
AS

Spanish

Paper 3 Speaking
Mark scheme

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Version: 0.3 Post-Standardisation

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 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.

Possible 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 Possible 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 will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

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

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus 2 questions across the test as a whole - arising from the content of the stimulus card and our instructions to candidates on the front of each card will direct them to consider possible questions in their preparation time. In each case this question will require only a brief response on the part of the examiner.

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

If the student fails to formulate a question arising from the content of the stimulus card, whatever mark in the AO2 grid the examiner awards will be reduced by 1 mark, thus taking the student's mark for AO2 down to the next band. For example, if the examiner would have awarded a mark of 4, he/she would reduce that to a mark of 3 if the student had not asked a question arising from the material on the card.

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing 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.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 1
Mark	Descriptors	
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	
2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

The pace of delivery refers to the hesitation and pauses that 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 – SUB-THEME 1 AND SUB-THEME 2		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.	

Notes

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

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 3
Mark	Descriptors	
9-10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7-8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5-6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3-4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1-2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. 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 – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9-10	<p>Very good critical response</p> <p>Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
7-8	<p>Good critical response</p> <p>Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
5-6	<p>Reasonable critical response</p> <p>Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
3-4	<p>Limited critical response</p> <p>Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
1-2	<p>Very limited critical response</p> <p>Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark	

AS Paper 3 Possible content; Tarjeta A : Los valores tradicionales y modernos

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. 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 hayan cambiado las costumbres de la Primera Comunión en España?*

Student responses may cover some of the following: a reflection that many traditions change with time, that a wealthy, materialistic society will naturally wish to influence religious celebrations, the competitive nature of modern society and how social networks influence people. Other answers may explore how some Spaniards regret the commercialisation of religion.

- *¿Crees que las tradiciones religiosas son tan populares en los países hispanicos como en el pasado?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. All relevant and well justified answers will gain credit. These could include: a belief that religion no longer influences society as it did during the Franco dictatorship. Students may make reference to the growing popularity of holding weddings in non-religious settings, including castles, beaches and stately homes and may explore issues surrounding the decreasing number of regular church goers, the rise in divorce rates, the popularity of cohabitation, young people's rejection of religion as a moral compass, a critical attitude to the Church in the light of recent scandals and bad Press. A good critical answer would explore the relationship between religious and popular social practices, for example First Communion and church weddings and the falling numbers of people who regularly attend Mass. Other answers may explore the strict observance of church beliefs in some rural communities and in Opus Dei groups.

- *En tu opinión ¿juega la religión un papel importante en la vida moderna?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include justified points of view and conclusions. Students might explore issues relating to beliefs and practices in different world religions. A good critical answer would compare and contrast societies where religion influences politics and the law of the land. Candidates could explore the conflict between scientific concepts such as evolution with the religious belief in creationism. In a world where scientific knowledge is able to explain many natural phenomena, people may believe that everything can be understood in material terms and that religion is irrelevant. They might raise the issue of faith schools in modern society. Students may consider the dangers of fundamentalist religious ideas which are used to justify inequality or terrorism. They could also examine issues on which the established church is at odds with modern trends such as abortion, euthanasia or gay marriage.

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

- *¿Por qué causa tantos problemas la religión?*
- *¿Es mejor casarse por lo civil o por la iglesia?*
- *¿Qué opinas de los colegios religiosos?*
- *¿Crees que hay demasiados divorcios hoy en día?*

AS Paper 3 Possible content; Tarjeta B : Los valores tradicionales y modernos

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 reaccionas tú ante esta información?*

In their responses, students may express surprise that there has been such a large reduction in the number of people marrying in Spain. They may mention the religious importance of marriage, not just for the traditional Catholic family but for other religions practised in Spain. They may argue that couples still value the romantic aspects of the marriage ceremony and the honeymoon. Alternatively, they may consider that the fall in the number of marriages is consistent with changes in society including increased equality between the sexes, the lack of social disapproval of unmarried couples and more pragmatic attitudes to the expense of a wedding when balanced against other economic considerations such as buying a house.

- *¿Qué sabes de la popularidad del matrimonio 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. Students are free to mention marriage customs and trends in any Hispanic country (including Spain). While they are not required to quote figures or statistics, their responses should go beyond simple generalisations and offer some evidence to illustrate their answers. Such evidence may be linked to the degree of religious observance in a particular country, the importance of tradition in the celebration of a marriage and the expense involved and the social status of unmarried couples with children. Students could also mention the recent introduction of gay marriage in different Hispanic countries.

- *¿Crees que es mejor casarse o vivir juntos sin casarse?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It should include justified points of view and conclusions. Students will offer personal opinions and explore issues relating to their parents' and others' experiences, both positive and negative. Students who believe marriage is positive will explore issues relating to security of the child with married parents, financial security, perceived commitment and long term companionship. Answers which question the validity of marriage will argue that all the above can be achieved without being married and explore and reflect on the perceived loss of economic benefits for married partners in recent years.

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

- *¿Por qué crees que menos personas quieren casarse hoy en día?*
- *¿Crees que es importante casarse antes de tener hijos?*
- *¿Qué opinas de las bodas extravagantes que tienen algunas celebridades?*
- *¿Crees que es mejor casarse joven o a una edad más avanzada?*

AS Paper 3 Possible content; Tarjeta C : El ciberespacio

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 problemas encontraría un joven boliviano que quiera usar Internet?*

Student responses may cover some of the following:

A good critical response would explain the importance of fast broadband for downloading media such as films and music, for uploading pictures and videos to social networking sites and for browsing sites of interest. It would also describe the frustration felt by any young person whose use of the above is slowed down by buffering or made impossible by lack of broadband speed. The possibilities for a Bolivian who wishes to communicate easily with the rest of the world would be limited.

- *¿Qué sabes del uso de Internet en el mundo hispánico?*

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

This could prompt: some knowledge about the Internet in any Hispanic country; an appreciation of the wide disparity in the economic and technological development of Latin American countries; lack of investment in necessary infrastructure in less developed countries; the cost implications for individuals living in a poorer country of acquiring broadband; the awareness of the uses and benefits of fast broadband in a rural context. Alternatively, they may cite examples of how the Internet is becoming part of everyday life in agricultural regions as well as in the world of work and its desirability for young people who are keen to engage with the global technological age.

- *En tu opinión, ¿el acceso rápido a Internet es esencial para los jóvenes hoy en día?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme.

A good critical response would explore the many ways in which young people today see the Internet as essential as an educational tool as well as for social and recreational activities such as listening to music, watching films and videos, communicating via social networks, Skype and email. Students should evaluate the usefulness of these various activities and offer an opinion about whether they consider them essential or a dispensable luxury. An account of their own experience of using broadband, fast or otherwise, would be relevant to this question.

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

- *¿Estás contento con la velocidad de tu banda ancha?*
- *¿Crees que las compañías telefónicas hacen lo suficiente para facilitar conexiones rápidas?*
- *¿Opinas que el acceso a Internet es un derecho humano?*
- *¿Qué te parece más educativo, Internet o un profesor?*

AS Paper 3 Possible content; Tarjeta D : El ciberespacio

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 reaccionas tú ante esta información?*

Student responses may include some of the following:

Students may express disapproval of the activities listed, adding reasons why they consider them irresponsible; they may comment on the figures quoted, expressing surprise or otherwise; they may consider that these activities are normal among teenagers; they may acknowledge these or other activities in their own use of the Internet.

- *¿Qué sabes del uso de Internet entre los adolescentes en el mundo hispánico?*

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

They may be able to cite specific information about young people and the Internet in regard to any one or more Hispanic communities. The question is open to consideration of any aspect of Internet use in addition to the specific slant of the stimulus such as the availability of Internet in poorer countries, parental control and social attitudes. They may express the view that the Internet is a global resource and that young people everywhere are likely to have the same interests and to exhibit the same behaviours.

- *En tu opinión, ¿cómo se puede proteger a los jóvenes de los peligros de Internet?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme.

A good critical response might refer to the difficulty of policing what appears on the Internet and the anonymity of those who upload inappropriate material; they may consider the importance of educating children from an early age about the safe, responsible use of the Internet; they may mention parental controls such as filters or passwords that limit access; the removal of computers from the teenager's bedroom; the impossibility of monitoring their children's access to the Internet on their mobile devices. They may also mention that some of the activities mentioned on the card are illegal.

Below are some examples of the sorts of question students could ask:

- *¿Tú has hecho alguna de estas cosas en Internet?*
- *¿Te consideras un internauta responsable?*
- *¿Por qué es peligroso quedar con una persona que hayas conocido por Internet?*
- *¿Deberían los padres confiar en que sus hijos usen Internet de manera responsable?*

AS Paper 3 Possible content; Tarjeta E : La igualdad de los sexos

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 quieren comunicar los manifestantes a través del “Besatón”?*

Student responses may cover some of the following:

The participants in the demonstration want LGBT people to have equal rights with heterosexual people. By kissing in public they wish to draw attention to their sexuality and to proclaim that they have the same feelings as heterosexuals and should not be discriminated against on the basis of their sexuality. They have chosen to stage their protest on the International day against homophobia and transphobia, highlighting the fact that LGBT rights are a world-wide issue, not just in Paraguay.

- *¿Qué sabes de la situación de las personas LGBT en el mundo hispánico?*

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

Students may refer to attitudes towards LGBT people in any Hispanic society, cite examples of discrimination, describe events or demonstrations that promote awareness of such discrimination. They may show knowledge of the laws relating to same-sex couples in Hispanic countries including the right of homosexuals to marry and adopt children. They may refer to individuals or organisations who campaign for LGBT rights in the Hispanic world.

- *En tu opinión, ¿por qué consideran unas personas que el “Besatón” es un escándalo?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme.

A good critical response would explore attitudes of disapproval of or hostility towards homosexuality and transgender issues. Students may refer to religions which regard them as sinful, people who consider them unnatural, people who are intolerant of those who are different to themselves, people who are ignorant of what it means to experience homosexual love or people who simply prefer the expression of physical love to be kept private. They may have anecdotal evidence of homophobia that they wish to discuss.

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

- *¿Te parece que el “Besatón” es una buena manera de luchar contra la homofobia?*
- *¿Crees que la homofobia es un delito?*
- *¿Qué opinas del matrimonio gay?*
- *¿Piensas que ser homosexual o alguien transgénero es algo más aceptado hoy en día?*

AS Paper 3 Possible content; Tarjeta F : La igualdad de los sexos

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 dice esta tarjeta sobre la vida de las mujeres en Paraguay?*

Using the information on the card, students should note that Paraguay is low down on the list of Hispanic countries as measured by the Global Index of Gender Gap. Based on the four bullet points, they can surmise that a woman in Paraguay is likely to encounter lack of opportunities to work and become financially independent, she is likely to be less well-educated than her male counterparts, be in a small minority of women who occupy political posts and to have more health problems and a shorter life expectancy than women in other Hispanic countries.

- *¿Qué sabes de la igualdad de los sexos en el mundo hispánico?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme and this could prompt: Students may refer to attitudes towards gender equality in any Hispanic society. They may explore the notion of *machismo* and traditional roles within the society. They may be able to refer to specific instances of inequality which have made the news. They may be able to cite examples of Latin American women in politics or other high profile positions and their achievements. They may refer to individuals such as Rigoberta Menchú or organisations who campaign for equality of opportunities in the Hispanic world.

- *En tu opinión, ¿la desigualdad entre los sexos siempre favorece a los hombres?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme.

A good critical response would explore the ways in which women are disadvantaged in certain societies; the fact that it has been women who have campaigned for equal rights with men and not vice versa; the legislation that has been passed in certain countries to guarantee women's rights. Specific examples would enhance their arguments. Conversely, they may wish to argue that positive discrimination has resulted in women having an unfair advantage over men in the workplace and in politics. They may wish to consider the inequality imposed by nature in terms of reproductive capacity and the changing roles of men and women in respect of caring for children

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

- *¿Crees que la igualdad entre los hombres y las mujeres es una posibilidad real?*
- *¿Qué opinas de la discriminación positiva en el mundo laboral?*
- *¿Te parece que los hombres hacen ciertas cosas mejor que las mujeres?*
- *¿Piensas que está bien que las mujeres ocupen puestos peligrosos, como en el ejército?*

AS Paper 3 Possible content; Tarjeta G : La influencia de los ídolos

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 los futbolistas como Lionel Messi son buenos modelos a seguir para los jóvenes?*

It is likely that students will answer in the affirmative, citing Messi's talent as a footballer; his success in captaining his national side and playing for Barcelona FC; his setting up of the charitable foundation to help disadvantaged children and inspiring young people to study and to play sports. They may take a more negative approach and say that he is a typical overpaid footballer who lends his name to good causes to promote his own self image. They may also respond to the information about his tax situation.

- *¿Puedes hablar de una persona del mundo hispánico que te haya influido de manera positiva?*

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

Students may refer to any person from a Hispanic society whom they admire. They may choose a sportsperson or an individual from any other walk of life: a singer, film star, artist, musician, architect, film director etc. They should be able to give personal information about their idol, acquired from study, and to evaluate the work/influence/contribution s/he has made. They may also explain how their own way of thinking, their outlook on life or their ambitions have been influenced by their idol.

- *En tu opinión, ¿la influencia de los ídolos es algo positivo para los jóvenes?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme.

A good critical response would include examples of popular icons whose influence could be judged positive or negative. A positive role model would be a person who has achieved success in their chosen field, who sets an example of good behaviour, who is active in charitable organisations and gives their time freely in order to benefit others. A negative role model might be an individual whose lifestyle is judged to be extravagant and self-indulgent, who promotes a negative body image, who abuses alcohol or drugs, who speaks badly of other people or appears to have acquired great personal wealth with no apparent talent.

Below are some examples of the sorts of questions that students could ask:

- *¿Opinas que vivimos en una sociedad obsesionada con los famosos?*
- *¿Crees que son solo los jóvenes los que tienen sus ídolos?*
- *¿Crees que admirar mucho a un famoso puede llevar a una persona a comportarse mal a veces?*
- *¿Te parece que las superestrellas tienen la obligación moral de compartir su riqueza con los menos afortunados?*

AS Paper 3 Possible content; Tarjeta H : La influencia de los ídolos

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 la vida y obra de Frida Kahlo interesan a la gente de hoy?*

Student responses may cover some of the following:

A careful reading of the information on the card should enable students to offer a relevant personal response: the fact that she painted many self portraits is interesting and students may consider that this reveals her personality and obsessions. When Frida Kahlo talks of her "realidad", is she referring to the pain she suffers following her accident? What did it mean for a woman to be a feminist and openly bisexual at that time? However, students may consider that she is not that interesting, that her work is esoteric and self-obsessed and the details of her life not relevant to today's society.

- *¿Hay una persona del mundo hispánico que te haya inspirado?*

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

Students may refer to any person from a Hispanic society whom they admire. They may choose an individual from any walk of life: a singer, film star, artist, musician, architect, film director etc. They should be able to give personal information about their idol, acquired from study, and to evaluate the work/influence/contribution s/he has made. They may also explain how their own way of thinking, their outlook on life or their ambitions have been influenced by their idol.

- *En tu opinión, ¿por qué nos fascinan los pequeños aspectos de la vida privada de nuestros ídolos?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme.

A good critical response would attempt to explain why we find other people's lives so interesting. It may be because they are unlike ourselves or because they are basically the same. It may be because their lives can offer clues as to why they are successful or popular and it may stem from jealousy. It may be that familiarity with a person's background is necessary for an understanding of their work, for example of ideas, themes or symbols that occur in their work. It would be useful to give an example of this relating to a specific person whom they find interesting as much for their lifestyle as for their work.

Below are some examples of the sorts of question that students could ask:

- Tú, ¿tienes un ídolo que ya ha muerto?
- ¿Crees que podemos admirar la obra de un ídolo si sabemos algo malo de su vida privada?
- ¿Has tenido alguna vez un ídolo que luego te haya disgustado?
- Si pudieras conocer a un artista, ¿quién sería?

AS Paper 3 Possible content; Tarjeta I : La identidad regional en España

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. 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 de tales fiestas populares?*

Student responses may cover some of the following: as well as being a recreational activity, the fiesta is a celebration of regional identity, a way of preserving traditions, a way to bring regional identity to the public eye, a tourist attraction which generates income for the town, the opportunity to organise and participate in a community event and a way to promote social inclusion.

- *¿Juegan la comida y la bebida un papel importante en la vida social de los españoles?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions and link the information on the card to the knowledge gained through the study of the sub-theme and could prompt ideas such as: local pride in their regional cuisine; the popularity of Spanish tapas restaurants; the time taken over meals, especially at mid-day; the frequency of large family/ village celebrations; the importance of buying fresh food at local markets; the popularity of cookery programmes on TV, the abundance of bars and restaurants, even in small villages. A good critical answer would highlight the important link between food and social interaction in Spain and stress the close family bonds developed through the Spanish tradition of eating together around the table.

- *En tu opinión, ¿la variedad regional de la gastronomía de España es influenciada por la historia o geografía de la región?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is relevant to the sub-theme. It should include justified points of view and conclusions. Students may wish to develop ideas relating to Spanish regions and show how we can learn about a culture from its gastronomy. Answers should focus on examples to illustrate points made: 'gazpacho' from Andalusia, a dish which reflects adaptation to climate (cold soup, hot summer); 'fabada' from Asturias where hearty meals are needed in the cold weather; the 'mediterranean' diet based on local produce such as tomatoes, peppers, oil and onions and seafood in the coastal regions. Many dishes are influenced by history of the region, such as the Moorish use of spices, rice and almonds. Students may be able to refer to the culinary legacy of the other cultures such as Phoenicians, Greeks, Romans and Jews.

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

- *¿Qué opinas de la comida española?*
- *¿Has probado algún plato típico de España?*
- *¿Crees que la comida basura es popular en España?*
- *En tu opinión, ¿es siempre mejor comer y beber en compañía de otros?*

AS Paper 3 Possible content; Tarjeta J : La identidad regional en España

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 opinas tú de esta información sobre las fiestas de San Fermín?*

Student responses may cover some of the following: a desire to participate in the festival, an awareness that a growing number of (usually male) groups travel to Pamplona for stag nights/ parties, an appreciation that the festival is a popular social event and promotes social cohesion. They may explore how the festivities provide valuable media exposure and income from tourism. Conversely, students may express revulsion at festivities which include cruelty to animals. They may also explore health and safety issues, especially when participants are inebriated.

- *¿Hay otro festival hispánico que te interese?*

Students will have studied different festivals celebrated in Spain and all relevant and developed information will gain credit. Well-considered answers will not merely describe the festival but explain why, specifically, the festival is of interest to them and show understanding of social factors, history and importance to the local population. Candidates may wish to focus on well-known festivals, popular with foreign tourists or may prefer to explore smaller festivals, little known outside the area. Some candidates may have first hand knowledge of a Spanish festival and may wish to explore emotions evoked and describe and evaluate the experience. They may also talk about a fiesta that they know of and would like to experience.

- *En tu opinión, ¿cuáles son los motivos de los jóvenes que quieren correr con los toros?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. In this case, motives could include: the adrenaline rush felt in participating in something dangerous and exciting; the sense that it is a demonstration of courage or machismo; the satisfaction of having challenged oneself and done something to boast about to one's friends and family; the opportunity to take a 'selfie' to post on social media; to win a bet or simply to participate in an event known throughout the world.

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

- *¿Crees que se debería prohibir que los extranjeros participen en las fiestas de San Fermín?*
- *¿Qué opinas de los festivales donde se usan animales?*
- *¿Te parecen demasiado peligrosas estas fiestas?*
- *¿Has participado tú en algún festival en España?*

AS Paper 3 Possible content; Tarjeta K : El patrimonio cultural

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 question 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 piensas que tantos turistas visitan la Sagrada Familia cada año?*

Student responses may cover some of the following: Gaudí's most famous work of art, La Sagrada Familia, has become emblematic of modern Barcelona. It is unusual for a cathedral, which is such a massive project, to be built in the modern age. The style represents a profound contrast with the Gothic style of most cathedrals and has no comparison anywhere else. They may reflect on what Gaudí meant by the statement "nada es arte si no refleja la naturaleza." They may also comment on the fact that tourists are always drawn to famous monuments that are considered "must-see".

- *¿Qué otros edificios icónicos del mundo hispánico te gustaría visitar y por qué?*

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 such as: reference to other iconic buildings found in Hispanic countries. They can refer to places such as La Alhambra, La Mezquita de Córdoba, La Catedral de Santiago, or Santa María de Loreto, Chiloé, Chile or something more modern like El Museo de las Ciencias in Valencia or the Guggenheim in Bilbao and say why they would choose to visit this building.

- *¿Qué beneficios crees que edificios como la Sagrada Familia aportan a una ciudad?*

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

Students should evaluate the benefits that an iconic building brings to the place where it is found. These may be financial benefits, as implied in the title of the card, in terms of the income realised through the tourist industry or they may discuss the value of pride and recognition for a place that is known for an iconic building, which may bring long term benefits in terms of the place being a world landmark. Candidates may also mention the disadvantages of mass tourism and the problems this can bring such as the cost of maintenance and the deterioration caused by wear and tear.

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

- *¿Has visitado alguna vez Barcelona?*
- *¿Qué prefieres, la arquitectura moderna de Gaudí o los edificios históricos como las catedrales góticas?*
- *¿Crees que se debe limitar el número de visitantes a la Sagrada Familia?*
- *¿Opinas que el estilo de Gaudí "refleja la naturaleza"?*

AS Paper 3 Possible content; Tarjeta L : El patrimonio cultural

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 question 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 piensas que los mariachis y canciones como 'La cucaracha' son tan populares?*

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. Although students may not be familiar with the mariachi bands, they can deduce from the picture that they are part of Mexican culture which involves playing guitars and percussion instruments outdoors wearing traditional costume. Some may know that they often play at weddings in Mexico and the music is lively and catchy. Songs such as *La Cucaracha* are easy to sing along with and are associated with Mexican history. They form an important part of the tourist industry.

- *¿Qué sabes sobre la variedad musical en el mundo hispánico?*

There will be confirmation that the information is borne out by wider study: reference to other styles of music found in Hispanic countries of which there is a wide variety to choose from, ranging in Spain from classical guitar to the traditional *tuna*. Many of the musical genres are forms of Latin dance music such as salsa, mambo, merengue, paso doble, rumba, tango, bolero and cha cha. Students may also choose to discuss modern rock music or opera from any Hispanic country.

- *¿Crees que es importante que cada país mantenga sus tradiciones musicales?*

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

Students may consider that it is important for each country to preserve its musical traditions as an important part of national culture; to preserve the country's heritage and folklore and to reinforce a sense of national identity. A style of music unique to a particular country is attractive to visitors and can be an essential element of the tourist package. Songs are also away of preserving a language and can be helpful to learners of that language. Students may raise the question of whether songs should be translated (often into English) and examine the influence of English in the world of music.

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

- *¿Qué música hispánica te gusta más?*
- *¿Por qué es importante tener muchos estilos diferentes de música?*
- *¿Te gustaría tocar las flautas de caña?*
- *¿Has visto alguna vez un grupo de música hispánica?*