



A-level
SPANISH
7692/3T/3V

Paper 3 Speaking

Mark scheme

June 2023

Version: Final v1.0



2 3 6 A 7 6 9 2 / 3 / M S

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.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

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

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

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

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

Students asking questions

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

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

Assessment objective 2

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

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

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

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

Notes

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

DISCUSSION OF SUB-THEME Assessment Objective 2	
Mark	Descriptors
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

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

Notes

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

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

Serious errors include:

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

Complex language includes:

subordinate clauses
– Relative
– Conditional
– Purpose etc
appropriate use of subjunctive
formation of regular and irregular verbs in a variety of tenses
reflexive verbs
use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar, faltar, interesar* etc
value judgements
verb + infinitive (+ preposition) expressions.

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

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

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

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

Points related to the three questions:

- *¿Qué nos dice esta información sobre las comidas en familia?*

Students' responses will be based on the information on the card and may cover the following: Students should mention that a study has revealed that eating with the family is important to most Colombians and that the statistics show that over half have lunch daily with their family. They should conclude that, elsewhere, it is felt that there is no time nowadays to sit down with family at mealtimes as both children and adults lead such busy lives.

- *En tu opinión, ¿comer con la familia debería ser una parte importante de la vida de los jóvenes en el mundo hispano?*

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 need to maintain communication between generations to strengthen family relationships. It is hoped that students will mention that young people can learn a lot from their family members and share ideas and problems openly. Ideally, students could mention initiatives that have been introduced like *Proyecto Cenas en Familia* or the *Instituto Internacional de Estudios sobre la Familia* that has recommended families eat together to improve healthy eating and form better relationships.

- *¿Qué otros aspectos de la vida familiar han cambiado en las últimas décadas en el mundo hispánico?*

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

Evaluation of what areas of family life have changed in the last few decades in the Hispanic world. They may discuss the changes in parents' working lives with more women working and how there are more stay at home fathers. They may also discuss the changes in marriage and partnerships, same sex marriages and the fact that parents tend to be older than they were previously. Another aspect to discuss might be the increasing number of step-parents and the role of grandparents in childcare.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should mention that despite being 88 years of age, Concha García had been offered a job by *Disney* to produce for social networks her own vision of the new *Mary Poppins* film. Her creations have been so popular that she has over 157,000 followers on Instagram. Students should conclude that this is very unusual but proves that older people can use technology well.

- *¿Crees que los ancianos en el mundo hispánico usan mucho el Internet en su vida cotidiana?*

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 increasing difficulties that the older generation have with technology could be mentioned. It is hoped that students will mention that slowly more and more older people are using technology, especially the Internet, to read the news, pay bills and communicate with loved ones. Ideally, students could mention how young people are introducing their grandparents to apps and social media so that they can enjoy sharing of photos and therefore feel less isolated. One grandmother from Galicia started her first blog on her 95th birthday. Technological advances have meant that with an ageing population in Spain, many elderly people can now continue to live alone at home safely.

- *¿Qué están haciendo los gobiernos hispanos para sensibilizar a la gente sobre los riesgos del Internet?*

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

Evaluation of what governments have done to help older people use the Internet in the Hispanic world. They may discuss initiatives that have been introduced like the one by *Unión Democrática de Pensionistas y Jubilados de España (UDP)*, that have set up classes to help those retired to feel more at ease with technology.

Students may mention that this will also benefit the lifestyle of older people so that they can enjoy using technology to enhance their quality of life and make life easier.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should explore the fact that since 2012 the trans community in Argentina have had more rights and can change their name on official documents as well as having the right to medical treatments. They may conclude that this information shows that the trans community suffered discrimination and the case of the doctor being jailed in 1966 shows how far society has moved on in terms of acceptance.

- *En tu opinión, ¿por qué sufrían las personas transgénero en el pasado 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:

Reference to the fact that there was a lot of homophobia and how the church strongly opposed any LGBTQ+ communities. Students may mention how trans and gay people had to socialise in secret in places such as Sitges, as during the dictatorships they could have been arrested and sent to prisons called "*galerías de invertidos*" where they were tortured and given electric shock treatment.

- *¿Qué más sabes sobre la lucha por la igualdad de género en los países hispánicos?*

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 could evaluate how, despite there being more equality now, there is still a fight for women's rights in the Hispanic world in the workplace, in politics, in education and in sport. They could mention that the *Día Internacional de la Mujer* on 8 March is an increasingly popular event and that Pedro Sanchez was the first to have more female ministers in his government than male ministers. They may mention the changes that have taken place in Spain regarding women's rights in terms of the gender pay gap and how men now have paid paternity leave.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should mention that Rafael Nadal helped as a volunteer following the flash floods in Mallorca in which ten people lost their lives. Not only did he help with the cleaning up after the floods, but he also offered his sports centre to accommodate people whose homes had been flooded. Students should conclude that this shows how Rafael Nadal is an idol who has the well-being of the people of his homeland Mallorca at heart and is ready to help in times of crisis.

- *¿Por qué crees que hay algunas celebridades del mundo hispánico que no se comportan con tanta responsabilidad?*

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 fact that some celebrities have too much money and don't care about helping society but are only concerned about their own lifestyle and fame. It is hoped that students will mention that some celebrities fail to pay tax, some are racist and others take part in activities such as smoking, drinking excessively, taking drugs, gambling or driving dangerously. Examples could be Montserrat Caballé and Lionel Messi failing to pay tax due or Luis Suárez spitting at others due to racist attitudes. Students could conclude that these celebrities prove to be bad role models to young people.

- *¿Conoces a otros ídolos del mundo hispánico que hayan ayudado a la gente de su país?*

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

Evaluation of how role models have helped others in the Hispanic world. They may discuss those who donate to or set up charities, such as Shakira, Ricky Martin or Salma Hayek. Students may mention that the Pope is a good example of someone who helps others spiritually in the Hispanic world and Lin Manuel Miranda is raising awareness of Latino immigrants through his musicals.

Possible content**Tarjeta E: La identidad regional en España****General:**

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

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

Points related to the three questions:

- *¿Qué nos dice esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should mention that the festival of San Juan is celebrated throughout Spain, and is a ritual of fire and water, but how each region of Spain celebrates it in a slightly different way. In Málaga they light bonfires on the beach and then bathe in the sea to purify themselves. Students should conclude that this festival dates back to Pagan rituals, but that it later became a Christian celebration to commemorate the birth of John the Baptist.

- *¿Crees que hoy en día a los españoles les importa el origen, frecuentemente religioso, de sus fiestas?*

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 decline in Catholicism in Spain. It is hoped that students will mention that most festivals are based on religious dates or beliefs, such as *Semana Santa* or *El Rocío* and that *El Colacho*, with its unusual tradition of jumping over babies, is in fact the celebration of Corpus Christi, a religious date on the calendar. Other festivals may be Pagan in origin, such as *El Carnaval*. Ideally, students could mention that nowadays Spanish people of all faiths come together to celebrate these regional and national festivals and they are considered by many to be a date on the calendar to party and enjoy life rather than a religious celebration.

- *¿Qué has aprendido sobre otras fiestas españolas?*

This question provides an opportunity for the student to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. Responses could include: Evaluation of how festivals around Spain often involve eating special dishes, lighting fireworks and in some cases using animals. They may discuss the significance of the bull in many festivals. They can refer to *El Encierro*, *San Fermín*, *Las Fallas*, *La Tomatina*, amongst many others. Students may mention that festivals can include elements of danger such as the *Castellers* in Cataluña or the bull run in Pamplona.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should mention how the Huascarán Natural Park in Perú is protected by UNESCO and is not only a place of spectacular beauty for tourists but is also a perfect habitat for animals such as bears and pumas. Students should conclude that climate change is threatening this park's future.

- *En tu opinión, ¿cuáles son las ventajas e inconvenientes de hacer turismo en sitios que son Patrimonio de la Humanidad en el mundo hispano?*

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 disadvantages of mass tourism in these places could be mentioned as it is endangering the natural or artistic beauty and is making places overcrowded and unsafe as well as the fact that air travel to these places is damaging the environment. It is hoped that students will mention that the advantages of tourism include boosting the economy of the country concerned and allowing tourists to experience and learn about the world. Ideally, students could mention ecotourism and the potential to explore areas of natural beauty without causing damage to the area.

- *¿Conoces otros sitios que sean Patrimonio de la Humanidad en el mundo hispánico y que debemos conservar?*

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

Mentioning other places that we need to protect. They may discuss the impact that tourism is having on *Machu Picchu* or *Las Líneas Nazca*. They may mention places of historical interest such as the ruins of ancient civilizations in Mexico or *La Alhambra* in Granada or places of artistic interest such as *Las Cuevas de Altamira* or the *Sagrada Familia* in Barcelona, how these places could become damaged by the number of tourists visiting the sites and what is being done to protect them, such as limiting the number of visitors per day. Students may also mention that tourism is an important part of Hispanic culture and brings wealth to the countries concerned

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

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

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

Points related to the three questions:

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

Students' responses will be based on the information on the card and may cover the following: Students should mention the increase in the number of migrants crossing the Mediterranean to get to Spain and how these dangerous crossings in *pateras* have led to an increase in deaths and disappearances of migrants. They should conclude that the number of Venezuelan migrants arriving in Spain is exceeding that of migrants from Africa.

- *En tu opinión, ¿qué ventajas o desventajas tiene la llegada de inmigrantes para un país hispánico?*

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 increasing numbers of immigrants and how this may cause shortages of jobs, education and housing in Spain. It is hoped that students will mention that, as the population of Spain is predominantly old, the immigrants and their children can help the economy by boosting the younger population and by doing the jobs that the natives choose not to do. Ideally, students could mention the fact that other immigrants such as European pensioners also help the economy by spending money in the country.

- *¿Qué sabes sobre la vida de los inmigrantes en el mundo hispánico?*

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

Evaluation of what life might be like for these migrants who leave their countries to risk a dangerous journey and pay a lot of money to get to Spain. They may discuss the situation of migrants in other Hispanic countries and how the Trump wall was causing a lot of unrest among Mexicans as well as among the caravan of migrants heading to the US who had fled Honduras, Guatemala and El Salvador to escape poverty, persecution and violence. Students may mention that the number of Venezuelans fleeing to other South American countries had risen dramatically due to the political crisis in recent years.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should mention how bars in Sevilla served their customers on anti-racist tablecloths printed with word games on them and with serviettes printed with a link to a website on *El Día Mundial contra el Racismo*. Students should conclude that this is a very unusual but effective way of raising awareness and giving customers the link to the website of the campaign group *Andalucía Acoge*.

- *¿Por qué piensas que todavía hay gente racista 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:

Reference to the xenophobic attitudes of older people who have lived during the Franco regime. It is hoped that students will mention that the treatment of immigrants in Spain, indigenous people in some Latin American countries, discrimination against gypsies, anti-Semitism as well as anti-Muslim attitudes are usually based on stereotypes. Ideally, students could mention anti-racist laws that have been introduced and groups that have been set up to fight racism and discrimination, such as *SOS Racismo*, *Fundación Secretariado Gitano* and the anti-gypsy campaign '*Yo no soy Trapacero*'.

- *¿Qué sabes sobre los casos de racismo que ha habido en el mundo hispánico?*

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

Evaluation of where racism is still apparent. They may discuss anti-Muslim hostility following the terrorist attacks in Madrid in 2004 and Barcelona in 2017 and the rise in Islamophobia, such as the banning of the niqab, burqa and other Islamic symbols in some Spanish towns or the opposition to the building of mosques and the refusal to allow Muslims to pray in the *Mezquita* of Córdoba. Students may mention that football is another area where racism is rife and where players, such as Pape Diop and Dani Alves, have received verbal, racist abuse.

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

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

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

Points related to the three questions:

- *¿Te sorprende la información en esta tarjeta?*

Students' responses will be based on the information on the card and may cover the following: Students should mention that 80% of those born of immigrant families in Spain have integrated well in Spanish society, including the rapper whose parents were black Africans but who was born in Madrid. Students should conclude that Spain was traditionally a Catholic country but now has a mixture of faiths living together.

- *¿Crees que los estereotipos sobre la raza y la religión siguen causando problemas 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:

Reference to the dangers of stereotyping people according to colour, race and religion and how it can lead to misconceptions and cause offence to people, creating a divide in society. It is hoped that students will mention that the rapper, who is black and born in Madrid, is a good example of how people with a heritage of another race feel part of Spanish society. Ideally, students could mention examples of stereotypes that cause issues in society, whether it be Islamophobia and terrorism or the stereotypical characters portrayed in the films *Ocho Apellidos Vascos* and *Ocho Apellidos Catalanes* or the TV programme *Allí Abajo*.

- *¿Qué pueden hacer los hispanos para mejorar la convivencia en sus países?*

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

Evaluation of what governments can do to improve tolerance and acceptance of others in the Hispanic world. They may discuss the importance of projects with children to raise awareness of the acceptance of others such as *En los pies de otros* in Uruguay. Students may mention there is a need to campaign against religious intolerance against Jews in Colombia, Venezuela and Argentina and how the Pope is giving a clear message to Hispanic countries of the need to live in peace with others. In Madrid the government is working with *Amnistía Internacional* and *Movimiento contra la Intolerancia* to offer workshops including film, theatre and poetry to raise awareness of the need for tolerance of others.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should mention that a recent study of young people in Spain aged between 15 and 29 revealed that, in the light of the unemployment rates, they are choosing to do a Master's degree or go to England to improve their English. This means that a large number end up working abroad in cafes or restaurants as it is the only option. Students should conclude that this trend means that Spain is losing its qualified youngsters who may choose not to return, even if nearly half of Spain's young people are optimistic about the future.

- *¿Crees que los jóvenes españoles que optan por ir a otro país toman una buena decisión?*

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 increasing difficulties that the crisis of 2008 has caused in terms of unemployment and lack of opportunities. It is hoped that students will mention the youngsters who neither work nor study (*los ninis*) and that the exodus of qualified, young people from Spain may mean that the country will struggle to recruit well qualified personnel, although for the youngsters who leave, it is a good opportunity to improve their English and see the world while earning money. Ideally, students should mention initiatives that have been introduced like the *Día Internacional de la Juventud* and *La Garantía Juvenil*, to help young people find work.

- *¿A qué otros problemas se enfrentan los jóvenes en los países hispánicos?*

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

Evaluation of other problems that young people face such as climate change, university fees, drugs, leaving the home to live independently, and poverty. Students may mention the problems that some young people in Hispanic countries such as Venezuela are facing in terms of poverty or in Colombia in terms of drug cartels and the temptation to earn money from working as mules, as is illustrated in the film *María llena eres de gracia*.

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

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

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

Points related to the three questions:

- *¿Qué nos dice esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should explain how during the Franco dictatorship, babies were stolen from single, non-Catholic or communist mothers to be sold on to Nationalist families who could not have children. They may express their shock and horror at this information.

- *En tu opinión, ¿qué se podría hacer para ayudar a las víctimas de este crimen?*

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

The discussion can be centred on how the government can help family members who now try to find their relatives who were sold at birth and how they can support those who discover that their real family members may be alive but they do not know where. Students could mention the fact that at last, those guilty are being taken to trial.

- *¿Qué sabes de otras atrocidades que hayan ocurrido durante alguna dictadura en el mundo hispánico?*

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

Reference to some knowledge about dictatorships in the Spanish speaking world; reference to any South American dictatorship past or present such as Pinochet, Perón, Batista, Somoza, Castro, Chavez and Maduro and the atrocities that have occurred. They could mention *Las madres de la Plaza de Mayo*, the torture camps and death flights of Argentina during *la Guerra Sucia*. Evaluation may take the form that current leaders are causing atrocities now when we see the caravans of migrants fleeing countries such as Venezuela, Honduras and Guatemala, in a desperate bid to flee poverty.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should explore the fact that young people in Mexico are protesting for justice, as three students of cinema studies have disappeared, supposedly killed by a drug cartel. 15,000 young people have disappeared during the war against drug gangs in Mexico. These demonstrations are supported by Guillermo del Toro, a film director, who believes that it is impossible to understand that this could have happened.

- *¿Crees que los jóvenes en los países hispánicos siempre deben movilizarse contra la injusticia?*

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

A critical evaluation of how protests and/or strike action might be deemed successful. The response should go beyond mere description and may explore different approaches to protesting, among them strike action, and evaluate the positive and negative implications of each approach on the participants, the population, the infrastructure, and the economy. A good critical response might also explore how the media plays a role in bringing demonstrations to centre-stage. Students may give examples like *Jóvenes por el Clima Argentina (@jovenesporclimarg)* who are trying to make their voices heard following the success of *Viernes por el Futuro*, *#Marchaporelclima* which also mobilised young people in Spain, Mexico and Uruguay. Good answers will back all arguments with examples from the Hispanic world.

- *¿Qué sabes de otras protestas en los países hispanos?*

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

Discussion and reference to any South American or Spanish group past or present such as *Podemos*, *M5*, *Indignados* or *Trabajadores sin Tierra* and how they rose in significance; key events; government reaction to them; effects on the country concerned. Evaluation may take the form of a personal opinion on the subject and students should aim, where possible, for a balanced and informed account of the impact of such movements on local society.

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

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

Notes

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

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

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

Serious errors include:

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

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

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

value judgements

verb + infinitive (+ preposition) expressions.

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

Notes

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

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

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

The presentation

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

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

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

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

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