

AS
SPANISH
7691/3T/3V

Paper 3 Speaking

Mark scheme

June 2023

Version: 1.0 Final



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

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

The mark-scheme 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	Very good critical response 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.	
7–8	Good critical response 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.	
5–6	Reasonable critical response 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.	
3–4	Limited critical response 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.	
1–2	Very limited critical response 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.	
0	Nothing in the performance is worthy of a mark	

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: A starting point will be a reaction to the figures mentioned in the text. They may conclude that nowadays the role of Spanish grandparents is changing. For example, key findings in the survey show that grandparents nowadays offer financial help and emotional support to the family, they look after their grandchildren, they keep the family together and they pass on family history. Students could explain why they think these roles are changing within Spanish society. They may conclude that due to financial pressures and, in more and more cases, with both parents working, grandparents are expected to play a more active role in the family.

- *¿Por qué crees que los abuelos tienen un papel cada vez más importante en las familias hispanas?*

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

The changes in the structure of the family within society and parents working. Parents appear to be spending less time with their children therefore, with rising childcare costs, grandparents are required to look after the grandchildren. Consequences of this could be that children have a closer relationship with grandparents than parents. According to a survey by *www.telecinco.es*, Spanish grandparents spend on average six hours a day looking after their grandchildren.

- *¿Qué otros cambios se han visto en las familias del mundo hispánico en los últimos años?*

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

Any other changes that Hispanic families have gone through, particularly in Spain and since the death of Franco, eg the introduction of same sex marriages and subsequently the adoption of children by same sex couples in 2005 as well as the divorce law being passed in 1981. Students can also refer to other Hispanic countries like Chile, Mexico and Argentina where similar laws have been passed. In Ecuador, according to government statistics, the number of families where both parents are still present has fallen from 80% to 73% in the last ten years.

Possible content

Tarjeta B: Los valores tradicionales y modernos

General:

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

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

Points related to the three questions:

- *¿Qué nos dice esta información sobre los divorcios en España?*

Students' responses will be based on the information on the card and may cover the following: Students could comment on the information given, adding opinions and justifications to the figures adding surprise or otherwise as a reaction. Students should mention the fact that divorce became legal again in 1981 in Spain, after being banned during the Franco regime. Students should also include the fact that Spanish marriages last on average sixteen years and that divorce tends to happen after the age of 40. It is hoped that students will also mention that despite this, marriages are still considered popular although not as popular as in the past.

- *¿Por qué crees que ha aumentado el número de divorcios en los países hispanos en los últimos años?*

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

Reasons why they think divorce has increased in recent years. They could mention the fact that due to the divorce law of 1981, it is much easier for Spaniards to get divorced now than in the past. Some students might even mention the passing of the '*divorcio exprés*' law in 2005 which allowed couples to no longer have to go to Court to get a divorce. Furthermore, under Franco, marriage was seen as for life and divorce was going against the Church. Students could mention that Franco overturned the divorce law passed by the Republican government in 1932. Finally, students should give reasons for divorce, for example infidelity, lack of communication, jealousy, financial problems, substance abuse and meddling in-laws.

- *¿Qué sabes sobre las opiniones de los jóvenes en el mundo hispánico acerca del matrimonio?*

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

Reference to the fact marriage is still popular in Spain and above the European average. Although traditional religious weddings are on the decline, youngsters see other nuptials just as important. There has been an increase in marriages in registry offices and civil partnerships. Nevertheless, those getting married are older than in the past, and this could be due to financial reasons and the fact that more and more young people are not leaving home as early as before. In Latin America however, there is a worrying trend of girls between the ages of 15-19 getting married, with nearly one in five being within this age range.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: The growing popularity of the use of technology for the over 65s in Mexico and possibly supported with some reasons. Students could mention that nearly half of Mexican senior citizens use the Internet daily. However, it is important that students also refer to the fact that those over 65 who do not use technology can feel marginalised according to experts.

- *¿Por qué piensas que los mayores en el mundo hispano usan más el Internet hoy en día?*

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

Examples of how older people in Hispanic communities use the Internet for example, an increase in numbers using social networks, particularly in Latin America. According to *www.tendenciasdigitales.com*, the main uses are checking emails, connecting to social network sites, reading the news, online shopping and keeping in touch with family in other countries. Students may also want to refer to some of the problems that older people face when using the Internet.

- *¿Qué están haciendo los gobiernos de los países hispanohablantes para eliminar los problemas que causa el Internet?*

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

Comments on what Hispanic countries are doing to eliminate the problem of piracy where the problem is particularly rife. Across much of Latin America, pirated DVDs and CDs are sold openly in broad daylight and shoppers can pick up the latest Hollywood blockbuster before it is even showing in cinemas. Furthermore, using illegal pay TV connections is rampant across the continent. Spain introduced *la Ley Sinde*, whilst in South America governments are cracking down on mafias who are exploiting piracy online.

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

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

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

Points related to the three questions:

- *¿Qué nos dice esta información sobre la lucha contra los peligros de Internet?*

Students' responses will be based on the information on the card and may cover the following: Students could explore the way the police in Mexico are working to protect their young citizens from the dangers of social networks. Students should also mention that campaigns have been set up to stop sexting and cyber grooming as well as warn them of the dangers of cyber games that can lead to harm. They may conclude that this information proves that Mexico is trying to protect their citizens of all ages.

- *¿Crees que es una buena idea que la policía en los países hispanos muestre a los jóvenes los peligros del ciberespacio?*

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

Students agreeing or disagreeing with the question and then justifying their response. Reference could be made to other projects in the Spanish speaking world that help or advise people on the use of the Internet. They might mention other dangers they know or expand on the ones mentioned on the card. Students can talk about how social networks are used to entice the use of online games that can be dangerous and lead to harm.

- *¿Qué aspectos positivos tiene el Internet para los jóvenes del mundo hispánico?*

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

Mentioning and evaluating what are the positive aspects that the Internet brings to young Spanish speakers. They can mention the fact that nearly 50% of young people in Latin America use the Internet and social networks every day. Countries like Argentina have the highest level of users whilst Honduras and Guatemala have the lowest. According to www.tendenciasdigitales.com the main uses of the Internet by young Spanish speakers are social networks, keeping in contact, studying and for fun and entertainment. Nevertheless, it is worth mentioning that governments are trying to promote positive uses of the Internet by young people for example the campaign *Haz de tu Internet un lugar más seguro*, which promotes secure use of the Internet.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: An understanding of the traditional role school uniform plays and what the local government of Galicia is doing to help students to promote equality in schools. Students could mention the fact that despite this push by a local government, the overwhelming majority of female students still prefer to wear skirts rather than trousers.

- *En tu opinión, ¿crees que la mujer hispana tiene ahora más igualdad que antes?*

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

Students referring to the fact that nowadays women in Hispanic communities have made great inroads into areas that would be traditionally dominated by men. It is hoped that students would give examples, like Christina Fernández de Kirchner (first female President of Argentina), Rigoberta Menchu (Human Rights activist) and Ana Botín (President of Santander Bank). However, those students who disagree with the question could give reasons for this inequality such as the pay gap or the disproportionate number of women in the Spanish Armed Forces compared to men. Additionally, students can refer to the fact that male chauvinism still exists in many Hispanic countries.

- *¿Qué sabes sobre los avances en los derechos para las parejas del mismo sexo en el mundo hispánico?*

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

Reference to how the rights of the LGBTQ+ community have changed and what has been achieved by many Hispanic countries, for example legalizing same sex marriage. There could be mention of greater equality in same sex couples, like the legalizing of adoption by same sex couples. A recent survey by the University of Los Angeles revealed Spain as the most accepting of transgender rights ahead of countries like Sweden and the UK. Students could also mention the changes to the *Código Penal* in Spain which no longer states that marriage should be between a man and a woman only.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students may express surprise that Claudia has been collecting photos throughout her life to show the struggle of sexual minorities in Argentina. Also, students should mention the fact that these are now going to be shown in an exhibition. Students will mention the struggles that Claudia went through. They may react to these by giving their opinions and thoughts.

- *¿Crees que es fácil ser parte de una minoría sexual en los países hispánicos?*

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

The ability to cite specific information about the situation of members of the LGBTQ+ community in Hispanic countries. Despite many changes in laws and the introduction of same sex marriages in many Latin American countries, those in the LGBTQ+ community are still seen differently from the rest of society. However, students may mention that due to personalities coming out like Ricky Martin, Miguel Bosé and Pedro Almodóvar, members of the LGBTQ+ community are becoming more accepted. Furthermore, organisations like *Informe Juventud Vasca* recently showed that 91% of those between 19-26 years of age wanted greater rights for the LGBTQ+ community. Finally, events like the *Orgullos* celebrated around the Hispanic world make members of the LGBTQ+ community more visible and accepted.

- *En tu opinión, ¿ha mejorado la igualdad entre los sexos en el mundo hispánico?*

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

Reference to the fact that equality in Hispanic society is improving. For example, women's position is improving although there is still a lot to do. However, some students may mention the fact that things are changing, and some women have reached a high position, normally associated with men, in their country. Some students may mention the passing of the *Ley de Igualdad* in Spain in 2007, which brought in greater equality in the work place and created a fairer society as well as the fact that there were more female Cabinet ministers than male in Pedro Sánchez's government in Spain in 2018.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students may express agreement or disagreement with how the rap singer Valtonlyc has been treated. Students could mention that by imprisoning Valtonlyc, freedom of speech is being repressed. This is seen on the card by the fact that thousands of people have supported the rapper on social media.

- *¿Crees que los cantantes del mundo hispano pueden ser una mala influencia para sus seguidores?*

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

Students agreeing or disagreeing with the question asked, supporting their view with a justified opinion. These might include specific information of famous singers whose songs have had a negative influence on the public. Other students might disagree with the question and believe that Hispanic singers, like Juan Luis Guerra, Juanes, Manu Chao and the folk singer Cecilia have had a positive influence on people through their lyrics. Students may also mention the positive influence that certain singers, eg Marisol, Los Bravos and Miguel Ríos, had on Spaniards during the Franco dictatorship.

- *¿Qué sabes sobre otros famosos del mundo hispánico que son un buen ejemplo a seguir?*

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

Reference to the fact that a lot of famous Hispanics use their status to help charities make people aware of issues they feel strongly about and are therefore good role models. Students should offer examples of personalities from all walks of life. For many it is altruistic and they want to help those less fortunate. Some examples could be Lionel Messi who was named a goodwill ambassador for *Unicef* in 2010, Iker Casillas who is an active helper in the *ONG Plan Internacional* and Rafa Nadal who helped after the floods in Mallorca in 2018.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students could explore the fact that Luis Fonsi's success has impacted very positively on the image of Puerto Rico. His help has also been practical which has been appreciated by the citizens.

- *¿Crees que es importante que los famosos hispanos hagan trabajo solidario?*

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

An expression of agreement or disagreement with the statement. Those who agree should make reference to how celebrities are ensuring that their work is talked about and how it impacts on society. They can refer to the charity work that is done by many celebrities and how they help those less fortunate around the world. They can refer to the fact that being famous, a greater spotlight is put on their deeds. Examples could include Antonio Banderas who raises money for children in South America suffering from poverty.

- *¿Existen muchos ídolos en el mundo hispano que a veces se comportan bien y otras veces mal?*

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

Reference to the fact that there have been some famous people who have been great examples for their communities but have also fallen foul of the law. For example, Shakira has helped many children with her *Fundación Pies Descalzos* but has also been investigated in Spain for tax evasion. This is also the case for Lionel Messi who, on the one hand, was sentenced for tax fraud but, on the other hand, set up his Foundation in 2007 so he could help hospitalized children pay for the treatment they need.

Possible content

Tarjeta I: La identidad regional en España

General:

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

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

Points related to the three questions:

- *¿Qué nos dice esta información sobre la situación del español en España?*

Students' responses will be based on the information on the card and may cover the following: Students could refer to the information about the situation of Spanish given on the card. These could include that in some regions like Catalonia and the Basque country, Spanish seems to be punished, and what *Hablamos Español* is doing to improve the plight of the national language. Students could also refer to the problem that immigrants face when living in regions where both Spanish and another co-official language are spoken.

- *¿Por qué crees que la lengua regional en algunas comunidades españolas es tan popular hoy en día?*

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

Reference to the other regional languages like *gallego* and *valenciano*. Students should answer the question and back up their opinion with a justification. They could refer to the situation of these languages under Franco and how he prohibited these being taught or spoken in public. These languages went underground and fewer and fewer people spoke them. Students may refer to the changes in law since the end of the dictatorship and how the Spanish Constitution recognises all co-official languages in Spain. Students could also refer to how, even in areas where there are no other regional dialects, pronunciation can indicate where someone is from. Students may also want to comment on the fact that history plays an important role in the linguistic variety that the country has.

- *Aparte de la lengua, ¿qué otros aspectos identifican a las regiones españolas?*

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

Mentioning other aspects that characterise a Spanish region, for example its traditions and customs (*Las Fallas, La Tomatina, la tauromaquia etc*), its gastronomy (*el gazpacho, la paella, la fabada asturiana, la crema catalana etc*) and wine (*Rioja, Cava etc*).

Possible content

Tarjeta J: La identidad regional en España

General:

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students could start off by reacting positively or negatively on why bullrings are being converted into other uses rather than the traditional bullfights. Students could mention that the bullring *Las Ventas* has become a 'market' during the summer to promote regional products. Students could also refer to the fact that this is a good way for bullrings to make extra money at a time when fewer and fewer people are going to see bullfights.

- *¿Crees que es mejor usar una plaza de toros para las corridas o para este tipo de eventos?*

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

Students deciding whether bullrings are best suited for bullfights or other types of events. Some students might focus on a particular region and give an example of where bullrings have been converted to suit other activities. Since bullfighting has been outlawed in Cataluña, the local government has found different uses for their bullrings. For example, *Las Arenas* bullring in Barcelona has now been turned into a large multi-story shopping mall. Students could mention that finding other uses for bullrings also prevents them being used for bullfighting, an activity which they may see as being cruel. Nevertheless, some students may decide that as bullfighting is part of Spanish identity, these buildings should retain bullfighting as it also brings in a lot of money to the country.

- *¿Qué otros aspectos de la identidad regional en España te fascinan?*

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

Students mentioning what area of Spanish regional identity fascinates them and then justifying their opinions. They could refer to the great variety in products that Spain offers (oranges from Valencia, strawberries from Huelva etc) for example. Other areas that students could focus on are the festivals (eg *las Fallas*, *La Tomatina* etc) or music and dance (eg *el flamenco* and *la sardana*).

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

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

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

Points related to the three questions:

- *¿Qué nos dice esta información sobre el mapoyo?*

Students' responses will be based on the information on the card and may cover the following: Answers could mention that the mapoyo language is the first language recognised by UNESCO. Students could mention that despite being widely used in the 19th century, the language is now used by a very small number of people. This is due to the persecution of the indigenous population by Venezuela. Students could also mention what is being done by UNESCO now to promote the language in schools.

- *En tu opinión, ¿deberíamos proteger las diferentes lenguas que existen en el mundo hispánico?*

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

Students agreeing/disagreeing with the question. Those who agree could mention why it is important to protect other languages in the Hispanic world and give examples. Some could be indigenous languages like *quechua* (spoken in countries like Peru and Colombia), *guaraní* (spoken in Paraguay by over 5 million people) and *aimara*. It is hoped that students will say that despite the low numbers of speakers it is important to retain these languages for future generations and to retain a country's history.

- *¿Te parece que los países hispanos están manteniendo bien su patrimonio cultural?*

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

Students agreeing/disagreeing with the question and justifying their opinion. It is hoped that students will give opinions to support their argument, eg in *Machu Picchu* where the authorities invested £75 million to protect the monument by reducing the number of visitors to the area and protecting the area from landslides that have damaged the complex and its surroundings. This is also the case in La Alhambra in Granada where it took a highly-qualified team of restorers 10 years and more than three million euros to bring back to life what centuries of deterioration and at least one previous poor-quality restoration had degraded.

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

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

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

Points related to the three questions:

- *¿Qué nos dice esta información sobre la importancia de esta escultura?*

Students' responses will be based on the information on the card and may cover the following: Students could make reference to the statue as an important example of Iberian art. They could also refer to its cultural and historical value, the origins and the fact that la Dama de Elche has been rarely shown. There is an implication that the statue has not been back to where it was found and how this is important for the town of Elche.

- *¿Por qué crees que estas obras del patrimonio cultural en el mundo hispánico deben protegerse tanto?*

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

Students giving examples of cultural heritage in Spain and other Spanish speaking countries and explaining why these should be protected. Some reasons could be to preserve these for future generations and as a way of showing the rich cultural heritage that makes up the Spanish speaking world. Some students may refer to the fact that these also are important for attracting visitors to the countries.

- *¿Qué sabes tú sobre otras obras de arte importantes en el mundo hispánico?*

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

Students giving examples of other work of arts in the Hispanic world and their importance. These could include *Las Meninas* (Velázquez), *Guernica* (Picasso), buildings by Antoni Gaudi like the *Sagrada Familia* and works by Frieda Kahlo. It is hoped that students will mention what impression their chosen example has had on them.