



Pearson  
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE  
In Spanish (9SP0) 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.

## 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 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

## Guidance on timing of the speaking assessment

The speaking assessment should last between 16 to 18 minutes. 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, the teacher-examiner 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 - Discussion on a theme

Three mark grids are applied to task 1:

- Knowledge and understanding of society and culture (AO4)
- Accuracy and range of language (AO3)
- Interaction (AO1)

**The knowledge and understanding of society and culture mark grid** assesses the 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which 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 these points, as long as students provide alternative responses that fulfil the requirements of the question.

## Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none"><li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li></ul>
4-6	<ul style="list-style-type: none"><li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7-9	<ul style="list-style-type: none"><li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>
10-12	<ul style="list-style-type: none"><li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>

### Additional guidance

**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, arguments, conclusions,** are deemed to be those that give the standard, predictable response.

## Task 1 – Discussion on a theme (continued)

### Accuracy and range of language mark grid

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.

#### Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"><li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7–9	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic sounding.</li></ul>

#### Additional guidance

**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

- all grammar and structures included in the grammar list that are specific to A Level.

**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.



## Task 1- Discussion on a theme (continued)

### Interaction mark grid

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.

### Interaction (AO1)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"><li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5-6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li></ul>

## **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 constraints 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.

## Task 2, Part 1 – Independent research presentation

One mark grid is applied to this part of the task:

responding to written language in speech (AO2).

### Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

### Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.</li></ul> <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4–6	<ul style="list-style-type: none"><li>• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.</li><li>• Gives a relevant personal response to the written sources supported with some justification.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.</li><li>• Gives a convincing personal response to the written sources supported with clear justification.</li></ul>

### **Additional guidance**

***Personal response:*** this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

## **Task 2, Part 2 – Discussion on independent research**

Three mark grids are applied to this part of the task:

knowledge and understanding of society and culture (AO4)

accuracy and range of language (AO3)

interaction (AO1)

**The knowledge and understanding of society and culture 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

## Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li> <li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context,</li> <li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>

### Additional guidance

**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, conclusions, arguments** are deemed to be those that give the standard, predictable response.

**Task 2, Part 2 – Discussion on independent research (continued)**  
**Accuracy and range of language mark grid**

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.

**Accuracy and range of language (A03)**

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none"> <li>• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li> <li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li> <li>• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li> <li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li> <li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li> <li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li> <li>• Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li> <li>• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li> <li>• Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li> </ul>

## Additional guidance

**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
- all grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures/varied use of 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 definition above) 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 to what they can say, 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.

**Task 2, Part 2 – Discussion on independent research (continued)**

**Interaction mark grid**

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.

**Interaction (AO1)**

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li> <li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li> <li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li> <li>• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li> </ul>

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 constraints 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.

### Speaking task 1- 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.

#### AL Task 1 STIMULUS SP1

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• Women's roles in families are no longer controlled by the dictatorship and Franco. Women are no longer subservient to men.</li><li>• Men and women still do not share equally the domestic responsibilities and women have to juggle employed work and the family more than men.</li><li>• The right for married women to work has allowed women in Spain to be emancipated. Women, married and unmarried, only really started to accept their rights to be able work in the late 70s. Article 35 of the constitution states that all Spanish people have the right to work and should work. There was a boom of women going into employment between 1977 and 1981.</li><li>• The rights to have an abortion (July 1985) and to divorce (1981) plus the quick divorce (<i>divorcio exprés</i> - 2005) have significantly helped the emancipation of women in Spain.</li></ul>
B	<ul style="list-style-type: none"><li>• A recent survey of young Spanish people suggested that more than half of the population between the ages of 15-29 are sexist and do not truly believe in equal rights for men and women.</li><li>• A rise in support for right wing political parties like Vox who wish to revise the laws against domestic violence is equally worrying.</li><li>• According to a recent survey, 60% of Spanish women do the cooking and cleaning and men carry out minor repairs at home.</li><li>• A survey also showed that 87% of women compared to only 5.5% of men took care of the children in their first 3 years.</li></ul>

## AL Task 1 STIMULUS SP2

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• The temporary work experience and apprenticeship contracts that have arisen in Spain were well-intentioned and encouraged young people out of unemployment.</li><li>• Due to the financial crisis many of these contracts have been called “contratos basura” as they do not lead to permanent work and also many young people find themselves undertaking work not stipulated in the contracts.</li><li>• Many workers are today overqualified for the jobs that are on offer in the Spanish job market. In a recent survey 89% of young people aged 23-30 said they had difficulty finding employment.</li><li>• Those who have degrees often leave the country in search of better opportunities in other European countries, creating a brain drain for Spain.</li></ul>
B	<ul style="list-style-type: none"><li>• According to recent statistics, more than 40% of graduates in Spain are in paid work which is not in line with their qualifications. Many postgraduates accept bar work just to pay the bills.</li><li>• Spain beats all other European countries with its levels of graduate unemployment now at nearly 19% (2019).</li><li>• Figures suggest that one of the main causes is the lack of education and training of young Spanish people. 33% leave education after completing their compulsory education which is higher than in many other EU countries. There are high dropout rates also in the Spanish education system.</li><li>• High dependence on the construction industry attracted many young people to drop out of school, but the building industry collapsed leaving many labourers unemployed for long periods.</li></ul>

### AL Task 1 STIMULUS SP3

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• Disagree: Spain's tourism industry started to boom in the 1960s and 1970s providing beach resorts to mostly European visitors. Especially popular are its Mediterranean coasts and its Canary and Balearic Islands which have attracted Northern Europeans for decades.</li><li>• Disagree: In 2016 it had grown to become the third most visited country in the world. It now also offers a range of options including cultural, rural and ecotourism.</li><li>• The tourism industry brings over 100 million euros to the Spanish economy and in 2017 contributed more than 16% to the national GDP ahead of the motor industry.</li><li>• In this same year the 75 million tourists who visited Spain spent over 77 million euros which is the equivalent to a quarter of all manufacturing exports. This industry helped Spain to weather the storm of the economic crisis and the Spanish Prime Minister has described it as a key part of Spain's recovery plan.</li></ul>
B	<ul style="list-style-type: none"><li>• The candidate can agree that there have been many disadvantages: for example, the high levels of tourism are leading to a scarcity of natural resources in certain places. For example, in the Canaries more water is used than is produced. The massification of tourism and the constant redevelopment of resorts are destroying the coastal wildlife which is one of the main attractions of these areas.</li><li>• They could also disagree and mention that the economic benefits bring more employment and wealth to Spain.</li><li>• Spain's tourism industry is varied and mainly concentrated in certain areas of the country: The Canary and Balearic Islands and the coastal Mediterranean towns provide the majority of Spain's beach holidays.</li><li>• Cultural tourism is located mainly in the important cities of Barcelona, Madrid and Valencia.</li></ul>

### AL Task 1 STIMULUS SP4

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• Candidates can say that Hispanic music is not all negative because it is often associated with local, regional or national identity and brings communities together. Latin music has evolved and more recently interesting themes have emerged about peace, and life and other issues raising public awareness about poverty etc. Artists such as Jennifer López, Cristina Aguilera and Carlos Santana are amongst the most influential.</li><li>• The fusion of Rock and other Latin rhythms has produced a very popular Hispanic music today including types such as reggaeton, la bachata. Some of these songs cover topics such as sexual freedom, confronting the law and drug taking and these have reputedly had a negative influence on society. Examples include Daddy Yankee, Don Omar and Tito el Bambino.</li><li>• Many young Hispanics listen to music sung in English and huge stars such as Rihanna, Katy Perry, Taylor Swift and Beyoncé are amongst some of the most popular.</li><li>• Some artists still hit the music charts and remain triumphant: Malú, Melendi, Pablo Alborán o Alejandro Sanz. These artists are often heard on the radio and seen on TV shows.</li></ul>
B	<ul style="list-style-type: none"><li>• Agree: It is undoubtedly true that Latin music is now a powerful commercial force in the world. Between 2016 and 2017, the number of Spanish-language entries on the Hot 100 jumped from four to 19.</li><li>• Disagree: some industry figures are concerned that Latin pop's gains are too heavily concentrated in just one area — what has become known as “urban” music, which primarily encompasses reggaeton and trap. Some music critics predict that other Spanish-language music genres will no longer be seen as profitable. Even Mexico, which was once a pop and rock market, is turning into an urban market.</li><li>• Reggaeton is dance music of Puerto Rican origin, a fusion of Latin rhythms, dancehall, and hip-hop or rap.</li><li>• Cumbia music is a genre that is popular in Latin America. Modern cumbia music features a variety of musical instruments like piano and bongo drums. The music comes from the days of slavery in the late 17th century and is derived from the African word “cumbe” which means “dance”. In the Antioquia region of Colombia they called it caracumbe which was coined by African slaves who worked in the mines.</li></ul>

## AL Task 1 STIMULUS SP5

Statement	Indicative Content
A	<ul style="list-style-type: none"> <li>• Agree: There are some common running themes in telenovelas — love lost, mothers and daughters fighting, long-lost relatives, love found. Telenovela audiences, however, like their stories with a happy ending — a big wedding finale is common.</li> <li>• Disagree: There are some new series on Netflix such as <i>Alta Mar</i> and <i>Ministerio del Tiempo</i> which add a crime element, and which mix genres – soap with murder mystery. Historical dramas are also very popular like <i>La Reina</i>.</li> <li>• What distinguishes most Latin soaps from those in the UK or US is that they have a plot which has a start and an end. Therefore, watching soaps is still very popular in Latin American and Spanish countries but the soap itself may change. Entire generations of families sit down to watch them together.</li> <li>• Some soaps have their audiences hooked and have been very long running such as <i>Cuéntame lo que pasó</i>, on air since 2001. <i>Arrayán</i> was a Spanish TV soap opera which was aired on Canal Sur. It became the longest running soap opera in Spanish television history, more than 2400 episodes were aired between 2001 and 2013.</li> </ul>
B	<ul style="list-style-type: none"> <li>• TV has great social impact in Latin families. Unlike other American or European families, Latino/Spanish families still watch TV together and have some of the highest viewing figures in the world. Networks are fighting to produce shows which appeal to this powerful audience. In Mexico the TV is seen as the most powerful means of communication.</li> <li>• The influence of TV is diminishing. A recent survey revealed that the average person in Spain watched slightly over 210.3 minutes of television a day in 2018. This figure has however gradually dwindled, since the peak of daily television hours was registered in 2003 at 245.4 minutes per person on average. Television is less popular among those aged 20-24 and features its largest number of viewers among the share of population aged over 65 years.</li> <li>• Spanish young people are becoming increasingly less active and the rate of childhood obesity is growing. Some claim this is due to the permanency and on demand nature of internet TV which almost the entire population of Spain has signed up to.</li> <li>• In many Spanish-speaking countries, the custom of</li> </ul>

	<p>gathering to watch major sporting events such as the World Cup or the Olympics is still firmly rooted in Hispanic culture. The difference between Latin countries and the rest of the world is that these events often include the whole family and last for days.</p> <ul style="list-style-type: none"><li>• Many Hispanic families see taking a break in the middle of the day to watch TV as an integral part of family life – la <i>sobremesa</i>. In Mexican homes for example, it is common for families to watch Free view channels between 6pm and midnight Monday to Friday and in the afternoons and evenings on Saturdays and Sundays.</li></ul>
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## AL Task 1 STIMULUS SP6

Statement	Indicative Content
A	<p>Candidates can mention any factors which have affected traditional Hispanic customs.</p> <ul style="list-style-type: none"> <li>• They could mention that growing numbers of immigrants have changed working habits. They are willing to be more flexible in their working patterns and some shops (e.g. <i>los chinos</i>) are staying open through lunchtime and on Sundays.</li> <li>• They may argue that some Hispanic customs are so firmly rooted in the country's culture that they will never be changed. For example, the long summer holiday lasting usually the whole month of July and August.</li> <li>• Many traditional customs have been handed down through the generations and play an important part in family life. For example, the custom of getting together on Christmas Eve with family or <i>La Cabalgata</i> on 5 January.</li> <li>• In Mexico and many Latin American countries, the celebration of the dead is very important and on <i>el Día de los Muertos</i>, families remember and pray for their loved ones who have passed away.</li> </ul>
B	<p>Candidates can agree or disagree that Hispanic celebrations represent Hispanic culture.</p> <ul style="list-style-type: none"> <li>• They could agree and say that through traditional celebrations, cultural identity and history is passed on to future generations. 'Moors and Christians', is a set of festival activities which are celebrated in many towns and cities of Spain, mainly in the southern Valencian Community.</li> <li>• They could disagree and say that new traditions from other cultures are entering popular culture such as Father Christmas and Halloween.</li> <li>• The Christmas celebrations centred around the three wise men, "<i>los Reyes Magos</i>", is losing its place gradually due to globalisation, especially when Spanish speakers move to the USA.</li> <li>• The tradition of asking for the <i>Aguinaldo</i> where young children used to go from house to house asking for "<i>el aguinaldo</i>" as they sing Christmas carols and play drums and tambourines in return for some coins, cakes, or sweet treats has been lost in modern times.</li> <li>• The tradition celebration of <i>Carnaval</i> has become increasingly popular and developed into an international event with less emphasis on its Catholic roots.</li> </ul>

### AL Task 1 STIMULUS SP7

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• Agree: The influence is obvious through the food that is eaten today in Spain. Historically, the Arabs have brought a wealth of traditional pastries which are now seen as an integral part of Spanish culture today.</li><li>• Agree: they could also mention the many architectural influences in many Spanish cities – the Alhambra in Granada, the many aqueducts, and the irrigation systems all brought to Spain by the Arabs.</li><li>• The music enjoyed in Spain is now a fusion of music from other countries such as the Trapp and Frap – a mix of Hip Hop and Cuban music.</li><li>• Spain is no longer white and Catholic but enjoys a rich multicultural society thanks to the many children born of immigrant parents in Spain. They bring bilingualism and religious beliefs, which all enrich Spanish society and make it more tolerant. Statistics from the years 2013 to 2017 show there were 108,074 children of immigrants who acquired Spanish nationality in that period.</li></ul>
B	<ul style="list-style-type: none"><li>• Immigrants provided a necessary workforce before and during the crisis and provide the construction and agricultural industries with workers as Spanish nationals are less motivated to work in these fields.</li><li>• During the crisis, unemployment started to rise and tolerance towards immigrant workers started to decline.</li><li>• Many have filled jobs that the Spanish cannot, or prefer not to, do such as childcare or care of the elderly. This has allowed many Spanish women to return to work after having children.</li><li>• The vast majority of immigrants are young and of working age with few dependents and so contribute to the Spanish economy through income and other taxes.</li></ul>

## AL Task 1 STIMULUS SP8

Statement	Indicative Content
A	<ul style="list-style-type: none"> <li>• The integration of Muslims is not fully assured: Only in places where there is a particular concentration of Muslims, such as Ceuta, Melilla, have the local authorities drawn up specific integration policies in this regard.</li> <li>• Disagree: The lack of a strong social housing policy has in fact aided integration as immigrants have been dispersed amongst Spanish citizens in search of low-cost housing.</li> <li>• Agree: Integration is reported to have happened more by chance than by strong measures. Whilst immigrants have occupied mainly certain big cities such as Barcelona, Madrid, and cities in Alicante, Murcia and Andalucía, their dispersal has avoided the concentrations and enclaves and proved less challenging for the public services including schools.</li> <li>• Agree: in most regions of Spain, local governments follow the central government's "<i>plan de inserción social</i>" and have adopted a very pragmatic approach to legalising integration. 55% of Ecuadorian immigrants in Spain, for example, now have permanent residency in Spain. They enjoy a sense of acceptance and do not feel discriminated against.</li> <li>• Disagree: the gated communities, mainly of British retirees in the south of Spain, show little or no inclination to integrate into Spanish society and remain fairly segregated.</li> </ul>
B	<ul style="list-style-type: none"> <li>• Agree: in 2010 the Spanish government put in place a plan to aid the social integration of immigrants as part of their fight against social exclusion. This plan included 400 million euros from the <i>Fondo de Apoyo a la Acogida e Integración de Personas Inmigrantes</i>.</li> <li>• Disagree: There is a huge disparity of numbers across different autonomous communities with 45% in Madrid and Cataluña making a common national strategy difficult to implement. The Madrid Regional Government created transitional classrooms for immigrant pupils who cannot speak Spanish, with tutor-student mentors from the normal classrooms to aid integration and provide support. However, the immigrant classroom appears to separate and divide rather than integrate pupils into mainstream education.</li> <li>• The Spanish government also commissioned a report into the help being provided to pupils from immigrant families <i>La atención al alumnado inmigrante en el sistema educativo español</i> (CIDE, 2005).</li> <li>• Spain is seen as one of the most generous in terms of its</li> </ul>

	<p>policies towards refugees and their rights. Article 13.4 of the Spanish constitution recognises these rights. Spain publicly supports the International Day of the Refugee.</p> <ul style="list-style-type: none"><li>• In 2019 more than 55% of all Ecuadorian migrants had received permanent residency in Spain. It is still easier for Latin American migrants to fully integrate due to the lack of language barriers and the cultural similarities.</li></ul>
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### AL Task 1 STIMULUS SP9

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• Candidates could mention Brexit and the delays. Spanish attitudes towards British ex-pats living along the coasts have to some degree changed as frustrations over their unwillingness to embrace the EU (the currency, social policy etc.) come to a head.</li><li>• They could mention the Madrid bombings and recently the number of people arrested for crimes associated with jihadi radicalisation has increased four-fold in Spain. This has had a serious effect on public opinion relating to Muslim immigrants.</li><li>• Some reports show that Spain is truly multicultural, and that the nation is ambivalent towards immigration flows, especially as many Spanish nationals are now leaving Spain in search of employment elsewhere.</li><li>• They could say that Spain's relationship with immigration is changing and that the Spanish people do not believe enough is being done to control the flows of immigration. Whilst many immigrants leave, the number arriving each year is still higher since 2015. An increasingly gloomy job market makes acceptance of new arrivals less positive. Public opinion is that immigrants contribute to an already overcrowded job market and immigrant low wages have brought the minimum wage below acceptable levels.</li></ul>
B	<ul style="list-style-type: none"><li>• Agree: if compared to 40 years ago, there is a lot more positive political action towards the integration of immigrants than in the past. Now, immigration is viewed by government as a long-term phenomenon and policies reflect this. In the late 1990s the law started to recognise the rights of immigrants; rights to education and the use of an interpreter. Immigrant families could be brought over where foreigners had obtained legal residency. By 2000 the Spanish focus was more on how to integrate the immigrants rather than control their influx. El Plan Greco looked at how to integrate foreigners who contributed actively to Spain's economic growth.</li><li>• Disagree: Many Spanish people believe that the government should be spending more on social integration. Since PSOE's time in office, the budget on social integration has been set at zero.</li><li>• One challenge presented is that the enrolment of immigrant pupils into Spanish classrooms is a relatively</li></ul>

	<p>new phenomenon and consequently the Spanish education system is not as well prepared to cope as its European partners</p> <ul style="list-style-type: none"><li>• Another challenge for integration is the availability of work in a country with high levels of unemployment. Unemployment, low salaries, job insecurity and poverty affect the immigrant population disproportionately.</li></ul>
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### AL Task 1 STIMULUS SP10

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• Agree: Franco found support from Moroccan militia but more importantly from an organised and well-trained army openly supported by Fascist countries such as Germany and Italy - an important source of military help.</li><li>• Disagree: Most of the armed forces remained loyal to the Republican government – the navy and the air force. In addition, the Republican Army had the support of the left-wing unions. Later the Republican side was supported by the International Brigades made up of socialist and communist volunteers from 50 countries (Europeans, Canadians and Americans). They had little or no military training. The people who joined the International Brigades went independently of their governments in response to a call from the Communist Party International. The Nationalist Army was supported by the right-wing political parties. The Church officially supported the nationalists. The infantry and a good part of the navy moved their support to the Nationalist side in 1936. Germany, Portugal and Italy also provided military support to the Nationalists with boats, planes (The Condor Legion) and infantry.</li><li>• The Republicans, not able to turn to Europe for support due to the Non-Intervention Agreement of 1936, turned to the Soviet Union who provided tanks and planes. The French Communist party also organised the International Brigades in 1936 which provided volunteer fighters.</li></ul>
B	<ul style="list-style-type: none"><li>• Agree: Franco, with the support of German and Italian planes, managed to storm the South in August 1936 and took hold of the majority of Andalusia in weeks. From Seville he set up camp and began to coordinate the attacks.</li><li>• Disagree: Franco underestimated the Republican loyalties and his initial coup failed. The war took far longer and was more devastating than he had anticipated.</li><li>• A serious mistake was the infamous “war within a war” in Catalonia in 1937 between Stalinist communists (PSUC) and Anarchists (POUM) who had taken hold of the city. The Republicans had lost almost every battle they had fought and now were fighting each other in Aragon and Catalonia.</li></ul>

	<ul style="list-style-type: none"><li>• One strategic military mistake made by the Republicans was not protecting the Malaga coast from the arriving rebel troupes which gave Franco the opportunity to seize control of the South.</li><li>• There was a series of political assassinations by the Republicans prior to the start of the war and many opposed their radical views regarding the Catholic Church and violent action against the buildings.</li></ul>
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## AL Task 1 STIMULUS SP11

Statement	Indicative Content
A	<ul style="list-style-type: none"> <li>• Franco had made a pact with the Church during the civil war that if it received their support, it would play a bigger part in the formation of the new Spanish society.</li> <li>• The Catholic Church was by nature conservative and upheld the same traditional values (e.g. the traditional family roles) that Franco's regime wanted to re-establish. The Church was a way to control society and restrict liberal ideals which had previously started to become popular during the Second Republic.</li> <li>• The Church was given free reign to design and implement teaching methodologies that promoted and reinforced Catholic doctrine. Latin and prayer and the teaching of the bible were compulsory in schools during the dictatorship.</li> <li>• The Catholic Church had reportedly condoned the violence and supported the condemnation of homosexuals, atheists and anyone known to have rejected the Catholic faith. A law - <i>la Ley de Responsabilidades Políticas</i>- and <i>La Causa General</i> in 1940, meant priests shared the responsibility for denouncing non-believers. People lived in fear of their lives and so hid their non-religious beliefs.</li> </ul>
B	<ul style="list-style-type: none"> <li>• The Franco regime's goal was to establish a totalitarian state like that in Nazi Germany and the post war period in Spain saw the growth of Fascism in many of the institutions. The country remained closed to international trade and movement, particularly during the 1940s and 50s.</li> <li>• Francisco Franco made one of his main goals to make Spain entirely Catholic, eliminating any behaviour that he felt threatened this: homosexuality, practice of any other religion, prostitution, and any other language than Castilian Spanish.</li> <li>• Many thousands of deaths occurred in the post war period. It is reported that around 400,000 people were executed or died in concentration camps after the end of the war and up until the end of the Second World War.</li> <li>• Franco used what has been called <i>terror blanco</i> to control the nation and suffocate any opposition. Anyone considered a threat to his regime suffered physical, economic or political violence.</li> <li>• Violence occurred through disappearances- <i>una violencia silenciosa</i>. Many disappearances are now</li> </ul>

	<p>known to be because of actions by Franco's regime to eliminate possible threats to his dictatorship. Victims were buried in communal graves. This was done to repress opposition and to guarantee its survival.</p> <ul style="list-style-type: none"><li>• During the Franco regime we now know that many thousands of babies and children were separated from their Republican mothers, who had given birth in prison or in hospitals and were given to families who supported the regime. This was done as the regime believed the babies were better off being brought up as good supporters of the regime.</li></ul>
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### AL Task 1 STIMULUS SP12

Statement	Indicative Content
A	<ul style="list-style-type: none"><li>• Adolfo Suárez was relatively unknown when he was appointed and therefore was able to unite the left-wing and the former Francoist supporters now in Parliament. He was a master negotiator and achieved cross-party consensus in a short period of time.</li><li>• Adolfo Suárez was instrumental as he helped the government choose a slower but safer road to democracy avoiding the potential violent intervention by extremists.</li><li>• The Political Reform Law of 1976 gave all Spaniards over 21 the right to vote.</li><li>• Suárez legalised formally illegal political parties. He made a pact with the former communist party and by agreeing to legalise it received their support in the new political constitution.</li></ul>
B	<ul style="list-style-type: none"><li>• It is reported that King Juan Carlos acted decisively and quickly.</li><li>• He denounced the coup in a televised address calling for the rule of law and the democratic process to continue.</li><li>• Undoubtedly, the failed coup served to confirm Juan Carlos's firm defence of a new democratic Spain which was welcomed by the whole nation.</li><li>• However, some have since argued that following the coup, the King showed little antipathy for the protagonists in the plot and some have suggested that he secretly supported it. These rumours have done nothing to help the reputation of the Royal Family.</li></ul>

## Indicative content for task 2 part 1, independent research presentation

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech*.

**Independent research question or statement:** 'La nueva ley mordaza en España va demasiado lejos en su objetivo de proteger el espacio public.'

Student presentation (up to 2 minutes)	Comment
Voy a hablar sobre la Ley de Seguridad Ciudadana, la 'ley mordaza'. Mi información viene de los artículos: 'La ley mordaza, la norma más protestada, hoy entra en vigor', de Fernando Garea en el periódico El País y, 'Las 44 conductas que se multan en la nueva ley mordaza', en el periódico El Mundo.	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
Garea describe la fuerza de los sentimientos en contra de la ley, y explica las varias modificaciones que se han hecho para que sea aprobada. Garea critica la decisión de introducir esta ley, e indica otra legislación reciente, en la educación y en el trabajo, que es igualmente mal vista.	Summary of the first written source.
El artículo de 'El Mundo' ofrece un resumen de las 44 acciones que puedan dar lugar a una multa. La 'ley mordaza' categoriza estas acciones como: muy graves, graves y menores. En cada una de estas categorías, expone la gama de multas posibles para cada transgresión.	Summary of the second written source.
El artículo escrito por Garea era interesante, ya que indicó la impopularidad de la nueva ley. Garea indica la fuerza de la opinión pública en contra de esta ley, pero pienso que es importante considerar los argumentos a favor. Según el artículo en 'El Mundo', algunos delitos merecen un castigo severo pero no me parece justo que se imponga una multa simplemente por una manifestación de protesta.	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the Independent Research Project are:

- ¿Hasta qué punto la sociedad española promueve la igualdad de oportunidades de mujeres y hombres?
- Un análisis de las divisiones en la sociedad española durante la Guerra civil.