebrar las diferencias culturales de las comunidades autónomas de España?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. This could include: a critical evaluation of cultural differences which goes beyond mere description and explore how different cultural practices may unite a region and its people, encourage autonomy and individuality, support the economy, promote tourism and reflect history and religious practices. A good critical response might show how different festivals maintain awareness of the region's historical identity. Others may take the view that regional differences fragment society, impede progress, are financially and administratively onerous and create divisions through culture and language. Good answers will back arguments with examples from study of the regions and could explore issues connected to Franco's determination to suppress regional identity in areas such as the Basque Country and Catalonia.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que todo el mundo en España debería hablar castellano?*
- *¿Opinas que una identidad nacional es buena?*
- *En tu opinión ¿la tauromaquia es cruel?*
- *¿Estás de acuerdo con lo que hizo Cataluña con respecto a la tauromaquia?*

Indicative content points: Tarjeta F**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Te parece que esos edificios tienen un valor importante hoy en día o sólo se deben conservar por su interés turístico?*

Student responses may cover some of the following: an exploration of issues relating to the cultural and historical importance of historic buildings, their aesthetic value, iconic value, location, modern day use of these buildings to house museums, galleries, governments, considerations of the efforts made to build these constructions with primitive tools. Students may develop the information on the card which relates to the Moorish heritage of Spain, or apply their knowledge of similar heritage sites in the Hispanic world. A critically evaluative answer could explore how Paradors and other historic buildings link past to present and support tourism and marketing in Spain. Others may take the view that these buildings earn money for the economy via tourism yet cost much to maintain.

- *¿Hay otros edificios en el mundo hispánico que tú consideras de valor cultural o histórico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt: General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information. Students may explore and evaluate any appropriate historical building in the Hispanic world and good critical answers may address the questions of how cultural and historic value may or may not be synonymous, how some historic factors may be offensive to modern society. They may evaluate the local and global benefit, focussing on one particular historical building or on several but knowledge and understanding of the building(s) will be underpinned and illustrated by factors which could include personal interest, the historical context of the building, aesthetics, geographical position, historical purpose and current use.

- *En tu opinión, ¿son delincuentes aquellos que quieren demoler edificios históricos?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. An informed, critical response would draw conclusions based on study and analysis of various factors. Some might argue that destroying historic buildings is a crime as, potentially, non-elected groups make the decision to demolish unique buildings of historical, aesthetic and cultural importance. Those who base their answers on South America might explore the destruction of buildings from former cultures. Others may take the view that, in order to progress and to heal wounds from war or repression, it may be necessary to demolish buildings which glorify unacceptable regimes or figureheads. A very good critical answer might evaluate different perspectives and explore the paradox that some buildings are demolished for the 'good of society' yet lamented by future generations.

Below are some examples of the sorts of questions students could ask.

- *En tu opinión ¿debería ser gratis entrar en edificios de interés histórico?*
- *¿Crees que es demasiado caro mantener estos edificios históricos?*
- *¿Qué opinas del palacio de la Alhambra en Granada?*
- *¿Te gusta visitar edificios históricos?*

Indicative content points: Tarjeta G**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cuáles son las ventajas para mucha gente de ir a vivir a otro país?*

Student responses may cover some of the following: benefits of living in a safer country, escape from civil war, terrorism, religious or political persecution, famine, drought or to improve standards of living, live in a more pleasant climate, experience a different culture or to benefit from greater opportunities.

- *¿Qué sabes tú de la situación de los inmigrantes en el mundo hispánico ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information; There should be evidence of study of immigration in the Hispanic world, examples may include knowledge of any Hispanic society. Students who base their answer on Spain may explore issues relating to Magreb and South American immigration. Those who focus on South America may explore and evaluate immigration between countries eg: Bolivia into Argentina. A good critical answer will demonstrate understanding and analysis of different reasons for immigration and may include obstacles faced by immigrants, positive examples of integration, conflict between host country and new arrivals, the benefits of second generation immigration and brain drain from countries of origin.

- *En general, ¿piensas que los inmigrantes son bienvenidos en el país anfitrión?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. This could include: a critical awareness of factors which may cause immigrants to feel welcome or not in the host country. Students may wish to explore how different nationalities, religions, ages and gender integrate and may discuss the relationship between acceptance and success. Students may wish to critically examine whether there are factors which help or impede successful integration, for example, a shared native language, an attempt to learn the language of the country, shared cultural practices or historical factors, dress or religion.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que los inmigrantes tienen muchos problemas al llegar a un país extranjero?*
- *¿Hay mucha inmigración en los países hispánicos?*
- *¿Crees que los españoles ayudan a los inmigrantes a integrarse en su sociedad?*
- *¿Te sorprende que algunos inmigrantes no aprendan el idioma del país receptor?*

Indicative content points: Tarjeta H**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cuál es el mensaje que estas personas quieren comunicar?*

Student responses may cover some of the following:

This question requires an understanding of the material on the card. The photograph emphasizes the basic message: the demonstrators wish to stress that Islam is a peaceful religion; they wish to dissociate themselves from acts of terrorism committed in the name of Islam. The caption provides the context of the demonstration: they have chosen this anniversary to emphasize the point in response to anti-muslim hostility following the terrorist attacks in Madrid in 2004. Detailed knowledge of these events is not required, but any development of the theme in any Hispanic context that shows understanding of the issues will be rewarded.

- *¿Qué sabes tú de las víctimas del racismo en el mundo hispánico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme.

There should be evidence of the study of racism in a specific Hispanic context: examples may include: the treatment of indigenous people in some Latin American countries, prejudice against *criollos*, anti-semitism etc. as well as anti-muslim attitudes. The scope is wide, but the student should be able to focus on a particular aspect, providing both information and informed, well-justified opinions.

- *En tu opinión, ¿es posible la convivencia pacífica de musulmanes, cristianos y otras religiones?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. This could include:

Students may choose to focus on the original stimulus and explore the rise in islamophobia: the banning of the niqab, burqa and other Islamic symbols in some Spanish towns; opposition to the building of mosques; the refusal to allow muslims to pray in the Mezquita of Córdoba. Their studies may enable them to discuss similar religious tensions in other parts of the Hispanic world; how governments or other organisations are tackling the problems; give examples of peaceful co-existence of different religious groups; the message of peace expressed by many; the increase of secularism in modern societies.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que los españoles son racistas?*
- *¿Son los musulmanes las únicas víctimas del racismo en el mundo hispánico?*
- *¿Es la islamofobia una reacción comprensible?*
- *¿Piensas que el racismo se eliminará algún día?*

Indicative content points: Tarjeta I**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cuáles son los atractivos para los británicos de jubilarse en países como España?*

Student responses may cover some of the following: the warm climate, relaxed way of life, cheaper standard of living, ease of communication in English in many parts of Spain, proximity to UK, new technologies allowing for better communication, Internet shopping, on-line banking, easy access to home comforts, satellite TV.

- *¿Qué sabes tú de las relaciones multiculturales en el mundo hispánico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information. There should be evidence of study of multiculturalism in the Hispanic world. Any relevant and appropriate reference will be given credit and could include exploration and evaluation of gypsy culture in Spain, integration of new immigrants or northern Europeans living in Spain or Latin American countries. A good critical answer would acknowledge the importance of certain factors which might influence relations and balance benefits to the host country with challenges faced, including, cost to the economy, challenges to the infrastructure (hospitals, schools), language barriers, clash of cultures on the one hand with a more competitive and younger workforce and diversity on the other. Students who base their answers on South America might explore historical considerations, for example the conquest of South America and subsequent relations between the Spaniards and the indigenous cultures. More modern references might include reference to migrant groups of workers who leave their country in search of better pay and conditions in neighbouring countries, citing examples like Bolivia and Argentina.

- *Si vivieras en un país hispánico, ¿te importaría que unos extranjeros quisieran cambiar aspectos de tu cultura?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. This could include: personal opinions and balanced arguments which explore issues relating to the acceptance of new cultures, diversity and enrichment. Others may take the view that newcomers should adapt to the host culture and use appropriate evidence to justify their opinions.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que los recién llegados deberían hacer un esfuerzo para integrarse en el país anfitrión?*
- *¿Te gustaría ir a vivir a las costas de España?*
- *¿Te sorprende que los británicos quieran vivir en España?*
- *¿Hay inconvenientes cuando se vive en un país extranjero?*

Indicative content points: Tarjeta J**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué necesitan los jóvenes latinoamericanos para no llegar a ser “ninis”?*

The information on the card can be used to formulate student responses which may cover some of the following: a more regulated and ambitious educational system, more opportunities for young people in rural areas to study, perhaps with the help of new technologies, more investment from central government, provision of grants and bursaries, clearly mapped out pathways to jobs, apprenticeships, co-operation between other Hispanic countries.

- *¿Qué sabes tú de las causas del desempleo entre los jóvenes del mundo hispánico?*

A thoughtful and developed response to this type of question will link the information on the card to the knowledge gained through the student's study of the sub-theme will include supported arguments and justified conclusions and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information; Students may make reference to any Hispanic country and explore reasons for high unemployment rates. Students who base their answers on Spain could discuss and evaluate the seasonal nature of work in many tourist areas. Good critical answers might consider and analyse incentives taken by the government and tourist boards to encourage year round employment. Others may wish to base their answers on the study of industrial cities and the relationship between the demise of heavy industry and jobs. A good critical answer with reference to Spain or South America could link the mechanisation of agriculture to the growth in unemployment and cite international legislation that limits agricultural production. Students who base their answers on Latin America may wish to consider the high birth rate in many cities and the high numbers of young people who do not have access to high quality education.

- *En tu opinión, ¿qué consecuencias puede tener la falta de oportunidades para los jóvenes en una sociedad?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. A good critical response would evaluate points such as the relationship between unemployment and the economy in general, the need for governments to provide financial support for the unemployed/underemployed, the difficulties of competing with more advanced economies in the market place, the expression of resentment or alienation and a range of other social problems associated with unengaged young people, such as riots, alcoholism, crime and terrorism. A lost generation is a generation of young people who are likely to pass on negative values to their own children. Any relevant and appropriate examples arguments will be given credit.

Below are some examples of the sorts of questions students could ask.

- *¿Por qué hay tanto desempleo en el mundo hispánico?*
- *¿Deberían los mayores jubilarse antes para dar más oportunidades a los jóvenes?*
- *¿Qué opinas de los contratos temporales?*
- *¿En los países hispánicos hay más desempleo entre los hombres o entre las mujeres?*

Indicative content points: Tarjeta K**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *Para ti, ¿qué significa el término «dictador»?*

Student responses should demonstrate an understanding of some of the following:

Dictators can be extreme right wing or extreme left wing; many “dictators” are elected; often take power by force; their regime is usually backed up by military power; they often appear in public in military uniform; they respond to opposition with brutality; they suppress dissident views; they ban opposition parties; they rig elections; they exercise censorship of the media. A critical analysis will show how the definition of the term may be determined by a person's own political point of view.

- *¿Has estudiado a algún dictador del mundo hispánico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information; reference to any South American dictator past or present such as Pinochet, Batista, Somoza, Castro or Franco; how their chosen subject corresponds to or differs from any descriptions given above; how they rose to power; significant events of their regime; opposition to them; effects on the country concerned; how their regime came to an end. Evaluation may take the form of a personal opinion of the subject and students should aim, where possible, for a balanced and informed account of their impact on society.

- *En tu opinión, ¿un régimen dictatorial puede tener aspectos positivos y negativos?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. They may consider the following:

Dictators may have “cult” status among their supporters; are often charismatic individuals; have clear policies; impose stability; call for unity and may inspire loyalty. On the other side, they are anti-democratic; they rule through fear; they quash opposition using brutal means; they curtail individual freedoms; they may have megalomaniac tendencies. Although a definitive answer is not required, the student should show an understanding of the concept of democracy and how specific conditions in a society may give rise to authoritarian regimes that have popular support.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que puede tener ventajas a veces un régimen autoritario?*
- *En una democracia, ¿es necesario controlar los medios de comunicación?*
- *¿Quién crees que ha sido el peor dictador del mundo hispánico?*
- *Si vivieras bajo un dictador, ¿lucharías por derrocarlo?*

Indicative content points: Tarjeta L**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Por qué crees que los organizadores de este partido eligieron el nombre de 'Podemos'?*

Student responses may cover some of the following: Some attempt to explain the meaning of the word and its positive message to voters. This question invites an evaluation of the notions of power, possibility optimism and combined effort. Students may wish to further explore issues relating to inclusiveness and factors which may make these ideas novel and appealing to the electorate.

- *¿Conoces algún ejemplo de un movimiento popular en el mundo hispánico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information. Students may make reference to any appropriate and relevant popular movement in the Hispanic world. Those who base their answers on Spain may explore popular political movements like PSOE, the trade union movement UGT or may wish to discuss and evaluate more recent groups, such as the anti-austerity movement 15M. Others may base their answers on South American popular movements and discuss and evaluate movements like the 'Asociación Madres Plaza de Mayo' in Argentina. The scope is wide but students should focus on one aspect and explore its beginnings, participation and critically evaluate its objectives and methods, using appropriate evidence to justify conclusions.

- *En tu opinión, ¿qué es lo atractivo de un partido político nuevo para el electorado?*

This is an opportunity for the student to demonstrate knowledge beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include supported arguments and justified conclusions. Students may mention the appeal of a change from past regimes that have been deemed ineffectual or unjust, an opportunity to give a new party the chance to succeed, fatigue and mistrust of more established parties, an analysis of the age and gender make-up of traditional parties, a perceived need to embrace the wider populace, an opportunity to appeal to the young, the cyclical nature of politics. Other students may take the view that new parties are less credible than more established political parties and should be viewed with caution.

Below are some examples of the sorts of questions students could ask.

- *¿Crees que hay bastantes mujeres en los partidos políticos?*
- *¿Tú crees que el electorado tiene confianza en los nuevos partidos políticos?*
- *¿Opinas que los jóvenes participan bastante en la vida política?*
- *En tu opinión, ¿la política importa más a la gente mayor que a los jóvenes?*

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
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.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 1
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	
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, eg verb forms.

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 e.g. *peligro/peligroso*;
occasional slips in gender/adjectival agreements;

Serious errors include:

incorrect verb forms;
incorrect use of pronouns;
errors in basic idiomatic expressions e.g. *es muy calor: soy 17*;

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs;

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	
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.

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 characterize 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 characterize 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.

