Mark Scheme (Results)

Summer 2017

Pearson Edexcel Level 3 Advanced Subsidiary GCE

In Spanish (8SP0) Paper 03

Speaking

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

GCE AS Level Spanish

Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on 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 bands 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, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Guidance on timing of the speaking assessment

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 12 to 15 minutes in total and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum

stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1 (responding to written language and discussion based on the Theme La evolución de la sociedad española)

Four mark grids are applied to task 1:

☐ responding to written language in speech (AO2)
☐ knowledge and understanding of society and culture (AO4)
☐ accuracy and range of language (AO3)
☐ interaction (AO1).

Responding to written language in speech (AO2)

This grid is used to assess the student's response to the first three questions **only**, it is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the AS speaking task 1: indicative content grid for questions 1-3. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs). There is an indicative content grid is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable language.
1–3	- Limited ability to summarise; over-reliance on indiscriminate repetition of source material. - Limited relevant response to questions on the texts, little evidence of understanding of texts.
4–6	- Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material. - Partially relevant responses to questions on the texts, some misunderstanding of text or texts evident.
7–9	- Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material. - Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.
10–12	- Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material. - Relevant responses to questions on the texts, showing a clear understanding of the texts.

The knowledge and understanding of society and culture (AO4)

This mark grid assesses students' ability to communicate information about, and demonstrate appreciation of, different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking task 1: indicative content** grid for **question 4.** This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. There is an indicative content grid associated with each question. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the cultural and social context. • Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	• Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance. • Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusion.
7–9	• Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references. • Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10–12	• Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references. • Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas* are considered to be thoughts and opinions that give the standard, predictable response.

Accuracy and range of language (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately, and accuracy of pronunciation.

Marks	Description
0	No rewardable language.
1–3	- Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained. - Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. - Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	- Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. - Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. - Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	- Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. - Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. - Pronunciation and intonation are intelligible and mostly accurate.
10–12	- Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. - Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. - Pronunciation and intonation are accurate, intelligible and authentic sounding.

Complex language is considered to include the following:

☐ conceptually challenging tenses such as the pluperfect, future perfect
☐ passive voice
☐ subjunctive mood
☐ use of relative pronouns
☐ using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
☐ using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

☐ errors that do not affect meaning, for example gender, adjectival agreements
☐ infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

☐ errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
☐ frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

☐ errors that mean the listener cannot understand the message
☐ errors that convey the wrong message
☐ errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
☐ mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Interaction (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1–2	- Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead. - Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	- Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. - Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	- Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation. - Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation.

This constitutes questions such as:

- ☐ '*¿Comprendes/sabes lo que digo?*'
- ☐ '*¿no te parece?*'
- ☐ '*¿estás de acuerdo?*
- ☐ '*¿entiendes mi punto de vista?*'

The timing of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

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Task 2 (discussion on the Theme La cultura política y artística en el mundo hispanohablante)

Three mark grids are applied to this task:

☐ knowledge and understanding of society and culture (AO4)
☐ accuracy and range of language (AO3)
☐ interaction (AO1).

Knowledge and understanding of society and culture (AO4)

This mark grid assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

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Speaking task 1 – Indicative content

Task 1 stimulus SP1

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

Task 1 stimulus SP1

Question number	Indicative content
1	• Spain has been at the forefront in terms of legalising same sex marriage • This new law allows gay couples to have the same rights as heterosexual married couples • Same sex marriage is now an integral part of Spanish society
2	(They can now) adopt children
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: • Spain, now being secular, more and more people are choosing to have civil weddings, and not to get married in a Church. Young people go to church less than before and its role and importance in society is diminishing Disagree: • In Spain lots of people are still Catholic and still prefer to get married in a church. Just because the political situation is secular doesn't mean that the citizens have changed their religious beliefs
4	**Accept any plausible personal response/opinion with justification, for example:** • The problems are similar to married couples: The cost of living is increasing and even couples find it difficult to manage financially • Unemployment is so high that in all probability couples will face job losses and this can add pressure to their relationships • Living together un-married means that if they separate the division of assets can be more complicated.

Task 1 stimulus SP2

Question number	Indicative content
1	- Domestic violence is an age old phenomena and has remained hidden for a long time - Women are far more likely to be abused by their own family member than by a stranger - Recently more cases have been reported to the police
2	- Because people are reluctant to report on their own family members - People feel afraid or embarrassed
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Spanish men still reportedly do less of the domestic house work than women - Paternity leave, whilst available, is still stigmatised and not often taken Disagree: - Women now occupy top executive jobs in many fields - The Spanish government is reported to have a high % of women ministers - Attitudes in society are changing and women and men are now considered more equal.
4	**Accept any plausible personal response/opinion with justification, for example:** YES - The government has introduced laws to protect women from abusers - Thanks to the bravery of some women and many campaigns, the media has highlighted this as an important issue - Society condemns domestic violence and it is no longer seen as acceptable behaviour NO - However, it is still happening, in certain pockets of Spanish society and more needs to be done to eradicate it completely.

Task 1 stimulus SP3

Question number	Indicative content
1	• Since 1978 Constitution Spain has tried to remove all forms of discrimination and promote equality of opportunity between men and women • Their progress in society is evident through their ever-increasing presence in the world of work and their achievements in education • However, inequality still exists
2	• They (women) are still mainly in lower paid jobs • Having children still affects employment rates
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: • women bring qualities like the ability to multitask, cope with pressured situations and calm, cool heads Disagree: • Men still value other men as better leaders and society doesn't still see women as equals at the top echelons (e.g. Hilary Clinton not elected as President)
4	**Accept and plausible personal response/opinion with justification, for example:** • Offer more and better paternity leave • Nursery places for women returning to work • More flexible and longer maternity leave • Tough laws for breaches of equality on pay and conditions • Employing more women into public office

Task 1 stimulus SP4

Question number	Indicative content
1	- The world of work changes for many reasons such as economics and technological demands - Recently, it is changing because of the needs of young workers - Young peoples' priorities have changed when compared to those of their parents
2	- Young people know they won't be in the same job/company all their lives - They will work longer (for more years) than previous generations - Young people not only value salary but also flexible working hours
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - In Spain young workers still see their jobs as a means to an end and work the minimum to comply with their contractual duties. Their priority is still their family and social life. Disagree: - Since joining the EU competition for jobs and migration has changed attitudes towards work. Workers value their jobs and often go beyond their contractual duties in search of promotion and recognition
4	**Accept any plausible personal response/opinion with justification, for example:** - Economic crisis has led to huge numbers of Spanish workers seeking employment abroad - Immigrant workers are also returning to their countries of origin due to high levels of unemployment in Spain - Austerity measures and public sector cuts have created tensions and strikes - Technological advancements have aided globalisation and greater international trade - Smaller companies have found Internet sales have helped grow their businesses - Spanish consumers have greater choice and are able to purchase products more easily and cheaper from abroad such as amazon.com - Spanish companies have had to adapt and become more competitive in response - Technological and economical changes

Task 1 stimulus SP5

Question number	Indicative content
1	- Spain is one of the countries that is extremely dependent on income from the tourism industry - A lot of money is generated for the Spanish economy through tourism - Statistics reveal that this is the sector which has shown most growth in 2015
2	- Recovery of the local (national) demand for tourism - Political instability in some competing countries such as Egypt and Turkey
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Tourism has been an important contributor to Spain's economic growth since the 1960s - As unemployment is high in most other sectors this industry will help to alleviate some of the economic and employment issues Disagree: - Many workers are moving abroad to find work especially the skilled and well qualified causing further drain on Spain's workforce - The recession is affecting most of Spain's economy, but in particular the public sector in which tourism plays a minimal part
4	**Accept any plausible personal response/opinion with justification, for example:** - The effect of construction on the local environment such as tall hotel blocks affecting the landscape, the destruction of natural habitats and further endangerment of animal life - The increased numbers of tourists will lead to greater air, sea and land pollution - The loss of national identity as shops, entertainment and services cater for large numbers of western tourists.

Task 1 stimulus SP6

Question number	Indicative content
1	- Tourism can seriously affect the local environment - It can have positive and negative effects - It can use up valuable natural resources, destroy the countryside and imbalance ecosystems - Beaches are shortened, huge amount of water used on golf courses, ski resorts built at top of mountains
2	Sustainable tourism means that the environment can be taken care of whilst tourists enjoy the surroundings
3	**Accept any plausible personal response/opinion with justification, for example:** Agree: - Many tourists come to enjoy the sun and sea but don't think about the locals and the surroundings: eg they leave rubbish on beaches, make a lot of noise at night. Disagree: - Ecotourism is becoming more and more popular as awareness raising campaigns take effect - Tourists are more mindful of the impact of their activities on the local environment and behave more responsibly than in the past
4	**Accept any plausible personal response/opinion with justification, for example:** - Contribution to Spain's economy, provides jobs for more - Spain can invest this money in projects to protect the environment

Speaking Task 2 – Indicative Content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

Task 2 stimulus SP7

Indicative content
• Young people in Spanish-speaking countries have greater access to world music due to the internet • Young people have access to online music apps such as Spotify, Apple Music • Trends in music which is listened to in Spanish-speaking countries have evolved and there is some degree of rejection to traditional music • Traditional music is still very much part of the local, regional and national festivals • A large number of people in the Hispanic world see music as an integral part of their identity e.g. flamenco in Spain, Salsa from Cuba, Tango in Argentina etc. • Fusion music is becoming increasingly more popular

Task 2 stimulus SP8

Indicative content
• Music and lyrics represent the whole culture and environment where it was first produced • Latin music is often a reflection of social issues such as identity, race and poverty e.g. song by Calle 13 "Latino America" - about being proud of being south American, or Etnia by Grupo Niche which is a Salsa song reminding us we all have same blood • Poverty and social imbalance are popular themes in Latin American music, e.g. Juan Luis Guerra and Bachata music to underline social differences. • In Spain, music often has politically active lyrics but the different regions also have distinct musical traditions e.g. Andalusia is best known for flamenco – traditionally sung about the persecution of the gypsies

Task 2 stimulus SP9

Indicative content
• Huge boom in the development and usage of internet based social media including sites such as WhatsApp and Twitter. Facebook is the most popular social media site in South America and Tuenti in Spain • Affects social behaviour and is not restricted to the young • Despite the economic situation in Spain and South America, the latest technologies are a must have for most young people • Most internet users in South America are reported to use social media to communicate • Video sharing has become one of the biggest use of social media • The use of English as a median has overtaken Spanish for reasons of global reach and impact • Now the number one method of communication for people and businesses is the internet

Task 2 stimulus SP10

Indicative content
• TV programmes in the Hispanic world are influenced by foreign programmes. E.g. la voz México, la voz Colombia. The popularity of these programmes has taken the Hispanic world by surprise. • They have become part of everyday society not only across Latin America but also in Spain and Latin communities across North America. • Many programmes are transmitted across Latin America via Cable Satellite TV operators. Eg. Bailando por un sueño, El X factor Batalla de las estrellas, Sábado gigante • There are many Hispanic TV programmes across the Latino community in other countries via Univisión, Televisa, Telemundo etc. Viewers can access programmes via internet.

Task 2 stimulus SP11

Indicative content
• In Spanish speaking countries religious festivals such as Christmas Day, the day of the three wise men, the day of the dead are still extremely important • The festivals keep these important celebrations alive • In Spain but also Latin America religious festivals are a quintessential part of national identity and culture • All towns in Spain also celebrate the day of their particular patron Saint which is still a regional bank holiday • There is usually a procession and often the carrying of a statue, which is worshipped of Jesus Christ, the Virgin Mary or a patron saint, and often the celebrations take place near to or outside the Church. The celebrations often include lots of people, noise and music. • One such festival is the "San Fermines" celebrated in Pamplona in July in Spain to honour the co-patron saint of Navarra and has become one of the most well-known festivals around the world. • Holy Week at Easter time is also a good way of keeping religion alive particularly in the south of Spain (e.g. penitencia en Sevilla)

Task 2 stimulus SP12

Indicative content
• The celebration of the day of the dead is still a very important festival in Mexico and Central America (and North America where there are lots of Mexican and central Americans)
• It dates back to pre-Colombian era where skulls of dead ancestors were preserved and brought out on this day to symbolise their death and rebirth
• The positives: maintaining and preserving cultural heritage and identity, the unification of communities, the bank holidays, attraction of tourists
• The negatives: exclusion of some ethnicities due to the religious elements, the noise pollution and rubbish generated due to large numbers of participants, cost to the community including the non-working days, disruption to local services